

# Cycle to School Pilot Project Sutherland Shire Council

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MAY 2018

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 **Rideability**  
CYCLE EDUCATION  
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# Cycle to School Pilot

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## 1 Executive summary – Cycle to School Project

The Cycle to School project was funded 25/75 by Sutherland Shire Council and the NSW Connecting Centres (Cycling) Program. The program involved cycle education provider, Rideability working with Year 4, 5 and 6 students, teachers and parents from Sutherland North Public School and Woollooware Public School. One control school, Engadine West Public School was used as a measure only. The project was delivered between February and May 2018.

326 students participated in the cycling skills program which was integrated into eight weekly physical education classes. An adult education session took place on a weekend. The aims of the project was to reduce trips to school by motor vehicle, improve safety, foster healthier lifestyles and encourage cycling activity. The Cycling to School project was not limited to encouraging school children to cycle but included strategies to engage parents, teachers and the broader school community to cycle more often.

The key activities that took place included cycle skills training and road education lessons delivered to students; bike maintenance training for parents and teachers; curriculum support to teachers and support to school executives around implementing and maintaining a Cycle to School Plan. The treatments and strategies put in place were shown to increase the number of students opting to cycle to school and reduce parent concerns around it. Trips to school by car decreased from 4.5 days a week to 2.5 days (weighted average of surveyed participants) whilst the weighted average of traveling to school by bicycle increased from 1 day per week to 3 days per week (in surveyed participants). The pilot also reported surveyed students engaged more (21%) in recreational riding post program and were physically active for longer periods on an average daily bases. 65 students (20% of the total) at the start of the program could not ride a bike. All 65 non riding students were riding a bike independently by the end of the program. Students interest in riding to school also rose to 94.7% by the end of the program and more teachers felt students were better prepared for learning after riding a bicycle. 90% of parents surveyed felt more confident about allowing their child to ride to school after participating in the program.

The project received positive feedback from the wider school communities with reduced traffic congestion and illegal parking at school pick up and drop off times. Whilst considerable gains were made in changing the travel mode of students, the program had limited to no impact on changing the travel mode decisions of parents and teachers on school days. A lack of convenience with other activities was the main factor for not cycling even though over 56% of surveyed parents engaged in less than 60 minutes exercise daily. 75% of parents surveyed post program cited riding or walking to school as VERY important for children's health and wellbeing, an increase from 57.9% pre- program. Parents noted in their feedback that their children now have a raised interest in cycling as a recreational activity and decision makers should consider this in future cycling planning infrastructure in these communities.

All participants were introduced to their local bike shop (for maintenance and cycling support) and to the local cycling club (to encourage further cycling activities). Eighteen new bike purchases, which equates to 5.5% of students (that Rideability was aware of) took place during the program as parents saw the value in upgrading and investing in their children's bicycles. Sutherland Shire Cycling club has also received nine new family memberships as a direct referral from this program.

Both schools have invested in cycle rack storage to meet the increase in demand post program and are committed to the ongoing sustainability of the projects aims through their Cycle to School Plans. The projects methodology has produced results which exceeded expectations on reducing car dependency in primary school children travelling to / from school. Both schools have laid the foundation to further increase the number of students cycling to school. The findings have shown the humble bike is an affordable and effective tool in creating students who are healthier, more engaged in their learning and more independent. At the same time making our communities and environment more livable.

### Key Statistical Summary

Activity	Numbers
Total number of students participating in the program face to face	326, 100% of Year 4, 5 and 6 students in both schools
Total number of parents participating in the program face to face	54
Total number of teachers participating in the program face to face	19 (34% of school staff)
Percentage of children who could not ride a bike pre vs post program	20% (65) Vs 0% (0)
Surveys conducted (including students, teachers, parents, residence) The control school only participated in the surveys and did not receive any cycle education services.	556
Three major travel modes by children (in Years 4, 5 and 6) to school pre-program (combined parent & student responses)	Drive the whole way Walk the whole way Drive some of the way
Three major travel modes by children (in Years 4, 5 and 6) to school post program (combined parent and student responses)	Cycle to school Walk the whole way Drives the whole way
Percentage of parents (treatment) who think riding or walking to school is VERY important to children's health and wellbeing.	75% post program up from 57% pre program
Changes to teacher and parent own travel mode decisions.	Nil
The distance to travel to school (work) is the main factor for teachers to not travel to work by bicycle.	
Percentage of students (treatment) who feel their riding skills have improved because of the program.	97.99%
Percentage of parents (treatment) who feel more confident about allowing their child to ride to school after participating in the program.	90%
Students (treatment) interest in riding a bike to school more often (pre vs post program)	81.15% pre vs 94.47%
Daily average of student cycle commuters at treatment schools (pre and post)	59.4% of students live less than 1km for school

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Woolooware Public – 6 students (pre) to 50 students (post) = 11% of total student population. Sutherland North Public – 12 students (pre) to 45 students (post) =18% of total student population.	18.8% of students live between 1 and 2kms from school
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## 2 Engaging the School Community

### 2.1 Selecting the pilot schools

The below selection criteria was used to select the schools for the pilot program:

1. The schools executive teams and P&C committees were willing and supportive of the programs goals.
2. The schools had adequate on site facilities to host the project.
3. The schools were located in communities experiencing high levels of traffic congestion.
4. The schools were located in close proximity to public transport or a major public transport hub.

