

# Active Travel Action Plan

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## EXAMPLE SCHOOL

20<sup>th</sup> October 2016

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## 1. Background Information

Information	Description
<b>Total number of young people associated with your organisation</b>	846
<b>Start and finish times for activities involving young people</b>	School times: 8.50am – 3.10pm Before-school sport: 7.30am – 8.30am After-school sport: 3.30 – 5pm
<b>Number of car parking spaces, staff/visitor</b>	Staff: 50 Visitor: 15
<b>High-level description of any known major traffic problems</b> (e.g. catchment size, driver behaviour, traffic speed, heavy trucks)	School located on intersection of 2 busy residential streets. School zone speed limits apply at 8 - 9.30am and 2.30 – 4pm, however drivers are known to speed in the area.
<b>Existing facilities on site</b> (e.g. bike parking, kiss n ride, pedestrian crossings, public transport bus stops, transport arrangements to related programs)	No bike racks or secure lock ups available for bikes. There is a drop-off area at the front of the school entrance. Pedestrian crossing at school entrance. No crossing at alternative entrance. One bus stop at school entrance. Train stations are approximately 10 minutes walking distance from the school. Sports facilities located on school grounds.
<b>Existing safety policy &amp; education</b> (e.g. organisational safety policy and rules, current road safety education activity)	Unsure.
<b>Programs similar to active travel</b> (e.g. environmental, physical activity, mental health)	Environmental schools policy encourages students to minimise waste and take on activities to improve the school and local environment. Physical activity policy ensures that all students take part in the school sport/ physical activity program.
<b>Types of organisations/ parent/ carer committee communications used/ available</b> (i.e. newsletter, website, Facebook page)	School website contains a news feed and photo gallery. Facebook page and Twitter account are regularly updated. Newsletter delivered to parents via email on a monthly basis.

## Map of the area covered by this action plan



1

 = Bus Stop;  = train station

Train station 1 is a 10 minute walk from the school (5 minutes by bike). Train station 1 has a cycling path running parallel to the footpath for approximately 50% of the journey. However, the walking paths from this station are not well lit and there are inadequate crossings if young people take this route by foot.

Train station 2 is a 15 minute walk from the school. The footpaths are well lit and there are adequate road crossings. The hospital attracts many different people to the area which may present a perceived barrier to the safety of walking in this area.

The walking paths in the area are generally in good condition and the topography of the area is flat. There are also many bus stops in the area surrounding the school.

<sup>1</sup> Sourced from Google Maps: <https://www.google.com.au/maps>

## Action plan summary & checklist

No.	Stages and Steps	Completed Yes/No/NA	Date
<b>1.0</b>	<b>Introduction</b>		
1.1	<i>Identify a champion</i>	<b>Yes</b>	
1.2	<i>Recruit young people to form a working group</i>	<b>Yes</b>	
1.3	<i>Involve other people</i>	<b>Yes</b>	
<b>2.0</b>	<b>Develop a plan</b>		
2.1	<i>Where are you starting from?</i>	<b>Yes</b>	
2.2	<i>Find out barriers and enablers to walking and bicycle riding</i>	<b>Yes</b>	
2.3	<i>Review the current active travel facilities</i>	<b>Yes</b>	
2.4	<i>Set targets</i>	<b>Yes</b>	
2.5	<i>Determine how you will get there</i>	<b>Yes</b>	
<b>3.0</b>	<b>Road Safety</b>		
3.1	<i>Use maps to consider walking and cycling routes with young people</i>	<b>Yes</b>	
3.2	<i>Take part in Walk Safely to School Day and/or Ride2School Day if available</i>	<b>Yes</b>	
3.3	<i>Organise a Walk / Ride on Wednesday</i>	<b>Yes</b>	
3.4	<i>Offer travel information</i>	<b>Yes</b>	
3.5	<i>Consider accessing an existing program</i>	<b>Yes</b>	
<b>4.0</b>	<b>Put it all together in a plan</b>		
4.1	<i>Send your plan to stakeholders (e.g. local council, sporting clubs, facility managers, parent and carer groups)</i>	<b>Yes</b>	
4.2	<i>Write a short piece for the newsletters of different organisations (e.g. clubs, shopping centres)</i>	<b>No</b>	
4.3	<i>Make the plan available from local web-sites of community organisations</i>	<b>Yes</b>	
4.4	<i>Ask your local newspaper to do a story on your plan</i>	<b>No</b>	
<b>5.0</b>	<b>Evaluate your progress</b>		
5.1	<i>Conduct a 'Hands Up' survey every few months</i>	<b>No</b>	
5.2	<i>Conduct a student survey before and after your main strategies have been implemented</i>	<b>No</b>	
5.3	<i>Count how many bicycles and scooters are parked outside your venue</i>	<b>No</b>	
5.4	<i>Count how many young people participate in any initiatives you run</i>	<b>No</b>	

