Submission No: 033

Development Plan Review,
Planning Department,
Clare County Council,
New Road,

Ennis,
Co Clare.
V95 DXP2

Date: 9th November 2020

Re: Pre Draft Submission to the Clare County Development Plan 2022-2028

I, Andrew Hersey Planning Consultant MIPI, am acting on behalf of my clients: *The Steering Committee for the Killaloe Boys and Girls Primary School Amalgamation.*

My clients are in the early stages of the process of the amalgamation of the Killaloe Boys National School and the Killaloe Convent School (Girls National School). My clients are seeking a greenfield site in Killaloe for the construction of a new school for the proposed amalgamation of the two schools. They estimate that the size of such a school will be between 12-16 classrooms which will allow for the transfer of the current students of which there are 256 students plus room for the student population to expand if required. My clients are therefore seeking the support for this project and in particular that the forthcoming Draft Clare County Development Plan 2022-2028, supports this project

The catchment area of the schools includes the town of Killaloe and surrounding townlands (Ballykildea, Cloonfada, Ross, Garraunboy, Shantraud, Newtown, Craglea, Ballyvalley, Knockyclouvaun, Killestry, Creevroe). Over the years many pupils from Killaloe have enrolled in Ballina N.S. mainly due to the fact that it caters for both boys and girls. In September 2020 Ballina N.S. did not accept enrolment of pupils with Killaloe addresses due to a lack of capacity. Killaloe Boys NS had to refuse enrolments to 3 applicants in September 2020 due to insufficient capacity in the junior infant classroom. There is therefore a clear need for an amalgamated school in Killaloe.

My clients have been seeking a suitable site for a considerable time period. They have examined the sites of the current two schools both of which were deemed unsuitable as the site size was inadequate to allow for a new school of 12-16 classrooms. As per departmental guidelines. (see Table 1 (page 9) of TGD-25 *Identification and Suitability Assessment of Sites for Primary Schools Department of Education & Skills* 2nd Edition January 2012, a school of this size requires a site area of at least 1.14ha. Both of the two school sites fall well short of this requirement.

My clients have identified a greenfield site which is located proximate to the existing boys national school and the town centre which is less than 400 metres away . (see figure 1 below) The site comprises of 1.2 ha which is of a sufficient size to allow for the development of a 12-16 classroom school in accordance with the departmental guidelines. In addition it is sufficiently close to the town centre and to residential housing estates in the town that would allow for sustainable modes of travel to school by walking or by cycling. My clients are currently negotiating with the landowner with regard to purchasing this parcel of land for the proposed school. However, they will not go through with any purchase unless planning permission is granted on the said site.

Figure 1 Site Context

Access to the site from the adjacent public road is proposed to be via an existing laneway which is in the ownership of the same landowner. This access can be widened as necessary by taking in lands associated with the Boys National School which lies adjacent to the site. Please see attached site layout for the proposed school. It is further proposed that this access would serve as an access to the lands to the south of the site which are zoned as Low Density Residential in the current Clare County Development Plan 2017-2023.

The site is zoned as 'Recreation' in the Clare County Development Plan 2017-2023? It is noted that within the land use matrix set out in page 307 of the Plan, educational use is classified as *'not normally acceptable"* I am of the opinion therefore that obtaining permission on this said site would be problematic under the current development plan

In order therefore for any potential application to be successful on the site my client suggests. that the land use zoning matrix be altered to allow in principal the development of a primary school on lands zoned for Recreation in the forthcoming plan. It is proposed that in order to maintain the status quo that it may be easier in this respect to amend the land use matrix to allow for the principal of a school on lands zoned as 'Recreation' rather than rezone it for another compatible use. My clients will however take the planning authorities advice on this matter.

On another matter I wish to query the parking requirements for schools as set out in the current Clare County Development Plan 2017-2023 which I believe is not sustainable and does not encourage walking or cycling to school. Currently cycle parking spaces is at a rate of 1 space per 8 employees and 1 space per 10 students. At the same time my clients have been advised that there is a requirement for at least 49 car parking spaces to serve a proposed school on this site. This does not reflect current national policy with regard to encourage walking and cycling to school. With respect of the same, I on behalf of my clients ask the planning authority to address this in the forthcoming development plan.

I also attach

(i) a copy of TGD-25 *Identification and Suitability Assessment of Sites for Primary Schools Department of Education & Skills* 2nd Edition January 2012. Again the standards with regard to parking within this document do not align with the current development plan.

(ii) a copy of the National Transport Authorities *Toolkit for School Travel* y (undated)

If you have any queries regarding the same please contact me at [redacted]

[redacted]

Andrew Hersey MRUP MIPI

Chartered Town Planning Consultant

[redacted]

DEPARTMENT OF EDUCATION AND SKILLS

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

Technical Guidance Document TGD-025

Identification and Suitability Assessment of Sites for Primary Schools

2nd Edition, January 2012

Planning & Building Unit
Department of
Education and Skills
Tullamore, Co. Offaly.

Telephone: (057) 9324300
Fax: (057) 9351119

Web: http://www.education.ie

PLANNING AND BUILDING UNIT

CONTENTS

1. INTRODUCTION

1.1 Objective

(a) This Guidance Note has been prepared to assist in the identification and the assessment for suitability of new sites for Primary Schools.

(b) (b) This Guidance Note should be read in conjunction with the relevant design guidelines and technical guidance documents produced by the Department of Education and Skills and other appropriate stakeholders.

1.2 Background

(a) Each school site is a combination of several elements apart from the school building. In this document each element is identified including the footprint that it generates. When all the elements are identified and quantified a % is added to facilitate the separation areas between the elements and the overall site area is determined. The figures used in this guidance note have been determined following analysis of existing school sites and proposed new school sites.

(b) The final design and layout of a school site will be site specific and this document should only be used as guidance in the identification and procurement of suitable sites for Primary Schools.

1.3 Typical School Size

(a) Primary Schools cater for eight separate grades, Junior Infants, Senior Infants, First, Second, Third, Fourth, Fifth and Sixth Class.

(b) School sizes are described in classroom terms (and can range from a 4 classroom school upwards). In rural areas the number of classrooms can vary from school to school; the actual number being a result of the number of pupils attending the school. In urban areas the schools tend to be larger and follow a more defined pattern with 8 classrooms catering for what is called a single stream (all eight grades) 16 classrooms catering for two streams and 24 classrooms catering for three streams.

(c) The Planning and Building Unit in the Department of Education and Skills is tasked with determining the size of Primary Schools to be provided based on projected enrolments and other relevant demographic information and should be consulted in all instances where the size of a school is to be clarified / determined.

(d) Where more than 24 classrooms are required on a single site, the general approach (subject to site suitability and local circumstances) will be to have more than one school on a single shared site.

2. SITE IDENTIFICATION

2.1 Site Identification

(a) It is important that the following issues do not adversely affect the development potential of a site. EU and National law provide a framework within which these issues should be assessed.

2.2 Site Zoning

(a) Ensure that the lands are zoned appropriately for educational purposes, community facilities or a compatible land use in the County Development Plan or Local Area Plan. If the lands are not currently zoned, there is a need to ensure that the lands will be given the appropriate zoning to allow development to commence (this is normally done through a material contravention).

2.3 Development or Local Area Plan Objectives for the Site

(a) The impact on site viability of any development objectives included in the statutory plans for the site should be considered, e.g. possible future distributor roads running through part of the site, utility/services way-leaves, or perhaps the need to upgrade the wastewater infrastructure.

2.4 Flooding or Wetland Issues

(a) The 'Floods Directive' (Directive 2007/60/EC of the European Parliament and of the Council of 23 October 2007 on the assessment and management of flood risk) requires Member States to undertake a national preliminary flood risk assessment by 2011 to identify areas where significant flood risk exists or might be considered likely to occur.

(b) As part of the Plan making process, City and County Development Plans along with Town Councils and any Local Area Plans (LAPs) must establish flood risk assessment requirements for their functional areas which may be supplemented by more detailed site-specific flood risk assessment. This assessment includes predictive flood maps (including A, B and C flood zones). Some local authorities have included, flood risk assessment in their statutory plans. The Office of Public Works (OPW) National Flood Hazard Mapping (www.floodmaps.ie) should be used as a source to check if there is a history of flood occurrence on the site.

(c) Sites that present a risk of flooding, when assessed in accordance with the above, should be avoided for possible school development.

2.5 Natura Sites

(a) Natura 2000 is a European network of important ecological sites. The EU Habitats Directive (92/43/EEC) placed an obligation on Member States of the EU to establish the Natura 2000 network. The network is made up of Special Protection Areas (SPAs), established under the EU Birds Directive (79/409/EEC), and Special Areas of Conservation (SACs) established under the Habitats Directive itself. Ireland's contribution to Natura 2000 is being created under the European Communities (Natural Habitats) Regulations, 1997 (S.I. 94 of 1997 as amended by S.I. 233 of 1998 and S.I. 378 of 2005).

(b) The environmental implications of any development likely to have an impact on any SAC have to be assessed irrespective of the location of the development. In some cases this may require a full Environmental Impact Assessment (EIA). Planning permission would be unlikely to be granted where such an assessment shows that the development would have a significantly adverse affect on the Natural Heritage Area, SAC or SPA.

(c) Where proximity of a proposed site to, and/or its effect on, the above mentioned areas is likely to give rise to significant delays in the development of school buildings, alternative locations should be considered.

2.6 Archaeological Features

(a) The archaeological heritage of the country is protected by the National Monuments Act 1930-2004 and is comprised of recorded sites and features of historical and archaeological importance included in the Record of Monuments and Places (RMP).

(b) The RMP was established under Section 12 of the National Monuments (Amendment) Act 1994 and is a statutory list of all known archaeological monuments provided for in the National Monuments Act.

(c) Where a site (being considered for development) lies within or close to a Recorded Monument, the RMP maps should be consulted. All known sites and monuments are available online on the National Monuments Services website www.archaeology.ie.

(d) Where a planning application for works close to a monument in the RMP is being considered, the relevant planning authority should be contacted. A pre-application enquiry may also be sent to the Development Applications Unit, Department of Arts, Heritage and the Gaeltacht, Newtown Road, Wexford, County Wexford.

(e) Major development projects are subject to an Environmental Impact Assessment (EIA) in accordance with the requirements of the relevant EU Directives. A school is considered a major development. An EIA will highlight likely significant effects of the development on the environment, including archaeology.

(f) Where proximity of a proposed site to, and/or its effect on, identified archaeological features is likely to give rise to significant delays in the development of school buildings, alternative locations should be considered.

2.7 Architectural Heritage (Protected Structures)

(a) The Planning and Development Act, 2000 (Part II, Section 10) places an obligation on all Local Authorities to include in its development plan objectives for the protection of structures, or parts of structures, which are of special architectural, historic, archaeological, artistic, cultural, scientific, social or technical interest. These buildings and structures are compiled on a register known as the Record of Protected Structures (RPS).

(b) As required under the Planning and Development Act 2000 Part II, Section 10, when considering site suitability reference should be made to the RPS, which is included in the Development Plan for the area.

2.8 Landscape Appraisals/ Protected Vistas

(a) Cognisance must be given to any Landscape Appraisals that are included in any Statutory Plans (Development Plan or Local Area Plan) for the area. Reference should also be made to any Natural Heritage Objectives (such as the protection of views) included in that Plan, which may adversely affect the development potential of the site.

2.9 Contamination Potentials

(a) A site that has been used in the past for landfill or other industrial processes resulting in potential hazards needs to be assessed using appropriate criteria. This may involve specialist site surveys and investigations. Sites requiring extensive de-contamination / remedial works should be avoided.

2.10 Identification of Abnormal Development Costs

(a) A site presenting issues that may give rise to significant abnormal development costs should be avoided. Examples would be a site that is landlocked or lacks appropriate supporting infrastructure in the locality (e.g. roads, services etc.). Such infrastructure deficits may be an indication of premature development.

2.11 Noise

(a) External noise sources can adversely affect the internal ambient noise levels in a school. Sources can include, but are not limited to, noise from rail and air traffic and from major roads. Local Authority Noise Maps should be consulted if considering a site within range of such noise sources. For further guidance on acceptable external noise level limits consult www.education.ie.

3. SITE SUITABILITY

3.1 Site Suitability

(a) The following general issues should be considered at the initial site assessment stage:

(i) Sites should generally be regular in shape and have good useable road access and road frontage to allow for efficient use of the site, flexibility in the location and orientation of the school building and all other site elements. The site should have sufficient space to allow for expansion.

(ii) Safe access for all as well as circulation to public roads approaching the school site and safe internal and on-site circulation should be considered. All traffic management and mobility issues should be considered during site identification and assessment. This will include appropriate provision for school buses, pedestrian and bicycle access, staff and visitor parking, car set down and pick up provision. The site should accommodate, where possible, approaches from a number of directions to facilitate and promote diversity of modes of transport thereby reducing vehicular congestion, reducing the need for excessive vehicular infrastructure (roads, parking, set down, etc.) and thereby focusing on land use directly associated with educational function. Consideration should be given to Government policy on Transport. (Useful references include the Department of Transport's current transport strategy; the National Transport Authority's publication **Tool Kit for School Travel, Smartertravel** and An Taisce's **Green School Initiative**.)

(iii) Ground Conditions - the site should be reasonably level, not requiring extensive excavation or fill for either the building or site development structures. The provision of a suitable approach to the building should be considered in the context of **Technical Guidance Document M 2010 Access and Use** as published by the Department of the Environment.

(iv) Steeply sloping sites should be avoided. A site would be considered to be steeply sloping if outside the following parameters:

- The maximum slope for a school site should not exceed 4% when measured diagonally between any two points along the site boundary.
- No localised area of the site should exceed a slope of 10%.

(v) Sites with poor ground conditions, large areas of rock, marshy or poorly drained sites, peaty ground, karst features and known archaeological features, should be avoided.

(vi) The location of watercourses, rivers, streams, lakes, etc., bounding or within the site, or public or private wells or aquifers in close proximity, should be determined, to establish if they will have an impact on the development. Minimum separation distances as set out in the EPA wastewater manual should be maintained from specified features.