The schools concurrence to an existing cycle network and or planned investment in new cycling infrastructure was not a selection criteria.

Woolooware Public School and Sutherland North Public school were selected as the treatment schools for the pilot. Engadine West Public School was used a control school on the basis they have been requesting Rideability's education service's for the past 12 months.

### 2.2 Baseline and evaluations

Online surveys were created to ascertain a variety of measures. These included:

- the current activity level of children, parents and teachers.
- the riding skills and cycling habits of students, parents and teachers.
- the attitudes and behaviours of all targeted audiences around cycling and active transport decisions.
- identifying the factors and issues that influence students, parents and teachers decisions to ride to school.
- quantifying the transport demand and travel choices of families.

The surveys were distributed before the treatments commenced and then redistributed at the end of the program to ascertain any change in behaviours and attitudes towards cycling to school. The survey results were also reflected upon in the workshops led by Rideability to assist schools in establishing target levels for their own (future) Cycle to School plans. The baseline and assessment data on students practical assessments was also incorporated.

### 2.3 Media Plan

A media plan was put together to assist with determining the best way to convey the projects messages to the intended audiences. It provided synergy for all the contributing elements of the project and assisted with meeting the specific aims of the pilot. Due to a limited budget, social media sites and the councils in-house marketing/publicity team were heavily relied upon in the plan. The community radio station and social media networks of

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Rideability and their associated partners was also incorporated. An overview of the marketing plan can be reviewed as Appendix 1.

## 3 Ride to School Activities

### 3.1 Treatment for students

Permission letters and a bike safety check list was sent home to all participating families in the lead up the program. Students were required to bring their own bicycle to school once a week. Bicycles were provided (by Rideability) to students who did not have access to a bike or whose bike was deemed unfit to ride. The program was delivered by Rideability staff over eight weeks to students in their scheduled physical education lesson time (approx. 50 mins). All lessons took place on site at the schools. Students were first assessed (baselined) to measure their cycling skills and road awareness. From this assessment students were placed into ability groups, working with Rideability teachers at a ratio of 15:1. Summative and formative assessment on student's knowledge and skills took place. The assessments undertaken and the curriculum content delivered, aligned to the national curriculum and the aims of this pilot program. A detailed individual report on each students skills and knowledge was provided to parents and the schools. Students were awarded with either a "Learning to Ride" licence or a "Licenced to Ride" licence which was reflective of their achievements in the program. See Appendix 2: Example of bike licences.

### 3.2 Treatments for parents

It was the belief of Rideability that for the program to achieve its aim of reducing motor vehicle dependency, parent education must be incorporated. The parent training focused on upskilling parents with basic bike maintenance skills to support children (and their families) in maintaining roadworthy and correctly fitted bicycles. Families were introduced to their local bike shop via letters and the media plan. The bike maintenance workshops took place onsite at the schools on a Sunday and was led by a local, professional bike mechanic (from the aligned bike shops). Many families engaged with these bike shops over the course of the program for the purposes of bike servicing and the purchase of new bikes. The bike shops provided participating parents with a discount on servicing and purchases.

### 3.3 Treatment for teachers

The lessons delivered by Rideability teachers on site served as a professional development opportunity for the schools teaching staff. School staff were encouraged to participate and observe Rideability's teaching and assessment practices. Teachers were provided with cross curricular resources (in English, Geography and Science) to demonstrate how cycle education

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can be implemented across other curriculum areas outside of physical education. Teachers were also invited to attend the bike maintenance training workshop.

### 3.1. Route planning

Rideability staff identified cycle routes and measures for students to follow when riding to school. These cycle routes:

- identified the safest routes to and from the schools within the identified catchment area.
- identified meeting points for students and families to meet on route and then ride together (bike train).
- identified and recommended future infrastructure or changes to current infrastructure to improve the safety of cyclists.

These routes and recommendations were presented to the school executives and P&C committees.

