

Engaging children and young people in Walking and Riding

**VicHealth and MAV Walking and Bike Riding Partnership
Phase 2**

11 October 2022

Agenda

- Welcome and Indigenous Acknowledgment
- Context and VicHealth Partnership
- Why engage children and young people
- Active Schools
- Bike Ed
- What young people think
- Merri-bek and Wellington case studies
- Questions
- Panel discussion
- Close at 12.15pm

Context

- Walking and Riding is a current MAV focus
- Many health, wellbeing, environmental and equity benefits from walking and riding with low cost mobility even more important with rising cost of living
- Delighted to be working in partnership with VicHealth as part of the Victorian Local Government Partnership
- Previous two webinars, plus advocacy materials available on [MAV/walking-and-bike-riding-resource-hub](https://www.mav.vic.gov.au/walking-and-bike-riding-resource-hub)
- Upcoming State election is an opportunity
- More active transport can be a win – win – win for councils, communities and candidates
- Particular focus today on children and young people (and how they can be a gateway to family and community change)

Engaging and co-designing with young people around walking and bike riding

Effective co-design with children and young people can:

- Ensure local walking and bike riding activities and environments are suitable for a wide range of needs
- Help identify behavioural, structural or environmental barriers or challenges to supporting walking and bike riding for children and young people
- Promote ideas and solutions from local children and young people that would encourage walking and bike riding program participation
- Help tailor active travel programs, environments, and campaigns to feature components that will resonate best with children, young people and families in their local community
- Increase and improve community engagement, enthusiasm, satisfaction and innovation



Leading the Way – Engaging young voices for change

Local government health promotion module



VicHealth Local Government Partnership
Foundation Module

Leading the Way – Engaging young voices for change

This module covers:

- Impact Stream**
 - Better solutions shaped by children & young people
- Implementation Actions**
 - Including children & young people in policy creation
 - Including children & young people in planning

Overview

Children and young people are active members of communities and experts in their own lives. All children and young people should have a voice in identifying problems and finding solutions that impact their health and wellbeing. The Leading the Way – Engaging young voices for change module provides best practice and evidence-based strategies for councils to ensure children and young people are at the centre of the design, delivery and governance of initiatives that aim to improve their health and wellbeing.

Children and young people often face barriers to being heard, seen and respected in their communities. This module will enable councils to build capacity and capability in engaging with and empowering children and young people to share their experiences to create a healthier future. The module provides guidance for councils on how to enhance engagement with children and young people for planning and to establish governance mechanisms that prioritise ongoing engagement.

Consultation with children and young people to inform planning, council decision-making and policy development may take on different forms along the co-design spectrum (see next page). Leading the Way outlines consultation and engagement approaches for working with children and young people, and takes a more focused look at co-design as the most intense form on the spectrum.

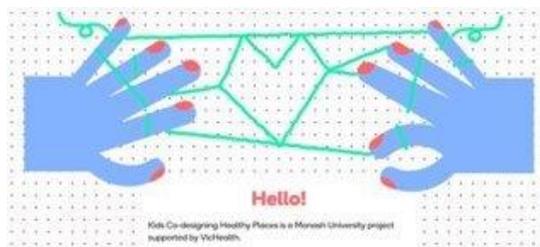
What are the benefits for Council?

Embedding the voices of children and young people in council planning yields many benefits for councils. By empowering children and young people to contribute their experiences and ideas in meaningful ways, councils gain unique perspectives and benefit from new ideas coming directly from people who use council services and facilities. Ultimately, partnering with children and young people will enable outcomes that reflect the real needs and experiences of the community and allow for more efficient, democratic decision-making.

Partnering with children and young people can require significant resources and input from council teams. Assess your readiness for this engagement at multiple levels – leadership, staff, teams and the organisation as a whole. Your council may only be ready to start engaging young people with simple, purpose-specific activities and will need to work towards deeper partnerships with young people over time. Other councils may be well-positioned and resourced to commence more elaborate co-design. Whatever your journey, frame it as a learning process for your council and staff at all stages.

[vichealth.vic.gov.au](https://www.vichealth.vic.gov.au)

- Creating Youth Advisory Groups
- Collaborative and creative youth advisory activities
- Youth-led policy co-design
- Young people & planning



Access the module here:

<https://www.vichealth.vic.gov.au/our-work/local-government-partnership>

Other tools & resources

- **Kids Co-designing Healthy Places**
www.kidscodesigninghealthyplaces.com.au/
- **Co-design self assessment tool**
www.vichealth.vic.gov.au/media-and-resources/publications/co-design
- **Youth Evaluation and Engagement Framework**
www.vichealth.vic.gov.au/-/media/PDFs/YEEF/youth-engagement-evaluation-framework-full-report.pdf
- **Building Active Communities health promotion module**
www.vichealth.vic.gov.au/our-work/local-government-partnership
- **Walk to School resources and council comms kit**
www.vichealth.vic.gov.au/programs-and-projects/walk-to-school#councils
- **Framing Walking & Bike Riding Messaging Guide**
www.vichealth.vic.gov.au/-/media/ResourceCentre/VBM-Framing-Walking-Bike-framing---message-guide.pdf?la=en&hash=FFC180B06C5C26E8EACECA7AB2BBF9BE62B9EEF0



Active Schools Initiative



Joint Ministerial Statement



Minister for Education
Minister for Community Sport
Minister for Health

- The Victorian Government has invested \$14.9 billion to make Victoria the Education State, and \$1.8 billion to create an Active Victoria, and achieve the active living outcomes of the Victorian Public Health and Wellbeing Plan.
- The Joint Ministerial statement was released in November 2020 and sets out the joint effort that is required of schools, parents, the community and government to get all kids moving more often.
- The evidence is clear. Active kids are happy, healthy and resilient kids. Active kids are also active learners.
- The statement recognises that we all have an important role to play in supporting children and young people to be active and set them up for an active life.

Active Schools Initiative

- **\$45.4 million** initiative since 2019 to support schools to implement a whole-school approach to physical activity based on the Active Schools Framework
- Active Schools recognises that there is no one single solution to getting kids active – it takes a multifaceted approach
- Aims to shift focus from solely organised sport and PE to a broader holistic view of what it means to be active.



Active Schools Initiative - Components

Component	Target group	Details
Get Your Move On campaign 	Schools, parents and community	<ul style="list-style-type: none"> Promotes physical activity as a crucial part of a child's day, focussing on the importance of physical activity at school, after school hours and at home.
Active Schools Toolkit 	All schools	<ul style="list-style-type: none"> Provides universal support for schools to implement an Active Schools approach via an online digital platform, including information, strategies and resources to assist schools with: <ul style="list-style-type: none"> improving their approach to physical education and school sport making their classrooms more active offering outdoor education improving their school environment to encourage more students to be active at recess and lunch.
Expert support 	All government schools <small>*varying levels of support according to need</small>	<ul style="list-style-type: none"> The Active Schools Support Service work with schools to build their capacity to implement an Active Schools approach. Managed by the Australian Council of Health, Physical Education and Recreation (ACHPER) Victoria.
Funding 	Some government schools <small>*All grants will be prioritised according to need, such level of disadvantage, and whether the school has a specialist physical education teacher</small>	<ul style="list-style-type: none"> Active Schools Grants – grants of \$30,000 are available to schools each year to implement a whole-school approach to physical activity PE and Sports Funding Boost - 300 disadvantaged Victorian government schools will receive this boost each year to support them with the costs of physical education, sport and outdoor education, Extracurricular Boost - provided to approximately 181 disadvantaged secondary schools each year to encourage more teens to be active before and after school.
Innovation Pilots 	Select groups/schools	<ul style="list-style-type: none"> The department is funding a select number of behavioural intervention trials aimed at getting secondary students more active.