(vii) The location and adequacy of public utilities, including Gas, Mains Water, Telephones, Broadband, Electricity, Foul & Surface Water drains, and the cost of connecting to these utilities should be considered fully.

(viii) An assessment on whether wastewater and surface water can be disposed of off-site or whether wastewater treatment and surface water attenuation/ percolation/ treatment will be required on site should be carried out, as this may have significant impact on development costs.

(ix) An assessment on ground water vulnerability should be carried out. Guidance should be sought from the Geological survey of Ireland (GSI) www.gsi.ie , which has groundwater vulnerability maps and permeability maps available and also from the Environmental Protection Agency (EPA) www.epa.ie .

(x) Sites with extensive over or underground services which would require diversions and would give rise to significant costs should be avoided.

(xi) Where the proposed site is part of an existing development, attention should be given to any residual site burdens (way-leaves, rights-of-way), existing building lines, necessary separation spaces between buildings, avoidance of overshadowing, minimisation of overlooking and loss of privacy for adjoining land owners, external lighting, and ease of maintenance, safety and passive security.

(xii) Site exposure should also be considered due to the risk of excessive heat loss from the building envelope on exposed sites.

3.2 Site Orientation

(a) The location and orientation of a school building on a given site can benefit directly from solar heat gain and optimum day-lighting with a corresponding improvement in the internal school environment and a reduction in the running costs of the building.

(b) The classroom accommodation which accounts for the greatest occupancy rates in a primary school should ideally face between east and south in order to take advantage of useful passive solar gains. This maximises early morning solar gains and reduces the likelihood of overheating in the afternoon.

3.3 Tables and Diagrams

(a) **Table 1 - School Site Area Analysis** on page 9 identifies and quantifies all the elements which form part of a primary school site.

(b) **Diagram 1 – Notional Site Layout** on page 10 is a scaled example of a two storey sixteen classroom school on a 1.04 hectare site and shows the possible relationship of all the elements identified in Table 1.

(c) **Diagram 2 – School Orientation** on page 11 sets out the preferred orientation of primary school buildings

(d) **Diagram 3 – Overshadowing** on page 11 sets out the parameters to be considered where there is a risk of the site being overshadowed by an adjoining building, trees or adjoining raised ground.

Table 1 - School Site Area Analysis

School Site Area Analysis

Site Components *(all figures in m²)*	Size of School 4 to 8 Classroom	8 to 16 Classroom	16 to 24 Classroom	24 to 32 Classroom
School Footprint *(Two Storey Building)*	1000	1600	2200	3500
Ballcourts	600	1200	1800	2400
Matching Green space	600	1200	1800	2400
Junior Play area	200	400	600	800
Matching Green space	200	400	600	800
Traffic Circulation *(drop off + pick up)*	1500	1500	2000	2500
Staff Parking *(2 spaces/class)*	550	800	1200	1400
Paths and Paving	1000	1200	1800	2400
Waste Treatment Plant	0	0	0	0
Parent Parking *(ball court only)*	0	0	0	0
Future Extension	0	0	0	0
Sub Total	5650	8300	12000	16200
+ Separation Zones 25%	1412.5	2075	3000	4050
Totals in sq m	7062.5	10375	15000	20250
Acres	*1.75*	*2.56*	*3.70*	*5.00*
Recommended Site Area in Hectares For Two Storey School Buildings	***0.71**	***1.04**	***1.5**	***2.025**
School Footprint *(Single Storey bldg)*	1500	2400	3100	5000
All other site elements	4650	6700	9800	12700
Sub Total	6150	9100	12900	17700
+ Separation Zones 25%	1537.5	2275	3225	4425
Totals in sq m	7687.5	11375	16125	22125
Acres	*1.90*	*2.80*	*4.00*	*5.47*
Recommended Site Area in Hectares For Single Storey School Buildings	***0.77**	***1.14**	***1.6**	***2.2**

***Note 1:** Where there is no public sewer and the on site treatment of effluent is necessary, the provision of a percolation area or other filter mechanism may require the site to be increased in size. The area required will be determined by the site conditions and therefore must be calculated on a case by case basis. Sites where on site treatment is not possible should be avoided.

***Note 2:** Where additional accommodation (e.g. community facilities, special needs accommodation, etc.) is proposed or where there is a possibility that it may be required, the above figures should be adjusted accordingly. (Please refer to TGD 026 for Specialist Accommodation Provision for Pupils with Special Educational Needs in Primary Schools with 2 or more special classes & Post Primary Schools)

***Note 3:** In higher density urban developments where the optimum site area set out above can not be identified the Planning and Building Unit should be consulted at the earliest possible stage.

Diagram 1 – Notional Site Layout to scale *(Two Storey 16 Classroom School on a 1.04 hectare site)*

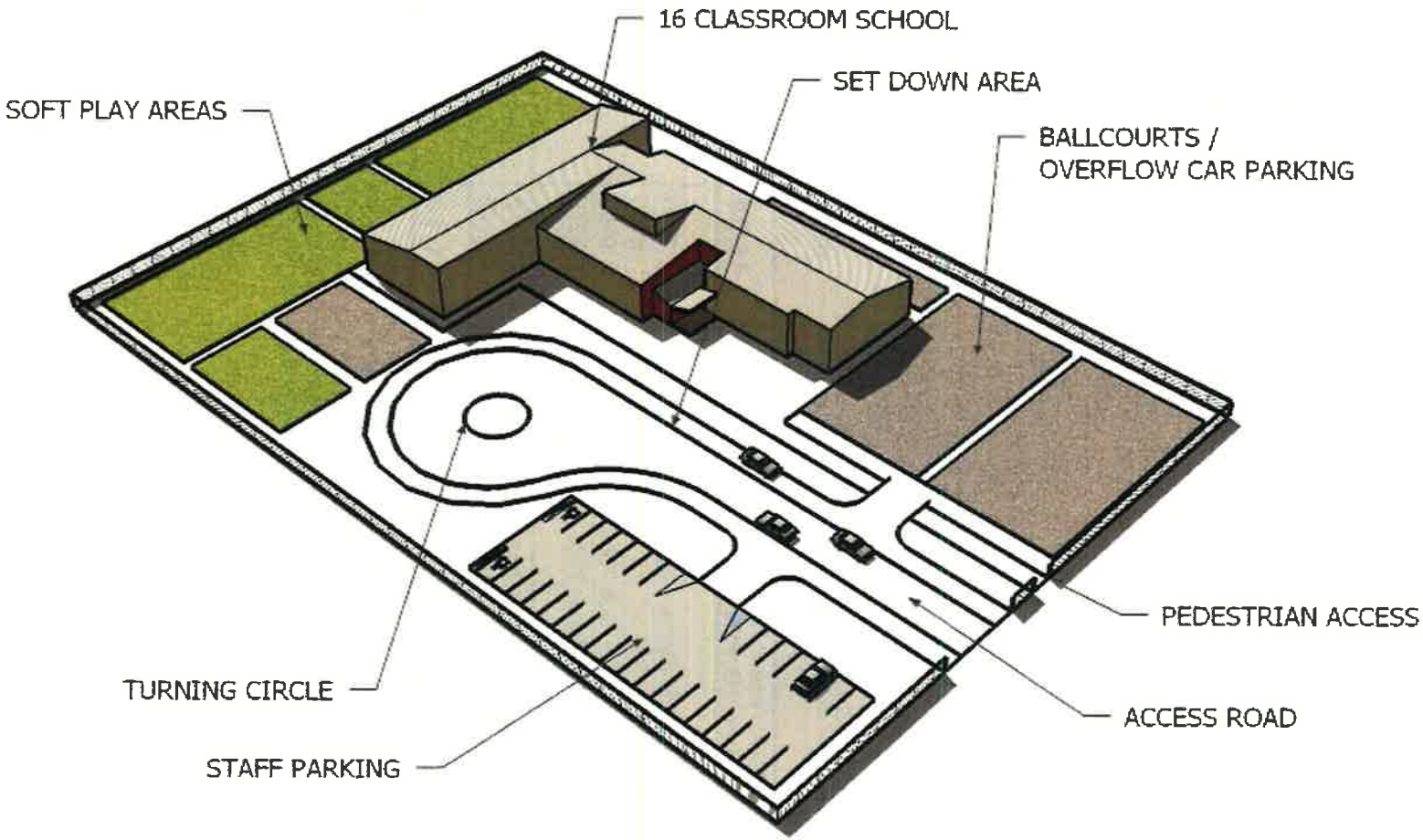
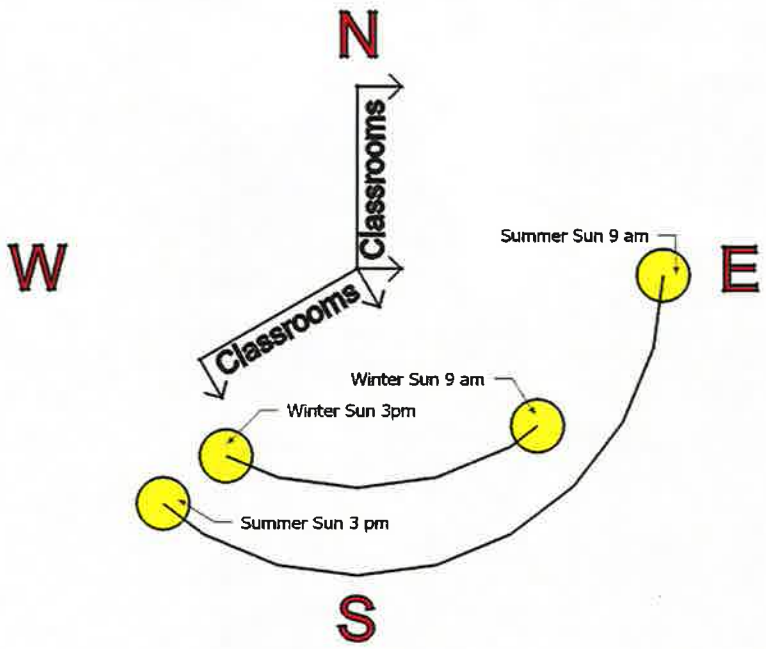


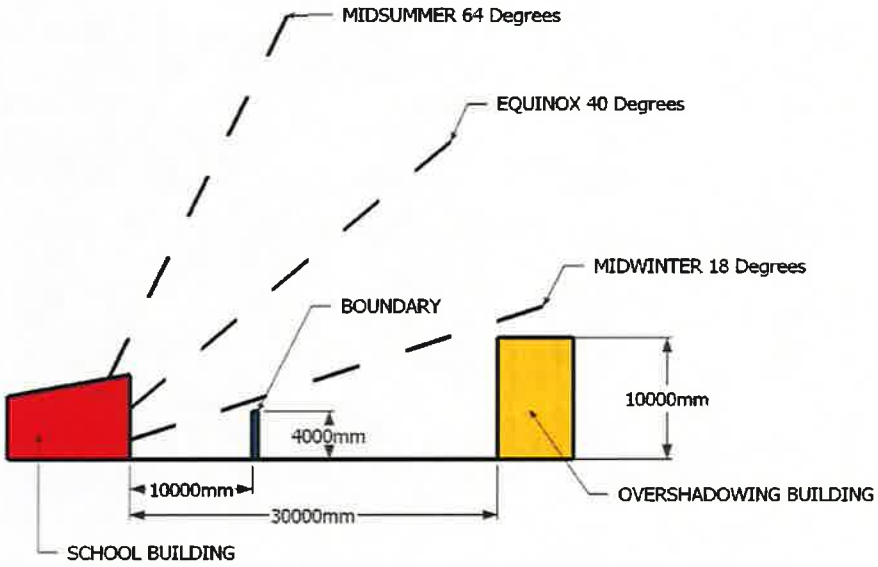
Diagram 2 – School Orientation



The passive solar gain available on a given site can have a significant impact on the running costs and comfort of a school building. To maximise the potential solar gain buildings should be generally orientated with the longest face (Classrooms) facing between East and South East (as indicated above) as this maximises early morning solar gains and reduces the likelihood of overheating in the afternoons. This is preferable to classrooms facing South West and West. The above factors should be taken into account when identifying School Sites.

Further guidance on orientation is given in ***TGD 020*** **- General Design Guidelines for Schools (Primary & Post-primary)**

Diagram 3 - Overshadowing



The diagram above illustrates the elevation of the sun throughout the year. The direction of the sun is illustrated from a due south position at noon.

Where the optimum orientation for a school building is possible the proximity of adjoining buildings or other potential obstructions located due East and South of the school need to be considered.

Toolkit for School Travel

Green-Schools

An Taisce
The National Trust for Ireland

Údarás Náisiúnta Iompair
National Transport Authority

An Roinn Iompair, Turasóireachta agus Spóirt
Department of Transport, Tourism and Sport

Foreword

The 'school run' has become a major factor in traffic congestion, particularly in the morning peak. To address this issue, the National Transport Authority has been working, in conjunction with An Taisce and the Department of Transport, Tourism and Sport, with the Green Schools programme to establish and oversee a school travel module, which is funded by the Department. 850 schools and approximately 180,000 pupils are currently involved in the travel module, which has been extremely successful in reducing the numbers of children who travel to school by car. Recent surveys of over 10,000 pupils reveal a 27% drop in car use and a correspondingly significant increase in numbers of pupils walking and cycling to school. In doing so, a number of critical social and economic objectives are being met, including:

- Congestion is reduced saving the economy money;
- Children get more exercise and are healthier and more alert;
- Pollution is decreased;
- Parents save time and money;
- People get to know their community and environment better;
- Children and parents get more opportunities to interact socially.

This toolkit presents a set of measures for use by schools who are currently not engaged with the Green-Schools programme and who wish to promote ways of reducing car use on the trip to and from school, and to reduce the impact of traffic on the community around the school.

While it is possible for these schools to achieve a certain shift away from the car using the ideas in this toolkit, there is greater potential to significantly impact on travel behaviour by engaging fully with the very successful Green-Schools programme and to implement its travel module.