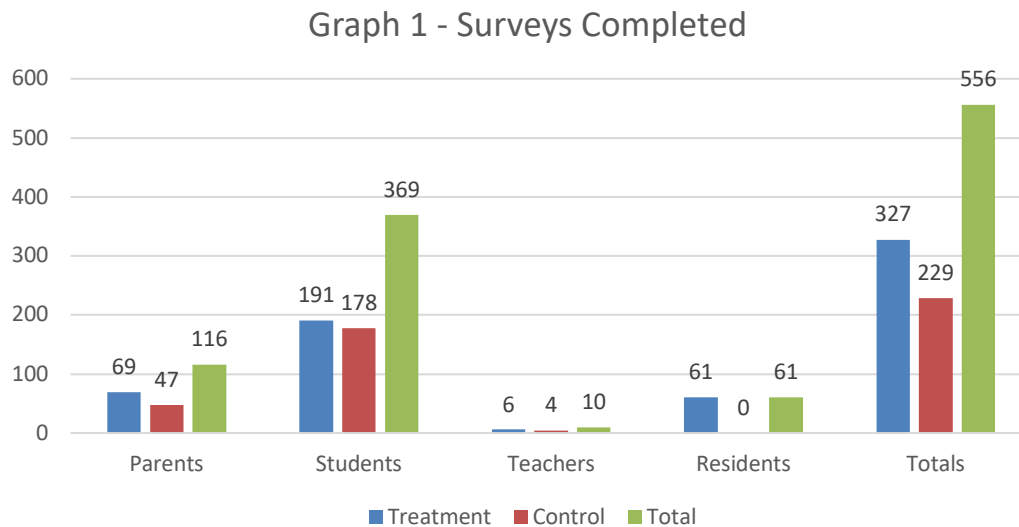
### 3.4 Cycle to School Plan (management support)

Rideability conducted workshops with the executive teams from both schools to provide guidance and the framework to implement a Cycle to School plan. Statistics from the pre and post surveys, student results and community feedback was used in these sessions. These workshops have equipped both schools with the processes to further develop a plan specific to their school and reflective of their school Action Plan. Short, medium and long term goals around their cycle education curriculum; resources; on site infrastructure; staffing expertise; supporting policies and community support are now being established.



## 4 Data Analysis

### 4.1 Participation in surveys



**Treatment** = those who participated in the program    **Control group** = those who did not participate in the program but were surveyed.

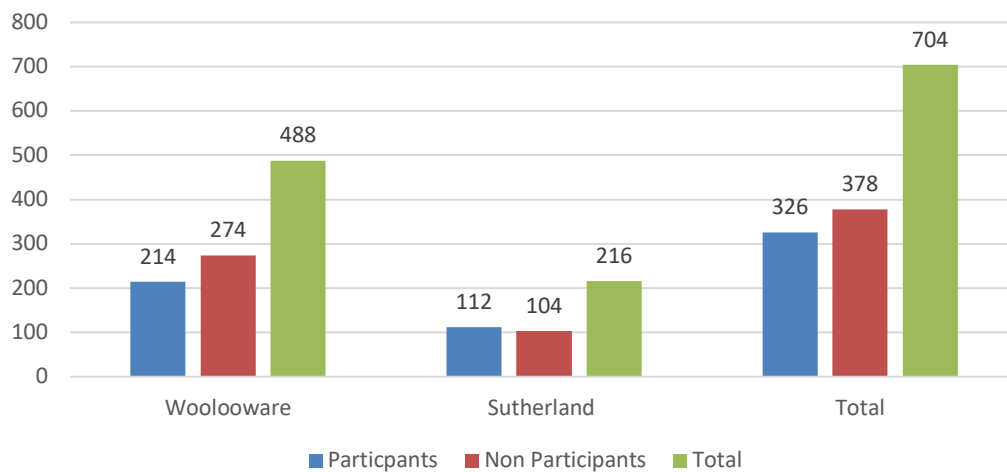
Surveys were created and shared using the online platform Survey Monkey. Survey links were provided to the schools three weeks before the program commenced. Due to the program commencing at the start of the academic year, it was always going to be a challenge to get a good uptake on responses. Both P&C committees were still being formed which proved challenging to engage with parent groups in the first instance. Year 5 students preparing for NAPLAN testing were also excluded from the cross curricular units provided. The schools were responsible for promoting the survey link in school wide communications. One school is still yet to establish a social media platform to share links easily across parent groups. Rideability provided press releases for the school newsletters and the school social media sites.

### 4.2 Participants in face to face delivery

All students from Year 4, 5 and 6 from both schools participated in the practical cycling lessons. Delivery took place on a same day each week over 8 weeks. No parent asked for their child to be

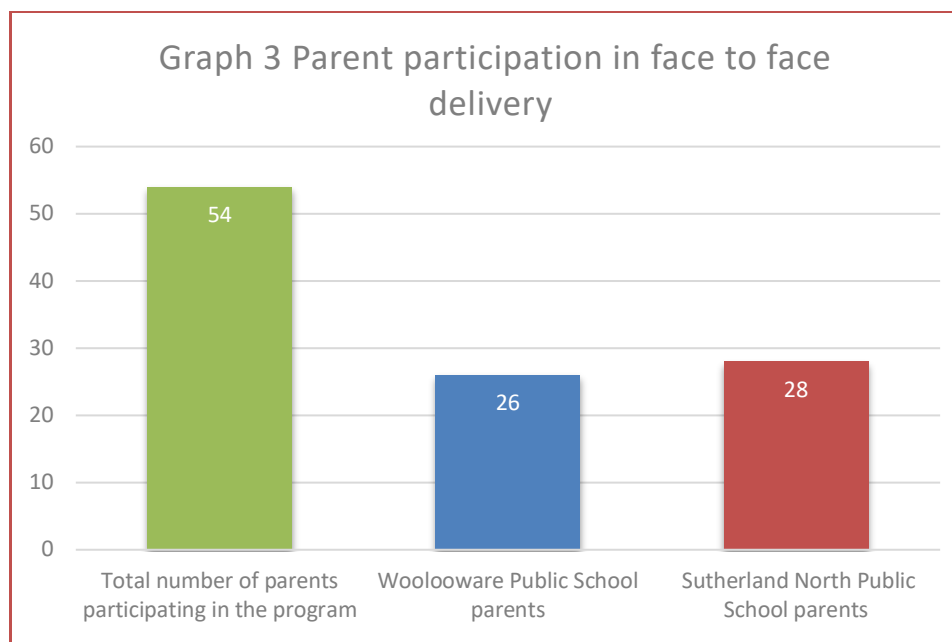
excluded from the program. Students with learning challenges (both physical and cognitive) were included in the program.

