



Darwin Safe & Active Routes to School Toolkit



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- NT Council of Government School Organisation
- Parap Primary School
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- Stuart Park Primary School
- Wulagi Primary School
- Wulagi Wellbeing Chaplain

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Why use this toolkit?

To increase active travel to school and improve the safety of all students around the school.

OUTCOMES

More students actively travelling to school means:

- Less vehicles around the school
- More active students (and parents!)
- Healthier students
- Improved concentration at school
- Minimised impact on the environment

See [FACT vs FICTION](#) one page educational sheet for more.

BENEFITS

All students are pedestrians for some part of their journey to school. **Improving safety** of the area around the school grounds will benefit all students. Less vehicles parking and manoeuvring around the school **means less risk to students**. Increased levels of physical activity means **healthier students** that are able concentrate longer and sets students up for a lifetime of healthy active travel habits!

The Safe and Active Routes to School Toolkit is **designed to help schools increase the number of students who walk and cycle** or otherwise actively travel part or all of the way to school, **and to make sure they are safe** while doing so.



How to get started

The Safe and Active Route to Schools Toolkit provides a step by step approach for schools to set up and run active travel programs that will best fit their own circumstances.

The toolkit sections are designed to **guide schools** through a **holistic approach to safe and active travel** to school.

The different sections help with different aspects. Do one activity or look at one local environment issue at a time. **Take on the ones that work for your school community and resources!**

TOOLKIT OUTCOMES

Collaborative Approach

- The Toolkit identifies key partners in the community and within different areas of government
- Involving different sectors allows the Toolkit to be owned by the schools and local community
- The Toolkit should have a positive impact on all students, residents and visitors

School Travel Plan

- By working through the toolkit, schools will be able to develop an individual travel plan that will best support their school and community, their resources and their specific issues and opportunities

Education and Learning

- The toolkit can be used as an educational tool to build understanding of the importance of active travel
- Many activities, mapping and survey exercises in the Toolkit provide a literacy or numeracy component that can be incorporated into the curriculum as well as informing active travel and physical activity lessons



Toolkit structure

STEP 1 – GOVERNANCE

Identify Champions and Roles

- Good governance structure is key to success
- Governance structure should reflect number of activities
- Governance options and setting out roles and responsibilities

STEP 2 – CATCHMENT

Get To Know Your School

- Understand the profile of the school community, where students live, how they travel
- Collecting information helps design activities and measure success

STEP 3 – ACTIVITIES

Get People Involved

- Fun and interesting activities to build involvement and education
- Choose activities that best fit the school's resources and target specific issues

STEP 4 – TRAVEL PLAN

Plan for the Future

- The school travel plan should include current travel patterns, objectives and future actions to achieve travel change
- The toolkit provides a school Travel Plan template

STEP 5 – LOCAL ENVIRONMENT

Support The Activities

- Make sure the local environment supports the Travel Plan objectives and proposed activities
- The toolkit identifies improvements that may be needed



GOVERNANCE

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What is Governance?

Governance is the system and people that make decisions, and develop and deliver active travel projects and activities. It is important to establish a governance plan and roles and responsibilities early in the planning process. This section helps to identify important stakeholders and project champions.

WHY GOVERNANCE IS IMPORTANT

- Governance is important for a clear structure and understanding of roles and responsibilities
- Governance is a structure for decisions to be made and who is to make and implement decisions
- Clear Governance roles reduce confusion and ensure clear leadership
- Governance team identifies project lead person who makes sure decisions are made and implemented as agreed

HOW DOES GOVERNANCE FIT IN?

- A project team and reporting mechanism is set up (i.e. a system of Governance)
- A **Project Champion** is identified who oversees the project
- Assign roles to work through **Catchment** toolkit to understand the school profile
- Implement travel behaviour change **Activities** (within the Governance structure, and under guidance of Project Champion/s)
- Develop and approve Travel Plan including the Governance, **Catchment** and **Activities** information

CONTRIBUTORS TO GOVERNANCE

- **Project Champion**
- **Parent/Carer Groups**
- **Student Groups**
- **School Staff and Management** (including Teachers, Admin Staff and School Principals)
- **School Council**
- **City of Darwin**
- **Northern Territory Government**

All of the above groups may need to contribute to decision making and implementing projects at various stages.

EXTERNAL SUPPORTERS/STAKEHOLDERS

As well as the school Governance team external groups may also get involved such as;

- Cycling Groups / Clubs
- Community Groups / Clubs (e.g. Lions / Rotary)
- Local Businesses
- Local Celebrities

GOVERNANCE MODELS

Typical Governance models include;

Active Travel 'Champion' reports through School Council

Active Travel / Eco-Group report through School Council or School Management

TIPS

- Make sure the **Project Champion** is able to make some decisions to implement actions without input from other governing bodies once key decisions have been agreed.
- Success is more likely with broad stakeholder support and a clear decision making process.
- Student involvement should be included in any model.



Project Champion

Having a project champion is key to the ongoing success of any project. Project champions could be anyone, from parents, to school administrator, law enforcement or more.

RESPONSIBILITIES

- Interested in the project/program
- Champion activities or projects
- Provide the initiative required to organise and/or delegate the processes for each project
- Inspire others to support the project
- Objectively review each project
- Manage the future continuity of new and ongoing projects
- Lead projects as a primary contact, promoter and leader

BENEFITS

Provides motivation to others to participate in supporting and running active travel projects and programs

TIPS

- A project champion must be enthusiastic and have time to dedicate to running programs/projects
- There must be succession planning for when the champion moves on

CASE STUDY

TRAVEL SMART, WA

An assessment of the Travel Smart active travel programs in WA identified key issues of the programs. The lack of consistent support personnel for several of the schools involved in the pilot contributed to their dropping out of the program.

This highlights the necessity of a project champion to provide consistent support and help maintain enthusiasm and contact within the school and school community.

CASE STUDY

NELSON CYCLE TRAINS TRIAL, NZ

The Nelson Cycle Trains Trial was carried out by Nelson City Council's Safe Journey to Schools Coordinator. The Coordinator acted as a Project Champion, spending the time with schools to plan routes, gather and organise volunteers, promote the cycle trains (in the school and community), organise training for supervisors, and in one case supervised a train where there were no volunteers to run the train at that particular school but were interested students. The program was considered a success (growing from 6 cycling trains in the beginning to 9 after the trial), with a key part of the success being the proactive and involved Project Champion to organise and oversee the trial from the beginning.



School Role

School Council and Management teams have decision making responsibility for many activities within schools and can provide a key role in achieving active travel initiatives.

School Council

BENEFITS

- Ensures that active travel is considered at the highest level of school decision making
- Has the ability to influence attitudes to active travel

RESPONSIBILITIES

- Participate in meetings
- Participate in observations and surveys
- Contribute ideas for [Travel Plan](#)
- Champion Travel Plan initiatives
- Provide school Travel Plan updates for school newsletters and websites
- Volunteer and coordinate volunteers to help run programs
- Funding decisions

School Staff and Management

PRINCIPAL ROLES

- Publicly support and endorse Active School
- Travel through internal and external school communication
- Communicate program details, benefits and expectations to the school staff
- Ensure commitment to allocating staff time
- Attend relevant meetings when available
- Support the delivery of the school [Travel Plan](#)
- Initiate active travel events such as Walk/
- Cycle to School events

TEACHERS/ADMIN STAFF ROLES

- Co-ordinate pre and post Active School Travel surveys
- Conduct regular classroom 'hands up' surveys
- Integrate travel choices and survey analysis into the curriculum
- Discuss and promote active travel activities, benefits and rewards in class on a regular basis
- Take part in active school travel activities
- Distribute active school travel rewards

RESPONSIBILITIES

- Approve school participation in the program
- Provide information about current travel related policies, e.g. business plans, parking and bicycle rack requirements
- Provide school site plans
- Provide maps of where students live when possible
- Participate in [Updating the Travel Plan](#)
- Liaise with City of Darwin project lead

An active travel [Project Champion](#) should have a role or opportunity to input to the School Council

School staff and management should link active travel [Activities](#) to the school curriculum



Student Groups



FACT VS.
FICTION
SHEET

Student groups, such as Student Councils, Eco-Committees or a specific Active Travel group, are a great way to engage students in organising and running programs and events and understanding the benefits of active travel.

RESPONSIBILITIES

- Engage in discussions with the school management, staff, teachers and parents relating to active travel opportunities for the school
- Help in collecting and analysing classroom data surveys, see [Activities](#) tools for ideas
- Assist teachers/the school with running school events including Walk to School days or similar events
- Organise and run poster competitions and school events
- Older students may become school crossing wardens or walking/cycling buddies

BENEFITS

- Student groups have the opportunity to influence and run the active school programs and events their school adopts
- Allows students to become active citizens, improving their school and community
- Can foster leadership qualities in students
- Provides a student view on road safety and personal security

TIPS

- Existing student groups can help organise and run programs and events
- In some schools it may be better to form a dedicated active travel student group to focus on active travel programs/projects to avoid splitting focus of Eco-Committees and provide more student roles
- Some crossover between separate groups should be maintained

CASE STUDY

NIGHTCLIFF PRIMARY SCHOOL - ECO SCHOOL

Nightcliff Primary School is part of the Eco-School group and formed an Eco committee. Eco-Schools is an environmental based accreditation program for educational institutions. The Eco-Schools Committee is the driving force behind the Eco-Schools process and includes active travel opportunities.

The committee leads the Eco-Schools program, which develops, implements and monitors the school's Eco Action Plan addressing environmental concerns of the school community. The committee provides a link between pupils, teachers, senior management and school community.