Active Travel

Innovation Pilot



- The department has provided funding to the **Cancer Council Victoria** for The 'Active Travel 4 Climate Action' research project
- Climate-focused pilot to increase active travel rates at Horsham College and identify barriers and solutions to increase active travel among female students

Get Your Move On campaign



Active Travel Case Studies

Wurruk Primary School

Begin each day with a staff supervised 'Walking School Bus'. Currently, 85% of students use this walking school bus each morning. This has made a huge difference to the social connectedness of students and their relationships with each other and staff

Cobram and District Specialist School

The school undertakes a weekly whole school bike education program. They have also implemented an Active Travel passport and parents use NDIS money to purchase bikes to use outside of the school environment.

Aldercourt Primary School

The school built a new bike storage shed using Active Schools funding. Students undertake bike education lessons and RACV programs and have mapped out safe routes to school. Teachers have also completed Bike Education Instructor training.

Bike Ed

VicHealth local government
partnership forum

11th October 2022



Redeveloping and expanding Bike Ed

Goal to modernise the Bike Ed curriculum and extend the program to cover adolescents and adults.

- Primary School students
- Secondary School students
- Adults and community members
- Lesson plans and resources
- Training materials



Aims of Bike Ed

- Gain knowledge and understanding of the road traffic environment and the road rules
- Develop physical and cognitive skills for safe cycling
- Develop responsible behaviours, attitudes and decision-making skills



Bike Ed school units

Primary school (3 units)

- Unit 1 Becoming a bike rider
- Unit 2 Getting ready to ride on paths
- Unit 3 Getting ready to ride on roads

Secondary school (1 unit)

- Unit 4 Riding independently

Curriculum links provided throughout lesson plan

Unit: **Unit Plan Overview – Grade 5/6 Bike Ed**
Year Level: **Years 5/6**



Year Levels: 5/6 Strand: Bike Ed Teaching Time: 8.25 hours

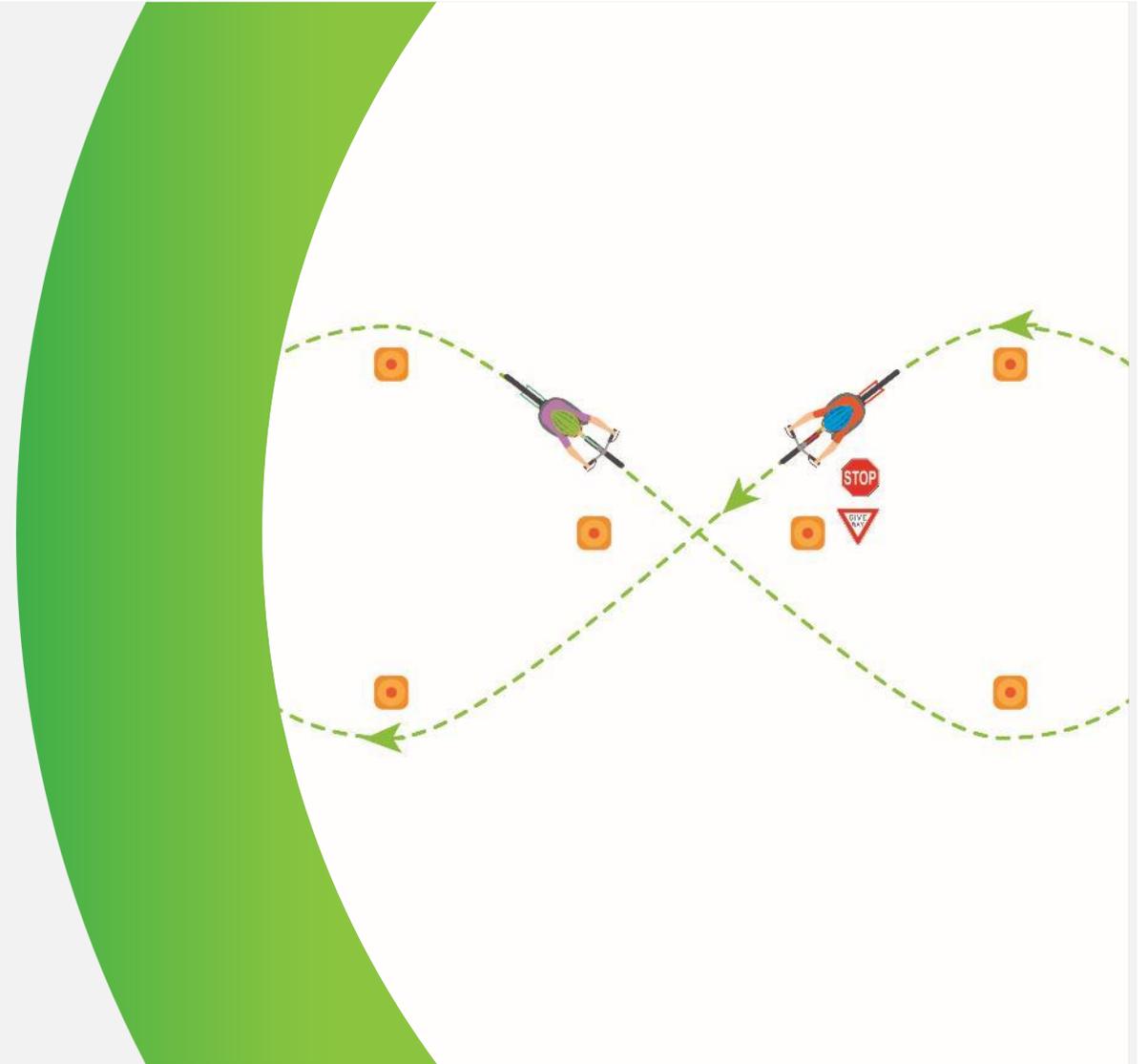
Curriculum Links

- Represent the location of places and other types of geographical data and information in different forms including diagrams, field sketches and large-scale and small-scale maps that conform to cartographic conventions of border, scale, legend, title, north point and source; using digital and spatial technologies as appropriate (VCGGC089)
- Interpret maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC090)
- Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)
- Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (VCHPEP112)
- Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113)
- Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings (VCHPEM115)
- Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing (VCHPEM118)
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120)

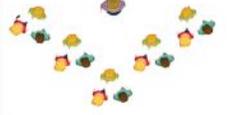
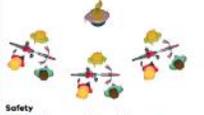


Resources

- Unit outlines and lesson plans
 - Learning activities
 - Teaching supplement
- Worksheets and guides
- Website
- Videos
 - Animated videos
 - Safety demonstration video
 - Hazard videos



Lesson plans

Time	Preparation and resources	Learning activities	Teaching points	Assessment
5 mins	Equipment N/A	Tuning in activity Safe clothing and attitude check Students, with a partner, will check: <ul style="list-style-type: none"> • Clothing is bright coloured, for good visibility. Long pants are close fitting at the base, to stop it catching in the chain. Shoes are sturdy, close toed and non-slip, for stopping and protection. Attitude check: What do we need to do in Bike Ed? <ul style="list-style-type: none"> • Try your best, have fun, respect others. 	Start the sessions with a reinforcement that students are safe, and they are mentally prepared for bike riding.	Check on student clothing.
5 mins	Equipment Helmets and helmet fit guide  Safety If using a class set of helmets, ensure that the helmets have been cleaned for hygiene.	Helmet fitting revision We must always wear a helmet when on our bike. It must be put on correctly, otherwise it won't work. Demonstrate how to put on the helmet using the two fingers method, display the helmet fit guide prominently. <ul style="list-style-type: none"> • Two fingers over the eyebrow. • Use the dial (or rear strap) to tighten over the head. • Two fingers in a V following the strap under the ears. • Two fingers fitting snugly under the chin strap. Students should work in pairs or threes, to check that their helmet is fitted correctly. Check each other's strap, then the teacher will check it. Progressions Experienced riders can help others.	We must always wear a helmet when on a bike because it protects our head and our very important brain. It is just as important for the helmet to fit correctly, otherwise it won't work. Make sure that the helmet fits snugly on the head. If it's the wrong size (too big where it shifts loosely on the head, or too small where it doesn't sit fully on the head) then it will expose the head in a fall and won't offer adequate protection. Use the dial or rear strap to tighten it appropriately. Key questions What's the first thing we should do when we are about to go for a ride? <ul style="list-style-type: none"> • Put on a helmet. 	Checking on students fitting helmets.
5 mins	Equipment Bikes (approximately one between 2-3 students)  Safety Ensure bikes are safely on their stands. Students must be careful not to put their hands near to moving parts in the bike. 	Simon says: Bike parts Students in groups of two or three, with each group having access to a bike. Teacher leads a game of 'Simon Says' where each student must point to the correct part of the bicycle, as directed by the teacher. eg. 'Simon says, touch the brake levers, etc.'	Parts of the bike may include: <ul style="list-style-type: none"> • Seat • Wheels • Tyres • Pedals • Chain • Handlebars • Frame • Brake lever • Anything else the teacher feels may be helpful. 	Teacher observations of knowledge.

