**Children’s active travel action plan**

This template covers all the possible things you and your working group might consider including in an action plan to encourage active travel. You may already have an action plan, so feel free to just add children’s active travel plans to that document. You may not need all the sections here, so just use what you need, or fill in what you think you need and delete the rest!

**Action plans**

Children’s Active Travel Action Plans (CATAPs) are roadmaps to healthier, happier and more productive children. They are simple documents that set out where your organisation or venue is starting out from (how children currently travel to and from the venue by walking and riding), where they want to get to (the level of increased participation in walking and riding), and how they plan to get there (the actions to enable and motivate children to walk and ride). CATAPs are living documents. They are evaluated regularly in order to ensure that the chosen initiatives are effective.

**Resources**

A range of resources has been developed to assist you and your organisation with the development and delivery of a CATAP. It is recommended that you read ‘Children’s Active Travel in New South Wales: Resources for parents/carers and communities’ when developing your CATAP.

**Children’s active travel action plan**

[INSERT NAME OF ORGANISATION HERE]

[INSERT DATE HERE]

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# Background information

Use this section to enter some key background details about your organisation and venue. This will help you focus your efforts to the issues that matter most to your community. You can choose what information to enter. If you would prefer not to include an item in the table below, just delete the row. If you would like to add more information, simply insert a new row.

| Information | Description |
| --- | --- |
| Total number of children associated with your organization |  |
| Start and finish times for activities involving children |  |
| Number of car parking spaces, staff/visitor |  |
| High-level description of any known major travel problems  (e.g. catchment size, driver behaviour, traffic speed, heavy trucks) |  |
| Existing facilities on site  (e.g. bike parking, kiss ‘n ride, pedestrian crossings, public transport bus stops, transport arrangements to related programs) |  |
| Existing safety policy & education  (e.g. organizational safety policy and rules, current road safety education activity) |  |
| Programs similar to active travel  (e.g. environmental, physical activity, mental health) |  |
| Types of organisation/parent/carer committee communications used/available  (i.e. newsletter, website, Facebook page) |  |
| Other information |  |

## Map of the area covered by this action plan

Insert a map of your location and surrounding area here

Add some details about your location: for example: proximity to public transport, bike paths or other bicycle infrastructure, local shops, residential and industrial areas.

Identify known locations around your site that create barriers for walking and riding (e.g. car parking and topography).

Maps like this have the potential to come from organisational travel access guides.

## Action plan summary & checklist

This checklist is based on the ‘Active Travel for NSW Children: Resources for parents/carers and communities’ document and is designed to help you track the development of your plan. You can use the checklist to show what has been completed and when.

| No. | Stages & Steps | Completed | |
| --- | --- | --- | --- |
| Yes / No / NA | Date |
| 1.0 |
| 1.1 | Identify a champion |  |  |
| 1.2 | Involve other people |  |  |
| 2.0 |
| 2.1 | Find out barriers and enablers to walking and riding |  |  |
| 2.2 | Review the current active travel facilities |  |  |
| 2.3 | Set targets |  |  |
| 3.0 |
| 3.1 | Road safety |  |  |
| 3.2 | Sign up to some bicycle/walking skills training for children and parents/carers |  |  |
| 3.3 | Using maps to consider safe walking and riding routes with the children |  |  |
| 3.4 | Take part in Walk Safely to School Day and/or Ride2School Day if available |  |  |
| 3.5 | Organise a Walk / Ride on Wednesday |  |  |
| 3.6 | Share optional activities for parents/carers to undertake |  |  |
| 4.0 |
| 4.1 | Sending your plan to stakeholders |  |  |
| 4.2 | Write a short piece for your organisation’s newsletter |  |  |
| 4.3 | Make the plan available from a Facebook page or the community organisation website |  |  |
| 4.4 | Ask your local newspaper to do a story on your plan |  |  |

|  |
| --- |
| 5.0 |
| 5.1 | Complete a ‘Hands Up’ survey once every few months |  |  |
| 5.2 | Complete a parents/carers survey before and after you main strategies have been implemented |  |  |
| 5.3 | Count how many bicycles and scooters are parked outside your organisation’s site |  |  |
| 5.4 | Count how many children participate in the initiatives you run |  |  |
| 5.5 | Ask parents/carers to count how many children participate in the initiatives they run (they can do this periodically) – optional. |  |  |
|  |  |  |  |

Use this space to provide any supplementary notes on your checklist.