The program also assists schools with grants. Nightcliff Primary was awarded an Eco-Schools Litter Legends Grant in 2015 and active travel grants are also available.

The [Fact vs Fiction](#) one page sheet can be used as a basis for educating students about active travel facts and myths



Parent Groups

Parents/carers are often the key decision makers of household travel behaviour. Providing them with information and support to understand the opportunities and benefits from active travel is key to achieving long term change. Parents should have a role or opportunity to input to the School Council.

RESPONSIBILITIES

- Participate in meetings
- Participate in observations and help conduct surveys
- Provide actual examples of safety concerns on routes
- Contribute ideas for an action plan
- Champion action plan initiatives
- Provide School Travel Plan updates for school newsletters and websites
- Help run programs as volunteers
- Can be run as a sub-group of School Council

BENEFITS

- Creates more of a community spirit between parents to share the school journey
- Raise awareness of the potential cost savings of less car travel
- Reduces stress levels during the journey to school

KEYS TO SUCCESS

- Support and encouragement from other families of the benefits
- Mutual and shared understanding of the pressures of family life

PARENT INFO - LINKS

- **Fact vs Fiction** – this one page sheet can be distributed to parents to provide information about active travel facts and myths
- Letter Template – use this letter template to explain and promote the project to parents and carers



FACT VS.
FICTION
SHEET



TEMPLATES >
Active_Schools_
Parents_Letter

Encouraging parents to be involved in parent groups can get them interested in active travel projects!

Parents should have a role or opportunity to input to the School Council



City of Darwin Role



City of Darwin plays an important role in developing and overseeing school active travel initiatives through a number of their functions and roles.

RESPONSIBILITIES

- City of Darwin has a number of statutory roles that guide their responsibilities
- Participate in meetings and provide active travel, traffic engineering, and road safety expertise
- Assist with data collection
- Provide relevant data (e.g. crash data, traffic data) and maps
- Help schools develop action plans, especially for local environment upgrades
- Ensure environment improvements in a School Travel Plan are included in City of Darwin delivery plans
- Liaise with schools on an ongoing basis to address issues and concerns
- Attendance at school Active Travel events
- Arrange and attend media events at schools
- Support schools with finding the right people and provide help with funding and grant opportunities to support
- Active School Travel activities

BENEFITS

- City of Darwin can assist in providing or sourcing funding
- The Lord Mayor may be available to attend special school events
- City of Darwin can help promote school events to the community through their media channels and issue certificates to recognise active travel achievements

TIPS

- Make sure the school understands the various staff and roles at City of Darwin
- Liaise regularly with the project contact person at City of Darwin

COUNCIL CONTACT

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CASE STUDY

PARAP PRIMARY SCHOOL, NT

City of Darwin has worked with Parap Primary School to develop and test the toolkit. As part of developing the toolkit, City of Darwin involved all teams to make sure they are aware of and understand the project.



Northern Territory Government Role

The Northern Territory Government provides key functions to schools through the Department for Education & Training and the Road Safety team in the Department for Transport.

RESPONSIBILITIES

Department for Education and Training;

- Provides the overall framework for school functions
- Provides policies that apply to NT schools

Department of Transport;

- Responsible for the arterial road network, which may be close to some schools
- Has responsibility for public transport services that could support active travel initiatives
- Provide project support and Road Safety assistance where appropriate
- May be able to assist/advise on funding or grant opportunities

BENEFITS

- May be able to provide access to funding opportunities
- Close working between departments can achieve significant changes

TIPS

- Need to ensure that the various NT Government Departments are co-ordinating on relevant activities

CASE STUDY

PARAP ROAD SAFETY CENTRE

Parap Road Safety Centre is run by the Northern Territory Government and is used by Road Safety Officers to teach primary school aged children about road and bicycle safety.

The Centre is funded by the Northern Territory Government and provides free education to schools with facilities also available for use by the general public outside school hours.



Stakeholder Communication

Improvements to walking and cycling routes near a school are likely to benefit other local stakeholders. Effective communication can result in a project benefitting the whole precinct.

DIFFERENT STAKEHOLDERS

- Local Council
- Neighbouring Councils
- State Government
- Local Police
- Nearby Schools
- Local Community and Sporting Groups (e.g. Scouts)
- Nearby Aged Care Facilities / Retirement Villages etc.
- Local Businesses
- Local Markets/events
- Local Public Facilities (e.g. libraries)
- Local Residents
- Bus operators/drivers

BENEFITS

- Several interested stakeholders may be able to achieve more change than the school on its own
- In many cases there are active travel issues that affect other stakeholders in the precinct, not just the school, and resolving these issues could be done in a way that supports a large portion of the community
- Local shops typically underestimate the number of people that walk and cycle who would benefit from improved routes

TIPS

- It should be clearly agreed who is responsible for communicating with the relevant stakeholders.
- Make sure all the possible positive and negative effects of the changes are considered

EXAMPLE

PARAP PRIMARY SCHOOL AND SHOPPING CENTRE

- Parap Primary School is immediately adjacent to Parap Shopping Centre
- Providing missing sections of footpath to access school will also benefit shopping centre
- Encouraging parents to walk through rather than drive round shopping centre is likely to increase trade and community connections



CATCHMENT

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Introduction

The profile of a school will inform the best active travel opportunities for the school to create lasting and effective change. The Catchment section of the toolkit shows how to collect information about your school to help identify which [Activities](#) will be best and to measure your success in the future.



SURVEY
TEMPLATE



TEMPLATES >
Active_Schools_
Travel_Plan

HOW TO USE THIS SECTION

- Read through the pages in this section and add information to the school profile
- Use the [Survey Templates](#) and Mapping Exercise to understand your schools starting point and existing walking/cycling routes
- This data can be entered into the Travel Plan Template to help create your Travel Plan

TIPS

- Promote travel opportunities that are available and suitable for the school profile
- Use the [survey templates](#) to obtain some of this information

BENEFITS

- Focus on actions and activities that the school can resource and are likely to achieve results

SCHOOL PROFILE

- Age range of students
- School start and finish times
- Location of school (city centre/suburban/rural)
- School speed zones adjacent school
- Number of students, number of families
- Home locations for students, distances from school (see [Student Homes](#) page)
- Available bus routes (school buses and public services) and stops/zones
- Number of students using buses to access school
- Existing bicycle parking on site or can be provided
- Location of kiss and drop zones, bus zones, no parking/standing zones
- Location/number of parking spaces (staff and visitor, on and off street)
- Before/after school programs and clubs
- Any local programs (e.g. sporting clubs, markets etc.)
- Identify existing school travel concerns
- Existing safety policy and education programs that encourage active travel
- Types of school/parent committee communications used and available

Getting to know the school profile is an important first step in developing your travel plan

Student Homes

Understanding where school students live helps to identify the routes students could take to get to school and areas where students live near each other.

SET UP

1. Review student home addresses and plot on a map base
2. Set up a **student** or **parent** survey to identify existing travel patterns
3. Compile the data into a useable form (e.g. spreadsheet)
4. Map students houses (include number of students at each residence) with existing travel
5. Use data to identify opportunities to increase walking/cycling or improve existing conditions

BENEFITS

- **Activities** such as **Walking School Buses** can target areas with high numbers of students
- Review infrastructure where students are known to use it (e.g. footpaths, crossings. See **Local Environment** section)
- Understand the most popular areas for walking and cycling to promote safety in numbers

TIPS

- For long term planning consider areas where new housing may increase the student numbers that could walk or cycle
- Google "**My Maps**" has great features that can be used as a mapping tool



STUDENT
SURVEY
TEMPLATE



PARENT
SURVEY
TEMPLATE



GOOGLE
'MY MAPS'



'MY MAPS'
SUPPORT

CASE STUDY

PARAP PRIMARY SCHOOL, NT

Parap Primary School student home locations were identified to show the areas where students live in a walkable/bikeable distance from the school. There are several clear clusters of students living to the west and north of the school.

Students were asked to draw their routes to school and identify different points along the way. Many students drew maps for the route they take by car to get to school.

NOTE: Needs to be reviewed with actual catchment data

Existing Walking & Cycling Routes

Working out the routes students do or don't use, and why, is an important step to understanding current travel and encouraging others to walk or cycle.

KEY FEATURES OF GOOD ROUTES

1. Low vehicle speeds and volumes, particularly where roads need to be crossed
2. Good quality footpaths and/or bike paths/ lanes, free of potholes/loose material
3. Footpaths/bike paths not overgrown and of suitable width for the number of pedestrians or cyclists
4. Safe and visible crossing locations (particularly at intersections) including official school crossings

The Bicycle Network has two programs [ACTIVEmaps](#) and [ACTIVEpaths](#) that can help your school identify, map and sign active routes to schools.

For ACTIVEpaths Bicycle Network will;

- help the school identify suitable routes based on where students live
- Assess route suitability
- Develop a map (including 'part way is ok' points)
- Provide signage for the identified route

BENEFITS

- Existing routes around schools can be mapped to show families that don't regularly walk or cycle suitable routes near their house that other students use
- The information can also assist to develop [Park and Stride](#), [Walking School Buses](#) and [Cycling Busses](#)
- A review of the existing routes around a school can draw attention to barriers that may discourage students (and parents) from walking/cycling these routes
- Identifying walking and cycling routes with high levels of use or of poor quality can help City of Darwin to prioritise planned improvements



BICYCLE NETWORK



ACTIVEmaps



ACTIVEpaths

CASE STUDY

PARAP PRIMARY SCHOOL, NT

Mapping exercises were undertaken at Parap Primary school.

- All students drew maps of their route to school showing local places.
- Eco-schools student group mapped the local area, marking the school, other local places, safe and unsafe locations
- Marked where they had to cross roads and whether they felt safe
- Students were able to identify locations from the maps.

