

Albuera Street Primary School Access Travel Plan



Active travel for healthier
and independent kids

June 2026



City of HOBART



An aerial photograph of a rugged, rocky hillside covered in dense green moss and low-lying vegetation. A narrow dirt path winds through the terrain, and several hikers are visible on it. The title 'Acknowledgement of Country' is overlaid in large white serif font at the top left.

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 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

Australia has seen a massive decline in children walking or cycling to school in the past 10 years. Statistics show that 40 years ago, around 75 per cent of children walked or rode a bike to school, compared to just 25 per cent of children today.

This decline has seen a huge cut in a child's daily physical activity, where they should be aiming to achieve at least 60 minutes of each day. Studies show that physical activity like walking or riding to school has huge positive health benefits for children like improved cardiovascular health, increased concentration and reduced stress.

The goal

The City of Hobart has partnered with Albuera Street Primary School to develop a School Access Travel Plan (SATP), that aims to encourage and support students to

choose an active mode of transport when travelling to and from school.

Active travel can be walking, scooting, bike riding or catching the bus to school. All of which benefits not only students' health but the community as well, such as reduced vehicle greenhouse gas emissions, lower traffic volumes on roads around schools, safer school zones, spatial awareness and creating a more connected and cohesive community.

This plan focuses on helping children build healthy habits by supporting programs that make it easier and more motivating for them to walk, ride or scoot to and from school on their own.

This SATP works alongside the Battery Point Local Area Mobility Plan, which recommended upgrades to make the area safer and more enjoyable for walking and riding.



How was this plan prepared?

The plan represents a collaboration between the City of Hobart and the Albuera Street Primary School community. The process involved three stages:

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 Albuera Street Primary School. - background research into demographics, access routes to school, crash data, observations of drop-off and pick-up periods. - surveys were undertaken in May 2025 to understand attitudes and behaviours from students and parents.
Stage 2: Identification and analysis of key barriers	- analysing survey data to identify barriers and opportunities to encourage active and independent travel.
Stage 3: Identification of initiatives to address key barriers	- finding and ranking projects and actions based on what we learned from the school survey, staff knowledge, and examples from across Tasmania and 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 divided into six parts:

1. An introduction to the School Access Travel Plan.
2. Explains the need for a SATP.
3. Provides demographic and spatial context for the Primary School.
4. 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 the initiatives to implement this plan.

2. Why have School Access Travel Plans

What is a School Access Travel Plan?

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 choose and prioritise projects for future works and funding;
- identify any actions for other agencies to increase active travel.

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



Why encourage active travel to school?

Active travel to school is one of the simplest ways to support a child's health, independence and happiness. At Albuera Street Primary, around 65 per cent of students use active travel modes to get to school or go back home at least two times a week, however only 20 per cent of the kids are doing that without the supervision of an adult.

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 Albuera Street Primary



School Catchment

The school has approximately 245 students from kindergarten to grade 6 with one class per year level.

The school catchment (Department of Education intake area) includes Battery Point, parts of Sandy Bay and a section of the CBD as shown in Figure 3.1.

According to the latest census approximately 3,300 people live within the school catchment, with around 50 per cent living within a 10-minute walk from the school. Around 35.3 per cent of people in the area were born overseas and 24.5 per cent of people use a language other than

