

# Neighbourhood accessibility plans: Guidelines for coordinators

Web resource E - Examples

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**NZ TRANSPORT AGENCY**  
WAKA KOTAHI



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# E1 – Project brief example

## Ellerslie liveable community plan – Project brief (supplied by Auckland City Council)

### Project definition

#### Purpose of project

To develop a framework to manage development in Ellerslie.

#### *Guiding principles*

We want to:

- create a community which is safe and attractive, encouraging walking and cycling, offers a choice of lifestyles, has mixed use at its core, has a choice of transport options and creates a sense of belonging
- retain and enhance the existing historic, cultural and natural character and amenity of Ellerslie
- involve the community and stakeholders in the development of the strategy
- take into account the relationship of Ellerslie with other parts of the city.

#### Scope

##### *Geographic*

The area subject to this study is defined, broadly, by a circle of 800 meters radius, centred on the corner of Main Highway and Ladies Mile (this is appended as attachment). Some variations in the study area take into account the development pattern.

##### *Community of interest*

Stakeholders, residents (commercial and residential), shoppers, workers, people in transit through Ellerslie (a list of other stakeholders will be developed).

#### Related projects

##### *Internal*

- Sense of place – community planning.
- Heritage – character study forms a basis for this.
- Ecological issues – Andrea Julian.
- ACE major applications (on-going) – Graeme Michie.
- Parking study – Kevin Wong-Toi.
- Cycling and walking strategy – Coralie McDonald.
- Stormwater issues – Greg Paterson.
- Character overlay plan change – Sue Parsons.

##### *External*

- Regional rail project – David Wong.
- Main Street/Town centre association.
- Regional transport groups including the NZ Transport Agency (NZTA), Auckland Regional Council.
- Housing New Zealand – Ian Wheeler.
- Auckland Racing Club plan changes – Sarah Nairn.
- Motorway widening.

## Project definition

## Strategic relevance

Strategic plan, Regional growth strategy, Auckland City: Growth management strategy.

## Background to project

In December 2003 the council approved the Auckland City: Growth management strategy which provides a framework for the management of growth in Auckland City, within the context of the Regional growth strategy. This document includes central principles to proactively manage growth of the city through encouraging its location within the areas of change. The mechanism for implementation of the strategy was proposed as being through the development, in consultation with local communities, of liveable community plans.

The prioritisation of a liveable community plan for Ellerslie is in response to a number of factors including:

- Ellerslie is identified, in the Growth management strategy as an area of change (priority 2) centre.
- Coordination of the railway station upgrade planned for 2005.

The project within the scope of Auckland urban living. This is a council planning philosophy that integrates land use and transport planning and meets the social and physical infrastructure needs of the city.

## Assumptions

- Continuing political and financial support for the liveable community plan process.
- The liveable community plan process will involve council, outside agencies (eg NZTA, Main Street) and the community working together.
- Ellerslie will continue to be an attractive place to live.

## Timeline

Draft attached.

## Project resourcing

### Resources

#### *Financial*

- Auckland City Council – Approximately \$100,000 over 2 years.

#### *People*

- Officers.
- Partnerships with local groups (eg Main Street, Community Board, Historic Places Trust, Housing New Zealand, major developers, residents' groups, major property owners).

## Project set-up

### Sponsor

Jill Mc Pherson

### Leader

Dawne Mackay

## Team members and roles

### Core Team

Dawne Mackay, Anne Foy, Stephanie Jowett, Karen Donnelly, Rennae Shirley, Kevin Wong-Toi, Rina Tagore, Janet Giles, Siobhan O'Donovan. Representatives from the Maungakiekie Community Board and the Ellerslie Business Association to be appointed.

## Stakeholders identified

A list of stakeholders to be completed.

## Monitoring and review

The project plan and communications plan (to be completed) will be reviewed at key points through the process and any amendments to process or timeframes made accordingly.

## Risk analysis

## Communications plan

Still to be developed.

## SWOT analysis

### Strengths

- Centre and accessible area in Auckland region:
  - Arterial roads, Great South Road and Southern motorway
  - Train station routes to CBD and South Auckland City.
- Growing business opportunities along Great South Road and strong business association in the town centre.
- Close to established residential areas.
- Town centre provides a good range of services and amenities for employees and residents (local retail, restaurants, cafes, banks, post office, and police).
- Mixed use strong in the area.
- Good range and framework of community facilities in the residential surroundings (Ellerslies war memorial hall, Michaels Ave Park, YMCA).
- Strong sense of community and heart in Ellerslie.
- Good character/heritage remaining in town centre and surrounding residential areas.

### Weaknesses

- Motorway/rail/roads dividing the original community.
- Already seen residential intensification close to town centre – taking capacity without offering good urban design outcomes (eg Findlay Street, Cawley Street).
- Lots of residential infill has already taken place and vacant land opportunities have also been reduced.
- Traffic conflicts between businesses, residents travels and pick up around schools (Kalmia Street).
- Parking issues:
  - Parking conflicts in the town centre between residents, retail customers, business communities, train station users, long-term parking and schools (especially in Kalmia Street).
  - New developments have been very car-oriented.
- Potential stormwater and flood hazards in the town centre.
- Lack of passive open space useable and accessible to town centre and surrounding residential.
- Some new developments in the town centre have not been well integrated into the existing urban framework.

## Opportunities

- New Zealand Railways Corporation (NZRC) to improve rail station upgrade.
- Use rail station to draw people from cars to passenger transport (Park n Ride, link train station to bus routes).
- Increase accessibility to employment and living centre.
- To work with Housing New Zealand on better provisions of pensioner housing.
- School facilities in the area.
- Proximity to areas being comprehensively redeveloped:
  - Harrison Road Quarry
  - Ellerslie racecourse (and opportunity to open up and make public the amenities to the community).
- Proximity to areas being comprehensively redeveloped:
  - Harrison Road Quarry
  - Ellerslie Racecourse (and opportunity to open up and make public the amenities to the community).
- Inputting into process to get better outcomes and link them to Ellerslie town centre.
- Proximity to other growth centers (Mt Wellington Quarry, Sylvia Park, Tamaki University).
- To link and get a synergy with council projects (eg parking management plan, open space network plan, walking and cycling strategy, overlay character).

## Threats

- Business development will continue to be very car-based.
- Retention of character with growth in residential areas and around town centre.
- Widening of motorway may have impact on design, capacity and accessibility of the train station.
- Through traffic between Ellerslie and Mt Wellington and congestion in the town centre.
- Proximity to Sylvia Park in terms of commercial impacts.



