

travel to and from school

The term ‘active travel’ refers to walking or cycling for transport or, because it invariably requires some walking, using public transport. The *Physical Activity Recommendations for Children and Young People* (Department of Health and Ageing, 2004) identify play, games, sports, transportation, recreation, physical education and planned exercise all as important contributors to an active lifestyle. Although active travel to and from school is frequently cited as an important opportunity to increase energy expenditure among young people while simultaneously providing other benefits to the community, very little is known about the behaviour. Important issues that need to be better understood include: the proportions of young people who travel to and from school by car, by walking or by public transport; the amount of time, on average, they spend walking or cycling and how that varies across the population and the factors that influence this behaviour and are amenable to change.

Unfortunately, very little is known about any of these important issues. Tudor-Locke, Ainsworth & Popkin (2001) cited research from the UK and the US which shows that:

- > in the UK, the prevalence of walking to school fell by 20% over the period 1970-1991
- > fifty per cent of British children are driven less than a mile to school
- > in the US, there was a decline of nearly 40% in walking over the period 1977-1995.

In addition, Evenson et al. (2003) found that among middle school and secondary school students in the United States, only 9.4% and 4.9% walked to school at least one day per week, respectively; a very low prevalence of walking. If these US and British studies are any indication, it is reasonable to suspect that active travel to and from school has declined

significantly among young Australians. In fact, Chapter 5 of this report presents data showing that the prevalence of walking and cycling to school among secondary school students declined by 63-89% and 90-100%, respectively, over the period 1985 to 2004. Beyond these simple findings, it is important to better understand the patterns of travel behaviours among young people.

The main purpose of this component of SPANS was to determine:

- > the proportions of students in Years 6, 8 and 10 who travel to and from school by car, by public transport and by walking or cycling every school day
- > the amount of time spent walking among those who walk or use public transport
- > how these characteristics vary across the demographic variables.

TRAVEL TO SCHOOL: MODES OF TRANSPORT

PREVALENCE OF TRAVELLING TO SCHOOL BY CAR, WALKING OR PUBLIC TRANSPORT BY SEX AND YEAR GROUP

Figure 7.1 and Table 7.1 show the prevalence of the use of the different modes of travel to school among boys and girls in Years 6, 8 and 10.

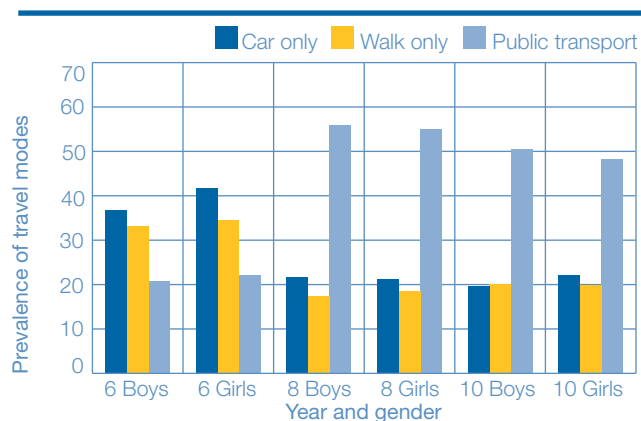
Approximately one-third of Year 6 students travelled to school by car every day and a slightly smaller proportion walked every day. About 20% used public transport. In contrast, about 50% of secondary school students used public transport to travel to school while 15-20% walked and the same proportion travelled by car every day. There was very little difference between boys and girls in any Year and none of the differences were statistically significant.

Table 7.1. Prevalence of the use of the different modes of travel to school among boys and girls in Years 6, 8 and 10 (%)

	Year 6			Year 8			Year 10		
	Car	Walk	PT	Car	Walk	PT	Car	Walk	PT
Boys	31.6	28.5	20.8	18.6	15.0	55.9	16.9	17.3	50.5
Girls	35.8	29.6	22.1	18.1	15.8	55.0	19.0	17.1	48.2

* Indicates a statistically significant difference at P<.05 between boys and girls within the same Year group.

Figure 7.1. Prevalence of the use of the different modes of travel to school among boys and girls in Years 6, 8 and 10 (%)



PREVALENCE OF TRAVELLING TO SCHOOL BY CAR, WALKING OR PUBLIC TRANSPORT BY RURALITY, SOCIOECONOMIC STATUS, CULTURAL BACKGROUND AND BMI CATEGORY

Figure 7.2 and Table 7.2 show the prevalence of the use of the different modes of travel to school by rurality, socioeconomic status and BMI category for boys and for girls in Years 6, 8 and 10. Table 7.2 also includes data for cultural background.

