

Where children love to be – South Melbourne Park Primary's Healthy Tracks

Healthy Tracks to School Project
Key findings and action plan

March 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, South Melbourne Park Primary School 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 opportunities for social interaction, reducing parking / traffic issues around schools and minimising carbon emissions.

The project involved undertaking a background assessment, engaging with the school community, 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 South Melbourne Park Primary School.

School characteristics

South Melbourne Park Primary School is a newly opened primary school located within Albert Park, fronting towards Albert Road, South Melbourne. At the time of this project, the school had 125 students enrolled and was expected to grow to 550 students within five years.

Approximately 32% of South Melbourne Park Primary School students live within a 1 km radius of the school and 76% live within a 2 km radius. The most common suburbs in which South Melbourne Park Primary School students live are South Melbourne (48%), Melbourne (19%), Southbank (10%) and Port Melbourne (7%).

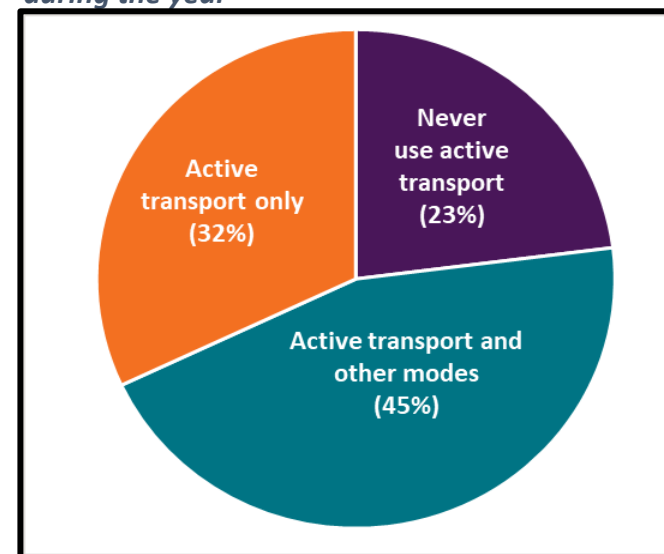
Transport networks

South Melbourne Park Primary School is surrounded by a full network of footpaths and has a school crossing guard patrolling the Clarendon Street / Albert Road intersection closest to the school. Bike parking is available within the school grounds. Two tram routes (12 and 96) within 500 metres of South Melbourne Park Primary School.

Key findings

- Based on a 'Hands up' count of 70 South Melbourne Park Primary School students (out of 125), on a typical day in December 2019 over half (56%) of students travel to school by car, 14% walk, 23% either ride a bike or scoot and the remaining 7% travel by public transport.
- Forty four parents / caregivers also completed an online survey in October 2019 about their student's travel patterns to and from school throughout the year. It identified that some students switch between several different modes of transport to travel to and from school. Over three thirds (77%) of students use 'active' transport - walking, riding and/or scooting - during the year. Of these, 32% always use active transport and 45% switch between active transport and other modes (generally a car). Twenty three per cent of students never user active transport.
- More than half (56%) of parents / caregivers believe their student would prefer to travel to school via active modes of transport, with riding a bike (33%) or scooter (14%) believed to be the most popular preferences.
- Almost all (98%) students own a bike and / or a scooter.
- All students are accompanied by a parent / caregiver when they use an active mode of transport to travel to school.
- Most parents / caregivers (72%) decide how students travel to school, with 23% sharing the decision with their student and 5% of students making the decision.
- The most common factors affecting parents' / caregivers' transport choices to and from school are health benefits (50%), distance (45%), work schedule (39%) and weather (36%).
- There is a strong correlation between distance and transport choices, with 100% of students living within 1 km of the school using active transport (64% always and 36% sometimes), compared to only 47% 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, environmental benefits, distance to school and the opportunity to spend time together.
- The main barriers to using active transport from a parent / caregiver's perspective are weather, live too far from the school, not enough safe road crossings, the student's age (too young) or needing to drive - to get to / from work, before / after school drop-off, or carry items.

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



South Melbourne Park 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 to travel to and from school (as described by parents / caregivers).

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

Student group	% of students	Characteristics	Factors affecting transport choice	Motivators for using active transport	Barriers to active transport	Action Plan aims
Active transport only	32%	Students who always walk, ride or scoot. Generally live less than 1 km to school.	• Health benefits • Environmental benefits • Distance • Family time	• Health benefits • Environmental benefits • Distance • Social benefits	• No barriers • Weather • Missing or incomplete bike paths	Maintain use of active travel
Active transport and other modes	45%	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 • Distance	• Weather • Health benefits • Work schedule • Distance	• Weather • Other activities / responsibilities • Lack of safe road crossings • Distance • Time / how long it takes	Increase use of active travel
Never use active transport	23%	Students who travel by car and/or public transport, but never walk, ride or scoot. Generally live more than 2 km from school	• Distance • Work schedule • Time • Other activities / responsibilities	• Distance • Work schedule • Time • Other activities / responsibilities	• Distance • Speed of vehicles • Student's age • Student's level of independence	Commence use of active transport – give it a try

Based on students' responses during a pop-up activity at South Melbourne Park Primary School in September 2019:

- The main motivators for travelling to and from school by active transport are health and wellbeing benefits; the enjoyment of walking, riding or scooting; and being outdoors.
- The main barriers to using active transport are distance; weather; direct route options; infrastructure barriers; morning organisation; schedules and other activities; age of student; and perception of safety.

The project findings show:

- There is potential to increase the overall use of active transport amongst students, and families, at South Melbourne Park Primary School.
- 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 South Melbourne Park Primary School.

Recommended active transport routes

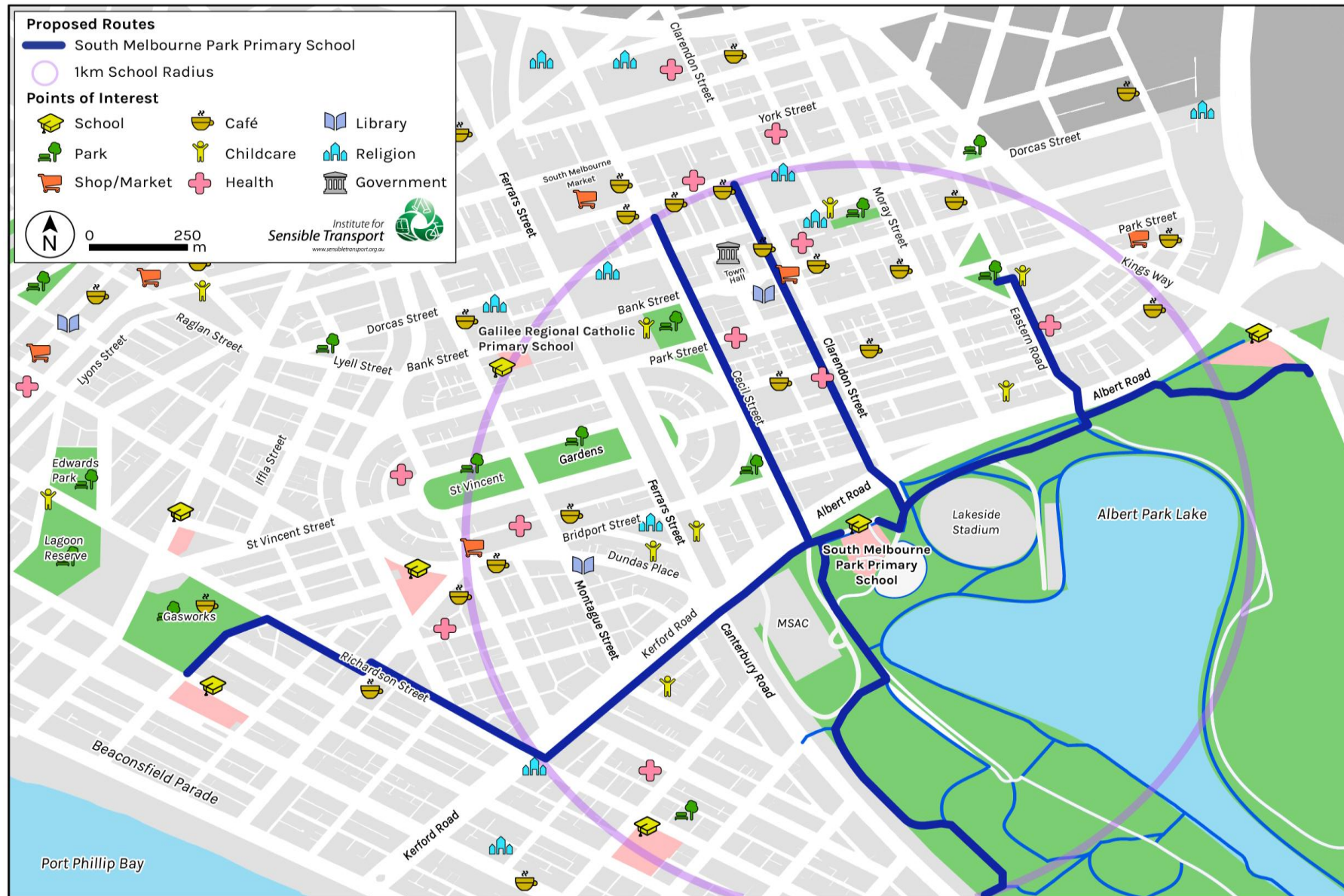
As part of the Healthy to School Project, six recommended active transport routes to South Melbourne Park Primary School have been developed by a transport planner. These routes are based on students' home location, safety considerations, current infrastructure and feedback from the school community.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

