

Mount Nelson School Access Travel Plan



Active travel for healthier
and independent kids

June 2026



City of HOBART

Acknowledgement of Country

In recognition of the deep history and culture of our city, we acknowledge the Tasmanian Aboriginal People as the Traditional Custodians of this land. We acknowledge the determination and resilience of the Palawa People of Tasmania who have survived invasion and dispossession and continue to maintain their identity, culture, and rights. We recognise that we have much to learn from Aboriginal People today, who represent the world's oldest continuing culture.

We recognise the value of continuing Aboriginal knowledge and cultural practice. We pay our sincere respects to Elders past and present and to all Aboriginal People living in and around Hobart.



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— 1. Introduction



The challenge

In recent decades, there has been a profound decrease in children walking or cycling to school throughout Australia. According to Austroads, 40 years ago three out of four children walked or cycled to school in Australia. These days, only one out of four children do so. Children over five years should be physically active for at least 60 minutes every day to benefit their health, however about four out of five children in Australia do not get the daily 60 minutes of physical activity they need for good health. Informal activity such as commuting to school presents a good opportunity for physical activity. Encouraging children to be physically active every day will help set them up to be active and healthy for their whole lives. The positive health benefits for children include improved cardiovascular health, increased concentration and reduced stress.

The goal

The City of Hobart has partnered with Mount Nelson Primary to develop a School Access Travel Plan (SATP) with the aim of supporting children to be active when travelling to and from school. This means more walking, scooting, bike riding or catching the bus to school. Active travel contributes to children's daily physical activity and provides other benefits for the child and their community including: reduced vehicle greenhouse gas emissions; lower traffic volumes on roads around schools; safer school zones; spatial awareness and incidental learning; learning life-long skills, and creating a more connected and cohesive community.

This plan focuses on establishing behaviours and programs to encourage more children to independently use active travel to and from school. The aim is to take practical actions that will make a difference for the school community.



How was this plan prepared?

The plan represents a collaboration between the City of Hobart and the Mount Nelson Primary School community. The process involved three stages identified in Table 1.1.

Table 1.1: How the SATP was prepared

Action	Description
Stage 1: Review of existing travel behaviours	- initial consultation between the City of Hobart and the Mount Nelson Primary School. - background research into demographics, access routes to school, crash data, observations of drop-off and pick-up periods. - Surveys were undertaken in September 2025 to understand the attitudes and behaviours from students and parents.
Stage 2: Identification and analysis of key barriers	- analysing survey data to uncover barriers and opportunities to encourage active and independent travel.
Stage 3: Identification of initiatives to address key barriers	- identifying and prioritising projects, actions and initiatives from the school survey, staff knowledge and other relevant examples from Tasmania and around Australia.

How will this plan be delivered?

This plan has been developed alongside a LAMP which will deliver physical improvements (infrastructure) in targeted locations.

Initiatives identified through this SATP will require ongoing engagement and collaboration between the school, City of Hobart, students, parents, caregivers and the community.

What's in the plan?

The plan is presented in five parts:

1. This section is an introduction to the School Access Travel Plan.
2. Explains the need for a SATP
3. Provides demographic and spatial context for Mount Nelson and the Primary School.
4. Provides a summary of the key findings from engagement activities with students and parents/caregivers.
5. Identifies how behaviour change programs contribute to more active travel to schools.
6. Sets out initiatives to implement this plan.

— 2. Why have School Access Travel Plans



What are School Access Travel Plans?

A School Access Travel Plan (SATP) is about making it easier for children to walk, ride, scoot or catch the bus safely to and from school. The plan will:

- identify issues, start conversations, consider plans, programs and projects to improve school access for students and to encourage and promote active travel within the school community;
- Help the City of Hobart and the school community in identifying and prioritising projects for future funding and works to be managed by the City of Hobart; and
- identify any actions for other agencies to increase active travel.

Hobart Transport Strategy 2024 committed to supporting children's active travel to school, with a focus on safety, through the development of School Active Travel Plans (Action 30).





Why encourage active travel to school?

Active travel to school is one of the simplest ways to support children's health, independence and happiness. At Mount Nelson Primary School, a majority of children (63 per cent) want to walk or ride to school, either on their own or with friends. Forty per cent of parents also want that, but there are barriers to making it happen.

Choosing active travel, even a day or two a week, can make a big difference. It helps children learn, reduces traffic, and builds safer, more connected neighbourhoods.

Here's how:

- **Boosts physical activity and health**

Walking or cycling to school gets kids moving and helps them reach the recommended 60 minutes of daily physical activity.¹ Children who travel actively have better fitness, stronger hearts, and are less likely to be overweight.² They also arrive at school more energised and ready to learn.³

- **Builds confidence and social skills**

Active travel gives children a sense of independence and responsibility. It's a chance to chat with friends, wave to neighbours, and feel part of their community. These everyday interactions help build social confidence and emotional wellbeing.⁴

- **Improves learning and engagement**

Kids who get moving in the morning often arrive happier and more awake, leading to greater engagement in class. Schools also see better attendance and punctuality during active travel initiatives.^{5,6}

- **Reduces traffic and improves safety**

Fewer cars at the school gate means calmer streets and safer crossings. Active travel helps ease congestion and lowers the risk of incident making the journey safer for everyone.⁷

- **Protects the environment**

Transport contributes 21 per cent of Tasmania's greenhouse gas emissions, and this continues to increase.⁸ Replacing short car trips with walking or cycling cuts pollution and keeps the air around schools cleaner, which is especially important for children's developing lungs.⁹

- **Builds lifelong habits**

Children who walk, ride or scoot to school are more likely to stay active as they grow up. It's a great way to build healthy habits, reduce screen time, and encourage a love of the outdoors.¹⁰

— 3. About Mount Nelson Primary



School catchment

Mount Nelson Primary School has approximately 225 students from kindergarten to grade 6 with one class per year level.

The school catchment (Department of Education intake area) includes parts of Mount Nelson, Tolmans Hill, The Lea, Ridgeway and Albion Heights as shown in Figure 3.1.