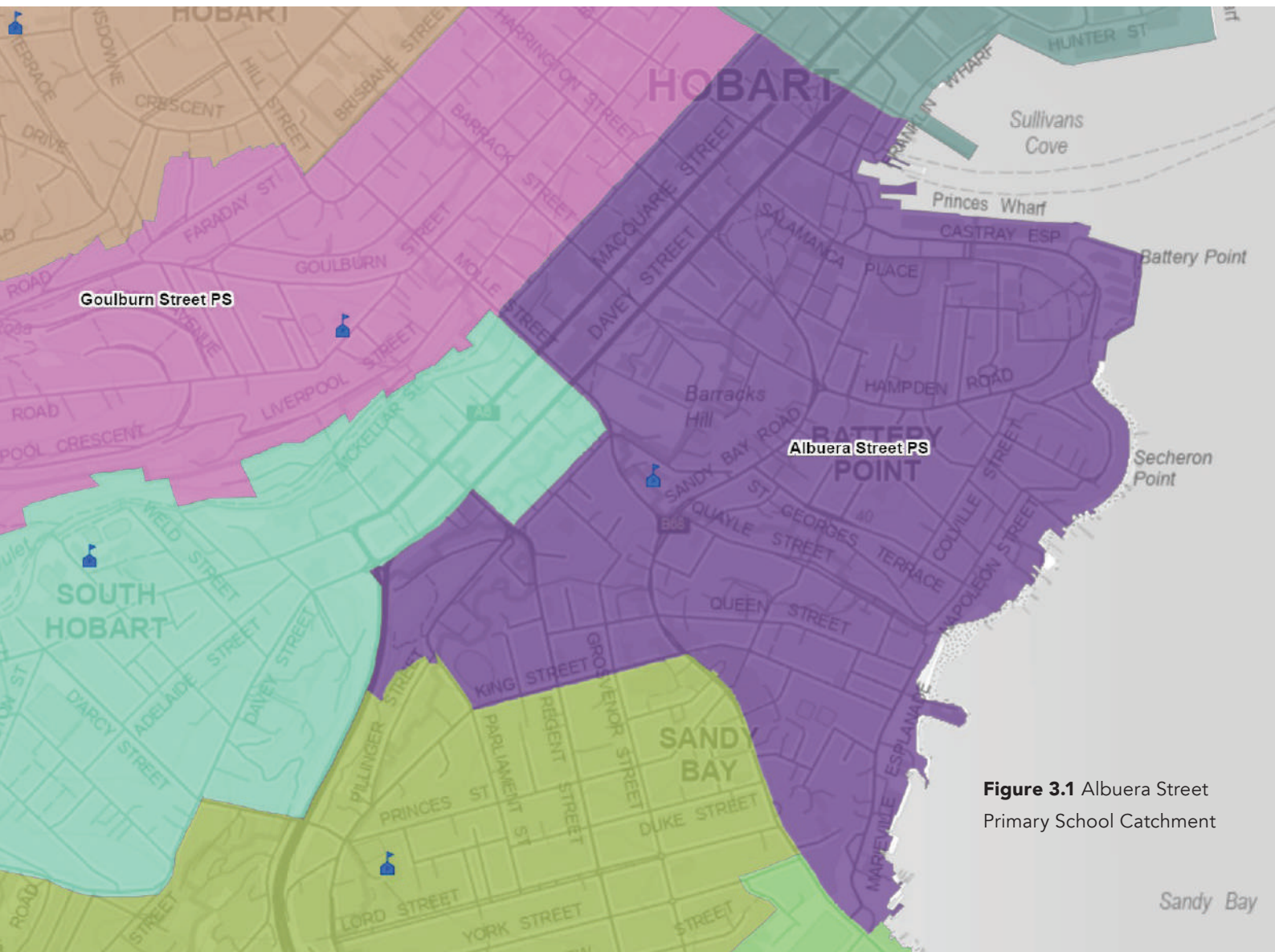


Figure 3.1 Albuera Street Primary School Catchment



Table 3.1: Albuera Street Primary School population data

ABS data (2021)	10-minute walk	Total school catchment
Resident population	1,150	3,668
Families with children under 15	98	333

Local Street Network

Albuera Street Primary is surrounded by an extensive grid of pedestrian paths that connect the school to the surrounding neighbourhoods.

Equipped with signalised crossings at major intersections, such as the Sandy Bay Road junctions of St Georges Terrace and Byron Street, as well as Molle Street's intersections with Macquarie Street and Davey Street. Although there is a school

children's crossing sign on Albuera Street, most students access the school via the eastern side of Albuera Street, therefore not needing to use the crossing.

The design of wide, local streets such as Byron Street, Fitzroy Place and Sandy Bay Road, the high traffic volumes and the quality of walking and cycling infrastructure strongly influences whether families feel confident choosing active travel options.