Unit 1: Becoming a bike rider, Lesson 3 © 2022. This work is licensed under a [CC BY-ND 3.0 AU license](https://creativecommons.org/licenses/by-nd/3.0/au/).

Time	Preparation and resources	Learning activities	Teaching points	Assessment
25 mins	Equipment Bikes, helmets, safety vests, mobile phone. Safety There must be at least one accredited Bike Ed instructor present on any school bike ride outside of school grounds. Recommended that there be a teacher at the front, back and middle of the group. Students must follow the rules set out in the pre-ride briefing.	Group ride Begin with a pre-ride briefing of all important rules for the ride. <ul style="list-style-type: none"> • Overview of the route we will be riding • What obstacles/intersections/hazards we are expecting to encounter. • The distance we are covering Explanation of the rules for the class ride. <ul style="list-style-type: none"> • Keep to the left side of the road, with at least 1 metre space from the parked cars. • Ride in single file, unless the leader calls you to 'Double up' • If one rider stops, then all riders stop. This must be communicated by voice to the leader ('Stop') • No overtaking on the road • Groups ride at the speed of the slowest rider • Two bike lengths between bike riders Call for questions. Thumbs up/down/sideways for understanding. Lead the ride safely from the school, following the chosen route. Ensure that teachers and students have been briefed on the route and what to expect. Remember to keep the pace as slow as the slowest rider to ensure that everyone is prepared for the longer class ride. Follow the route, demonstrating a safe line to ride that provides clearance from parked cars (to prevent 'dooring'). Model loud commands (Left/Right/Stop) and good hand signals, reinforcing these with the students. If a student stops, ensure that you stop everyone so that you ride in a group. If you are feeling confident with the group you can find a longer, straight road (if possible) to move into pairs. 	This is an initial ride to help students understand what will be required when we do the longer class ride later on. The length will only be short (approximately 20 minutes) but it will give inexperienced riders the confidence to try the longer class ride in lesson 10. Pick an easy ride with few hills if possible. Quiet streets near the school make a good route with several left turns. If required, have students get off their bikes and walk them across the road if you do not feel comfortable with the situation. Students require a permission note to go off school grounds. This should be prepared prior to class and include both the short ride and the longer class ride. <ul style="list-style-type: none"> • If you wish, use the model wording provided in the resources. This ride should be at a slow pace to allow students to acclimatise to the road environment. Make the ride as simple as possible to build the confidence of less experienced riders. Key questions What do I expect to see when I'm doing the ride? <ul style="list-style-type: none"> • Roundabouts, parked cars, traffic, etc.? • What things am I doing to stay safe on the road? 	Student questions. Thumbs up/down/sideways. Permission note.

Unit 3: Getting ready to ride on the road, Lesson 8 © 2022. This work is licensed under a [CC BY-ND 3.0 AU license](https://creativecommons.org/licenses/by-nd/3.0/au/).

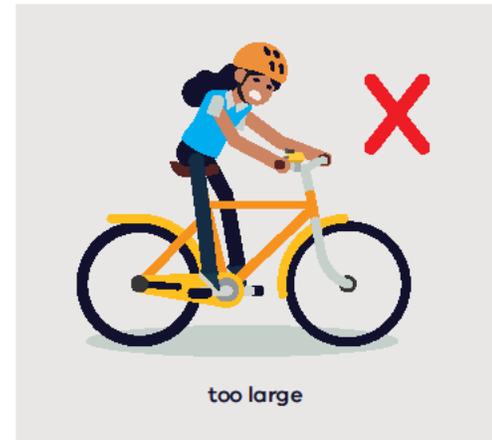
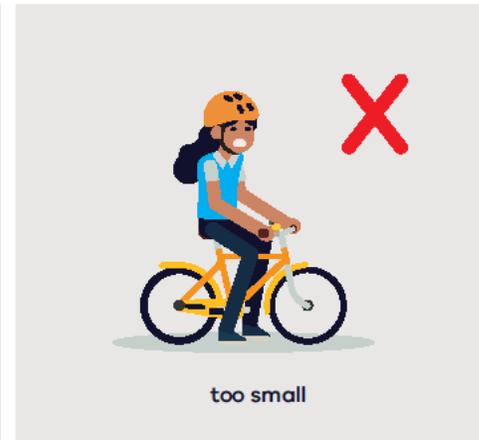
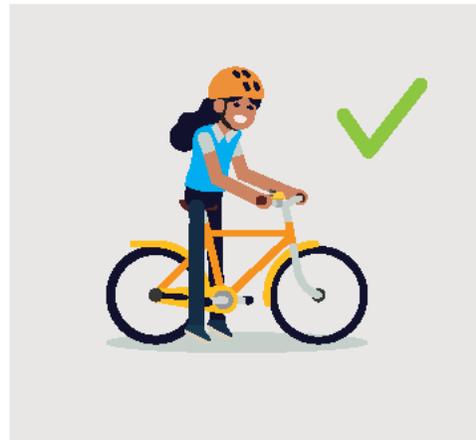
Do you know your bike ABC's and D?



Do a quick ABCD check before you ride!

REMEMBER TO RIDE YOU NEED:

1. A safe bike
2. Safe and bright clothes
3. A safe helmet that is worn correctly
4. A safe attitude



Adult Bike Ed resources

Who

Focus on adults as new riders, people returning to riding, or who are now riding with children

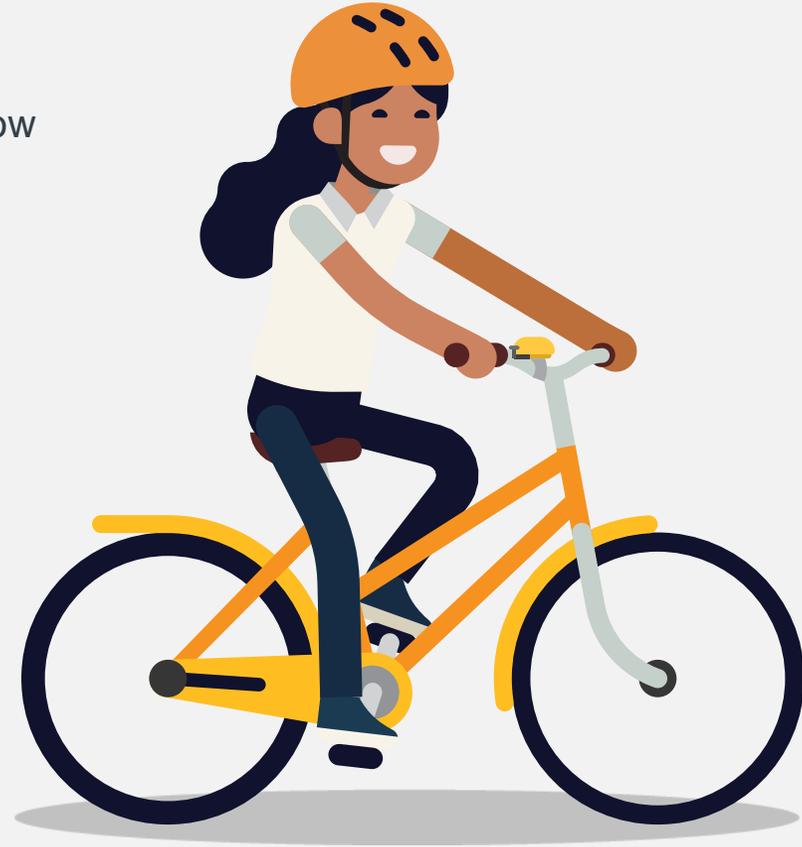
Learn to ride

Learning to ride module (half day session)

Adult resources

Collection of information guides

- Learning to ride
- Choosing the right bike
- Getting started
- Riding know how
- Road rules for bike riding in Victoria
- Where to ride
- Bike maintenance
- Riding with children
- Bike riding support



Thank you!