# E2 – Staff school travel plan survey example

## KingsWay School staff travel survey



The information provided in this survey will only be used to assist in the development and monitoring of our school travel plan. If you have any questions, please contact:

xxx, School Travel Coordinator  
 Auckland Regional Transport Authority  
 Mobile: xxx  
 Email: xxx

### Section 1: Background

#### 1. Please write your home address in the boxes below.

House/Flat number (eg 112, 112A)

Street name

Street type (eg Road, Place, Street, etc)

Suburb

#### 2. Do you work:

Full-time (→ Please go to **Question 4**)       Part-time

#### 3. If you work part-time, how many times per week do you ...

Arrive at school between 8 and 9 am?     Never/rarely     1     2     3     4     5

Leave school at 3 pm or later?             Never/rarely     1     2     3     4     5

#### 4. Please tell us how you usually travel to and from work (tick one box for 'to' and 'from' for each day you work).

	Monday		Tuesday		Wednesday		Thursday		Friday	
	To	From	To	From	To	From	To	From	To	From
Car - Drive alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Car - As a passenger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Car - Drive with passenger(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public transport (bus, train, ferry)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walk/run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do not work this day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please describe)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

→ If you never or rarely drive to work, please go to **section 3**.

## Section 2: Questions for car drivers/passengers only

### 5. For those driving with others or who travel as a passenger in a car/vehicle only.

What best describes your travel arrangement? You may tick more than one box if necessary.

- I drive my child/children to or from school
- I share a ride with another household member who goes to work
- I share a ride with someone who goes to another workplace
- I share a ride with another staff member from this school
- I get a lift from a family member who then goes home
- Other (please explain)

### 6. Where do you usually park your car while at work?

- On the school grounds/school-provided parking
- On the street (please write in the street name below)
- In a car park building/lot (please write in details below)

#### 6a. Parking details.

## Section 3: Some options for travelling to school

### 7. What would encourage you to walk or cycle to work? Please tick up to three boxes.

- I already walk/run or cycle to work at least three days a week (Please go to **Question 10**)
- If I couldn't park my car on the school grounds
- There were more/better maintained footpaths
- There were cycle lanes on the way to school
- There were safer places to cross the road(s)
- Slower/less traffic on the road(s)
- There were safer places to lock up my bike at school
- Special deal on walking/running shoes or cycling equipment
- If a taxi fare was provided for emergencies during work hours
- Other people to walk/run or cycle with
- Staff showers at school
- Lockers to keep my personal belongings and papers in
- To improve my physical fitness
- Nothing would encourage me to walk/run or cycle to work
- Other (please specify)

---

**8. What would encourage you to use public transport (bus, train or ferry) to travel to work?** Please tick up to three boxes.

- I already use public transport at least three days a week (Please go to **Question 10**)
- Subsidised/cheaper fares
- If public transport tickets were available for purchase at school
- If there were vehicles available for personal or work use during the day
- If a taxi fare was provided for emergencies during work hours
- If the bus /train service went more frequently
- If there was a stop/station near where I live
- If there was a public transport route from my home to work
- If I couldn't park my car on the school grounds
- Nothing would encourage me to use public transport
- Other (please specify)

---

**9. What would encourage you to carpool to work?** Please tick up to three boxes.

- I already carpool to school at least three days a week (Please go to Question 10)
- If someone organised carpooling at the school
- If there were vehicles available for personal or work use during the day
- If a taxi fare was provided for emergencies during work hours
- If I couldn't park my car on the school grounds
- If special parking was available on the school grounds for carpoolers
- Nothing would encourage me to carpool
- Other (please specify)

#### Section 4: Your interest in our school travel plan

**10. Would you be interested in contributing to the development and/or implementation of the school travel plan by doing any of the following?** Please tick the boxes that apply.

- Be part of the committee developing the school travel plan
- Organise a 'Planning for real' day at school (identifying hazards and solutions on a large map)
- Develop ways to integrate school travel issues into the curriculum (health and safety, geography, sense of community, maths)
- Be a contact person for a specific part of the school travel plan once it is developed
- Help set up a carpooling scheme for the school community
- Help monitor a school crossing once a fortnight or once a week
- Be a volunteer 'driver' of a Walking school bus one day a week (supervising a group of children walking to or from school)
- Be a coordinator/supervisor of a walking or cycling club (monitor achievement, issue prizes)
- Be a cycle buddy (supervise one or more children cycling to school)

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*continued*

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- Supervise a meeting point at the school for children using Walking school bus or normal buses
  - Organise promotional activities once or twice a year such as Walk to school day, Car free week, poster campaign, and special school assembly
  - Run a cycle maintenance course once or twice a year for Years 6 and up
  - Other (please specify)
- 

**11. If you are interested in getting more information or contributing to the development and/or implementation of our school travel plan, please give us your contact details.**

Name

Phone

Email

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**12. Do you have any comments or concerns about your travel to and from your this school?**

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**Thank you for your time.**

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# E3 – Parent school travel plan survey example

## KingsWay School parent travel survey



KingsWay School and ARTA are working together to develop a school travel plan to:

- reduce the use of cars and congestion at the school gate
- improve the safety of our children’s travel to and from school
- improve the health and learning ability of our children
- reduce pollution of our environment.

The information gained from the survey will help to identify what should be included in a school travel plan that addresses the needs and concerns of our school community.

The information from these travel surveys and the school travel surveys will contribute to the development of an action plan to address transport issues in the area.

Addresses asked for in the survey are used to establish the amount and patterns of travel to and from school so we can monitor how they are affected by the school travel plan. We can also identify possible walking or cycling routes, or potential for carpooling and bus use. All information gained in these surveys will be kept confidential.

The survey will take less than 10 minutes to complete. If you have any questions please contact:

xxx  
School Travel Coordinator  
Auckland Regional Transport Authority  
Ph: xxx  
Email: xxx

We appreciate you taking the time to complete this survey form.

---

**1. Please indicate the year level of your child/children who attend this school.**

Child 1	<input type="text"/>
Child 2	<input type="text"/>
Child 3	<input type="text"/>

---

**2. Please write your home address in the boxes below**

House/Flat number (eg 112, 112A)	<input type="text"/>
Street name	<input type="text"/>
Street type (eg Road, Place, Street, etc)	<input type="text"/>
Suburb	<input type="text"/>

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## Section 1: Travel to and from school

Questions 3 – 9 should be answered by the person who is most often responsible for your child/children’s travel to and from this school.

### 3. How often each week does someone from your household ...

	Number of mornings per week					
Drive your child/children to this school?	<input type="checkbox"/> Never/rarely	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Drive your child/children home from this school?	<input type="checkbox"/> Never/rarely	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

If you **never/rarely** drive your child/children to or from this school, please go to Question 8.