Graph 2 - Treatment Students in face to face delivery



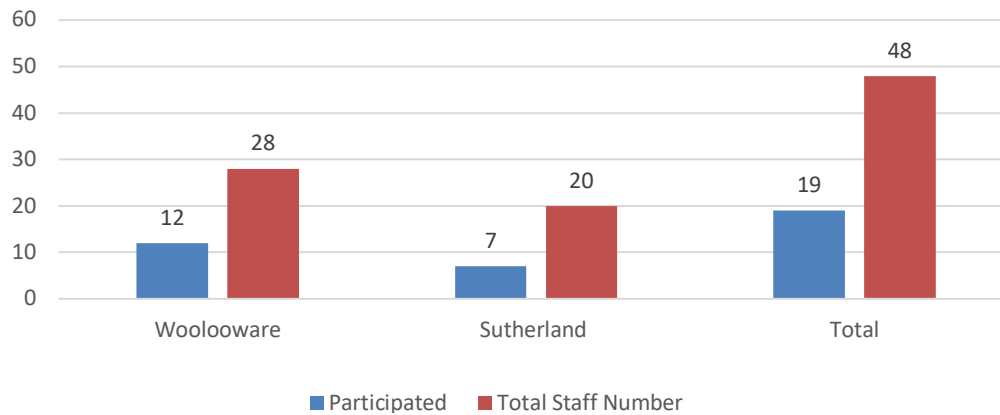
Graph 2 is reflective of the number of students who participated in the cycling skills and road education lessons compared against the whole school population.

Graph 3 Parent participation in face to face delivery



Graph 3 is reflective of the number of parents who participated in P&C meetings and bike maintenance workshops.

Graph 4 - Treatment Teacher Participation in Face to Face delivery

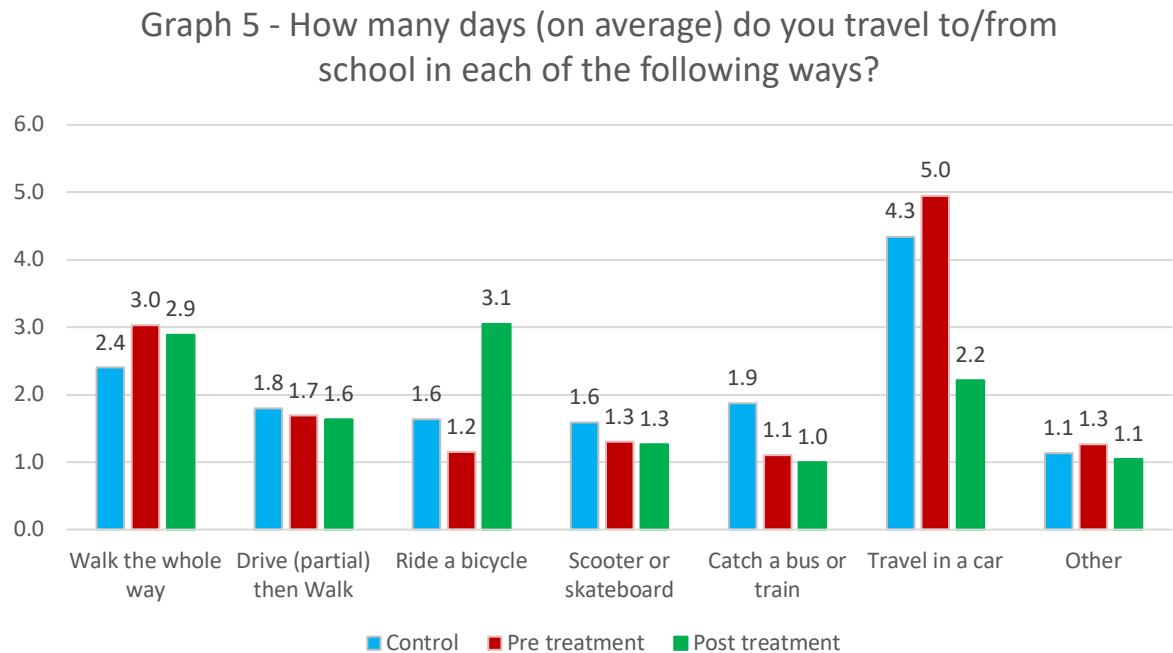


Graph 4 is reflective of the number of teachers who participated in the students sessions, staff meetings and bike maintenance workshop.