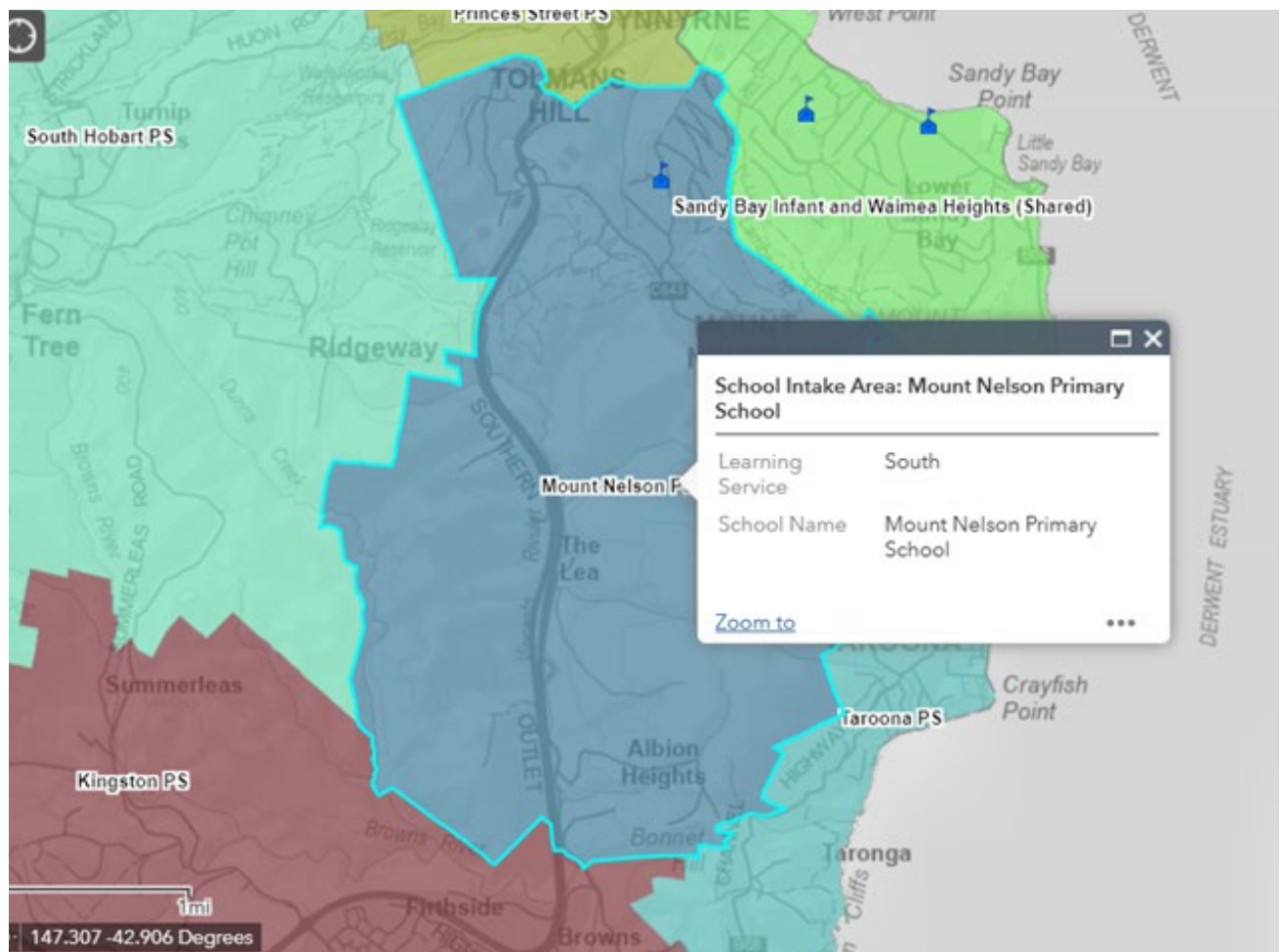


Figure 3.1 Mount Nelson Primary School Catchment

According to the last Census, 3,668 people live within the school catchment, with 1,119 within a 10-minute walk from the school. This is about 95 families within a 10-minute walk.

25.3 per cent of people in Mount Nelson were born overseas and 18.0 per cent of people use a language other than English at home¹¹.

Table 3.1: Mount Nelson Primary School population data

ABS data (2021)	10-minute walk	Total school catchment
Resident population	1,119	3,668
Families with children under 15	95	328



The local area

The design of local streets, the area's steep terrain and the quality of walking and cycling infrastructure strongly influence whether families feel confident choosing active travel options such as walking or cycling. Due to the size of the catchment, there will be some families who live closer

to Kingston who will have very limited choices for active travel. Families from Tolman's Hill also face challenges traversing the Southern Outlet, which is further discussed in the Mount Nelson LAMP. Figure 3.2 shows a 10 minute walking catchment from the school gate.



Figure 3.2 10-minute walking catchment from the school gate

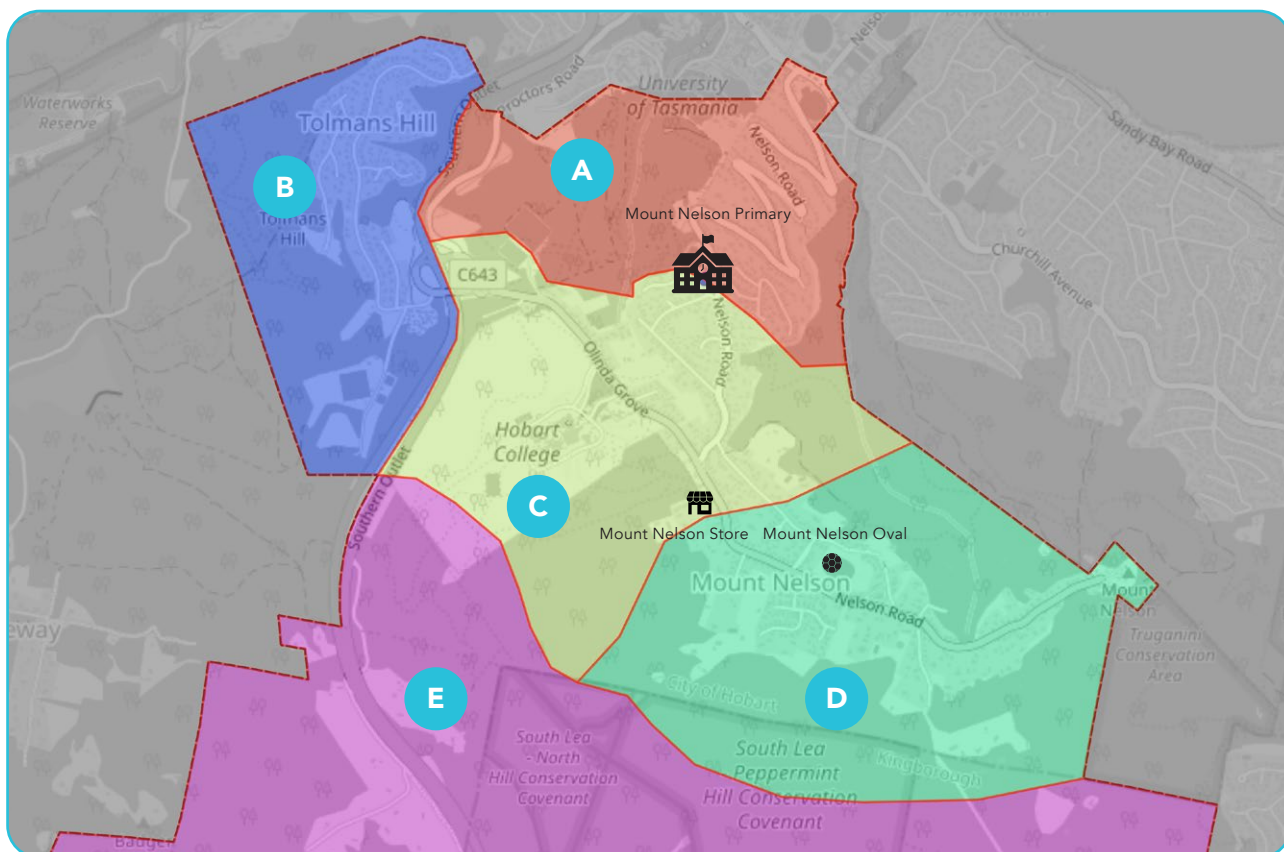


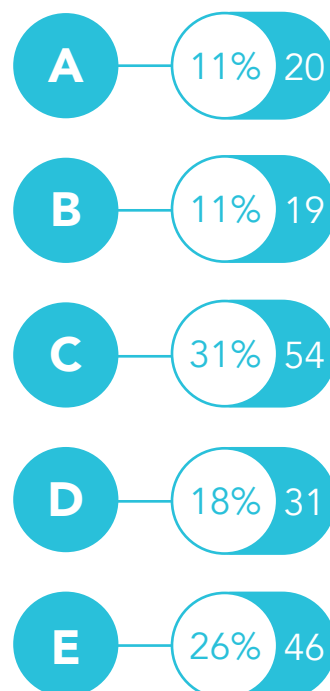
Figure 3.3 Zones identified within school catchment for the purposes of the survey

Despite these constraints, many families live in close proximity to the school, meaning that walking, scooting or riding are a viable option.

Within the school catchment, five distinct zones have been identified (see Figure 3.3), each with unique characteristics that shape travel behaviour. The 2025 student survey shows that the majority of students live in Zone C. Zone E also includes students who live outside the catchment.

Table 3.2 provides a summary of the key features and potential opportunities for improving the local transport network in each zone.

Where students live based on a 2025 survey:



MT. NELSON
PRIMARY
SCHOOL

Table 3.2: Characteristics and opportunities for the zones within the school catchment

Zone	Characteristics	Opportunities (aligned with Mount Nelson LAMP)
Zone A <i>Up to 20 mins walk</i>	- Immediately surrounds the school, at the northern tip of Mount Nelson. Faced by very steep terrain - Homes located on The Bends, meaning some families have disconnected or missing footpaths for the journey to school - The Mount Nelson steps provide a direct but very steep climb from Sandy Bay up to the school, which is not accessible for all	- Implement measures to slow traffic and improve visibility on The Bends (LAMP Action 11) - Improve access to Mount Nelson steps from the Bends (LAMP Action 11) - Audit and upgrade the steps to provide safer, more accessible walking from Sandy Bay, including surface upgrades and vegetation management (LAMP Action 8)
Zone B <i>More than 30 mins walk</i>	- Includes Tolmans Hill, with the route to school featuring a narrow bridge across the Southern Outlet and disconnected footpaths, which are significant barriers to walking and riding - The terrain is very steep in parts	- Connect missing footpath connections along Olinda Grove and Brinsmead Road (LAMP Actions 9 and 10) - With a safer route, walking and riding will become much more viable
Zone C <i>Up to 20 mins walk</i>	- Majority of Mount Nelson residents and families live here - Footpaths can be uneven, some difficult road crossings	- Repair uneven footpaths and address difficult road crossings to support the majority of families. - Introduce measures to slow traffic at key locations, improving safety for all users (LAMP Actions 1, 11, 12, 13) - Connect missing footpaths such as Brinsmead Road (LAMP Actions 6, 7, 9, 10)