### 4. On the mornings you drive your child/children to this school, how often do you usually ...

	Number of mornings per week					
Drive straight home?	<input type="checkbox"/> Never/rarely	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Do something else?	<input type="checkbox"/> Never/rarely	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

### 5. On the afternoons you drive to pick up your child/children from this school, how often do you take them ...

	Number of mornings per week					
Straight home?	<input type="checkbox"/> Never/rarely	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Somewhere else (eg after school activities, shopping) and then home?	<input type="checkbox"/> Never/rarely	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

### 6. On the afternoons you drive to pick up your child/children from this school, how often do you ...

	Number of mornings per week					
Drive from your work or own place of study to school?	<input type="checkbox"/> Never/rarely	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Drive from somewhere else to school?	<input type="checkbox"/> Never/rarely	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Drive from home to school?	<input type="checkbox"/> Never/rarely	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

### 7. What are the two main reasons you drive your child/children to and/or from school?

- The distance between home and school is too far to walk or ride
- There are many dangerous roads between home and school
- My child has too much to carry
- I am worried about personal safety issues
- It's convenient to drive my child/children on the way to/from work or elsewhere
- We are usually running short of time
- They don't enjoy walking or cycling
- We are not physically able to walk or cycle
- We never really thought about how we travel
- Other (please explain)

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**8. How often each week do you usually ...**

Number of mornings per week

Drive/go to work or own place of study before 10 am?  Never/rarely  1  2  3  4  5

---

**9. If you drive to work or own place of study, where do you usually park?** (Please give details)

Street name

Suburb

Car park/Building name (if you use one)

---

**Section 2: Different ways for your child/children to travel to and from school**

**Carpooling**

This is where two or more families arrange to share the driving of their children to and from school on at least some days of the week.

**10. Does your family already carpool with another family or families?**

Yes (→ Please go to **Question 12**)  No

---

**11. Would you carpool with other families if ...** (Please tick all the boxes that apply.)

- You knew or had met the other driver(s)
  - Someone else organised it
  - Our family is not interested in carpooling
  - Other (please specify)
- 

**Walking**

A Walking school bus usually has one or more adult 'drivers' who walk along an agreed route, collecting all children, waiting at designated 'bus stops' and walking them to school. After school, they walk back along the same route. There is a maximum of eight children per adult.

**12. My child/children walk to this school ...** (Please select the correct box.)

- With a Walking school bus (Please go to **Question 15**)
  - By themselves
  - With an adult
  - My child/children never or rarely walk to this school
- 

**13. If a Walking school bus was organised from your street to link with this school, would your child/children use it for some of their travel to and from school?**

Yes  No (→ Please go to **Question 15**)  Not sure

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**14. The success of a Walking school bus depends on having adult volunteers to act as 'drivers' of the bus. Would you or another adult be willing to volunteer to 'drive' a bus on a rostered basis?**

Yes  No

---

**Bicycles**

**15. Does your child/children own or have access to a bicycle?**

Yes  No (→ Please go to **Question 18**)  Some do, some don't

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**16. Does your child/children cycle to this school by themselves?**

- Yes (→ Please go to **Question 18**)  No
- 

**17. Would you allow your child/children to cycle to this school if ...** (Please tick up to three boxes.)

- My child/children had a bicycle
- My child/children did cycle safety training at school
- They cycled in a group with an adult (supervision)
- More cycle paths on the way to school
- More safe places to cross the road(s)
- Slower traffic (eg speed limits of 30 or 40 km/h)
- Less traffic on the road
- Secure facilities at school to leave bike and belongings
- Nothing would convince me to allow my child/children to cycle to school
- Other (please specify)
- 

**School bus**

**18. Is there a scheduled school bus service available from your area?**

- Yes (→ Please go to **Question 19**)  No (→ Please go to **Question 20**)  Not sure
- 

**19. If yes, will your child/children use the school bus service this term?**

- Yes (→ Please go to **Question 22**)  No (→ Please go to **Question 21**)  Not sure
- 

**20. If there is no school bus service in your area at present and one was made available, would your child/children use it for some of their trips to or from this school?**

- Yes (→ Please go to **Question 22**)  No (→ Please go to **Question 21**)  Not sure
- 

**21. If you would *not* use a school bus service, please tick the main reasons why below.**

- Bus stop is too far from home
- Bus is probably too expensive
- Concerned that my child/children could be bullied on bus
- Believe it is unsafe for children to walk to or wait at the stop
- Already taking the car out - more convenient to drive them
- Child/children have other activity before/after school
- Other (please specify)
-



Section 3: Areas you consider unsafe when travelling to school



22. Using the map provided please identify any specific locations that you would describe as areas of concern to yourself, young pedestrians, passengers or cyclists travelling around your school area (eg traffic speed, busy intersections, unsafe driver behaviour, no safe places to cross the street, vicious dogs, overgrown plants along footpath, etc).

Name of street	Why do you think this area is unsafe?
<b>Example:</b> Border Road, near Kowhai Street	Speed of cars makes it unsafe for children to cross the road.

23. Overall, how safe or unsafe do you consider your child/children's route to school to be?

- Very safe
- Safe
- Neither safe nor unsafe
- Unsafe
- Very unsafe

24. If you have answered 'unsafe' or 'very unsafe', what do you think would make the route safer? (Tick as many as you think are necessary.)

- More footpaths /cycle paths
- Better maintenance of the footpaths /cycle paths
- More safe places to cross the roads
- Slower traffic (eg speed limits of 30 or 40 km/h)
- Less traffic on the roads
- Less cars stopping or parking near the main entrance to the school
- Having an adult available to walk or cycle with my child
- Having 'safe houses' my child/children could go to if they had any problems on their journey
- Other (please specify)

#### Section 4: Background

25. Please fill in the age you think is appropriate for the following activities.

At what age do you think it is safe for a child to ...	Age	Never	Not sure
Walk to this school by themselves or with another child?		<input type="checkbox"/>	<input type="checkbox"/>
Walk with a Walking school bus to this school?		<input type="checkbox"/>	<input type="checkbox"/>
Cycle to this school by themselves or with another child?		<input type="checkbox"/>	<input type="checkbox"/>
Have cycle training at school?		<input type="checkbox"/>	<input type="checkbox"/>
Take the bus to this school?		<input type="checkbox"/>	<input type="checkbox"/>

26. Please indicate how much you agree or disagree with the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Our family knows other people in our neighbourhood quite well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's safe for children to walk/cycle in our neighbourhood without an adult present in the daytime.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. In a week (seven days), the amount of time your child/children spends on physical activities outside of school hours is usually ... (Please tick one box per child.)

Physical activities include team sport, walking or cycling to and from school, dance classes, gym, swimming, karate, etc.

	Age	Up to 0.5 hours	Between 0.5 and 2.5 hours	Between 2.5 and 5.0 hours	More than 5.0 hours
Child 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

---

28. Do you have any further comments about your child/children's journey to and from school?

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29. If you are interested in getting more information or contributing to the development and/or implementation of our school travel plan, please give us your contact details.

Name

Phone

Email

---

30. What programmes are you interested in?

Walking school bus

Carpooling

Develop and/or implement school travel plan

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Thank you for your time.

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# E4 – Class school travel plan survey example

## KingsWay School – Class travel survey



### Primary – Class survey (to be completed by the teacher for the whole class)

Student year level

Number of students in this class

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For questions:

*'How did you travel to school today?' and 'How will you travel home from school today?'*

It is suggested that this survey be completed daily using a show of hands. Each day ask the students how they got to school in the morning and how they will go home that afternoon.

Remind the children each time that how they get to or from school may vary depending on things like whether or not mum or dad is working that day, if they have a before or after school activity, or if they go to after school care.

---

**1. How did you travel to school today? How will you travel home from school today?**

Ask the children to put up their hand up when you read out how they go to/from school. Remind them those things like mum or dad going to work or an after school activity can change how they get to and from school.