- **Route 1:** South down Clarendon Street, crossing Albert Road, crossing the service road in front of the stadium, across the park.
- **Route 2:** South down Cecil Street, crossing Albert Road and entering school through service road front entrance.
- **Route 3:** Starting at Foote St, at The Glade, East along Foote Street, South down Richardson Street, East along Kerferd Road, follow the path immediately to the south of the tram line, use the signalised crossing over Old Aughtie Drive and then veer to the right towards the school, via the service road front entrance.
- **Route 4:** Starting at Noel Clarke Field, follow the Albert Park walking track along Canterbury Road / Western bike path, then cut in towards the lake at the MSAC Basketball stadium and follow the shared path on the eastern side of Old Aughtie Drive to the front entrance of the school.
- **Route 5:** At the Northern end of Queens Road, cut through the park behind the Mac Robertson Girl's High School and follow the Albert Park shared trail to the front entrance of the school.
- **Route 6:** Starting at Eastern Reserve, Eastern Road, go south down Eastern Road, crossing Albert Road, crossing the service road in front of the stadium, and follow the Albert Park shared trail to the front entrance of the school.

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

South Melbourne Park Primary School - Healthy Tracks to School Project

Recommended active transport routes to South Melbourne Park Primary School



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 Action Plan ('Action Plan') is to provide a 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 South Melbourne Park Primary School.

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 South Melbourne Park Primary School, 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.

South Melbourne Park Primary School - Healthy Tracks to School Project

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.

A full list of the 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 18: Hold regular progress meetings with the school
Action 2: Appoint an Active Transport Champion	Action 19: 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)	Note: On request, Council can also provide financial and in-kind support for several school-led actions relating to events, education, rewards and incentives and encouragement activities.
Action 5: Participate in Ride2School Day	
Action 6: Participate in Walk to School Month	
Action 7: Develop an 'active transport readiness' guide	-
Action 8: Hold a launch event to celebrate new active transport routes (after installation of wayfinding stickers)	
Action 9: Set up and run 'Dr Cranky's Bike Hospital'	
Action 10: Establish 'Park and Stride' zones	

Actions – Communication with school community

Proposed school-led actions	Council-led actions
Action 11: Add active transport information to the school website	-
Action 12: Develop and promote positive active transport messages	-
Action 13: Promote the 'Active transport routes', 'Active transport readiness guide' and 'Park and Stride' zones to parents / caregivers	-
Action 14: Include active transport information in 'new starter' packs and prep transition sessions for parents / caregivers	-

Actions – Infrastructure improvements

Proposed school-led actions	Council-led actions
Action 15: Initiate a written request to Council for additional bike parking near the school (on Council-owned land)	Action 20: Install bike parking near the school
Action 16: Explore additional bike parking options within school grounds	Action 21: Design and install wayfinding stickers along active transport routes
-	Action 22: Install decals or other signage on Council-owned assets near the school - to remind users about the shared nature of the path
-	Action 23: Investigate installing a pedestrian crossing on the service road near the school
-	Action 24: Install pedestrian infrastructure improvements at the intersection of Napier Street and Cecil Street, South Melbourne
-	Action 25: Install pedestrian infrastructure improvements at the intersection of Cecil Street and James Service Place, South Melbourne

Actions – Advocacy

Proposed school-led actions	Council-led actions
Action 17: Advocate for signage on non-Council owned land to raise awareness amongst bike riders about the presence of the school and primary-school aged children	Action 26: Support the school, where possible, to advocate for signage on non-Council owned land to raise awareness amongst bike riders about the presence of the school and primary school aged children
-	Action 27: 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 South Melbourne Park Primary School 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 South Melbourne Park Primary School.

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, South Melbourne Park Primary School 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:

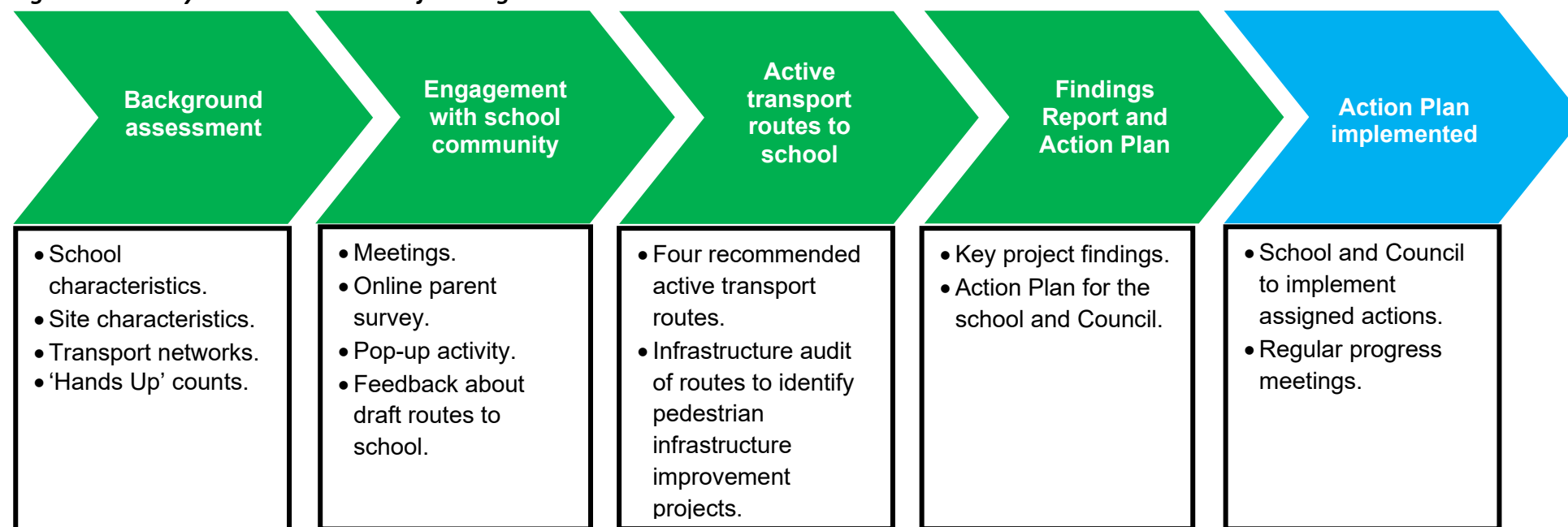
- engagement activities with the school community for this project
- school characteristics as at 2019
- nearby transport networks and infrastructure
- how students currently travel to school
- factors affecting travel choices, including motivators and barriers to using active transport
- six recommended 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.