The success of the Green-School travel module is based on two factors. The first is that it is delivered through the effective '7 Step' methodology, which acts as a guide to teachers and pupils/students. The second success factor is that experienced An Taisce Green-Schools Travel Education Officers are on hand to assist schools interested in changing travel behaviour. They offer resources, advice, and the opportunity to network with other schools.

The programme has had major beneficial impacts on the schools which have been engaged in it. We hope that the ideas and case studies contained in this toolkit inspire those schools outside the Green-Schools programme to begin to think about how their pupils travel to school. We hope they then get started on implementing some of the measures contained in this document. Having seen what can be achieved, we hope that they are then motivated into joining the Green-Schools programme in order to garner the full benefits across the wide range of environmental themes promoted, particularly Travel.

Gerry Murphy,
Chief Executive Officer, National Transport Authority

Contents

Section I: Introduction

Intended Audience

This toolkit outlines actions to promote more sustainable travel for the school trip through increased walking, cycling, public transport and car-sharing. The first intended audience are teachers, parents and other responsible members of a school community, who can then share and discuss the ideas with both primary and secondary pupils.

Before you read this toolkit

The toolkit was developed by An Taisce Green-Schools in cooperation with the National Transport Authority, and is based on case study evidence from the An Taisce Green-Schools Travel programme.

As of September 2010, over 850 schools and 180,000 pupils in the programme are implementing initiatives to promote sustainable travel. To date, schools in the Green-Schools Travel programme have been very successful in increasing walking and cycling and reducing car use. Results from 10,000 students in 112 schools who undertook the programme for the period 2008-2010 show a 27% reduction in private car use and a correspondingly significant increase in numbers of pupils walking and cycling to school.

The success of the Green-School Travel programme is based on two factors. The first is that the Green-Schools Travel module is delivered through the effective '7 Step' methodology, which acts as a guide to teachers and pupils.

The 7 Steps are as follows:

1. Establish a Green-Schools Committee
2. Carry out an Environmental Review of current travel patterns
3. Devise a Travel Action Plan
4. Monitor and Evaluate progress
5. Identify Curriculum Links
6. Inform and Involve the Wider Community
7. Develop a Green Code.

Table 1:
Targets Set for the Green-Schools Travel Programme

Year	Car	Mixed mode	Public transport	Walk or cycle
2011	-15%	+3%	+2%	+10%
2012	-16%	+3%	+2%	+11%

"If you are outside of the Green-Schools programme be optimistic but realistic about what you can achieve."

Gaelscoil Naomh Padraig, Lucan launching their GLAS initiative (Gluaisfimid Linn Ar Scoil gach Mháirt)

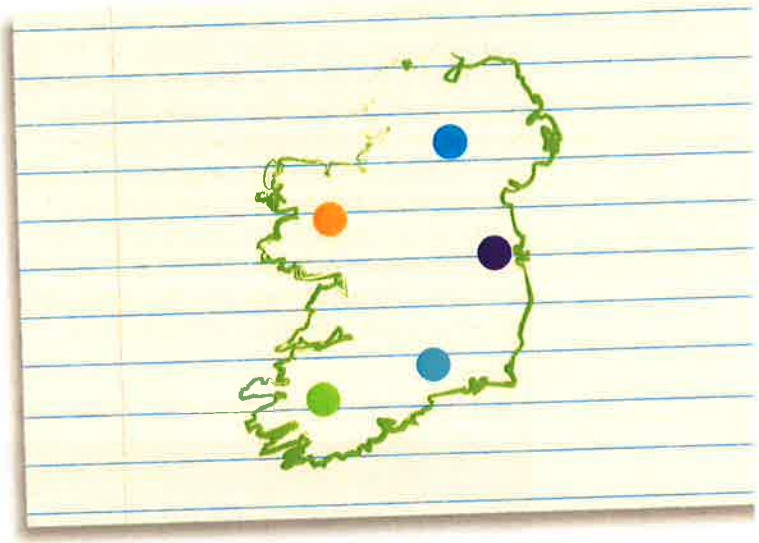
The second success factor is that experienced An Taisce Green-Schools Travel Education Officers are on hand to assist schools interested in changing travel behaviour. They offer resources, advice, and the opportunity to network with other schools.

For those schools already engaged in the Green-Schools programme, Travel is the fourth theme. While the most effective way to promote sustainable travel to school is via this programme, for those schools not yet involved and who are interested in promoting sustainable travel, this toolkit will give you lots of ideas for action.

Expectations will also vary depending on the nature of the schools environment, its local area, the quality of the walking and cycling experience on roads and streets nearby and the frequency of public transport connections. While schools in all types of places have succeeded in significantly reducing car use, it is anticipated that schools in urban areas, where the distance travelled to schools is generally shorter and public transport is available, would perform better. For this reason this toolkit contains a number of case studies from urban and rural areas which show what can be achieved in different locations.

Be Optimistic and Realistic

If you are outside of the Green-Schools programme be optimistic but realistic about what you can achieve. Green-Schools research has shown that 80% of Irish pupils express a desire to travel in a sustainable way to school, so you'll find that it's relatively easy and fun to organise awareness-raising campaigns. However, experience has also shown that in order to convert awareness into behaviour change, you'll need strong support from a champion within your school, parents and your Local Authority (e.g. Road Safety Officer or Environmental Awareness Officer). While every school is different, schools should probably start with easy to do initiatives, such as promoting a "one-day-a-week" initiative such as Walk on Wednesday. Then as your school builds confidence and capacity you can take on more of the ideas listed in this toolkit.



Human Chart of pupils who took the bus, walked and were driven to school, Whitechurch NS, Co. Waterford

In common with any Environmental management system, organisational mechanisms are critical. For those schools not in the Green Schools programme, a similar type of approach could be adopted. As with the Green-Schools steps, the first thing you will need to do is to get a group together – this group can include pupils, parents, teachers, your caretaker, or other interested people. Next, do a survey of existing travel patterns which explores issues such as how pupils travel to school; what reasons they have for choosing each mode; how they would like to travel; how far they travel; what changes they would like to see in their journey to school etc.

This will then give you some direction as to what ideas contained in this toolkit could be applied to your school. Then you can start implementing them. Remember to monitor how your Action Plan is progressing, and to publicise and celebrate your work so your community can see what you're doing and can support you in your activities.

"Green-Schools research has shown that 80% of Irish pupils express a desire to travel in a sustainable way to school, so you'll find that it's relatively easy and fun to organise"

Section 2: Actions

This section outlines the possible actions that schools can take to get pupils using sustainable modes of transport. These actions focus mainly on walking and cycling, but also give ideas on the promotion of public transport and car sharing.

Remember to include both teachers and parents in your promotions!

Walking –
A Smarter Travel Choice

Walking is a great way to get around your locality and explore the area you live in. Walking is a great form of exercise, and helps tone muscle and burn calories, keeping you healthy. It has less impact on your joints than running and walking at a brisk pace is a good form of cardiovascular exercise. Walking is also cost free, apart from the shoes. It is also pollution free so while you may wear out the shoes you won't wear out the environment.

The Slán 2007 report suggests that 55% of Irish adults don't get enough daily physical activity. If you adopt walking or cycling as your chosen mode of transport on the school run you can build physical activity into your daily life, making it easier to maintain the habit.

Why walk to School?

Below are key points to help you get on your feet and also to promote walking to others:

- Walking is a good form of exercise and can boost your mood as it gets the 'good feeling' hormone flowing;
- It is a good way for children and adults to interact with friends as you can arrange to meet up along the way;
- You get to feel as if you belong to your community as you become more aware of what is happening around you;
- It is both noise and air pollution free thus helping your local and global environment;
- Even if you live too far from your destination to walk the full way, you could always consider 'park n stride'. By this we mean you could drive part of the way and walk the rest, as long as you have a safe, secure and sensible place to park your car. Many schools have liaised with local supermarkets, churches or community centres who have offered their car park for park 'n' stride initiatives;
- It could also make your area safer as the more people who are out on the streets, the safer it feels to walk in your area.

"Teachers report that children who walk to school are frequently more alert, relaxed and ready to start the school day compared to those arriving by car."
Department of Transport (UK): Effect of Travel Modes on Children's Cognitive Development, 2001.

Top tips to promote walking

1. Raise awareness of walking – run a poster competition to encourage people to start walking more. You could also promote local walking trails and the health benefits of walking. You could also look at setting up an Irish Heart Foundation 'Slí na Sláinte' walking route in your local area. See links at the back of the document for further information.
2. Create an incentive – some people may need a little encouragement to start walking. This could be a simple prize for the top walker of the month or you could have a healthy breakfast morning for all those who choose walking as their mode of choice on a certain day.
3. Develop an initiative – you could start a walking initiative such as Walk on Wednesday (WOW). Simply pick a day you would like people to walk and then promote it. This could be linked to raising awareness and creating an incentive e.g. a poster competition to promote WOW and then provide a healthy breakfast the last Wednesday of every month.
4. Walking Bus – where children are deemed too young to walk independently consider setting up a 'Walking Bus'. A walking bus is run by a group of adult volunteers who walk a route to a school, stopping off at certain points to collect and drop off children. Walking buses can be time-consuming to set up as they require buy in from a lot of people. But once up and running, they can work brilliantly and really set children up for independent walking.
5. Fancy Dress Walks – around certain times of the year organise fancy dress walks to school, for example at Halloween, Christmas or St. Patricks Day. You could also have a 'no uniform walking day' to raise money for your school or a local charity.
6. Themed Walks – Consider running a themed walk, such as a ghost tour, sports tour, local history tour around your local area or go for a nature walk and learn about the local biodiversity. This could be tied into Geography, Science or History classes.
7. International Walking Events – did you know that Green-Schools National Walk to School Week takes place in May and International Walk to School month occurs in October?
8. Network – Speak to your Local Authority and Community Guard about managing parking and traffic outside your school or to improve pedestrian infrastructure in your area.
9. Carry out a 'Walkability Audit' of your school and the area around it. This involves students and teachers walking around their school or local area with clipboards, paper and a camera to 'log' areas for improvement.

Over 32,850 pupils in 250 schools took part in national WOW Day (Walk on Wednesday) on the 19th May 2010.

Action Day, Scoil Mháthair na Trócaire, Doon, Co. Limerick

Walking Bus – Cornafulla N.S., Athlone

Walkabilty Audit – St. Michael's Special School, Roscommon

Golden Boot Awards!

The Golden Boot is a great way to encourage classes to compete against each other to be the 'Greenest' travellers! Classes count how many people walked, cycled, took public transport, car-shared or Park 'n' Stride to school on a weekly basis. At the end of every week (or term) the class with the most 'Green Travellers' wins the Golden Boot. You can make a Golden Boot for your class by spray-painting a shoe, which is mounted on a piece of wood.

1 in 4 pupils live within 1 kilometre of their school. It takes only 10 to 15 minutes to walk 1 kilometre (CSO Census, 2006)

The results of your Walkability Audit can be sent to your Local Authority with a request to undertake some of the improvements marked. For example – repainting double yellow lines outside the school, putting up signs at school gates asking parents to park away from the gates, cutting back bushes on the way into the school, moving bins blocking paths etc.

Cycling –
Be Smart, Get a Bike

Cycling is an inherent part of childhood and most young children receive bikes as toys from a very young age. Children should be encouraged to use their bike not only as a toy but as a mode of transport to school and for other activities. Cycling is a skill which you can take with you from childhood to adulthood, however, this skill is often lost. It is widely acknowledged that cycling is an efficient way to travel either to places of study or places of work. The bicycle is also the smart mode of choice to get to the shops, places of leisure and to visit your friends. This toolkit sets out a few ways you can promote cycling to students, teachers, parents and members of your local community.

Why cycle?

Cycling has many benefits which are not just limited to your health, happiness and local environment. Cycling emits less pollution than other modes of transport - for every short journey made by bicycle you can save 2kg on your CO_2 emissions compared to travelling by car. It is also a great form of cardiovascular exercise even over a short distance, which is essential for a healthy heart and lungs.

Cycling is a quicker way to travel over shorter journeys, particularly if you live in a town or city in Ireland which is congested at peak times. Cycling also enhances your social skills as you can travel independently; interact with other cyclists and the cycling community.

"Cycling enhances your social skills as you can travel independently; interact with other cyclists and the cycling community."

Bikes stacked up at St. Patrick's Junior School, Skerries on their Cycle or Walk to School Day

There are so many good reasons to cycle but here are a few to get you thinking:

- Cycling is a great way to get exercise which releases endorphins, our 'feel good' hormones;
- Parents and teachers don't need to worry about getting a parking ticket. Just remember to bring your lock;
- If you're a parent or a teacher switching from the car to a bike then it's cheaper as you save on fuel, tax, parking, tolls, insurance and the NCT. That's smarter economics;
- You are doing your bit for the environment by producing no emissions, reducing traffic noise and using less road space;
- You don't need a licence to own a bike and it gives you the freedom to explore your city or community;
- Cycling as a teenager can give you a sense of independence especially as you don't need to wait for a lift or the bus;
- If more people cycle there would be less cars on our roads and more natural surveillance of the streets, making our communities safer for all;
- Your bike doesn't have to stay in the shed. It can be taken on city roads, country paths and up into the mountains;
- Getting stuck in traffic is not a problem for cyclists.

Before you cycle

If you are already cycling or thinking of getting back in the saddle, then these tips will assist you. Before you start your journey:

- If you wear a helmet, ensure it is a good fit, doesn't obscure your line of vision and complies with the European Safety standard EN1078. The best place to get your helmet fitted is by calling into your local bike shop;
- For the dark mornings and early evenings in the winter months ensure you have lights for your bicycle (a red light at the back and a white light at the front);
- High visibility gear is useful in times of low light and during the winter months so ensure you have a good quality hi-vis vest;
- Check your bicycle regularly to ensure your brakes and gears work correctly. Other things to look out for include correct tyre pressure, a well oiled chain, and that the steering and seating is in working order. If in doubt bring your bicycle to the nearest bike shop for a check-up.