Juliet Bartels

bikeed@roads.vic.gov.au



Bike Ed

Merri-bek Ride & Stride Program



Merri-bek
City Council

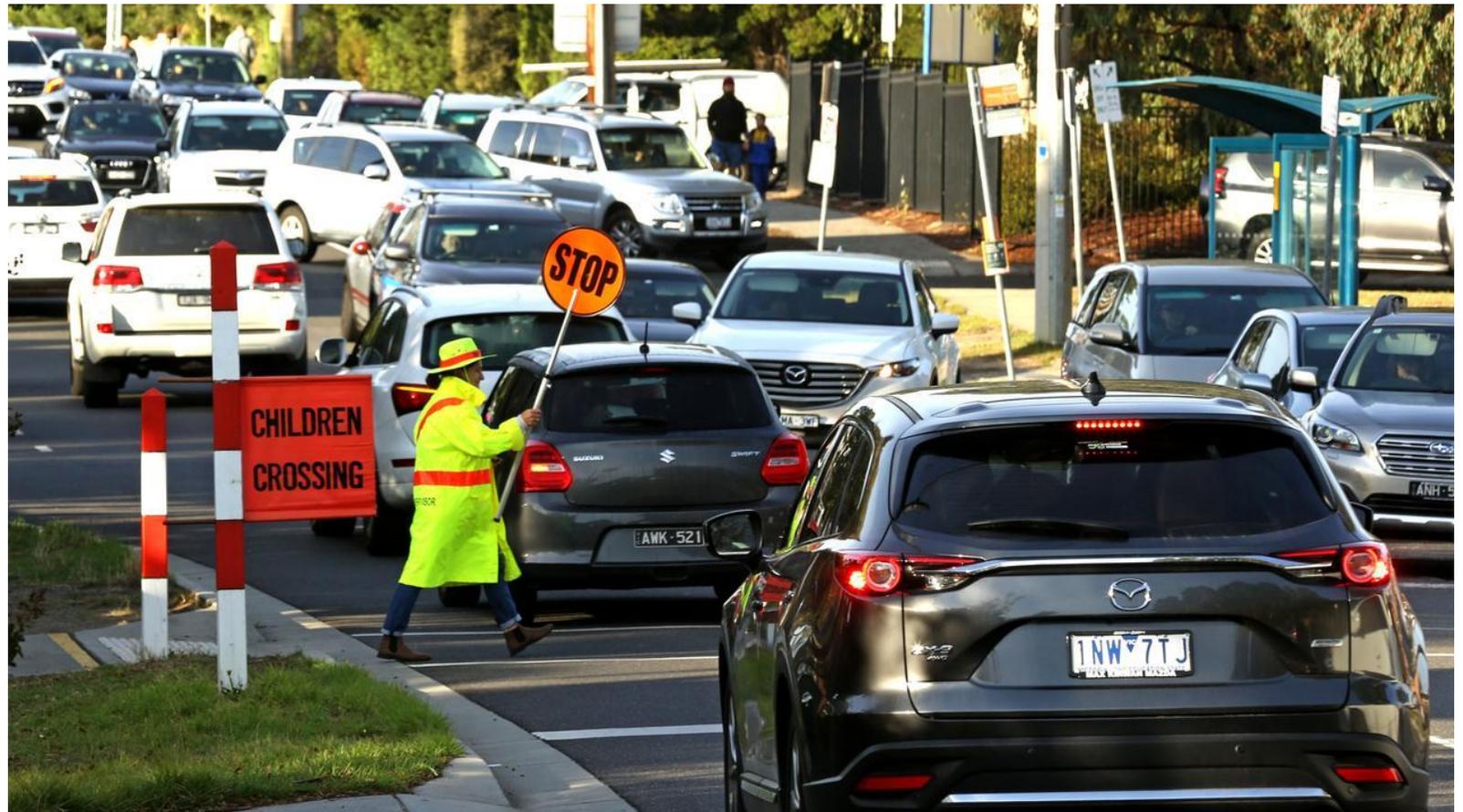


Impacts of the school run



Merri-bek
City Council

- Congestion
- Road Safety
- Physical Health
- Wellbeing & Independence
- Environment
- Air Quality
- Community cohesion