# Existing travel behaviour & facilities

## Introduction

This section presents the current situation for your organisation, based on the results from:

* The hands up surveys
* Suggested questions for parents/carers
* The facilities review

These results identify the key barriers that need to be reduced for more children to walk and ride with their parents/carers to places in their neighbourhood. Furthermore, the results provide a baseline for developing appropriate targets for increasing children’s participation in active travel.

## Hands up survey findings

The chart below presents the current number of children travelling to and from your site (or number of sites) by each mode of transport.

[Insert pie-chart here]

[Insert some basic commentary on the key findings. For example, what is the main mode of travel and how do walking and riding compare?]

## Feedback from parents/carers

### How parents/carers say their children travel to and from your organisation/site/venue

The chart below presents the current number of students travelling to and from organisation/site/venue by each mode of transport, as reported by parents/carers.

[Insert pie-chart here]

The chart below presents the distances that students travel to and from organisation/site/venue by each mode of transport, as reported by parents/carers.

[Insert pie-chart here]

[Insert some basic commentary on the key findings from the two charts. For example, what is the main mode of travel and how do walking and riding compare? Contrast these results to those of the hands up survey. What is the average journey distance for car trips? Are many within 1-2km of organisation/site/venue?]

### Parents/carers interest in children’s active travel to places in their neighbourhood

The chart below presents the proportion of parents/carers who are interested in supporting their children to walk and ride to places in their neighbourhood.

[Insert chart here]

The chart below presents the reasons why parents/carers are interested in encouraging their children to walk and ride to places in their neighbourhood

[Insert chart here]

The chart below presents the reasons why parents/carers are not supportive of their children walking or riding to places in their neighbourhood.

[Insert chart here]

[Insert some basic commentary on the key findings from the previous three charts. For example, what are the top three reasons why parents/carers support active travel and what are top three reasons parents do not support active travel to places in their neighbourhood]

### Parents interest in supporting active travel to places in their neighbourhood

The chart below presents the proportion of parents/carers who are interested in participating in active to places in their neighbourhood.

[Insert chart here of the options available to parents/carers]

[Insert some basic commentary on the key findings. For example, what is the main initiative that parents/carers are interested in engaging with? If additional comments were made by parents/carers include some of them here as quotes]

### How parents rate different active travel activities

The chart below presents the ratings parents/carers assigned to the different active travel activities.

[Insert chart here]

[Insert some basic commentary on the key findings. For example, what is the main activity that parents/carers support and which one are they least supportive of? If additional comments were made by parents/carers include some of them here as quotes]

## Facilities review findings

Use this section to report on the outcomes of the facilities review and the specific measures that need to be taken to address potential barriers. Try and identify to whom you need to raise the matter with (e.g. local council, police, road safety officers).

### Car parking

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Issue | Location | Action |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Facilities for people who walk

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Issue | Location) | Action |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Walking/cycling paths

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Issue | Location | Action |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Bicycle facilities

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Issue | Location | Action |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Scooter / skateboard facilities

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Issue | Location | Action |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Bus Zone

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Issue | Location | Action |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Other issues

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Issue | Location | Action |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Summary of key enablers and barriers

List the key enablers (i.e. the conditions that support students to walk and ride to places) and the key barriers ((i.e. the conditions that prevent or limit students from walking and riding). Some examples are provided to help you get started. Try and list them in order of importance. You may want to first list them and then rank them, if possible with your working group. Use this summary of barriers and enablers to consider how you need to reduce the barriers and increase the enablers. The answer to many of your questions will be provided in the Active Travel Resources section. However, you will need to think about these issues in relation to your context and how you are able to respond.

|  |  |  |
| --- | --- | --- |
| Key barriers | Key enablers | Things to consider |
| There are no end-of-trip facilities at your site for children who ride | Provide appropriate end-of trip facilities at your site for children who ride | How many parking/storage units are required to meet current demand and encourage more demand?  Where can these facilities be provided?  How much will it cost? |
| Parents are very concerned that their children lack the necessary skills and knowledge to walk and ride safely to places | Provide children with the necessary skills and knowledge to walk and ride safely in the neighbourhood | Can you find/identify someone qualified to provide skills training classes?  How much will it cost?  What sources of road safety education are already available? |
|  |  |  |
|  |  |  |

# Targets

## Introduction

This section presents your organisation’s active travel aspirations. These aspirations are articulated as goals in written form. To achieve the overarching goals a set of specific, measurable, achievable, realistic and time-related targets are identified.