Zone	Characteristics	Opportunities (aligned with Mount Nelson LAMP)
Zone D <i>20 - 45 min walk</i>	• A longer walking distance to and from school and may be more suited to riding or scooting • Significant footpath gaps, particularly to the east of the Oval	● Rialannah Road can provide an alternative option to walk or ride without having to use Nelson Road (LAMP Action 12) ● Enhance safety at key crossing points such as at Rialannah / Nelson Road, Mount Nelson Store and near the Oval (LAMP Actions 2, 3 and 4) ● Encourage community-led initiatives such as: » Walking or cycling school buses » Park and walk/ride the rest (Park at a central point that is safe for children to walk 5-10 minutes to school) » Carpooling
Zone E and students outside of catchment <i>More than 30 mins walk</i>	• Southernmost and largest zone, extending towards the school catchment boundary	● Encourage community-led initiatives such as: » Walking or cycling school buses » Park and walk/ride the rest » Carpooling



Issues and challenges

Engagement on the Mount Nelson LAMP asked respondents to identify locations where moving and crossing the street felt unsafe.

The following map (Figure 3.4) presents feedback related to Mount Nelson Primary School.

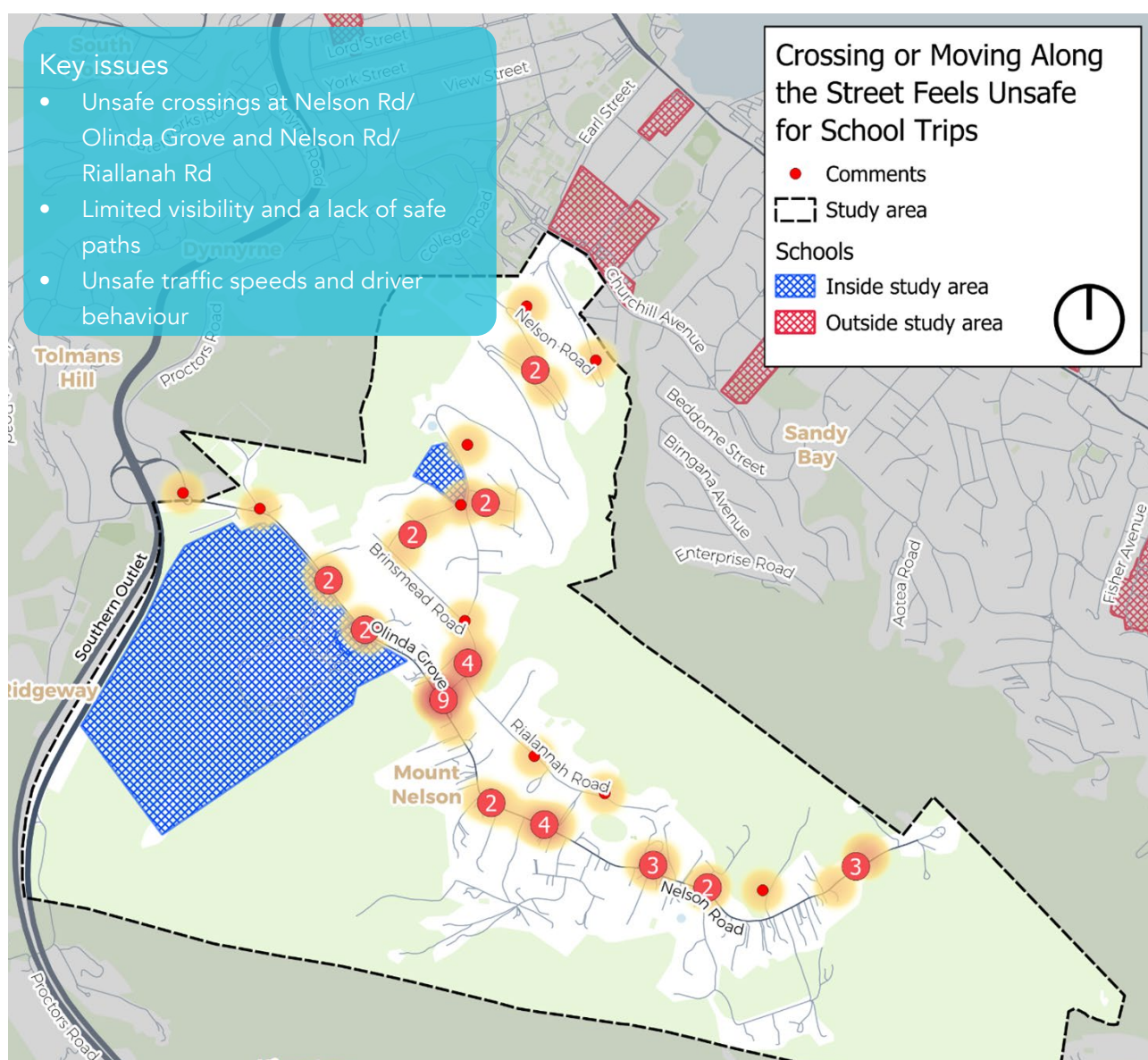


Figure 3.4 Feedback on the street environment around Mount Nelson Primary School

— 4. School Community Engagement



Student survey insights

A total of 171 surveys were completed by the students of Mount Nelson Primary, representing a 78 per cent response rates. Another survey was distributed to parents and caregivers which received responses from 31 participants. The survey data indicates a school community where car travel is the norm, yet there is an appetite for more active and independent travel, and particularly a desire to ride bikes. As students progress through to year 6, their desire for autonomy and peer connection grows, highlighting a potential to shift travel behaviour if key barriers are addressed.

Active travel varies widely across Hobart's schools - Mount Nelson Primary has an opportunity to encourage active travel

Across all primary school trips in the City of Hobart, on average more than a quarter (27.5 per cent) are made on foot.¹² Mount Nelson Primary is below this average, with an estimated 20 per cent of students usually walking, according to the parent survey. By comparison, South Hobart Primary reported 24 per cent of students walking to school while Goulburn Street Primary sees up to 85 per cent of students walking to school.

How students travel to and from school: The car dominates, but not by choice

At Mount Nelson Primary School, most younger students travel to school by car - over 80 per cent in Prep to Year 3. As students get older, car use drops closer to 70 per cent, and more students start walking or cycling, but the car is still the main way most get to school.



Nearly 80 per cent of year 5 and 6 (senior) students currently get to and from school by car.



More than 50 per cent would ride a bike or scooter, and a quarter would walk if they could.