RURALITY

Among Year 6 boys, twice the number of urban boys compared to rural boys travelled to school by car every day and half the number used public transport. Both of these differences were highly statistically significant. However, only slightly more urban Year 6 boys (29%) walked to school every day than did rural Year 6 boys (23%), a difference that was not statistically significant. A very similar pattern

occurred among Year 6 girls, although the urban/rural differences were even more marked than for the boys. The differences between urban and rural Year 6 girls were also highly statistically significant for car travel and public transport use, but not for the prevalence of walking.

Among secondary school boys and girls, more rural students also used active modes of transport. Generally, a greater proportion of urban secondary school students travelled to school by car and fewer walked to school or used public transport every day. The differences between urban and rural secondary school girls approached statistical significance for car use, but not for public transport use or walking. None of the differences between urban and rural secondary school boys was statistically significant.

SOCIOECONOMIC STATUS AND CULTURAL BACKGROUND

There were no consistent differences in the prevalence of transport use across tertiles of socioeconomic status or cultural backgrounds among boys or girls.

BMI CATEGORY

There were no clear patterns between healthy-weight, overweight and obese students among primary or secondary school students.

Figure 7.2. Prevalence of travelling to school by car, walking or public transport among boys and girls in Years 6, 8 and 10 by rurality, socioeconomic (SES) status and BMI category (%)



Figure 7.2. Prevalence of travelling to school by car, walking or public transport among boys and girls in Years 6, 8 and 10 by rurality, socioeconomic (SES) status and BMI category (%) (continued)

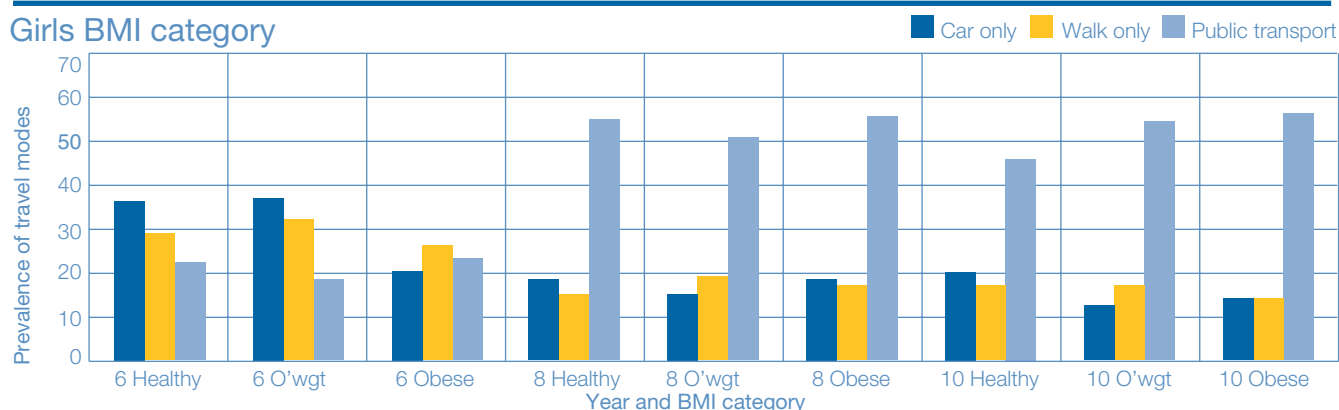


Table 7.2. Prevalence of travelling to school by car, walking or public transport (PT) among boys and girls in Years 6, 8 and 10 by rurality, socioeconomic status (SES), cultural background and BMI category (%)

	Year 6			Year 8			Year 10		
	Car	Walk	PT	Car	Walk	PT	Car	Walk	PT
Boys									
Rurality									
Urban	33.9	29.4	17.9	19.3	13.5	57.8	20.5	16.8	49.5
Rural	16.7*	22.7	39.4*	12.1	21.6	47.3	12.3	20.8	56.9
SES									
Low	34.6	28.2	23.1	12.9*	14.4	58.3	17.0	19.2	51.7
Medium	24.2*	31.5	16.1	24.0	18.7	50.7	19.2	19.7	49.5
High	35.0	26.1	22.8	18.3	11.1	59.5	14.3	12.6	50.3
Cultural background									
English-speaking	28.7	27.8	22.6	18.4	13.8	58.8	16.7	16.7	51.4
European	56.3*	25.0	12.5	7.7	15.4	38.5	23.5	23.5	41.2
Middle-Eastern	58.8*	29.4	5.9*	12.5	37.5	37.5	46.2*	7.7	46.2
Asian	50.0*	33.3	8.3*	19.4	22.2	41.7	10.0	22.0	46.0
BMI category									
Healthy weight	30.6	28.5	22.8	19.6	15.3	54.2	18.1	16.8	48.8
Overweight	36.7	26.6	16.5	12.7	11.4	65.8*	12.0*	17.6	57.4
Obese	29.4	34.1	17.1	12.0	17.6	46.4	19.4	22.2*	47.2
Girls									
Rurality									
Urban	39.1	28.5	18.4	19.5	16.2	54.4	17.8	17.0	47.1
Rural	15.9*	29.6	44.9*	14.9	13.6	57.6	11.1	17.8	53.4
SES									
Low	41.7*	23.9	23.3	17.0	13.3 ⁿ	60.7	22.9 ⁿ	15.0 ⁿ	50.7 ⁿ
Medium	33.5	35.8	17.6	19.7	15.4	50.4	16.8	21.6	46.4
High	32.3	28.4	25.8	17.7	18.4	53.2	17.3	15.3	47.3