Arriving by Bike to Divine Word National School, Rathfarnham

Cycle Parking, Scoil Aodán Naofa, Carnew, Wicklow

Teachers - Would you like to buy a tax, PRSI and levy-free bike?!
Then the Cycle to Work scheme is for you! Guidance on the scheme can be found here -

http://www.revenue.ie/en/practitioner/law/bik-exemption-for-bicycles.pdf

Teachers can direct questions by email to the appropriate Payroll area:

- Primary_Payments@education.gov.ie,
- pppayroll@education.gov.ie or
- NTSPayroll@education.gov.ie
- Working parents can speak to their employer about purchasing a bike under the scheme.

5,996 pupils received cycle training, as part of the Green-Schools Travel programme, between September 2009 and June 2010.

Top tips to promote cycling

Below is a list of top tips to promote cycling either at your place of study, or in your local community. These tips are for fun events that will get people thinking about the bicycle as the mode of choice in your area.

1. Cycle training – a good way to become experienced and confident as a cyclist is to undertake a cycle training course. A cycle training course will allow you to practice your cycling skills away from traffic, before venturing into quiet traffic situations. Contact your Local Authority or Road Safety Officer for further information and to find out if it is happening in your area. Cycle training can take place during or after class time depending on your school's situation.
2. Raise awareness – you could have a poster competition in your school or community to promote cycling. You could also create a map of the area showing local cycling routes and cycle parking locations. Ask your local library or sports centre to display the winning entries.
3. Create an incentive – sometimes it is a good idea to offer an award as this will create an incentive. Award a 'Cyclist of the Month' by giving them a prize for cycling the most often or the furthest. You could reward cyclists by offering them a healthy breakfast or a refreshing smoothie for each day they cycle during a dedicated week. This could be sponsored by a local business. The bicycle lottery could be another incentive by giving a raffle ticket to an individual every time they cycle. The more you cycle the more tickets you get, thus increasing your chances of winning.

"You could create a map of the area showing local cycling routes and cycle parking locations."

Children in St. Francis National School, Limerick, at their bike maintenance class

4. Create an initiative – to get people to trial cycling or to feel more confident on a bike, you could encourage them to cycle one day a week. Green-Schools Travel has a Cycle on Wednesday (COW) initiative which encourages students, staff and parents to cycle to school on a Wednesday. This is a great way to instil a cycling culture as the more people cycle once a week the more likely they will cycle on other days of the week.

5. Get some cycle parking – if you are going to cycle you will need somewhere safe and secure to leave your bicycle. Therefore it would be a good idea to source some cycle parking for your school. You will need to ensure your parking is suitable for the bicycles in question and that it is in a suitable place for cyclists to use, for example, parking where cyclists can lock their bike frames (not the wheels), near entrances, covered, well lit with people passing by. Publicise your cycle parking. If people don't know where it is, then it will not be used. Contact your local authority for possible funding sources for cycle parking.

6. Bike doctor – lots of bicycles lie at the bottom of the garden rusting away or in the shed because they have a flat tyre. Why not organise a bike mechanic to deliver a workshop to get those bikes back in shape? Contact a local cycling enthusiast or bike shop mechanic to deliver a workshop.

7. Bike Week – National Bike Week takes place every June - Check out www.bikeweek.ie to register an event or to find events to take part in. There are also lots of tips and advice on other events that will inspire ideas for your school.

8. Cycle Champion – you will need to get someone to oversee all the organising and administering of any cycling event taking place. Therefore it would be a good idea to select a Cycle Champion to do this for you. This person should enjoy cycling, be friendly and well organised. Having a Cycle Champion will ensure that events run smoothly and it will also provide a contact if dealing with funding applications for cycle training or parking in your school.

1,830 bike parking spaces were installed in 115 schools, as part of the Green-Schools Travel programme, between September 2009 and June 2010.

Secondary School Students using Dublin Bus

Public Transport –
Make Time for Yourself – Take the Bus, Train, Luas or DART

Public transport is an excellent way to travel longer distances that may not be possible by foot or bike. While public transport may not be available in every part of Ireland, for many places there is a good network which can be used instead of the car for many trips.

Public transport can include bus, train and tram (LUAS). If public transport provides an opportunity for parents, teachers or students in your school to leave the car at home one day a week, encourage them to give it a go and reduce their car use by 20%. They will also have an opportunity to read a book, listen to music or even watch a film, all the while avoiding the cost of fuel, parking or tolls.

Public transport can work out very cost effective compared to driving, and if more people left the car at home to catch the bus, then there would be fewer cars on the road, reducing traffic jams, noise and greenhouse gas emissions for everyone. Public transport also allows passengers to combine exercise with travel, as they can walk or cycle to a local bus stop or train station. They can also invest in a folding bike, which you can take with you on public transport, thus completing a truly smarter, quicker and sustainable journey.

Why use public transport?

Below are some points on why you should use public transport if and when you can.

For parents and teachers:

- Travelling by car can bring on unnecessary stress such as getting stuck in traffic and trying to find a parking space. Travelling by public transport allows you to relax, by letting someone else take you to your destination;
- You can reduce your transport costs as you only have to worry about paying for the fare and not for fuel, car parking and for any parking fines;
- You don't need to worry about finding a parking space or getting a parking ticket;
- You also don't have to concentrate on driving and you can relax with the newspaper, a good book or listen to some music;
- Public transport is a good way to travel longer distances and can also be combined with walking and cycling for a multi-modal, active and sustainable journey. Park 'n' Ride or Park 'n' Stride schemes may also be available.

For students:

- It's good for your social skills as you get to interact with people on the journey;
- You can also read your favourite book or listen to music on the way;
- It boosts your confidence and learning experience as you learn to travel independently and learn how to read timetables and transportation maps;

"More people using public transport instead of private cars is good for business as there is less congestion and allows for deliveries to be easily made."

- You'll have a walk or cycle to get to your public transport stop, so there's a chance to shake away morning cobwebs before going into school bright and alert.

For everyone:

- More people using public transport instead of private cars is good for business as there is less congestion and allows for deliveries to be easily made.

Top tips to promote public transport

Below are a list of points that will provide you with some ideas to promote public transport in your place of education, employment and local community:

1. Raise awareness – like other modes you can do this by having a poster competition to encourage people to use public transport. Highlight the benefits of using the bus, train, or tram. You could also source public transport timetables and display them where they are visible to all.
2. If visitors are coming to your school, send them information on travelling to the school by public transport e.g. where the stops are, what buses or trains serve your area, walking time from the station to your school.
3. Create an incentive – you can use an incentive to encourage people to use public transport, for example, offer a prize for best poster promoting public transport. The prize could be a free travel ticket for a week. You could have a sustainable travel healthy breakfast or cups of tea for anyone with a public transport ticket on a particular day. Contact public transport operators to see if they have 'goodies' such as pens or rulers to give away to students travelling by train/ bus.
4. Talks on public transport – you could invite a local representative from a bus, rail or tram company to talk about public transport (for example, how to read time tables, how to board, how to flag buses, fare structures and how to pay) and responsible behaviour when using such transport.
5. Do a display on the history of public transport in your local library.

Green Trees

If your school would like a visual way to display how children travel to school, you can create a 'Green Tree'. Every morning children can pin a green leaf to the tree if they travelled on foot, by bike, on public transport, by car-sharing or Park 'n' Stride. Those coming by car can pin a brown leaf to the tree. Over the course of your promotions, the tree should slowly start to turn from brown to green!

Sustainable Travel Sustaining Friendships - Ballyglass N.S., Co. Galway

Car share

If walking, cycling and public transport are not viable options for you then you could look at organising a car pool or car share scheme. Car shares allow parents to link up with friends or neighbours that may have children attending the same school. Students who also have no viable alternatives to the car could also share. Car shares allow you to split the cost of the journey and reduce harmful green house gas emissions as there are fewer cars on the road.

What about insurance?

People often raise the issue of insurance when thinking about car sharing. We suggest that drivers and passengers share the cost of fuel, parking and tolls - drivers should not make a profit from sharing a car as this can invalidate their insurance and tax. If drivers have any concerns, they should contact their insurance company directly to discuss.

The Irish Insurance Federation advises that car sharing will not affect a driver's insurance as long as:

- The vehicle is not built or adapted to carry more than eight passengers excluding the drivers;
- The passengers are not being carried as part of a business of carrying passengers;
- The owner does not make a profit from the total money they receive for the journey;
- Agreement is made prior to the journey commencing;
- If an insured person who is going to take part in a car sharing group has any doubt about their insurance cover should clarify same with their insurer.

With regards to passengers being covered:

- Passenger cover for private cars is compulsory under the Road Traffic Acts. Once the policy is in order there is no problem.

The average drive to school and back releases 800g of CO_2 into the air — enough to inflate over 60 balloons.

That's ignoring all the other exhaust chemicals. It's not just bad for the environment — inside your car you and your child will be breathing in up to three times more pollution than if you were walking along the pavement.

Source: www.walktoschool.org.uk

"Just because you car share it doesn't mean you have to drive the entire way you could do car share Park 'n' Stride"

Why car share?

Below are some reasons to encourage car sharing:

- It's a good way to share the costs of car travel when other sustainable modes are not available;
- It's better for the environment, as fewer cars are on the road thus reducing noise and air pollution;
- It's better to drive with company;
- By sharing the journey you are saving on fuel, toll and parking costs;
- It's a great way for children and parents to interact with neighbours and friends.
- By taking turns driving children to school, parents have more free time in the morning or evening.

Top tips to promote car sharing:

Below are some tips and ideas that will allow you to promote car share schemes in your area:

1. Information day – have an information day in your school. This could be incorporated into a sustainable travel open evening where people can be invited to pin their details and location on a map allowing for connections to be made between potential car poolers.
2. Coffee Mornings - People who are new to car-sharing may feel a bit apprehensive about car shares or may be worried that once they start giving someone a lift, they have to continue to car-share even if it doesn't suit. 'No pressure' meetings or coffee mornings give people a chance to get together, find out what's involved and see if it's for them. You could also come up with a code of conduct to ensure good behaviour amongst younger car poolers.
3. Raise awareness – this could be linked to information days or you could run a separate competition. This is a good way to get people thinking about car shares and perhaps get them interested.
4. Create an incentive – Incentives are a good way to encourage people to car-share. In places with lots of demand for parking, the most effective way to encourage car-sharing is to allocate priority parking for car-sharers, allowing them to access parking easier than those who don't car share.
5. Be creative – just because you car share it doesn't mean you have to drive the entire way you could do car share Park 'n' Stride. You could also look at car share schemes in your local community such as sharing several cars between households.

Set up a car-sharing scheme for your school, club or community group on the national car-sharing website. See www.carsharing.ie to request a group set up for your school, for free!

Section 3: Resources

In order to promote sustainable travel to school you will need a dedicated 'champion' who can give his/her time on a regular basis. The 'champion' can be a teacher, parent, grandparent, guardian, non-teaching staff or it can be a committee which is made up of all of the above.

The role of the 'champion' or committee is to promote walking and cycling (and public transport/ car sharing, depending on your location) to school through initiatives and actions, as well as to garner support from the wider community. The 'champion' or committee should set key goals and monitor how these goals are being met. It can be a challenging role but one which can be rewarding as walking & cycling numbers increase. The 'champion' or committee should seek the support of the Board of Management and the Principal before work is undertaken and as it is critical that the whole school signs up to promoting more sustainable travel.

Schools that undertake the Travel theme as part of the Green-Schools Programme are also required to appoint a Green-Schools co-ordinator and a committee, who with the support of An Taisce Green-Schools Travel Education Officers, work together to promote and achieve sustainable travel to school.

Useful Links

Here are some useful websites and links to get you thinking about sustainable modes of travel.

For Teachers and Parents

www.greenschoolsireland.org

www.smartertravelworkplaces.ie

www.bikescheme.ie

Transport Information

www.transportforireland.ie

www.dublinbus.ie

www.buseireann.ie

www.dart.ie

www.luas.ie

www.irishrail.ie

www.cie.ie

www.dublincycling.ie

www.irishcycling.com

www.carsharing.ie

www.irishheart.ie

"In order to promote sustainable travel to school you will need a dedicated 'champion' who can give his/her time on a regular basis."

Government Agencies and Policy

www.nationaltransport.ie

www.dttas.ie

www.environ.ie

www.epa.ie

www.enfo.ie

www.healthpromotion.ie

www.irishspatialstrategy.ie

www.seai.ie

Non-Government Agencies

www.irishheart.ie

www.grian.ie

International resources

www.sustrans.org.uk

www.livingstreets.org.uk

www.trafficclub.co.uk

www.bikeforall.net

www.honoloko.com

www.mobilityweek-europe.org

www.iwalktoschool.org

www.panda.org/

Sample Curriculum Links

The section below shows some examples of how thinking about the journey to school can be linked directly to the school curriculum. These examples are taken from the Green-Schools programme and some further ideas can be found on the Green-Schools website. In order to maximise the impact of travel plan actions, however, the full resources of the Green-Schools programme would be required.

Information Sheet 1 – Travel Curriculum Links

This section gives you some practical ideas to link your Travel theme with the curriculum. In some cases, the activities are more suited to primary school.

Geography (SESE)

- The Natural Environment: Looking at maps or aerial photographs plot or identify natural transport routes i.e. along rivers. Why were these routes chosen? Children can identify features on the maps, such as mountains, contour lines, rivers, forests, archaeological remains and so on.
- The Built Environment: Looking at maps or aerial photographs plot or identify man-made transport routes i.e. train lines, roads, paths and walkways. Again try to identify why these routes were chosen.

- Weather Watchers (links with SPHE & Maths): Monitor the weather forecast over a set period of time, or for an event i.e. for a WOW day. Compare the weather forecast with the actual weather, and monitor how often the forecast was accurate. Children can be encouraged to dress appropriately for the weather predictions.
- The School Environment:
  - Plot the catchment area of the school.
  - How far do pupils travel from home to school?
  - What mode of transport do they take?
  - Does this impact on the environment?
  - Are there alternative routes for pedestrians or cyclists that are shorter, or so that they can avoid cars?
- Study of humans and their impact on the environment: Pollution, Greenhouse Gases, Carbon Dioxide & Climate Change, Building of roads; Environmental impacts locally and globally – brainstorm to think of all the effects of travel on the local environment (i.e. congestion, air pollution, cars parked on cycle lanes, speeding traffic etc.) and on the global environment (climate change, use of fossil fuels, energy consumption, transport of goods and food/ food miles etc.
- Waste: How does waste from transport impact on the environment? What kinds of waste does transport produce?