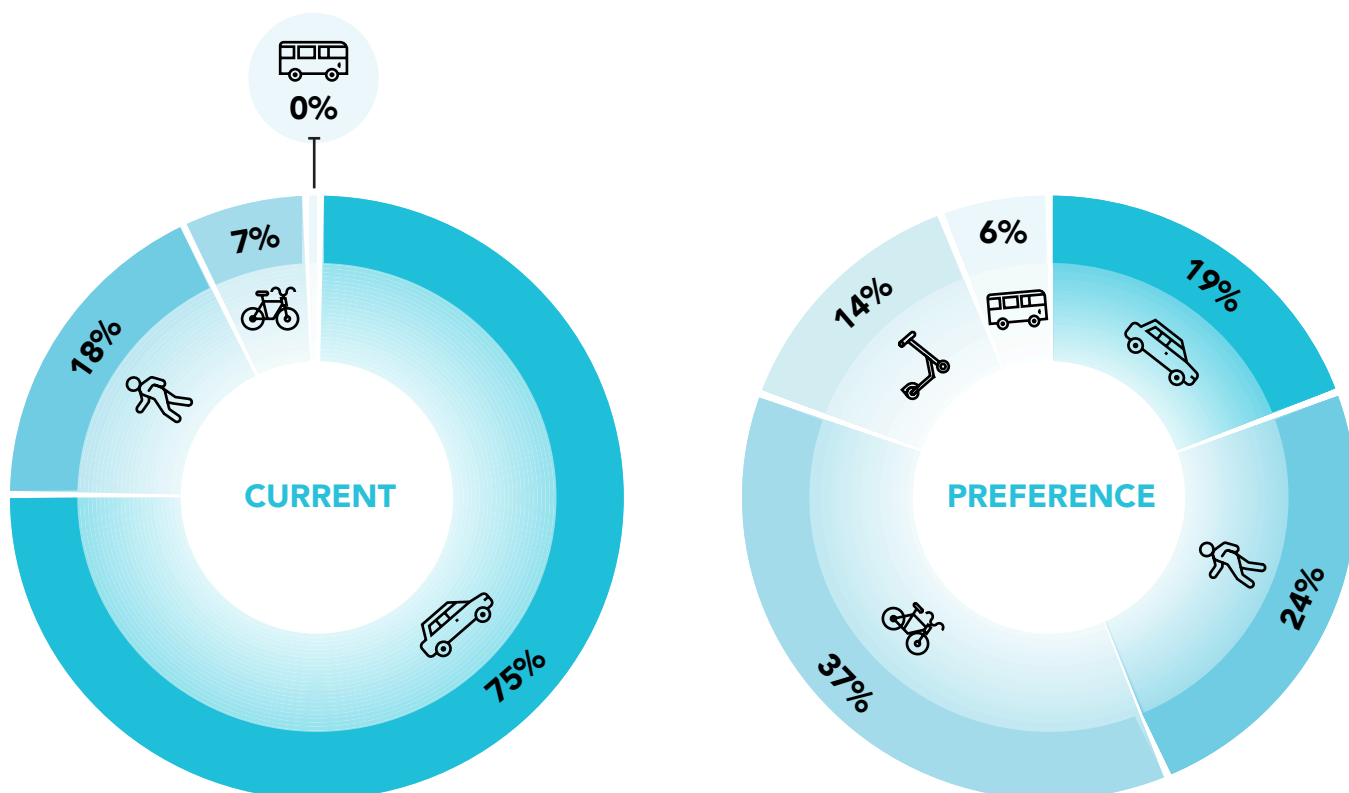


Figure 4.1 How students currently travel to Mount Nelson Primary vs how they want to (stated preference)

Bike ownership vs. bike use: The untapped potential

While over 80 per cent of students own a working bike, less than 10 per cent regularly use it to get to school. This gap highlights a significant opportunity to encourage cycling through targeted interventions.

Evolving travel companions: Independence grows with age

Current travel patterns at Mount Nelson Primary School indicate that most students, especially those in the junior years (Prep to Year 2), are accompanied by a parent or caregiver. By Year 6, nearly half of the students want to travel with friends or on their own.

As shown in Figure 4.2, more students in the middle years would like to travel independently or with friends. Travelling with friends is a popular preference among all students.

These results highlight a strong desire among students for greater independence and social connection as they grow older. This plan identifies opportunities to safely facilitate this, such as by organising a 'walking school bus'.

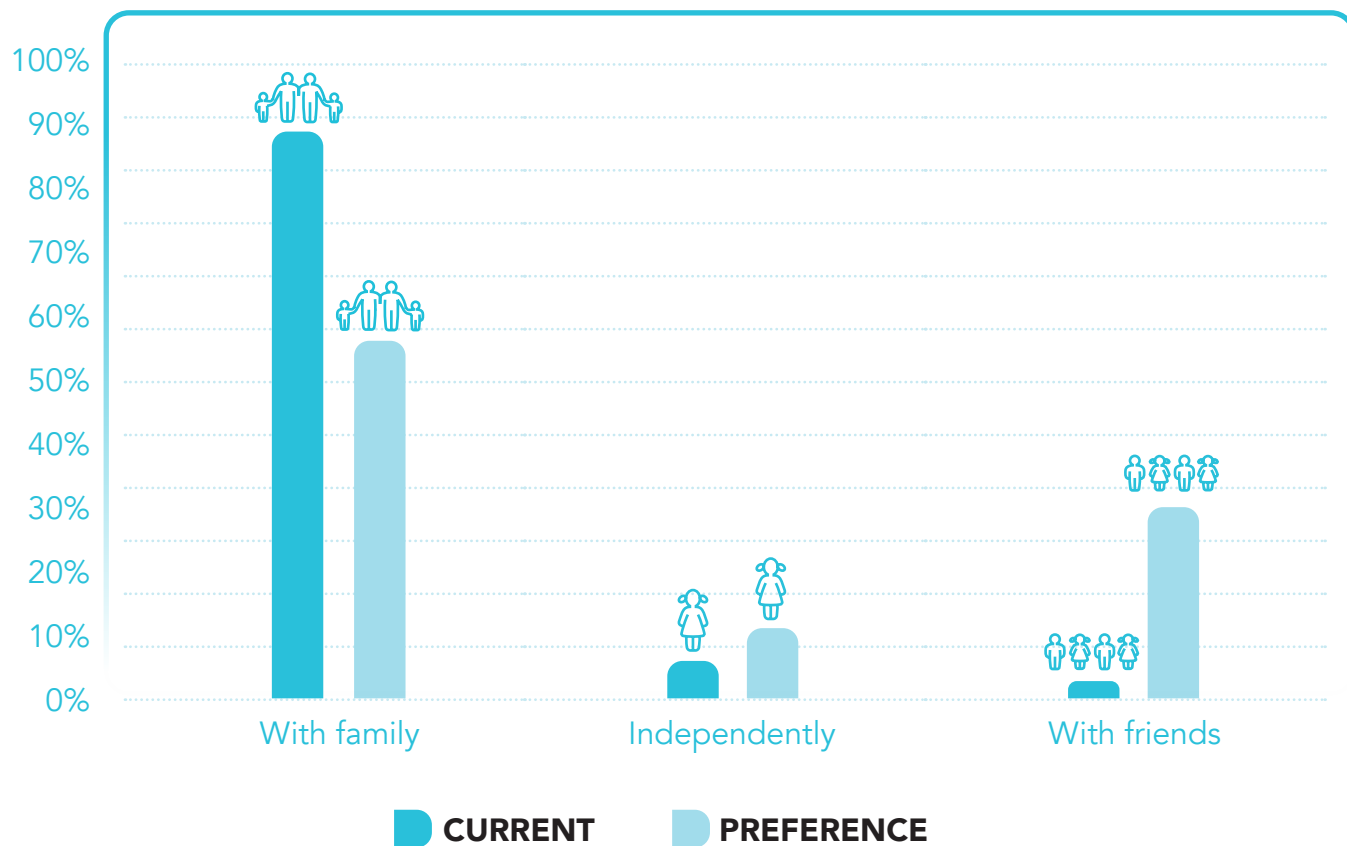


Figure 4.2 Current vs preferred travel companions



Parents insights

The Mount Nelson Primary SATP parent and carer survey was conducted to better understand how families travel to and from school, the barriers they face, and their aspirations for safer, more active journeys. There were 31 contributors.

Those parents who responded to the survey highlighted road safety and infrastructure concerns and revealed a strong community interest in enabling healthier, more independent travel options for students.

Car use dominates, but not always by choice

Of those who responded to the survey, most families at Mount Nelson Primary drive their children to school, with 79 per cent of parents saying the car is their main mode of transport. Only a small proportion of families walk (12 per cent), cycle (6 per cent), or use the bus (3 per cent). While most households have a working bike (over 70 per cent), very few children actually ride to school.

Among those who would prefer not to drive, there is strong interest in alternatives such as walking, cycling, using public transport, or dedicated school buses, as shown Figure 4.3. Health, fitness, convenience, enjoyment, and environmental benefits are key reasons families would like to see more active travel options for the school journey.

Around 40 per cent of parents say driving is not their preferred method of travel for school trips.

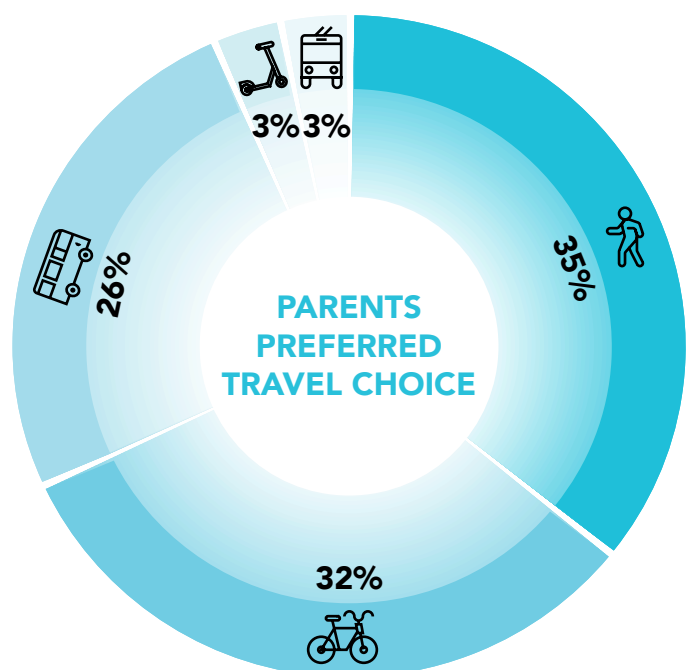


Figure 4.3 Travel options families would prefer to driving



Barriers to active travel

Parents and caregivers highlighted several challenges that make walking, cycling, or scooting to school difficult for their children. The most common reasons for driving include:

- living too far from school
- concerns about children navigating busy roads
- limited time in the mornings
- a lack of convenient public transport
- need to drive to other activities before or after school, or feel their children are too young to travel independently.