## 2. Existing travel behaviour & facilities

### Introduction

This section presents the current situation for Example School, based on the results from:

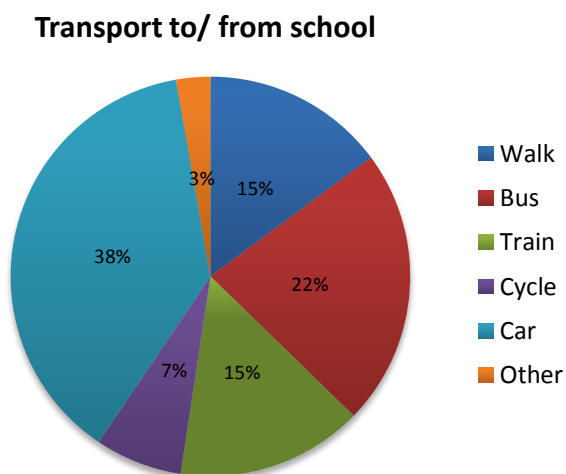
- The 'Hands Up' surveys
- Suggestions from the Active Travel Survey questions
- The Facilities Review

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 children's participation in active travel.

### Hands Up survey findings

These results are the aggregated results of the entire school from Hands Up surveys of each year-group. The surveys were conducted in the role call period on Friday 20<sup>th</sup> October 2016. 794 students were present at the time of the survey, and 52 students (6%) were absent.

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



A total of 37% of students use public transport to travel to school with 22% taking the bus and 15% taking the train. A similar proportion of students are driven to school (38%). Fifteen per cent of students walk to school, which is more than double the number of students who cycle.

## Feedback from Active Travel Survey

These results are the aggregated results of the entire school from the Active Travel survey. Completion of the survey was voluntary. The survey was administered in the role call period on Friday 27<sup>th</sup> October 2016. 560 students completed the survey while 304 (36%) chose not to complete the survey.

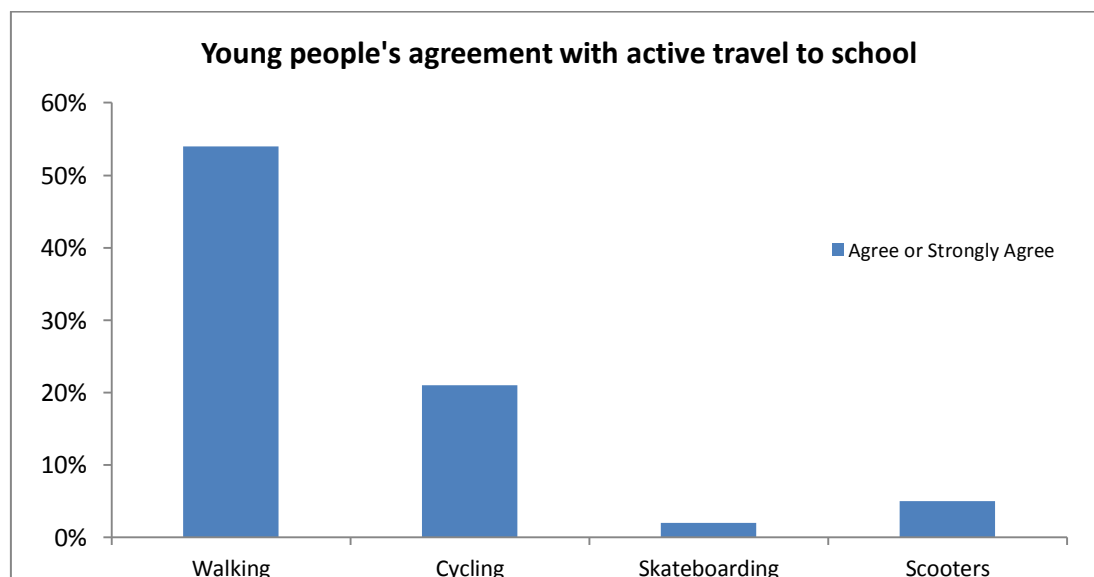
### How young people travel to and from your organisation/ site/ venue

