

Safe Pathways to Galilee

Healthy Tracks to School project
Key findings and action plan

February 2020



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The City of Port Phillip acknowledges VicRoads' support for this project through the Community Road Safety Grants Program 2019/20.

Executive summary

Purpose

This is an executive summary of the Healthy Tracks to School Project's Key Findings Report and Action Plan. It can be read as a stand-alone report, while full details of the research findings and actions are included the main document.

In 2019, Galilee Regional Catholic Primary School ('Galilee') participated in the City of Port Phillip's Healthy Tracks to School Project. The aim of the project is to partner with school communities to encourage and support '**active transport**' – walking, riding and scooting – as a popular, safe and easy option for travelling to school. Active transport benefits students, their families and the broader community, as well as the environment – by increasing physical activity and social interaction, reducing parking and traffic issues around schools, as well as minimising carbon emissions.

The project involved undertaking a background assessment, engaging with the school community, completing an infrastructure audit, identifying suitable active transport routes to the school and developing an action plan. The project outputs are a set of key research findings and an action plan to increase the number of students and their families who walk, ride and scoot to and from Galilee.

School characteristics

Galilee is a Catholic primary school located in Bank Street, South Melbourne. In 2019, it had 355 students enrolled from 262 families. The school projects student enrolments to increase to 500 students by 2022. Approximately 32% of the 262 Galilee families live within a 1 km radius of the school and 58% live within a 2 km radius. The most common suburbs in which Galilee families live are Port Melbourne (40%) and South Melbourne (22%).

The school requires students in Prep to Year 4 to be collected from a teacher within the school grounds by a parent / caregiver. Students in Years 5 and 6 are allowed to leave the school grounds to travel home independently, to help transition and prepare for secondary school.

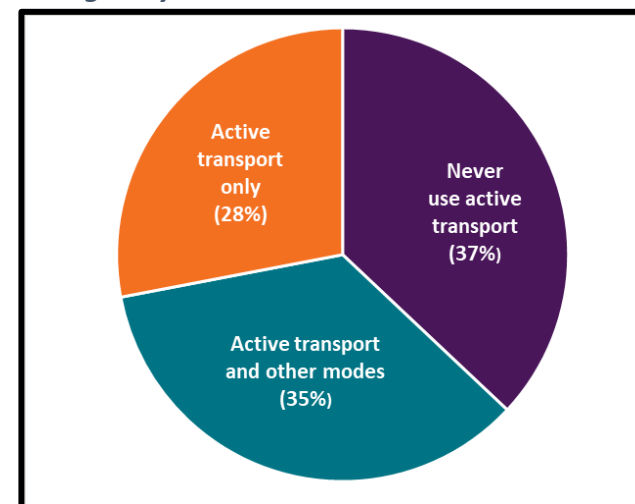
Transport networks

Galilee is surrounded by a full network of footpaths and has a school crossing supervisor operating in front of the main entrance to the school during the hour before and after school. Bike parking is available within the school grounds and two bike hoops are located on the nature strip within 50 metres of the school's Bank Street entrance. Two tram routes (1 and 96) and one bus route (236) operate within 500 metres of Galilee. Public transport options to the school are relatively limited for students travelling from the suburbs to the west of the school, such as Port Melbourne.

Key findings

- Based on a 'Hands up' count of 264 Galilee students (out of 355) on a typical day in August 2019, two thirds (68%) of students travel to school by car, 23% walk, 7% either ride a bike or scoot and the remaining 2% travel by public transport.
- Eighty nine parents / caregivers completed an online survey in September 2019 about their students' travel patterns to and from school throughout the year. It identified that some students switch between several different modes of transport during the year to travel to and from school. Almost two thirds (63%) of students use 'active' transport - walking, riding and/or scooting - during the year. Of these, 28% always use active transport and 35% switch between active transport and other modes (generally a car). Thirty seven per cent of students never use active transport.
- More than half (59%) of survey respondents believe their student would prefer to travel to school via active modes of transport, with riding a bike (24%) and walking (21%) believed to be the most popular preferences.
- Almost all (98%) students own a bike and / or a scooter.
- Almost all students are accompanied by a parent / caregiver when they use an active mode of transport to travel to school. Specifically, 87% of student who walk are accompanied, along with 100% who ride a bike and 75% who scoot. The small number of students that travel without a parent / caregiver are in Years 4 to 6.
- Most parents / caregivers (74%) decide how students travel to school, with the remaining 26% sharing the decision with their student.
- The most common factors affecting parents' / caregivers' transport choices to and from school are distance (40%), travel time (38%) and health benefits (38%).
- There is a strong correlation between distance and transport choices, with 96% of students living within 1 km of the school using active transport (75% always and 21% sometimes), compared to only 34% of the students who live more than 2 km away.
- The main motivators for using active transport from a parent / caregiver's perspective are health benefits, distance to the school and the opportunity to spend time together.
- The main barriers to using active transport from a parent / caregiver's perspective are not enough safe road crossings, weather, distance to the school, the student's age (too young), the student's level of independence and concerns about 'stranger danger'.

Students' use of active transport to / from school during the year



Galilee Regional Catholic Primary School - Healthy Tracks to School Project

The table below summarises the characteristics of the three different groups: Students that only use active; students that switch between active transport and other modes; and students that never use active transport when travelling to and from school (as described by parents / caregivers during the online survey).

Summary of different groups' transport choices, based on the perspective of parents / caregivers surveyed

Student group	% of students	Characteristics	Factors affecting transport choice	Motivators for using active transport	Barriers to active transport	Action Plan aims
Active transport only	28%	Students who always walk, ride or scoot. Generally live less than 1km to school.	• Health benefits • Distance • Family time • Travel time	• Health benefits • Live close to school • Social benefits • Quicker • Avoid traffic / parking	• No barriers • Lack of safe road crossing	Maintain use of active travel
Active transport and other modes	35%	Students who switch between using active transport and other modes (car and/or public transport). Generally live between 1-2km from school.	• Weather • Health benefits • Work schedule • Safety • Family time	• Health benefits • Social benefits	• Weather • Lack of safe road crossings • Stranger danger • Student's age • Student's level of independence	Increase use of active travel
Never use active transport	37%	Students who travel by car and/or public transport, but never walk, ride or scoot. Generally live more than 2km from school	• Travel time • Distance • Other activities • Work schedule • Safety	-	• Traffic • Lack of safe road crossings • Student's age • Student's level of independence • Distance • Weather	Commence use of active transport – give it a try

Based on students' responses during a pop-up activity at Galilee in September 2019:

- The main motivators for travelling to and from school by active transport are health benefits; the enjoyment of walking, riding or scooting; being outdoors; environmental benefits and the perceived speed and ease of using these modes.
- The main barriers to using active transport are distance; running late in the morning; schedules and other activities; a preference for sleeping in (and then being driven to school); and a perceived inability or disinterest of parents / caregivers to ride a bike.

The project findings show:

- There is potential to increase the overall use of active transport amongst students and families, at Galilee.
- Messages about influencing transport choices need to mainly be aimed at parents / caregivers, as they usually make these decisions.
- A mixture of changes to infrastructure and behaviours are likely to be required to increase the use of walking, riding and scooting to and from Galilee.

Recommended active transport routes

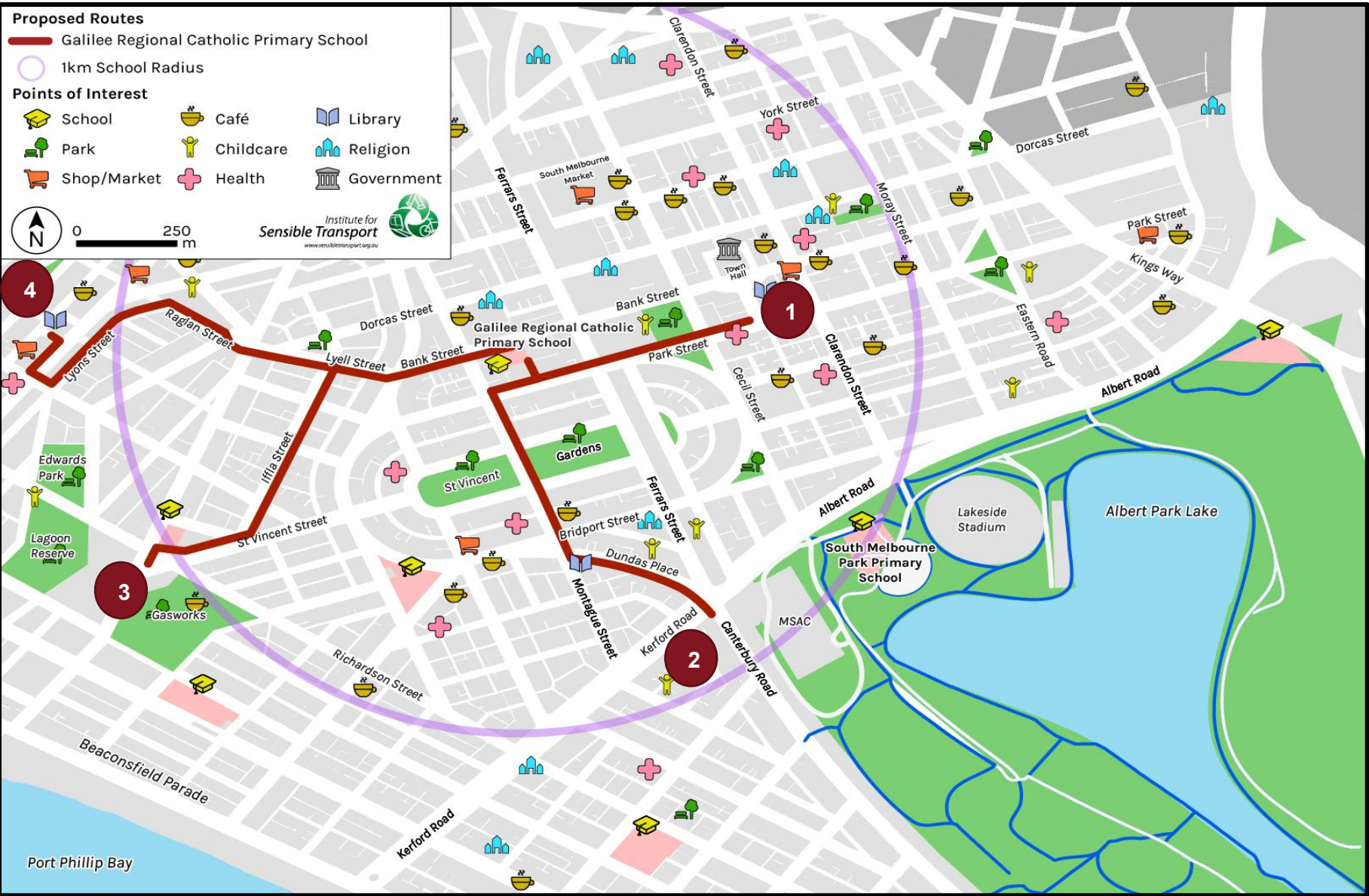
As part of the Healthy to School Project, a transport planner developed four recommended active transport routes to Galilee. These routes are based on students' home location, safety considerations, current infrastructure and feedback from the school community. A description of each of each route is included below and shown on a map on the next page.

- **Route 1:** Start at the corner of Park Street and Perrins Street, follow Park Street to the west, then enter the school through the Park Street entrance.
- **Route 2:** Start at the corner of Kerferd Road and Ferrars Street, go north along Dundas Place, right at Montague Street, right on Park Street and enter the school through the Park Street entrance.
- **Route 3:** Start at the Richardson Street side of Gasworks Arts Park, go east along St Vincent Street, north along Iffla Street, right at Lyell Street, down Bank Street and enter the school.
- **Route 4:** Start at Spring Street East, go west along Bay Street, turn left onto Bridge Street, left down Lyons Street, right down Raglan Street, across Ingles St Reserve, cross over Pickles Street to Dorcas Street, then at Lyell Iffla Reserve cross over to Lyell Street and then across Nelson Road, down Bank Street and enter the school.

These active transport routes can be used for developing and implementing a range of actions.

Galilee Regional Catholic Primary School - Healthy Tracks to School Project

Recommended active transport routes to Galilee



Roles for making changes

Prior to discussing specific actions that have been developed from the Healthy Tracks to School Project, it is important to understand the broad roles of the school, the school community and Council for implementing different types of actions.

Broad roles for implementing the Healthy Tracks Action Plan

School's role	Council's role	School community's role
• Action Plan oversight • Rewards and incentives • Education programs / events: - develop - deliver • Infrastructure improvements (on school land) • Advocacy (for other infrastructure improvements) • Communication with school community	• Action Plan oversight • Rewards and incentives • In-kind and financial support: - education programs / events - infrastructure (on school land) • Infrastructure improvements (on Council land) • Advocacy (for other infrastructure improvements)	• Use new infrastructure • Participate in education programs / events • Receive and read communication from the school

Action Plan

The purpose of the Healthy Tracks to School Action Plan ('Action Plan') is to provide a proposed list of specific, achievable and measurable actions designed to increase the number and frequency of students (and their families) walking, riding and scooting to and from Galilee. Specifically, the Action Plan aims to:

- maintain the habits of students that always use active transport.
- increase the frequency of active transport use by students that currently switch between active transport and other modes.
- support and encourage students who do not currently use active transport to give it a try and use it for part of the time or part of the journey.