Safety is a major concern for families. Many parents described the streets around the school as unsafe or very unsafe (59 per cent) for walking or cycling, citing fast-moving traffic, dangerous bends, and a lack of footpaths and safe crossings.

Fifty nine per cent of parents describe the streets around the school as unsafe for walking or cycling.



Infrastructure and support needs

Survey results show strong demand for safer, more connected infrastructure and complementary support measures to enable active travel as identified in the parents survey. However, infrastructure upgrades alone are not enough to achieve the desired shift.

Behavioural support and safety education are equally important for addressing parental concerns and empowering children to travel actively.

In the survey parents noted several interventions that would make walking, cycling and scooting safer and more appealing:

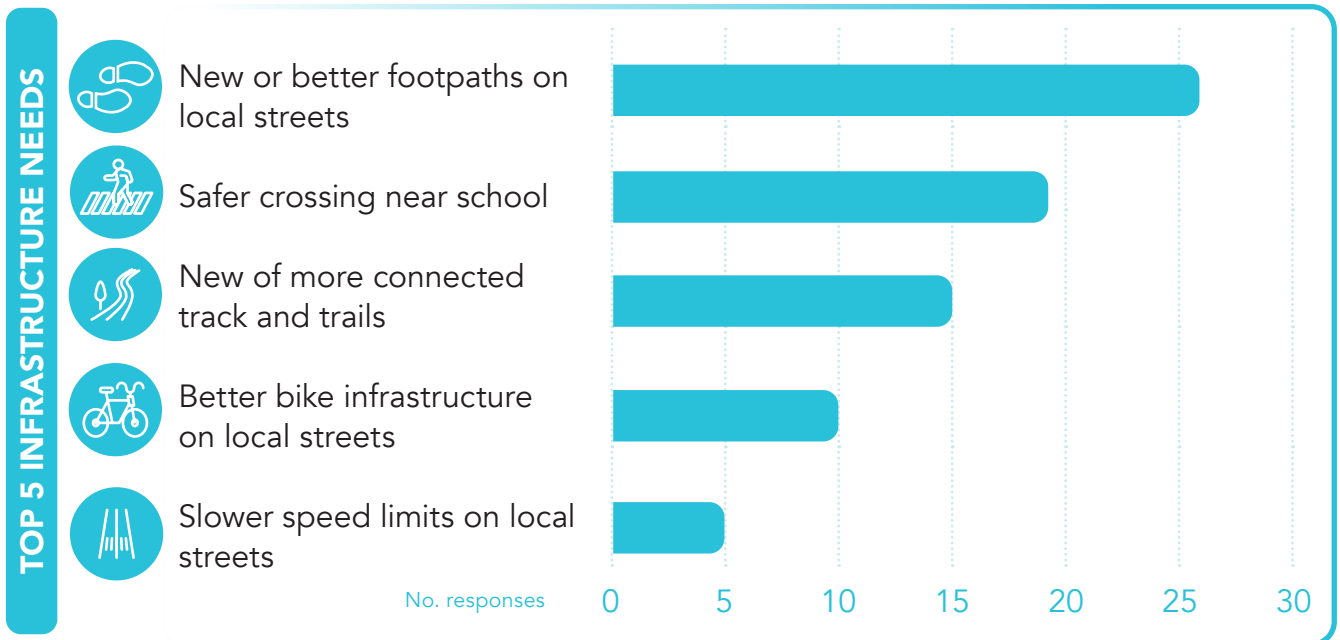


Figure 4.4 Top 5 suggestions for supporting active school travel - infrastructure

In addition to infrastructure, parents highlighted the need for supporting measures including:

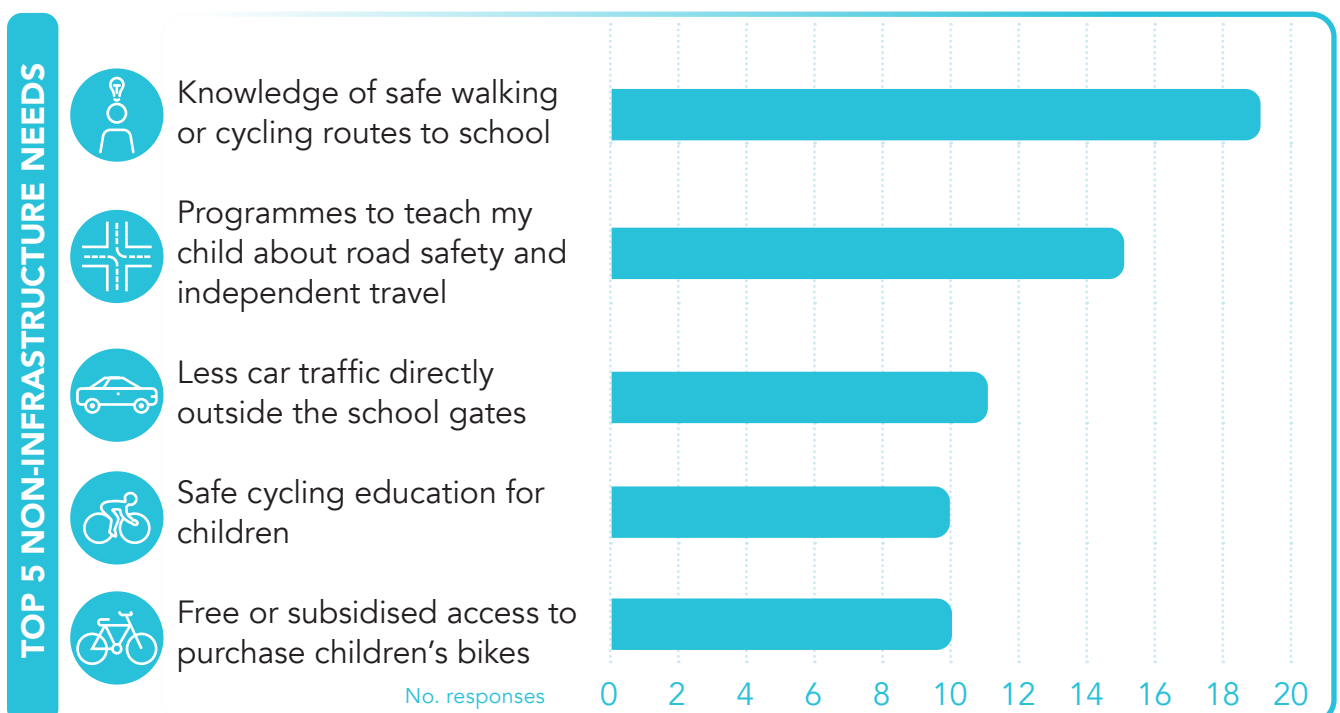


Figure 4.5 Top 5 suggestions for supporting active school travel- non-infrastructure

Summary

While car use is currently the norm, there is significant latent demand for walking, cycling, and public transport if the right conditions are created.

The table below summarises the shared narrative between the students and parents.

Theme	Students say...	Parents say...	Shared story
Car is the norm	Most travel by car	Most travel by car	Not the ideal for many
Want more active travel	Prefer walking/cycling if possible	Prefer walking/cycling if possible	Latent demand for change
Barriers	Distance, safety, infrastructure	Distance, safety, infrastructure	Same obstacles
Bike ownership vs. use	Many own, few ride	Many own, few ride	Untapped potential
Independence	Older students want autonomy	Supportive if safe	Need for safe independence

Figure 4.6 Summary of the shared narrative between the parents and students

— 5. Behaviour Change



The Mount Nelson LAMP sets out a vision for safer, more connected walking and cycling routes, with infrastructure upgrades designed to support active travel across the community. However, infrastructure alone cannot shift travel habits. This plan focuses on the behavioural side of the equation.