Results from the Active Travel survey relating to the methods of transport to/ from school were consistent with the results of the Hands Up survey on the previous page.

The average distance that young people live from this venue is 6km. Approximately 25% of young people live within 2km of the school. Active modes of transport are more popular amongst those who live closer, within 2km of the school. The journey length is more dispersed for non-active modes of transport. The average journey for car trips is 7.6km (average for car length alone is 7.1km and 6.3km for car trips with siblings). Those who catch the bus travel an average of 5.7km and 9km for those who catch the train.

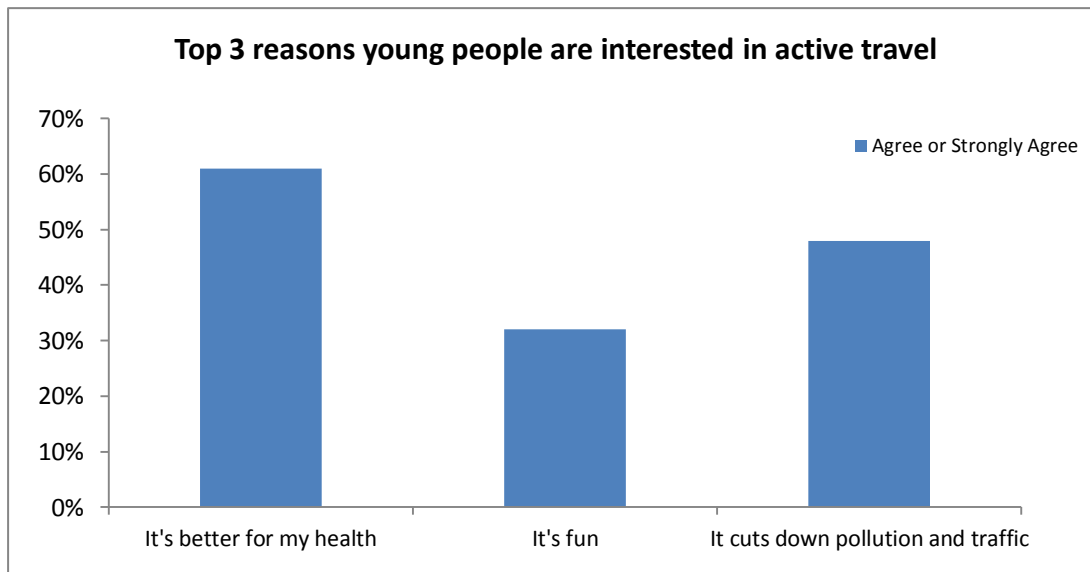
### Young people's interest in active travel to places in their neighbourhood

The chart below presents the proportion of young people who are interested in walking and riding to school.