The Action Plan is based on input from the school community, recommendations from external consultants and guidance from Council. It will be implemented during 2020 and 2021. Some actions are to be led by Galilee, while others are to be led by Council, although many of the actions will also involve collaborative support from the other or an external third party.

The commencement and completion of each proposed action, especially if it relates to infrastructure, is subject to receiving all necessary funding and approvals, which often involves stakeholders other than the school and Council.

A full list of the proposed actions contained in the Action Plan is below, grouped by action type.

Actions – Action Plan Oversight

Proposed school-led actions	Council-led actions
Action 1: Appoint a Healthy Tracks to School Project Coordinator	Action 24: Hold regular progress meetings with the school
Action 2: Appoint an Active Transport Champion	Action 25: Monitor implementation of Council-led actions
Action 3: Build an Active Transport Team	-

Actions – Rewards and incentives / Education / Events / Encouragement

Proposed school-led actions	Council-led actions
Action 4: Collect active transport data (e.g. 'Hands up' counts)	Action 26: Deliver bike confidence courses for adults
Action 5: Participate in Ride2School Day	Note: On request, Council can also provide financial and in-kind support for several proposed school-led actions relating to events, education, rewards and incentives and encouragement activities.
Action 6: Participate in Walk to School Month	
Action 7: Develop an 'active transport readiness guide'	-
Action 8: Undertake bike education instructor training	-
Action 9: Deliver bike education to students	-
Action 10: Deliver a 'road safety' lesson to students	-
Action 11: Deliver a 'stranger danger' lesson to students	-
Action 12: Establish 'Park and Stride' zones	-
Action 13: Run an education campaign for parents / caregivers about safe driving and parking around the school.	-

Proposed school-led actions	Council-led actions
Action 14: Undertake educational excursions to the active transport routes	
Action 15: Set up and run 'Dr Cranky's Bike Hospital'	

Actions – Communication with school community

Proposed school-led actions	Council-led actions
Action 16: Add active transport information to the school website	-
Action 17: Develop and promote positive active transport messages	-
Action 18: Share stories about students and families who already use active transport	-
Action 19: Promote the 'active transport routes', 'active transport readiness guide' and 'Park and Stride' zones to parents / caregivers	-
Action 20: Include active transport information in 'new starter' packs and Prep transition sessions for parents / caregivers	-
Action 21: Promote external bike confidence courses for adults	-

Actions – Infrastructure improvements

Proposed school-led actions	Council-led actions
Action 22: Initiate a written request to Council for additional bike parking near the school (on Council-owned land)	Action 27: Install bike parking near the school
Action 23: Install additional bike parking within school grounds	Action 28: Design and install wayfinding stickers along active transport routes
	Action 29: Install pedestrian infrastructure improvements at the intersection of Nelson Road and Lyell Street, South Melbourne
-	Action 30: Install pedestrian infrastructure improvements at the intersection of Bank Street and Nelson Road, South Melbourne

Proposed school-led actions	Council-led actions
-	Action 31: Install pedestrian infrastructure improvements at the intersection of Iffla Street and Tribe Street, South Melbourne

Actions – Advocacy

Proposed school-led actions	Council-led actions
-	Action 32: Investigate engaging a consultant to review traffic signals

Full details, including the timing and key steps for each of the abovementioned actions are contained in the 'Healthy Tracks to School Action Plan' at the end of the main report.

The next steps for the Healthy Tracks to School Project are for Galilee and Council to meet and confirm the final content of the Healthy Tracks to School Action Plan and work collaboratively to commence implementing the actions.

The Action Plan is a 'living' document that should be reviewed and updated over time to reflect the expanding school population and the changing needs of the school community.

Introduction

This document contains key research findings and an action plan to increase the number of students, and their families, who use **'active transport'** - walking, riding and scooting – to travel to and from Galilee Regional Catholic Primary School ('Galilee').

Walking, riding and scooting are sustainable forms of transport that benefit students, their families and the broader community, as well as the environment – by increasing physical activity and opportunities for social interaction, reducing demand for parking and traffic issues around schools, as well as minimising carbon emissions.

In 2019, Galilee participated in the City of Port Phillip's Healthy Tracks to School Project. The aim of the project is to work in partnership with school communities to encourage and support active transport as a popular, safe and easy option for travelling to school.

The Healthy Tracks to School project involved undertaking a background assessment, engaging with the school community, an infrastructure audit, identifying recommended active transport routes to school and developing an action plan. The different project stages are outlined in Figure 1 on the following page.

The results of the project are presented in this document, including:

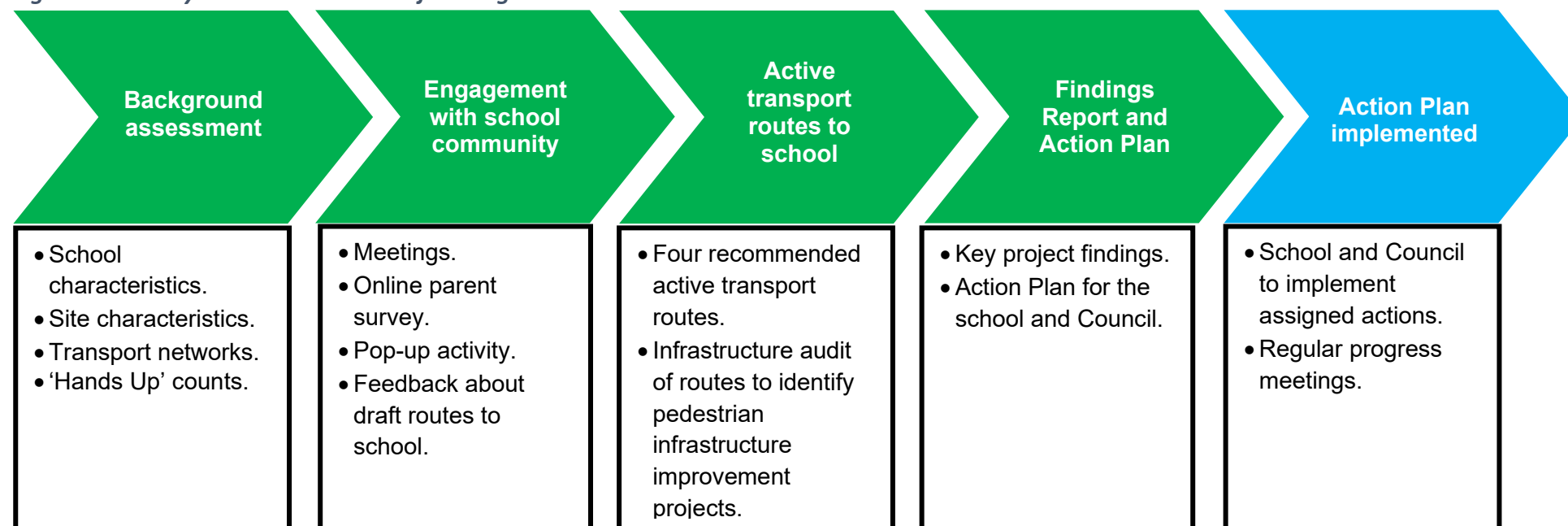
- engagement activities with the school community for this project
- school characteristics as at 2019
- nearby transport networks and infrastructure
- how students currently travel to school
- factors affecting travel choices, including motivators and barriers to using active transport
- four recommended active transport routes to the school
- broad roles of the school and Council for enabling change
- an 'Action Plan', containing proposed actions that were developed directly from the research and engagement undertaken with the school community, and respond to the identified motivators and barriers. These actions will help to continue to achieve the aims of the Healthy Tracks to School Project.

Galilee Regional Catholic Primary School - Healthy Tracks to School Project

Galilee and the City of Port Phillip ('Council') will use this document to implement the Action Plan and measure changes over time. It may also be used to support future funding applications and provide an evidence base for decision-making. It also helps Council to deliver on its commitment to creating healthy, active communities, as outlined in the *Council Plan 2017-27* and the *Move, Connect, Live: Integrated Transport Strategy 2018-28*.

The Action Plan at the end of this report is a 'living' document that should be reviewed and updated over time to reflect the expanding school population and the changing needs of the school community.

Figure 1: Healthy Tracks to School Project stages



A list of all figures contained in this report is included in Appendix 1.

Engagement with the school community

The school community at Galilee was invited to get involved with the Healthy Tracks to School Project through a variety of opportunities during Term 3 and Term 4 of 2019. Council engaged external consultants to develop and deliver these activities.

The purpose of the activities was to understand how students travel to school, motivators and barriers for using active transport modes, as well as provide input in to the development of active transport routes to school and an action plan.

A summary of each of the engagement activities is outlined below:

- **Meeting with the project team** – The Principal and the Community Partnerships and Marketing Leader provided background information and other input during a meeting in July 2019.
 - **Online parent survey** – Parents / caregivers were invited to complete an online survey from 5 to 21 September 2019, to help understand current travel patterns, motivators and barriers to using active transport, and ideas for increasing the use of active transport. A total of 89 parents / caregivers completed the survey, with a good representation of respondents with students across all year levels. A summarised version of the survey tool is contained in Appendix 2.
 - **Onsite pop-up event** – Approximately 150 teachers, parents / caregivers and students participated in a pop-up activity at the school on the afternoon of Wednesday 18 September 2019. The purpose of the event was to better understand current travel patterns, motivators and barriers to using active transport, and ideas for increasing the use of active transport. Incentives on the day included a free coffee cart and smoothie bike activity.
 - **Feedback posters and online feedback opportunities** – Posters were placed at the school and an online feedback opportunity was created to seek input about draft recommended active transport routes to school in October 2019. Nine responses were received from parents / caregivers.
 - **Workshop** – A workshop was held in November 2019 with the Principal and the Community Partnerships and Marketing Leader to present findings from the online survey and community engagement activities, as well as discuss proposed content for an action plan.
- 



The results of these activities contributed to the content of this report, including the Healthy Tracks to School Action Plan.

School characteristics

Overview

Galilee Regional Catholic Primary School is located on Bank Street in the suburb of South Melbourne, within the City of Port Phillip. The school opened in 1994, bringing together four former local Catholic primary schools. It caters to students from Prep through to Year 6. In 2019, 355 students (spread across 262 families) were enrolled at the school, and this is projected to increase to 500 students within the next three years.

Galilee's mission is to create a place where the Gospel values of community, hope, justice, faith and reconciliation are integral to our faith, culture and teaching. The school's motto is "In Christ we live, love and learn".

Location

Galilee is located on Bank Street in South Melbourne which also serves as the main entrance to the school. Bank Street is a local street that contains a mixture of commercial and residential properties. A second entrance to the school is located on Park Street via a long walkway.

Figure 2 shows the location of Galilee and its immediate surrounds.

The school's catchment zone extends from Fitzroy Street in St Kilda to Collins Street in Melbourne and west to Port Melbourne and Fishermans Bend.

Figure 2: Location of Galilee Regional Catholic Primary School



Student profile

Based on de-identified home location data provided by the school about its 262 Galilee families:

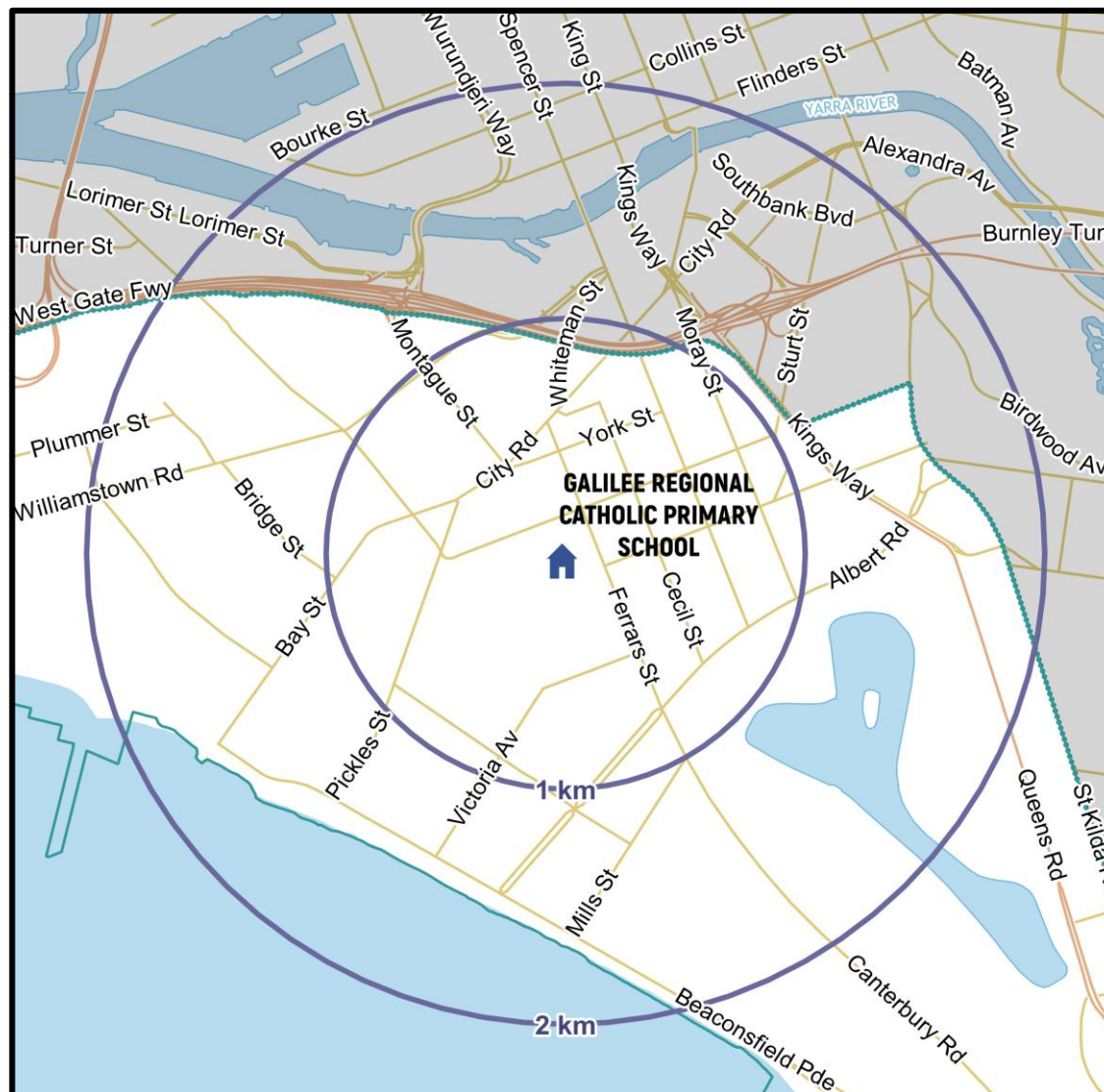
- a large concentration of families live in the immediate residential area to the west of the school
- the most common home locations for families are Port Melbourne (40%) and South Melbourne (22%)
- approximately 32% of families live within a one-kilometre radius of the school, and 58% live within a two-kilometre radius, with these areas shown in Figure 3.

Families living in the western catchments are likely to have the car as the dominant mode of transport, with limited direct public transport access and these locations being outside comfortable walking or riding distances for students.

School policies

The school requires students in Prep to Year 4 to be collected, from a teacher within the school grounds, by a parent / caregiver. Students in Years 5 and 6 are allowed to leave the school grounds to travel home independently, to help transition and prepare for secondary school.

Figure 3: One-kilometre and two-kilometre radius around Galilee



Transport networks

Galilee has a full network of footpaths on both sides of the street in the 500 metres surrounding the school. No issues with accessibility or footpath maintenance were identified in this area.

North of the school, signalised crossings are located at traffic lights on the corner of Dorcas and Montague, and Dorcas and Ferrars Streets, with another to the south west at Park and Ferrars Streets. A crossing supervisor operates in front of the main entrance to the school on Bank Street during the hour before and after school. A zebra crossing is located immediately south of Bank Street on Montague Street.

Bike parking is located within the grounds of Galilee, which staff report is typically full on school days. There are also two bike hoops within 50 metres of the school entrance on Bank Street.

Figure 4 shows the public transport network near Galilee. There are two tram routes that operate within 500 metres of Galilee, being route 1 and route 96. The route 1 tram has two stops located approximately 100 metres from the southern entrance to the school on Park Street. The route 96 tram has a stop located at South Melbourne Market approximately 470 metres from the northern entrance to the school on Bank Street.

One bus route (236) operates near the school. The nearest bus stop is located on Dorcas Street, approximately 250 metres to the north of Galilee. This is the only form of direct public transport to the school from the suburbs located to the west of the school.

Galilee Regional Catholic Primary School - Healthy Tracks to School Project

Figure 4: Public transport network near Galilee



Current travel patterns

Summary of travel patterns

Figure 5 contains a summary of different student groups: Students that only use active; students that switch between active transport and other modes; and students that never use active transport to travel to and from school (as described by parents / caregivers during their responses to the online survey). Further details, along with findings from the pop-up activity are discussed in this section.

Figure 5: Summary of different student groups, based on transport choices

Student group	% of students	Characteristics	Factors affecting transport choice	Motivators for using active transport	Barriers to active transport	Action Plan aims
Active transport only	28%	Students who always walk, ride or scoot. Generally live less than 1 km from school.	• Health benefits • Distance • Family time • Travel time	• Health benefits • Live close to school • Social benefits • Quicker • Avoid traffic / parking	• No barriers • Lack of safe road crossing	Maintain use of active transport
Active transport and other modes	35%	Students who switch between using active transport and other modes (car and/or public transport). Generally live between 1-2 km from school.	• Weather • Health benefits • Work schedule • Safety • Family time	• Health benefits • Social benefits	• Weather • Lack of safe road crossings • Stranger danger • Student's age (too young) • Student's level of independence	Increase use of active transport
Never use active transport	37%	Students who travel by car and/or public transport, but never walk, ride or scoot. Generally live more than 2 km from school.	• Travel time • Distance • Other activities • Work schedule • Safety	-	• Traffic • Lack of safe road crossings • Student's age (too young) • Student's level of independence • Distance • Weather	Commence use of active transport – give it a try

How students travel to school

Figure 7 shows how students at Galilee travelled to school on one day in August 2019, based on a 'Hands up' count of 264 students. Car was the most common mode of transport (68%). Almost one third (30%) travelled to school using active transport - 23% of students walked and 7% either rode a bike or scooted. These statistics can be used as a baseline to measure changes in future 'Hands up' counts.

Figure 6 shows more than half (59%) of parents / caregivers who participated in an online survey in September 2019 believe their student would prefer to travel to school using active transport. Riding a bike was believed to be the most popular mode (24%), followed by walking (21%) and scooting (14%). Only 17% believed a car is their student's favourite mode.

Figure 7: Students' actual mode of transport to school (one day)

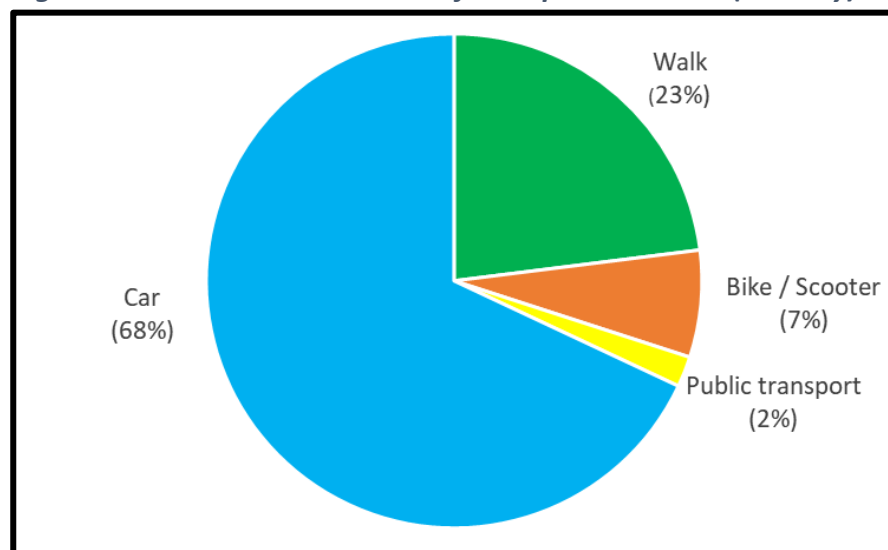
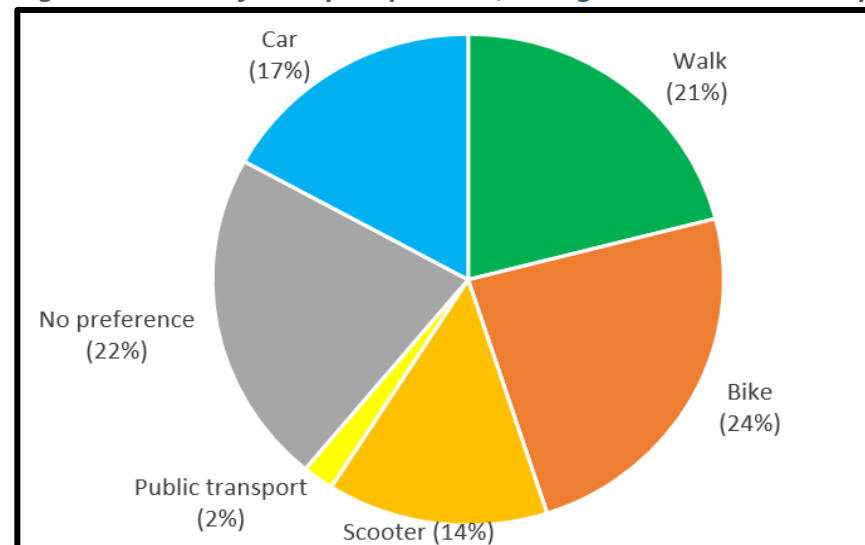


Figure 6: Mode of transport parents / caregivers think students prefer



An online survey of parents / caregivers provided a more holistic view about how their students travel to and from school, as they may switch between different modes of transport on different days of the week or throughout the year. Figure 8 shows that of those who participated in the online survey, 69% specified their students have travelled by car, 45% have walked, 24% for scooted and 17% have ridden a bike to or from school.

Almost all students are accompanied by a parent / caregiver when they walk (87% of cases), ride a bike (100%) or scoot (75%) to or from school. Efforts to increase the use of active transport will need to take into consideration that parents / caregivers will accompany them. The small number of students that travel without a parent / caregiver are in Years 4 to 6.

For the purposes of this report, students have been divided into three distinct groups, based on the mode of transport they use to travel to school during the year. These are:

- 1) **'Active transport only'** – Students always walk, ride a bike and / or scoot to and from school. Some students use multiple modes of active transport.
- 2) **'Active transport and other modes'** – Students switch between using at least one form of active transport (walking, riding a bike or scooting) and 'non-active' modes (such as a car or public transport).
- 3) **'Never use active transport'** – Students travel by car and / or use public transport, but never walk, ride a bike or scoot.

Figure 9 shows the distribution of Galilee students across these three groups, based on the results of the online parent survey. Almost two thirds (63%) of respondents specified that their students use active transport to travel to or from school. This includes 28% who do so all the time and 35% who switch between active transport and other modes such as a car or public transport. More than one third (37%) never use active transport.

The potential exists to increase the use of active transport by encouraging and supporting:

- students who always use active transport to maintain this habit.
- students who sometimes use active transport to do so more often.
- students who never use active transport to give it a try, where possible

Figure 8: Mode of transport to school during the year

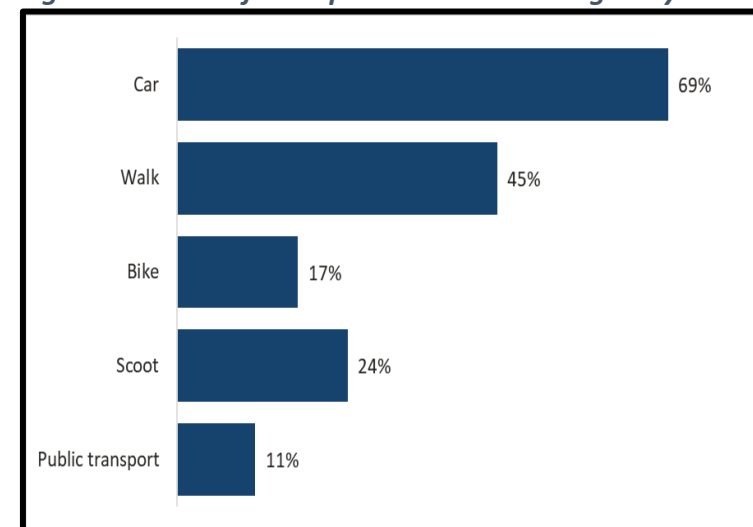
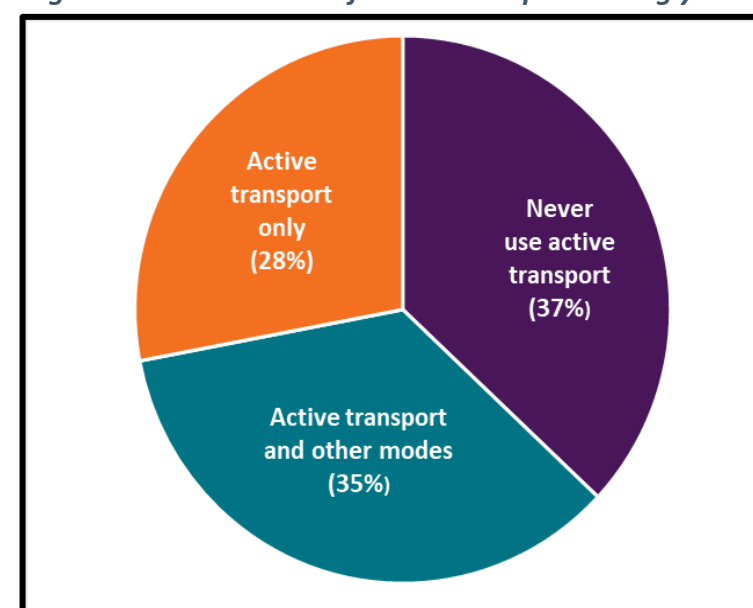


Figure 9: Students' use of active transport during year



Factors affecting transport choice

Decision-makers

Seventy four per cent of parents / caregivers decide the mode of transport used by their students when travelling to and from school, with the remaining 26% sharing this decision with their students. There was no correlation between decision-making responsibilities and the student's age. Parents / caregivers will therefore need to be either considered or targeted for programs and messages designed to increase active transport.