	Walk	Walking school bus	Bike	Bus	Family's car	Friend's car	Other	Other (please tell how)
Monday morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Monday afternoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Tuesday morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Tuesday afternoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Wednesday morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Wednesday afternoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Thursday morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Thursday afternoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Friday morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Friday afternoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

---

**2 – 4. Only need to be asked once (not every day)**

Read out choices first and then ask children to put up their hands the second time you read the list.

**2. How would you like to go to school each day?**

Walk	Walking school bus	Bike	Bus	Scooter	In my family's car	In my friend's car	Other	Total

---

**3. How would you like to go home from school each day?**

Walk	Walking school bus	Bike	Bus	Scooter	In my family's car	In my friend's car	Other	Total

---

**4. For composite classes (including Y1/2, Y2/3, etc) or for Year 2 and above:**

Please count the number of children in your class that:

Record the numbers here

Have a little brother or sister at this school

Are the youngest or only child at this school

---

Please ask the youngest/only children (it may help to have the youngest/only children sit together for a moment or to ask those with younger brothers and sisters to move away to their desks/tables).

Record the numbers here

Who came to school today in their family's car?

Who will go home from school today in their family's car?

---

**Thank you for your time.**

---

# E5 – Year 9–13 school travel plan survey example

## KingsWay School Year 9–13 student travel survey



Year level or form:

Please specify

Age:

### 1. Please write your home address in the boxes below.

House/Flat number (eg 112, 112A)

Street name

Street type (eg Road, Place, Street, etc)

Suburb

### Section 1: Your trip to school

### 2. Please show how you usually go to and from school each day by ticking the right box. Remember you might travel differently each day because of before or after school activities.

	Walk	Cycle	Passenger in family car	Carpool	Drive myself	Bus	Train/ferry	Other (please specify)
Monday morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Monday afternoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tuesday morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tuesday afternoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wednesday morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wednesday afternoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Thursday morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Thursday afternoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Friday morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### 3. If you take the bus /train /ferry some days, how do you usually get to the station/stop?

Walk

Cycle

By car

---

**4. If you drive yourself to school some days, where do you usually park your car?**

- I don't drive myself (Please go to **Question 5**)
- On the school grounds/school-provided parking
- On the street (Please give details below in Question 4a)

---

**4a. Parking details**

Street name

Street type (Road, Place, Street, etc)

---

**4b. On the days you drive yourself to school, how many students who go to your school usually travel in the car with you?**

Number of students, including me

Questions for students who are driven to school at least once a week

If you are never or rarely driven to school, please go to **Question 7**.

**5. How many students from your school (including yourself) usually travel in the car?**

Number of students, including me

---

**6. On the mornings you are driven to your school, how often does the driver...** (Please tick the correct number of times the driver does each thing.)

Number of mornings per week

- |   |                                       |                            |                            |                            |                            |                            |
|---|---------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Go straight home again?                 | <input type="checkbox"/> Never/rarely | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Go to work or their own place of study? | <input type="checkbox"/> Never/rarely | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Go somewhere else?                      | <input type="checkbox"/> Never/rarely | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

---

Section 2: Some different ways of travelling to school

**Cycling**

**7. How often do you cycle to school?**

- Every week → **Go to Question 9**
- A few times a term
- Never or almost never

---

**8. I would cycle to school more often if ...** (Select as many as apply to you.)

- |   |   |
|---|---|
| <input type="checkbox"/> I owned a bike or a better bike              | <input type="checkbox"/> I had a locker at school for storing my things |
| <input type="checkbox"/> There were cycle lanes on the way to school  | <input type="checkbox"/> I had friends to cycle with                    |
| <input type="checkbox"/> There were safer places to cross the road(s) | <input type="checkbox"/> I had fewer books to carry                     |
| <input type="checkbox"/> The traffic on the road(s) was slower        | <input type="checkbox"/> I had a cycle-friendly uniform                 |
| <input type="checkbox"/> There was less traffic on the road           | <input type="checkbox"/> My school allowed cycling                      |
| <input type="checkbox"/> There were safer places to lock up my bike   | <input type="checkbox"/> None - I'm not interested in cycling to school |
| <input type="checkbox"/> I lived closer to the school                 | <input type="checkbox"/> Other (please specify)                         |
| <input type="checkbox"/> There were showers at school                 |   |



---

## Walking

### 9. How often do you walk to school?

- Every week → Please go to **Question 11**
- A few times a term
- Never or almost never

---

### 10. I would walk to school more often if ... (Select as many as apply to you.)

- |   |   |
|---|---|
| <input type="checkbox"/> There were more footpaths                    | <input type="checkbox"/> I had a locker at school for storing my things                   |
| <input type="checkbox"/> The footpaths were better maintained         | <input type="checkbox"/> I had friends to walk with                                       |
| <input type="checkbox"/> There were safer places to cross the road(s) | <input type="checkbox"/> I had fewer books to carry                                       |
| <input type="checkbox"/> I lived closer to the school                 | <input type="checkbox"/> I wasn't worried about being hassled by other students or adults |
| <input type="checkbox"/> The traffic on the roads was slower          | <input type="checkbox"/> None of these things - I'm not interested in walking to school   |
| <input type="checkbox"/> There was less traffic on the road           | <input type="checkbox"/> Other (please specify)   |

---

## Bus/Train/Ferry

### 11. Is there a bus/train/ferry that goes from near your home to school? Please answer below.

- Yes  No  Not sure

---

### 12. How often do you take the bus to school?

- Every week
- A few times a term
- Never or almost never

---

### 13. How often do you take the train or ferry to school?

- Every week
- A few times a term
- Never or almost never

---

### 14. I would take the bus/train/ferry to school more often if ... (Select all that apply to you.)

- |   |  |
|---|--|
| <input type="checkbox"/> The fares were cheaper                           | <input type="checkbox"/> I knew I could get a seat   |
| <input type="checkbox"/> There was a route from near my home to my school | <input type="checkbox"/> I wasn't worried about being hassled by other students or adults                    |
| <input type="checkbox"/> There was a stop /station closer to home         | <input type="checkbox"/> I had friends to go with  |
| <input type="checkbox"/> There was a shelter at the stop / station        | <input type="checkbox"/> None of these things - I live too close to school                                   |
| <input type="checkbox"/> The drivers were more friendly and helpful       | <input type="checkbox"/> None of these things - I'm not interested in taking the bus /train /ferry to school |
| <input type="checkbox"/> It went more often                               | <input type="checkbox"/> Other (please specify)  |
| <input type="checkbox"/> It was quicker                                   |  |

### Section 3: Your journey to school

15. We want to know about the issues that you are concerned about relating to travelling to and from school, such as safety, time tables or facilities. Please write down your issues and concerns.