Mathematics

- Traffic survey: conducted at the school gate where children monitor the number of cars, buses, pedestrians, bikes etc. going by. They can also monitor the number of people using each mode if possible. Display the results on pie or bar charts & rate from 1 to 5, with one being the best for the environment. Link this activity to a discussion on car occupancy numbers.
- Walk Watcher: Children can stand near the school gate and count the number of pedestrians arriving at the school gate. They can observe if the numbers increase or decrease on particular days or in inclement weather.
- Speed Checking: Invite a local Garda to monitor the speed of traffic outside the school gates with a speed gun. Children can work out the speed cars are doing in the area, number of cars speeding, number of cars under the speed limit, average speed etc.
- Bike Monitors: Children can count the number of bikes in the bike shed on an on-going basis. They can note bikes with working brakes, bells, fully pumped tyres, lights and so on. They can work out the percentage increase in bikes or the percentage that are fully functional etc.
- Green Trees: Monitor the number of children taking sustainable modes of transport with a Green Tree, where a green leaf is awarded to children choosing sustainable modes, and a brown leaf is displayed for children being driven to school. Count the number of leaves on a regular basis and display the results in pie or bar charts. The class should be aiming for a completely green tree, at least once every so often.
- Distance calculation: Work out how many steps or kilometres you walk, cycle or are driven every day on the way to school. Add them all up and see if the combined distance would reach Cork / Europe / America etc. Is everyone taking the recommended number of steps (exercise) per day? How much fuel do you save by taking your journeys by foot?
- Database Management: Any of these monitoring activities can be used to compile a database, which must be managed to see how your Action

Plan is progressing, as part of the Monitoring & Evaluation step.

- Carbon Foot printing: Students can work out how much carbon the average school journey uses. For students in the Greater Dublin Area, use the journey planner on the National Transport Authority's website (www.nationaltransport.ie).

Drama (Arts Education)

- Exploration of topics such as 'what if you met a dog or a bully on the way to school'.
- Explore other cultures by imagining what travelling to them would be like.

Music

- Travel Songs: Learn the lyrics for travel-related songs, or pick a piece of music you like and re-write it as a rap or song that suits the school.
- Transport Sounds: Re-create the sounds of different transport modes or sounds associated with travel i.e. traffic lights, horns, indicators, engines, wheels, puncture, bike bell etc. Identify which sounds are pleasant. Why are the other noises unpleasant?

SPHE

- Road Safety: Explore the issue of road safety with guest speakers and activities i.e. how to cross the road, how to use a traffic crossing, obeying the instructions of those responsible for safety in the community, National Roads Authority, local community guard, traffic warden, professional cyclists, road safety officer. Display posters around the school with advice on crossing roads etc. Discuss the local area from the point of view of hazards encountered by pedestrians or cyclists – write to the Local Authority to request that some of these are fixed or changed.
- My School Community: Discuss the rights and responsibilities of children and adults on the journey to school.
- Media Education: Submit an article to the local press about an issue related to Travel which is of importance to the class.
- Food & Nutrition – Link exercise with the importance of food for promoting growth, keeping healthy and providing energy.
- National, European and Wider Communities: Explore what other Eco-Schools are doing to promote sustainable transport. Link this with a discussion on global climate change.

Personal Safety & Wellbeing

- Discuss children's safety on the school run – what to do if they have a problem, who can they speak to, emergency telephone numbers, how do they deal with a bully, what to do if they feel unsafe and so on.
- Invite walkers, hikers and cyclists in to discuss their sport and why they enjoy it and are involved. How do interested children sample the sport?
- Invite guest speakers to discuss issues such as how to behave on public transport.
- Invite a local bike shop owner to carry out workshops on maintaining bikes in working order, repairing punctures etc., so that children have the skills they need to maintain a bike.

- The school journey as an adventure – what have children discovered about their local area on the school journey? Have they had any adventures?
- Litter in the local environment – is your journey pleasant or are there litter black spots? Can you do a clean up to make it a more pleasant area?

Languages

- School plays on road safety.
- Write a Green-Code for Travel.
- Write poems about the school journey or the longest journey you've ever taken.
- Discuss the impact of travel on the environment, locally and globally.
- Have a debate about school travel, for example, is driving to school every day a good idea?
- Read, write or tell stories about the school journey, adventures, sights, good things, bad things.
- Link with other countries – discuss how children in other countries go to school.
- Glossary of Transport in different languages e.g. what is bicycle in Irish or Spanish?

Physical Education

- Cycle training during PE classes – links with SPHE (development of skills and fitness).
- Impacts of Exercise – on lungs / pulse / alertness – link with maths.
- Wellbeing – linking exercise with healthy eating – a car uses petrol/ diesel for fuel, what do humans need to run properly?

Visual Arts

- Using the journey to school as inspiration, draw the following:
  - Something you like about your journey to school
  - Something you dislike
  - Something unusual you saw on your journey
- Design a bus ticket.
- Design a bike, or make models of different modes i.e. planes, bikes, cars.
- Do a collage of the local neighbourhood, and get each child to draw themselves on the way to school. Cut these out and stick them onto the neighbourhood scene to illustrate everyone walking to school.
- Design posters promoting an aspect of road safety for display around the school.
- Design & laminate a poster asking parents not to park in front of the school gates.
- Design a poster for the schools Travel Action Day.
- Draw a picture of how you travelled to school that day on a small square of paper. Use the squares to make a bar chart showing how everyone travelled to school that day.

Science (SESE)

Models:

- Make magnetic cars out of matchboxes.
- Design & make models of bikes and machines with wheels, gears, chains and belts.
- Design and make an umbrella suitable for rainy days. How would it differ for an umbrella for sunny days? Link this with a discussion on the

origin of the umbrella. Experiment with different materials before choosing the best type i.e. foam, fabric, plastic, cotton, wood and so on.

- Design and make a land yacht (see Exemplar 45 Science Teachers Guidelines Primary School Curriculum).
- Design & construct a sustainable town? What would be so environmentally friendly about it? Think about the facilities your town would need.
- Link periodic table with gases given off by cars e.g. CO_2.

Experiments

- Energy – investigate the relationship between light and materials e.g. reflective materials – compare a dull bag with a bag with reflective strips by shining a torch/light on them – which is brighter. Conduct the same experiment with visi-vests vs. normal jacket & bike lights vs. no lights.
- Forces – exploring how to slow a moving object or investigating brakes on a bike. Explore how a stronger force (or push) affects an object such as a toy car. What happens to the car on a slope?
- Air Pollution – compare the front-of-school environment with inside the school grounds by smearing Vaseline on some slides so that particles stick to the Vaseline. After one day / week / month, which is dirtier? Relate this to dirt on buildings.
- Materials – explore what kind of materials make the best model boats, airplanes, shoes and so on. Examine ability to withstand moisture or cold, grip on the ground, weight, ability to float etc.
- Study of lichens – where do they grow? Do they like pollution?
- Lung capacities & pulses – test children's lung capacities and pulses. Explore the impact of exercise on your lungs and pulse.
- Observe the weather over a period of time & discuss the suitability of different clothes for different weather conditions.
- Explore how light is reflected (for example with torches and mirrors, or sunlight and the face of a watch) & link this with the role of the sun in heating the earth & climate change.
- Noise pollution – discuss various traffic noises and other sounds heard on the school journey. Which are pleasant? Which are unpleasant? Explore how you can stop loud noises, for example, by wrapping items in different materials. Observe the effects a window has on noise i.e. is the noise louder inside or outside?

Displays

- Make posters to explain how burning fossil fuels impacts on the environment.
- Make posters with travel facts & figures to display around the school.
- Human Life Processes – Design a display showing all the different reasons why people travel, or why products they use have to be brought to them. This can introduce the concept of 'food miles' or buying local produce. Children can draw themselves on their way to school, and these can be stuck onto a large display.

History (SESE)

- Christopher Columbus' voyage to America: Explore the journey itself & related issues, for example;

  Why did he do this journey? How did he travel? How long did he take to travel to the Americas? Was it a sustainable form of transport? How would he have travelled today to speed up his journey? Is this suggested modern method a sustainable form of travel?

- The History of Transport: Children can explore the history of modes of transport we now take for granted. This can link in with a study (writing down the oral history) of how their parents or grandparents travelled to school. They could also study their lives (childhood, school, work, friends, hobbies etc.) in general in the past. Children can query when were planes, cars & bikes invented? Who could afford to use them? What did they look like? Were they strange looking? What were they made from? Were they comfortable? If you were to design a bike / car / plane (or ticket), what would it look like? If possible, visit a transport museum to learn more and see the vehicles in person.

- Settlers in Ireland: Children can explore the history of settlers in Ireland. As an island, we have had many visitors to our shores. Who were the first settlers in Ireland? How did they get here? How did they live? Why did many live close to water? How have things changed since then? Children can study different groups, for example - The Vikings; The Normans; The Celts; Recent immigrants, for example, the Polish community, the Chinese community, returning Irish emigrants – what is their impression of Ireland? How did they travel here? How many different cultures are in your school?

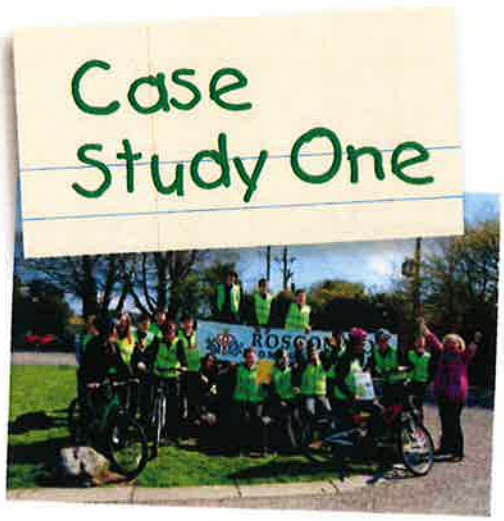
This section gives a number of examples of schools participating in the Green-Schools travel programme.

Case Studies

This section gives a number of examples of schools participating in the Green-Schools travel programme. Schools from Roscommon, Dublin and Wicklow are included.

It gives an indication of some of the issues that schools face in different types of areas, some of the methods they use to promote sustainable travel behaviour and the outcomes of their work.

While they are all part of the Green-Schools programme and have all graduated as far as the travel module, this section will give other schools good ideas and guidance in how to develop a Smarter Travel culture.



Roscommon Community College

Location: Lisnamult, Roscommon Town
Type: Secondary School
Travel Start Date: September 2009
Number of Students: 130
Number of Teachers: 20

Introduction:

Roscommon Community College is located in Lisnamult, Roscommon Town and has 130 pupils and 20 teachers. The School has already had Green Flags for Litter & Waste, Energy and Water. The School began work on the theme of Sustainable Travel in September 2009.

Provision of Infrastructure:

The School is located on a bend where two streets meet, Thornville Drive and St Theresa's Way. Vehicular traffic volume is minimal as it is a residential area only with no through traffic. There are ample footpaths but no zebra crossings and no school crossing patrol in operation at either end of the school day.

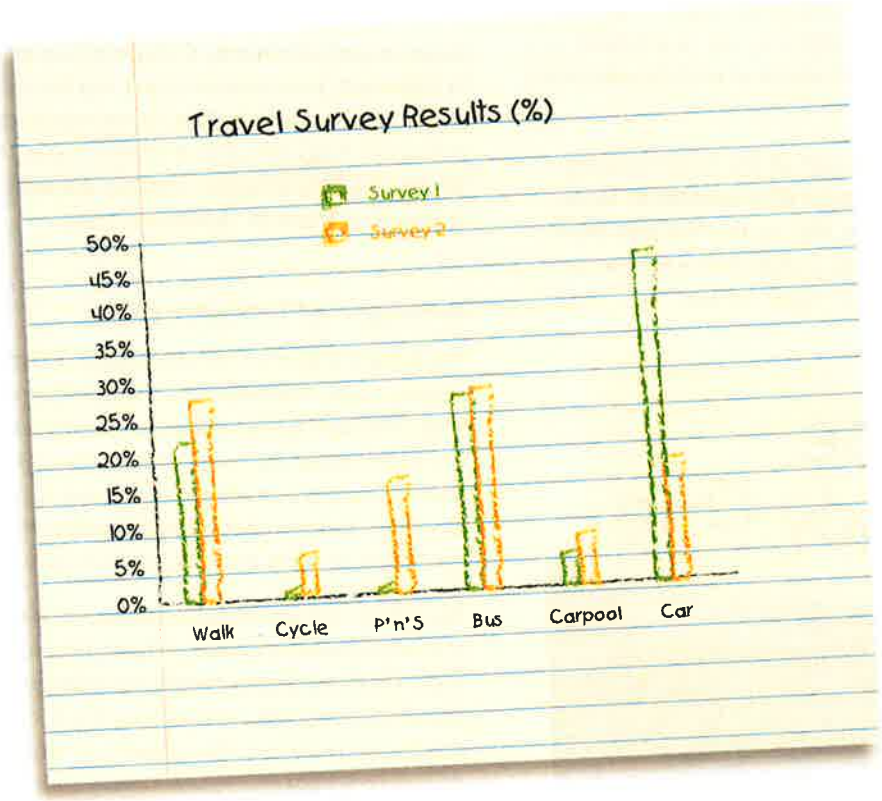
There is an off road shortcut between the school and nearby primary school, Gaelscoil de hÍde. There are also currently no cycle lanes but the school now has cycle parking for 10 bikes due to an increase in the numbers of students cycling to school.

Modal Change:

Surveys available for comparison extend from October 2009 to May 2010 and relate to a student population of 125-127 pupils. The school achieved a considerable change in car dependency in their first year.