**Getting agreement on targets, and then working towards achieving them,   
is the main point of an action plan.**

## Primary targets

The table below presents the targets your organisation is working towards to contribute to increasing children’s active travel in NSW.

|  |  |  |  |
| --- | --- | --- | --- |
| Goal | Target | Existing | Future |
| Goal #1: Increase active travel on the journey to and from your organization/venue/site | | | |
| The proportion of children traveling to your venue/site by walking and riding | % | % | % |
| Goal #2: Reduce congestion | | | |
| The proportion of children being dropping off by car at your venue/site | % | % | % |

## Secondary targets

The table below presents possible targets for the specific initiatives your working group or organisation is delivering as part of this action plan. Select what is appropriate for your situation.

|  |  |  |  |
| --- | --- | --- | --- |
| Initiative | Target | Existing | Future |
| Road Safety Education | | | |
| The number of children receiving road safety education | no. & % | no. & % | no. & % |
| Bicycle skills training – level 1 | | | |
| The number of children completing level 1 | no. & % | no. & % | no. & % |
| Bicycle skills training – level 2 | | | |
| The number of children completing level 2 | no. & % | no. & % | no. & % |
| Venue facilities | | | |
| The number of children catered for by bike parking facilities | no. & % | no. & % | no. & % |
| The number of children catered for by equipment storage facilities | no. & % | no. & % | no. & % |
| Walk Safely to School Day | | | |
| The number of children whose school is taking part on the day | no. & % | no. & % | no. & % |
| Ride2School Day | | | |
| The number of children whose school is taking part on the day | no. & % | no. & % | no. & % |
| Walk/Wheel Once a Week | | | |
| The number of children taking part each week | no. & % | no. & % | no. & % |
| Other | | | |
|  |  |  |  |

# Active travel initiatives

## Introduction

The following chapter presents the activities you or your group will undertake to achieve the targets for active travel. The initiatives have been based on a combination of the outcomes of Chapter 3 *Existing travel behaviour & facilities* and the targets set in Chapter 4.

## Short-term initiatives

Short-term initiatives focus on actions that can be delivered cheaply/at no cost and quickly (i.e. in the first term).

| **Initiatives** | **Tasks** | **Responsibility** | **Start Date** | **Completion date** | **Estimated Cost and Source of Funds, or No Cost** | **Measure of success** |
| --- | --- | --- | --- | --- | --- | --- |
| <enter here the actions/initiatives you propose to deliver> | <enter here how you propose to deliver these actions/initiatives> | <name> | <Month/year> | <Month/year> | <$ and source> |  |

## Medium-term initiatives

Medium-term initiatives focus on actions that can be delivered within the second term.

| **Initiatives** | **Tasks** | **Responsibility** | **Start Date** | **Completion date** | **Estimated Cost and Source of Funds, or No Cost** | **Measure of success** |
| --- | --- | --- | --- | --- | --- | --- |
| <enter here the actions/initiatives you propose to deliver> | <enter here how you propose to deliver these actions/initiatives> | <name> | <Month/year> | <Month/year> | <$ and source> |  |

## Long-term initiatives

Long-term initiatives focus on actions that can be delivered within the third term.

| **Initiatives** | **Tasks** | **Responsibility** | **Start Date** | **Completion date** | **Estimated Cost and Source of Funds, or No Cost** | **Measure of success** |
| --- | --- | --- | --- | --- | --- | --- |
| <enter here the actions/initiatives you propose to deliver> | <enter here how you propose to deliver these actions/initiatives> | <name> | <Month/year> | <Month/year> | <$ and source> |  |