South Melbourne Park Primary School - Healthy Tracks to School Project

South Melbourne Park Primary School 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 South Melbourne Park Primary School 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 and August 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 44 parents / caregivers completed the survey, with a good representation of parents / caregivers with students across all year levels. A summarised version of the survey tool is contained in Appendix 2.
- **Onsite pop-up event** – Approximately 80 teachers, parents / caregivers and students participated in a pop-up activity at the school on the afternoon of Friday 13 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.
- **Workshop** – Two workshops were held in November 2019, one with the school leadership team and parents / caregivers and the other with the school's Engagement and Wellbeing Sub-committee, 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

South Melbourne Park Primary School is located in the suburb of Albert Park, within the City of Port Phillip. The school opened in January 2019. It caters to students from Prep through to Year 6. In 2019, 125 students were enrolled at the school, and is projected to reach its physical capacity of 550 students by 2024.

South Melbourne Park Primary School is situated on the site of former Parks Victoria offices and contains a combination of historic and newly constructed buildings

South Melbourne Park Primary School's mission is to nurture children to develop self-belief and a thinking mindset that empowers them to live an abundant and successful life.

Location

South Melbourne Park Primary School is located on Albert Road Drive South, which is separated from Albert Road by a service road, which also serves as the main entrance to the school. A second entrance to the school is located to the rear of the school on Aughtie Drive. However, it is currently closed by the school due to pedestrian safety concerns about vehicles using the road and the roundabout near the school gate.

South Melbourne Park Primary is surrounded by a residential area to the north, the Melbourne Sports and Aquatic Centre (MSAC) carpark and Lakeside Stadium to the east, Albert Park Lake and sporting ovals to the south, and MSAC to the west

Figure 2: Location of South Melbourne Park Primary School



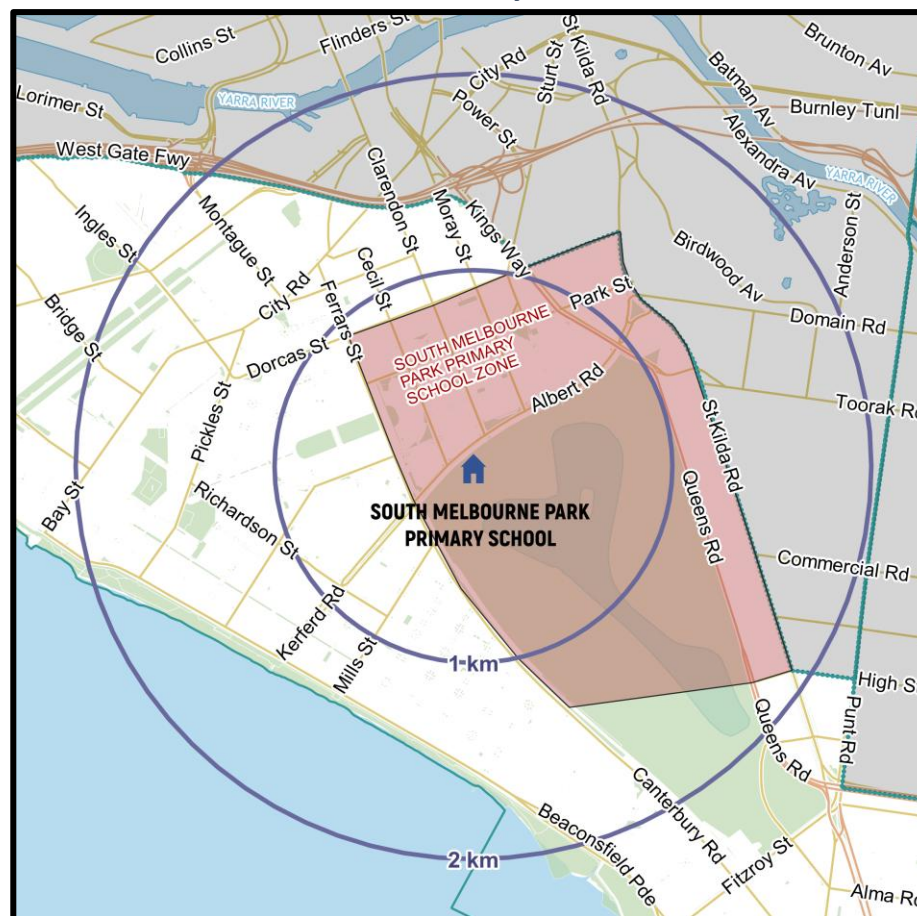
Figure 2 shows the location of South Melbourne Park Primary School and its immediate surrounds.

Student profile

Based on identified home location data provided by the school about its 125 South Melbourne Park Primary School students:

- Most students (60% or 81) are in Prep Year, 25 students (19%) were in Years 1-2 and the remaining 28 students (21%) were spread across Years 3 to 6.
- Approximately 95% of new enrolments for 2020 are for Prep-age students, so the school's relatively young student profile is likely to continue for several years.
- The age of students attending South Melbourne Park Primary School during the next few years needs to be considered when developing actions to increase active travel to and from the school.
- The most common home locations for students are South Melbourne (48%), Melbourne (19%), Southbank (10%) and Port Melbourne (7%).
- Approximately 32% of students live within a 1 km radius of the school, and 76% live within a 2 km radius, with these areas shown in **Error! Reference source not found..**
- The number of students living within 1-2 km of the school is likely to increase over time due to Melbourne Park Primary's need to place greater emphasis on restricting new enrolments to students living within the school's designated catchment zone. This enhances opportunities for more students, and their families, to use active modes of transport to travel to and from school.

Figure 3: School catchment zone (shaded), 1 km and 2 km radius around South Melbourne Park Primary School



Governance

There are several established sub-committees at the school. These are:

- Engagement and Wellbeing
- Environment and Facilities
- Finance
- Strategic Development and Infrastructure

The Engagement and Wellbeing Sub-committee will play a key role in overseeing the implementation of the Healthy Tracks Action Plan contained at the end of this document.

Active transport initiatives

In its first year, South Melbourne Park Primary participated in two key active transport initiatives: Bicycle Network's National Ride2School Day in March and VicHealth's Walk to School Month in October.

Transport networks

South Melbourne Park Primary School is surrounded by an extensive network of footpaths and shared paths for pedestrians and bike riders, including within Albert Park, Albert Park Lake and along the waterfront of the Bay Trail. However, there are limited pedestrian crossings located on Parks Victoria land near the school, and a mixture of crossing infrastructure in close proximity to the school which were installed prior to the school's existence. There are signalised pedestrian crossings at each of the major intersections along Albert Street near the school. A school crossing supervisor currently operated at the intersection of Albert Road and Cecil Street, the closet intersection to the school's entrance, before and after each school day.

There are currently no public bike parking facilities, such as bike hoops, surrounding the school. However, bike and scooter parking is available within the school grounds, with approximately 40 spaces available in a caged area. The existing bike network contains a mixture of on-road (painted on-road bike lanes) and off-road facilities, with a shared path network around Albert Park Land and the Bay Trail.