To guide this work, we use the COM-B model, a framework that helps us understand what drives behaviour and how we can support change. COM-B stands for Capability, Opportunity, Motivation and Behaviour - three essential ingredients for enabling people to choose active travel as shown in Figure 5.1.

Capability: Building confidence and skills

Many students live close enough to walk or cycle to school, but steep terrain, limited footpaths, and safety concerns can make these options feel challenging. Through education programmes, school-led activities, and community engagement, we aim to build confidence and skills, helping students and families feel capable of choosing active travel.

Opportunity: Creating the right conditions

The LAMP provides the physical opportunity for active travel by improving footpaths, crossings, and traffic conditions. The SATP complements this by creating social opportunities such as walking groups, ride-to-school days, and peer-led initiatives that make active travel more visible, supported, and normalised within the school community.

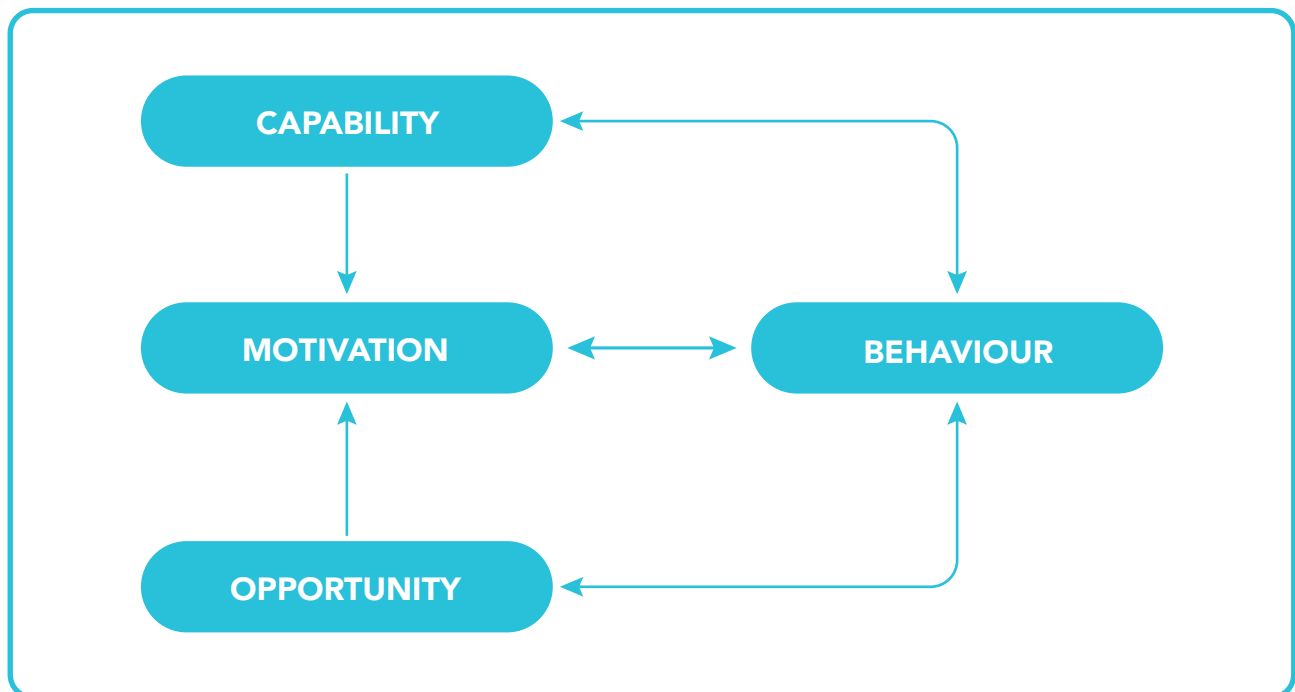
Motivation: Inspiring change

Changing habits takes more than just access - it also takes motivation. The SATP promotes the benefits of active travel, from health and independence to environmental impact and community connection. By involving students in planning and storytelling, and linking activities to the school curriculum, we aim to foster a culture where walking and cycling are not just practical, but preferred.

This section outlines opportunities identified through data analysis, community feedback, local observations, alignment with state and City of Hobart strategic transport objectives before putting forward recommendations in Part 6.



One of the most well-known theories is the COM-B model. This model* suggests that behaviour is influenced by three key components



CAPABILITY

Do we have the knowledge, skills or abilities required to achieve their behaviour?
e.g. does the person know how to ride?

MOTIVATION

Do we have the external physical or social factors in place to make this behaviour possible? e.g. are there safe routes for the person to ride on?

OPPORTUNITY

Is there sufficient internal desire or motivation for this behaviour to occur?
e.g. does the person want to ride?

As each of these components interact, initiatives must target one or more of these in order to deliver and maintain effective behaviour change.

Figure 5.1 COM-B model for behaviour change

While the LAMP provides guidance on infrastructure-based solutions, this document highlights complementary

non-infrastructure strategies to maximise those investments and influence behaviour over time.

ADDRESSED IN LAMP THEMES



A connected walking network



Safer streets



Improved transport choices

ADDRESSED IN THE SATP



Behaviour change initiatives (non-infrastructure)

Initiatives and case studies

To meet the support needs of students and parents at Mount Nelson Primary this section introduces several practical examples that help inform the recommended initiatives.

Table 5.1 aligns needs with successful case studies from Australia and abroad, which are explored in depth in the following pages. These strategies provide a roadmap for fostering safer and more independent active travel.

Table 5.1: Case studies matched to key support needs

Support needed	Behaviour change initiatives	Case study
Confirmation that children have arrived safely	Instant arrival confirmation systems	TagOn (Merri-bek City Council) - Bluetooth check-in with parent notifications
Road safety and independent travel education	Peer-led initiatives, curriculum integration, incentives	Teesdale Activity Trail (Golden Plains Shire), Active Transport Passports, Class competitions
Reduce car traffic at the school gate	Tactical changes to the road environment, car pooling, walking/riding school bus	Merri-bek Open Streets, Cardinia Stop & Drop Zones, Denver's Schoolpool, Walking/riding School Bus
Make cycling a real choice	Skills training, pop-up facilities, leveraging national events	Ride2School, pop-up cycle facilities, rider training for students and parents
Knowledge about safe routes	Maps, signage, Park + Walk initiatives	Park + Ride/Walk maps, student-designed trail signage, Teesdale Activity Trail

Supporting safety and confidence for independent travel

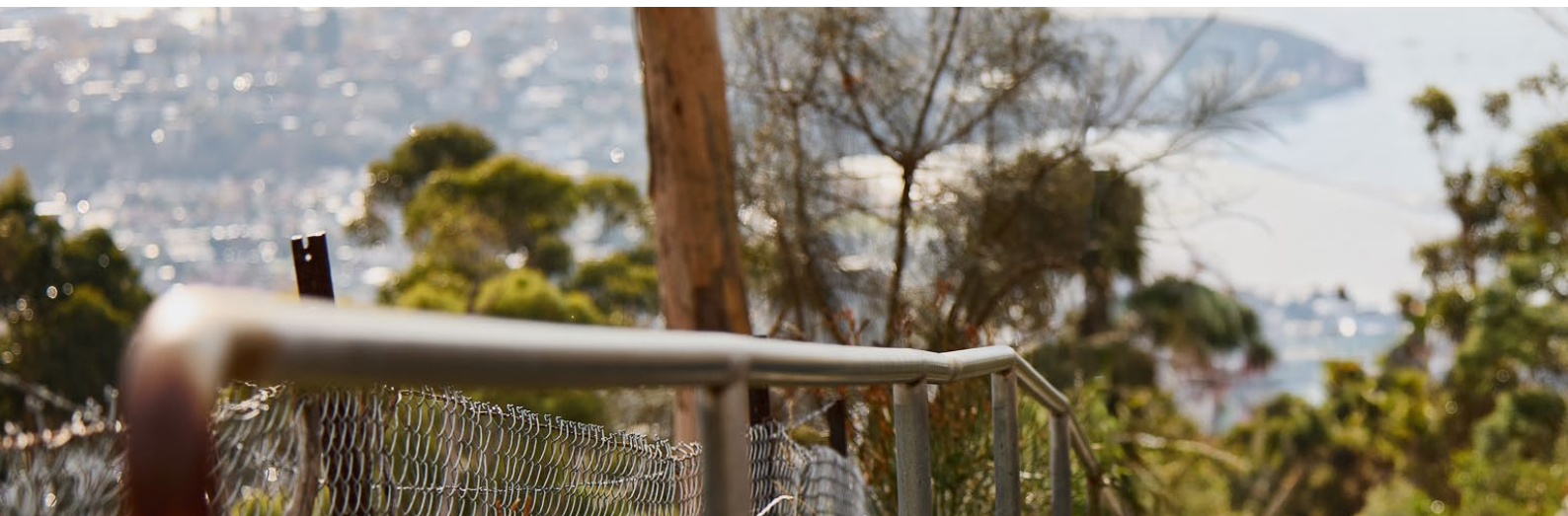
Safety concerns are the most significant barrier to active travel at Mount Nelson Primary School. Parents highlighted the need for support measures such as receiving confirmation that children have arrived safely. Many parents also expressed concern about their children's ability to travel independently, particularly in the early years. Students, meanwhile, expressed a strong desire for more independence and travel with friends, especially in the upper years.