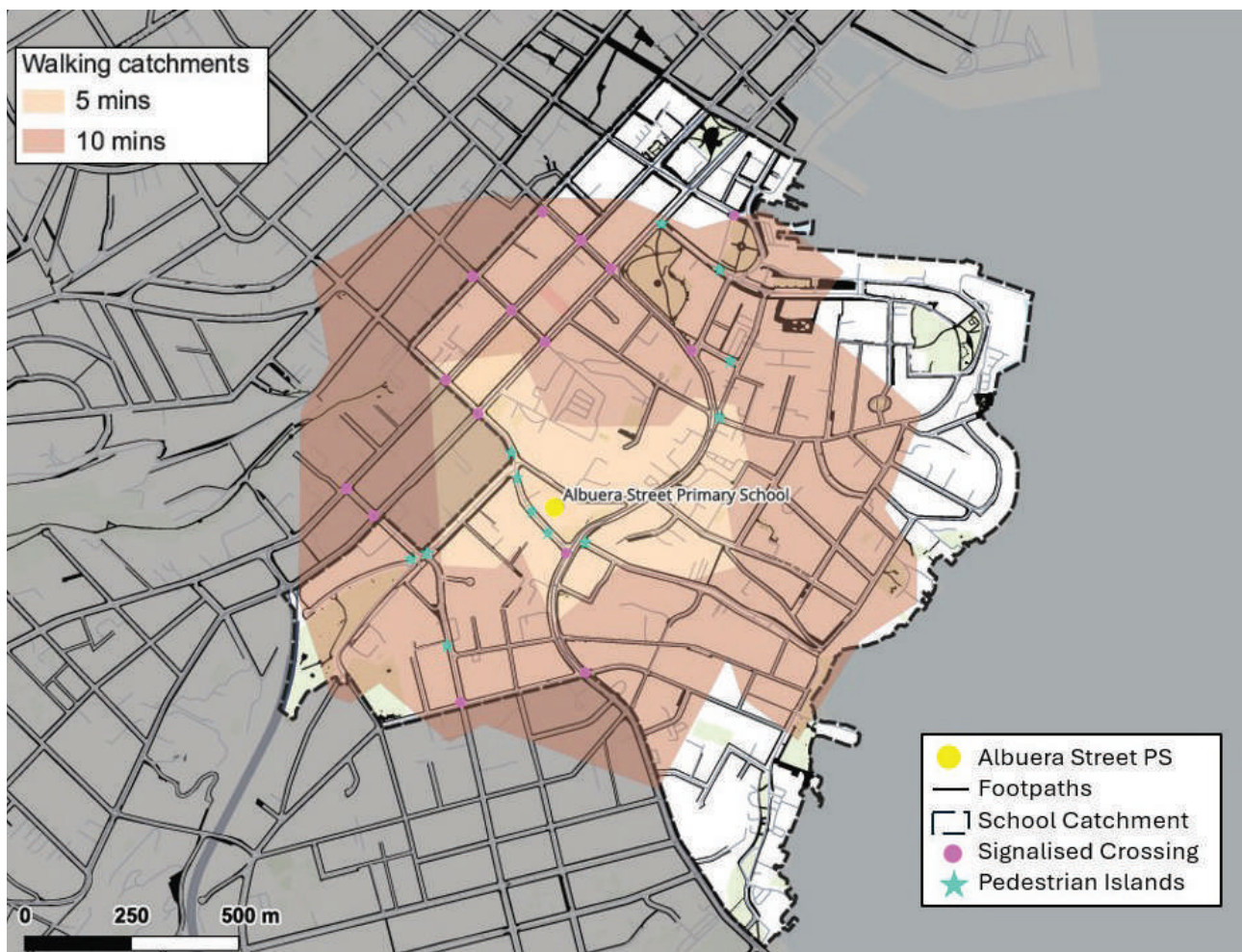
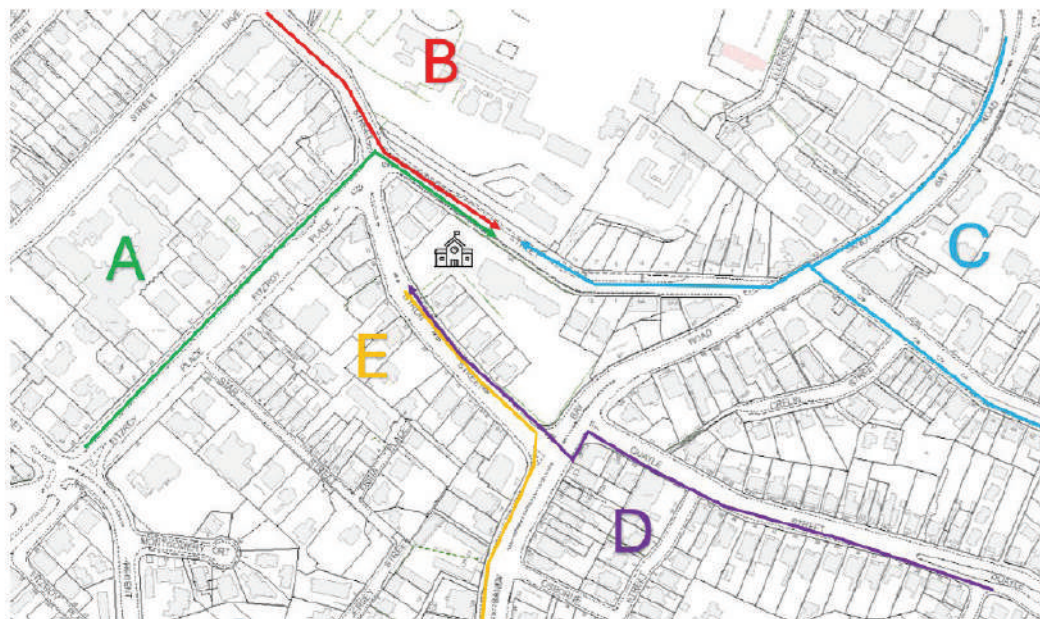


Figure 3.2 Five and ten minutes walking catchment from the school's main entrance.