Figure 4 shows the public transport network near South Melbourne Park Primary School. There are two tram routes which operate near the school. The route 12 tram runs directly past the front of the school, approximately 100 metres from the school entrance. The route 96 tram runs parallel to Ferrars Street, to the west of the school. The closest stop is at MSAC, approximately 650 metres from the school.

South Melbourne Park Primary School has inherited the nearby road infrastructure and traffic movement challenges of the area, including complex traffic movement patterns around key intersections. Vehicles can access the school from Albert Road at Old Aughtie Drive and the northern end of Aughtie Drive. They can also approach the school from the southern end of both Old Aughtie Drive and Aughtie Drive. There is limited paid parking directly in front of the school on Albert Road Drive South. Paid parking is also available in the MSAC carpark located south-west of the school.

South Melbourne Park Primary School - Healthy Tracks to School Project

Figure 4: Public transport network near South Melbourne Park Primary School



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). The results are based on findings from the online parent 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	32%	Students who always walk, ride or scoot. Generally live less than 1 km from school.	• Health benefits • Environmental benefits • Distance • Family time	• Health benefits • Environmental benefits • Distance • Social benefits	• No barriers • Weather • Missing or incomplete bike paths	Maintain use of active transport
Active transport and other modes	45%	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 • Distance	• Weather • Health benefits • Work schedule • Distance	• Weather • Other activities / responsibilities • Lack of safe road crossings • Distance • Time	Increase use of active transport
Never use active transport	23%	Students who travel by car and/or public transport, but never walk, ride or scoot. Generally live more than 2 km from school.	• Distance • Work schedule • Time • Other activities / responsibilities	• Distance • Work schedule • Time • Other activities / responsibilities	• Distance • Speed of vehicles • Student's age • Student's level of independence	Commence use of active transport – give it a try

How students travel to school

Figure 6 shows how students at South Melbourne Park Primary School travelled to school on one day in December 2019, based on a 'Hands up' count of 70 students. Car was the most common mode of transport (56%). More than one third (37%) travelled to school using active transport - 14% of students walked and 23% either rode a bike or scooter. These statistics can be used as a baseline to measure changes in future 'Hands up' counts.

Figure 7 shows more than half (56%) of parents / caregivers who participated in an online survey in October 2019 believe their student would prefer to travel to school using active transport. Riding a bike was believed to be the most popular mode (33%), followed by walking (9%) and scooting (14%). Only 21% believed a car is their student's favourite mode.

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

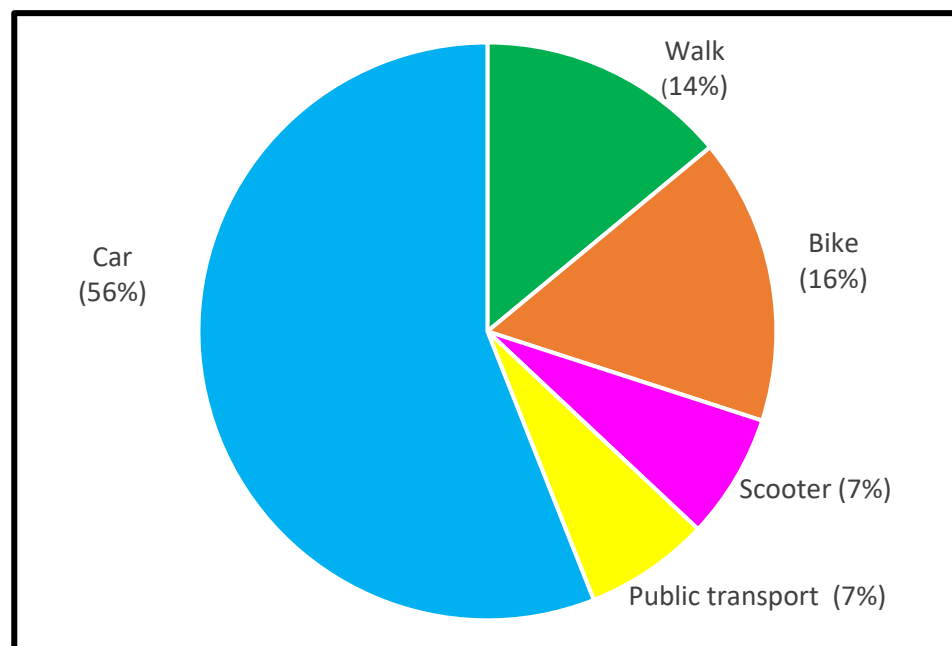
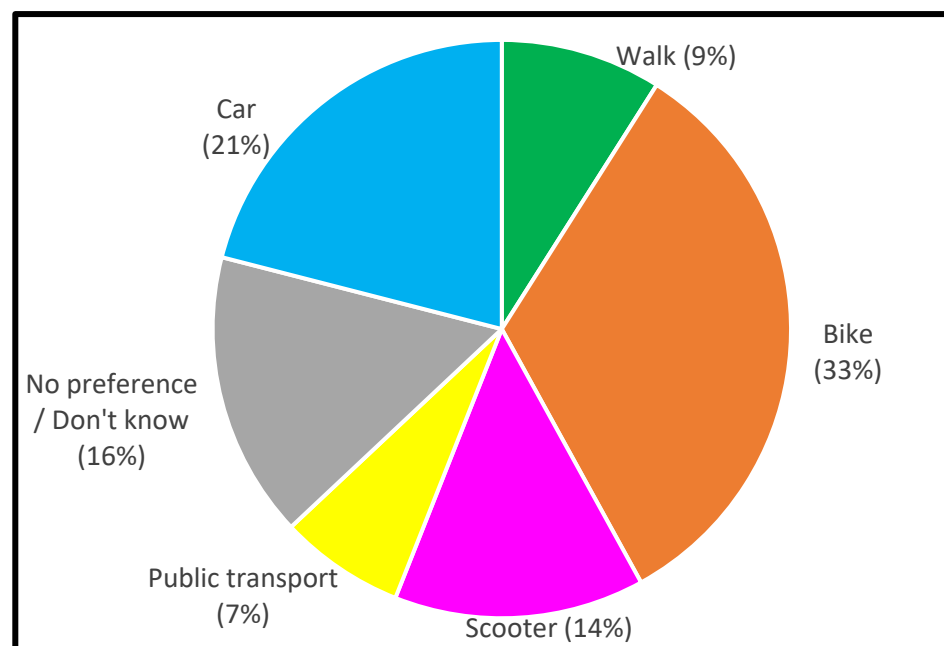


Figure 6: Mode of transport parents / caregivers think students



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 parents / caregivers who participated in the online survey, 59% specified that their students have travelled by car, 50% have walked, 30% scooted and 36% have ridden a bike to or from school.

Almost all students are accompanied by a parent / caregiver when they walk (96% of cases), ride a bike (100%) or scoot (100%) to or from school. Efforts to increase the use of active transport will need to take into consideration that parents / caregivers will accompany them.