MAPPING EXERCISE

UNDERSTANDING EXISTING ROUTES TO YOUR SCHOOL

1. Set up a survey map with the school marked clearly
2. Ask students to mark the route they walk, cycle or scoot to school.
3. Ask students to mark locations they do and don't like and why.
4. Compile the routes identified and good and bad locations
5. Discuss locations of concern with [active travel stakeholders](#)

School Entrances

School entrances should be located and designed to separate pedestrian and vehicle movements and make active travel easier, with clear and well signed routes.

KEY FEATURES

- Active travel paths within school should be separated from vehicles
- Priority access and location should be given to active transport over vehicle access
- Bicycle parking should be close to the main school entrance and easily accessible from the entrance
- Wide footpaths are important at entrances to prevent pedestrian and cyclist congestion and/or conflict (see the [Footpaths and Walking](#) page)
- Footpaths should be wide enough on walking/ cycling routes for the number of walkers/cyclists and allow them to pass one another safely and easily
- Pedestrian/school crossings should be located close to school entrances on direct walking routes
- School "kiss and drop" zones should be designed with school entrance safety in mind (see the [Managing Traffic at Schools](#) page)
- Parking restrictions outside the school entrance should generally be "No Stopping" at school start and finish times to discourage students from being dropped off at the entrance to minimise congestion and safety concerns for students crossing the road
- Consider additional school entrances if this will reduce the walking/cycling distance from residential areas

TIPS

- School drop off/pick up zones should be designed with school entrance safety in mind and don't have to be directly outside the school gate

EXAMPLE

PARAP PRIMARY SCHOOL, NT

There are good and bad elements of the entrance to Parap Primary School;

GOOD

- Bike parking right next to school entrance
- Crossing next to school entrance

BAD

- Entrance path/gate and adjoining footpath is narrow and becomes very congested
- Footpath width is not suitable for the high number of bikes used by students and the number of pedestrians



Parking Locations

Parking and congestion is often a major concern around schools. Parking locations away from the immediate school entrance enable students to walk part way and reduce traffic congestion and improve road safety around the school gates.

PARKING LOCATIONS AND TYPES

There are different parking areas around schools;

KISS AND DROP – parking immediately adjacent to school to drop off or pick up children. Usually 2 minute parking, results in little walking activity and typically very congested.

SHORT WALK – parking within a short walk from school. This will often be local street parking if there is no Kiss and Drop or if parent walks child into school.

- Other nearby car parking areas may also be used (e.g. local shopping centre)
- Can generally provide a limited active travel component of the journey to school
- Helps reduce traffic congestion at school

PARK AND STRIDE – 500m to 1km from school is ideal for 'park and stride' car parking areas. These are generally within a 10-15 minute walk from the school (depending on walking speed).

- Without actively encouraging their use, such car parking areas are not likely to be highly used
- Can provide a high proportion of recommended daily physical activity levels
- Helps reduce traffic congestion and improve road safety at and around school
- See the [Park and Stride](#) section of the toolkit for easy steps to set up a Park and Stride location

BENEFITS

- Providing parking further from the school frontage reduces the traffic and parking demand at the school gate, where there are more pedestrians
- Remote parking increases the active travel component of the overall trip
- Supports active travel for students that live too far away to walk or cycle all the way

CASE STUDY

PARK AND STRIDE AT NORWOOD PRIMARY SCHOOL, SA

Norwood Primary School have an informal park and stride location at a nearby church car park where many parents park to pick up their children in the afternoon. The parents walk into the school to collect their children and walk back to the church carpark, resulting in more walking and less congestion than if they used the on- street pickup area immediately adjacent the school entrance.



Overcoming Barriers



Identifying real or perceived barriers students, parents and the school community have to active travel will improve the understanding of the school catchment and enable [Activities](#) and [Local Environment](#) improvements to respond to the barriers.

PERCEIVED / ACTUAL BARRIERS

FOR SCHOOLS

- Competing priorities (e.g. literacy/ numeracy focus)
- Perception of active travel to school as additional work for school administration and teachers
- Varying levels of teacher support for active travel
- Recruiting volunteers could be difficult
- Time/cost of programs

FOR PARENTS/CARERS

- Safety concerns – personal, road safety, lack confidence in child's judgement/skills
- Families live too far from school
- Assumption that walking or cycling is slower than the car

- Potential or perceived inconvenience with linked trips
- Lack of local area knowledge around the school
- Lack of awareness of programs
- Lack of flexibility from school – parents opportunity to participate
- Parents not understanding or valuing the benefits of active travel

OTHER BARRIERS

- Lack of facilities (e.g. crossings, footpaths/cycle lanes, storage)
- Weather (e.g. heat or rain)
- Physical exertion (on part of students or parents/carers)

POTENTIAL BENEFITS FOR SCHOOLS

- Activities can have literacy/ numeracy components (e.g. analysing survey data in a maths lesson)
- Many programs do not take significant class or staff time
- 'Champions' can oversee and organise programs
- Investigate partnerships with City of Darwin, local businesses or other organisations (e.g. Heart Foundation)
- Consider multiple benefits to schools (e.g. active/healthy students, students arrive alert/ ready to learn, reduced traffic congestion)
- City of Darwin and NT Government may be able to provide grants or funding towards active travel programs and other local organisations can provide financial and volunteer support

POTENTIAL SOLUTIONS FOR PARENTS

- Promote skills sessions to parents
- Promote multi modal aspects of participation i.e. Park & Stride
- Ensure the school has effective communication content and format for families
- Encourage a flexible approach for greater participation (e.g. part way is okay, Park & Stride)
- Parent education programs
- Parent champion to encourage other parents to consider walking or cycling

Refer to the separate ['Fact vs Fiction'](#) sheet included as an attachment to the toolkit which provides information to respond to some of the perceived barriers to active travel

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Introduction

Active travel activities should be planned to support the school catchment and travel patterns and match the schools resources. Active travel can be linked to education opportunities and should assist in increasing levels of active travel to school.

WHY DO ACTIVITIES?

Fun and interesting activities are great ways to build involvement and educate people. Activities can be ongoing to build behaviour change, trial programs to assess potential active travel routes

KEYS TO SUCCESS

- Clear governance structure and communication is important to ensure activities are well organised and promoted
- Choosing a Project Champion to run the activity/ies is necessary to have a successful activity/event with a clear point of contact and organiser
- Choose one activity to start with, do as many or as few as suits your school!

TYPES OF ACTIVITIES

- Cycle to School Day
- Wheels Day
- Walking School Bus
- Walking and Cycling Buddies
- Walk to School Days
- School Crossing Wardens
- Reward Schemes
- Education Programs
- Park and Stride
- Cycling Bus



Cycle to School Days



Ride2School Day is an annual, national event aiming to increase the number of students cycling (and walking, scooting or skating) to school with existing resources.

SET UP

Official Ride2School resources are available online at www.ride2school.com.au, including a How-to Guide, Printable Flyer, Newsletter templates and more cycling related information.

BENEFITS

- Reduced number of cars around school
- Creates a community spirit about cycling to school
- School and parents learn about cycling to school options and benefits

TIPS

- Incorporate related activities into the curriculum in lead up to event or on the day
- Invite local bike shop/group to run 'bike maintenance' workshops
- Invite local community representative to present certificates/ stickers/prizes on the day
- Organise a 'Part Way is OK' drop off point for students
- Organise a poster competition among students
- Use a **Cycling Bus** to assist parents who can't supervise their children cycling to school

CASE STUDY

MT EVELYN PRIMARY SCHOOL, VIC

In the school's first Ride2School Day they aimed to get 100 students cycling to school.

A map of the route to school was distributed (via drop off points) with volunteers stationed along the route to guide and welcome students. The school established two part way drop off points. Some parents also rode with groups of children to school. Donated prizes were raffled off to participants.

The school recorded 200 students cycling on Ride2School day.



Cycling Bus / Bike Train

A cycling school bus (or bike train) is a group of school children who cycle to and from school along a safe set route, accompanied by adult supervisors, picking up cyclists along the way at designated stops.

SET UP

1. Form a Cycling Bus Group identifying potential cycle leaders
2. Develop a parent survey form to register interest and location
3. Identify suitable route/s and stops
4. Ask an experienced cyclist to cycle the route to risk assess the route for safety
5. Develop an Information Kit (including responsibilities, procedures, [roster sheet](#), [contact details](#) and bad weather plans)
6. Ensure volunteers have sufficient bike knowledge/skills
7. Arrange high visibility vests for students/ drivers and basic first aid/bike repair kits
8. Advertise the Cycling School Bus to parents and students at the school
9. Organise a launch date and announce to the community. Consider inviting community leaders to speak or participate at the launch

BENEFITS

- Safe, convenient and social way for children to cycle to school
- Opportunity for children to learn road sense and safety while supervised
- Opportunities for children and parents to develop friendships and bike skills

TIPS

- Use a [Cycle to School Day](#) to pilot the program or routes
- Begin as once a week and increase frequency/routes with demand
- For after school routes, need to ensure students are collected from stops
- Run cycle skills training sessions before starting
- Promote Cycling School Bus routes in newsletters
- Run competitions for students to name their 'bus' or design 'bus' mascots. Creating artworks or mascots also provides good photo opportunities and could be used to sign the route. Sample [Cycling School Bus rules](#) and behaviour agreement is included as a toolkit attachment
- Ask City of Darwin about putting in some route markers



ROSTER SHEET



CONTACT DETAILS



CYCLING SCHOOL BUS RULES

CASE STUDY

NIGHTCLIFF PRIMARY SCHOOL, NT

Nightcliff Primary School has been operating a cycling bus (one route) running once a week with 12 regular students lead by up to 4 parents. Numbers have reached 30 participants at times.