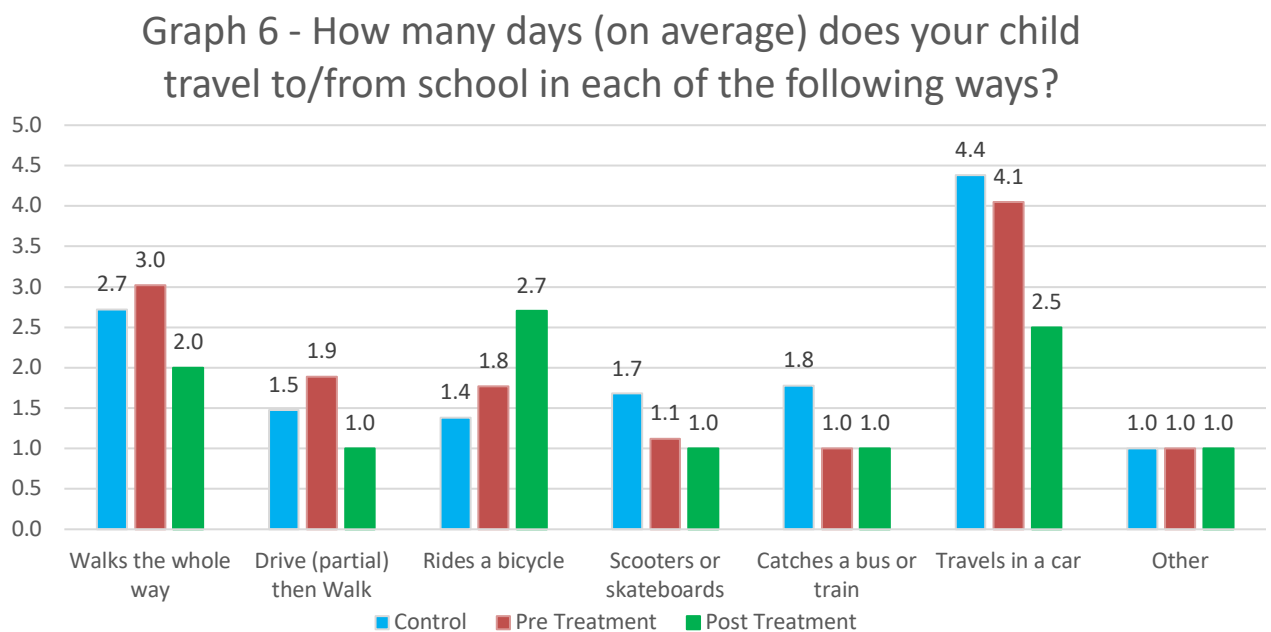
Whilst teachers were very supportive of the program, only two voluntarily participated in the bike maintenance workshops. The highest level of engagement with teachers took place during the physical education lessons which was in scheduled teaching time.

### 4.3 Travel mode change students

Graph 5 Student (treatment and control) response on how they travel to school pre and post program



Graph 6 Parent (treatment and control) response on how they travel to school pre and post program