Bus issues

Car issues

Bike issues

Walking issues

16. Overall, how safe or unsafe do you consider your route to school to be?

- Very safe
- Safe
- Neither safe nor unsafe
- Unsafe
- Very unsafe

### Section 4: Final questions

17. In a week (seven days), how much time do you usually spend on physical activities outside of school hours?

Physical activities include team sport, walking or cycling to and from school, dance classes, gym, swimming, karate, etc.

- 5 hours or more
- More than 2 ½ hours, but less than 5 hours
- More than ½ hour, but less than 2 ½ hours
- Up to ½ hour

18. Please select the sentence that best describes you.

- I have a younger brother/sister at my school.
- I am the only one from my family at my school.
- I am the youngest one from my family at my school.

19. Do you have any further comments about your journey to and from school?

Thank you for your time.

# E6 – Year 3–8 school travel plan survey example

## KingsWay School – Year 3–8 student travel survey



Year level

Your age

---

**1. Please write down where you live in the boxes below.**

House/Flat number (eg 112, 12A)

Street name

Street type (eg Road, Place, Avenue, etc)

Suburb

**2. Please tell us how you usually go to and from school each day by ticking the right boxes below.**

Remember before or after school activities or things like mum or dad going to work can affect how you travel each day.

	Bike	Bus	In my family's car	In a friend's car	Walk	Walking school bus	Other (please tell how)
Monday morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Monday afternoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tuesday morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tuesday afternoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wednesday morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wednesday afternoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Thursday morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Thursday afternoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Friday morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Friday afternoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

---

**3. Please answer the questions below.**

	Bike	Bus	In my family's car	In a friend's car	Walk	Walking school bus	Other (please tell how)
How would you like to go to school each day? (tick one)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
How would you like to go home from school each day? (tick one)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

---

**4. Are you the youngest or the only child from your family at this school? (tick one box)**

- No, I have a little brother or sister at this school.
- Yes, I am the only child from my family at this school.
- Yes, I am the youngest child from my family at this school.

---

**Thank you.**

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# E7 – School pedestrian and cycling risk identification survey example

## Malfroy School – Pedestrian and cyclist survey

We would like your help to identify the factors that put school – age pedestrians and cyclists at risk on their journey to and from school. In particular we are looking at the safety of the Old Taupo/Malfroy Road intersection and the stretch of Malfroy Road from Old Taupo to Ford Road. Please complete this form for each child in your household attending Malfroy School – only one form per family is necessary. Return form to class teachers by **Friday 6 August**.

**1. Please put the age and tick gender (M/F) of each child attending Malfroy School at the top of a column.**

Use each column to write the number of times the child will use any of the ways of getting to school listed in an average week. (There are 10 trips in a week.)

Malfroy School students' age/s				
Gender (please tick)	M	F	M	F
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walks with an adult				
Walks by themselves				
Walks with brothers/sisters/friends				
Rides a bicycle				
Rides a scooter				
Travels by bus				
A combination of car and walking				
Driven by parent/caregiver				
Driven in a carpool (neighbour/friend)				
Other				
Total journeys per week				
Please tick children who own bicycles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2. Does your child/children's mode of transport change in wet weather?**

Yes       No

3. If your child/children do not walk or cycle to/from school please tick why.

- Too young
- Hard to organise with younger siblings
- Concern about road safety
- Concern about safety from crime
- Parent/caregiver going out anyway
- Attend after school care
- Attend after school activities
- School too far
- Health reasons
- Route too tiring
- Not enough time
- Frequent wet weather
- Other (please specify)

4. Using the map attached, please identify any specific locations that you would describe as dangerous to children walking or riding bikes (eg traffic speed, no safe place to cross, vicious dogs, etc).

a. Mark the location(s) on the map, giving each location a number.

b. For each location complete the chart below. If necessary, continue on another piece of paper.

Hazard no.	Why is this location dangerous?	How could this danger spot be made safer?
<b>Example</b> 1 (Whitworth Rd intersection)	<i>Limited visibility of traffic coming down Malfroy Road when crossing</i>	<i>Cut back hedge on corner of Whitworth Road</i>

---

**Please provide contact details to be included in the prize draw (\$50.00 Valentines voucher).**

Name

Phone

Home address

---

**I am ...**

Teacher/School staff

Board of trustees member

Parent/caregiver of child at the school

Other (please state)

---

**Other comments**



# E8 – Cyclist attitudes towards safety – Street survey example

## Survey of South Dunedin Cyclists



Hi, my name is .

The Dunedin City Council (DCC) is carrying out a survey on cyclists’ attitudes towards safety in South Dunedin, would you be able to spare me 5 minutes to answer some simple questions?

1. If you could just look at this map for me... Thinking firstly about the central business district... that is the area shown here in blue... and using the range of possible answers shown here at the bottom of the page... **thinking from a cyclist’s point of view**, how satisfied are you with the following features...
2. ...and for the residential area... that is the area shown here in orange... **still thinking from a cyclist’s point of view**, how satisfied are you with...
3. ...and for the main arterial roads... these are the roads shown here in yellow... **still thinking from a cyclist’s point of view**, how satisfied are you with...

- |                                       |                          |
|---------------------------------------|--------------------------|
| 1. Very satisfied                     | <input type="checkbox"/> |
| 2. Satisfied                          | <input type="checkbox"/> |
| 3. Neither satisfied nor dissatisfied | <input type="checkbox"/> |
| 4. Dissatisfied                       | <input type="checkbox"/> |
| 5. Very dissatisfied                  | <input type="checkbox"/> |
| 6. Don't know                         | <input type="checkbox"/> |

Features	Central business district	Residential area	Main arterial roads
1. The layout of intersections.			
2. The speed of motor vehicle traffic.			
3. The amount of motor vehicle traffic.			
4. The behaviour of motor vehicle drivers.			
5. The care taken by motor vehicle drivers entering and exiting driveways.			
6. The care taken by drivers opening car doors.			

continued

Features	Central business district	Residential area	Main arterial roads
7. The behaviour of pedestrians.			
8. The timing and sequencing of traffic lights.			
9. The number of cycle racks.			
10. The number of kerb protrusions.			
11. The number of dangerous surfaces (eg manhole covers).			
12. The number of other physical obstacles and obstructions facing cyclists.			
13. The level of pollution from vehicle exhaust emissions.			
14. The amount of litter on the streets.			
15. The visual appeal of the streetscape.			
16. The street lighting.			
17. The road surface when wet.			
18. The road surface when dry.			
19. The width of the roads.			
20. The provision made for cyclists in road layout.			
21. The provision of cycle lanes in the area.			

22. Are there any issues, features or locations in South Dunedin that are of particular concern to you as a cyclist?

23. Does your household have access to a motor vehicle? 1. Yes  2. No
24. Do you cycle to and from home and work at least once a week? 1. Yes  2. No
25. Do you cycle to and from home and the local shops at least once a week? 1. Yes  2. No
26. Do you go for a cycle around the neighbourhood at least once a week? 1. Yes  2. No
27. Would you like to cycle in South Dunedin more often than you do? 1. Yes  2. No

**If yes ...** What is stopping you?

1. Lack of time  2. The weather  3. My health  4. Quality of roads
5. Dangerous traffic  6. Other

---

Finally, to make sure that we have a good cross-section of people, I just have a couple more questions about you.