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 South Melbourne Park Primary School students across these three groups, based on the results of the online parent survey. Three quarters (77%) of respondents specified that their students use active transport to travel to or from school. This includes 32% who do so all the time and 45% who switch between active transport and other modes (mainly a car). One quarter (23%) 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

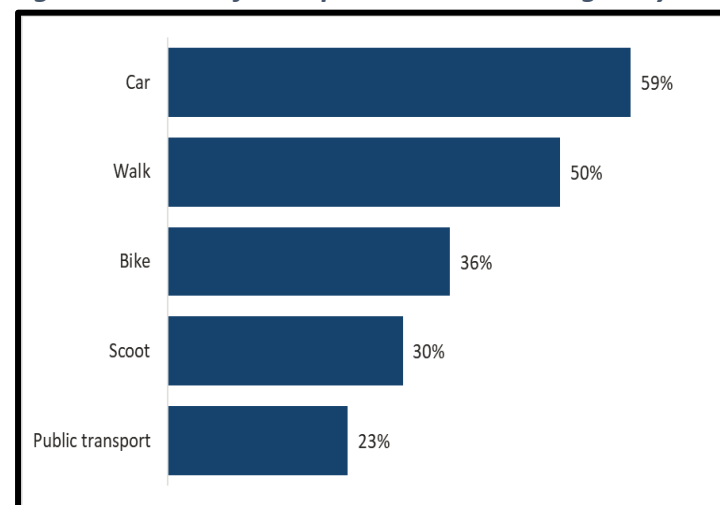
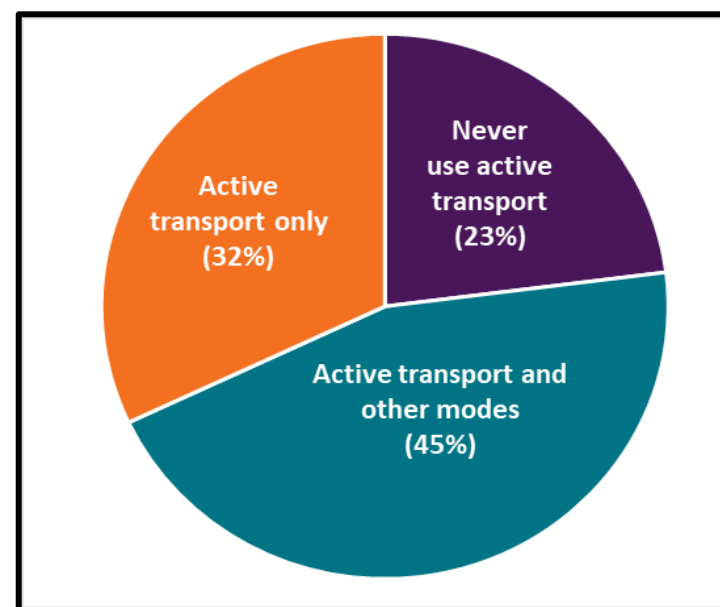


Figure 9: Students' use of active transport during year



Factors affecting transport choice

Decision-makers

Seventy two per cent of parents / caregivers decide the mode of transport used by their students when travelling to and from school, 23% share this decision with their students and 5% of students make the decision. 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.

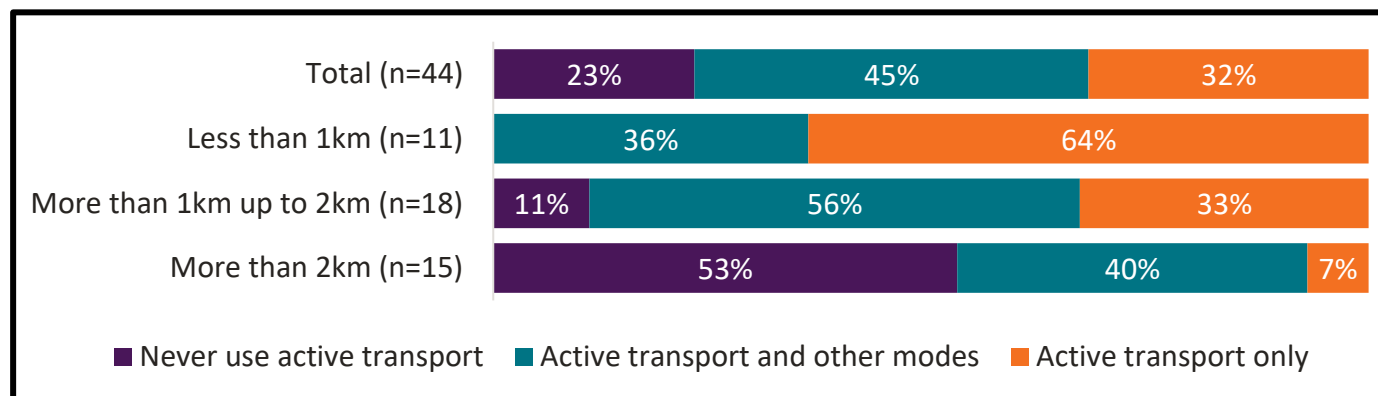
Main factors

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

- health benefits (50%)
- distance (45%)
- work schedules (39%)
- weather (36%)

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

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



Students who live closer to South Melbourne Park Primary School are more likely to use active transport either all or some of the time.

Figure 10 shows:

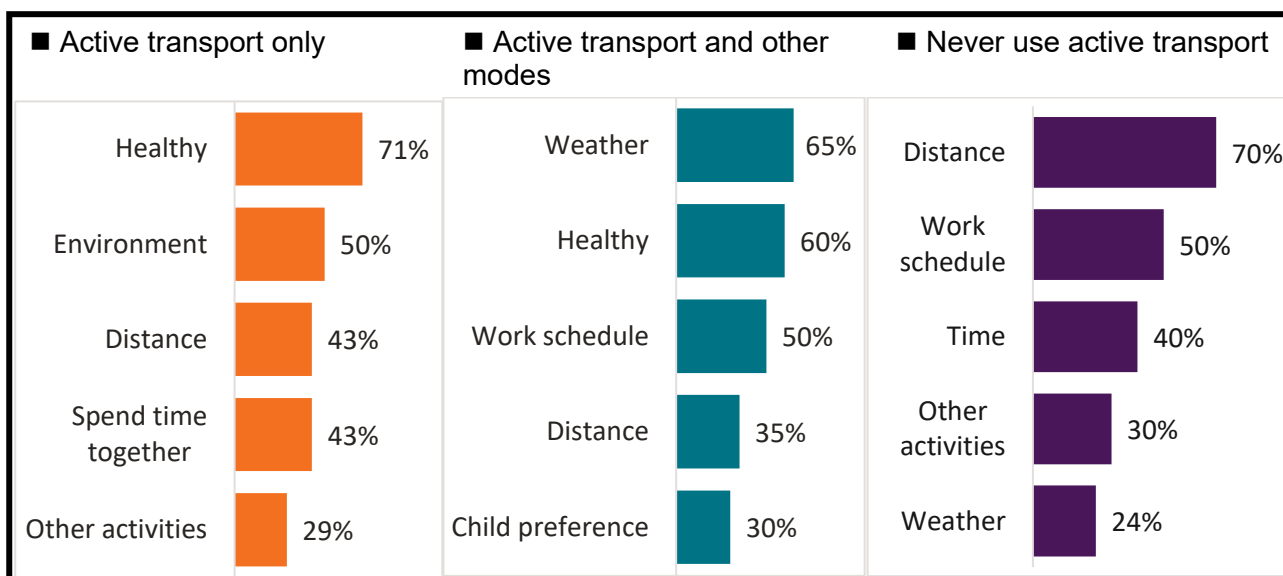
- All students (100%) who live less than 1 km from school use active transport, either always (64%) or sometimes (36%).
- Half (56%) of students who live between 1-2 km from school switch between travelling using active transport and other modes (usually car).
- Almost half (47%) of students who live more than 2 km from school use active transport and most of this group only use it sometimes.

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, environmental benefits and distance to the school.
- For those who switch between active transport and car / public transport, the weather, health benefits and work schedules are deciding factors.
- Those who never travel by active transport are mostly making their decision based on distance, work schedule and time.