They saw a 62% reduction in single car use (from a mode share of 45% to 17%) and subsequent increase in those opting for Park 'n' Stride, walking and cycling. They also achieved a fantastic six-fold increase in cycling. This is set out in the table and graph below:

	Walk	Cycle	P 'n' S	Bus	Carpool	Car
Survey 1 Oct 2009	20%	1%	1%	28%	6%	45%
Survey 2 May 2010	28%	6%	15%	28%	6%	17%



"62% reduction in single car use (from a mode share of 45% to 17%) and subsequent increase in those opting for Park 'n' Stride, walking and cycling."

Work Undertaken To Date:

During Autumn 2009 an extensive travel survey was carried out to gather baseline data on how staff and students travelled to and from school. It was discovered that cycling to and from school or to their bus stop appealed to more students than walking, so the Green-Schools committee decided it was very important that students underwent specific training prior to cycling to school.

Firstly they used An Taisce resources such as Green-Schools high visibility jackets for all pupils and prizes for competitions such as bicycle helmets, locks, lights, mini tool kit. These helped to get more students thinking more about cycling. The Green-School Committee invited local cycling enthusiasts, Donamon Dynamo Cycling Club, to visit the school to talk to students. One of the teachers incorporated the Green-Schools Travel Programme into the SPHE subject which helped to give a wider interest in travel.

The Green-School Committee invited a student who had started to cycle to school on some days to be part of the Committee and be an ambassador for cycling. They also emphasised that students travelling to school on the bus were doing their bit for encouraging sustainable travel. Car sharing amongst pupils who are dropped to school by parents was encouraged to continue and also getting their parents to drop them further away from the school so that the student could walk the rest of the way.

Awareness-raising of the secondary school Bike Week took place during the weeks in the run up to 10th May 2010. Posters were created and posted throughout the school to remind all pupils and staff of the special event week. An Taisce's Travel Education Officer Imelda Ryan-Jones visited the school to talk to pupils, and promotional photos were taken alongside a huge banner promoting cycling.

On Monday 10th May 2010 a group of 30 First and Second years cycled to Castlecoot which is a 10.5 mile round trip. Accompanying them were PE Teacher Laura Harrison, John Concar of Donamon Dynamo Cycling Club and Noel Feehily from Roscommon Sports Partnership. On Tuesday and Thursday of that week the school ran an art competition encouraging students to create inspiring pieces of art to help promote cycling to school. On Tuesday and Wednesday Pedal Right Cycle Training came to the school and trained pupils in First and Second year who had started to cycle to school as well as pupils who could take the initiative and start cycling to school. All 60 pupils completed the level 1 in full and also had the opportunity to go out on the road for some of level 2.

On Friday there was a cycling quiz and lots of prizes from the Travel Education Officer and rewards for the pupils who had successfully completed the cycle training.

During the May 2010 National Walk to School week 20 students walked all the way to school who would not have normally walked to school and seventy five walked part of the way, including walking to their bus stop instead of getting a lift in the car. It was a whole school effort to increase walking to school during this national event week, and some students cycled also due to the recent National Secondary School Bike Week a couple of weeks earlier.

Secondary School Bike Week 2011 was another well organised week of events including the following:-

Posters were created and displayed throughout the school to remind all pupils and staff of the special event week and a series of events were organised to run from 7th to 11th March. These include a Cycle to School Competition, Turbo Trainer Challenge, Spinning Training (During P.E. Classes), Travel Quiz, Cycling Trip, Donal Egan's Bike Assembly Workshop and a Presentation of Irish Cycling Safety Standard Certificates to 1st, 2nd & 3rd Yrs. Students at Roscommon Community College were the first secondary school in the county to achieve this award. Students were awarded prizes with An Taisce Resources for their initiatives during Secondary School Bike Week.

The school also participated in the Roscommon Town Easter Parade to promote sustainable travel to the whole community.

Opportunity for Success:

The promotion of more sustainable travel has obviously been successful in this school with a 62% reduction in single car use and subsequent increase in not only cycling, but also walking and Park 'n' Stride.

The local Gaelscoil primary school has invited Secondary School students along to their Travel Action Day with parents, and the students are looking forward to this in the very near future.

Since starting work on the Travel theme, new connections with Roscommon Sports Partnership, have been made and they will be visiting the school in the summer term 2011 to carry out further cycle training classes for students so there should be lots more cyclists in Roscommon Community College getting on their bikes in the future.

During the summer term of academic year, 2010-2011, the Green-Schools Travel Education Officer will be hosting a 'Staff Spin Session' when teachers and other members of staff can have a go on her bicycle and recapture that great feeling of being back on a bike.

The school hopes to avail of An Taisce's 'Beauty and the Bike' initiative (a series of sessions for secondary school girls to help overcome the negative images they have of cycling) in the Autumn Term 2011-2012 and is looking forward to further promoting cycling amongst the young women at the school.

"Since the baseline survey in November 2009 where 75% of children surveyed came by car there has been a major shift with just 40% of children coming by car in Oct 2010."

St. Mary and Gerard's NS, Enniskerry

Location: Enniskerry, Co. Wicklow
Type: Primary School
Travel Start Date: September 2009
Number of Students: 244
Number of Teachers: 14

Introduction:

St. Mary and Gerard's National School is in a semi-rural location on the outskirts of Enniskerry village, Co. Wicklow. The school is located near a busy tertiary road. There is no parking for staff or parents at the school and the adjacent church car-park is used for this purpose. At the start of the Green-Schools Travel programme, traffic in and around the car-park was causing major bottle-necks around the school. The school effectively raised awareness about the travel theme, promoted park and stride locations in the village, linked in with local leisure walking initiatives and held very successful WOW days to bring about a change towards more sustainable travel habits in the school.

The schools very comprehensive monitoring of green modes of transport is testament to the success of their WOW days in particular and the results of An Taisce's own surveys also show the complete shift away from car-use on WOW days (97% participation in May 2010 survey and 97% participation also recorded in Oct 2010).

The survey results also show a general shift in travel patterns away from the private car. Since the baseline survey in November 2009 where 75% of children surveyed came by car there has been a major shift with just 40% of children coming by car in Oct 2010. This is due to an increase in Park 'n' Stride, general walking and a small increase in regular cyclists at the school.

Provision of Infrastructure:

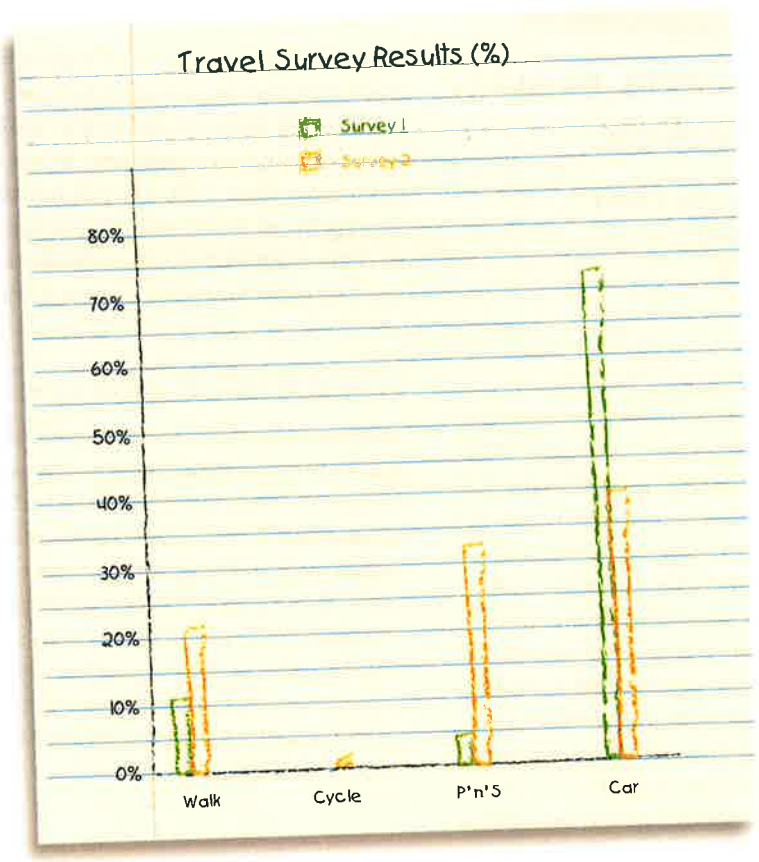
The school has applied for 10 cycle parking spaces for their small but growing number of cyclists and they are on the list of schools to be assessed for cycle parking funded by the Department of Transport, Tourism and Sport under the Green-Schools Travel Programme. The school also wrote to the roads section of Wicklow Co. Co. about the enhancement of the school crossing road markings outside their school, following a Walkability audit. This has yet to be completed.

Modal Change:

The baseline survey 1 in November 2009 shows that 75 % of children surveyed came by car. There was a major shift by October 2010 (Survey 2) with just 40% of children coming by car, an amazing reduction of 47%!

This is due to an increase in Park 'n' Stride, general walking and a small increase in regular cyclists at the school. This is set out in the table and graph below:

	Walk	Cycle	P 'n' S	Car
Survey 1	15%	0%	9%	75%
Survey 2	23%	2%	35%	40%



"This school has had the greatest success with its WOW days with 99% of the children coming to school in a 'green way' on the schools Action Day.."

Work Undertaken To Date:

- Attendance at Green-Schools Travel Teacher Training seminar
- Climate Change and Your Journey to School workshops to launch travel theme
- Schools Travel Survey / An Taisce surveys
- Results of the travel survey publicised on Green-Schools notice board
- Safety Lessons each class / Safe Cross Code / Road Safety Authority materials used
- High-vis jackets given to students, from Road Safety Officer, Wicklow Co. Co. and An Taisce
- Green-Schools Travel Competition entries
- Walkability audit with An Taisce – Park 'n' Stride locations identified
- Audit discussed with parents / report on the notice board / letter to Wicklow Co. Co. highlighting concerns
- Action Plan on travel – publicised on the website/ parish newsletter/notice board
- The school set a target to 'reduce the number of children travelling to school by car by 10% through the promotion of walking, cycling, car pooling, parking and striding and / or a walking bus by December 2010'
- Designed and display posters on sustainable travel
- Supported the Wicklow Way Walking Challenge organised by Parents Association– parents encouraged to walk to school with children as training for the challenge
- Garda Road Safety talks / participation and presence on WOW Days
- Discussed WOW Days with parents, children and local community
- Encourage Park 'n' Stride from the Powerscourt Arms Hotel – maps made to show location and distance to the school
- Launched and Monitored WOW Days
- Journeys to School around the World and Peer to Peer Postcard workshop delivered by An Taisce
- Green Code class competition / Green Code displayed
- Participation in National Walk to School Week in May 2010
- Golden Boot Award for all classes – WOW numbers recorded on a weekly basis – Golden Boot awarded each term
- Cycle training for 5th class / Cycle Parking application to An Taisce
- Meetings with An Taisce on progress
- Support for the Annual Walk in Powerscourt for parents
- Day of Action on travel – parents notified by text – walked, cycled, park and strode or carpooled to school and participated in curriculum work

Opportunity for Success:

The school has a very enthusiastic and active Green-Schools Coordinator and a very supportive Principal. There are active parent representatives on the Green-Schools committee who attend meetings.

The school linked in with local community walking events such as the Wicklow Way Walking Challenge to encourage regular walking to school as a 'training' event. Teachers and other staff and children participated in the event. The school identified a suitable Park 'n' Stride location in the village which was within walking distance.

Comments:

This school has had the greatest success with its WOW days with 99% of the children coming to school in a 'green way' on the schools Action Day and a regular participation rate of between 70% - 90% on other weeks. The Park 'n' Stride has been a successful solution for the school together with an increase in carpooling and independent walking to school. While the school was initially slow to promote cycling, due to the schools Green Travel movement, cycling naturally increased and the school applied for cycle training for 5th class and cycle parking in 2010 for its small but growing number of cyclists. St. Mary and Gerard's N.S. set themselves a target of reducing the number of cars at the school by 10% - An Taisce's surveys showed a decrease from 75% car-use in November 2009 to 40% in October 2010 – exceeding the schools own expectations.

According to the Green-Schools co-ordinator, Anne Malone:

> "In our efforts to promote sustainable modes of travel, we have radically altered the whole school community's travel patterns. Where a year ago 75% of children travelled to school by car, now 60% walk, carpool, cycle or Park 'n' Stride."
>
> Anne Malone Green-Schools Co-ordinator

Half the school population walks to school (52%) and at its highest point the regular number of walkers to school hit 61%, an increase of 9%.

Case Study Three

Divine Word NS

Location: Marley Grange, Rathfarnham, D16
Type: Primary School
Travel Start Date: September 2009
Number of Students: 460
Number of Teachers: 27

Introduction:

Divine Word NS is in a suburban location in the quiet housing estate of Marley Grange in Rathfarnham, Dublin 16. Before starting the Travel programme the school had a good walking culture as most of the pupils travel to school from the local estate. The school has a very active and enthusiastic Green-Schools Coordinator who is also supported by the school staff, principal, parents and students from the Green Committee. During the Travel theme the school undertook a vast range of work to promote sustainable travel to school including running both WOW and COW days.

Provision of Infrastructure:

The Church of the Divine Word is located adjacent to the school and has a large car park. The school is fortunate to have good surrounding infrastructure i.e. good footpaths, signs. Also the area around the school is managed, whereby good street design and bollards prevents the creation of 'rat-runs' and limits the speed of the cars.

They had also previously undertaken cycle training with selected pupils and the school already had cycle parking installed before undertaking the Travel theme.