Table 7.2. Prevalence of travelling to school by car, walking or public transport (PT) among boys and girls in Years 6, 8 and 10 by rurality, socioeconomic status (SES), cultural background and BMI category (%) (continued)

	Year 6			Year 8			Year 10		
	Car	Walk	PT	Car	Walk	PT	Car	Walk	PT
Girls									
Cultural background									
English-speaking	35.4	28.9	22.4	16.9	15.7 ⁿ	56.7	18.8 ⁿ	17.7 ⁿ	48.4 ⁿ
European	38.5	53.9	7.7	27.3	27.3	36.4	28.6	14.3	42.9
Middle-Eastern	50.0	28.6	14.3	0.0	0.0	0.0	30.0	0.0	60.0
Asian	34.2	29.0	26.3	28.6	14.3	46.4	13.7	17.7	47.1
BMI category									
Healthy weight	36.8	29.2	22.6	18.7	15.1	55.7	20.5	17.3	46.5
Overweight	37.5	32.5	18.7	15.3	19.4	51.4	12.7*	17.2	55.2
Obese	20.6*	26.5	23.5	18.8	17.2	56.3	14.3	14.3	57.1

* Indicates a statistically significant difference at $P < .05$. Comparisons are: between urban and rural; low and medium socioeconomic status compared with high socioeconomic status; European, Middle-Eastern and Asian cultural backgrounds compared with English-speaking cultural background; and overweight and obese compared with healthy weight. Comparisons are within each sex/Year group category.

ⁿ Indicates that statistical significance could not be calculated due to low numbers.

TRAVEL TO SCHOOL: TIME SPENT WALKING

TIME SPENT WALKING TO SCHOOL BY SEX AND YEAR GROUP

Table 7.3 shows the median daily time spent walking to school for those who reported walking as the only mode of travel to school, for those who reported public transport as the only mode of transport to school and for those two groups of students combined. Because many of the cell sizes were small, the statistical significance of the differences reported here have not been calculated. Among both boys and girls who walked to school, the median time was 10-15 minutes each day, but was much lower among those who used public transport. Overall, the median daily time spent walking to school for all those who did not travel by car was about five minutes.

TIME SPENT WALKING TO SCHOOL BY RURALITY, SOCIOECONOMIC STATUS, CULTURAL BACKGROUND AND BMI CATEGORY

Table 7.3 shows the median daily time spent walking to school among boys and girls in Years 6, 8 and 10 by rurality, socioeconomic status, cultural background and BMI category.

RURALITY

For both boys and girls, rural students spent about five minutes more each day walking to school than did urban students.

SOCIOECONOMIC STATUS AND CULTURAL BACKGROUND

There were no clear or consistent associations between socioeconomic status and time spent walking to school. Similarly, there were no distinct associations between cultural background and time spent walking to school.

BMI CATEGORY

There were no consistent patterns of association between the median amount of time spent walking as part of transport to school and BMI categories among either boys or girls.

Table 7.3. Median daily time (mins) spent walking to school for those who reported walking to school (Walk), using public transport (PT) and for both groups combined (Both) among boys and girls in Years 6, 8 and 10 by rurality, socioeconomic status (SES), cultural background and BMI category (%)