- A** = along Fitzroy Place onto Albuera Street
- B** = along Byron Street, coming from Davey Street side onto Albuera Street
- C** = along Sandy Bay Road onto Albuera Street
- D** = along Sandy Bay Road from Quayle Street onto Byron Street - Using Byron Street entrance
- E** = along Sandy Bay Road - coming from Sandy Bay - Using Byron Street entrance

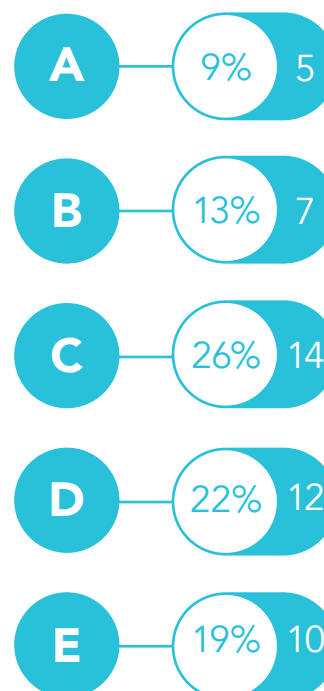
Figure 3.3 Preferred used routes to get to the school

Despite these constraints, many families live 10 to 15 minutes walking distance to the school, meaning that walking, scooting or riding are a viable option.

Within the school catchment, five distinct routes have been identified (see Figure 3.3), each with distinctive attributes that shape travel behaviour. Findings from the 2025 student survey show that the majority of students access the school via Route C as shown in Figure 3.4.

Figure 3.4 Percentage of children using each route

Routes students use to get to school based on a 2025 survey:





4. School Community Engagement



Student Survey Insights

The City of Hobart online survey was carried out from 19 May to 23 June 2025 on the Your Say Hobart website. Students living in multiple households were encouraged to submit multiple responses. These findings inform the development of the Albuera Street Primary SATP. Supplementary data collected from Kindergarten and Preparatory students contributed to the broader project analysis but is excluded from this report due to methodological differences.

A total of 104 surveys were completed representing 45 per cent of the total number of students enrolled, around 43.4 per cent of the survey respondents lived within walking distance of the school.

The remaining respondents included students living in South Hobart and other locations outside the catchment area.