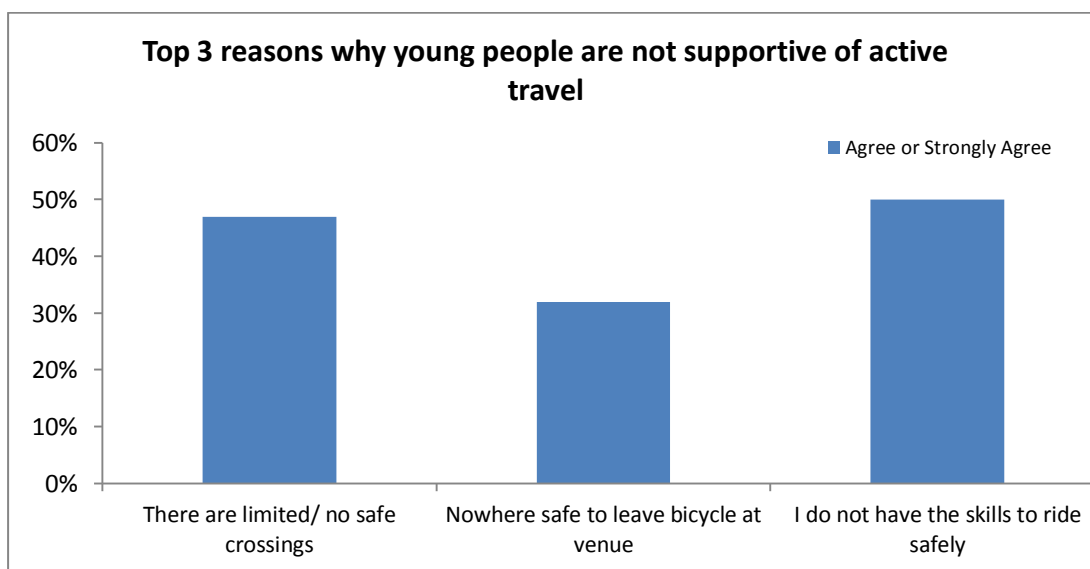
In general, young people are supportive of actively travelling to school, with more than 50% agreeing or strongly agreeing with walking to school. They are more undecided about cycling to school with approximately 20% agreeing with this mode of transport. Skateboarding and scooters appear to be less popular methods of active travel amongst young people.

The chart below presents the reasons why young people are interested in walking and riding to this venue.



Young people appear to be strongly in agreement about the health benefits of actively travelling to school, and this is the main reason for young people supporting active travel to school. Young people also agree that walking or riding school is a fun way to travel to school. They also recognise the important environmental benefits of active travel such as cutting down on pollution and traffic.

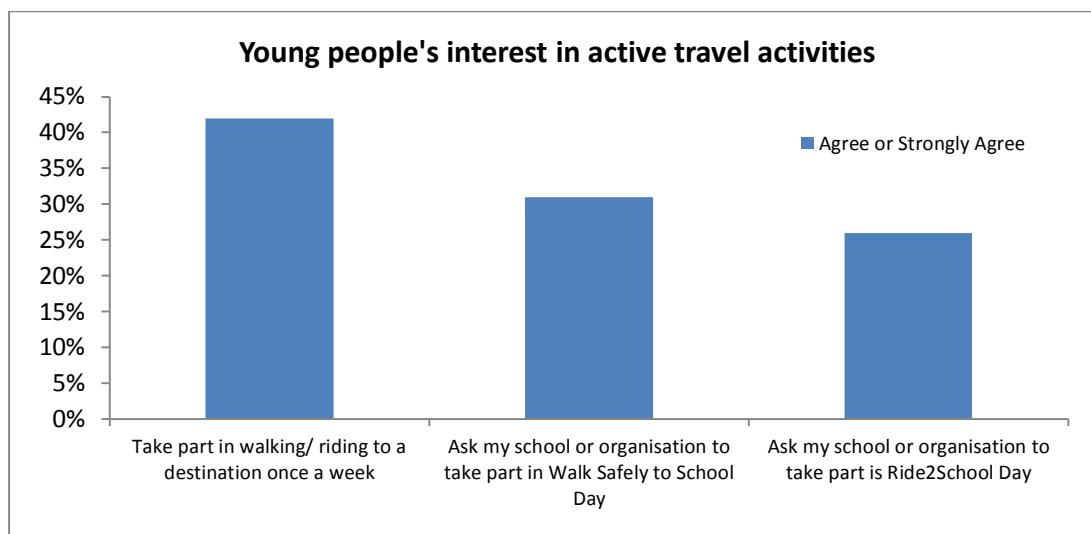
The chart below presents the reasons why young people are not supportive of walking or riding to this venue.