	Year 6			Year 8			Year 10		
	Walk	PT	Both	Walk	PT	Both	Walk	PT	Both
Boys									
Overall	10.0	0.0	5.0	15.0	2.0	5.0	15.0	5.0	5.0
Rurality									
Urban	10.0	0.0	5.0	15.0	3.0	5.0	15.0	5.0	10.0
Rural	15.0	0.0	0.0	12.5	0.0	3.0	10.0	0.0	2.5
SES									
Low	10.0	0.0	5.0	15.0	0.0	5.0	15.0	5.0	5.0
Medium	10.0	0.0	10.0	10.0	2.5	5.0	15.0	5.0	5.0
High	10.0	0.0	5.0	12.5	5.0	5.0	15.0	5.0	9.0
Cultural background									
English-speaking	10.0	0.0	5.0	15.0	2.0	5.0	15.0	5.0	5.0
European	10.0	0.0	6.0	12.5	0.0	5.0	22.5	5.0	10.0
Middle-Eastern	10.0	0.0	7.5	15.0	7.0	8.5	15.0	3.5	7.0
Asian	10.0	9.5	10.0	12.5	2.0	5.0	10.0	10.0	10.0
BMI category									
Healthy weight	10.0	0.0	5.0	15.0	2.0	5.0	15.0	5.0	5.0
Overweight	10.0	0.0	5.0	10.0	0.0	5.0	15.0	1.0	5.0
Obese	10.0	0.0	5.0	16.0	5.0	7.0	15.0	10.0	10.0
Girls									
Overall	10.0	0.0	6.0	10.0	5.0	5.0	15.0	5.0	7.0
Rurality									
Urban	10.0	0.0	10.0	15.0	5.0	5.0	15.0	5.0	10.0
Rural	10.0	0.0	0.0	10.0	0.5	5.0	10.0	0.0	0.0
SES									
Low	15.0	0.0	5.0	10.0	1.0	5.0	15.0	0.0	5.0
Medium	10.0	0.0	8.0	15.0	5.0	5.0	15.0	5.0	10.0
High	10.0	0.0	5.0	12.5	5.0	10.0	12.0	7.0	10.0
Cultural background									
English-speaking	10.0	0.0	5.0	10.0	5.0	5.0	15.0	2.0	5.0
European	15.0	0.0	12.5	15.0	10.0	10.0	30.0	0.0	2.5
Middle-Eastern	17.5	0.0	5.0	–	–	–	–	15.0	15.0
Asian	10.0	7.5	10.0	12.5	5.0	10.0	20.0	10.0	10.0
BMI category									
Healthy weight	10.0	0.0	5.0	10.0	5.0	5.0	15.0	4.0	5.0
Overweight	10.0	0.0	10.0	15.0	10.0	10.0	12.5	5.0	7.0
Obese	10.0	0.0	2.0	10.5	3.0	3.0	67.5	12.5	15.0

TRAVEL HOME FROM SCHOOL: MODES OF TRANSPORT

PREVALENCE OF TRAVELLING HOME FROM SCHOOL BY CAR, WALKING OR PUBLIC TRANSPORT BY SEX AND YEAR GROUP

Figure 7.3 and Table 7.4 show the prevalence of the use of the different modes of travel home from school. Approximately one quarter of Year 6 students travelled home from school by car every day, about 30% walked and slightly more than a quarter used public transport. In contrast, 50-60% of secondary school students used public transport to travel home from school while 20% walked and 5-10% travelled home from school by car every day. The differences between boys and girls were small and none were statistically significant.

Figure 7.3. Prevalence of the use of the different modes of travel home from school among boys and girls in Years 6, 8 and 10 (%)

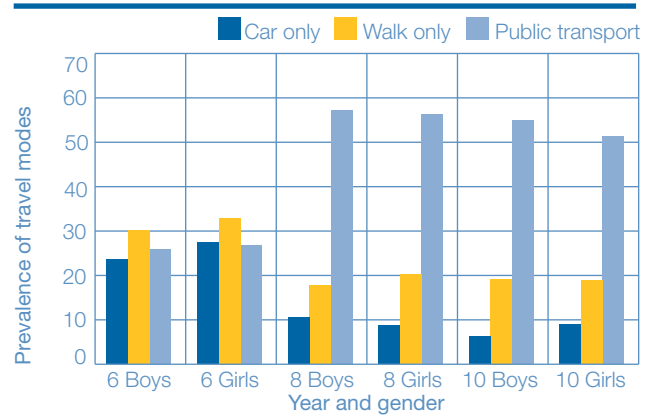


Table 7.4. Prevalence of the use of the different modes of travel home from school among boys and girls in Years 6, 8 and 10 (%)

	Year 6			Year 8			Year 10		
	Car	Walk	PT	Car	Walk	PT	Car	Walk	PT
Boys	23.5	29.9	25.8	10.5	17.7	56.9	6.1	19.1	54.6
Girls	27.3	32.8	26.7	8.7	20.1	56.0	8.9	18.8	51.1

* Indicates a statistically significant difference at $P < .05$ between boys and girls within the same Year group within each mode of transport.

PREVALENCE OF TRAVELLING HOME FROM SCHOOL BY CAR, WALKING OR PUBLIC TRANSPORT BY RURALITY, SOCIOECONOMIC STATUS, CULTURAL BACKGROUND AND BMI CATEGORY

Figure 7.4 and Table 7.5 show the prevalence of the use of the different modes of travel home from school by rurality, socioeconomic status and BMI category for boys and for girls in Years 6, 8 and 10. Table 7.5 also includes the same data for cultural background.

RURALITY

The patterns of transport use among Year 6 students for travelling home were similar to those for travelling to school: larger proportions of urban boys and girls travelled by car or walked compared with rural boys and girls and more rural students used public transport. The differences between urban and rural boys and girls were statistically significant for both car use and public transport, but none of the differences in the prevalence of walking were statistically significant. The one exception to this pattern was that the prevalence of walking to school was the same for urban and rural Year 6 girls, but the prevalence of walking home was higher among urban Year 6 girls compared with rural girls.