Main factors

Overall, the main factor influencing parents' / caregivers' transport choices for travelling to and from school are:

- distance (40%)
- travel time (38%)
- health benefits (38%)

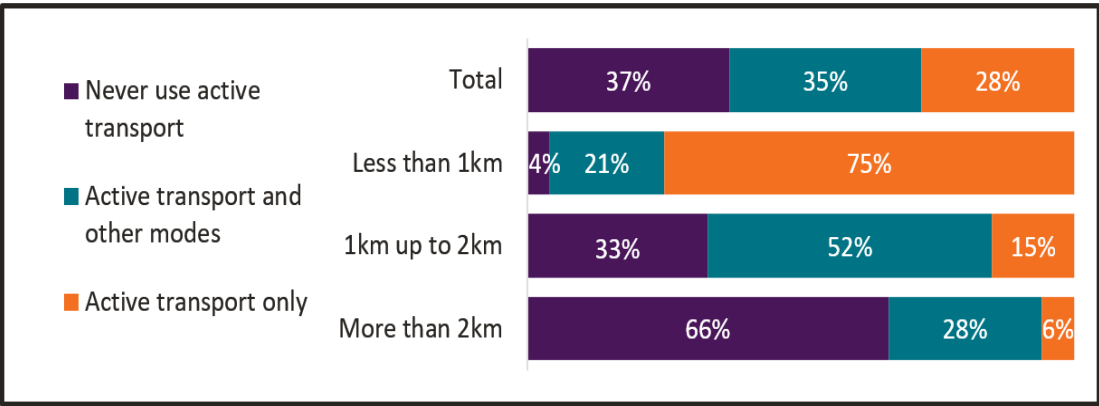
However, these factors varied amongst the different groups, which will be discussed further in the next section.

Students who live closer to Galilee are more likely to use active transport either all or some of the time.

Figure 10 shows:

- Almost all students (96%) who live less than 1 km from school use active transport, either always (75%) or sometimes (21%).
- Half (52%) of students who live between one and 2 km from school switch between travelling using active transport and other modes (usually car).
- Only one third (34%) of students who live more than 2 km from school use active transport and most of this group only use it sometimes.

Figure 10: Students' use of active transport, based on distance to school



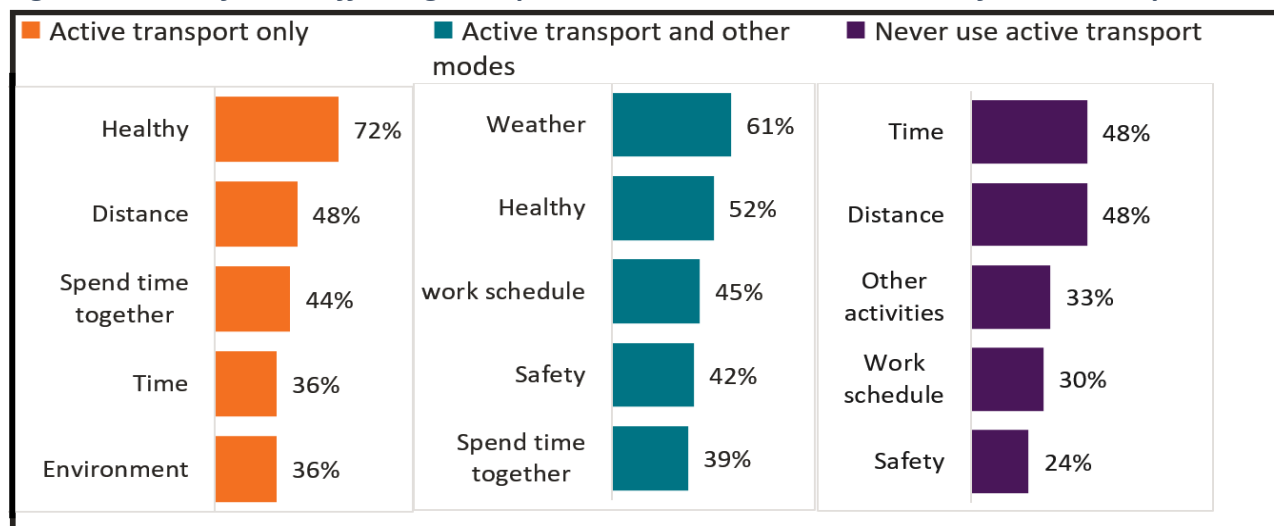
Factors for different groups

The main factors influencing parents' / caregivers' decisions about transport choices varied amongst the groups who use active transport and those who don't.

Figure 11 shows:

- Those who only use active transport tend to base their decision on health benefits, distance to the school and social benefits.
- For those who switch between active transport and car / public transport, the weather, health benefits and work schedules are deciding factors. Perceived safety also influences their decision to a greater extent than other groups.
- Those who never travel by active transport are mostly making their decision based on travel time and distance.

Figure 11: Main factors affecting transport choice, based on current use of active transport



These different factors can be perceived by different groups as either motivators or barriers to using active transport when travelling to and from school. These motivators and barriers are discussed in the next section.

Motivators for using active transport

From the parents' / caregivers' perspective

Based on the online survey and pop-up activity, parents / caregivers nominated the following as the main motivators for their students using active transport to travel to and from school:

- health benefits
- distance to school
- spending time together

A more comprehensive list of motivators for using active transport is contained in Figure 12.

Figure 12: Motivators for using active transport – Parents' / caregivers' perspective

Motivator	Further information
Health benefits	Physical and mental health benefits, including getting exercise, 'normalising' exercise, increasing incidental exercise and de-stressing, as well as building healthy habits from a young age.
Distance to the school	Living within walking or riding distance.
Spending time together	Walking and riding together, the opportunity for conversation and making an activity out of the commute.
Environmental benefits	Reducing impacts on the environment and educating students about the environmental benefits.
Enjoyment	Enjoyment of walking or riding a bike.
Socialising	Opportunities to meet other people in the community.
Avoiding parking issues	Not having to find a park near the school.
Benefits for students	Increasing student's level of self-confidence, resilience and independence by gaining life skills.
Not owning a car	Having to rely on walking and riding to travel to and from school.

Galilee is advised to draw on these motivators when developing and delivering key messages to the school community which encourage the use of walking, riding and scooting to school, and to keep in mind that parents / caregivers make the decision about transport choices in most cases.

From the students' perspective

During the pop-up activity at the school, students listed various reasons about why they like (or would like) to walk, ride and scoot to and from school. The responses in Figure 13 can be used to develop and deliver messages to students and parents / caregivers to encourage greater use of active transport.

Figure 13: Motivators for using active transport – Students' perspective

Motivator	Further information
Health benefits	Keeping fit and healthy by getting exercise
Fun	Walking, riding and scooting are enjoyable activities.
Being outdoors	Enjoying fresh air and the sun.
Environmental benefits	Walking, riding and scooting are recognised as being better for the environment than being driven in a car.
Ease and speed	Walking, riding or scooting to school is perceived as being easier and faster than travelling by car.

Barriers to using active transport

From the parent' / caregivers' perspective

Based on the online survey, the most common barriers to actively travelling to and from school, as nominated by parents / caregivers across all groups are:

- not enough safe road crossings (47%)
- weather (44%)
- lack of safe places to walk, ride or scoot (35%)
- stranger danger (34%)
- student is too young (32%) / student's level of independence (24%)
- too much traffic (29%)

Specifically, for those that never use active transport the three main barriers, nominated by those surveyed, were too much traffic and not enough safe road crossings (both 52%), followed by the age of the student (52%). For those who use active transport and other modes, weather (65%), not enough safe road crossings (48%), and stranger danger (45%), were considered the main barriers. Finally, for those that always use active transport, over a third felt there were no barriers (36%), although not enough safe road crossings (40%) and weather (28%) were also raised as barriers by parents / caregivers.

Further information is contained in Figure 14, which includes information obtained via both the online survey and the pop-up activity.

Figure 14: Barriers to using active transport, from parents' / caregivers' perspective

Barrier	Further information
Not enough safe crossings (including poor sightlines)	This barrier featured strongly for all groups. Specific locations mentioned included Bank Street / Nelson Road, Bank Street / Ferrars Street and Bridge Street / Pickles Street intersections.
Weather	Weather was primarily a barrier for those who switch between active transport and other modes.
Lack of safe places to walk, ride or scoot	Some parents / caregivers living in areas such as Port Melbourne and Fishermans Bend felt there were missing or unsuitable footpaths for walking / riding. Lack of safe places led to needing to cross major intersections (particularly in Port Melbourne) or other areas perceived as unsafe. The bike path on Bridge Street was perceived as unsafe.
Stranger danger	Concerns about contact from people located in nearby licensed premises or people perceived as being homeless and / or affected by mental illness, alcohol and other drugs. The concerns related to both students accompanied by a parent / caregiver and allowing students to travel unaccompanied. Responses were also received about concerns with stranger danger in general.
Student is too young	This was one of the top responses for those who never use active transport. However, it was generally only mentioned as a barrier by parents / caregivers whose students are in Prep through to Year 4. Needing to maintain awareness of safety for young students, particularly when travelling with multiple students and other young children at the same time is also a concern. Several parents also indicated their student was too tired to walk or ride, especially in the afternoon.
Too much traffic	This was one of the top responses for those who never use active transport, along with not enough safe road crossings and the student being too young. A few specific locations identified include Dorcas Street / Pickles Street and Bridge Street / Pickles Street.

Barrier	Further information
Student's level of independence	Parents / caregivers had different perceptions about when their student would be able to travel to school independently, ranging from Year 5 to secondary school years. Some parents / caregivers are unsure of their ability to assess their student's readiness for active and / or independent travel.
Distance to school	The distance between home and school was generally only mentioned by those who never use active transport, and even then, it was only the sixth most common barrier listed by this group.
Schedules and other activities	This included the work schedules of parents / caregivers, undertaking drop-offs at multiple schools / activities, running late in the morning and a preference for sleeping in (and then driving to school as a quicker option to make up time).
Judgement from others	Parents / caregivers were concerned about being / feeling judged by other parents / caregivers and the broader community for allowing their students to travel independently (or if they decided to do so).
Other road users' behaviours	The most common concerns raised are speeding vehicles (such as passed the school, Montague Street / St Vincent Place South, Iffla Street / Tribe Street and Lyell Street / Nelson Road / Bank Street). Other concerns related to vehicles not giving way (in part due to poor sightlines, including Bank Street / Nelson Road) and drivers not concentrating. People reversing out after exiting the parking areas near the school is also a concern.

Feedback from parents / caregivers about current barriers to using active transport, as well as ideas about ways to increase active transport to school were considered during the development of the recommended active transport routes to school and the Healthy Tracks to School Action Plan.

It is worth noting that 98% of parents / caregivers that participated in the online survey indicated their students already have a bike and / or a scooter, so this is not a barrier to most students riding a bike or scooting to school. However, given the widespread ownership, programs to learn about maintenance of these items could be relevant to most students.

From the students' perspective

During the pop-up activity, students were also asked about what they perceive to be barriers to walking, riding or scooting to and from school. A summary of their responses is contained in Figure 15

Figure 15: Barriers to using active transport, from students' perspective

Barrier	Further information
Distance to school	The distance between home and the school was perceived as too great to walk, ride a bike or scoot to school.
Running late in the morning	Needing to be driven to school because additional time available to walk, ride or scoot was lost if a student, parent / caregiver or sibling was running late.
Schedules and other activities	The work schedule of a parent / caregiver and other drop-off arrangements did not permit time for walking, riding or scooting to school.
Prefer to sleep in	Some students would prefer to spend additional time sleeping in of a morning rather than travelling to school by more active modes of transport which may take longer.
Inability or disinterest of parent / caregiver riding a bike	In some instances where students would like to ride a bike or scoot to school, they perceived a parent / caregiver lacked the interest and / or skills to ride a bike with them to / from school.
Health of parent / caregiver	In several cases, the parent / caregiver was not well enough to walk, ride or scoot to school with the student, so the car was used instead. This may include grandparents who accompany the student to school.

Strategies used by active students

Parents / caregivers who decide to use active transport modes when travelling to and / or from schools use the following strategies to maximise the occasions their students walk, ride or scoot to school:

- Walk, ride or scoot when time permits – Active transport modes are used when their schedule is more relaxed but drive when they are busy.
- Make active transport fun – Turn walking, riding and scooting to school into a game. For example, encourage students to try to find new things along the way.
- Choose a safe route – Identify a safe pathway to walk, ride or scoot. Learn from and share route ideas with other parents / caregivers.
- Use active transport for part of the journey – Drive to a halfway point to overcome the challenge of distance and then walk, ride or scoot the rest of the way.