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
- better for the environment
- 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 wellbeing and getting exercise.
Environmental benefits	Reducing impact on the environment.
Distance to the school	Living within walking or riding distance.
Spending time as a family	Walking and riding together, the opportunity for conversation along the route and making an activity out of the commute
Socialising	Spending time with friends (in addition to spending time as a family).
Avoiding parking issues	Not having to find a park near the school.
Readiness for learning	Students using up energy before school and therefore being more ready for learning once at school.
Build student's resilience	Increasing student's level of independence, responsibility and confidence.
Not owning a car	This includes some families who have made a conscious choice to live in the inner city and not own a car, relying on walking, riding a bike and public transport to get around.

South Melbourne Park Primary School 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
Play / being outdoors	Stopping at the lake on the way home from school to spend time in the playground.
Riding a bike with family	Enjoying riding their bikes with family members.
Scooting is enjoyable	Riding a scooter is more interesting than sitting in a car while being driven.

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:

- weather (55%)
- live too far from the school (30%)
- needing to drive – to get to / from work, before / after school drop off, or carry items (30%)
- not enough safe road crossings (27%)
- student is too young (25%)

Specifically, for those that never use active transport the three main barriers, as nominated by parents / caregivers, were distance to and from school (70%), speed of vehicles (60%) and age of the student (60%). For those who use active transport and other modes, weather (74%), other activities/schedules (45%) and not enough safe road crossings (35%), were considered the main barriers. Finally, for those that always use active transport, nearly half felt there were no barriers (43%), although weather (43%) and missing / incomplete bike paths (21%) 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
Weather	Weather is the primary reason for students switching from active transport to the car. When the weather is favourable, they are more included to walk, ride or scoot to school with their student.
Distance to school	The distance between home and school was the most common barrier by those who never use active transport, and was the fourth most common barrier for students that switched between active transport and other modes. This is likely due to the fact that the school, in its first year of opening, could recruit students from outside of the area.
Schedules and other activities	This included the work schedules of parents / caregivers, undertaking drop-offs at multiple schools / activities, or running late in the morning.
Not enough safe crossings (including poor sightlines)	The ability to cross safely, especially at tram lines and major intersections, was raised as a barrier for parents / caregivers and students walking or riding to school. Specific locations raised included Kings Way, Park Street, and Albert Street. Another concern raised was the time allocated to cross these streets. It was felt this was insufficient, especially with a pram or managing multiple children. Parents / caregivers also raised a lack of pedestrian crossings around the school, making it hard to access.
Student is too young	This was one of the top responses for those who never use active transport, which is unsurprising given the school is new and the student population is much younger. Several parents / caregivers indicated their student would get too tired from walking or riding to school or are not confident or proficient at riding.
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.

Barrier	Further information
Student's level of independence	Age of the student was a key factor in independent travel to school, with parents / caregivers considering their student to be too young for the responsibility. This was connected to safety concerns and the decision-making skills required to navigate traffic in the area. Parents / caregivers also raised a concern about the lack of crossing supervisors in key areas used by a large percentage of the school population (Clarendon Street and Albert Road). This created a safety concern for parents / caregiver and a barrier in allowing students to travel to school independently.
Lack of safe places to walk, ride or scoot	Some parents / caregivers noted a lack of pathways from Clarendon Street to the school and poor road surfaces were a barrier in walking, riding or scooting to school. It was proposed that a shared pathways for bikes and pedestrians would help encourage more active travel.
Other road users' behaviours	Some parents / caregivers felt that, although their student was probably capable of riding their bike to school, due to school only recently opening, motorists had a lack of awareness and were not actively looking out for children on foot or bike. In addition, the location of the school was considered a challenge. With other road users, multiple intersections, driveways, and trams, navigating this area, especially with multiple children, was difficult.

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.

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

Six recommended active transport routes to South Melbourne Park Primary School have been developed based on:

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

Figure 15 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 South Melbourne Park Primary School. A description of each of each route is included below.

Route 1: South down Clarendon Street, crossing Albert Road, crossing the service road in front of the stadium, across the park.

Route 2: South down Cecil Street, crossing Albert Road and entering school through service road front entrance.

Route 3: Starting at Foote St, at The Glade, East along Foote Street, South down Richardson Street, East along Kerferd Road, follow the path immediately to the south of the tram line, use the signalised crossing over Old Aughtie Drive and then veer to the right towards the school, via the service road front entrance.

Route 4: Starting at Noel Clarke Field, follow the Albert Park walking track along Canterbury Road / Western bike path, then cut in towards the lake at the MSAC Basketball stadium and follow the shared path on the eastern side of Old Aughtie Drive to the front entrance of the school.

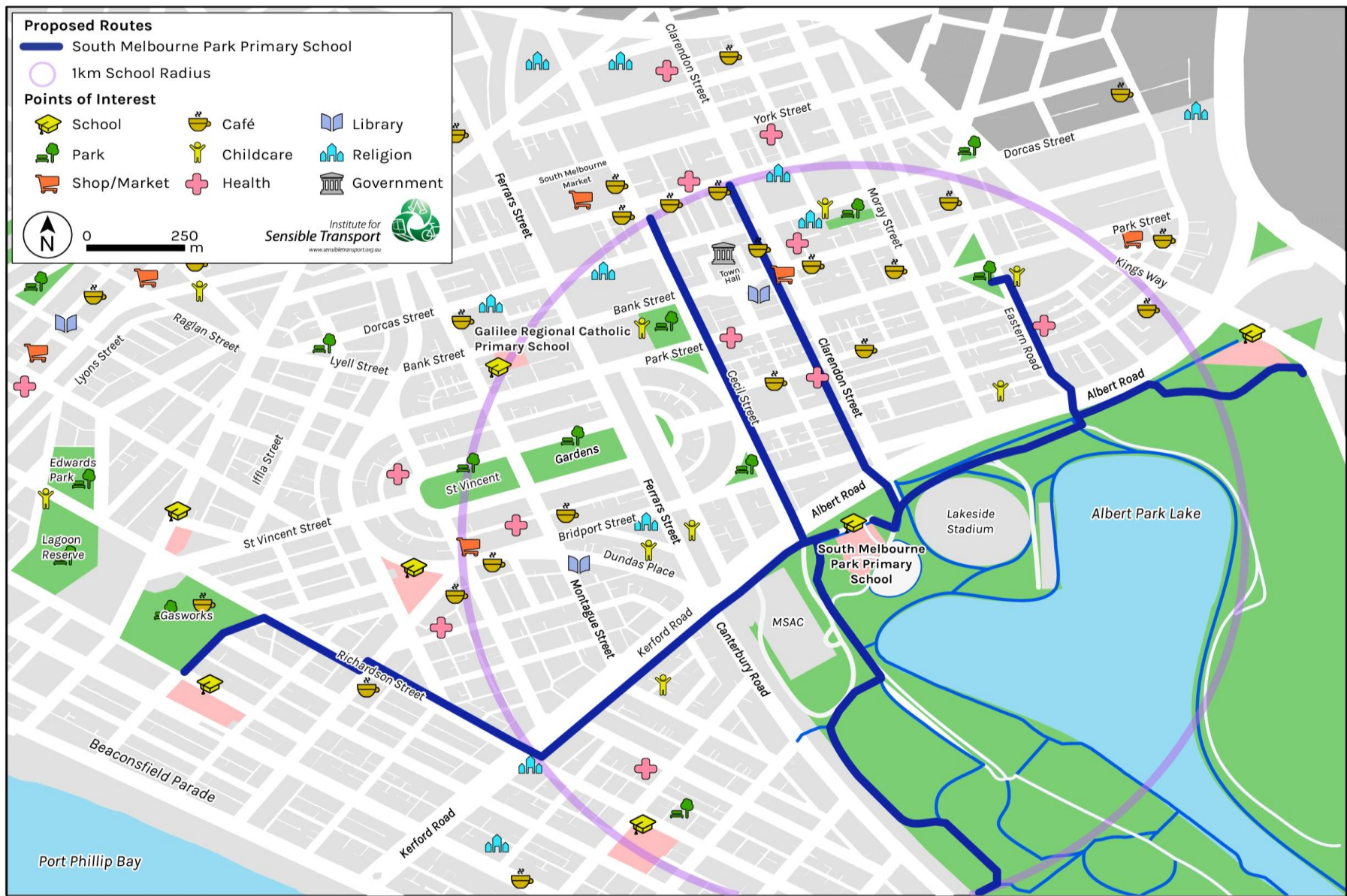
Route 5: At the Northern end of Queens Road, cut through the park behind the Mac Robertson Girl's High School and follow the Albert Park shared trail to the front entrance of the school.