Although there were differences between urban and rural secondary school students in travelling to school, there were virtually no differences between urban and rural students in the mode of travelling home from school. It is notable that, among both rural and urban students in all school years, fewer travelled home by car than travelled to school by car, while the prevalence of walking and public transport use increased on the trip home from school. This suggests that a significant proportion of car trips to school may be convenient, but not necessary.

SOCIOECONOMIC STATUS AND CULTURAL BACKGROUND

There were no particularly clear associations between modes of travel home from school and socioeconomic status among secondary school students. There was no clear pattern of associations between mode of travelling home and cultural background.

BMI CATEGORY

There were no clear associations between BMI category and mode of travel.

Figure 7.4. Prevalence of travelling home from school by car, walking or public transport among boys and girls in Years 6, 8 and 10 by rurality, socioeconomic status (SES) and BMI category (%)

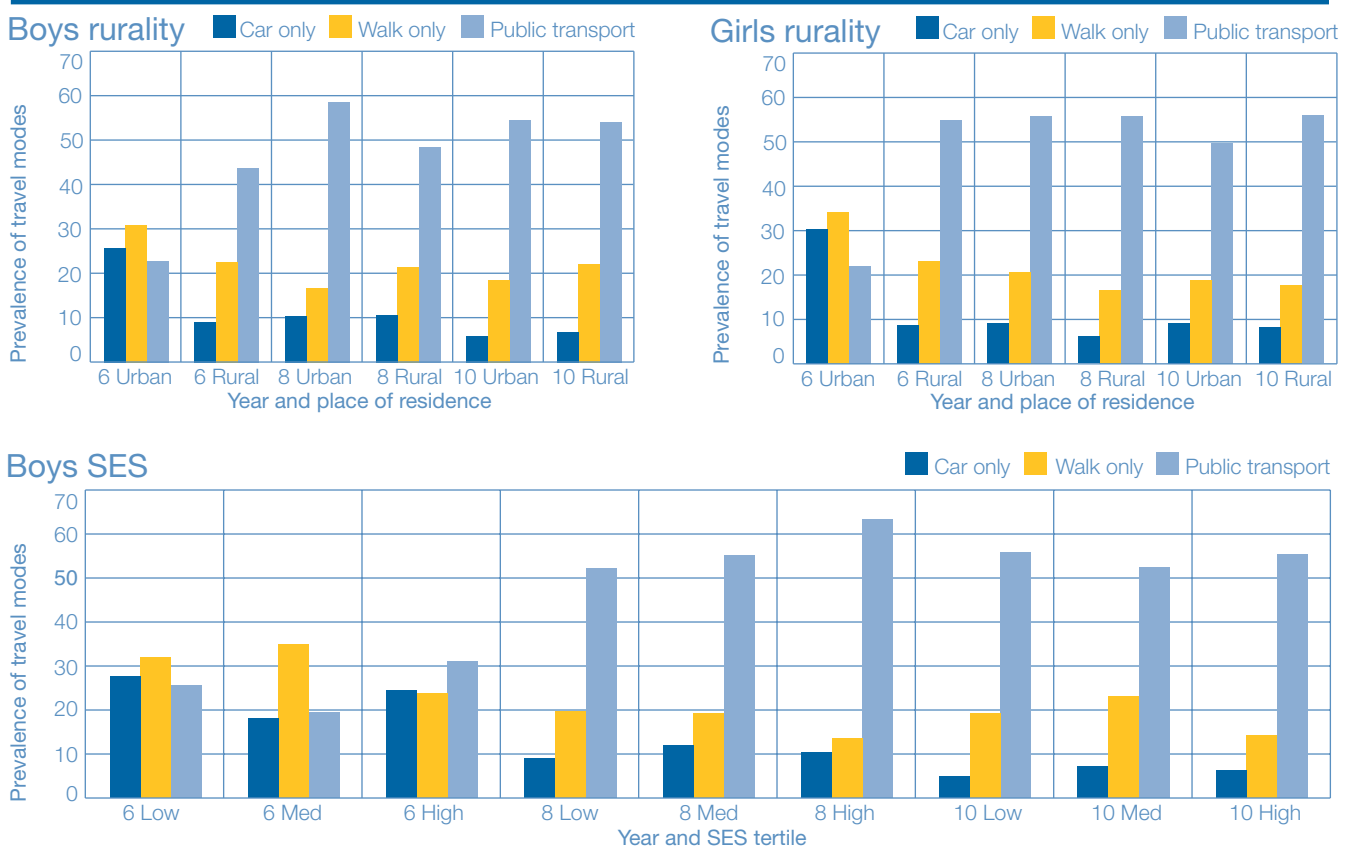


Figure 7.4. Prevalence of travelling home from school by car, walking or public transport among boys and girls in Years 6, 8 and 10 by rurality, socioeconomic status (SES) and BMI category (%) (continued)

