

2019

# SCHOOL TRAVEL PLAN GUIDE

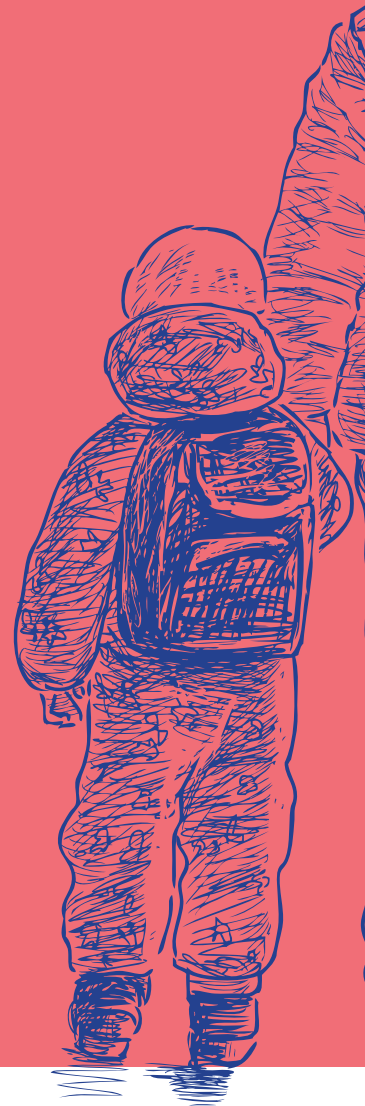


**Now that your school has decided to develop a travel plan, here's some information to help explain the process.**

This guide will help you:

1. Set up your plan, and get support
2. Gather information
3. Take action
4. Monitor and review your plan.

Once you have decided to develop a school travel plan, get in touch with the DCC who will set up a meeting to explain the school travel plan (STP) process, and go through the resources. Our transport staff will provide guidance and support for you to complete your School Travel Plan. The action plan developed from the school travel planning process aims to create a safer and less congested environment outside each school/school cluster and should be delivered in partnership with the school community, DCC's transport team and NZ Police.





### **What support will the DCC give?**

- Provide a resource pack with tips and suggestions
- Help develop safe routes to and from school
- Cycle skills training
- Ideas on effective ways to announce you're working on a plan and to ask for assistance.

If you need support or more information, contact the Dunedin City Council Safe and Sustainable Travel Co-ordinator on 477 4000 or at [transport@dcc.govt.nz](mailto:transport@dcc.govt.nz).

# 1. SET UP, AND GET SUPPORT

For a successful school travel plan process, it's important to get the whole school community on board and that your school is motivated and willing to own the plan. Your school will need to commit staff and student time to facilitate meetings and workshops to work towards more sustainable travel and better road safety within your school community.

Before you get started on your school travel plan process, identify a key influential person to champion your plan and to co-ordinate the process.

## Get a team together

Recruit other people to help you. We recommend you engage with the whole school and work with representatives from staff, parents, and the Board of Trustees. For the best results, get parents and students involved from the start. A student group can ensure that students views, and ideas will be included.

## Plan your approach

Once you have support to implement your school travel plan process, you should hold a first meeting to define how you want to approach your school travel plan.

## At the first meeting, you can:

- discuss the issues and opportunities at your school
- decide on what the school wants out of the STP process – what goals does the school want to achieve?
- define the scope of the travel plan process – do you want to produce a short action list, or a full living document with a comprehensive action list
- indicate how pro-active the school wants to be and in what direction they would like the School Travel Plan to develop (define scale of travel plan)

- discuss in what format to set up the School Travel Plan and assign actions.

There are a number of ways to approach the school travel plan process. You can choose the type of travel plan best suited for your school. The table opposite shows some options for you to consider.

## Scale options

- Student and teacher initiative with support from DCC and Police
- Teacher led with support from students, DCC and Police

## Scope options

- Short action list with achievable short-term goals aimed at increasing the numbers of active travellers.

- A collection of incentives and activities organized by the school to engage the school community in improving active travel around the school.
- An intensive action plan with a collection of activities, events, infrastructure improvements, and policies aimed at improving behavior and attitudes towards more sustainable travel to/from/ around schools.