Wheels Day

Wheels Days encourage students to bring wheeled transport to school with wheels based activities, events and training sessions organised.

SET UP

1. Choose a date for a Wheels Day
2. Decide on the wheels permitted (bikes, scooters, roller blades, skateboards etc)
3. Arrange activities for the day (e.g. obstacle courses, training sessions, helmet decorating competitions, wheels parade, etc)
4. Arrange external visitors (bike maintenance, cycling personality, bike club)
5. Announce the date and event using posters, newsletters, letters to parents etc
6. Organise extra bike parking and storage for other wheels (scooters, rollerblades etc.) if needed
7. Organise teachers and/or volunteers to supervise activities if required

BENEFITS

- All students can benefit from the activity
- Shows that exercise can be fun, social and easy
- Students who wheel to school on the day, may then choose to wheel more regularly to school

TIPS

- Get students to design a poster for the day
- Provide certificates to students for participating in Wheels Day
- Encourage students to Wheel to school as part of the Wheels Day
- Consider holding in conjunction with a [Cycle to School Day](#)
- Organise as a sponsored event for school fundraising



Walking and Cycling Buddies

Walking and cycling buddies allow students to walk/ cycle to school with the company and support of another student or family.

SET UP

A walking (or cycling) buddy program can be arranged so that older students are buddied with younger students to walk/ cycle to school either from home/a location near their homes, or from a convenient **Park and Stride** location.

1. Identify existing programs and scope and structure of the buddy program
2. Map students who are interested in participating to work out who lives near each other
3. Students choose or are assigned a buddy (either a friend or live close to each other)
4. Students could sign a 'walking/ cycling buddy agreement' to walk/cycle once a week to school together and to encourage each other to walk/cycle on other days

BENEFITS

- Increases levels of physical activity
- Parents may be more comfortable than allowing children to walk/cycle alone
- Allows the opportunity for one parent/carer to supervise two (or more) children as needed
- Gives students the responsibility of not pulling out of an agreed walk/cycle with their buddy
- Can also include students in after school clubs who are buddies

TIPS

- Begin as a once a week/month program so as to not be an overwhelming commitment for participating students
- Coincide with **Walk to School Day** or **Ride to School Day** for additional promotion of a buddy program or as a potential launch event
- Informal buddy programs may already exist in the school which could be extended to include active travel to school, or walking at school/in school hours excursions
- Buddy programs could be paired with reward schemes or competitions to walk a certain distance (e.g. to another city) by recording their distance walked together
- Buddies can compare distances they walk/cycle each week with each other and classmates as part of in school activities (for example maths activities graphing different distances walked/cycled)



Walking School Bus

A walking school bus is a group of school children who walk to and from school along a set route, accompanied by parent supervisors, picking up students at designated bus stops.

SET UP

The TravelSmart Walking School Bus Guide provides steps to setting up a Walking School bus;

www.travelsmart.gov.au/schools/pubs/guide.pdf

Example roster sheets, certificates and contact cards can be found courtesy of [TravelSmart](#), which can be used to create a Volunteer Information Kit. Sample [Walking School Bus Rules](#) and behaviour agreement is provided as an attachment of this toolkit.

BENEFITS

- Safe, convenient and social way for children to walk to school
- Opportunity for children to learn road sense and safety while supervised
- Opportunities for children and parents to develop friendships

TIPS

- Could start out as 'Walking Wednesdays' or 'Walk Once a Week' to pilot the program and increase frequency/routes with demand
- Create a behaviour agreement for participating students to sign
- Promote Walking School Bus routes in newsletters
- Use [Walk to School Days](#) to promote the 'buses'
- Run competitions for students to name their 'bus' or design 'bus' mascots



WALKING
SCHOOL
BUS GUIDE



WALKING
SCHOOL BUS
RULES



TRAVELSMART

CASE STUDY

STUART PARK PRE-SCHOOL, NT

In 2013, parents of children attending Stuart Park Pre-School and Stuart Park Neighbourhood and Child Care Centre established a walking bus to transport children from the preschool, which they attended for the first three hours of the day, to the childcare centre, where they spent the rest of the day. A rope with handles was sourced for safety and rain ponchos were donated for use in inclement weather. A thorough risk assessment was also done with recommended parent to child ratios used for the age group.

CASE STUDY

SOUTH HOBART PRIMARY SCHOOL, TAS

Two surveys were conducted as part of the introduction of the Walking School Bus, before and after the start of the bus. Before the start of the Walking School Bus 56% of school students arrived by car and 28% walked, while 2 months after the implementation of the Walking School Bus 49% of school students arrived by car and 35% walked.

The before and after surveys provided a valuable insight into the success of the Schools WSB program.



Walk to School Days



Walk to School days provide an opportunity to encourage students and parents to walk to school, such as Walk Safely to School Day (WSTSD), an annual, national event in May.

SET UP

1. Receive promotional kit (posted to every Primary School in Australia), review online resources at <http://www.walk.com.au/wstsd/>
2. Follow the steps in the promotional kit and online resources to organise a Walk Safely to School Day (WSTSD)
3. Consider registering School as a WSTSD Ambassador
4. Use provided WSTSD teachers' tool-kit to run exercises and activities

BENEFITS

- Creates community spirit about walking to school
- All students benefit from some walking even if they live a long way from School
- Allows parents/carers to assess potential to walk to school regularly

TIPS

- Use **Park and Stride** locations or arrange suitable meeting point/s for students to walk together to allow everyone to participate
- Use **Walking Buses** to help students participate
- Organise competitions between classes (e.g. which class can have highest % walking)
- Hold a special event on the day with local celebrities

CASE STUDY

DOMINIC COLLEGE, GLENORCHY, TAS

Dominic College has participated in the National WSTSD for several years. In 2014 the local newspaper reported that the college had over 150 students, parents, grandparents and staff participating in WSTSD.

In 2015 this was increased to over 300 participants. The school met at 8am at a local church (2kms from school) where students (supervised by high school students, school captains, teachers and parents/ carers) could walk together to the school.

Keeping records of previous WSTSD numbers shows the improvement the school has made from year to year and makes for a good news story!



Park and Stride

Park and Stride (or park and walk) provides a safe parking area located away from the immediate school area. Students and parents walk from the car park to school.



WALKABILITY
CHECKLIST



TEMPLATES >
Active_Schools_
Parents_Letter

SET UP

1. Identify a suitable car park away from the School. Ideal distance is between 500m and 1 Kilometre
2. Check that the car park has spare spaces at drop off / pick up times
3. Find out who owns the car park (City of Darwin owned free car parks are best) and discuss the idea with them
4. Ask permission for parents to use the car park between 8am – 9am and 2:30 – 3:30pm (based on school start / finish times and walk time)
5. Check the walking route from the car park to school for footpaths, crossings and safety hazards (using the [Heart Foundation Walkability Checklist](#))
6. Talk to City of Darwin about any problems or to plan improvements
7. Tell everyone about it, including how long the walk takes. Use the Template Letter to tell parents and carers

BENEFITS

- Reduce parking demand / congestion around school
- Can be quicker than waiting in traffic queues or to find a parking space
- All students can benefit from some walking even if they live a long way from school

TIPS

- Ask City of Darwin about putting some route markers on the footpath or marking distances to school
- Car park could also be used as part of a [walking bus](#)
- Shopping centre car parks enable shared trips
- Even better if it has a coffee shop – why not have a regular meet up after drop off or before pick up



School Crossing Wardens



School crossing wardens or monitors ensure that operational flags are in place at the crossing, and that students cross only when vehicles have stopped and it is safe to cross.

SET UP

1. Obtain written approval from the relevant local road authority under [Part IV, Section 12 of the Traffic Act](#)
2. Recruit volunteer students and/or parents/teachers
3. Organise monitor training for volunteers (by NT police)
4. Organise/buy high visibility vests (and lollipop stop signs) and organise storage for these with existing school crossing flags
5. Prepare roster for monitors, including backup plans so the crossing/s are always manned

BENEFITS

- Offers a higher level of protection while crossing the road, as young children are supervised to cross only when all traffic is stopped
- Encourages responsibility by the monitors

TIPS

- Announce the use of wardens in school newsletters/publications to raise awareness of the program to parents and to educate them that they must stop at school crossings
- Operates in conjunction with school crossings
- School crossing monitors can be older students or adults



Reward Schemes

Reward schemes provide incentives for students to use active travel all or part of the way to school. Regular rewards encourage students to continue active travel.



SET UP

1. Decide on a type of reward scheme with teachers and students
2. Organise rewards (e.g. certificates, trophy, ribbons, badge, currency etc)
3. Get students to create 'passports' or wall charts to assist students in recording their active travel days/distances (these could use a teacher made template)
4. Share information about the reward scheme with students and parents through school assemblies and newsletters

POTENTIAL REWARDS

- Trophy to class with highest % active travel or greatest increase
- House points/merits
- School/community currency
- Certificates

BENEFITS

- Encourages students to pursue active travel modes to/from school to achieve rewards

TIPS

- Use pedometers or map distances to encourage students to 'walk around Australia' as a class or school and/or as an exercise to calculate the amount of greenhouse gasses saved
- Organise as a lead in to other active travel events (e.g. [Walk to School Day](#), [Cycle to School Day](#), [Wheels Days](#) etc.) to set goals and the potential to receive recognition
- Ask local businesses to assist with rewards
- Reward schemes should be designed to reward students who are only able to walk/cycle part way to school and for changes in travel
- Get students to design certificates/badge rewards
- Implement after a Park and Stride location is organised to enable students to still participate in walking at least part way

CASE STUDY

WALK ONCE A WEEK (WOW), UK

Students use wall charts and walking passports to record when they walk to school. They receive a collectable themed badge every month they walk to school once a week or more as a reward.