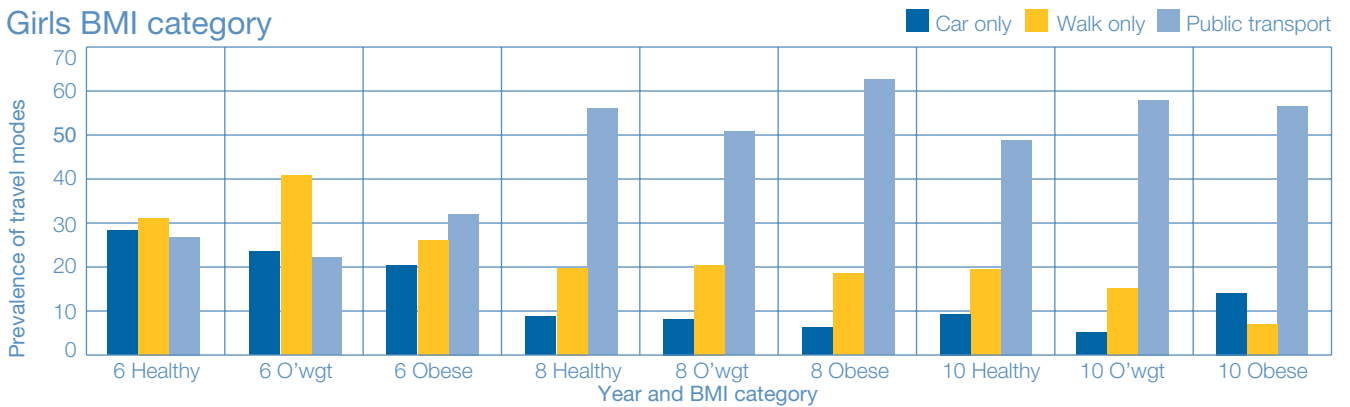
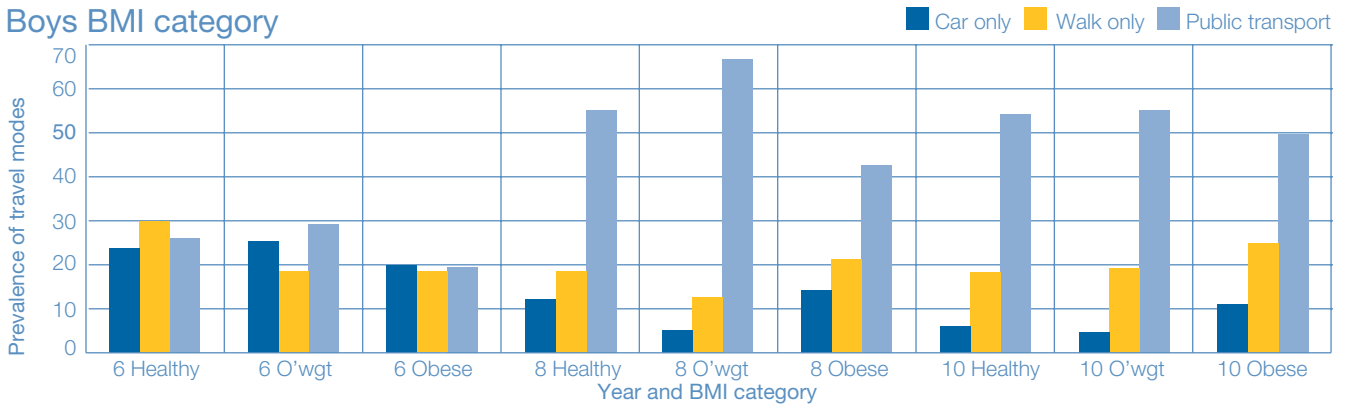
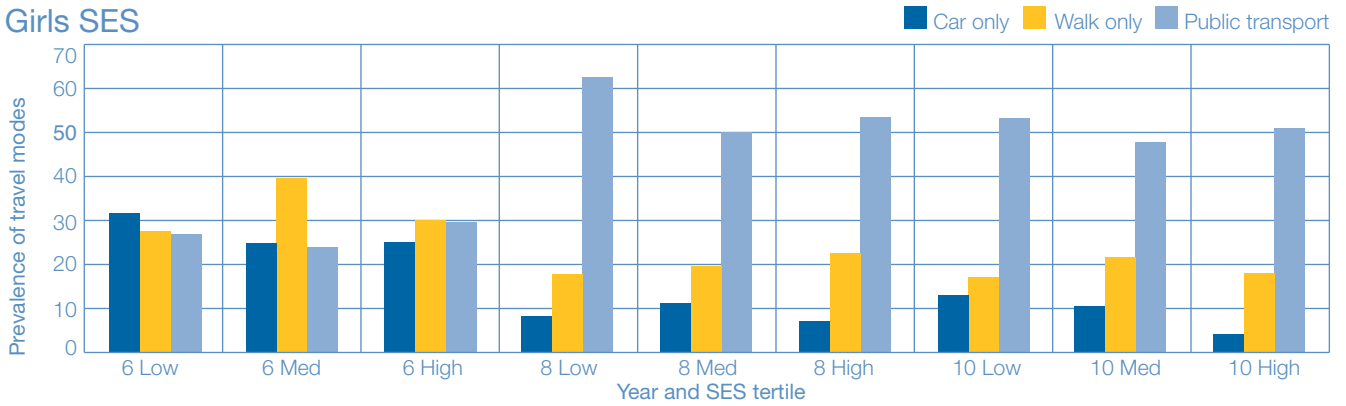