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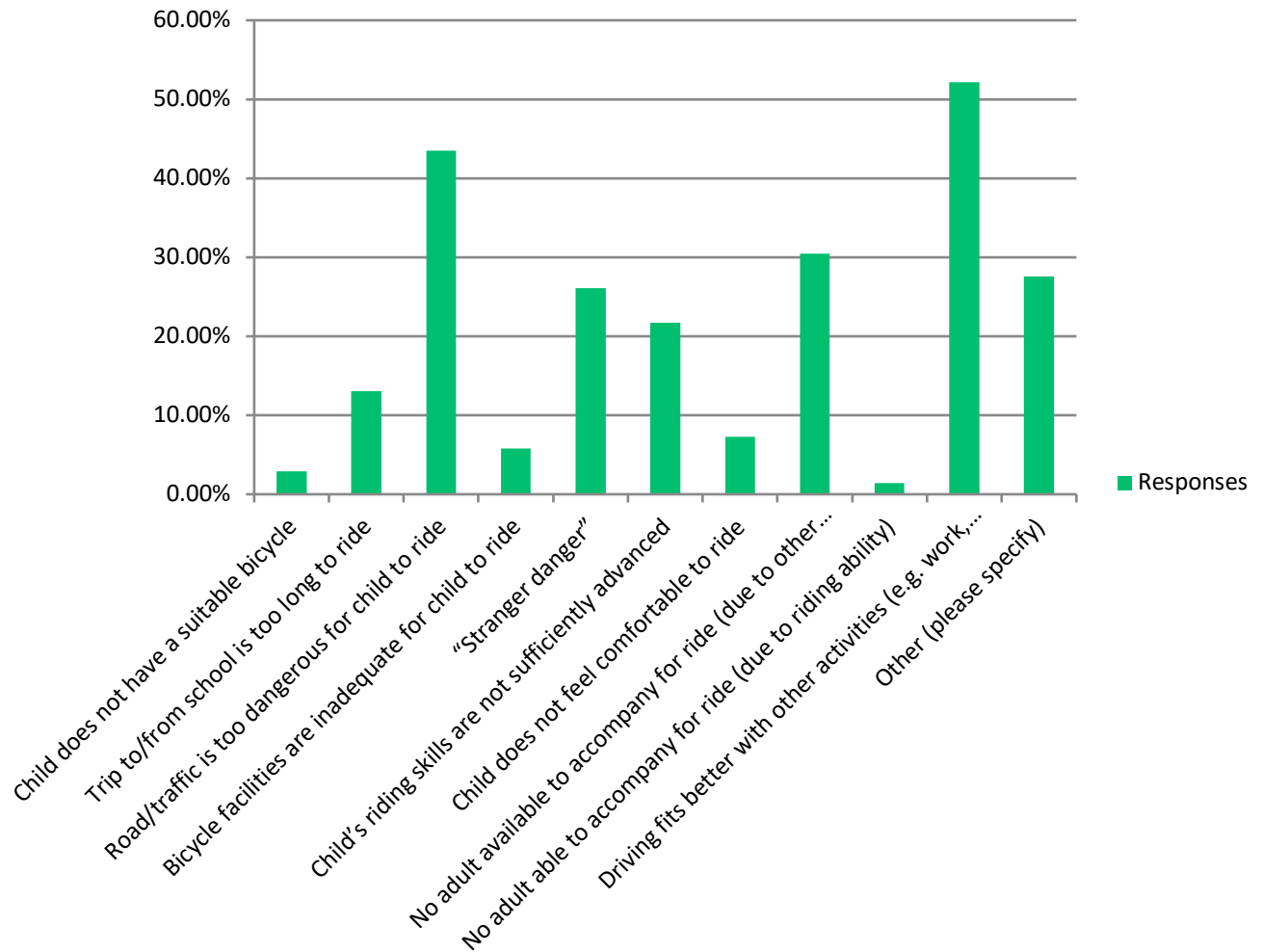
Graph 5 is a representation of student responses pre and post program regarding transport mode to/from school. The dominate mode of transport pre-program is vehicle, followed by walking. Cycling is an unfavored option along with bus and train transportation. This is despite 75.22 % of control students surveyed and 81.15% of treatment students surveyed pre-program indicating they would like to ride to school more often. In the treatment school, 78% of surveyed parents indicated they live within 2km of school and 75% of students in the control group also lived within 2km of school.

Graph 6 reflects the responses from parents when asked the same question pre and post program. Parents in the treatment and control groups allowed their children to travel to school via similar transport modes pre-program. Both sample groups were vehicle dominated. Graph 6 also illustrates post program choices which sees an increase in students cycling in the treatment group and a decrease in vehicle transportation. The control group remained unchanged.

The increase in the number of students cycling to school took place at the expense of vehicle transportation. It is important to note that students who took up cycling to school rode three days a week most often (weighted average of survey respondents). Days where students were required to carry additional equipment (e.g. a musical instrument) or attend dance classes before school, resulted in them arriving by car. Post program 94.47% of treatment students surveyed indicated that they would like to cycle to school more often. This is an increase of 13.32%. The control student group saw no shift towards cycling post program.

Graph 7 Reasons why treatment parents opt for car transportation over cycling pre program

Which of the following factors contribute to your child (at least sometimes) traveling in a car to/from school rather than riding a bicycle? Tick as many as apply