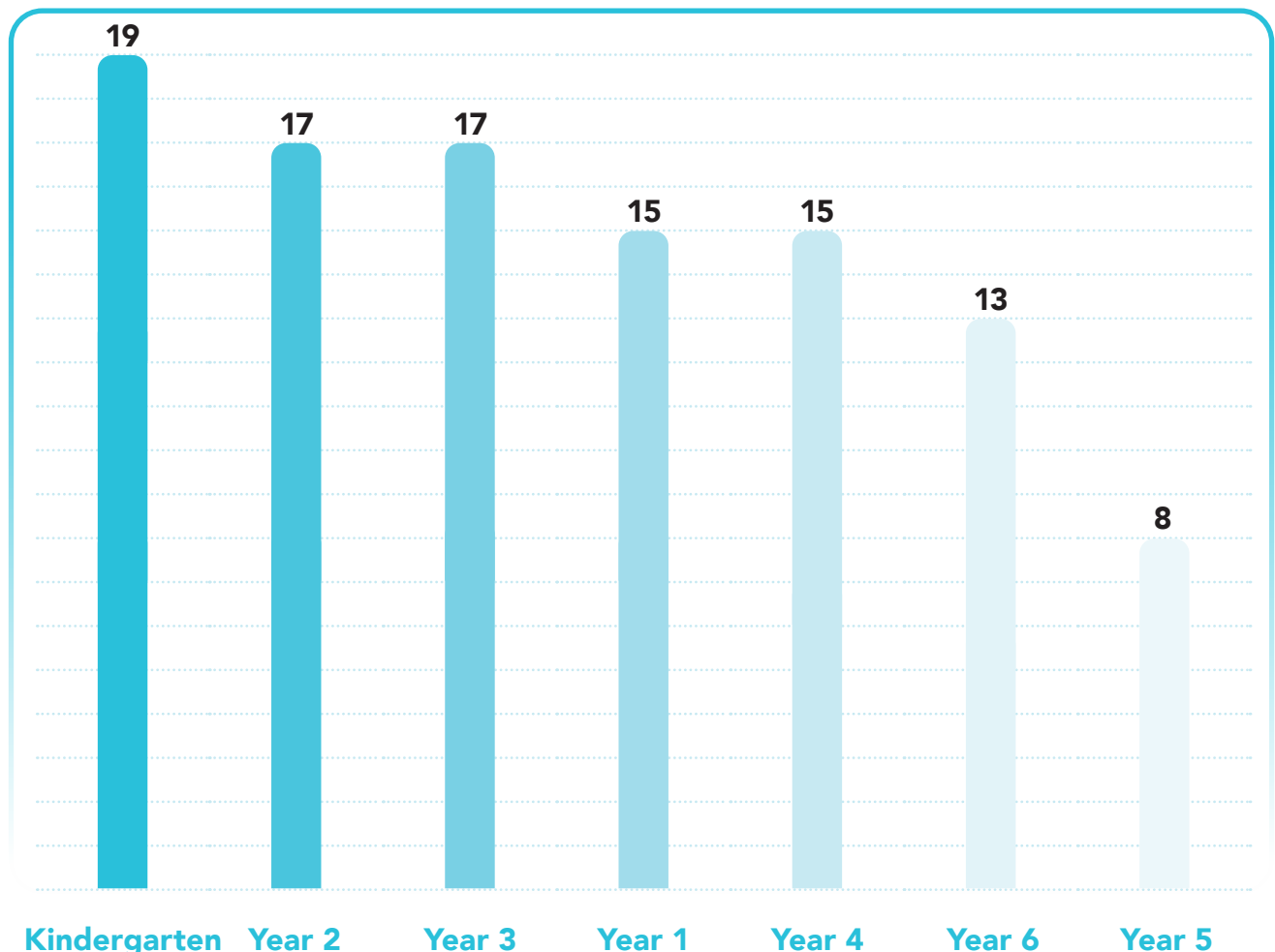


Figure 4.1 School Year of participants

Walking to school

At Albuera Street Primary, approximately 47 per cent of students walk to school; however, only 20 per cent of these students do so independently. Over half of the walking students reported difficulties crossings the streets near the school.



Nearly 20 per cent of students/parents considered safety the main reason for not using active travel.



Almost 50 per cent of students/parents said that convenience and distance were the two major reasons for not using active travel.