- Afternoons are more conducive to using active transport – Afternoon schedules tend to be less busy than the morning, so take this opportunity to use an active mode of transport after collecting students from school in the afternoon.

Active transport routes

Four recommended active transport routes to Galilee have been developed based on:

- students' home location
- safety
- current infrastructure
- feedback from the school community

Figure 16 contains a map of the recommended active transport routes.

Figure 17 contains a map of the recommended active transport, along with the nearby public transport network and 1 km radius from Galilee.

A description of each of each route is included below.

- **Route 1:** Start at the corner of Park Street and Perrins Street, follow Park Street to the west, then enter the school through the Park Street entrance.
- **Route 2:** Start at the corner of Kerferd Road and Ferrars Street, go north along Dundas Place, right at Montague Street, right on Park Street and enter the school through the Park Street entrance.
- **Route 3:** Start at the Richardson Street side of Gasworks Arts Park, go east along St Vincent Street, north along Iffla Street, right at Lyell Street, down Bank Street and enter the school.
- **Route 4:** Start at Spring Street East, go west along Bay Street, turn left onto Bridge Street, left down Lyons Street, right down Raglan Street, across Ingles St Reserve, cross over Pickles Street to Dorcas Street, then at Lyell Iffla Reserve cross over to Lyell Street and then across Nelson Road, down Bank Street and enter the school.

These active transport routes can be used for a range of project actions, including:

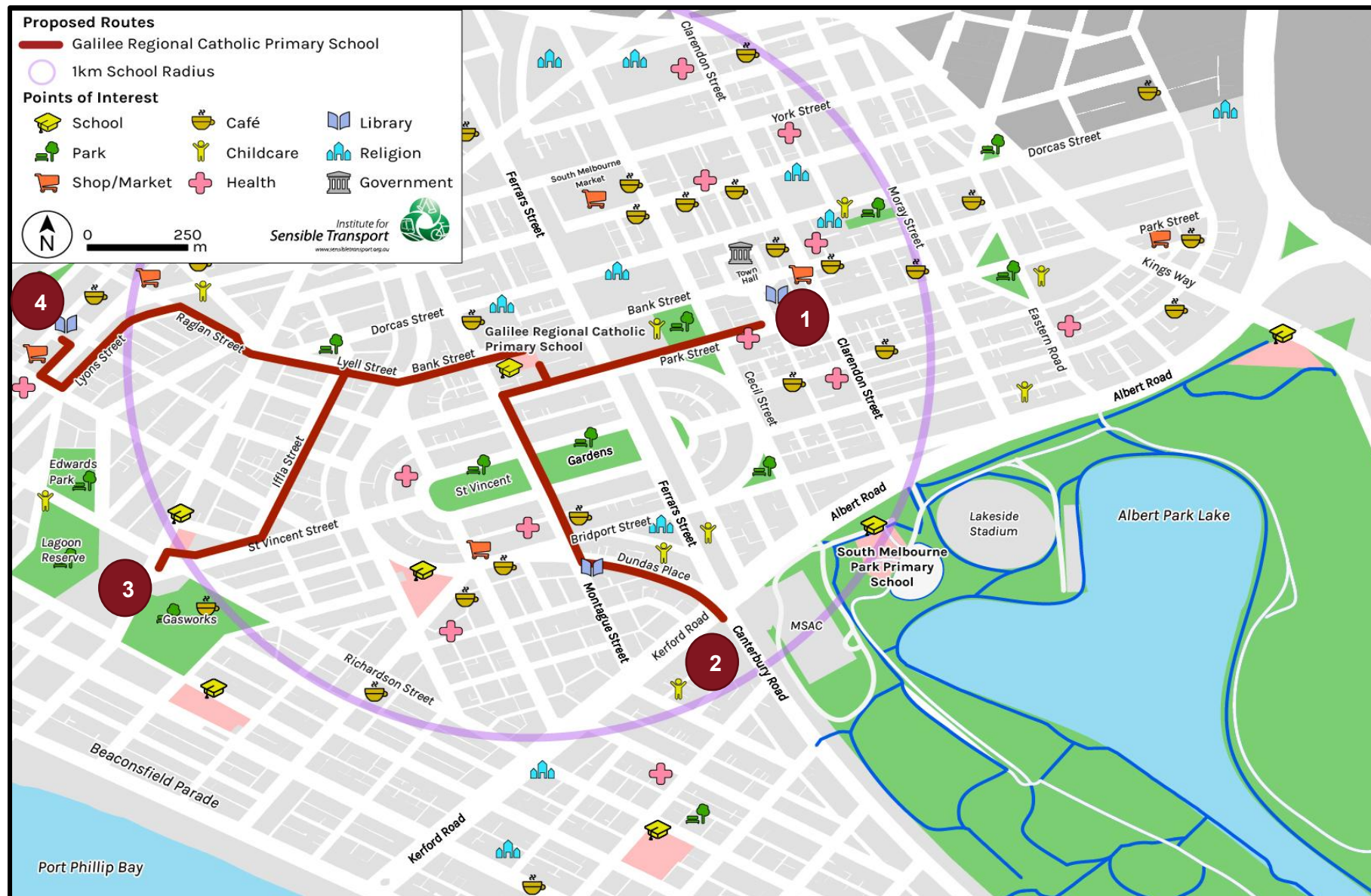
- installing wayfinding stickers along active transport routes
- developing active transport messages

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- participating in Ride2School Day and Walk to School Month.

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Figure 16: Recommended active transport routes to Galilee



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Figure 17: Recommended active transport routes to Galilee, including public transport network and 1 km radius from Galilee



Healthy Tracks to School Action Plan

The purpose of this Healthy Tracks to School Action Plan ('Action Plan') is to provide a list of specific, achievable and measurable actions that will contribute to increasing the number and frequency of students (and their families) who walk, ride and scoot to and from Galilee. Specifically, the Action Plan aims to:

- maintain the habits of students that always use active transport
- increase the frequency of active transport use by students that currently switch between active transport and other transport modes
- support and encourage students who do not currently use active transport to give it a try, and to use it part of the time or for part of their journey

The Action Plan is based on:

- research findings and input from the school community during consultation and engagement activities
- research and recommendations from consultants involved in the Healthy Tracks to School Project
- guidance and recommendations from Council

It is important to note that:

- actions have been included based on relative need, ability to achieve the desired outcome and availability of resources. Not all issues or suggestions identified during the project can be addressed in this Action Plan due to the scope of the school's / Council's jurisdiction, financial capacity and the need to deliver on existing responsibilities, projects and activities.
- all actions have been categorised as either 'Proposed school-led' or 'Council-led' to ensure there is clear ownership for implementing them. However, the implementation of the Healthy Tracks to School Action Plan is a partnership between Galilee and Council, where support is provided to the organisation that is leading the action, when requested.
- responsibility for implementing each of the 'Proposed school-led' and 'Council-led' actions will be shared by several teams and individuals within these organisations, so implementing the Healthy Tracks to School Action Plan is not the responsibility of just one person at Galilee or Council. In some cases, it may be worthwhile identifying external third parties that can provide additional support and expertise in relation to a specific action. Council may be able to contribute financially towards engaging external parties to help implement some actions, where appropriate.

- the commencement and completion of each action, especially if it relates to infrastructure, is subject to receiving all necessary funding and approvals, which often involves stakeholders other than the school and Council.

Prior to discussing specific actions that have been developed from the Healthy Tracks to School Project, it is important to understand the broad roles of the school, the school community and Council for implementing different types of actions. These broad roles are outlined in Figure 18.

Figure 18: Broad roles for implementing the Healthy Tracks Action Plan

School's role	Council's role	School community's role
- Action Plan oversight - Rewards and incentives - Education programs / events: - develop - deliver - Infrastructure improvements (on school land) - Advocacy (for other infrastructure improvements) - Communication with school community	- Action Plan oversight - Rewards and incentives - In-kind and financial support: - education programs / events - infrastructure (on school land) - Infrastructure improvements (on Council land) - Advocacy (for other infrastructure improvements)	- Use new infrastructure - Participate in education programs / events. - Receive communication from the school

The remainder of this Action Plan presents the actions in three different formats, which can be used for different purposes:

- Calendar of key actions** – Identifies key Proposed school-led and Council-led actions (from the full list of actions) and includes them in a school term calendar.
- Full list of Proposed school-led and Council-led actions** – Lists each action in numerical order and are grouped by action type. For example, 'Infrastructure improvements', 'Education', 'Communication with school community', 'Advocacy'.

Action details – Specific details about each numbered action (covering Proposed school-led and Council-led actions), such as a description of the action, timeframes, key steps involved, rationale for why it is being undertaken, partners involved in implementing the action and funding sources.

Calendar of key actions

A number of key actions from the 'Full list of actions' (in the next section) have been selected for inclusion in this calendar, to show the school term on which they recommended to be implemented. The remaining actions in the full list can also be added to the calendar by the school.

Term (2020)	Proposed school-led actions	Council-led actions
Term 1	• Healthy Tracks to School Project Coordinator and an Active Transport Champion – Appoint (Action 1 and Action 2) • Active Transport Team – Build and meet (Action 3) • Active transport data ('Hands up' counts) – Collect (Action 4) • Ride2School Day 2020 – Participate (Action 5) • Bike education instructor training – Complete (Action 8) • Active transport messages – Develop / promote (Action 17)	• Bike confidence courses (for children) – Deliver school holiday program (Action 26) • Review traffic signals – Investigate engaging a consultant (Action 33)
Term 2	• 'Active transport readiness guide' – Develop (Action 7) • Bike education course for students – Deliver (Action 9) • 'Road safety' lesson for students – Deliver (Action 10) • 'Stranger danger' lesson for students – Deliver (Action 11) • 'Park and Stride' zones - Identify (Action 12) • Bike parking near school – Request to Council (Action 22) • Bike parking (extra) in school grounds – Install (Action 23)	• Bike parking near the school - Install (Action 27) • Wayfinding stickers along active transport routes – Design and install along active transport routes (Action 28) • Infrastructure improvements - Construct: - Nelson Road and Lyell Street (Action 29) - Bank Street and Nelson Road (Action 30)
Term 3	• Excursions to the active transport routes - Undertake (Action 14)	• -
Term 4	• Walk to School Month - Participate (Action 6) • Include active transport information in Prep transition sessions and new starter packs (Action 20)	• Bike confidence courses for adults – Deliver (Action 26) • Note - Infrastructure improvements at Iffla Street and Tribe Street, South Melbourne are also planned for 2021 (Action 31).

Proposed school-led actions – Full list

Action Plan oversight

Action No.	Proposed action	2020 Term 1	2020 Term 2	2020 Term 3	2020 Term 4	2021 Term 1	2021 Term 2	2021 Term 3	2021 Term 4
1	Appoint a Healthy Tracks to School Project Coordinator								
2	Appoint an Active Transport Champion								
3	Build an Active Transport Team								

Rewards and incentives / Education / Events / Encouragement

Action No.	Proposed action	2020 Term 1	2020 Term 2	2020 Term 3	2020 Term 4	2021 Term 1	2021 Term 2	2021 Term 3	2021 Term 4
4	Collect active transport data (E.g. 'Hands up' counts)								
5	Participate in Ride2School Day								
6	Participate in Walk to School Month								
7	Develop an 'Active transport readiness guide'								
8	Undertake bike education instructor training								
9	Deliver bike education to students								
10	Deliver a 'road safety' lesson to students								
11	Deliver a 'stranger danger' lesson to students								
12	Establish 'Park and Stride' zones								
13	Run an education campaign for parents / caregivers about safe driving and parking around the school								

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Action No.	Proposed action	2020 Term 1	2020 Term 2	2020 Term 3	2020 Term 4	2021 Term 1	2021 Term 2	2021 Term 3	2021 Term 4
14	Undertake educational excursions to the active transport routes								
15	Set up and run 'Dr Cranky's Bike Hospital'								

Communication with school community

Action No.	Proposed action	2020 Term 1	2020 Term 2	2020 Term 3	2020 Term 4	2021 Term 1	2021 Term 2	2021 Term 3	2021 Term 4
16	Add active transport information to the school website								
17	Develop and promote positive active transport messages								
18	Share stories about students and families who already use active transport								
19	Promote the 'active transport routes', 'active transport readiness guide' and 'Park and Stride' zones to parents / caregivers								
20	Include active transport information in 'new starter' packs and Prep transition sessions for parents / caregivers								
21	Promote external bike confidence courses for adults								

Infrastructure

Action No.	Proposed action	2020 Term 1	2020 Term 2	2020 Term 3	2020 Term 4	2021 Term 1	2021 Term 2	2021 Term 3	2021 Term 4
22	Initiate a written request to Council for additional bike parking near the school (on Council-owned land)								

23	Install additional bike parking within school grounds								
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Advocacy

Action No.	Proposed action	2020 Term 1	2020 Term 2	2020 Term 3	2020 Term 4	2021 Term 1	2021 Term 2	2021 Term 3	2021 Term 4
-	-								

Council-led actions – Full list

Action Plan oversight

Action No.	Action	2020 Term 1	2020 Term 2	2020 Term 3	2020 Term 4	2021 Term 1	2021 Term 2	2021 Term 3	2021 Term 4
24	Hold regular progress meetings with the school								
25	Monitor implementation of Council-led actions								

Rewards and incentives / Education / Behaviour change programs

Action No.	Action	2020 Term 1	2020 Term 2	2020 Term 3	2020 Term 4	2021 Term 1	2021 Term 2	2021 Term 3	2021 Term 4
26	Deliver bike confidence courses for adults								
-	Note: On request, Council can also provide financial and in-kind support for several proposed school-led actions relating to events, education, rewards and incentives and encouragement activities.								