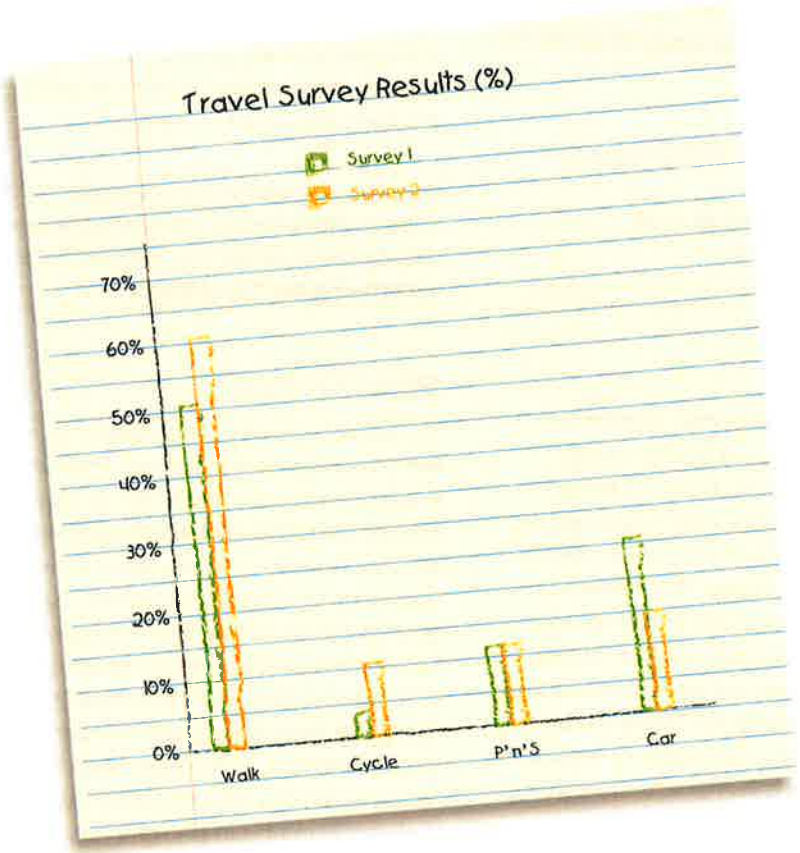
Modal Change:

The school was very committed to pursuing the Travel flag from inception. They had good levels of walking to begin with as they had already started to encourage more walking to school in 2007. This was before they even started on the Travel programme. During their time on the Travel flag they maintained great figures for sustainable travel to school. Half the school population walks to school (52%) and at its highest point the regular number of walkers to school hit 61%, an increase of 9%. This school has between 65% - 85% of pupils travelling by sustainable modes of transport i.e. walking, cycling and Park 'n' Stride, depending on the day or time of year.

The school also holds regular WOW (Walk on Wednesday) days every week and experiences an average participation rate of 89% on these days.

The staff members are also very supportive of the Green Schools programme and over the course of the two years the number of staff walking increased from 2 to 5 and the number of staff cycling increased from 2 to 4. This is set out in the table and graph below:

	Walk	Cycle	P 'n' S	Car
Survey 1 Oct 09	52%	8%	14%	28%
Survey 2 May 10	61%	10%	14%	15%



Work Undertaken:

The school was very committed to pursuing the Travel flag from inception even though they had good levels of walking to begin with. The following summarises the work undertaken over a two year period:

- The school undertook regular travel surveys to determine modal shift.
- The Action Plan is posted on the Green-Schools notice board and is regularly kept up to date.
- The school holds regular WOW (Walk on Wednesday) days every week and experiences an average participation rate of 89%.
- The school launched their first COW (Cycle on Wednesday) day as part of National Bike Week 2010 where an amazing 10% of students cycled to school. Now COW days are a regular event.
- There are three Park 'n' Stride locations used every WOW day with Walk Leaders from 5th class, teachers and parents leading the walk to school with signs.
- The school undertook a Buddy Walk whereby older students 'buddied' up with younger students and went on a fun walk and picnic to the local park.
- They held a Slogan competition and the winning slogans were:
  - 'Be Cool, Don't be a fool, Walk to school'
  - 'Don't drive so our planet can survive'
  - 'Give a smile and Walk a mile'
  - 'Ditch the car, school is not far'
  - 'Walk with me, Keep the Earth lead free'
  - 'Let the beat, Move your feet'
- An Taisce Green-Schools Travel Education Officer delivered workshops and activities including attending committee meetings.
- The school raises awareness of walking by using the Golden Boot Award and Green Tree to maintain enthusiasm for travelling to school in a sustainable manner.
- The school links the Travel theme with curriculum work and projects e.g. climate change, which were on display in school. Each class has completed a project on the theme of Green-Schools Travel.
- Newsletters are sent home to parents throughout the programme to raise awareness and keep them informed of action days and they use the Text a Parent Service which informs parents of special events.
- Healthy Eating Policy and 5 minute Fruit Break encourages healthy living in conjunction with being more active on the way to school i.e. walking or cycling.

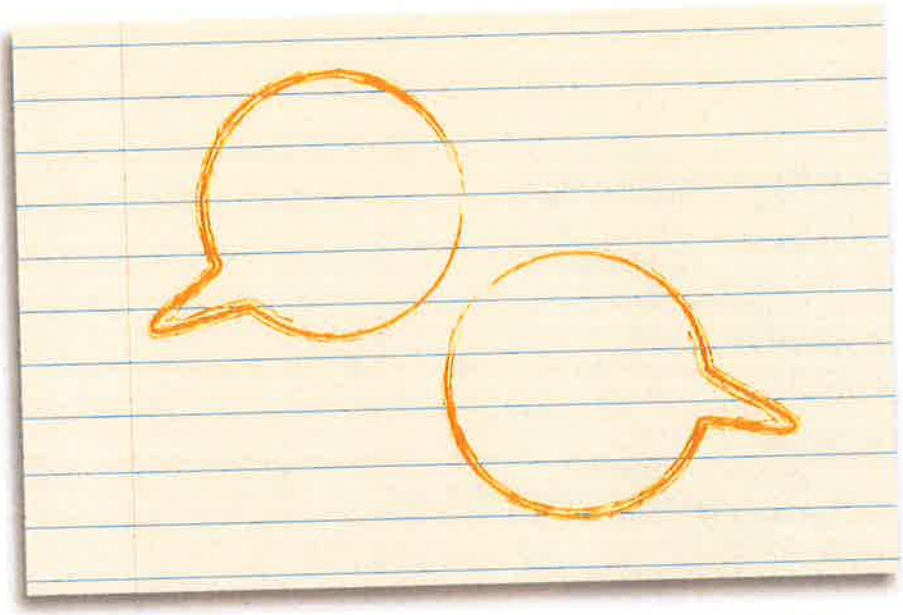
- They took part in the National Green-Schools Travel Competition 2010 and were shortlisted for their entry.
- An Taisce's Green-Schools Travel programme part-funded 60 students to be cycle trained in 2010 and the school continues to fund cycle training for 5th class students each year.
- The school also took part in National Walk to School Week 2010 and 2011 and National Bike Week in 2010.
- The school is now applying for further cycle parking through Green-Schools Travel to accommodate the increased amount of cyclists coming to school.
- They held a 'Bling Your Boot' Competition where the children were asked to transform an old boot, shoe or runner into a colourful artwork.
- 4th class entered their project 'Lively Lungs and Healthy Hearts' to the BT Young Scientists competition and were 'highly commended'. The project measured the effects of physical activity (including walking) on the heart and lungs.

Opportunity for Success:

As well as undertaking a phenomenal amount of work on the Green-Schools Travel theme the school is very proud to be a Green-School and is still keeping up their work on the previous themes of Litter & Waste, Conservation of Energy and Conservation of Water by:

- Recycling all paper, plastic and glass
- Bringing their fruit waste home to compost
- Recycling batteries, mobile phones and ink cartridges (which also raises money for the Jack and Jill Foundation)
- Using hand-towels instead of paper-towels to dry hands
- Turning off lights and electrical appliances when not needed
- Conserving water by using hippo bags in all toilets
- Using reusable lunch and drink containers
- Taking part in recycling clothes, textiles etc in 'Fill the Van' Day (which also raises funds for the National Council for the Blind in Ireland and the people in Africa)
- Using eco-friendly computers
- Keeping the school litter free
- Saving paper when photocopying
- Running a textbook loan scheme
- Recycling old mobile phones

The enthusiasm of the Green-Schools Coordinator, the Green Committee, pupils, staff and parents for the Green-Schools programme will ensure that all their hard work not only on the Travel theme but the other Green-Schools themes will be sustained in future years.



Comments:

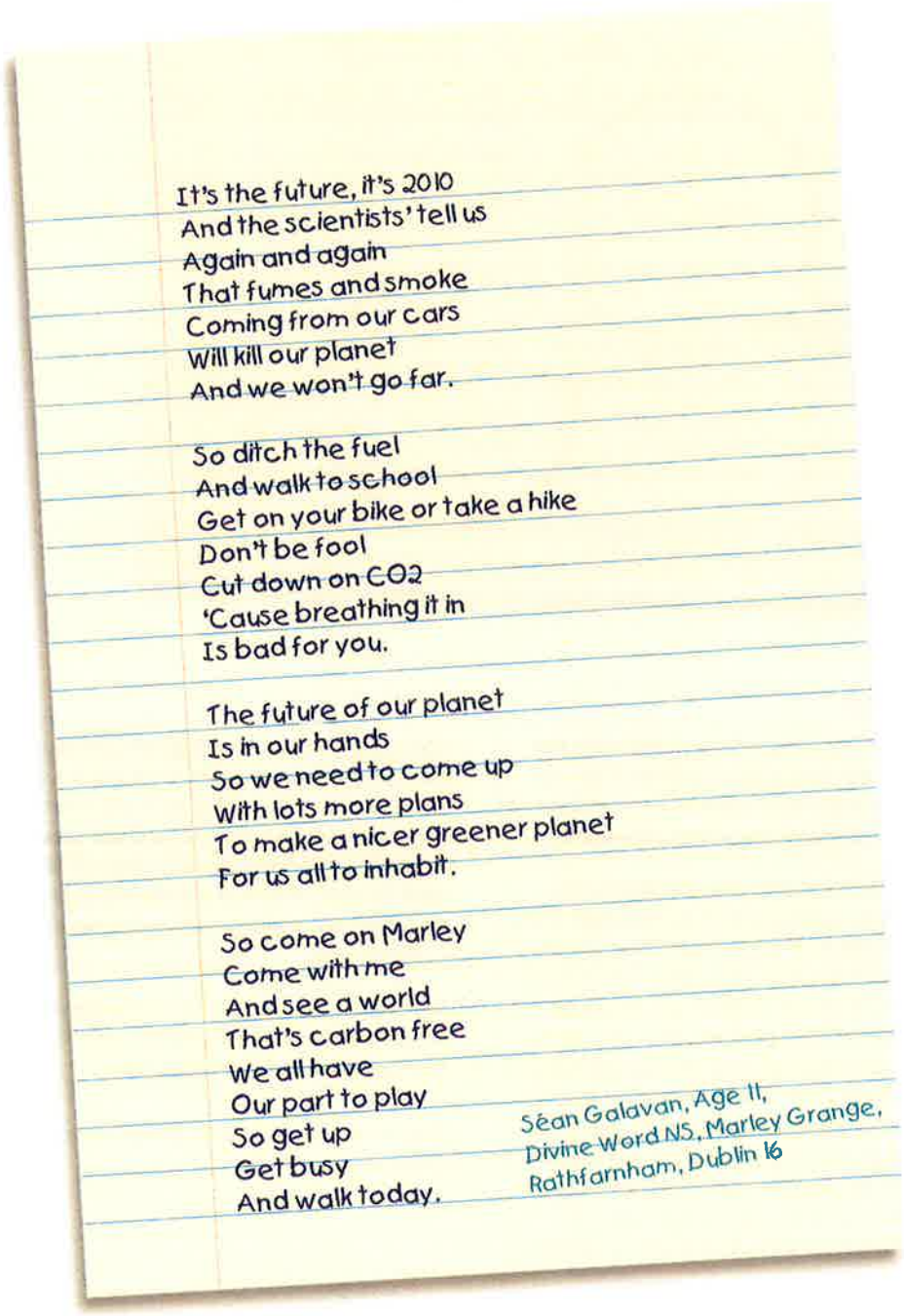
"Being part of the Green-Schools initiative has been an extremely positive experience for our school. It has fostered a spirit of co-operation and support within the whole school community.

In times when transport has developed and become more sophisticated it is important that we concentrate on the levels of fitness of our children. Moreover, it is important we examine the ways in which our children travel to and from school. Safety is paramount in the minds of parents nowadays and for this reason many children were driven to the gate of the school. Our concentration over the past few years on walking and cycling to school has enabled the children to examine their own fitness and exercise levels and to enjoy the process of travelling to school with their parents, siblings and friends.

Focussing on this Green flag has developed an awareness and appreciation for our environment. Children are now walking up roads where once they were driven up them...and we have seen in particular an increase in cycling. Children have become aware of the healthy aspects of cycling and walking...therefore developing personal skills.

We thoroughly support this initiative as a whole school community and look forward in the future to a healthier and fitter lifestyle!!"

John Williams, Principal, Divine Word NS, Rathfarnham.



It's the future, it's 2010
And the scientists' tell us
Again and again
That fumes and smoke
Coming from our cars
Will kill our planet
And we won't go far.

So ditch the fuel
And walk to school
Get on your bike or take a hike
Don't be fool
Cut down on CO_2
'Cause breathing it in
Is bad for you.