Route 6: Starting at Eastern Reserve, Eastern Road, go south down Eastern Road, crossing Albert Road, crossing the service road in front of the stadium, and follow the Albert Park shared trail to the front entrance of 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
- participating in Ride2School Day and Walk to School Month.

Figure 15: Recommended active transport routes to South Melbourne Park Primary School



South Melbourne Park Primary School - Healthy Tracks to School Project

Figure 16: Recommended active transport routes to South Melbourne Park Primary School, including public transport network and 1 km radius from South Melbourne Park Primary School



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 South Melbourne Park Primary School. 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 South Melbourne Park Primary School 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 South Melbourne Park Primary School 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 17.

Figure 17: 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 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 – Collect (Action 4) • Ride2School Day 2020 – Participate (Action 5) • Active transport information - On website (Action 11) • Active transport messages – Develop / promote (Action 12)	•
Term 2	• 'Active transport readiness guide' – Develop (Action 7) • 'Park and Stride' zones - Identify (Action 10) • Bike parking (extra) in school grounds – Explore (Action 16)	• Bike parking near the school - Install (Action 20) • Wayfinding stickers along active transport routes – Design and install along active transport routes (Action 21) • Infrastructure improvements - Construct: - Napier Street and Cecil Street (Action 24) - Cecil Street and James Service Place (Action 25)
Term 3	• Hold a launch event to celebrate new active transport routes – Organise and deliver (Action 8)	-
Term 4	• Walk to School Month - Participate (Action 6) • Include active transport information in 'new starters' packs and prep transition sessions (Action 14)	•

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								
5	Participate in Ride2School Day								
6	Participate in Walk to School Month								
7	Develop an 'Active transport readiness guide'								
8	Hold a launch event to celebrate new active transport routes (after installation of wayfinding stickers)								
9	Set up and run 'Dr Cranky's Bike Hospital'								
10	Establish 'Park and Stride' zones								

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
11	Add active transport information to the school website								
12	Develop and promote positive active transport messages								
13	Promote the Active transport routes', 'Active transport readiness guide' and 'Park and Stride' zones to parents / caregivers								
14	Include active transport information in 'new starter' packs and Prep Transition sessions for parents / caregivers								

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
15	Initiate a written request to Council for additional bike parking near the school (on Council-owned land)								
16	Explore additional bike parking options within school grounds								

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
17	Advocate for signage on non-Council owned land to raise awareness amongst bike riders about the presence of the school and primary-school aged children								

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
18	Hold regular progress meetings with the school								
19	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
-	Note: On request, Council can also provide financial and in-kind support for several 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
20	Install bike parking near the school								
21	Design and install wayfinding stickers along active transport routes								
22	Install decals or other signage on Council-owned assets near the school - to remind users about the shared nature of the path								
23	Investigate installing a pedestrian crossing on the service road near the school								
24	Install pedestrian infrastructure improvements at the intersection of Napier Street and Cecil Street, South Melbourne								
25	Install pedestrian infrastructure improvements at the intersection of Cecil Street and James Service Place, 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
26	Support the school, where possible, to advocate for signage on non-Council owned land to raise awareness amongst bike riders about the presence of the school and primary school aged children								
27	Investigate engaging a consultant to review traffic signals								

Proposed school-led actions – Detailed information

Action: 1	Appoint a Healthy Tracks to School Project Coordinator	Action: 2	Appoint an Active Transport Champion
Start:	Term 1 2020	Start:	Term 1 2020
Finish:	Term 1 2020 (then role is ongoing)	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 South Melbourne Park Primary School and Council for the Healthy Tracks to School Project.	Description:	Appoint a teacher to act as a champion for promoting active transport at South Melbourne Park Primary School. It is suggested that this be a different person to the Healthy Tracks to School Project Coordinator to share work among individuals.
Rationale:	Ensures someone at South Melbourne Park Primary School has oversight of the Action Plan's implementation.	Rationale:	Support the Healthy Tracks to School Project Coordinator and promotes active transport at South Melbourne Park Primary School.
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.	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	Who leads:	Principal / Assistant Principal
Partner(s)	Community Partnership and Marketing Leader	Partner(s)	Healthy Tracks to School Project Coordinator
Funding:	-	Funding:	-
Measure of success:	Coordinator is appointed and oversees the implementation of the Healthy Tracks to School Action Plan throughout 2020 and 2021.	Measure of success:	Champion is appointed.
Related actions:	Action 2: Appoint and Active Transport Champion. Action 3: Build an Active Transport Team.	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 and identify other actions.
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 – Suggest counts collected at least 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)
Finish:	Term 1 2020 (Friday 13 March 2020)
Description:	Bicycle Network's <u>Ride2School Day</u> 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 <u>Ride2School Day</u> 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 <u>Ride2School Day</u> 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)
Finish:	Term 4 2020 (30 October 2020)
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:	South Melbourne Park Primary School 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 / caregivers / school to teach) the necessary skills to use active transport safely and confidently - enable parents / caregivers 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 South Melbourne Park Primary School-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 / caregiver (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 / caregivers 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 / caregivers 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.
Links to other actions:	Action 19: Promote the 'Active transport routes', 'Active transport readiness guide' and 'Park and Stride' zones.

Action: 8	Hold a launch event to celebrate new active transport routes (after installation of wayfinding stickers)
Start:	Term 3 2020
Finish:	Term 3 2020
Description:	Hold a launch event to celebrate the new active transport routes
Rationale:	A launch event is a fun and easy way of informing student and parents / caregivers of the new active transport routes and encourage them to get physically active on their journey to and from school.
Key steps:	a) Liaise with the Council to confirm when wayfinding stickers have been installed. b) Plan event, with support from Council (e.g. Group walks along the active transport routes, 'surprises' along the routes – such as key staff appearing along the way in fancy dress, followed by a smoothie bike activity at the school) c) Circulate information about the event via the school newsletter, school website, Facebook page, Compass, posters near the school's main entrance d) Hold the launch event. e) Continue to promote the new active transport routes after the day of the launch event.
Who leads:	Active Transport Champion
Partner(s)	Active Transport Champion, Council
Funding:	-
Measure of success:	Launch event is held
Related actions:	Action 21: Design and install wayfinding stickers along active transport routes

Action: 9	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: 10	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 scoot 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 Eastern 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: 11	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 h) 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: Set up and run 'Dr Cranky's Bike Hospital'; Action 13: Promote the 'active transport routes', 'active transport readiness guide' and 'Park and Stride' zones to parents / caregivers.