CASE STUDY

COMMUNITY CURRENCY, WA

Coolbinia Primary School in WA rewards students for CO₂ emission reducing activities/measures with a community currency – the Boya. Boyas are designed to look like and act like a currency with 1 Boya representing 10 kilograms CO₂ prevention. Boyas can be used at school fetes, the school canteen and for discounts at local businesses. This initiative was started by Maia Maia ERCS (a local WA group) and was taken up by the school in 2011.



Education Programs

The NT Government's Road Safety Team provides targeted road safety lessons which teach students road safety when cycling to schools.



PARAP ROAD
SAFETY
CENTRE



PRSC BOOKING
FORM

SET UP

1. Choose the type of program you want to run. Practical Bike Education lessons with bikes are available at [Parap Road Safety Centre](#)
2. Consider which ages/classes will be most suited for the lessons
3. Decide on preferred dates to run sessions
4. Fill out a [booking form](#) from the transport.nt.gov.au website for chosen program

BENEFITS

- Safe and controlled environment to learn riding skills, road rules and road hazard perception skills
- Social group learning environment
- May help parents feel more comfortable allowing students to walk or cycle to school

TIPS

- Conduct general road programs in the lead up to events such as [Walk to School Day](#) to promote event and provide education to participate safely
- Conduct bike education programs in the lead up to events such as [Cycle to School Day](#), [Wheels Day](#), or the start of a [Cycling Bus](#) to provide students with knowledge and skills to safely participate

BUILD SAFE RIDING SKILLS

PARAP ROAD SAFETY CENTRE

Parap Road Safety Centre (Darwin) provides a controlled environment for students to learn road safety.

Free bike education lessons are available to schools during school hours, with bikes and helmets provided. Lessons are targeted at grade 4, 5 and 6 students and include 45 minutes of bike theory and a 90 minute practical session.

ROAD SAFETY

The Northern Territory Government's Road Safety Team provides schools and other organisations with 'Safer Roads' booster lessons to primary & middle school students.

Safer Roads booster lessons are derived from the Safer Roads teacher resources. A Community Engagement Officer will visit individual classrooms to deliver the lesson focusing on passenger safety, pedestrian safety, safety on wheels, sensing traffic, road rules and signs and playing safely



Additional Resources



ACTIVE
LIVING



HEALTH
INFORMATION
SERVICE



JUMP ROPE
FOR HEART

HEART FOUNDATION

Active Living

Active Living is a way of life that integrates physical activity and recreation activities into everyday routines to encourage healthier lifestyles. Participating in regular physical activity is important for your health. Most Australians aren't getting the physical activity they need. This can shorten life expectancy and increase the risk of heart disease and other non-communicable diseases

Health Information Service

The Heart Foundation's Health Information Service provides free personalised information and support on heart health, nutrition and a healthy lifestyle. To call the Health Information Service please dial **1300 36 27 87** or email health@heartfoundation.org.au

Jump Rope for Heart

Heart Foundation Jump Rope for Heart is renowned for being Australia's most popular physical activity and fundraising program in schools. The program is designed to encourage a positive attitude towards exercise, healthy eating and heart health. With more than 25 per cent of children considered overweight, there is still much to be done and skipping is a great start to developing life-long health.



TRAVEL PLAN

CREATING A TRAVEL PLAN 36

UPDATING THE TRAVEL PLAN 37

Creating a Travel Plan



A School Travel Plan documents current travel at the school and an action plan setting out active travel opportunities and activities to achieve travel change.

SET UP

Following the Travel Plan Template to create a travel plan, using the sections of the template in conjunction with the rest of the toolkit will;

- provide an overview of the school
- identify objectives of the travel plan
- decide on management of the travel plan
- collect baseline data (see [Catchment](#) section for assistance) to reveal current travel patterns
- use the [Activities](#) section of the toolkit to decide on activities to implement
- establish targets based on the long term objectives

- create an annual action plan providing a specific list of actions and deadlines for the next year of activities
- set out annual monitoring and reviews of the travel plan and travel patterns of students (see [Updating the Travel Plan](#))
- facilitate reporting of outcomes and activities of the travel plan to the school community
- ensure that the Travel Plan can be endorsed by the school principal, a governing council representative, a student representative and a local council representative so that the Travel Plan and its actions and outcomes are supported

ANNUAL ACTION PLAN

- The Annual Action Plan is a crucial component of the travel plan
- The Annual Action Plan provides a specific list of actions for the next year within the travel plan
 - o Include details of specific activities
 - o Actions relating to regular events (e.g. national walk and cycle to school days, surveys and review meetings)
- The annual action plan will need to be reviewed and updated at least once a year to reflect completed, ongoing and new actions

KEYS TO SUCCESS

- The School Travel Plan Facilitator and Committee
- Identified Champion(s)
- Stakeholder Involvement
- School Community Ownership
- Incentives for Key Steps
- The School Travel Plan Document
- A Flexible Framework

OUTCOME

The School Travel Plan will be an outcome of the [Catchment](#), [Governance](#) and [Activities](#) sections of the Toolkit, describing the school profile, proposed governance and the activities and actions that the school will do.

Updating the Travel Plan

The School Travel Plan should be regularly (at least annually) reviewed and updated to reflect changes to the school profile and travel patterns. The Annual Action Plan should be updated at the start of each year to reflect the new years planned [Activities](#) and goals.

1. MONITORING AND REVIEW

- Regular surveys should be conducted (at least) annually at the same time(s) each year to indicate travel patterns (and any changes)
- The Travel Plan should be updated with this information to show changes from the previous year and progress towards targets
- Analysis and graphing of survey results can be completed by student groups as part of relevant national curriculum activities

2. COLLECTING UPDATED DATA

The surveys should include:

- [Hands up classroom counts](#)
- [Student surveys](#)
- [Parent/carer surveys](#)

Add specific questions relating to travel plan activities that occurred in the previous year, for example:

- Did you participate in walk/cycle to school day?
- Have you used the new Park and Stride car park and walking route?

3. ANNUAL ACTION PLAN

- The annual action plan will need to be reviewed and updated at least once a year
- The annual action plan should reflect completed, ongoing and new actions
- Actions should be updated as new [Activities](#) are chosen for the next year

4. REPORTING RESULTS

- Outcomes and activities of the travel plan should be reported to the school community regularly
- Reports should be provided after significant events or to promote new/upcoming activities and events
- An annual review of the surveys and targets should be made available to the school community
- Reporting can be linked to regular school newsletters and/or as a specific travel newsletter, both of which would typically be issued electronically
- Notices and reports can also be placed on a notice board in a prominent location where many people pass
- Reports should include good photos of the travel activity or event that has been held



LOCAL ENVIRONMENT

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Introduction

This section provides information on improvements to the local environment that may be needed to increase active travel, support travel plan activities and improve safety around school, including safe walking and cycling routes, road safety, crossings and maintenance.

FOR ALL WALKING AND CYCLING TRIPS THERE ARE CONSISTENT PRINCIPLES ALL FACILITIES SHOULD PROVIDE

5C'S PRINCIPLES OF WALKING NETWORKS

- 1) **CONNECTED** - Comprehensive network should connect to key destinations
- 2) **CONVIVIAL** - Routes should be pleasant, safe and inviting
- 3) **CONSPICUOUS** - Routes should be clear and legible
- 4) **COMFORTABLE** - Quality surface, freedom from traffic, opportunities for rest/shelter
- 5) **CONVENIENT** - Direct routes designed for pedestrian convenience, road crossings on desire lines

PRINCIPLES OF BICYCLE NETWORKS

- 1) **COHERENCE** - Linking popular destinations & local residential streets clearly/continuously
- 2) **DIRECTNESS** - As direct as is safe/practical, avoiding long crossing times & detours
- 3) **SAFETY** - Route/facilities safely accommodate riders, pedestrians and motorists
- 4) **ATTRACTIVENESS** - Attractive, safe, well-lit facilities and routes with clear signage
- 5) **COMFORT** - Easy use by all types of riders (smooth surface, separation, safe crossings)

LOCAL ENVIRONMENT IMPROVEMENTS

Improvements to the local environment should be identified to support the Travel Plan and increase the safety of proposed Activities.

Infrastructure improvements are not a quick fix solution and should be part of the overall program to increase active travel and create a safe and friendly environment for children to walk, cycle or scoot to school.

Tackle local environment issues gradually and where they will be of most benefit to achieving Travel Plan outcomes.



Footpaths and Walking

Footpaths provide a safer, separate area for pedestrians away from the road and should be wide enough and suitably surfaced for anticipated pedestrian/cyclist volumes.