Table 7.5. Prevalence of travelling home from school by car (Car), walking (Walk) or public transport (PT) among boys and girls in Years 6, 8 and 10 by rurality, socioeconomic status (SES), cultural background and BMI category (%)

	Year 6			Year 8			Year 10		
	Car	Walk	PT	Car	Walk	PT	Car	Walk	PT
Boys									
Rurality									
Urban	25.8	31.0	22.9	10.5	16.8	58.7	6.0	18.6	54.7
Rural	9.1*	22.7	43.9*	10.8	21.6	48.7	6.9	22.2	54.2
SES									
Low	27.6	32.1	25.6	9.1	19.7	52.3	5.0	19.2	56.0
Medium	18.1	34.9	19.5	12.0	19.3	55.3	7.1	23.2*	52.5
High	24.4	23.9	31.1	10.3	13.5	63.5	6.3	14.3	55.4
Cultural background									
English-speaking	21.2	28.8	27.4	9.8	16.7	57.9	6.3	18.2	56.0
European	43.8	25.0	18.8	0.0	15.4	53.9	5.9	35.3	35.3
Middle-Eastern	52.9*	35.3	5.9*	12.5	25.0	62.5	7.7	7.7	69.2
Asian	33.3	37.5	20.8	13.9	27.8	50.0	4.0	24.0	44.0
BMI category									
Healthy weight	23.4	30.3	25.5	11.6	18.6	55.5	6.1	18.5	54.6
Overweight	24.8	18.6	29.4	5.1	2.7	67.1*	4.6	19.4	55.6
Obese	19.5	18.5	19.5	14.3	21.4	42.9	11.1	25.0	50.0
Girls									
Rurality									
Urban	30.4	34.4	22.1	9.2	20.8	55.9	9.1	19.0	50.0
Rural	8.7*	23.2	55.1*	6.1	16.7	56.1	8.2	17.8	56.2
SES									
Low	31.9	27.6	27.0	8.2	17.8 ⁿ	63.0 ⁿ	12.9 ⁿ	17.1	53.6
Medium	25.0	39.8	23.9	11.1	19.7	50.4	10.4	21.6	48.0
High	25.2	30.3	29.7	7.1	22.7	53.9	4.0	18.0	51.3
Cultural background									
English-speaking	26.3	32.4	28.0	8.9	19.7 ⁿ	56.0 ⁿ	7.8 ⁿ	19.4	51.9
European	30.8	53.9	7.7	9.1	36.4	36.4	0.0	28.6	71.4
Middle-Eastern	50.0*	21.4	7.1*	0.0	0.0	100.0	40.0	10.0	40.0
Asian	29.0	34.2	26.3	3.6	21.4	64.3	7.8	15.7	47.1
BMI category									
Healthy weight	28.7	31.6	27.1	8.9	20.0	56.7	9.4	19.9	49.4
Overweight	23.8	41.3	22.5	8.3	20.8	51.4	5.2	15.5	58.6
Obese	20.6	26.5	32.4	6.3	18.8	62.5	14.3	7.1*	57.1

* Indicates a statistically significant difference at $P < .05$. Comparisons are: boys and girls within each Year group; between urban and rural; low and medium socioeconomic status compared with high socioeconomic status; European, Middle-Eastern and Asian cultural backgrounds compared with English-speaking cultural background; and overweight and obese compared with healthy weight. Comparisons are within each sex/Year group category.

ⁿ Indicates that statistical significance could not be calculated due to low numbers.

TRAVEL HOME FROM SCHOOL: TIME SPENT WALKING

TIME SPENT WALKING HOME FROM SCHOOL BY SEX AND YEAR GROUP

Table 7.6 shows the median daily time spent walking home from school for those who reported walking as the only mode of travel home, for those who reported public transport as the only mode of transport home from school and for those two groups of students combined. Among both boys and girls who walked home, the median time was 10-15 minutes each day, but about five minutes among those who used public transport to travel home. Overall, the median daily time spent walking home from school for students who did not travel by car was 5-10 minutes, daily.