28. Record sex

Male

Female

---

29. Which one of the following age groups do you belong to?

Under 20 years

20 to 29 years

30 to 39 years

40 to 49 years

50 to 59 years

60 to 69 years

70 years and over

---

30. How many people, of any age, live in your household?

---

31. Do you have any other comments you would like to make about the issues we have just covered in the questionnaire?

# E9 – Action plan example

## Fairfield/Enderley safer routes project – Summary of actions planned\*

### Engineering

Objective	Action (what, where)	Responsibility	Stage of completion (including timeframes)				
			Support for – included in/ suggested by	Planned activity	Investigation	Implementation	Note
<b>1. Upgrade pedestrian facilities in area</b>	1.1 Small maintenance work in Clarkin/Ascot/ Shakespeare Rds (broken paving, exposed tree roots, overhanging branches, uneven drop kerbs).	Gavin Wood	Community pedestrian and disabled audits			In maintenance schedule. Works to be prioritised	
	1.2 Five crossroads layout changes to improve safety and pedestrian access.	Trevor Partap	Pedestrian surveys		A potential scheme is currently being investigated		
	1.3 Boundary Road/Heaphy Tce intersection. (nclusion of pedestrian facility and possible future consideration of pedestrian access to Claudelands Park events centre).	Trevor Partap	Pedestrian surveys		A potential scheme is currently being investigated		
	1.4 Boundary road pedestrian refuge island.	N/A	N/A			Completed	
	1.5 Heaphy Tce upgrade (outside shops) (narrowing road using kerb build-outs to narrow distance needed to cross the road, zebra crossing realignment (to make staggered), addition of disabled parking, pedestrian refuge island on Alfred Rd near Heaphy Tce junction, footpath resurfacing).	Alan Greensill (DSU)	Community pedestrian and disability audits plus survey results			Starting construction in August 2007	
	1.6 Mardon Rd works (resurfacing footpath, addition of pedestrian refuge island, reconfiguration of existing pedestrian barriers and addition of pedestrian barriers, relocation of power pole to increase visibility, tactile paving.	Trevor Partap	Mardon Rd community?			Design has been completed	Starting construction June 2007

\* Example only – last updated Tuesday 5<sup>th</sup> June 2007. The contents of this action plan may not be accurate and at the time of writing had not been through the formal approval processes.

Objective	Action (what, where)	Responsibility	Stage of completion (including timeframes)				
			Support for – included in/ suggested by	Planned activity	Investigation	Implementation	Note
<b>2. Improve safety of pedestrians in area</b>	2.1 Addition of a signalised pedestrian crossing on Hukanui Rd near Davis corner roundabout.	Shaun Peterson	Clarkin Rd audit and survey findings		Currently at design phase	Implementation scheduled to be completed 07/08	Possible inclusion in minor safety works programme
	2.2 Investigation of extending no stopping delineation outside Fairfield intermediate to reduce parking problems outside pedestrian crossing and bus turning bay.	Shaun Peterson/ Trevor Partap	Clarkin Rd audit and survey findings		See notes		Possible inclusion in minor safety works programme. Trevor Partap to take to next parking sub committee.
	2.3 Reduction of kerb gradient on footpath and refuge island outside Clarkin Rd shops.	Shaun Peterson/ Trevor Partap	Clarkin Rd audit and survey findings		See notes		Possible inclusion in minor safety works programme. Trevor has indicated that he will be following up on this work.
	2.4 Signalised pedestrian crossing on Clarkin Rd between Fairfield intermediate and Fairfield primary or 40km/ph speed limit around schools.	Shaun Peterson/Safer routes coordinator – to continue community liaison	Clarkin Rd audit and survey findings		A scheme is being investigated	Implementation is planned for 07/08	Once a decision is made feed information back to community, police and schools. The main police contact who wants information is Gary Major of NZ Police – Education team.
	2.5 Provision of safe access for students of TKK Ara Rima School on Fifth Ave.	No responsibility has been assigned	Enderley focus group consultation				No scheme presently planned.
	2.6 Addition of a signalised pedestrian crossing on Hukanui Rd near Davis Corner roundabout.	Shaun Peterson	Clarkin Rd audit and survey findings		Currently at design phase	Implementation scheduled to be completed 07/08	Possible inclusion in minor safety works programme

Objective	Action (what, where)	Responsibility	Stage of completion (including timeframes)				
			Support for – included in/ suggested by	Planned activity	Investigation	Implementation	Note
<b>3. Improve safety of cyclists in area</b>	3.1 Bankwood/Clarkin Rd/Heaphy Tce Cycleway project. Particular improvements to assist safe cycling at the main junction are required.	Geoff Cable Cycle Action Waikato has been tasked with advising on project	Community Cycle Audit		Design team currently scoping work.	Start construction in August 2007.	Results of cycle audit given to design team for inclusion. Cycle Action Waikato is the key community point of contact.
	3.2 Traffic calming in Claude, Alfred and Marshall Rds		Community pedestrian audits			Completed May 2007	Speed studies have been scheduled to evaluate effectiveness of treatments.
<b>4. Improve access for pedestrians and cyclists in area</b>	4.1 Pedestrian crossing required on Clarkin Rd at Davis Corner roundabout.	No responsibility has been assigned.	Community pedestrian audits				No scheme planned
	4.2 Shakespeare Av footpath improvements. Damage to footpaths caused by Housing New Zealand construction.	Jason Harrison for HCC and Housing New Zealand.					Will need to keep in touch with Housing NZ

## Environmental

Objective	Action (what, where)	Responsibility	Stage of completion (including timeframes)				
			Support for – included in/ suggested by	Planned activity	Investigation	Implementation	Note
<b>5. Improve environment to mitigate social issues associated with perceptions of safe access and use of existing facilities</b>	5.1 Fairfield Park actions (new playground facilities, revitalisations of hall facilities, planned off road cycle facility, possible lighting provision).	Wendy Gillespie and Massey Ormsby (Community development/parks and gardens)	Those receiving Fairfield Park consultation	Investigating off road cycle lane in Fairfield Park	Concept plans have been drawn up. Need for lighting provision is being investigated	Planned to be completed in 07/08	
	5.2 Fairfield park anti-tagging programme including planting project.	Alternative education facility (Dale Morgan) in Fairfield Park to run project in conjunction with Massey Ormsby,				Planned to be implemented 07/08	
	5.3 Utilisation of Blake St vacant parking lots to help prevent the dumping of rubbish in this location.	Massey Ormsby/Enderley community centre staff		Consultation with the community is occurring to determine how the vacant lots can be utilised			
	5.4 Poets corner walkway revitalisation	Safer routes co-ordinator with Enderley Community Centre staff (Malcolm Pene/ Lou Cole)	Safer routes coordinator	Possible use of a local artist to paint the walls in the walkway to encourage use and discourage graffiti and the dumping of rubbish		Project to start following completion of Mardon Rd engineering works	Link to 1.6
	5.5 Tennyson Rd house section fencing to assist with stopping children wandering of the roadway.	Housing NZ				Completed	
	5.6 Housing NZ changes to housing provision in Enderly area.	Housing NZ, but Trevor Partap/Roger Ward and Safer routes facilitator should keep up to date with any changes to determine their influence on transport projects	Safer routes coordinator				Keep in touch with Housing NZ regarding their plans and resource consents section of council