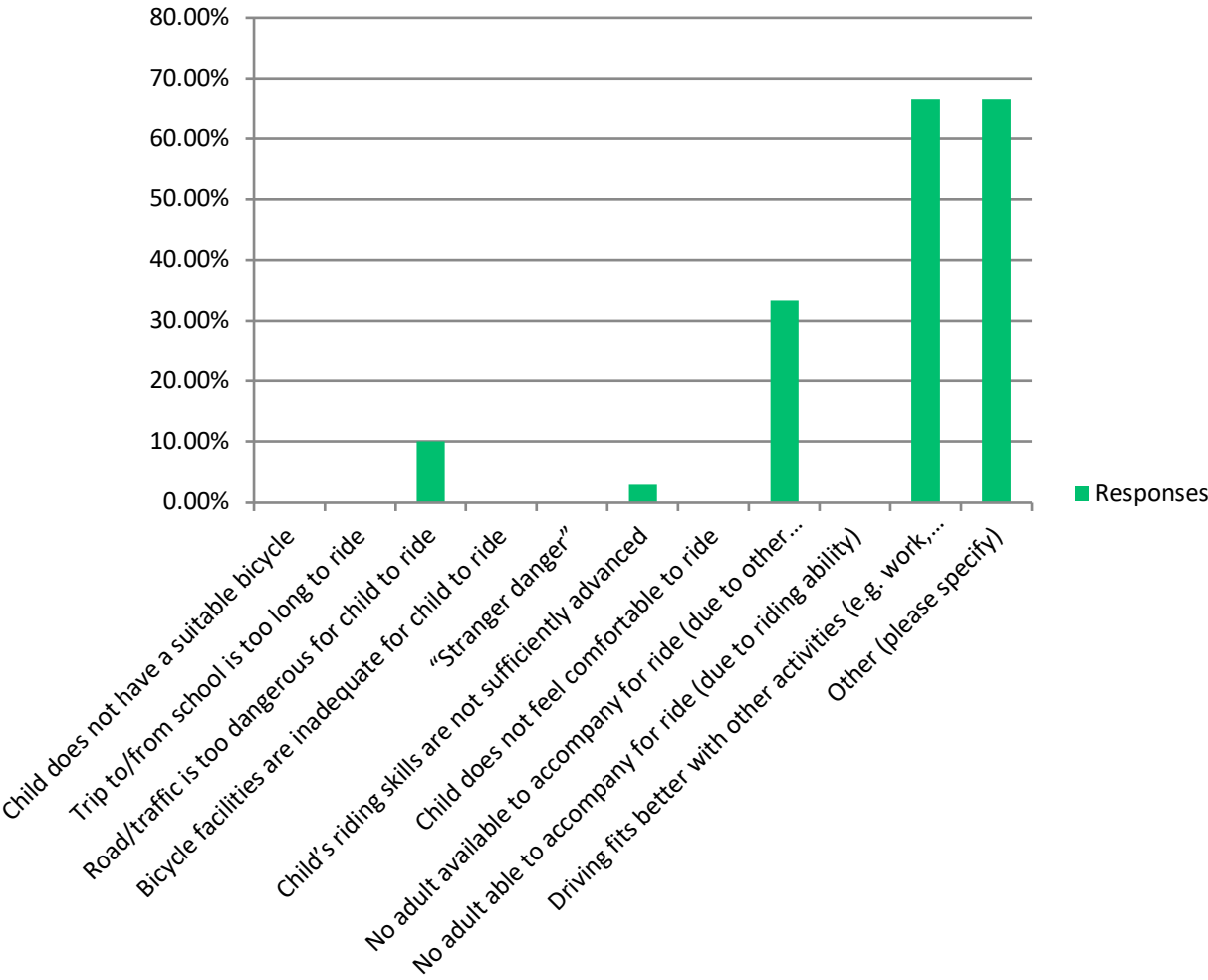


Graph 7 depicts the reasons why parents opt for vehicle transport over cycle transportation pre-program. All parents (control and treatment) pre-program indicated convenience, dangerous traffic/road conditions and no adult companion as the main factors. Parents also highlighted that before and after school care policies eliminates cycling as an option for students as a parent is

required to sign students in and out at these services. Stranger danger concerns and insufficient riding skills in their children also featured strongly across all parents surveyed.

Graph 8 Reasons why (treatment) parents opt for car transportation over cycling **post** program

**Which of the following factors contribute to your child (at least sometimes) traveling in a car to/from school rather than riding a bicycle?  
Tick as many as apply**



The increase in the number of students who now cycle is reflective of the reduction in parent concerns cycling to school brings (see Graph 8). The reasons for choosing to travel by car over cycling pre- program was consistent across the control and treatment parent groups. The

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factors for not allowing students to ride remained the same pre and post for the control parent group.

Of those surveyed, many of the previous concerns, such as insufficient rider skills, stranger danger, inadequate cycle facilities and distance to travel have been reduced. Of note is parents feedback regarding younger children attending the same school. Some parents indicated that they would be supportive of their child (who completed the pilot program) to ride but cited their younger children had not yet to developed the necessary skills and road awareness. The convenience of traveling by car has with other parent activities was still identified as the strongest reason for not cycling by parents. The requirement for a guardian to sign students in and out of before and after school care is also a blocker for not cycling to school.

#### 4.4 Travel mode change parents

The program had limited impact on parents decisions around cycling themselves for transport purposes. Whilst there was shift in the percentage of parents riding bikes, the low sample size does not allow the assumption that a significant shift to active transport occurred. This is despite over 50% of parents surveyed indicating that they engaged in less than 60 minutes exercise daily. The majority of parent surveys were completed by females. The results of the project reflects the low participation rate in cycling generally by women compared to men. The project stats also suggest there is a correlation between cycling rates and general level of exercise activity. Meaning that cycling rates may be a good indicator of community health.

Table 1 Cycle to School Project – Treatment parents pre and post implementation responses

How often (on average) do you ride a bicycle for transport?

Answer	Pre program 69 survey responses	Post Program 44 survey responses
Never	56.0%	50%
Less than once a year	4%	1%
At least once per year but less than once per month	13%	25%
At least once per month but less than once per week	13%	14%
At least once per week	2%	7%



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Table 2 Cycle to School Project – Control parents pre and post implementation responses

How often (on average) do you ride a bicycle for transport?