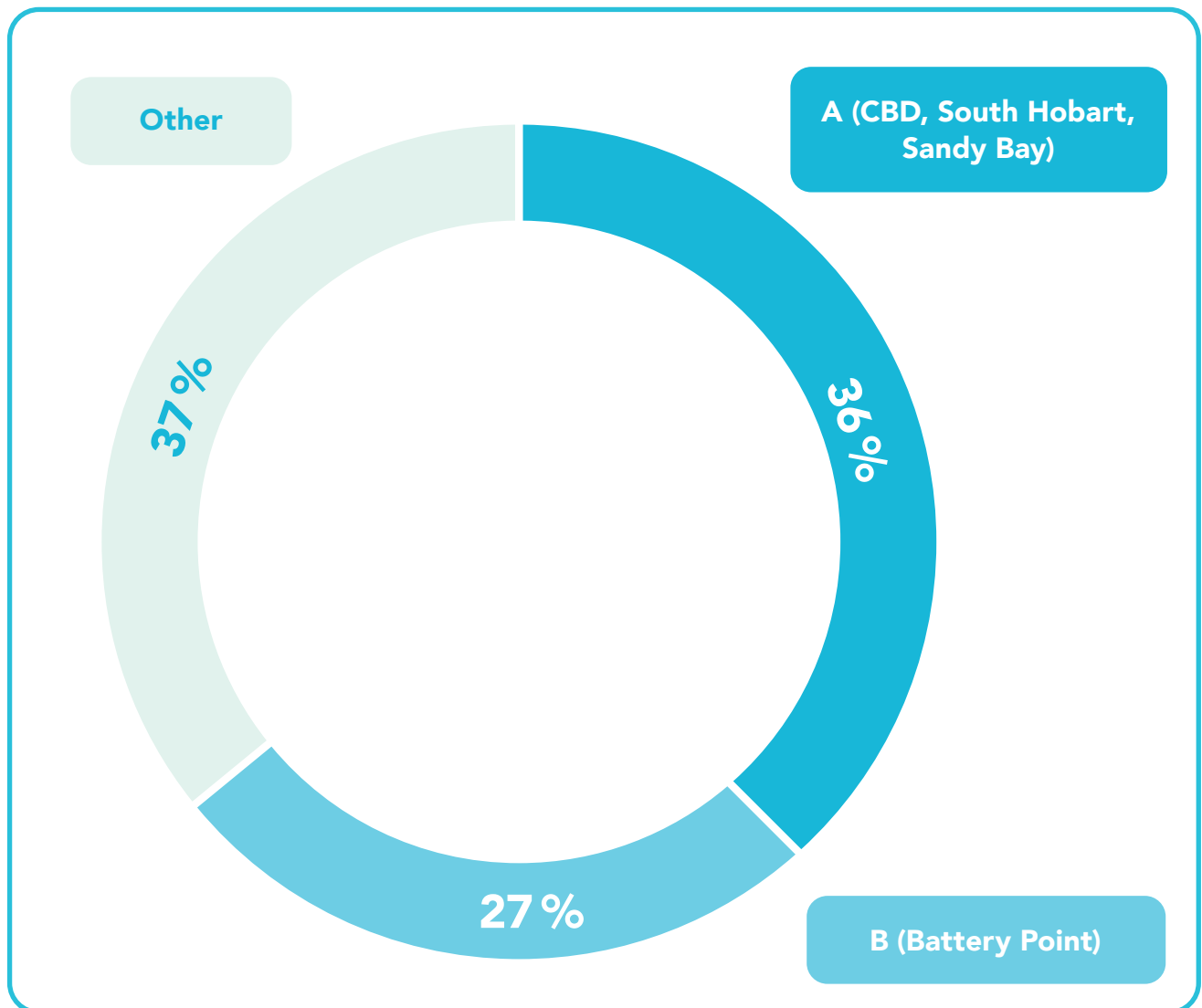


Figure 4.2 Where students live

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 respondents highlighted dangerous road crossings, particularly at intersections like Sandy Bay Road/St George's Terrace and near Byron Street. Specific issues include narrow footpaths, short pedestrian signal times, high vehicle speeds, and a lack of safe, dedicated cycling infrastructure.

The survey highlights the need for safer crossings, dedicated bike lanes, wider footpaths, and traffic calming to increase independent trips to school.



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.

Through the survey, students and parents identified several key issues and barriers that make walking, cycling and scooting feel unsafe or unappealing. Following a detailed analysis of these community-reported concerns, the following infrastructure projects have been proposed as targeted interventions to address these primary challenges and enhance active travel safety.

Action	Description
1 Byron Street school crossing feasibility study	Investigate pedestrian facility improvements at Byron Street close to school entrance. Possible treatments including new patrolled school crossing and parking restrictions alterations. Consult with DSG and conduct data gathering for the application for a school's crossing approval.
2 St Georges Terrace / Sandy Bay Road intersection and crossing upgrades	Investigate upgrade of junction at intersection of St Georges Terrace and Sandy Bay Road to improve pedestrian facilities. Possible treatments may include footpath build outs and line marking alterations.
3 Byron Street / Sandy Bay Road pedestrian safety upgrades	Provide pedestrian facility improvements on Byron Street and Sandy Bay Road. Further investigations are required to improve visibility and safety with assessment of possible treatments including line marking alterations and reviewing parking restrictions.
4 Sandy Bay Road / Albuera Street intersection pedestrian upgrades	Provide pedestrian facility improvements at Albuera Street and Sandy Bay intersection. Possible treatments include widening the island footpath to make it DDA compliant.
5 Molle St / Albuera St / Byron St / Fitzroy Place intersection and crossing upgrades	Investigate intersection design renovations including DDA access in all legs of the intersection. Install kerb buildouts and a continuous footpath at Fitzroy Place and extend the footpath to the bus stop to create a safer place to wait and cross.

Summary

It's clear from the survey that students are keen on active travel, but safety concerns are a major roadblock, especially for those wanting to travel independently. The current reliance on cars isn't about disinterest in walking or cycling, but rather the convenience and perceived safety they offer. Our community has strongly voiced a desire for safer pedestrian and cyclist routes around the school. Top suggestions

include making key crossings safer, adding dedicated bike lanes, widening footpaths, and introducing traffic calming measures. Addressing these safety issues will not only make active travel more appealing to families but also help ease traffic around the school. This plan aims to tackle these challenges with a comprehensive approach.





5. Behaviour change

The Battery Point 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. That's where this SATP comes in – focusing 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 (refer to 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, the SATP aims to build confidence and skills, helping students and families feel capable of choosing active travel.