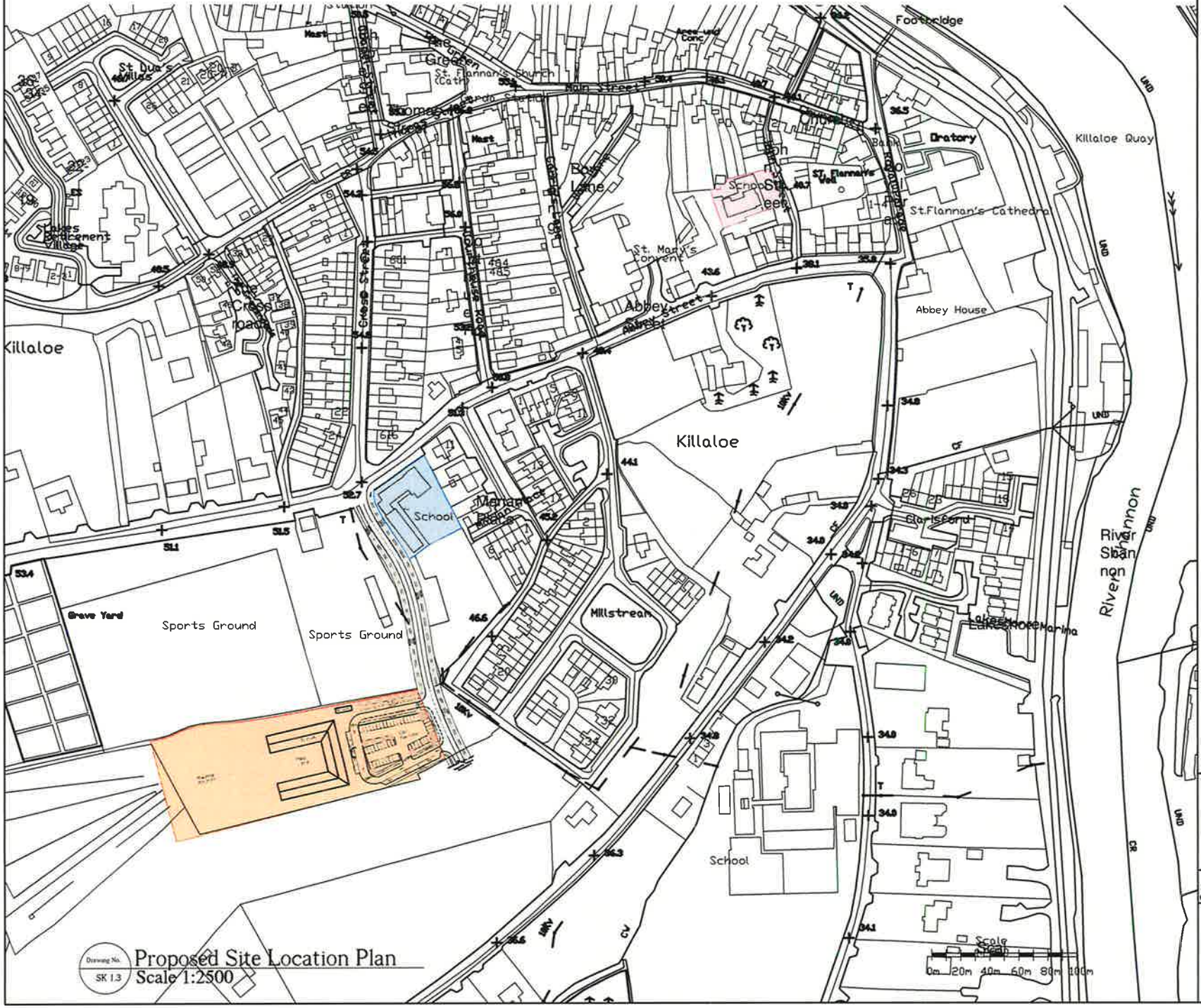
The future of our planet
Is in our hands
So we need to come up
With lots more plans
To make a nicer greener planet
For us all to inhabit.

So come on Marley
Come with me
And see a world
That's carbon free
We all have
Our part to play
So get up
Get busy
And walk today.

Séan Galavan, Age 11,
Divine Word NS, Marley Grange,
Rathfarnham, Dublin 16

For more case studies, please visit www.greenschoolsireland.org

www.nationaltransport.ie
www.greenschoolsireland.org



Proposed Site Location Plan
Scale 1:2500

OSI Map Grid No.4389-C & 4389-D

Boys National School:

Girls National School:

Proposed Site:

N

These drawings to be used for planning purposes. These are not construction drawings. Written dimensions to be used, drawing not to be scaled off.

Building contractor shall be responsible to ensure compliance with all aspects of Building Regulations and planning permission.

Building contractor shall comply with all requirements of Health Safety & Welfare Regulations.

Structural Engineer shall carry out soil tests & percolation tests and shall design foundations and structure to ensure compliance with building regulations.

Building construction & details to be in accordance with Homebond house building manual unless otherwise directed by engineer.

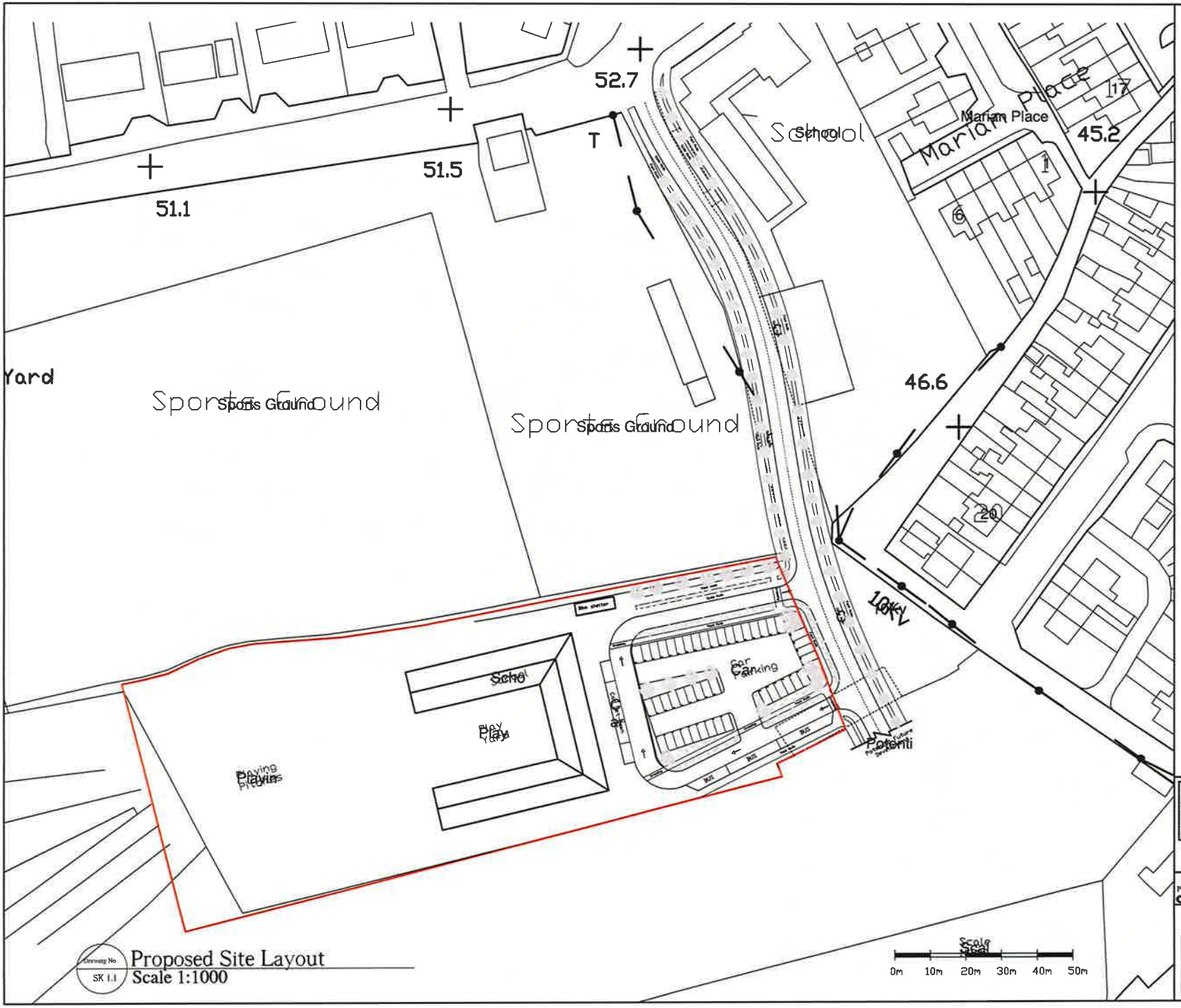
Note: All measurements to match existing. To be confirmed on site.

PROJECT
Killaloe NS Concept
LOCATION
Convent Hill, Killaloe, Co. Clare
Client
Board of Management KNS
Drawing
Proposed Site Location plan

Dwg. no.:	Dwg. ref.:
SK 1.3	Sketch Design 3 of 3

Date:	Plot date:	Scale:	File ref.:
07-Oct-2020	07-Oct-2020	1:2500 at A3	20-08

NIKLAS WEISSBRICH ARCHITECTURE
CAPPADUFF, MOUNTSHANNON, CO. CLARE, IRELAND.
Telephone 087, 4197708
Email niklasweissbrich@hotmail.com



Proposed Site Layout
Scale 1:1000

OSI Map Grid No.4389-C & 4389-D

These drawings to be used for planning purposes. These are not construction drawings. Written dimensions to be used, drawing not to be scaled off.

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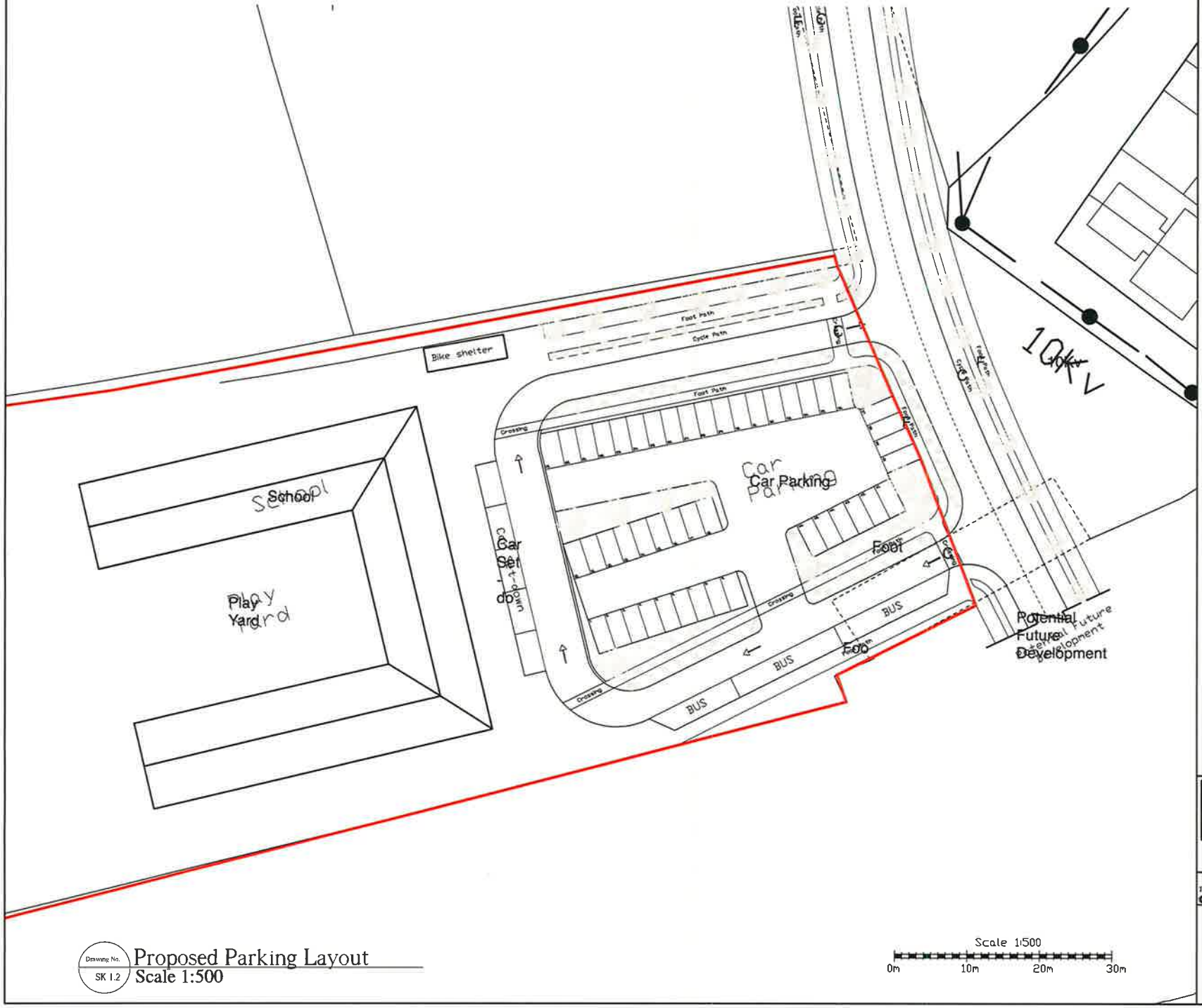
Note: All measurements to match existing. To be confirmed on site.

PROJECT
Killaloe NS Concept
LOCATION
Convent Hill, Killaloe, Co. Clare
Client
Board of Management KNS

Drawing	Dwg. no.:	Dwg. ref.:
Proposed Site Layout	SK 1.1	Sketch Design 1 of 2

Date:	Plot date:	Scale:	File ref.:
08-Jul-2020	08-Jul-2020	1:1000 at A3	20-08

NIKLAS WEISSBRICH ARCHITECTURE
CAPPADUFF, MOUNTSHANNON, CO. CLARE, IRELAND.
Telephone 087, 4197708
Email niklasweissbrich@hotmail.com



Drawing No. SK 1.2

Proposed Parking Layout
Scale 1:500

Scale 1:500
0m 10m 20m 30m

OSI Map Grid No4389-C & 4389-D

These drawings to be used for planning purposes. These are not construction drawings. Written dimensions to be used, drawing not to be scaled off.

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Building construction & details to be in accordance with Homebond house building manual unless otherwise directed by engineer.

Note: All measurements to match existing. To be confirmed on site.

PROJECT: Killaloe NS Concept LOCATION: Convent Hill, Killaloe, Co. Clare			
Client: Board of Management KNS			
Drawing: Proposed Parking Layout © Drawing and design copyright N.Weissbrich	Dwg. no.: SK 1.2	Dwg. ref.: Sketch Design 2 of 2	
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NIKLAS WEISSBRICH ARCHITECTURE
CAPPADUFF, MOUNTSHANNON, CO. CLARE, IRELAND.
Telephone 087. 4197708
Email niklasweissbrich@hotmail.com