Safety is the main concern for young people who are not supportive of active travel. This includes concern about a lack of safe riding skills and limited safe crossings. Young people are also concerned that there is nowhere safe for them to leave their bikes at the school.

### Young people's interest in active travel activities

The chart below presents the proportion of young people who are interested in participating in active travel to places in their neighbourhood.



Young people at this school are most interested in walking/ riding to school once a week. The participation of peers is important to young people to build up confidence as shown in the quotes below. Ride2School and Walk Safely to School Days appear to provide an opportunity for young people to test out this activity to determine if it is something they would pursue more regularly.

Quotes include:

*"I would feel more confident walking to school if I knew other kids at school were also doing it".*

*"I don't think I would ride or walk every day but I would like to try it out once a week."*

*"A Ride2School Day would help me to test out whether this is something that I would want to do more regularly"*

### How young people rated different active travel activities

Young people highly rate all the active travel initiatives as important, suggesting that the implementation of these initiatives could help to increase the number of students travelling actively to school. As identified above, young people are most concerned with the safety aspects of actively travelling to school. Hence, safer conditions for walking/ riding to the venue was identified as the most important initiative to young people at this school.

Quotes include:

*"If I felt safer, I would want to walk or ride to school more often"*

*"There is nowhere that I can leave my bike or helmet without feeling like it might get stolen"*

*"If I had more knowledge about road safety and was able to develop some bike riding skills, I would consider riding to school rather than getting the bus"*



## Facilities review findings

This section reports on the outcomes of the facilities review and the specific measures that need to be taken to address potential barriers.

### *Car parking*

No.	Issue	Location	Action
1	There is potential for conflict between vehicles and bike riders as they share the same entrance	Driveway at school entrance	Install a side-walk entry for pedestrians only. Work with LGA road safety officers to place appropriate signage at driveway.
2	There is no clear signage for vehicles to give way to pedestrians and cyclists	Driveway entrance/exit for on-site parking	Work with LGA road safety officers, principal and RMS to place appropriate signage at driveway.
3	There is no designated drop off area for parents dropping children to school.	Outside school entrance	Work with council to create a no parking zone during school drop-off times. Work with council to create a school drop off lane so that traffic can flow freely around the drop-off zone. Work with police to enforce school zone speeds around school area.

### *Facilities for people who walk*

No.	Issue	Location	Action
1	Inadequate lighting of footpaths	Between Train Station 1 and the school	Work with council to increase lighting of these footpaths
2	Few safe crossings	Between Train Station 1 and the school On southern side of school On routes to school	Work with council and RMS to install new zebra crossing between school and train station 1. Staff to monitor area on southern side of school to facilitate safe road crossing. Educate students about road safety and safe road crossing.

### *Facilities for people who cycle/ scooter/ skateboard*

No.	Issue	Location	Action
1	Inadequate storage of bikes, scooters and gear	On the school grounds	Install facilities to securely store bicycles, scooters and skateboards, including gear such as helmets.
2	Inadequate cycling path	Between Train Station 1 and the school	Work with council to complete the cycling path Provide information on safe cycling routes around the school area Provide education on road safety/ cycling safety.
3	Driver speeding in area	Streets surrounding school grounds	Work with police to enforce school zone speed limits

## Summary of key enablers and barriers

The key enablers (i.e. 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) are listed in order of importance below. This summary will be used to consider how to reduce the barriers and increase the enablers.