Opportunity: Creating the right conditions

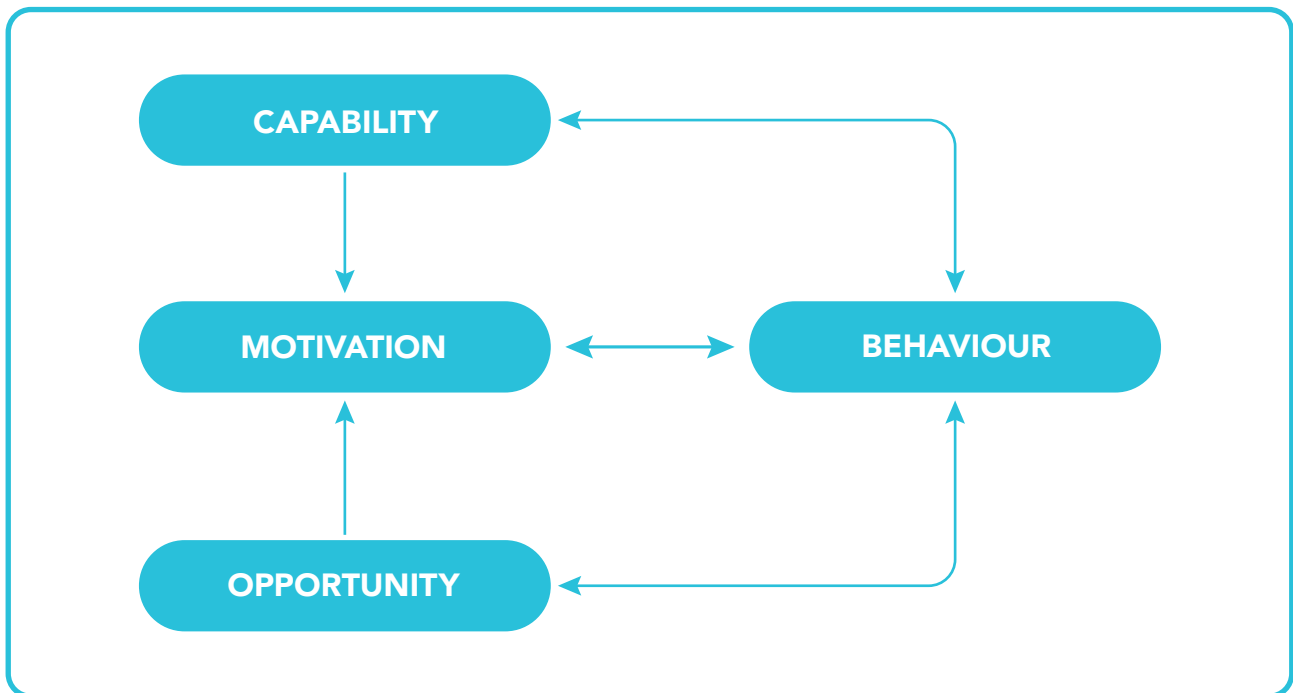
The LAMP provides the physical opportunity for active travel by improving footpaths, crossings, and traffic conditions. The SATP complements this by creating social opportunities such as walking groups, ride-to-school days, and peer-led initiatives that make active travel more visible, supported, and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

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 th behaviour to occur?

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.

ADDRESSED IN THE LAMP



A connected walking network



Safer streets



Improved transport choices

ADDRESSED IN THE SATP



Behaviour change initiatives (non-infrastructure)

Initiatives and case studies

This section presents practical examples that address the support needs identified by students, parents and caregivers. Table 5.1 illustrates how case studies from across Australia and beyond address the specific support needs identified at Albuera Street

Primary School, explored further in the following subsections. These examples provide practical, transferable strategies for fostering safer, more active and independent 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 viable choice	Skills training, pop-up facilities, leveraging national events	Ride2School, pop-up cycle facilities, rider training for students and parents

Supporting safety and confidence for independent travel

At Albuera Street Primary School, travelling safely to and from school is a top priority for all parents. Safety concerns were found to be the main reason many children aren't walking or riding to school. This mirrors a wider trend across Australia, where the Australian School Travel Survey 2025 found that most children (61 per cent) are driven to school, even if they live quite close by.

Parents expressed that they would feel more comfortable if they received a message confirming their child's arrival at school.

Older students expressed a desire for more independence. They would love to walk or ride with their friends, seeing it as a chance to grow and connect. The goal is to find ways to support this desire for independence while also ensuring every child's safety, making active travel a more appealing option for everyone.

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.
- 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 Council¹²

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 adopted at Albuera Street Primary to support families seeking greater independence for their children while maintaining peace of mind.

Case study: Cardinia Stop & Drop Zones¹³

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.



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 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. They are usually piloted for six 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 Council¹⁴

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 Albuera Street Primary to reduce congestion and improve safety at the school gate.