To address these concerns and unlock the potential for more active and independent travel, strategies can include:

- Instant arrival confirmation to reassure parents that their children have arrived safely at school
- Road safety education to build children's skills and confidence is essential for fostering independence

and providing reassurance to parents. Practical, age-appropriate road safety education helps students learn how to cross roads, use crossings, and navigate traffic. This could include building road safety as part of the school's curriculum. These skills are especially important in areas like Mount Nelson, where steep terrain and limited infrastructure can make walking and cycling more challenging.

- Walking/riding school Buses involve groups of children walking to school along a set route, supervised by parent volunteers. Routes include designated 'bus stops' where children can join the group. The model is flexible, operating as often as families choose, offers a safe way to get to school and builds social connection, routine, and confidence.





Case study: TagOn – Merri-bek City Council¹³

Merri-bek’s Ride & Stride program introduced TagOn, a Bluetooth-based system that allows students to “tag on” at a kiosk when they arrive at school. Parents receive an instant email confirming their child’s arrival and travel mode (walk, ride, scoot). The system also gamifies travel, encouraging routine and providing valuable data for schools and councils.

This model is highly transferable and could be piloted at Mount Nelson Primary to support families seeking greater independence for their children while maintaining peace of mind.

Case study: Cardinia Stop and Drop Zones¹⁴

Cardinia Shire Council’s Streets Ahead programme introduced Stop & Drop Zones to promote active travel and reduce congestion. Located up to 1 km from school entrances, these designated areas allow parents to drop off or collect children, who then walk, ride or scoot the remainder of the journey. Families are encouraged to accompany children if preferred, with suggested departure times ensuring timely arrival.

This approach could be adapted for Mount Nelson by identifying suitable Park and Walk/ride locations. This approach can also encourage independent travel for the last 5-10 minutes of the school trip taking advantage of the many trails that lead to Mount Nelson Primary school.

Case study: Walking/riding school bus – Edwardstown & Little Grove Primary Schools

Little Grove Primary School (Western Australia)¹⁵

The school promotes active travel through its Active Transport Access Map, developed by the Government of Western Australia and the City of Albany as part of the Your Move programme. The map identifies safe walking and cycling routes, encouraging families to choose sustainable transport options all of part of the way.

Students views:

"This year, I started riding my bike to and from school by myself. I love riding my bike to school because it is fun, and I get to meet my friends in the afternoon to ride home." - Year 4 student

"I ride to school most days and it's good for my fitness and health. I ride to school because I like the challenge of riding down steep hills." - Year 5 student

Edwardstown Primary School (South Australia)¹⁶

Volunteer parents act as "bus drivers", leading groups of children along designated routes with planned stops. Families can participate as often as they choose, even one morning per week. The programme includes clear safety protocols and incentives: students receive stamps for each walk, earning a voucher for a free ice block after 10 walks, and end-of-term raffles provide additional rewards.



Image credit: State of Queensland

Parents views:

"From our experience of the Walking Bus it has only been a positive thing. It gets all of us walking more and the children do not complain about walking like they used to".

"As a driver I have been impressed by how quickly the children's fitness increases and in particular how quickly the younger children develop stamina and a good walking pace."

"Socially, it's great because the children meet other children they otherwise would only know by sight. My children have formed some good friendships because of the Walking Bus. The parents get to know other parents too!"

This initiative is well-suited to Mount Nelson's catchment, particularly for Zone C. Attendees at the LAMP January 2026 community workshop noted a walking school bus has been successfully run in Mount Nelson previously.

Reduce car traffic at the school gate

Survey responses from parents and caregivers expressed a desire for less car traffic at the school gate. Initiatives that can help reduced car traffic through low-cost, scalable interventions that prioritise people over vehicles include:

- **School Streets:** School Streets are temporary, timed closures of roads directly outside school entrances during drop-off and pick-up periods. These car-free zones create safer, calmer environments for children to walk, cycle or scoot to school. School Streets are usually piloted for 6 months, operating for 15–90 minutes at the start and end of the school day. Implementation is supported by signage, temporary barriers, and community volunteers or enforcement officers. Successful programmes rely on cross-departmental collaboration and community engagement, with working groups coordinating logistics, communications, and evaluation (City of Victoria, 2019)
- **School carpooling program** to encourage carpooling amongst the parents and caregivers often travelling the same route



Case study: Open Streets – Merri-bek City Council¹⁷

Merri-bek's Open Streets initiative, part of the Ride & Stride programme, temporarily closes streets near schools to cars during peak times. The initiative is co-designed with families and school communities and supported by signage, volunteers, and community events.

Key outcomes:

- 63 per cent of students used active travel on Open Streets days.
- 97 per cent of families reported feeling safer.
- 93 per cent of parents supported expanding the programme.

This model is highly adaptable and could be trialled at Mount Nelson Primary to reduce congestion and improve safety at the school gate.

Case study: Schoolpool – Denver Regional Council¹⁸

Denver's Schoolpool is a secure online platform that connects families for carpooling, walking, or cycling groups. The programme is especially effective for schools without bus services and helps reduce vehicle kilometres travelled (VKT) while fostering community connections. To address privacy concerns, Schoolpool required parents to opt in before sharing any contact details, ensuring participation was fully approved.

Key outcomes:

- Over 15.3 million kilometres saved annually.
- Participation from 19,000 families across 150 campuses.

This model could be adapted for Mount Nelson through a localised carpooling or walking group platform, supported by the school and council.

Make cycling a real choice

At Mount Nelson Primary School, over 80 per cent of students own a working bicycle, yet only 9 per cent regularly ride to school. This gap highlights a significant opportunity to support cycling as a viable and attractive option for everyday school travel. Addressing barriers such as safety concerns, lack of confidence, and limited infrastructure can help unlock this potential. Some of the initiatives that can support riding to school include:

- Leveraging national programs like Ride to School
- Temporary cycling infrastructure such as pop-up bike parking, skills tracks and mobile maintenance stations—can help families trial cycling in a low-pressure environment. These facilities support skill development, increase visibility of cycling, and reduce barriers related to equipment and confidence.
- To support families new to cycling, joint training sessions provide a practical way for students and parents to develop road safety skills together. These programs, often run alongside local cycling experts or council teams, achieve the best results when scheduled just before the new school term or national events like Ride2School Day.
- Offer bicycle mechanic services to ensure bikes are safe and roadworthy
- Offer incentives and competitions to build momentum and excitement
- Encourage teachers and school staff to cycle where possible, setting a positive example for students

A local campaign to highlight to drivers that ‘children ride here’ may further support these initiatives.



Case study: Ride2School - Bicycle Network¹⁹

Ride2School is a national programme that supports schools to promote cycling through events, resources and training. The flagship event, National Ride2School Day, encourages students to ride, walk or scoot to school, helping to shift perceptions and normalise active travel.

Evidence of success: 365,820 students participated in the recent National Ride2School Day (March 2023), resulting in an average active travel rate of 63 per cent for those 871 schools participating (254 school participated for the first time).

Ride2School is a low-cost, high-impact initiative that could be integrated into Mount Nelson's calendar to build momentum and visibility around cycling

Case study: Incentive based programs²⁰

Incentive-based programmes can help build a culture of cycling and reward participation:

- Golden Boot Award (City of Port Phillip): Weekly class prize for the most walking or cycling trips
- Golden Ticket Lottery (Glen Eira City Council): Students earn entries into a prize draw for each active trip
- Weekly active travel days and class competitions: Simple, visible ways to build momentum

These initiatives are particularly effective when paired with broader behaviour change campaigns and can be easily adapted for Mount Nelson Primary.