STANDARD
DRAWINGSCOUNCIL
POLICIES

KEY ELEMENTS

- Footpaths should be wide enough for the anticipated level of use by pedestrians and cyclists (see the [Cycling Routes](#) page). Increased width is likely to be needed at congestion points around schools
- Obstacles (e.g. fences, bushes, service pits etc.) should not restrict the width or surface of footpaths
- Footpaths should be free of ground debris and overhanging trees (see [Maintenance](#) page)
- Footpaths should (where practical) avoid crossing entrances to car parks and areas where vehicles pick-up and drop-off students
- Where possible provide priority to pedestrians (e.g. zebra crossing of vehicle access at Nakara Primary School)
- Where footpaths cross roads, suitable crossing facilities should be provided in a prominent location and ideally with priority to pedestrians (see the [Crossings](#) page for more information)

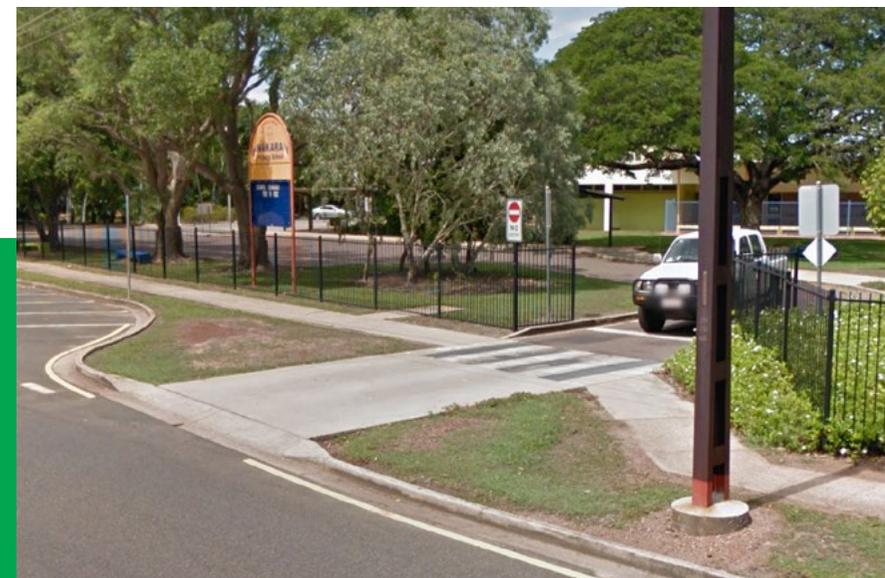
GUIDELINES

- AustRoads Guide to Traffic Engineering Practice, Part 13
- [City of Darwin Standard Drawings and Specifications](#)
- [City of Darwin Council Policies](#)
- Ramps and crossings to meet AS1428.1 Design for Access and Mobility

CASE STUDY

NAKARA PRIMARY SCHOOL, NT

Nakara Primary School (pictured right) is a good example of pedestrians and cyclists on the footpath being given priority over vehicles at a vehicle access point. The footpath is clearly marked as a 'zebra' crossing over the entrance requiring vehicles to give way to pedestrians.



Crossings

Formal crossings give pedestrians priority over drivers and come in a variety of formats that can be used primarily for school children, by all pedestrians and include cyclists. They should be installed on an identified pedestrian route. The location and who will use it informs the type of crossing.

TYPES OF CROSSING

MEDIAN REFUGE

- A median refuge enables a pedestrian to cross one direction of traffic at a time, with no priority over vehicles

ZEBRA CROSSING

- A zebra crossing is identified by solid white 'zebra' stripes across the carriageway and a yellow walking sign. Vehicles must give way to a pedestrian on a zebra crossing at any time

CHILDREN'S CROSSING

- Children crossings are specific to school zones and can be installed where there is a demand for children to cross the road in daylight hours. Vehicles must give way to pedestrians when the crossing is operational (during school zone times) There are two methods of indicating the crossing is operational;
 - Orange 'Children Crossing' flags
 - Flashing yellow lights

WOMBAT CROSSING

- Wombat Crossings are raised zebra crossings

PEDESTRIAN ACTUATED CROSSINGS

- PACs provide signal controlled crossings of roads with high vehicle volumes and/or speeds and high pedestrian demand. Pedestrian and vehicle movements are controlled by signals, with pedestrians pressing the button to activate the signals. PACs can also be adapted to allow cyclists to cross without dismounting

GUIDELINES

The Northern Territory Government provides **guidelines** that help to identify the best type of crossing and how it should be designed.

Crossings must comply with Australian Standards 1742.10- 2009 Traffic Control Devices – Pedestrian Control & Protection.

BENEFITS

- Gives pedestrians priority (zebra, wombat, children's crossing and PAC) over vehicle movements part of the time (i.e. during operating times or when PAC stops traffic), while still allowing vehicle flow, or allows two stage crossing (median refuge) to reduce conflict
- May make parents feel more comfortable about children crossing the road unassisted
- PAC's and crossings controlled by wardens/monitors ensure students will only cross when traffic is stopped
- Increase awareness of presence of children to motorists as crossings must be well signed and visible
- Support the operation of lower speed school zones



Cycling Route Infrastructure

Cycling routes include on road bicycle lanes and off road shared paths and bicycle paths, in addition to cycling on footpaths and on street. The format of cycling routes should be appropriate for cyclist volumes and skill levels.

FORMAT OF CYCLING ROUTES

SHARED PATHS

- Although cyclists can use footpaths in NT formal shared paths are generally wider (2.5m-3.5m) allowing greater safety where pedestrians and cyclists use the same route
- Existing footpaths may be satisfactory where cyclist numbers are low; shared paths provide a wider path for ease of use where cyclist numbers are higher
- Appropriate on a route where demand exists for both pedestrians and cyclists

ON ROAD BIKE LANES

- On road bike lanes should have a minimum width of 1.5 metres and ideally be continuous
- Where possible, bike lanes should be physically separated from traffic and parking lanes
- As traffic volumes/speeds increase, separation is desirable

OFF ROAD BIKE PATHS

- Should be provided where cyclist volumes are high
- A separate footpath should be provided for pedestrians, unless no pedestrian access is desired
- Signed for bicycles only

USE OF DIFFERENT BIKE ROUTES

- Cycling on footpaths is permitted in the Northern Territory. Footpaths around schools may be more congested and if narrow may not be suitable or comfortable to share
- Where large volumes of cyclists and pedestrians converge close to schools wider shared paths will provide additional safety for pedestrians and cyclists
- Separate off road bike paths are ideal on routes that have high numbers of cyclists to justify the separation of cyclists and pedestrians
- On road bike lanes could be considered on routes adjacent schools where traffic speeds are low and parking manoeuvres are limited or separated, particularly where footpath/verge width is not available for a shared path



Bicycle Parking



Providing safe and secure bicycle and scooter parking in a prominent location is an important part of encouraging children to cycle/scoot to school.

KEY ELEMENTS

- Bike and scooter parking should be located near the main school entrance and in a location that allows surveillance across the day to prevent theft
- Minimum provision includes racks which allow the user to lock their bike or scooter securely, preferably a cage or shed structure
- The bike/scooter parking should be located on a direct path from connecting routes (see the [Walking and Cycling Routes](#) page)
- Provide enough space to allow for increased levels of use
- Consider Crime Prevention Through Environmental Design (CPTED) principles in bicycle/scooter parking location

PROVISION

School bicycle parking is recommended at 1 bicycle space per 5 students above year 4.

Bicycle and scooter parking should meet demand; where racks are consistently fully used extra parking spaces should be provided.

There are many different types of bike parking. See www.bikestorage.com.au for some examples.

LOCATION

Bicycle parking should ideally be located near school entry/exit points that are most convenient for cyclists. More than one bicycle parking location may be appropriate where schools have multiple entrances that could be used by cyclists, or where provision cannot be increased in the current location.

EXAMPLES

NIGHTCLIFF PRIMARY SCHOOL, NT

Nightcliff Primary School has two designated parking areas with basic racks and cover, with overall capacity for up to 100 bikes. Observed use of 40 – 50 of these racks.

ROSS PARK PRIMARY, ALICE SPRINGS

Ross Park Primary has 40 bicycle parking spaces inside a curved roofed shed designed by www.bikestorage.com.au to make a visual impact at the school.



Managing Traffic at Schools

The environment and safety of students on streets adjacent schools are heavily influenced by parking provision and location, traffic volumes and traffic speeds.

INCLUDES

PARKING

- Different parking times, locations and format can help reduce congestion and danger to students at drop off and pick up times, and increase parking turnover
- Limiting parking and standing immediately outside school and identifying locations a short distance away will improve safety

TRAFFIC VOLUMES

- Roads with higher traffic volumes can create safety risks (actual and perceived) for pedestrians and cyclists
- High traffic volume roads are generally harder to cross
- High traffic volume roads on routes to school mean parents generally feel less comfortable with children walking and cycling

TRAFFIC SPEEDS

- School zones in the Northern Territory are subject to a speed limit of 40km/h although slower speeds may be more appropriate outside the school entrance, e.g. 20km/h outside Parap Primary School
- High traffic speed roads on routes to school mean parents generally feel less comfortable with children walking and cycling
- The faster vehicles travel the more likely pedestrians or cyclists hit by a vehicle are to suffer serious injury or death

MANAGING PARKING

Parking limits can be set to allow short term parking for pickup and drop off or all day parking depending on location, need and impact on safety.

Removing short term parking near school entrances can reduce or eliminate parking manoeuvres that may conflict with active travel modes.

MANAGING TRAFFIC SPEED & VOLUME

There are many different ways to manage traffic speeds and volumes. Road humps are often used but extra pedestrian crossings and bike lanes can also help to reduce traffic volumes and speeds.

Portable Speed Warning Signs are effective in reducing speeds with more vehicles travelling within the speed limit



Maintenance

Maintenance of infrastructure is important for physical safety and the look and feel of the street. Well maintained footpaths are key to safe walking/cycling around schools.