Infrastructure

Action No.	Action	2020 Term 1	2020 Term 2	2020 Term 3	2020 Term 4	2021 Term 1	2021 Term 2	2021 Term 3	2021 Term 4
27	Install bike parking near the school								
28	Design and install wayfinding stickers along active transport routes								
29	Install pedestrian infrastructure improvements at intersection of Nelson Road and Lyell Street, South Melbourne								
30	Install pedestrian infrastructure improvements at intersection of Bank Street and Nelson Road, South Melbourne								
31	Install pedestrian infrastructure improvements at intersection of Iffla Street and Tribe Street, South Melbourne								

Advocacy

Action No.	Action	2020 Term 1	2020 Term 2	2020 Term 3	2020 Term 4	2021 Term 1	2021 Term 2	2021 Term 3	2021 Term 4
32	Investigate engaging a consultant to review traffic signals								

Proposed school-led actions – Detailed information

Action 1:	Appoint a Healthy Tracks to School Project Coordinator
Start:	Term 1 2020
Finish:	Term 1 2020 (then role is ongoing)
Description:	Appoint a member of the school's leadership team or a teacher to oversee the implementation of the Action Plan, and be the key contact between Galilee and Council for the Healthy Tracks to School Project.
Rationale:	Ensures someone at Galilee has oversight of the Action Plan's implementation.
Key steps:	a) Define the Coordinator's roles and responsibilities. b) Identify suitable teachers or members of the school's leadership team. c) Confirm availability and capacity of individuals to undertake the role. d) Appoint Coordinator. e) Advise the school community and Council of the appointment.
Who leads:	Principal / Assistant Principal
Partner(s)	Community Partnership and Marketing Leader
Funding:	-
Measure of success:	Coordinator is appointed and oversees the implementation of the Healthy Tracks to School Action Plan throughout 2020 and 2021.
Related actions:	Action 2: Appoint and Active Transport Champion. Action 3: Build an Active Transport Team.

Action 2:	Appoint an Active Transport Champion
Start:	Term 1 2020
Finish:	Term 1 2020 (then role is ongoing)
Description:	Appoint a teacher to act as a champion for promoting active transport at Galilee. It is suggested that this be a different person to the Healthy Tracks to School Project Coordinator to share work among individuals.
Rationale:	Support the Healthy Tracks to School Project Coordinator and promotes active transport at Galilee.
Key steps:	a) Define the Champion's roles and responsibilities (e.g. Active Transport Team member, organise Ride2School Day and Walk to School Month). b) Identify suitable teachers. c) Confirm availability and capacity of teachers. d) Appoint a Champion. e) Advise the school community and Council of the appointment.
Who leads:	Principal / Assistant Principal
Partner(s)	Healthy Tracks to School Project Coordinator
Funding:	-
Measure of success:	Champion is appointed.
Related actions:	Action 3: Build an Active Transport Team.

Action 3:	Build an Active Transport Team
Start:	Term 1 2020
Finish:	Term 1 2020 (with ongoing meetings)
Description:	Appoint a team comprised of the Healthy Tracks to School Project Coordinator, Active Transport Champion, selected teachers, parents / caregivers and students to implement the Action Plan.
Rationale:	Enables the school to take ownership of the Action Plan and have a team of people to contribute to its implementation.
Key steps:	a) Create a notice to invite school leadership members, teachers, parents / caregivers and students (suggest Year 4 to 6) to join. b) Promote the notice in the school newsletter, via Compass, at school assembly and in class. c) Select members / accept nominations. d) Set up first meeting, including an agenda. e) At first meeting, discuss team's purpose, roles and key sections (timing, allocate responsibility and monitor the implementation of Action Plan items) and future meeting schedule.
Who leads:	Principal / Assistant Principal.
Partner(s)	Healthy Tracks to School Project Coordinator
Funding:	-
Measure of success:	Active Transport Team established with a mixture of teachers, students and parents / caregivers who attend and participate in regular meetings.
Related actions:	All proposed school-led actions (Action 1 to 23).

Action 4:	Collect active transport data
Start:	Term 1 2020
Finish:	Ongoing
Description:	Count the number of students who travel to school by walking, riding, scooting, public transport or car on a particular day. Recommended at least one day a month (some schools collect it once a week).
Rationale:	Provides the school with data to monitor and measure active transport use over time, including before and after Action Plan items are implemented.
Key steps:	a) Create a tally board or 'peg-a-plate' for each classroom. b) Appoint student leaders / classroom monitors. c) Teacher and / or appointed student collect data on nominated day – recommended once a month. d) Results for each class are recorded and aggregated in a central location, such as the school's account on www.ride2school.com.au e) Optional – Reward given to the 'winning' class, such as the 'Golden Boot' Trophy.
Who leads:	Active Transport Champion
Partner(s)	Student leaders / Classroom monitors
Funding:	-
Measure of success:	Counts for each class are collected, recorded and tallied at least once a month for at least 12 months.
Related actions:	Action 5: Participate in Ride2School Day. Action 6: Participate in Walk to School Month.

Action 5:	Participate in Ride2School Day
Start:	Term 1 2020 (Friday 13 March 2020) & 2021
Finish:	Term 1 2020 (Friday 13 March 2020) & 2021
Description:	Bicycle Network's Ride2School Day is a national celebration of active travel. Students are encouraged to ride, walk and scoot to and from school on the day.
Rationale:	The day is a fun and easy way to encourage more students to get physically active on their journey to and from school.
Key steps:	a) Register the school on Bicycle Network's Ride2School Day website. b) Contact Council to claim the Active Travel Rebate and seek other assistance, if required. c) Plan a celebratory event for Ride2School Day (optional). d) Promote Ride2School Day to the school community. e) Hold a celebratory event on the day. f) Collect and submit participation data on the Ride2School Day website.
Who leads:	Active Transport Champion
Partner(s)	Council, Bicycle Network, student leaders.
Funding:	Council (Active Travel Rebate - \$200)
Measure of success:	School community participated in Ride2School Day and participation data submitted.
Related actions:	Action 4: Collect active transport data. Action 6: Participate in Walk to School Month.

Action 6:	Participate in Walk to School Month
Start:	Term 4 2020 (5 October 2020) & 2021
Finish:	Term 4 2020 (30 October 2020) & 2021
Description:	Walk to School Month is a VicHealth initiative that encourages Victorian students and their families to walk, ride and scoot to school during October.
Rationale:	Encourages students to get physically active on their journey to school and build healthy habits for life.
Key steps:	a) Register with Council and claim Active Travel Rebate (schooltravel@portphillip.vic.gov.au) b) Visit www.walktoschool.vic.gov.au to order resources (e.g. stickers, posters). c) Plan and hold a celebratory event or activity. d) Promote Walk to School Month to the school community prior to and during the initiative. e) Collect and submit participation data to Council (schooltravel@portphillip.vic.gov.au)
Who leads:	Active Transport Champion
Partner(s)	VicHealth, Council, teachers, student leaders
Funding:	Council (Active Travel Rebate - \$200).
Measure of success:	Galilee participates in Walk to School Month 2020 and 2021, including holding a celebratory event.
Related actions:	Action 4: Collect active transport data. Action 5: Participate in Ride2School Day.

Action 7:	Develop an 'Active transport readiness guide'
Start:	Term 2 2020
Finish:	Term 2 2020 (then promotion and implementation of the program is ongoing)
Description:	Create a written guide to: - support students to learn (and parents / school to teach) the necessary skills to use active transport safely and confidently - enable parents to assess their student's capability to use active transport (accompanied by an adult and independently)
Rationale:	Overcome barriers (such as concerns about safety and students' level of independence) and build on the motivators (such as developing life skills and self-confidence) for using active transport identified by the school community.
Key steps:	Note: The school may wish to consider engaging an external third party to assist. Council may be able to contribute financially. - Identify existing guidelines and checklists for defining and checking readiness for children walking and riding a bike to school. For example: https://www.bicyclenetwork.com.au/rides-and-events/ride2school/get-involved/parent-portal/. Contact Council and Bicycle Network for assistance, if required. - Create a Galilee-specific list of skills and behaviours for students to walk, ride, scoot (and take public transport) safely. This can include understanding key road rules, pedestrian safety, bike skills, orientation, stranger danger and using public transport. - Write a list of practical tips for parents / caregivers (and teachers) to teach each of these skills to children. Note – Some actions in this Action Plan help to teach some of these skills. Refer to "Links to other actions" section below. - Provide the document to parents to help them teach, model and monitor their student's knowledge and skills listed in the guide. - Revisit the school's policy about the authorised age for students to travel independently (Grades 5 and 6). Consider allowing Grade 4 students to walk to their parents / caregivers or allowing parents / caregivers to decide on an appropriate age.
Who leads:	Healthy Tracks to School Project Coordinator
Partner(s)	Active Transport Champion, Active Transport Team, Council, Bicycle Network
Funding:	Council may be able to contribute towards costs associated with engaging a third party to help develop the guide.
Measure of success:	Parents have the knowledge, tools and confidence to teach the necessary skills and assess their student's readiness to participate in active transport (both accompanied and independently). Children's skills and confidence in using active transport increases.
Related actions:	Action 9: Deliver bike education course to students; Action 10: Deliver a 'road safety' lesson to students; Action 11: Deliver a 'stranger danger' lesson to students; Action 14: Undertake educational excursions to the active transport routes; Action 19: Promote the 'active transport routes', 'active transport readiness guide' and 'Park and Stride' zones to parents / caregivers.

Action 8:	Undertake bike education instructor training
Start:	Term 1 2020
Finish:	Term 1 2020
Description:	One or two teachers / parents / caregivers undertake a two-day training course to become accredited Bike Education Instructors. They develop the capabilities to teach school children the skills needed to ride safely and independently.
Rationale:	Develops skills amongst the staff to provide bike education to students as part of the curriculum.
Key steps:	a) Identify suitable teachers / parents / caregivers. b) Contact Council for funding approval. c) Select course date and enrol by visiting: www.cyclingsafe.com.au. d) Complete two-day course. e) Receive accreditation certificate.
Who leads:	Physical Education Teacher
Partner(s)	Cycling Safe (delivers course), Council (funds course)
Funding:	Council (Course fees for up to two teachers / parents)
Measure of success:	At least one teacher / parent / caregivers completes the two-day course and attains accreditation as a Bike Education Instructor.
Related actions:	Action 9: Deliver bike education course to students.

Action 9:	Deliver bike education course to students
Start:	Term 2 2020 & 2021
Finish:	Term 3 2020 (preferably ongoing) & 2021
Description:	Bike education helps students aged 9 to 13 years develop the skills they need to ride safely and independently on local roads and paths. It is usually delivered in school hours on a weekly basis by an accredited instructor (such as a teacher) to classes.
Rationale:	Develops and increases students' skills and confidence to ride safely and independently on paths.
Key steps:	a) Visit VicRoads for more information about bike education: https://www.vicroads.vic.gov.au/safety-and-road-rules/road-safety-education/primary-schools/bike-ed. b) Identify suitable class(es) for bike education. c) Schedule lessons (usually once a week in a term). d) Prepare Bike education lesson plan. e) Deliver lessons to the selected class(es).
Who leads:	Physical Education Teacher
Partner(s)	-
Funding:	-
Measure of success:	At least one class of students completes the bike education course. Students increase their skills and confidence in riding a bike on paths and local roads.
Related actions:	Action 8: Undertake bike education instructor training. Action 14: Undertake educational excursions to the active transport routes.

Action 10:	Deliver a 'road safety' lesson to students
Start:	Term 3 2020
Finish:	Ongoing (at least one per school term)
Description:	Deliver at least one lesson about road safety as a pedestrian / bike or scooter rider to students each term.
Rationale:	Increase students' knowledge and help them to develop responsible behaviours and decision-making skills for the safe use of roads and paths (at an age-appropriate level).
Key steps:	Note: The school may wish to consider engaging an external third party to plan and deliver these lessons. Council will consider making a financial contribution towards this. a) Schedule lesson time in the curriculum each term. b) Plan lesson - Determine most appropriate topic / key messages and delivery mode for each lesson, at an age-appropriate level. Suggestions and resources are available from: - Road Safety Education Victoria: http://www.roadsafetyeducation.vic.gov.au/teaching-resources/primary-school - Transport Accident Commissions 'Stop, Look, Listen, Think': http://www.tac.vic.gov.au/road-safety/tac-campaigns/thingletoodle/stop-look-listen-think#stop-look-listen-think - other external providers / consultants c) Deliver lesson.
Who leads:	Active Transport Champion and / or Healthy Tracks to School Coordinator
Partner(s)	Teachers Road Safety Education Victoria Transport Accident Commission (TAC) Council
Funding:	-
Measure of success:	At least one road safety lesson is delivered to students per term. Students' knowledge of, and ability to apply road safety rules increases after each lesson.
Related actions:	Action 7: Develop an 'active transport readiness guide'. Action 9: Deliver bike education courses to students. Action 11: Deliver a 'stranger danger' lesson to students. Action 14: Undertake excursions to the active transport routes.