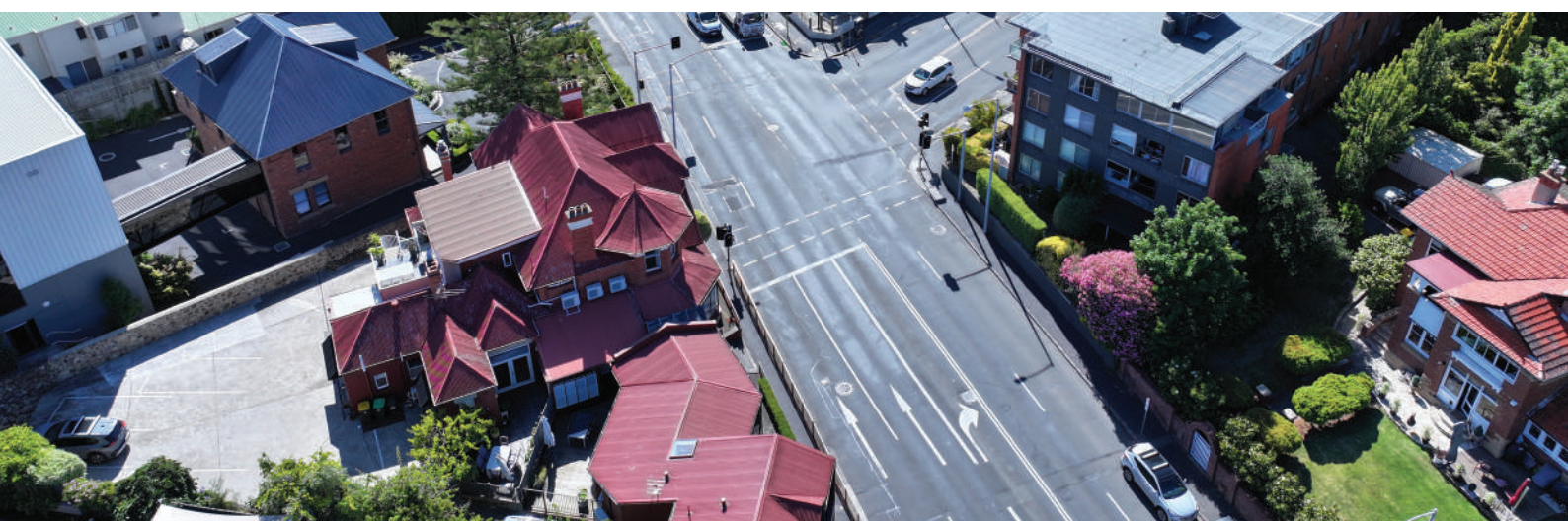
Case study: Schoolpool – Denver Regional Council¹⁵

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 Albuera Street Primary through a localised carpooling or walking group platform, supported by the school and City of Hobart.



Make cycling a real choice

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.
- Joint training sessions for students and parents build confidence and road safety skills, particularly for families new to cycling. These sessions can be delivered in partnership with local cycling organisations or council road safety teams and are most effective when timed ahead of events like Ride2School Day or the start of a new school term.
- 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 Network¹⁶

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 Albuera Street's calendar to build momentum and visibility around cycling

Case study: Incentive based programs¹⁷

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 Albuera Street Primary.



Monitoring progress

Monitoring progress is essential to understanding the impact of active travel initiatives and ensuring they are delivering meaningful change. It also helps the City of Hobart 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:

- Establishes a baseline by giving a snapshot of current travel behaviours at the start of a programme and builds a baseline.
- Enables schools to track progress and monitor changes over time and assess the impact of initiatives.
- Support funding by demonstrating 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.

6. Recommended Actions



Action plan

This section outlines a practical roadmap to help deliver this SATP. 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 and community partners to work together.
- Aligned with the Battery Point 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 and review:** Embed active travel in school life and review progress.

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

Table 6.1: Recommended actions

Phase	Action and Sub-actions	Responsibility
Foundation	1. Collect baseline information through student and parent surveys	Council
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. Launch Event TBD. 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.'	Council
Foundation	6. Hand up survey: TBD	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 communications.	Working Group
Engagement	9. Investigate need for carpooling & tag-on system. ● Parent survey ● Feasibility report ● Identify technology providers and obtain quote	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 Bus Pilot ● 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

Role of the Working Group

The success of the SATP depends on the school, the City of Hobart and the community working well together. Setting up a Working Group is an important first step to make sure the plan is delivered in a practical way.

The Working Group leads the work on the SATP. It brings key people together to guide decisions, support delivery and keep the project moving 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).
- Council 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.

References

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