## Education

Objective	Action (what, where)	Responsibility	Stage of completion (including timeframes)				
			Support for – included in/ suggested by	Planned activity	Investigation	Implementation	Note
<b>6. Provide Safety education to Insoll Avenue Primary school and TKK. Te Ara Rima (full immersion Māori language school)</b>	6.1 Take groups of children on a 'learning' walking school bus. Police teaching safe crossing techniques along the journey.	Safer routes coordinator, Mason Le Po (NZ Police), plus community volunteers	Enderly community			Completed May 2007	Requested as ongoing event.  If organising again the contact people in the community are Mark and Faye and Malcolm Pene (Enderly park community trust). Also Mason NZ Police and principals of Insoll and TKK Te Ara Rima School
	6.2 Ruben the road safety bear to teach children about safe crossing behaviour.	Safer routes coordinator and community volunteers	Enderly community			Completed May 2007	Requested as ongoing event
	6.3 Puppet vision road safety show. To teach children about playing in the street, crossing the road safely, cycle safety etc.	Safer routes coordinator and community volunteers	Enderly community			Completed May 2007	Requested as ongoing event
	6.4 More TKK Te Ara Rima school road safety education.	Safer routes coordinator to coordinate with NZ Police and Road safety coordinator	Safer routes coordinator	Educational initiatives to expand or reinforce on previous activities -needs to be scoped			
<b>7. Provide safety education to Enderley community pre-schoolers</b>	7.1 Community event run and made available to pre-school children. Education included: Ruben the road safety bear and Puppet vision, and Police road safety talk.	Safer routes coordinator, Mason Le Po (NZ Police) and community volunteers	Enderly community			Completed May 2007	Requested as ongoing event



Objective	Action (what, where)	Responsibility	Stage of completion (including timeframes)				
			Support for – included in/ suggested by	Planned activity	Investigation	Implementation	Note
<b>8. Provide education to at risk groups in project area</b>	8.1 Mobility scooter education at rest homes/pensioner housing units.	Safer routes coordinator	Safer routes coordinator	Suggested activity			Karen Smith in Tauranga has implemented a similar project so could do something similar. Adrian Stepherson the NZTA national office may also be of assistance
	8.2 Road rule, signage and pedestrian safety education with new immigrants at the migrant resource centre.	Safer routes coordinator/Road safety coordinator. Could also involve Asad Abdullahi from the migrant resource centre	Safer routes coordinator	Suggested activity. Possible production of pamphlets in different languages			
	8.3 The addition of a sneaky driveway component to the existing driver licensing programmes being offered at community centres in the area	Eleni from Vai Driver licensing in Enderly. Safer routes coordinator and Road safety coordinator		Suggested activity			Follow up with Eleni to see if she will include and if she requires assistance
	8.4 Elderly/Disabled community day	Safer routes coordinator	Safer routes coordinator	Day to be scoped. To include promotion, advertising and educational items targeted at mature and disabled road users			
<b>9. Provide education to complement new infrastructure</b>	9.1 Education campaign to complement Fairfield Park Fairfield schools, and Clarkin Rd projects. To be coordinated with Enforcement campaign. (Possibly separate campaigns if necessary.)	Safer routes coordinator coordinated with Wendy Gillespie (no longer at HCC) and Massey Ormsby (Community development/parks and gardens). NZ Police – Gary Major	Safer routes coordinator	Planned to be undertaken immediately following implementation of infrastructure (planned completion November 2007). Needs to be scoped			Links to 2.4, 5.1 and 10.2

## Enforcement

Objective	Action (what, where)	Responsibility	Stage of completion (including timeframes)				
			Support for – included in/ suggested by	Planned activity	Investigation	Implementation	Note
<b>10. Reduce speeds within area</b>	10.1 Speed enforcement at schools in Enderly and Fairfield during first weeks of school year.	Gary Major – NZ Police	NZ Police Community pedestrian audits and community surveys	Activity planned on Police roster			
	10.2 Combined enforcement/education campaign following completion of engineering work at Fairfield schools.	Safer routes coordinator to lead, to work with Gary Major (NZ Police) and Police enforcement staff		Activity still to be scoped			Links to 2.4 and 9.1
<b>11. Enforce social problems to help improve environment for walking and cycling</b>	11.2 Dog control. Continue to provide updates to HCC and enforce where possible.	Dog Control - HCC Mason Le Po- NZ Police	Community audits and surveys			Ongoing activity	
	11.3 Rubbish. Continue to provide up dates to HCC and enforce where possible.	Mason Le Po- NZ Police	Community audits and surveys			Ongoing activity	