Action 11:	Deliver a 'stranger danger' lesson to students
Start:	Term 2 2020
Finish:	Ongoing (at least one per school term)
Description:	Deliver at least one lesson about 'stranger danger' to students each term. Note: 'Stranger Danger' is better referred to as a small part of teaching children about 'protective behaviour'.
Rationale:	Increase students' knowledge and helps them to develop responsible behaviours and decision-making skills (at an age-appropriate level).
Key steps:	a) Schedule lesson time in the curriculum each term. b) Plan lesson - Material is available at: https://istaysafe.com.au/outdoor-safety/personal/stranger-danger/ . c) Deliver lesson.
Who leads:	Active Transport Champion
Partner(s)	Teachers
Funding:	-
Measure of success:	At least one 'stranger danger' lesson delivered to students per term.
Related actions:	Action 7: Develop an 'active transport readiness guide'. Action 10: Deliver a 'road safety' lesson to students.

Action 12:	Establish 'Park and Stride' zones
Start:	Term 2 2020
Finish:	Term 2 2020 (then ongoing promotion)
Description:	Parent / caregiver drive from home to one of the designated 'Park and Stride' zones. Their student then walks, rides or scoots the rest of the way to school – either with the parent / caregiver, another trusted adult, fellow students or alone.
Rationale:	Enables and encourages students who live further away from school to walk, ride or scooter for the last part of their journey to school – 'Part way is ok'.
Key steps:	a) Identify suitable locations for a 'Park and Stride' zone – For example, parking next to open space or parks, including St Vincent Garden, Howes Crescent Reserve, Anzac Gardens, Park Towers Reserve and Lyell Iffla Reserve – which are along or near one of the 'Active transport routes'. Note: No parking restriction changes are proposed to accommodate the above activity.
Who leads:	Healthy Tracks to School Coordinator
Partner(s)	Active Transport Team
Funding:	-
Measure of success:	Park and Stride zones identified, ready to be promoted to Galilee students.
Related actions:	Action 19: Promote the 'active transport routes', 'active transport readiness guide' and 'Park and Stride zones'.

Action 13	Run an education campaign for parents / caregivers about safe driving and parking around the school
Start:	Term 3 2020
Finish:	Ongoing
Description:	Develop and deliver key messages to parents / caregivers about driving and parking safely around the school – via a variety of communication channels.
Rationale:	Increase awareness amongst parents / caregivers about expectation and appropriate behaviours to maximise the safety of students and other people around the school perimeter during peak morning and afternoon periods.
Key steps:	a) Identify key issues (refer to the 'Barriers to active transport' section of Healthy Tracks to School Report). b) Determine the expected and safe behaviours. For example, checking before reversing, speed limits around schools, parking rules etc. c) Create a variety of content such as short newsletter articles, catchy phrases and images (potentially produced by students). The focus should ensure the reason for the messages – to key students safe around the school. Include positive messages about the benefits of safe driving and parking near the school. d) Circulate content via the school newsletter, school website, Facebook page, Compass, posters near the school's main entrance, reminders at assemblies. Regular messages throughout the year will maximise the opportunity for parents / caregivers to receive the messages and reinforce information about expected and safe driving and parking behaviours around children.
Who leads:	Healthy Tracks to School Project Coordinator
Partner(s)	Active Transport Team
Funding:	Not required, but funding may be available from VicRoads, the Transport Accident Commission (TAC) or VicHealth.
Measure of success:	Messages developed and delivered at least once a term via a variety of channels.
Related actions:	Action 10: Deliver a 'road safety' lesson to students.

Action 14:	Educational excursions to the active transport routes
Start:	Term 3 2020
Finish:	Term 1 2021 (with the option to be ongoing)
Description:	After Council has installed wayfinding stickers along the four recommended active transport routes, the schools take students on familiarisation trips.
Rationale:	Familiarise students (and parents / caregivers) with recommended active transport routes to increase students' confidence and likelihood of using them.
Key steps:	a) Identify suitable classes and dates. b) Plan the excursion along the selected route. c) Encourage parents / caregivers to join the excursion. d) Undertake excursion along the selected route: Explain the purpose and benefits of the routes; show the wayfinding stickers, reinforce road safety messages and encourage use of the routes.
Who leads:	Active Transport Champion
Partner(s)	Teachers
Funding:	-
Measure of success:	Classes undertake an excursion along at least one of the four recommended active transport routes.
Related actions:	Action 10: Deliver a 'road safety lesson' to students. Action 28: Design and install wayfinding stickers along active transport routes.

Action 15:	Set up and run Dr Cranky's Bike Hospital
Start:	Term 2 2020
Finish:	Ongoing
Description:	A school-based bike recycling where volunteers repair donated bikes and teach children to maintain them. The program relies on volunteers and donated bikes.
Rationale:	Ensures all children have access to a roadworthy bike that fits them, and children learn practical skills to maintain their bikes.
Key steps:	a) Visit www.drcrankys.com.au for information about setting up a Bike Hospital. b) Contact Dr Cranky to set up a Bike Hospital. c) Recruit volunteers (usually parents / caregivers / grandparents). d) Request unwanted bikes from the school community and the Active Travel Rebate from Council (to help cover the cost of parts and tools). e) Run bike hospital sessions.
Who leads:	Active Transport Champion
Partner(s)	Dr Cranky's, Council, parents / caregivers
Funding:	Council (\$200 Active Transport Rebate), donations.
Measure of success:	At least one bike hospital session held each term.
Related actions:	Action 9: Deliver bike education course to students,

Action 16:	Add active transport information to school website
Start:	Term 1 2020
Finish:	Term 1 2020 (with ongoing development and promotion)
Description:	Update the school's website to include active transport information, including information on: Ride2School Days, Walk to School Months, the 'active transport readiness guide', educational campaigns on safe driving and parking around the school, and active transport courses etc.
Rationale:	Providing concise, engaging, and update to date information on active travel (including courses, initiatives and campaigns) on the school's website will help keep parent / caregivers and students informed and encourage their involvement.
Key steps:	a) Identify existing information held by the school b) Identify relevant information from this Healthy Tracks to School report (e.g. Maps of active transport routes, public transport options etc). c) Develop any additional material and wording d) Liaise with relevant personnel to update the website e) Monitor and maintain active transport information on website
Who leads:	Healthy Tracks to School Project Coordinator
Partner(s)	Business Manager, Active Transport Champion, Active Transport Team, Council
Funding:	-
Measure of success:	School website is updated to include active transport information, and is regularly monitored and amended
Related actions:	Action 5: Participate in Ride2School Day; Action 6: Participate in Walk to School Month; Action 7: Develop an 'active transport readiness guide'; Action 9: Deliver bike education course to students; Action 18: Share stories about students and families who already use active transport; Action 19: Promote the 'active transport routes', 'active transport readiness guide' and 'Park and Stride' zones to parents / caregivers; Action 21: Promote external bike confidence courses for adults; Action 26: Deliver School Holiday Bike Confidence course – for children

Action 17	Develop and promote positive active transport messages
Start:	Term 1 2020
Finish:	Ongoing
Description:	Develop positive messages to encourage and promote the uptake of active transport to and from school.
Rationale:	Positive messages about the benefits of active transport will, hopefully, encourage students and parents / caregivers to increase or take up active transport to and from school.
Key steps:	a) Identify the key issues and messages to promote active transport, drawing on information in this report about key motivators and barriers to using active transport. b) Consider promotional opportunities for these messages c) Circulate content via the school newsletter, school website, Facebook page, Compass, posters near the school's main entrance
Who leads:	Healthy Tracks to School Project Coordinator
Partner(s)	Active Transport Champion, Council
Funding:	-
Measure of success:	Positive active transport messages are developed, and are promoted widely to staff, parents / caregivers and students
Related actions:	-

Action 18:	Share stories about students and families who already use active transport
Start:	Term 3 2020
Finish:	Ongoing
Description:	Promote active transport through the stories of families and students who already use this mode
Rationale:	Sharing stories (including tips and tricks) of families and students that already use active transport, will help other families/students consider ways of incorporating active transport their school routine.
Key steps:	a) Identify suitable families and students to share their stories about using active transport b) Consider ways for families and students to share their stories, including promotional material c) Circulate content via the school newsletter, school website, Facebook page, Compass, posters near the school's main entrance
Who leads:	Healthy Tracks to School Project Coordinator
Partner(s)	Active Transport Champion, Council
Funding:	-
Measure of success:	Stories are collected and promoted widely to families who never use active transport
Related actions:	Action 17: Develop and promote positive active transport messages

Action 19:	Promote the 'active transport routes', 'active transport readiness guide' and 'Park and Stride' zones
Start:	Term 3 2020
Finish:	Ongoing
Description:	Promote the materials developed to parents / caregivers and students
Rationale:	Promoting the materials will help to inform parents / caregivers of new routes, infrastructures updates and initiatives, and help encourage the uptake of active transport.
Key steps:	a) Collate all materials for promotion b) Circulate content via the school newsletter, school website, Facebook page, Compass, posters near the school's main entrance
Who leads:	Healthy Tracks to School Project Coordinator
Partner(s)	Active Transport Champion, Council
Funding:	-
Measure of success:	Information on 'active transport routes', 'active transport readiness guide' and 'Park and Stride' zones are circulated widely to parents / caregivers
Related actions:	Action 7: Develop an 'Active transport readiness guide'; Action 12: Establish 'Park and Stride' zones; Action 16: Add active transport information to school website; Action 20: Include active transport information in 'new starters' packs and prep transition sessions for parents / caregivers

Action 20:	Include active transport information in 'new starters' packs and prep transition sessions for parents / caregivers
Start:	Term 4 2020
Finish:	Term 1 2021
Description:	Active transport information is included in packs for 'new starters' and prep transition sessions.
Rationale:	Providing active transport information to this audience will help encourage the next generation to increase or take up active transport to and from school
Key steps:	a) Collate materials on active transport for inclusion b) Add materials to new starter packs c) Ensure materials are available during prep transition sessions
Who leads:	Healthy Tracks to School Project Coordinator
Partner(s)	Active Transport Champion, Council
Funding:	-
Measure of success:	Active transport materials are included in 'new starters' packs and prep transition sessions
Related actions:	Actions 17: Develop and promote positive active transport messages; Action 18: Share stories about students and families who already use active transport; Action 19: Promote the 'active transport routes', 'active transport readiness guide' and 'Park and Stride' zones to parents / caregivers

Action 21:	Promote external bike conference course for adults
Start:	Term 4 2020
Finish:	Term 4 2020
Description:	Promoting the Council led external bike conference course aimed at adults
Rationale:	Promoting the external bike conference course will help to boost the course uptake
Key steps:	a) Confirm course dates and details with the Council. b) Develop promotional material c) Circulate content via the school newsletter, school website, Facebook page, Compass, posters near the school's main entrance
Who leads:	Healthy Tracks to School Project Coordinator
Partner(s)	Active Transport Champion, Council
Funding:	-
Measure of success:	External bike conference course is circulated and promoted widely to parents / caregivers
Related actions:	Action 27: Deliver bike confidence courses – for adults

Action 22:	Initiate a written request to Council for additional bike parking near the school
Start:	Term 2 2020
Finish:	Term 2 2020
Description:	Submit a request to Council for additional bike parking near the school.
Rationale:	Increase availability of secure bike parking facilities to support and encourage more parents / caregivers to ride to school with their student.
Key steps:	a) Submit a written request to Council (transport@portphillip.vic.gov.au), including preferred location of the hoops.
Who leads:	Healthy Tracks to School Project Coordinator
Partner(s)	Active Transport Champion, Council
Funding:	-
Measure of success:	Written request for additional parking near the school is completed and submitted to the Council
Related actions:	Action 28: Install bike parking near school

Action 23:	Install additional bike parking within school grounds
Start:	Term 2 2020
Finish:	Term 2 2020
Description:	Installation of additional bike parking within the school grounds
Rationale:	Increase availability of secure bike parking facilities to support and encourage more students to ride to school
Key steps:	a) School to determine location of bike parking b) School to arrange installation of bike parking.
Who leads:	Healthy Tracks to School Project Coordinator
Partner(s)	Active Transport Champion
Funding:	
Measure of success:	Additional bike parking is installed
Related actions:	-

Council-led actions – Detailed information

Action 24:	Hold regular progress meetings with Galilee
Start:	Term 1 2020
Finish:	Ongoing
Description:	Council's Travel Choices Officer meets with Galilee's Healthy Tracks Coordinator at least once a term to discuss and progress items in the Action Plan.
Rationale:	Creates regular contact to facilitate and support the implementation of the Healthy Tracks Action Plan as a partnership.
Key steps:	a) Identify meeting invitees at Galilee and Council. b) Set mutually convenient dates (one per term) and send meeting invitations. c) Hold meeting at school each term to discuss Action Plan updates, challenges and opportunities for support.
Who leads:	Travel Choices Officer (Schools)
Partner(s)	School (Healthy Tracks Coordinator), other Council officers (for example, Traffic engineer)
Funding:	-
Measure of success:	At least one meeting per school term. Both Council and Galilee understand and support the implementation of actions contained in the Healthy Tracks Action Plan.
Related actions:	