COMMON ISSUES

- Faded line marking
- Graffitied/damaged signs
- Overgrown low vegetation
- Overhanging trees and bushes that obstruct paths
- Settled leaf litter and dirt on paths
- Cracked, lifting, missing sections of footpaths
- Potholes on bicycle paths/lanes and footpaths
- Other rubbish or obstructions
- Pooling of water on paths

BENEFITS

- Well maintained infrastructure is less of a risk to pedestrians, cyclist and drivers
- Well maintained landscaping and path surfaces are easy for children, adults, elderly and disabled to navigate
- Well maintained walking and cycling routes and facilities make active travel options more friendly and appealing

TIPS

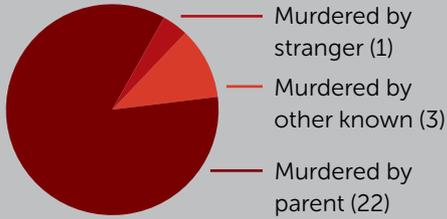
- Set up a reporting system in school to record problems
- Agree on system to regularly (e.g. every 6 months) check the local area around the school for maintenance needs
- Use City of Darwin's [Click and Fix](#) app to report maintenance issues. The app is free to download from the Apple Store or Google Play Store



Fact vs. Fiction

"Stranger Danger is a bigger problem these days"

CHILD MURDERS IN AUSTRALIA (2006-2007)



IN THE SAME PERIOD 30 CHILDREN DIED IN CAR ACCIDENTS IN VICTORIA ALONE

CHILDREN FACE A RISK OF

1 IN 1,000,000 OF BEING KILLED BY A STRANGER.

LIVINGSTREETS (UK)

CHILDREN FACE A RISK OF

1 IN 3,000 OF BEING KILLED OR INJURED IN ALL CIRCUMSTANCES AS A PEDESTRIAN OR CYCLIST.

LIVINGSTREETS (UK)

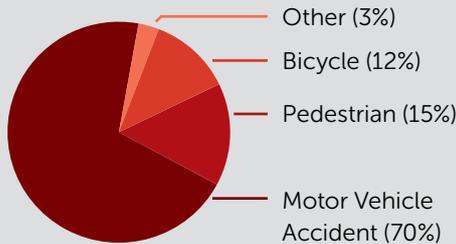
CHILDREN FACE A RISK OF

1 IN 3 OF SUFFERING HEALTH & QUALITY OF LIFE | IMPACTS FROM BEING OVERWEIGHT/OBESE.

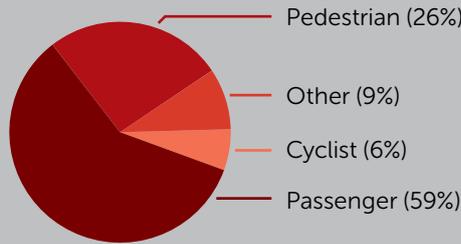
LIVINGSTREETS (UK)

"It's safer to drive my children to school"

AUSTRALIAN CHILDREN TRANSPORT RELATED INJURIES (0-14 YEAR OLDS, WESTERN AUSTRALIA)



AUSTRALIAN CHILDREN TRANSPORT RELATED DEATHS (5-15 YEAR OLDS, AUSTRALIA WIDE)



IN THE LONG RUN IT IS HEALTHIER FOR CHILDREN TO WALK/CYCLE.

THE TOP CAUSE OF DEATH IN 45+ YEAR OLDS IS CORONARY HEART DISEASE, OF WHICH LACK OF PHYSICAL ACTIVITY AND BEING OVERWEIGHT ARE KEY 'MODIFIABLE' RISK FACTORS

HEART FOUNDATION

"It's too far to walk to school and/or my children would be too tired from walking"

One of the main conclusions of the Danish Mass Experiment 2012 (involving 20,000 5 to 19 year old school children) was that children who walk or cycle to school concentrate better for around four hours into the school day than students who were driven or caught the train or bus.

"My child has no road sense or could get lost"

Walking to school with children provides them the opportunity to develop road sense and navigation skills under guidance, and assist their general cognitive development. A young child should be taught "road sense" from older children and adults to develop the skills to walk safely and to be able to navigate on their own.

"I save time driving"

Factoring in the time to pack the car, leave, drive to school, traffic congestion, find a parking space, unload the children and their bags can be the same time to walk, particularly for short trips.

Not only does it take a similar amount of time to walk or cycle, active travel to school is a good way for children and parents/

carers to meet their daily physical activity requirement (60 minutes for children), improves concentration, allows road safety skills to be taught/practised, allows parents/carers quality time with their children and reduces traffic congestion around schools.



Classroom Survey

PLEASE COMPLETE THIS SURVEY, USING HANDS-UP, FOR THE WEEK OF:/...../.....

Year Level: _____ Room/Class #: _____ Number of Students: _____

Teacher: _____ Dates: Mon. _____ to Fri. _____

ASK STUDENTS: "HOW DID YOU TRAVEL TO SCHOOL THIS MORNING?"

	WEATHER	WALKED WITH AN ADULT	WALKED WITH FRIENDS/SIBLINGS	WALKED ALONE	BICYCLE/SCOOTER WITH ADULT	BICYCLE/SCOOTER ALONE	BUS	CARPOOL (2 OR MORE FAMILIES)	CAR (JUST MY FAMILY)	TOTAL
MON										
TUE										
WED										
THURS										
FRI										
TOTAL										
DAILY AVERAGE (TOTAL ÷ 5)										

ASK STUDENTS: "HOW WILL YOU TRAVEL FROM SCHOOL THIS AFTERNOON?"

	WEATHER	WALKED WITH AN ADULT	WALKED WITH FRIENDS/SIBLINGS	WALKED ALONE	BICYCLE/SCOOTER WITH ADULT	BICYCLE/SCOOTER ALONE	BUS	CARPOOL (2 OR MORE FAMILIES)	CAR (JUST MY FAMILY)	TOTAL
MON										
TUE										
WED										
THURS										
FRI										
TOTAL										
DAILY AVERAGE (TOTAL ÷ 5)										

COMMENTS: (INCLUDING ANY OTHER TRAVEL MODES IDENTIFIED)

PLEASE FILL OUT THIS FORM AND HAND IT BACK TO YOUR TEACHER

Name: _____ Year Level: _____

Where do you live?: _____

Question 1: **How do you usually get to school? (tick 1 that you do the most)**

- | | |
|--|---|
| <input type="checkbox"/> Car with another family | <input type="checkbox"/> Bicycle alone |
| <input type="checkbox"/> Car with just my family | <input type="checkbox"/> Scooter with an adult |
| <input type="checkbox"/> Walk with an adult | <input type="checkbox"/> Scooter alone |
| <input type="checkbox"/> Walk with friends or brothers/sisters | <input type="checkbox"/> Bicycle/Scooter with friends or brothers/sisters |
| <input type="checkbox"/> Walk alone | <input type="checkbox"/> Bus |
| <input type="checkbox"/> Bicycle with an adult | <input type="checkbox"/> Other: _____ |

Question 2: **Do you usually get home the same way?**

- Yes (skip to question 4)
- No (answer next question)

Question 3: **How do you usually get home from school?**

- | | |
|--|---|
| <input type="checkbox"/> Car with another family | <input type="checkbox"/> Bicycle alone |
| <input type="checkbox"/> Car with just my family | <input type="checkbox"/> Scooter with an adult |
| <input type="checkbox"/> Walk with an adult | <input type="checkbox"/> Scooter alone |
| <input type="checkbox"/> Walk with friends or brothers/sisters | <input type="checkbox"/> Bicycle/Scooter with friends or brothers/sisters |
| <input type="checkbox"/> Walk alone | <input type="checkbox"/> Bus |
| <input type="checkbox"/> Bicycle with an adult | <input type="checkbox"/> Other: _____ |

Student Survey

Question 4: **Why do you come to/from school that way? (tick up to 3 answers)**

- | | |
|---|---|
| <input type="checkbox"/> Easy for me or my parents | <input type="checkbox"/> No walking/cycling routes |
| <input type="checkbox"/> We live near to school | <input type="checkbox"/> We feel safe |
| <input type="checkbox"/> We live a long way from school | <input type="checkbox"/> On the way to parents work |
| <input type="checkbox"/> No bus available | <input type="checkbox"/> The roads aren't safe |
| <input type="checkbox"/> Cheap | <input type="checkbox"/> Other: _____ |

Question 5: **Who decides how you get to school each day?**

- Only Me
- Only my parents / carer
- Only my brothers/sisters
- Me with my parents /carer
- Me with my brothers/sisters

Question 6: **How would you like to get to school? (favourite/best)**

- | | |
|--|---|
| <input type="checkbox"/> Car with another family | <input type="checkbox"/> Bicycle alone |
| <input type="checkbox"/> Car with just my family | <input type="checkbox"/> Scooter with an adult |
| <input type="checkbox"/> Walk with an adult | <input type="checkbox"/> Scooter alone |
| <input type="checkbox"/> Walk with friends or brothers/sisters | <input type="checkbox"/> Bicycle/Scooter with friends or brothers/sisters |
| <input type="checkbox"/> Walk alone | <input type="checkbox"/> Bus |
| <input type="checkbox"/> Bicycle with an adult | <input type="checkbox"/> Other: _____ |

Question 7: **Do you own a bicycle?**

- Yes (answer the next question)
- No (skip to Question 9)

Question 8: **How often do you ride your bike outside of school?**

- Every day
- At least once a week
- At least once every two weeks
- At least once a month
- A few times a year

Question 9: **Thinking about your journey to school is there anything you really like?**

Question 10: **Thinking about your journey to school is there anything you really don't like?**

PARENTS / GUARDIANS SECTION:

Do you agree with your child's comments on this form?