Ride & Stride



Merri-bek
City Council



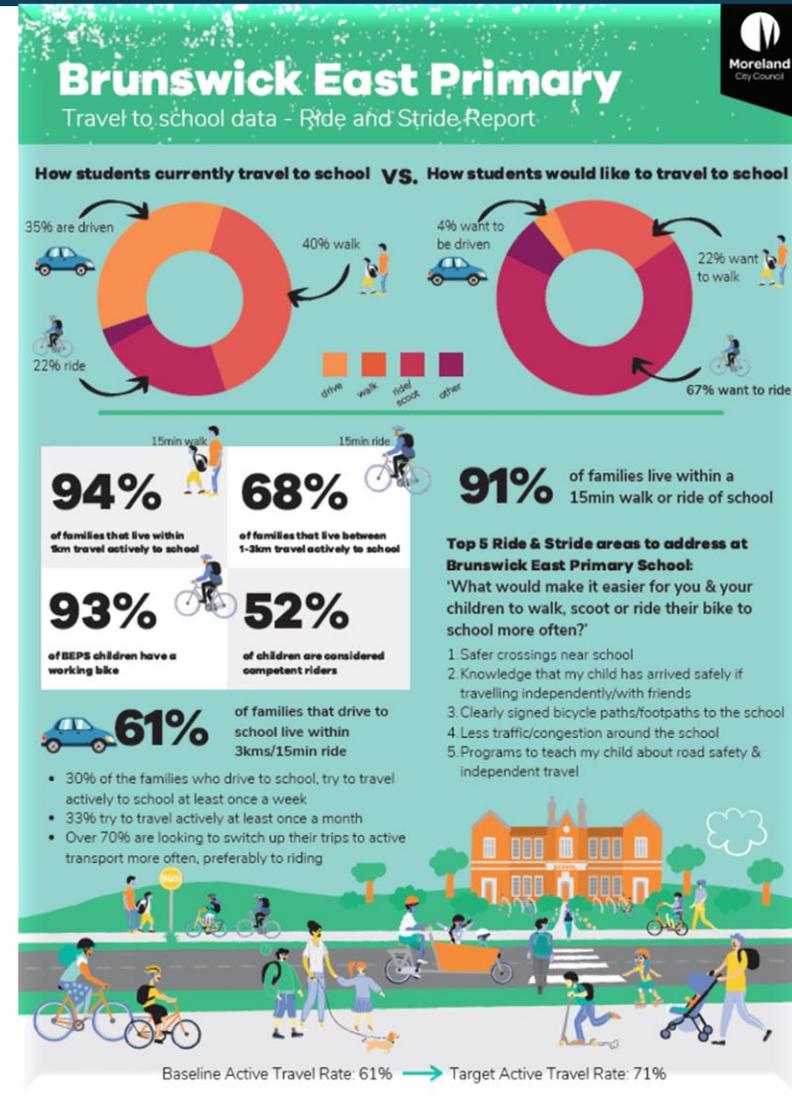
Ride & Stride



Merri-bek
City Council



Engaging schools

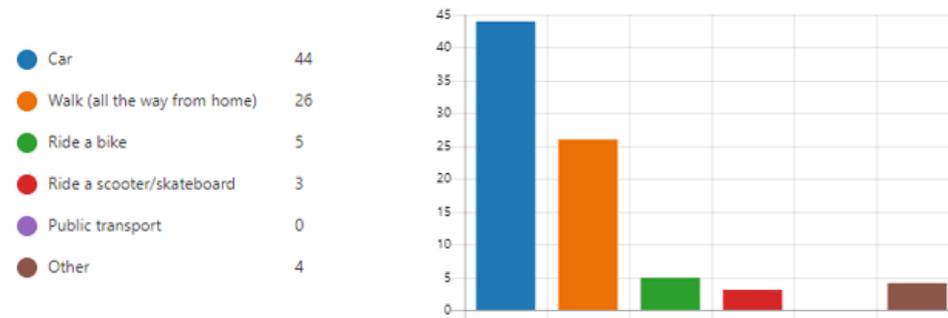


Engaging students



3. How do you get to and from school most of the time (for 3 or more days a week?)

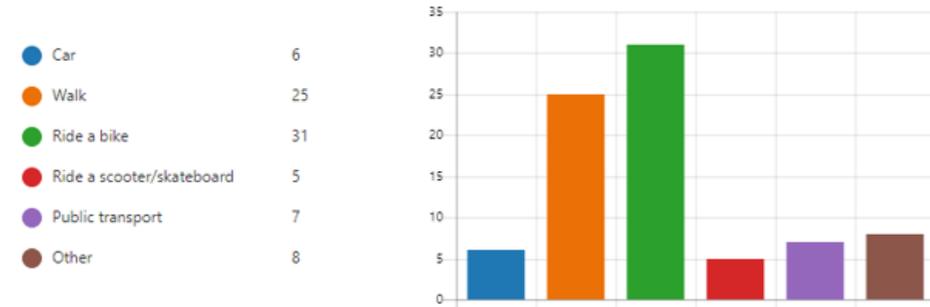
[More Details](#)



"It is healthy and it makes you get bigger muculs"

6. If you could choose, how would you like to travel to school?

[More Details](#)



"To know you'll get the hang of it eventually because I walk every single day with my brother! And I got used to it really quickly"

"I think people need to get up earlier."

Open Streets



Merri-bek
City Council



20% average increase in bike riding



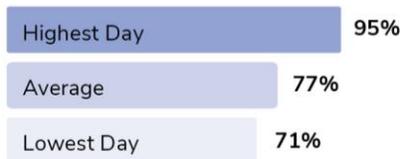
20% average decrease in driving



82% of parents agreed or strongly agreed that children could walk and ride safely within the Open Street areas

77% 

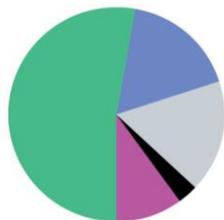
of students walked, rode or scooted to school



170 cars left at home across the three trials

90% of parents and local residents want to see Open Streets continue at their school

- 53% Daily
- 17% Monthly
- 17% Weekly
- 3% Yearly
- 10% Never



Car traffic down

74% 

on some neighbouring streets compared to a normal school day



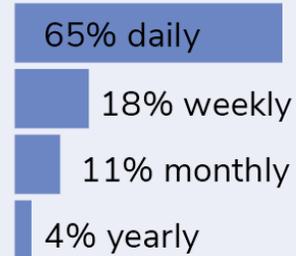
Open Streets



Merri-bek
City Council

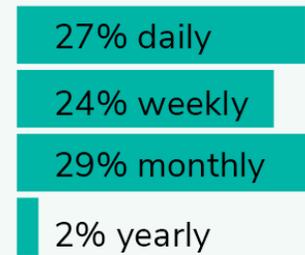
3 Day Trial, March

98% of parents want to see Open Streets regularly in the future



2 Day Trial, Nov/Dec

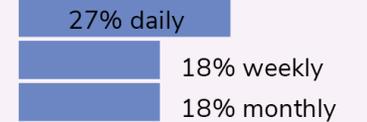
82% of parents & residents want to see Open Streets regularly in the future



Week long Trial, Nov/Dec



92% of parents want to see Open Streets regularly in the future



63% of residents want to see Open Streets regularly in the future

E-cargo Bike Trials



Merri-bek
City Council

- 83 free four week trials
- Partnership with subscription service Lug & Carrie
- 45% conversion rate
- 70% women
- 60% previously drove, 98% own at least one car
- Previously 6% rode to school, 78% now likely to continue riding the school run
- 41% used their bike once or more a day, and another 33% used it 2-3 times a week.



Tag On



Merri-bek
City Council

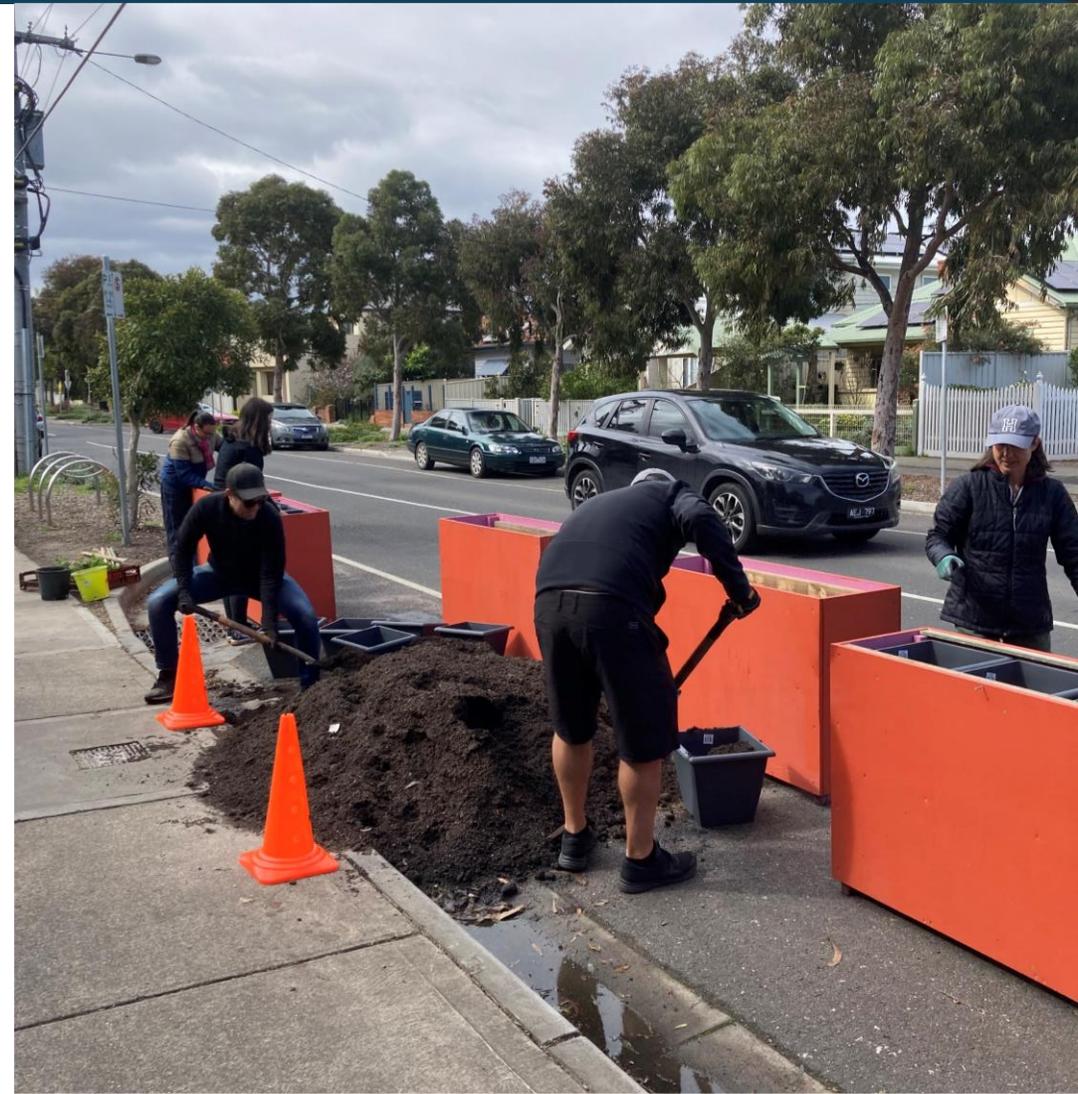
- Students tag on each day to earn points
- Parents alerted when child arrives
- Over 16,000 Tag Ons to date
- Over 1,500 students involved



Other initiatives



Merri-bek
City Council



Engaging children & community



Merri-bek
City Council



Feedback outcomes



Merri-bek
City Council



Moreland City Council
March 11 · 🌐

👉 We're excited to share the results of our Open Streets trials! 🌟

In 2021, we trialled 3 of Australia's first Open Streets outside primary schools here in Moreland. During drop-off and pick-up times at school gates, we opened the street to walking, riding, scooting and play without car traffic, creating safe and healthy streets for children outside their schools.