## Format options

- Working group
- Workshops
- Student group/s
- Informal meetings

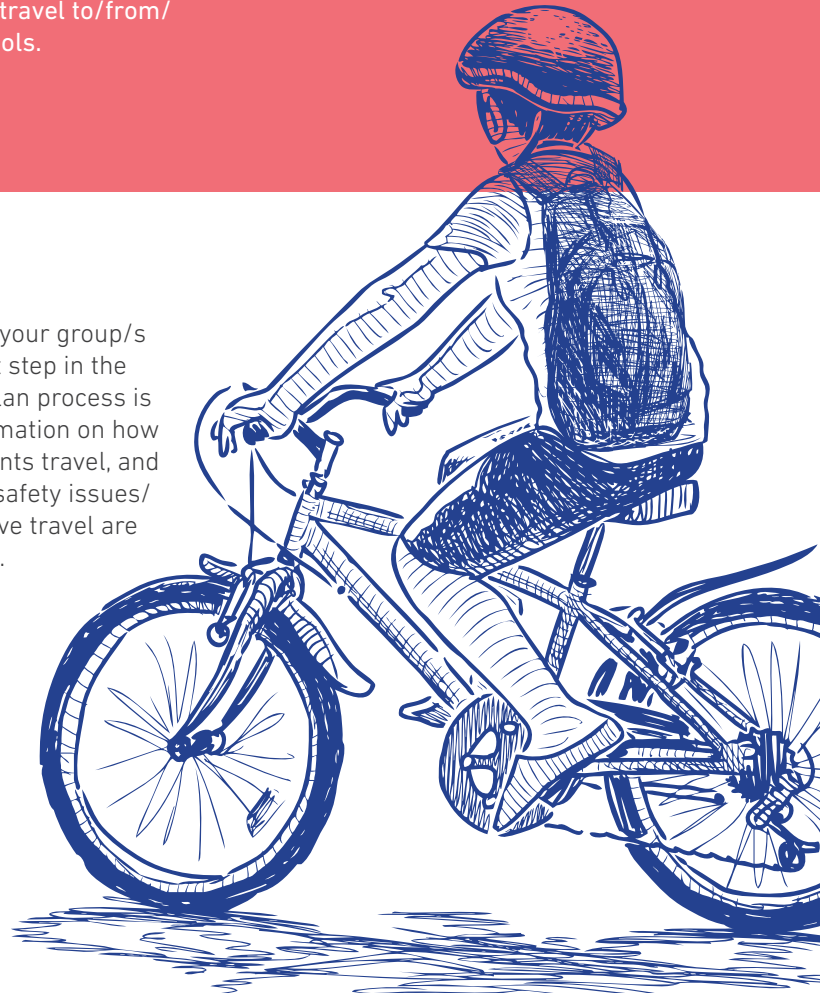
## Student group

A student group can ensure students' views and ideas will be included and road safety is discussed and communicated among students and parents.

A student group would likely work separately from an adult group because they work in different ways, however this group should be facilitated by a teacher or parent who is involved in the wider school travel plan process. For more information on how to set up a student group, see the School Travel Plan resource pack.

## Next steps

After you have your group/s set up, the next step in the school travel plan process is to gather information on how staff and students travel, and what the road safety issues/ barriers to active travel are for your school.



# 2. GATHER INFORMATION

For your travel plan to be successful, you need to understand current travel behaviour - how students, parents and staff travel to school. It's important to collect data at the beginning of the school travel planning process as it provides a baseline from which progress can be measured. Comparing before and after data is one of the best ways to measure your success.

We recommend gathering information on how your students and staff travel to and from school, and what the perceived safety issues and barriers to active travel are. This can be achieved by:

- Observations at school start and finishing times
- Conversations with parents, staff and students.
- Talking to other schools to find out what issues and interventions they have experienced, and what has worked/not worked for them.
- Surveying students, parents and/or staff (see page x on resource pack for survey templates)
- Talking to your School Community Officer to gather information from them
- Running 'mapping our travel' exercises with students and parents (see page x. on resource pack)

## Audit your area

Complete an audit to record what facilities the area around your school has to support walking, scooting, cycling, and safe road user behaviour.