Action: 12	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 f) 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: 13	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 10: Establish 'Park and Stride' zones; Action 11: Add active transport information to school website; Action 14: Include active transport information in 'new starters' packs and prep transition sessions for parents / caregivers

Action: 14	Include active transport information in 'new starters' packs and Prep transition sessions
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 school.
Key steps:	a) Collate materials on active transport for inclusion. E.g. Maps of active transport routes, information about public transport options, key messages about active transport benefits. b) Add materials to new starter packs. c) Include key information in presentations during sessions for new parents / caregivers. d) Ensure printed 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:	Action 12: Develop and promote positive active transport messages Action 13: Promote the 'active transport routes', 'active transport readiness guide' and 'Park and Stride' zones to parents / caregivers

Action: 15	Initiate a written request to Council for additional bike parking near the school (on Council-owned land)
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 (email or attached letter) to Council's Transport Safety Engineering Team (transport@portphillip.vic.gov.au), including details of preferred location of the hoops.
Who leads:	Assistant Principal / Principal
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: 16	Explore additional bike parking options within school grounds
Start:	Term 2 2020
Finish:	Term 2 2020
Description:	Explore the options for the location, design etc of additional parking within the school grounds.
Rationale:	Increase availability of secure bike parking facilities support and encourage more students to ride to school.
Key steps:	a) School to discuss options for bike parking within the school grounds b) School to consider location and installation costs for additional bike parking c) School to contact Council (scooltravel@portphillip.vic.gov.au) to discuss applying for the Active Travel Matched Grant (up to \$2,000) to contribute to design and installation costs.
Who leads:	Healthy Tracks to School Project Coordinator
Partner(s)	Active Transport Champion
Funding:	
Measure of success:	Additional bike parking is installed
Related actions:	-

Action: 17	Advocate for signage on non-Council owned land
Start:	Term 1 2020
Finish:	Term 2 2020
Description:	Advocate for signage on non-Council owned land to raise awareness amongst bike riders about the presence of the school and primary-school aged children.
Rationale:	Increase safety of students walking and riding around the school by increasing other users of shared paths about the presence of the school and its students.
Key steps:	a) SMPPS to identify the land-owners (e.g. Parks Victoria) of the areas where signage is desired. b) SMPPS to develop proposal for additional signage on non-Council owned land. c) SMPPS to contact Council to request what assistance may be available to support the school's application d) SMPPS to approach asset owners and request signage.
Who leads:	Healthy Tracks to School Project Coordinator
Partner(s)	Active Transport Champion, Council
Funding:	-
Measure of success:	Signage is installed by land owner to raise awareness
Related actions:	Action 26: Support the school, where possible, to advocate for signage on non-Council owned land to raise awareness amongst bike riders about the presence of the school and primary school aged children

Council-led actions – Detailed information

Action: 18	Hold regular progress meetings with South Melbourne Park Primary School
Start:	Term 1 2020
Finish:	Ongoing
Description:	Council's Travel Choices Officer meets with South Melbourne Park Primary School'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 South Melbourne Park Primary School 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 South Melbourne Park Primary School understand and support the implementation of actions contained in the Healthy Tracks Action Plan.
Related actions:	All other Actions.

Action: 19	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 South Melbourne Park Primary School 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 South Melbourne Park Primary School, 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:	Actions 18 to 27.

Action: 20	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 South Melbourne Park Primary School. 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. a) Assess usage to determine if extra hoops needed
Who leads:	Travel Choices Officer (Schools)
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 11: Undertake excursions along Active Transport routes Action 18: Promote the Active Paths, 'active transport readiness' checklist and 'Park and Stride' Program

Action: 21	Design and install stickers along active transport routes
Start:	Term 1 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 South Melbourne Park Primary School; encourage and increase children's safety and confidence along these routes.
Key steps:	a) Discuss sticker design with South Melbourne Park Primary School. b) Obtain approval from Council's Assets Team. c) Arrange for stickers to be installed. d) Notify school once stickers are installed.
Who leads:	Transport Safety Engineering Team
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	Install decals or other signage on Council-owned assets near the school – to remind users about the shared nature of the path
Start:	Term 2 2020
Finish:	Term 2 2020 (30 June 2020)
Description:	Install decals and signage on Council-owned assets near the school to remind users about the shared nature of the path
Rationale:	Decals and signage will inform all users of the shared nature of the path and make parents / caregivers and students more confident in using active transport via this route to school.
Key steps:	a) Council's Transport Safety Engineering Team to liaise with the school about locations for decal. b) Council to determine locations and content of decals. c) Council to engage a contractor to install decals. d) Strategic Transport Team to advise the school once decals have been installed. e) (Optional) School to provide feedback about the impact of installed decals on behaviours of bike riders / other road users towards school students and their families.
Who leads:	Transport Safety Engineering Team
Partner(s)	Strategic Transport Team, Assistant Principal / Healthy Tracks to School Coordinator
Funding:	-
Measure of success:	Decals and other signage are installed to remind users about the shared nature of the path.
Related actions:	Action 17: Advocate for signage on non-Council owned land to raise awareness amongst bike riders about the presence of the school and primary-school aged children Action 26: Support the school, where possible, to advocate for signage on non-Council owned land to raise awareness amongst bike riders about the presence of the school and primary school aged children

Action: 23	Investigate installing a pedestrian crossing on the service road near the school
Start:	Term 1 2020
Finish:	Term 1 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 of intersections near the school. 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:	-

Action: 24	Install pedestrian infrastructure improvements: Napier Street and Cecil Street, South Melbourne
Start:	Term 2 2020
Finish:	Term 2 2021
Description:	Design and construction (subject to ensuring the proposed works include provisions for a planned protected bike corridor) a raised pavement crossing and kerb extension at the intersection of Napier Street and Cecil Street.
Rationale:	Improve pedestrian access and safety by increasing sightlines for all road users, slower vehicle speeds on approach to and egress of the intersection and reduced crossing widths for pedestrians.
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 2020/21 financial year). Advise SMPPS 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
Measure of success:	Construction works completed in full
Related actions:	-

Action: 25	Install pedestrian infrastructure improvements: Cecil Street and James Service Place intersection, South Melbourne
Start:	Term 2 2020
Finish:	Term 2 2021
Description:	Deliver infrastructure improvements at the intersection of Cecil Street and James Service Place, including a kerb extension, raised pavement zebra crossing (Cecil Street) and a yellow top crossing (St James Service Place)
Rationale:	Improve and prioritise pedestrian safety and movement at the intersection, reducing vehicle speed on approach to and egress of the intersection, increasing sightlines for all road users and shortening the walking distance.
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 2020/21 financial year). Advise SMPPS 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
Measure of success:	Construction works completed in full
Related actions:	-

Action: 26	Support the school, where possible, to advocate for signage on non-Council owned land to raise awareness amongst shared path users about the presence of the school and primary school aged children
Start:	Term 1 2020
Finish:	Term 2 2020
Description:	Support the school, where possible, to advocate for signage on non-Council owned land / assets to raise awareness amongst bike riders and other shared path users about the presence of the school and primary-school aged children.
Rationale:	Raising awareness of the presence of the school and of the primary school aged students will encourage road users to be more cautious when driving/biking around that area.
Key steps:	a) Liaise with the school to better understand the specific nature of the issue, including: - Location of issues - Frequency of issues - Timing of issues - Type of behaviour towards students and their families - Actions of students and their families to minimise risks and other undesirable interaction with other uses of the shared paths around the school b) Provide advice on the steps for engaging with the land owner / asset owner (e.g. Parks Victoria) regarding this matter. c) If appropriate, write a letter of support to advocate for signage on non-Council owned land. - d)
Who leads:	Transport Safety Engineering Team
Partner(s)	Healthy Tracks to School Project Coordinator Stakeholders and asset owners (such as VicRoads, CitiPower and South East Water)
Funding:	-
Measure of success:	Support letter is submitted
Related actions:	Action 17: Advocate for signage on non-Council owned land to raise awareness amongst bike riders about the presence of the school and primary-school aged children.

Action: 27	Investigate engaging a consultant to review traffic signals
Start:	Term 1 2020
Finish:	Term 2 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. a) 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