Open Streets highlights include:

- 77% of students walked, rode or scooted to school during their Open Street
- 20% less families drove to school
- 90% of parents & local residents want the Open Street to continue, with 53% of these wanting to have an Open Street daily outside their school

Read more about the trials and the next steps for our Open Streets in the Open Streets 2021 Report here: bit.ly/openstreetreport

Thank you to Bicycle Network, Brunswick East Primary and Coburg North Primary School for their partnership. We look forward to running more Open Streets at other Moreland primary schools in 2022!

62
2 Comments 4 Shares

Like Comment Share



Thank you



Merri-bek
City Council

Read the
[Open
Streets
report](#)

Read our
[Ride &
Stride pilot
report](#)

Find out
more on our
[website](#)





Wellington Walk to School Campaign to Strategy



Photo: Loch Sport Primary School – Whole School Bike Ride

Acknowledgement of Country

Acknowledges the Traditional Owners of the land we meet on, the Gunaikurnai people, and pay our respects to their Elders past, present and emerging.

The Gunaikurnai people are the First People of Wellington Shire.

The Five Clans of the Gunaikurnai are:

- Brataualung
- Brayakaulung
- Brabralung
- Tatungalung
- Krauatungalung

The image shows five vertical oval symbols, each with a unique geometric pattern in red and white. These symbols represent the five clans of the Gunaikurnai people: Brataualung, Brayakaulung, Brabralung, Tatungalung, and Krauatungalung.



Purpose of Presentation

Showcase how Wellington Shire adapted a statewide campaign into a community engagement campaign, which informed future direction into road safety, active travel and overall health and wellbeing planning.

Key Points:

- Organic growth
- No expectations
- Followed the energy
- Community / School Led

EDUCATION



TAFE GIPPSLAND
OPENING IN SALE IN 2022

5

SECONDARY
SCHOOLS

30

PRIMARY
SCHOOLS

HOSPITALS AND HEALTH SERVICES



HEYFIELD HOSPITAL
MAFFRA DISTRICT HOSPITAL
GIPPSLAND BASE HOSPITAL
LOCH SPORT COMMUNITY
HEALTH CARE
RAMAHYUCK DISTRICT
ABORIGINAL CORPORATION
YARRAM AND DISTRICT
HEALTH SERVICE

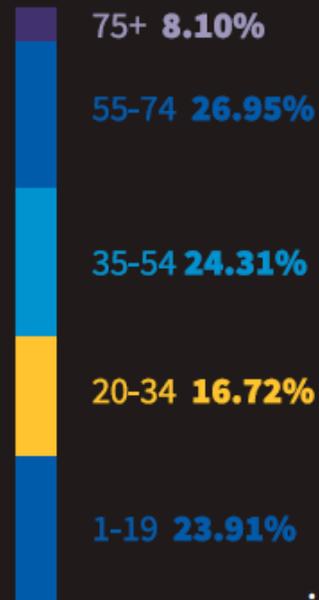
GROSS-REGIONAL PRODUCT

  **\$3.652**
BILLION

VALUE OF TOURISM

 **\$182**
MILLION

POPULATION AGE BREAKDOWN (2018)



Wellington Shire Community Profile

Population:	45.4K
Land Area:	10.8 sq km
Dwellings:	23.5K
Median Age:	44
A&TSI:	2%
SEIFA:	974

...explore, live,
work and invest

In the beginning...

2013 –

Delivered by Youth Council - 6 Schools out of 31 participated; Participation rate 5.21*%

2014 –

Delivered by Project Worker – 11 Schools out of 31 participated; 28.7*%

2015 –

Delivered by Project Worker – 25 Schools out of 31 participated; Student Participation rate 47.1*%

****Changed things up!**

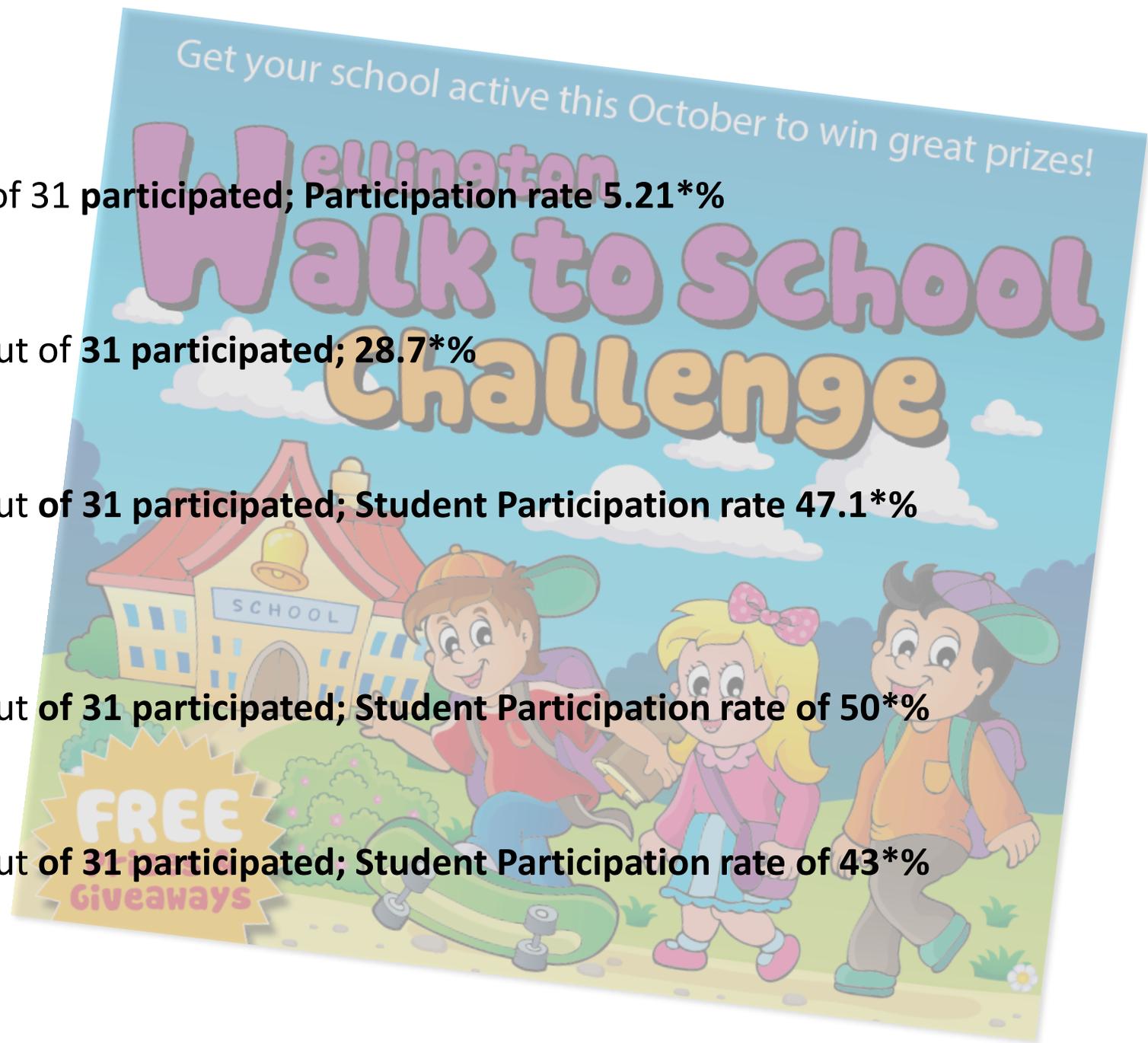
2016 –

Delivered by Project Worker – 28 Schools out of 31 participated; Student Participation rate of 50*%

2017 –

Delivered by Project Worker – 25 Schools out of 31 participated; Student Participation rate of 43*%

**Participation Rate of Student Population*





What did we do differently?