- Is our school accessible by walking and cycling routes?
- Do our students have somewhere safe and convenient to park their bikes and scooters?
- Are there any safe to meet spots around your school? And do you use/encourage them?
- Do you operate a Kea Crossing or School Patrol?
- Are there traffic calming measures e.g. raised crossing points, school zone signs and/or kerb build outs around our school?

## Data analysis

Once you have gathered all your data on how students and staff travel and spoken to other schools about how they have undergone school travel planning, you need to collate the data in a way that illustrates what the key issues/risks for your school are and prioritise which issues should be addressed first. This step should allow you to identify what the issues are, and the causes for the issues. i.e. there is a safety risk at the school gate because too many parents are trying to drop their children off at the same time in the same block.

You should finish your data analysis with a clear picture of what the key issues are that your school needs to address to improve road safety and remove barriers to active travel. This priority list will guide the next step – development of your action plan.



# 3. TAKE ACTION

This is the doing stage. Once you have identified the key issues and barriers to safe and sustainable travel, you can make an action plan. It helps to reconfirm your schools' goals, objectives, actions, timelines and budget considerations.

Then discuss how your actions will be delivered, communicated and monitored. Check out the resource pack for some ideas and examples of interventions that your school can implement to address some of the key issues and barriers identified from your data collection and analysis.

## Developing your action plan

Some points to keep in mind:

- Successful travel plans combine education with promotions and incentives to teach people about improved travel while encouraging and rewarding behaviour change
- Be realistic about what your school can achieve
- Decide how it will be delivered e.g. activities or a living document
- DCC's school travel planning resource pack lists actions and activities your school could implement to encourage more active travel and improve road safety behaviour
- Talk to DCC and your School Community Officer about any activities that could be delivered in partnership
- Assign responsibility for actions
- Assign timeframes for actions
- Include how you will measure success of the actions  
Communicate your success - tell people how your school is improving road safety and active travel for students, parents and staff.

## Communicating about your plan

You can let your school community know about your travel plan including the actions you are going to implement through:

- Brochures
- Website content
- School newsletters
- Posters
- Presentations to assemblies and Board of Trustees meetings
- Information in enrolment packs
- Articles in community newspapers, newsletters and on noticeboards.



# 4. MONITOR AND REVIEW

It's important to review your plan frequently to see how things are progressing, what impact your initiatives are having and what future steps you might take by asking:

- How is travel changing at our school?
- What savings are being made and benefits being realised?
- Has traffic congestion changed?
- Are our students more active and engaged?
- What else can we do to keep the momentum going?

We recommend:

- In your action plan, outline success measures for each action and what impact it has on active travel and road safety behaviour at your school
- Repeat your survey every few years.

You can monitor your action plan by:

- reviewing the School Travel Plan every x month/years
- scheduling a monitoring meeting or workshop every x month/years
- conducting regular surveys
- producing an annual report.



# FACTORS IN SUCCESSFUL SCHOOL TRAVEL PLANS

## **School community ownership**

The school travel plan must be owned by the school community - it is developed by the school community for the benefit of students, staff and parents.

## **Adopt a problem-solving approach**

Successful school travel plans usually occur where a school has an issue e.g. congestion at the school gate. The travel plan helps resolve these issues and ensures a sustainable programme is in place.

## **Tailored to the school's needs**

Each plan is tailored to meet the needs of the school, rather than being a generic template.

## **School travel plan champions**

Champions from within the school community provide the impetus to progress the travel plan process. The champion is usually a senior staff member or parent representative committed to the project.

## **Support from DCC Transport staff and your School Community Officer**

DCC staff and your School Community Officer actively support your school in developing and implementing the travel plan. They will guide you in setting up the process and developing the action plan. They may also be able to offer other assistance.

## **Outcome-based approach**

A school travel plan should focus on achieving outcomes rather than on methodologies. Different schools will action different parts of the process in different ways.

## **Positive relationships and commitment of key stakeholders**

There needs to be a positive relationship between the school community, DCC staff and School Community Officers. Frequent, clear communication is essential.

# WHAT DO YOU THINK?

Which of the factors listed on the previous page will be the most important for your school's travel plan? DCC staff can talk these over with you as part of your start-up meeting.



# MORE INFORMATION

Contact the DCC Safe and  
Sustainable Travel Co-ordinator  
on 477 4000 or at [transport@dcc.govt.nz](mailto:transport@dcc.govt.nz)