Knowledge about safe routes

Developing clear, accessible maps that highlight safe walking and cycling routes is a practical way to support families in choosing active travel. For families who live further from school or face barriers to full active travel, Park + Ride/Walk maps offer a practical alternative. These maps identify safe, convenient locations where families can park and walk the final 5 to 10 minutes to school and even enable kids to travel the last leg independently or with friends.

Case study: Teesdale Activity Trail Golden Plains Shire²¹

Students in Years 4–6 co-designed a walking trail to school that was safe, fun and educational. They proposed signage telling the story of the Eastern Long-necked Turtle, with sculptures to play on along the way. The project built ownership, awareness and excitement around walking to school.

This approach could be adapted for Mount Nelson and support the 'Walking Country' story, as described on page 10 of the LAMP.



Monitoring progress

Monitoring progress is essential to understanding the impact of active travel initiatives and ensuring they are delivering meaningful change. It also helps schools and councils identify what's working, where improvements are needed, and how to build momentum over time. A combination of simple, low-cost tools can be used to collect both quantitative and qualitative data.

Hand-up surveys

Hand-up surveys are a quick and effective method for collecting data on how students travel to and from school. Conducted during morning assembly or in classrooms, students are asked to raise their hands to indicate their mode of travel such as walking, cycling, scooting, public transport or car.

Why schools use them:

- Establish a baseline: Provides a snapshot of current travel behaviours at the start of a programme.
- Track progress: Enables schools to monitor changes over time and assess the impact of initiatives.
- Support funding: Demonstrates outcomes for grant applications and reporting.

Hand-up surveys are most effective when conducted regularly, such as at the start and end of each term, and when results are shared with the school community to celebrate progress and encourage continued participation.

Travel tallies and classroom logs

Teachers or student leaders can maintain simple travel logs or tally charts in classrooms to record how students travel each day. This method encourages ongoing engagement and can be linked to class competitions or reward schemes.

Benefits:

- Encourages student ownership and participation
- Provides daily or weekly data for internal tracking
- Can be used to identify trends or seasonal changes in travel behaviour

Parent and student feedback

Collecting qualitative feedback through short surveys, suggestion boxes or informal conversations provides valuable insights into perceived barriers, motivations and ideas for improvement. This feedback can help tailor initiatives to local needs and ensure they remain relevant and inclusive.

Observational audits

Periodic observations at school entrances during drop-off and pick-up times can help assess traffic volumes, crossing behaviours and infrastructure use. These audits can be conducted by council officers, school staff, students or volunteers and used to inform future infrastructure or behaviour change priorities.

	ACTION	TIMING	SCHOOL TRIPS
1	Mount Nelson area-wide 40 km/h speed limit	Short term	
2	Nelson Road/Olinda Grove intersection and crossing upgrades	Short term	
3	Nelson Road/Rialannah Road intersection and footpath improvements	Medium term	
4	Mount Nelson Oval crossing improvement	Short term	
5	Mount Nelson Primary School pedestrian priority upgrades	Short term	
6	Hobart College crossing upgrades	Medium term	
7	Nelson Road pedestrian separation (oval to the Signal Station)	Short term	
8	Lower Nelson Road footpath upgrade (Barrie Irons Oval to Richmond Parade)	Long term	
9	Olinda Grove footpath	Medium term	
10	Mount Nelson steps	Medium term	
11	Brinsmead Road footpath	Long term	
12	The Bends (Nelson Road) resurfacing and parking review	Medium term	
13	Rialannah Road traffic calming	Medium term	
14	Upper Rialannah Track	Medium term	
15	Porter Hill Track	Long term	
16	Sportsfield Track	Medium term	
17	Hobart College trail	Short term	

Table 5.1: Summary of prioritised actions

— 6. Recommended Actions



Action plan

This section outlines a practical roadmap to help deliver this Plan. Actions identified in Table 6.1 have been shaped by feedback from students and parents and are designed to address challenges while making the most of opportunities to support safe, active, and independent travel to and from school.

The plan is:

- Easy to follow and adaptable, so schools and the City of Hobart can prioritise based on resources and community needs.
- Collaborative, encouraging schools, families, the City of Hobart and community partners to work together.
- Aligned with the Mount Nelson Local Area Mobility Plan (LAMP) to ensure consistency with broader transport and safety goals.

The action plan includes a mix of behaviour-change activities, infrastructure improvements, and monitoring strategies, with clear responsibilities and suggested timeframes. Actions are grouped into four phases to make progress simple and achievable:

- **Foundation:** Set up the basics and build awareness.
- **Engagement:** Encourage participation and strengthen communication.
- **Scale:** Expand routes and introduce supporting tools.
- **Culture & review:** Embed active travel in school life and review progress.

This phased approach provides a clear framework for delivering the Mount Nelson School Active Travel Plan, promoting safer routes and active travel as part of everyday school life.

Table 6.1: Recommended actions

Phase	Action & Sub-actions	Responsibility
Foundation	1. Collect baseline information through student and parent surveys	City of Hobart
Foundation	2. Establish Working Group ● Define roles ● Schedule meetings	Working Group Lead
Foundation	3. Set targets ● Align with baseline ● Publish on website	Working Group Lead
Foundation	4. Annual Launch Event (leverage Ride to School Day). Key initiatives: ● Bike skills training for students and parents ● School Street pilot within the school carpark ● Work with teachers and school staff to walk or cycle where possible, setting a positive example for student	Working Group
Foundation	5. Driver awareness campaign with the message: 'Children walk and cycle here'.	City of Hobart
Foundation	6. Hand up survey: start of year: Week 3 of Term 1	Teachers and staff
Engagement	7. Weekly Active Travel Day ● Promote via newsletters ● Link to competitions	Working Group

Phase	Action & Sub-actions	Responsibility
Engagement	8. Create landing page on the school website ● Integrate with existing school comms	Working Group
Engagement	9. Investigate need for carpooling & tag-on system ● Parent survey ● Feasibility report ● Identify technology providers and obtain quote	Principal / Sustainability coordinator
Advocacy	10. Advocate for the e-Mobility rebates previously run by the state government	Principal / Sustainability Coordinator
Scale	11. Create and publish Walking/Wheeling Routes on the school website and in the school handbook. ● Interim maps ● Update as LAMP projects are delivered	Working Group
Scale	12. Depending on decision of action 9, decide on Tag-on technology procurement ● Procure and roll-out	Principal / Sustainability coordinator
Scale	13. Depending on decision of action 9, decide on Carpooling technology procurement ● Procure and roll-out	Principal / Sustainability coordinator

Phase	Action & Sub-actions	Responsibility
Culture Shift & Review	14. Walking/Riding School Bus ● Onboard volunteers ● Establish routes ● Evaluate and scale/sustain	Working Group
Culture Shift & Review	15. Competitions & Curriculum Integration ● Curriculum-integrated activities like photo stories, mapping exercises, and journaling tied to travel themes. ● Students earn points for walking, riding or scooting to school and then go into a draw to win walking shoes, bike etc. ● Celebrate success with end-of-year awards or showcase	Working Group
Culture Shift & Review	16. Hand up survey: End of year - Week 5 of Term 4	Teachers and school staff
Culture Shift & Review	17. Evaluate & Confirm Plan for 2027 ● Collect data ● Draft next-year roadmap	Working Group

Role of the Working Group

The success of the SATP relies on strong collaboration between the school, council and community. Establishing a dedicated Working Group is a critical first step in ensuring the plan is implemented effectively and sustainably.

The Working Group acts as the central coordinating body for SATP delivery. It brings together key stakeholders to guide decision-making, oversee implementation, and maintain momentum over time. The group should include representatives from:

- School leadership (e.g. principal, teachers, sustainability coordinator).
- Parents and carers.
- Student leaders (e.g. Year 5/6 representatives).
- City of Hobart officers (e.g. transport, infrastructure, community development).
- Community partners (e.g. local police, health services, active travel organisations).

The Working Group's responsibilities may include:

- Reviewing engagement findings and setting shared goals.
- Prioritising actions based on feasibility, impact and community readiness.
- Coordinating the delivery of initiatives (e.g. events, training, infrastructure improvements).
- Monitoring progress and evaluating outcomes (see Section 5.1.5).
- Communicating with the wider school community.
- Advocating for funding and support from council or external partners

The group should meet regularly, ideally once per term, and maintain a shared action register to track progress.

By fostering shared ownership and accountability, the Working Group will ensure that the SATP remains a living document that is responsive to the needs of the school community and capable of delivering long-term change.

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