TIME SPENT WALKING HOME FROM SCHOOL BY RURALITY, SOCIOECONOMIC STATUS AND CULTURAL BACKGROUND

Table 7.6 shows the median daily time spent walking home from school among boys and girls in Years 6, 8 and 10 by rurality, socioeconomic status, cultural background and BMI category.

RURALITY

For both boys and girls, rural students spent about five minutes more each day walking home from school than did urban students.

SOCIOECONOMIC STATUS AND CULTURAL BACKGROUND

There were no clear and consistent associations between socioeconomic status or cultural background and time spent walking home from school.

BMI CATEGORY

There were no consistent differences among healthy-weight, overweight and obese boys and girls in the amount of time spent walking home from school.

Table 7.6. Median daily time (minutes) spent walking home from school for those who reported walking home (Walk), for those who reported using public transport (PT) and for both groups combined (Both) among boys and girls in Years 6, 8 and 10 by rurality, socioeconomic status, cultural background and BMI category

	Year 6			Year 8			Year 10		
	Walk	PT	Both	Walk	PT	Both	Walk	PT	Both
Boys									
Overall	10.0	0.0	5.0	15.0	5.0	5.0	15.0	5.0	10.0
Rurality									
Urban	10.0	7.0	5.0	15.0	5.0	5.0	15.0	5.0	10.0
Rural	15.0	0.0	0.0	14.0	0.0	5.0	15.0	0.0	5.0
SES									
Low	10.0	0.0	5.0	17.5	0.0	5.0	15.0	1.5	10.0
Medium	10.0	0.0	10.0	15.0	4.0	5.0	15.0	4.0	5.0
High	13.0	0.0	5.0	15.0	5.0	9.0	20.0	5.0	10.0
Cultural b'ground									
English-speaking	10.0	0.0	5.0	15.0	2.0	5.0	15.0	2.0	5.0
European	10.0	0.0	2.0	15.0	0.0	10.0	22.5	7.5	17.5
Middle-Eastern	10.0	0.0	10.0	15.0	5.0	7.0	15.0	7.0	8.5
Asian	10.0	5.0	10.0	16.0	7.5	10.0	10.0	15.0	12.5
BMI category									
Healthy weight	10.0	0.0	5.0	15.0	5.0	5.0	15.0	5.0	10.0
Overweight	10.0	0.0	5.0	15.0	0.0	3.0	15.0	0.5	5.0
Obese	15.0	0.0	5.0	16.0	5.0	8.5	15.0	5.0	10.0
Girls									
Overall	10.0	0.0	6.0	15.0	5.0	5.0	15.0	5.0	10.0
Rurality									
Urban	10.0	0.0	10.0	15.0	5.0	8.0	15.0	5.0	10.0
Rural	9.0	0.0	0.0	15.0	0.0	3.5	20.0	0.0	0.0
SES									
Low	10.0	0.0	0.0	15.0	0.0	3.0	15.0	0.0	5.0
Medium	10.0	0.0	10.0	15.0	3.0	5.0	15.0	5.0	10.0
High	10.0	0.0	7.0	15.0	10.0	10.0	15.0	10.0	10.0
Cultural b'ground									
English-speaking	10.0	0.0	6.0	10.0	5.0	5.0	15.0	5.0	7.0
European	15.0	0.0	12.5	15.0	17.5	17.5	22.5	0.0	15.0
Middle-Eastern	10.0	0.0	5.0	–	0.0	0.0	25.0	17.5	20.0
Asian	10.0	5.0	10.0	15.0	5.0	7.5	20.0	10.0	11.0
BMI category									
Healthy weight	10.0	0.0	7.0	15.0	4.0	5.0	15.0	5.0	10.0
Overweight	10.0	0.0	10.0	20.0	5.0	10.0	15.0	5.0	7.0
Obese	10.0	0.0	1.0	20.0	4.5	5.0	60.0	12.5	15.0

DISCUSSION

Approximately one-third of Year 6 students travel to school by car every day and about a quarter travel home by car. Similar proportions walk or use public transport to and from school. In comparison, less than 20% of secondary school students travel to school by car and less than 10% travel home by car. The median time spent walking by those who engage in active travel was quite short: about 10-15 minutes for those who walk to school and about five minutes for those using public transport. That is, active transport to and from school only contributes a very small proportion of total daily energy expenditure.

These data suggest that, particularly among primary school students, it may be possible to increase the proportion of students engaged in active travel. However, it must first be determined why these trips are made by car and what proportion of them are a matter of necessity and what proportion are a matter of convenience. On the basis of this information, strategies to reduce car trips and increase the number of young people engaging in active travel might then be developed. The difference between urban and rural students was quite marked (more rural students engaged in active travel), so comparisons between the two environments (social and physical) may provide useful clues as to changes in urban environments that may promote walking and public transport use.

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