2015 – 2019

Local campaign that aligned with State campaign

Wellington Walk to School Challenge (Competition)

\$100 - \$150 vouchers for all schools that registered

Get your school active this October to win great prizes!

Wellington Walk to School Challenge

FREE Prizes & Giveaways

OCTOBER 2015

Get Active - Walk, Run, Ride, Skate or Scoot to School to win great prizes!

- Wellington Shire Council is getting behind VicHealth's Walk to School month by delivering fun activities with schools in Wellington Shire including Wellington Walk to School Challenge.
- Registered Schools will receive \$150 to go towards a healthy breakfast, lunch or fresh fruit during the month of October
- Registered Schools in Wellington Shire with the highest percentage of walkers based on the Walk to School website will win \$1000, 2 x Runners-up will win \$500
- Registered Schools will also have access to free prizes and giveaways for their students including FREE stickers, pool passes, prizes and more!

For further information please contact the Wellington Shire Council Community Health & Wellbeing Officer on 5142 3168

Walk to School is a VicHealth initiative. For more information please visit www.walktoschool.vic.gov.au

Celebrating 10 Years

Walk to School

October 2015

Sign up at walktoschool.vic.gov.au

Official community partners

an initiative of VicHealth™

Student / School Mapping activity, which also acted as engagement activity to capturing student / children voice

Wellington Walk to School Challenge

Student Name:
 Town you live in:
 School Name:
 Room Number/Year Level:

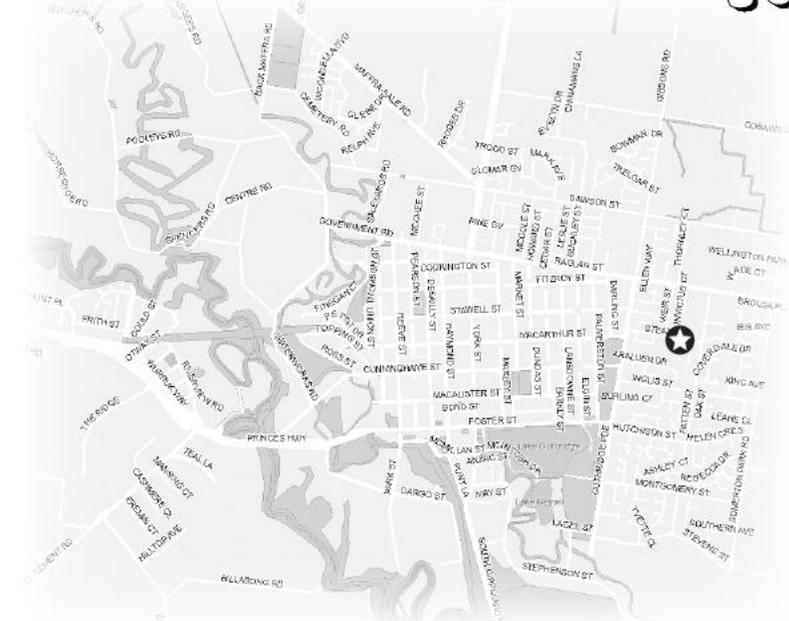
ACTIVITY <i>Place a tick in the box on the days you were active!</i>	OCTOBER 2015 SCHOOL DATES																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Active on your way to School																															
Active at School																															
Active on your way Home																															

Being active includes walking, running, bike riding, skateboarding, scooting or any other physical activity. Don't forget to hand to your Class Room teacher at the end of October!

QUICK FACT
 Children who are active before school, arrive awake and alert, improving their concentration in class and ability to understand their school work"



SALE Arateun Primary School



Wellington Walk to School Challenge

Please mark on the map the route you travel to school.

How do you travel to school (please tick):

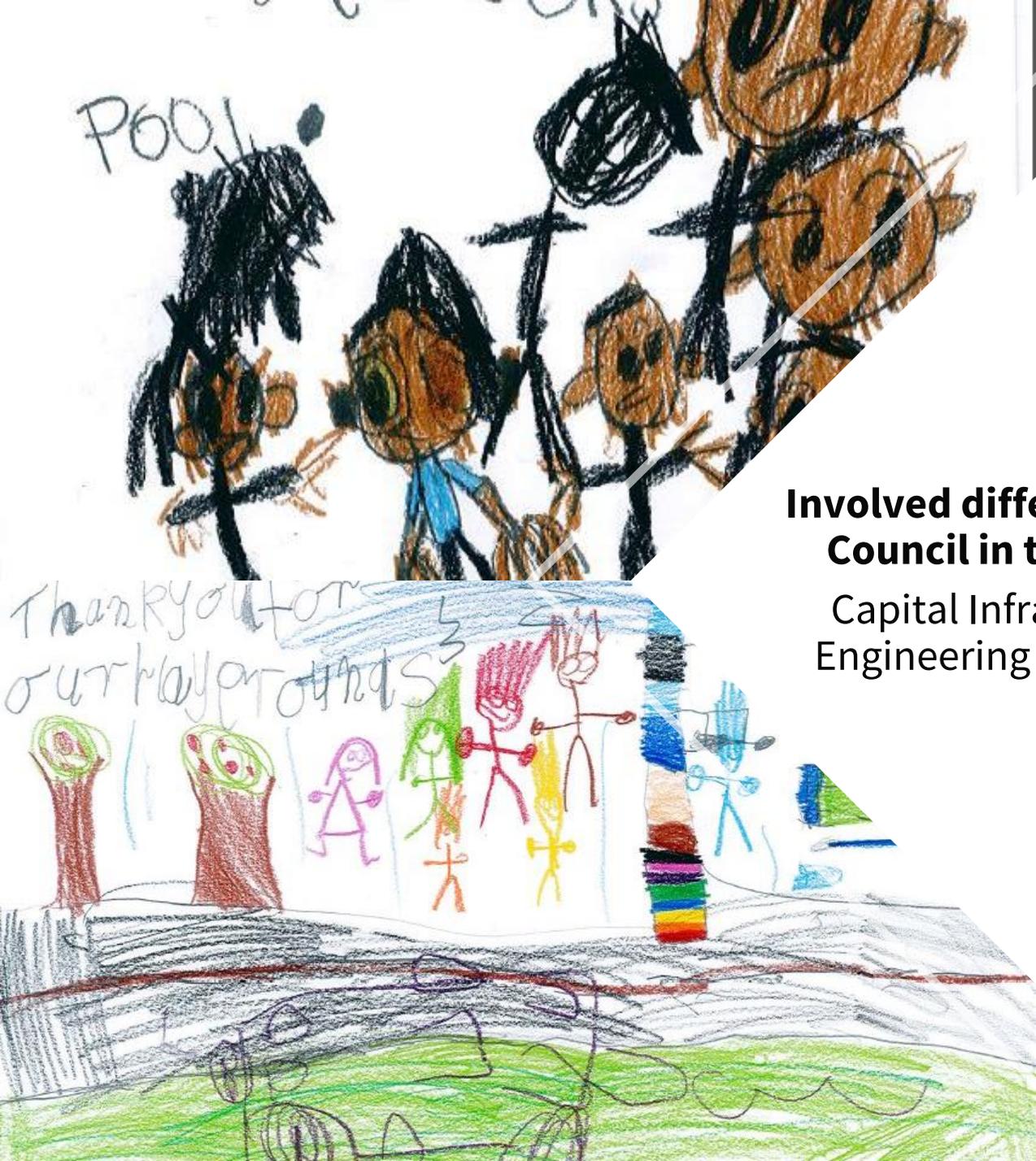
- Walk
- Bike
- Run
- Scooter
- Bus
- Car
- Skateboard
- Other

What are some of the things you enjoyed while traveling to school? What would make this trip easier?

