**Active travel Action Plan Template**

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 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**

Active Travel Action Plans (ATAPs) are roadmaps to healthier, happier and more productive people. They are simple documents that set out where your organisation or school is starting out from (how young people 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 young people to walk and ride). ATAPs are living documents. They are reviewed 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 or school with the development and delivery of an ATAP. It is recommended that you read ‘Promoting active travel in young people: A resource for schools and community groups’ when developing your ATAP.

**Active Travel Action Plan**

[INSERT NAME OF SCHOOL OR ORGANISATION HERE]

[INSERT DATE HERE]

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# Background information

Use this section to enter some key background details about your school or organisation. 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 young people associated with your school or organisation  |  |
| Start and finish times for activities involving young people |  |
| 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. school or organisational safety policy and rules, current road safety education activity) |  |
| Programs similar to active travel(e.g. environmental, physical activity, mental health) |  |
| Types of school/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 become the school’s or organisation’s travel access guides.

## Action plan summary & checklist

This checklist is based on the ‘Promoting active travel in young people. A resource for schools and community groups’ 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.

|  |  |  |
| --- | --- | --- |
|  |  | **Completed** |
| **No.** | **Stages and Steps** | **Yes/ No/ NA** | **Date** |
| **1.0** | **Getting started** **Refer to Part 2 of the Promoting Active Travel in Young People resource** |
| 1.1 | Identify a champion |  |  |
| 1.2 | Involve other people |  |  |
| **2.0** | **Develop a Plan****Refer to Part 3 of the Promoting Active Travel in Young People resource, the Active Travel Survey and Hands Up Survey and the Facilities Review** |
| 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** | **Things to Do****Refer to Part 4 of the Promoting Active Travel in Young People resource** |
| 3.1 | Learn about Road Safety*Refer to On the Move website* |  |  |
| 3.2 | Sign up to some bicycle skills training for young people |  |  |
| 3.3 | Use maps to consider safe walking and riding routes  |  |  |
| 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 | Offer travel information to parents and carers |  |  |
| 3.6 | Access and existing program |  |  |
| **4.0** | **Put it all together in a plan****Refer to Part 5 of the Promoting Active Travel in Young People resource** |
| 4.1 | Send your plan to interested groups and individuals |  |  |
| 4.2 | Write a short piece for your school or 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** | **Evaluate your progress****Refer to Part 3 of the Promoting Active Travel in Young People resource, the Active Travel Survey and Hands Up Survey and the Facilities Review** |
| 5.1 | Complete a ‘Hands Up’ survey once every few months  |  |  |
| 5.2 | Conduct the Active Travel Survey with young people before and after you main strategies have been implemented  |  |  |
| 5.3 | Count how many bicycles and scooters are parked outside your school or organisation’s site |  |  |
| 5.4 | Count how many young people participate in the initiatives you run  |  |  |

[Insert some basic commentary/ supplementary notes on your checklist.].

# Existing travel behaviour & facilities

## Introduction

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

* The hands up surveys
* Active travel survey with young people
* The facilities review

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

## Hands up survey findings

The chart below presents the current number of young people 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 the Active Travel Survey

***How young people say they travel to and from your organisation/site/venue***

The chart below presents the current number of young people travelling to and from the school/organisation/site/venue by each mode of transport (Q1 and Q2).

[Insert pie-chart here]

The charts below presents the distances that young people travel to and from the school/organisation/site/venue by each mode of transport (Q3).

[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 living within 1-2km of the school/organisation/site/venue?]

***Young people’s interest in active travel***

The chart below shows the current number of young people who regularly walk or cycle (Q4).

[Insert pie-chart here]

The chart below presents the proportion young people who are interested in walking and riding to their school/organisation/site/venue (Q5).

[Insert chart here]

The chart below presents the reasons why young people are interested in walking and riding to and from their school/organisation/site/venue (Q6).

[Insert chart here]

The chart below presents the reasons why young people are not supportive of walking or riding to and from their school/organisation/site/venue.

[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 young people support active travel and what are top three reasons young people do not support active travel to and from their school/organisation/site/venue.]

***Young people’s interest in supporting active travel activities***

The chart below presents the proportion of young people who are interested in participating in activities to support active travel to and from their school/organisation/site/venue (Q8). .

[Insert chart here]

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

***How young people rate the importance of different active travel initiatives***

The chart below presents the ratings young people assigned to the different active travel activities (Q9).

[Insert chart here]

[Insert some basic commentary on the key findings. For example, what is the main activity that young people support and which one are they least supportive of? If additional comments were made by young people 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 pedestrians***

|  |  |  |  |
| --- | --- | --- | --- |
| 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 young people to walk and ride to places) and the key barriers (i.e. the conditions that prevent or limit young people 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 answers 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 young people who ride  | Provide appropriate end-of trip facilities at your site for young people 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? |
| Young people are very concerned that their lack the necessary skills and knowledge to ride safely to places | Provide young people with the necessary skills and knowledge to ride safely in the neighbourhood | Can you find/identify someone qualified to provide bicycle skills training classes?How much will it cost?What sources of road safety education are already available? |
|  |  |  |
|  |  |  |

# Targets

## Introduction

This section presents your school or 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 school or organisation is working towards to contribute to increasing young people’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 young people traveling to your venue/site by walking and riding | % | % | % |
| Goal #2: Reduce congestion  |
| The proportion of young people being dropping off by car at your venue/site | % | % | % |

## Secondary targets

The table below presents possible targets for the specific initiatives your school 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 young people receiving road safety education | no. & % | no. & % | no. & % |
| Bicycle skills training – level 1 |
| The number of young people completing level 1 | no. & % | no. & % | no. & % |
| Bicycle skills training – level 2 |
| The number of young people completing level 2 | no. & % | no. & % | no. & % |
| Venue facilities |
| The number of young people catered for by bike parking facilities | no. & % | no. & % | no. & % |
| The number of young people catered for by equipment storage facilities | no. & % | no. & % | no. & % |
| Walk Safely to School Day |
| The number of young people taking part on the day | no. & % | no. & % | no. & % |
| Ride2School Day |
| The number of young people taking part on the day | no. & % | no. & % | no. & % |
| Walk/Wheel Once a Week |
| The number of young people 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 Young People’s 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> |  |