# E10 – Infrastructure action plan example\*

audit report summary					background/ proposed action	proposed remedial action							
site no.	description	fault no.	fault(s) identified	potential solution(s)		working party	routine main-tenance	capital works					
								no action planned	programmed	to be investigated	ROC (\$)		
Crossings/Intersections – Hillside Road Audit Results	signalised intersection of Andersons Bay Road & Hillside Road.	87	See Andersons Bay Road Crossing/Intersection.										
	signalised intersection of King Edward Street & Hillside Road	88	dropped kerbs misaligned	revert to Barne's Dance system	Barnes Dance has previously been investigated & rejected by Transportation Planning as it will increase delays to all road users including pedestrians thereby; reducing efficiency of the intersection; resulting in longer queues which will block the entry						report to be evaluated & presented to South Dunedin Business Ass. (TP)		
		89	no pedestrian lead-in phase	provide pedestrian lead-in phase with signals	pedestrian crossing King Edward St North have an early start as motorists are held back with a red arrow. Elsewhere the pedestrian cross walk times have been extended to cater for the older population. Observations in the past have highlighted that a sign			Nil					
		90	dropped kerbs misaligned	properly align dropped kerbs.	these have previously investigated & no cost effective solution identified given the no. of underground services & overhead obstructions			Nil					
		91	traffic lights too low – creates hazard for pedestrians	move low signals up further	Council is aware of this & will include in the Traffic Signal Upgrading Implementation plan as an 'opportunity for improvement'. Factors to consider include: practicality, expense & approval of building owners where alterations to verandahs are required.		Note: Rooding				PH to confirm (7/08/2005)		
		92	faded road markings	repaint road markings	Remarked every six months		Note: Rooding						
		93	car doors/lack of space an issue for cyclists when merging with traffic at all entries/exits to intersection	remove parking on all entries/exits to intersection for 50 metres	Hillside Road is not a designated cycle route, so changes are not proposed at then present time.						Include as CIP (TP)		
		94	very deep kerb channels	reduce depth of kerb channels	issue to be considered when preparing capital works professional services briefs						Note: Rooding		
		95	very poor space provision for cyclists	provide stop-boxes, loop detectors & approach lanes for cyclists	Hillside Road is not a designated cycle route, so changes are not proposed at then present time. Will be included as an 'opportunity for improvement' on the Cycling Implementation plan.						include as CIP (TP)		
	pedestrian 'Zebra' crossing across Hillside Road between Reid Road & Fox Street. (incorrectly referred to in report as Cuten Street)	96	visibility issue created by power pole on north side of Hillside Road	provide kerb protrusion to bring pedestrians out in front of power pole/ improve visibility	upgraded in 2004/ 2005 Minor Safety programme, with floodlighting, kerb crossing ramps for the disabled & road markings. Kerb protrusions were not installed due to the impracticality of the crossing location relative to Fox Street & adjacent vehicle			completed 2004/2005					
		97	legibility for drivers is in competition with a lot of visual clutter/width of road	review signage in immediate vicinity	Transportation Planning's view is that that insufficient visual clutter exists in order to justify installing Belisha beacons to assist in alerting motorists to the existence of the crossing			nil					
		98	zebra lines very thin & poorly aligned	repaint & align zebra lines	upgraded in 2004/ 2005 Minor Safety programme, with floodlighting, kerb crossing ramps for the disabled & road markings. Kerb protrusions were not installed due to the impracticality of the crossing location relative to Fox Street & adjacent vehicle			completed 2004/2005					
	Signalised Pedestrian Crossing across Hillside Road between Law Street & Helena Street.	99	overgrown foliage, obscuring signals	trim foliage	standard Plan AM-002 & the Urban Maintenance Contract requires that no vegetation shall exist within 2 m & in front of traffic signals aspects		Note: Rooding						
100		response of signals to button too immediate	extend signals response time to button	will be addressed as part of programmed maintenance					tasked to TDG (08/2005)				
pedestrian 'Zebra' crossing across Hillside Road between Surrey Street & Fitzroy Street. Roundabout at the intersection of Hillside Road/Forbury Road/ David Street.	101	incomplete provision of dropped kerbs	complete provision of dropped kerbs				completed 2004/2005						
	102	Insufficient flood-lighting.	improve lighting	floodlighting installed as part of the 2004/2005 MS programme			completed 2004/2005						
	103	see Forbury Road crossing/intersection											

continued

\* Note: This example was donated by the Dunedin City Council. Please use it for guidance only. At the time of writing the content had not been formally approved.

audit report summary					background/ proposed action	proposed remedial action					
site no.	description	fault no.	fault(s) identified	potential solution(s)		working party	routine main-tenance	capital works			
								no action planned	programmed	to be investigated	ROC (\$)
Link Points - Hillside Road Audit Results	Pac 'n' Save carpark entrance	104	Volume of traffic on Hillside road creates conflict for RH turn into/out of PAK'n SAVE - vehicles don't give way to pedestrians on footpath	consider banning RH turn into/out of PAK'n SAVE entrance from Hillside Road by installing island	would need to consult with businesses & consider impact on other entrances for PAK'n SAVE					investigate (TP)	
	Pedestrian crossing 'desireline' between Andersons Bay Road & Hillside Road.	105	Consider installing pedestrian refuge to provide more protection for pedestrians crossing from shopping activities	may be difficult to locate pedestrian refuge without affecting PAK'n SAVE entrance (see action above)						investigate (TP)	
	increase the number of informal crossing points along Hillside due to volume of traffic	106	Volume of traffic on Hillside road, may be room within existing layout to provide additional informal crossing points.	consider installing pedestrian refuge at appropriate location within existing flush median, & add floodlighting at these locations as per dcc standard						investigate (TP)	
	intersection of Braemar Street & Hillside Road	107	incomplete provision of dropped kerbs	complete provision of dropped kerbs	install 1x kerb cross ramps for the disabled - across Braemar St						3000
	intersection of Waverley Street & Hillside Road	108	incomplete provision of dropped kerbs	complete provision of dropped kerbs	install 2x kerb cross ramps for the disabled - across Waverley St						6000
	intersection of Broughton Street & Hillside Road	109	incomplete provision of dropped kerbs	complete provision of dropped kerbs	install 2x kerb cross ramps for the disabled - across Broughton St						6000
	intersection of Rankellior Street & Hillside Road	110	incomplete provision of dropped kerbs	complete provision of dropped kerbs	install 1x kerb cross ramps for the disabled - across Rankellior St & realign/ reconstruct the other						3000
	intersection of Glasgow Street & Hillside Road	111	incomplete provision of dropped kerbs	complete provision of dropped kerbs	install 2x kerb cross ramps for the disabled - across Glasgow St						6000
	intersection of Fox Street & Hillside Road	112	incomplete provision of dropped kerbs	complete provision of dropped kerbs	install 1x kerb cross ramps for the disabled - across Fox St						3000
	intersection of Reid Road & Hillside Road	113	incomplete provision of dropped kerbs	complete provision of dropped kerbs	install 1x kerb cross ramps for the disabled - across Reid Rd						3000
	intersection of Bradshaw Street & Hillside Road	114	incomplete provision of dropped kerbs	complete provision of dropped kerbs	traffic signals installed in the first half of 2005			completed 2004/2005			
	intersection of Helena Street & Hillside Road	115	incomplete provision of dropped kerbs	complete provision of dropped kerbs	install 2x Kerb Cross Ramps for the disabled - across Broughton St						10000
		116	crossing point being too far back from Hillside Road creates visibility issue	move crossing point in line with footpath on south side of Hillside Road	refer to action 111						
	intersection of Loyalty Street & Hillside Road	117	incomplete provision of dropped kerbs	complete provision of dropped kerbs	install 1x kerb cross ramps for the disabled - across Loyalty St & realign/ reconstruct the other						5000
		118	very steep gradient down to road from footpath	lessen gradient of transition from footpath down to road	refer to action 113						
	intersection of Nelson Street & Hillside Road	119	incomplete provision of dropped kerbs	complete provision of dropped kerbs	install 1x kerb cross ramps for the disabled - across Nelson St						3000
intersection of Richmond Street & Hillside Road	120	incomplete provision of dropped kerbs	complete provision of dropped kerbs	install 1x kerb cross ramps for the disabled - across Richmond St						3000	
intersection of Edwin Street & Hillside Road	121	incomplete provision of dropped kerbs	complete provision of dropped kerbs	install 2x kerb cross ramps for the disabled - across Edwin St						6000	
intersection of Surrey Street & Hillside Road	122	incomplete provision of dropped kerbs	complete provision of dropped kerbs	install 4x kerb cross ramps for the disabled - across Edwin St						12000	
intersection of Fitzroy Street & Hillside Road	123	incomplete provision of dropped kerbs	complete provision of dropped kerbs	to be investigated as part of review of Forbury Road/ Hillside Road intersection						investigate (TP)	
										total	\$69,000

- Work completed
- Work already programmed for completion within 2 years
- Scope of work beyond Safer Routes Budget, to be investigated for another Road Safety Programme
- No action planned: work will not be investigated further