Action 25:	Monitor implementation of Council-led actions
Start:	Term 1 2020
Finish:	Ongoing
Description:	Liaise with the different Council departments responsible for delivering Council-led actions in the Healthy Tracks Action Plan to keep track of progress.
Rationale:	Oversight is required to keep projects on track (where possible) and communicate with Galilee about progress as a single point of contact.
Key steps:	a) Set up a spreadsheet with of Council-led actions. b) Request updates from the Council department responsible for the action at milestone dates and record progress on the spreadsheet. c) Provide relevant updates to Galilee, via email or during a regular Healthy Tracks to School meeting.
Who leads:	Travel Choices Officer (Schools)
Partner(s)	Council officers in relevant the Transport Safety Engineering Team and Project Services Department.
Funding:	-
Measure of success:	Travel Choices Officer (Schools) is aware of the status of each Council-led action in the Healthy Tracks to School Action Plan.
Related actions:	

Action 26:	Deliver bike confidence courses for adults
Start:	Term 4 2020 & 2021 (October)
Finish:	Term 4 2020 & 2021 (November)
Description:	Two half-day sessions held within the City of Port Phillip (such as the Albert Park precinct). Suitable for adults who know how to ride a bike but feel nervous about doing so on a regular basis or in different environments. The course is conducted with a small group and commences in a traffic-free setting, then moving on to shared paths and roads. The course is open to any eligible adult.
Rationale:	Increase parents / caregivers' confidence in riding a bike, to support and encourage their children to ride a bike.
Key steps:	a) Confirm course dates and availability of qualified coaches to conduct the course. b) Set up an online booking function (via Trybooking). c) Promote the course, including via Council's website http://www.portphillip.vic.gov.au/festival-everyday-riding.htm. d) Provide course details to Galilee – to promote to parents / caregivers. e) Finalise course details. f) Confirm final number of attendees. g) Conduct two-day course.
Who leads:	Council
Partner(s)	Cycling Australia (deliver course) School (promote course)
Funding:	User pays. Course fees are subsidised by Council.
Measure of success:	Course is delivered; Number of attendees.
Related actions:	-

Action 27:	Install bike parking near school
Start:	Term 2 2020
Finish:	Term 2 2020
Description:	Install at least two bike hoops on Council-owned land near the entrance to Galilee. Note: Council does not remove green space (nature strip) to install bicycle hoops.
Rationale:	Increase availability of secure bike parking facilities to support and encourage more parents / caregivers to ride to school with their student.
Key steps:	a) School to submit a written request to Council, including preferred location of the hoops. b) Council determines final location. c) Council arranges installation of hoops. d) Council advises school once hoops are installed. e) Assess usage to determine if extra hoops needed.
Who leads:	Travel Choices Officer (Schools)
Partner(s)	School (to submit written request to Council) Council's Travel Choices Officer Contractor (to undertake installation)
Funding:	Council
Measure of success:	At least two bike hoops installed
Related actions:	Action 22: Initiate a written request to Council for additional bike parking near the school

Action 28:	Design and install stickers along active transport routes
Start:	Term 2 2020
Finish:	Term 2 2020
Description:	Brightly coloured stickers are installed on footpaths to identify recommended walking and riding routes to school. They include 'way point' stickers to show the route and 'stop point' stickers at crossings to remind students to "Stop, Look, Listen, Think".
Rationale:	Clearly identify and encourage use of walking / riding routes to Galilee; encourage and increase children's safety and confidence along these routes.
Key steps:	a) Discuss sticker design with Galilee. b) Obtain approval from Council's Assets Team. c) Arrange for stickers to be installed. d) Notify school once stickers are installed
Who leads:	Strategic Transport Team
Partner(s)	School (option to help design stickers) Council's Assets Team (Footpath maintenance) Contractors (Graphic designer; installer)
Funding:	Council
Measure of success:	Wayfinding stickers installed.
Related actions:	Action 14: Undertake educational excursions to the active transport routes; Action 19: Promote the 'active transport routes', 'active transport readiness guide' and 'Park and Stride' zones to parents / caregivers.

Action 29:	Install pedestrian infrastructure improvements at the intersection of Nelson Road and Lyell Street, South Melbourne
Start:	Term 4 2019
Finish:	Term 2 2020 (30 June 2020)
Description:	Design and construction (subject to ensuring the proposed works include provisions for a planned protected bike corridor) of: • Kerb extensions at the intersection of Nelson Road and Lyell Street. • Yellow top crossing across Lyell Street. • Raised pavement zebra crossing across Nelson Road - subject to approval from VicRoads as this is a major traffic control item.
Rationale:	Prioritises pedestrian movements and improves safety of pedestrians (as well as children riding bikes and scooters). Specifically, the kerb extensions (Nelson Road and Lyell Street) narrows the intersection and shortens the walking distance across Nelson Road and Lyell Street, as well as improving sightlines; The 'yellow top' crossing (across Lyell Street) and the raised pedestrian crossing (across Nelson Road) prioritises pedestrian movements and reduces vehicle speeds.
Key steps:	- Identify, assess, prioritise and seek funding for selected pedestrian infrastructure improvements across the municipality. - Prepare concept designs. - Undertake community consultation about proposed works, including concept designs. - Prepare detailed designs, complete required studies / assessments and obtain all necessary approvals from asset owners. - Undertake construction works. - Advise Galilee once construction works are completed.
Who leads:	Transport Safety Engineering Team (Concept design and community consultation phases) Project Services (Detailed design, overseeing required studies / assessments, approvals and construction)
Partner(s)	Stakeholders and asset owners (such as VicRoads, CitiPower and South East Water) Consultants and contractors engaged by Council
Funding:	Council and TAC
Measure of success:	Construction works completed in full
Related actions::	-

Action 30:	Install pedestrian infrastructure improvements at the intersection of Bank Street and Nelson Road, South Melbourne
Start:	Term 2 2020
Finish:	Term 2 2020 (30 June 2020)
Description:	Design and construction (subject to ensuring the proposed works include provisions for a planned protected bike corridor) of kerb extensions at intersection of Bank Street and Nelson Road.
Rationale:	Prioritises pedestrian movements and improves safety of pedestrians (as well as children riding bikes and scooters), by narrowing the intersection and shortening the walking distance across Bank Street and Nelson Road, as well as improving sightlines.
Key steps:	a) Identify, assess, prioritise and seek funding for selected pedestrian infrastructure improvements across the municipality. b) Prepare concept designs. c) Undertake community consultation about proposed works, including concept designs. d) Prepare detailed designs, complete required studies / assessments and obtain all necessary approvals from asset owners. e) Undertake construction works (by the end of the 2019/20 financial year). f) Advise Galilee once construction works are completed.
Who leads:	Transport Safety Engineering Team (Concept design and community consultation phases) Project Services (Detailed design, overseeing required studies / assessments, approvals and construction) Strategic Transport
Partner(s)	Stakeholders and asset owners (such as VicRoads, CitiPower and South East Water) Consultants and contractors engaged by Council
Funding:	Council and TAC
Measure of success:	Construction works completed in full.
Related actions:	-

Action 31:	Install pedestrian infrastructure improvements at the intersection of Iffla Street and Tribe Street, South Melbourne
Start:	Term 4 2020
Finish:	Term 2 2021 (30 June 2021)
Description:	Design and construction (subject to all necessary funding, design phases, studies, approvals from external asset owners) of: • Kerb extensions at the intersection of Iffla Street and Tribe Street. • Raised pavement zebra crossing across Tribe Street.
Rationale:	Prioritises pedestrian movements and improves safety of pedestrians (as well as children riding bikes and scooters). Specifically, the improvements are designed to narrow the intersection and improve sightlines; shorten the walking distances across both Iffla Street and Tribe Street; prioritise pedestrian movements across Tribe Street; and reduce vehicle speeds, including the speed of turning traffic.
Key steps:	a) Identify, assess, prioritise and seek funding for selected pedestrian infrastructure improvements across the municipality. b) Prepare concept designs. c) Undertake community consultation about proposed works, including concept designs. d) Prepare detailed designs, complete required studies / assessments and obtain all necessary approvals from asset owners. e) Undertake construction works (during the 2020/21 financial year). f) Advise Galilee once construction works are completed.
Who leads:	Transport Safety Engineering Team (Concept design and community consultation phases) Project Services (Detailed design, overseeing required studies / assessments, approvals and construction)
Partner(s)	Stakeholders and asset owners (such as VicRoads, CitiPower and South East Water) Consultants and contractors engaged by Council Strategic Transport
Funding:	Council
Measure of success:	Construction works completed in full.
Related actions:	-

Action 32:	Investigate engaging a consultant to review traffic signals
Start:	Term 1 2020
Finish:	Term 2 2020 (June 2020) (Note - Any work arising from the engagement of a consultant will constitute a new action and timeframe)
Description:	Investigate the costs and benefits of engaging a consultant to review and identify intersections that could be improved to increase timing or reduce delays for pedestrians to cross intersections near the school. Use results to advocate to VicRoads for changes to existing timing of traffic signals. Note - VicRoads manages the operation of all traffic signals. Any changes will be subject to their approval and implementation.
Rationale:	Improve pedestrian safety by increasing the timing to cross intersections near the school, as well as reduce the delays to pedestrians waiting to cross at these signalised crossings.
Key steps:	a) Council obtain quotes from suitably qualified consultants to undertake a traffic signal study for selected intersections within City of Port Phillip. b) Council submit a request for internal funding to undertake the traffic signal study. c) Appointed consultant undertakes traffic signal study and reports findings to Council. d) Council reviews findings from the study and if appropriate, provides results to VicRoads and advocates to VicRoads for changes to the existing timing of relevant traffic signals. Note - VicRoads manages the operation of all traffic signals. Any changes will be subject to their approval and implementation.
Who leads:	Transport Safety Engineering Team
Partner(s)	Consultant VicRoads
Funding:	Council
Measure of success:	Consultant appointed and traffic signal study completed. Long-term measure of success – Timing of traffic signals changed by VicRoads to reduce delays for pedestrians and increase crossing time.
Related actions:	-

Appendices

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Appendix 2: Parent survey about transport choices

The following questions were used to collect baseline data. Repeating these questions at a later date can help track effectiveness of programs.

Q1. How does your child usually get to and school? *You can choose more than one*

Car

Walk

Ride a bike

Ride a scooter

Public transport

Q2. Why does your child travel to school this way? *You can choose more than one*

Cost / cheaper

Safety

How long it takes (time) / faster

Distance from home to school

Arrival point is close to the school gate

Fits in with work schedule

Fits in with other activities or responsibilities

Need to carry bags or equipment

Easy to find parking (car, bike or scooter)

Reliability

Better for the environment

Healthy

Don't have access to a car

Child prefers to travel that way

Weather

Child gets to socialise with other students

Parent/guardian gets to socialise with other adults

Mobility of child, or parent /guardian

Spend time together as a family

Other (please specify)

Q2. If you selected 'car' in Q1, how is the car used to pick up/drop off your child? *You can choose more than one*

Park and then walk with them to/from the school gate

Park and wait in the car - they walk by themselves to/from the school gate

Pause outside the school gate to pick them up/drop them off (standing zone / pick-up zone)

Other (please specify)

Q3. If you park to drop off or pick up your child, how far away from the school gate do you usually get a park?

Out the front (less than 20 metres)

21-50 metres

51-100 metres

101-200 metres

More than 200 metres

Don't know

Q4. Who makes the decision about how your child travels to school?

Parent

Child

Shared decision

Someone else (please specify)

Q5. What is your child's favourite way to get to school?

Car

Walk

Ride a bike

Ride a scooter

Public transport

They don't have a favourite

Don't know

Q6. Please carefully read this list and tick all things that currently stop your child from walking, riding or scooting to school?

Too much traffic

Speed of motor vehicles / cars driving too fast

Drivers texting / on the phone

Not enough safe road crossings

Missing or incomplete footpaths

Missing or incomplete bike paths

Bike riders' attitudes and behaviours (e.g. going too fast, being rude as they ride past)

Need to drive for other reasons (carry items, get to work etc.)

Disability that makes walking, riding or scooting difficult

Child's level of independence

Weather

Live too far away from the school

Not enough time / takes too long

Stranger danger

Poor footpath surface

Poor bike path surface

Drivers' attitudes and behaviours (e.g. stopping on bike paths, not giving way to pedestrians)

Lack of safe places to walk, ride or scoot

Community attitudes towards walking, riding or scooting

Child is too young

Attitudes of child's friends towards walking, riding or scooting

Other (please specify)

Nothing

Q7. What is the approximate travel distance from your home to the school?

Less than half a kilometre

Half a km up to 1km

More than 1km up to 2km

More than 2km up to 3km

More than 3km up to 4km

More than 4km up to 5km

More than 5km

Don't know