Key barriers	Key enablers	Things to consider
Young people have indicated that they lack the necessary road safety skills and knowledge to walk and ride safely to places.	Provide young people with the necessary skills and knowledge to walk and ride safely in the neighbourhood. Provide bike riding skills and training.	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?
There are a lack of crossing and safe routes for walking and cycling	Provide information on safe walking/ cycling routes around the school. Increase road safety skills.	Are more safe crossings required? What are the best locations for these crossings? How can overall safety and perceptions of safety for students actively travelling in the area be increased?
There are no end-of-trip facilities at your site for children who cycle, scooter or skateboard to school	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?

### 3. Targets

#### Introduction

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

#### Primary Targets

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

Goal	Existing (2016)	Target (2018)	Future (2021)
<b>Goal #1 Increase active travel on the journey to and from your organisation/ venue site</b>			
The proportion of children travelling to your venue/ site by walking and riding	22%	26%	30%
<b>Goal #2 Reduce Congestion</b>			
The proportion of children being dropped off by car at your venue/ site	52%	45%	35%

#### Secondary Targets

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

Initiative	Existing (2016)	Target (2018)	Future (2021)
<b>Road Safety Education</b>			
The number of children receiving road safety education	10%	25%	50%
<b>Bicycle skills training</b>			
The number of children completing training course	0%	7%	15%
<b>Venue facilities</b>			
The number of children catered for by bike parking facilities	5%	10%	20%
The number of children catered for by equipment storage facilities	5%	10%	20%
<b>Walk Safely to School Day</b>			
The number of children taking part in the day	0%	10%	25%
<b>Ride2School Day</b>			
The number of children taking part in the day	0%	10%	25%
<b>Walk/ Wheel Once a Week</b>			
The number of children taking part each week	5%	15%	30%

## 4. Active travel initiatives

This section presents the activities Example School's working 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

Initiatives	Tasks	Responsibility	Start Date	Completion date	Estimated Cost and Source of Funds, or No Cost	Measure of success
Road Safety Skills Training	Engage with Road Safety Education Officer to plan training workshops for teachers to incorporate in to lessons. Roll out training programs over all high school years in school.	<name>	Term 4, 2016	Term 1, 2017	<\$ and source>	Number of young people attending road safety skills training.
Bike Skills training	Engage with a provider to develop a bike skills training class Advertise class in school assembly, newsletter and on facebook	<name>	Term 4, 2016	Term 1, 2017	<\$ and source>	Number of young people attending the bike skills training class.

### Medium-Term Initiatives

Initiatives	Tasks	Responsibility	Start Date	Completion date	Estimated Cost and Source of Funds	Measure of success
Bike Storage Facilities	Develop plan for location and number of bike storage facilities required. Source quotes for the provision and installation of bike storage facilities.	<name>	Term 1, 2017	Term 3, 2017	<\$ and source>	Number of bikes in bike cage each day
Ride2School Day	Engage with Bicycle Network, complete registration form, download resources	<name>	Term 4, 2016	Term 1, 2017	<\$ and source>	Number of students who participate in ride to school
Walk Safely to School Day	Register for Walk Safely to School Day <a href="http://www.walk.com.au/wtsd/">http://www.walk.com.au/wtsd/</a> Download materials from website	<name>	Term 1, 2017	Term 2, 2017	<\$ and source>	
Road Safety	Engage with police to increase presence around school and enforce school zone speeds	<name>	Term 2, 2017	Term 3, 2017	<\$ and source>	

## Long-term initiatives

Initiatives	Tasks	Responsibility	Start Date	Completion date	Estimated Cost and Source of Funds, or No Cost	Measure of success
Walk and Wheel once a week	Develop a campaign to encourage students to walk or ride to school once per week.	<name>				Hands up Survey of number of young people walking/ riding to school.
Safety Improvements	Discuss improvements to footpaths, cycling paths with council, including improved lighting and other safety measures. Engage with community to develop ideas for the improvement of safety in the community. Develop education programs for young people to improve their awareness of safety issues.	<name>				