.....

If where you live is not on the map, please start your route from the edge of the map closest to where you live. Show us how you travel to school from there.

Please complete and return to your Class Room Teacher at the end of October. All returned sheets will receive a FREE Pool Pass!



Involved different parts of Council in the project:
Capital Infrastructure /
Engineering Department

ask you to share the attached letters from our Prep students with the
at the Wellington Shire Council.

ng your picture of the Engineers as stimulus for a discussion about the profession,
the Preps decided to write letters to thank the Engineers for our parks, playgrounds,
pool, bus stops, bridges, roads and for helping us.

The Preps worked very hard on their letters and are very excited to send them to the
Engineers. Some students also added questions in their letters, such as, what are your
names? This is impressive because it shows deeper levels of thinking! Who knows we
may even have a future engineer at our school!

This was a valuable experience for our students. It was meaningful for them because



Schools were encouraged to run school activities during the month of October that promoted physical activity and active travel. These activities included:

- school fun runs, a walk-a-thon, walking excursions, lunchtime fitness activities, before/after school fitness activities, or bike education sessions.
- These sessions counted towards 'being active to and from school



But my most favourite was...

St Patrick Primary School – Stratford

“The grade six teacher is really keen for the kids to make a presentation outlining some dangerous walking or riding areas in Stratford...”

<https://www.facebook.com/WINNewsGippsland/videos/vb.157108927693208/973713569366069/?type=2&theater>

<https://fb.watch/fGvbIT16Lf/>



Confidence grew in this space, and we grew the 'active travel portfolio'

VicRoads Community Road Safety
Bike Ed Training
 Bike Ed Trailers (2) and Bikes (24)
 Bike Ed Challenges - 10 challenges annually
 Rural Cluster Bike Ed Program – Rural schools working together to deliver bike ed program
 Safe Routes to School Program - 16 out of 30 schools completed

TAC Community Road Safety Grants
 Wellington Bike Ed Framework – Teacher resource on how to incorporate into classroom curriculum
 Wellington Active Travel Website
 Road Safety Education Program – From Early years to Secondary School (Safe Systems Approach)



Bicycle Victoria
 Ride 2 School Program - Linked all W2S schools with Hands Up Count
 Footpath Decals (stop look listen think)

Willy & Cianna's TALLY CHART

Category	Tally	Total
RED		4
YELLOW		
TRUCK		4
SILVER		4
BLACK		4
GREEN		4
WHITE		4
BLUE		4
ORANGE		
BIKES		
MOTORBIKE		
PEDESTRIAN		
Other		
Total		160

**Compare the pair.
Same cover.
Same council.
Same community.
Yet, a completely
different Strategy!**

**Walking & Cycling
Strategic Plan**
2012 - 16



WELLINGTON SHIRE COUNCIL

**Urban Paths
Plan**



Walking & Cycling Strategic Plan

2012 - 16



Walking and Cycling Plan

- Health and Wellbeing strategy
- Low community engagement
- Wish list approach to footpath projects
- Smaller annual capital budget (approx. \$300K)

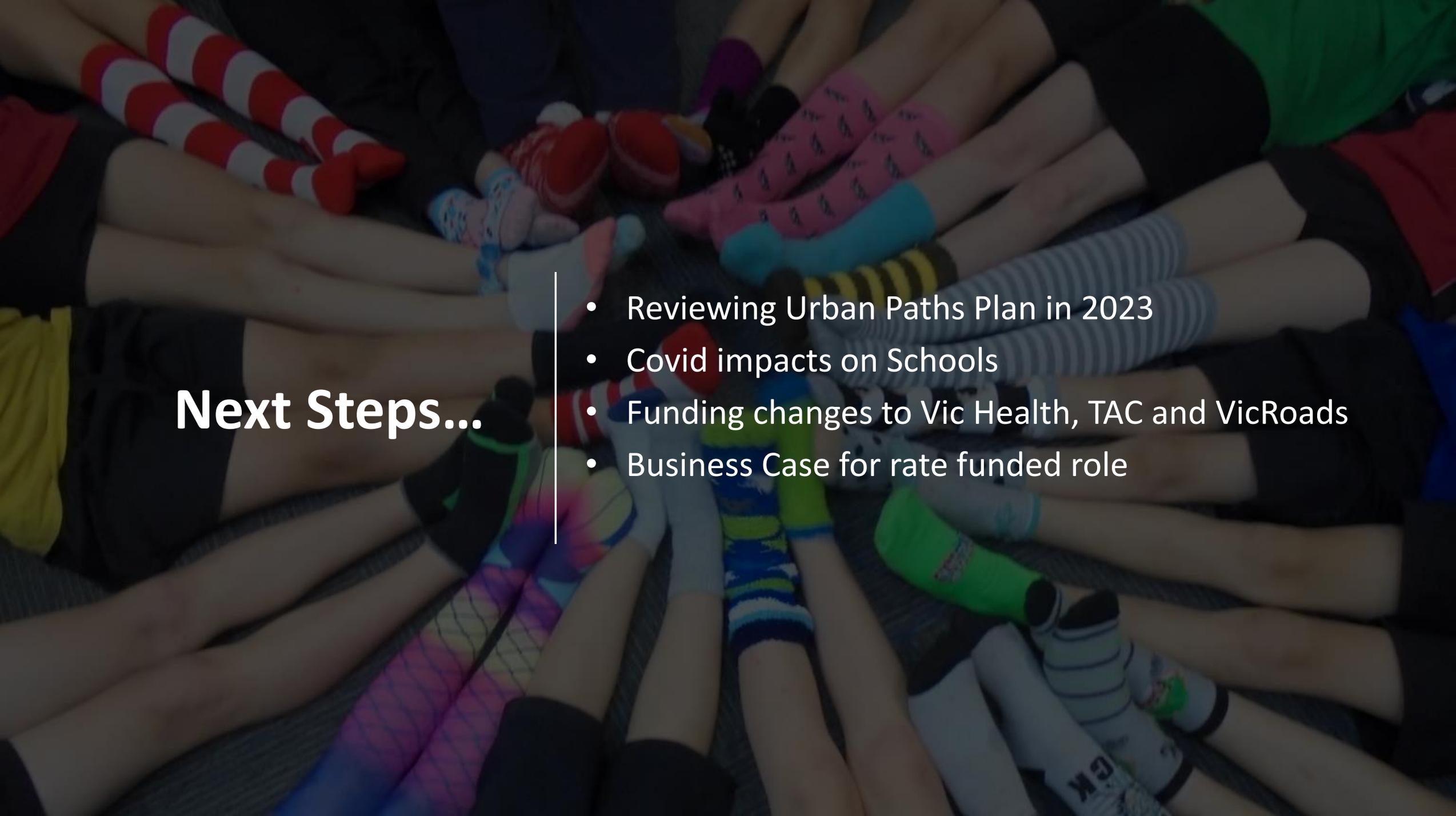
WELLINGTON SHIRE COUNCIL

Urban Paths Plan



Urban Paths Plan

- Infrastructure and Social strategy
- High community engagement
- Data informed planning
- Footpath Framework which identified what footpaths will be built
 - Focus on creating footpath network to community nodes
 - Closed gaps
 - Safety and accessibility
- Engagement focusses on framework, strategy outcomes and consideration and any missed paths
- Increased annual capital budget (approx. \$1.5M)



Next Steps...

- Reviewing Urban Paths Plan in 2023
- Covid impacts on Schools
- Funding changes to Vic Health, TAC and VicRoads
- Business Case for rate funded role

Thank you!

Questions?

Catherine Vassiliou

Coordinator Social Planning and Policy

catherinev@wellington.vic.gov.au

03 51423171



Questions?