Yes

No

If no, please state why not:

Signature: _____

Parent Survey

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS FORM, PLEASE RETURN IT TO THE FRONT OFFICE BY _____ / _____ / _____

Students Name/s: _____ Year Level/s: _____

Home address: _____

Question 1: **How does your child usually travel to school? (tick a box)**

- | | |
|--|--|
| <input type="checkbox"/> Carpool (with another family) | <input type="checkbox"/> Bicycle alone |
| <input type="checkbox"/> Car (with just your family) | <input type="checkbox"/> Scooter with an adult |
| <input type="checkbox"/> Walk with an adult | <input type="checkbox"/> Scooter alone |
| <input type="checkbox"/> Walk with friends or brothers/sisters | <input type="checkbox"/> Bus |
| <input type="checkbox"/> Walk alone | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Bicycle with an adult | |

Question 2: **Does your child usually travel home the same way?**

- Yes (go to question 4)
- No (answer question 3)

Question 3: **How does your child usually travel home from school?**

- | | |
|--|--|
| <input type="checkbox"/> Carpool (with another family) | <input type="checkbox"/> Bicycle alone |
| <input type="checkbox"/> Car (with just your family) | <input type="checkbox"/> Scooter with an adult |
| <input type="checkbox"/> Walk with an adult | <input type="checkbox"/> Scooter alone |
| <input type="checkbox"/> Walk with friends or brothers/sisters | <input type="checkbox"/> Bus |
| <input type="checkbox"/> Walk alone | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Bicycle with an adult | |

Parent Survey

Question 4: **Why does your child travel to/from school that way?**

- | | |
|--|--|
| <input type="checkbox"/> Easy for you or your child | <input type="checkbox"/> No walking/cycling routes |
| <input type="checkbox"/> Distance from school – near | <input type="checkbox"/> Personal Safety |
| <input type="checkbox"/> Distance from school – far | <input type="checkbox"/> On the way to your work |
| <input type="checkbox"/> No bus available | <input type="checkbox"/> Road safety |
| <input type="checkbox"/> Cheap | <input type="checkbox"/> Other: _____ |

Question 5: **How many times LAST WEEK did your child travel to and from school by:**
(please indicate by placing a number in each box)

- | | |
|----------------------------------|---------------------------------------|
| <input type="checkbox"/> Car | <input type="checkbox"/> Bus |
| <input type="checkbox"/> Walking | <input type="checkbox"/> Scooter |
| <input type="checkbox"/> Bicycle | <input type="checkbox"/> Other: _____ |

Question 6: **Please estimate the distance you travel from home to school (tick one box)**

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> Less than 0.5km | <input type="checkbox"/> 2km to 3km |
| <input type="checkbox"/> 0.5km to 1km | <input type="checkbox"/> 3km to 5km |
| <input type="checkbox"/> 1km to 2km | <input type="checkbox"/> 5km or more |

Question 7: **Do you take part in a “walking bus” on your journey to school?**

- | | | | | |
|------------------------------|-----------------------------|---|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Question 7a: If no, would you like to? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|---|------------------------------|-----------------------------|

Question 8: **Would you be interested in car sharing?**

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

Parent Survey

Question 9: **Please list any reasons that might prevent your child from walking, cycling or scooting to school**

(For example distance, after school activities, heavy bag, safety)

Question 10: **If you already walk or cycle, or are interested in starting, is there anything that would make your journey easier or safer?**

For example bike parking, better footpaths, crossings, cycle training.

Question 11: **Has your child been involved in an incident on their way to or from school in the last year?**

For example accident, near miss, personal safety incident etc

Yes (please provide detail)

No (move to next question)

Question 12: **Please mark your child's normal route to and from school on the map below:**

Parent Survey

Question 13: **In your opinion, how safe is the road environment and the people who use the road near your school?** (please circle)

Very Safe

Fairly Safe

Not Sure

Fairly Unsafe

Very Unsafe

Question 14: **Do you believe there are any traffic problems affecting road users (drivers, cyclists and pedestrians) in the roads next to the school?** (Please complete the road name and tick all boxes that apply to that road)

Road Name: _____

- | | |
|--|---|
| <input type="checkbox"/> Congestion | <input type="checkbox"/> Double parking |
| <input type="checkbox"/> Parking/driving in teachers car park | <input type="checkbox"/> Traffic speeds |
| <input type="checkbox"/> U-turns in front of school | <input type="checkbox"/> Lack of or narrow footpaths/ bike paths |
| <input type="checkbox"/> Cyclist/pedestrian speeds | <input type="checkbox"/> Children crossing road without using the formal crossing |
| <input type="checkbox"/> Parking in no standing/ parking zones/verge | <input type="checkbox"/> Lack of formal children crossings in key locations |
| <input type="checkbox"/> Pulling in/out of private driveways | <input type="checkbox"/> Other: _____ |

Road Name: _____

- | | |
|--|---|
| <input type="checkbox"/> Congestion | <input type="checkbox"/> Double parking |
| <input type="checkbox"/> Parking/driving in teachers car park | <input type="checkbox"/> Traffic speeds |
| <input type="checkbox"/> U-turns in front of school | <input type="checkbox"/> Lack of or narrow footpaths/ bike paths |
| <input type="checkbox"/> Cyclist/pedestrian speeds | <input type="checkbox"/> Children crossing road without using the formal crossing |
| <input type="checkbox"/> Parking in no standing/ parking zones/verge | <input type="checkbox"/> Lack of formal children crossings in key locations |
| <input type="checkbox"/> Pulling in/out of private driveways | <input type="checkbox"/> Other: _____ |

Road Name: _____

- | | |
|--|---|
| <input type="checkbox"/> Congestion | <input type="checkbox"/> Double parking |
| <input type="checkbox"/> Parking/driving in teachers car park | <input type="checkbox"/> Traffic speeds |
| <input type="checkbox"/> U-turns in front of school | <input type="checkbox"/> Lack of or narrow footpaths/ bike paths |
| <input type="checkbox"/> Cyclist/pedestrian speeds | <input type="checkbox"/> Children crossing road without using the formal crossing |
| <input type="checkbox"/> Parking in no standing/ parking zones/verge | <input type="checkbox"/> Lack of formal children crossings in key locations |
| <input type="checkbox"/> Pulling in/out of private driveways | <input type="checkbox"/> Other: _____ |

Question 15: **Have you noticed any other road safety danger spots in the area or on your regular route to and from school?**



Walking School Bus Rules

THE WALKING SCHOOL BUS HAS SEVERAL RULES FOR CHILDREN AS WELL AS PARENTS/CARERS OF PARTICIPATING CHILDREN.

RULES FOR PARENTS / CARERS

- You will make sure your child is on time to the pickup location or be responsible for your own transportation to school.
- In the case of afternoon walking school buses you will be at the bus stop on time to collect your child, repeat late pickups will result in your child/ren being banned from the walking School Bus
- You will follow all safety rules and guidelines set out by the leaders.
- If possible, you will inform the walking school bus leaders of absences in advance and at least before _____ on the morning.
- You will make sure children are appropriately dressed for the current weather conditions.
- You will complete the required consent forms and ensure your child understands their responsibilities to participate in the walking school bus.

GENERAL RULES OF THE WALKING SCHOOL BUS

- Walking only (no running)
- No kicking, punching, tripping or pushing, playing with or throwing stones and sticks, climbing on fences or trees
- Show respect for other participants, supervisors, the community and surroundings (such as peoples gardens)
- Follow the supervisors directions and instructions
- Wait to cross the road
- Follow the road rules
- Share the footpath with others
- Place rubbish in bins
- Have fun walking to school!

PLEASE SIGN THE SLIP TO SHOW YOU UNDERSTAND AND ACCEPT THE WALKING SCHOOL BUS RULES AND RETURN TO YOUR WALKING SCHOOL BUS LEADER
_____ BY ____ / ____ / ____

I/we agree to abide by the above parents/carers
Walking School Bus rules

Name: _____

Signed: _____

Date: _____

I agree to abide by the above general
Walking School Bus rules to participate

Name: _____

Signed: _____

Date: _____

Cycling School Bus Rules

THE CYCLING SCHOOL BUS HAS SEVERAL RULES FOR CHILDREN AS WELL AS PARENTS/CARERS OF PARTICIPATING CHILDREN.

RULES FOR PARENTS / CARERS

- You will make sure your child is on time to the pickup location or be responsible for your own transportation to school.
- In the case of afternoon cycling school buses you will be at the bus stop on time to collect your child, repeat late pickups will result in your child/ren being banned from the walking School Bus
- You will follow all safety rules and guidelines set out by the leaders.
- If possible, you will inform the cycling school bus leaders of absences in advance and at least before ____ on the morning.
- You will make sure children are appropriately dressed for the current weather conditions.
- You will complete the required consent forms and ensure your child understands their responsibilities to participate in the cycling school bus.

GENERAL RULES OF THE CYCLING SCHOOL BUS

- Cycle at the speed the leader sets (no racing)
- No kicking, punching, tripping or pushing, playing with or throwing stones and sticks, climbing on fences or trees
- Show respect for other participants, supervisors, the community and surroundings (such as peoples gardens)
- Follow the supervisors directions and instructions
- Wait to cross the road
- Follow the road rules
- Share the footpath with others
- Place rubbish in bins
- Have fun cycling to school!

PLEASE SIGN THE SLIP TO SHOW YOU UNDERSTAND AND ACCEPT THE CYCLING SCHOOL BUS RULES AND RETURN TO YOUR CYCLING SCHOOL BUS LEADER
_____ BY ____ / ____ / ____

I/we agree to abide by the above parents/carers
Cycling School Bus rules

Name: _____

Signed: _____

Date: _____

I agree to abide by the above general
Cycling School Bus rules to participate

Name: _____

Signed: _____

Date: _____



Cycling School Bus Roster

CYCLING SCHOOL BUS ROUTE:

DAYS OF OPERATION / DRIVER ROSTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING DRIVER					
AFTER SCHOOL DRIVER					

CHILDREN

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING					
AFTER SCHOOL					