Answer	Pre program 47 Survey responses	Post Program 45 survey responses
Never	67%	71.1%
Less than once a year	3%	2.2%
At least once per year but less than once per month	10%	6.7%
At least once per month but less than once per week	17%	18%
At least once per week	5%	4%

#### 4.5 Travel mode change teachers

The program had no impact on teachers' decisions around cycling themselves for transport purposes. The distance to travel to work was identified as the biggest factor along with safety concerns. The small sample size misrepresents pre and post results.

Table 3 Cycle to School Project – Treatment teachers pre and post implementation responses

How often (on average) do you ride a bicycle for transport?

Answer	Pre program	Post Program
Never	67%	37.50%
Less than once a year	0%	0%
At least once per year but less than once per month	33%	37.50%
At least once per month but less than once per week	0%	0%
At least once per week	0%	25%

Table 4 Cycle to School Project – Control teachers pre and post implementation responses

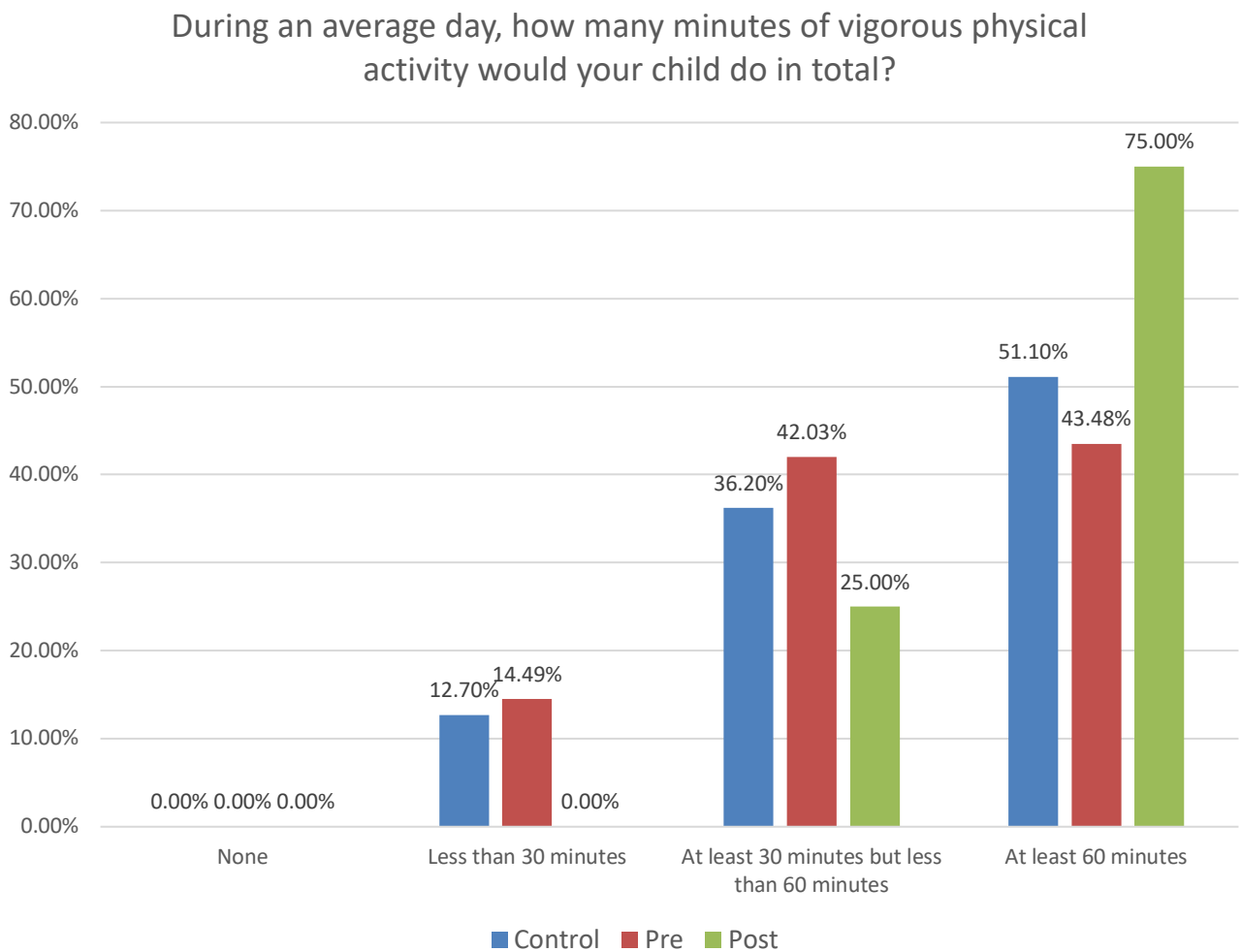
How often (on average) do you ride a bicycle for transport?

Answer	Pre program	Post Program
Never	50%	50%
Less than once a year	0%	0%
At least once per year but less than once per month	50%	50%
At least once per month but less than once per week	0%	0%
At least once per week	0%	0%

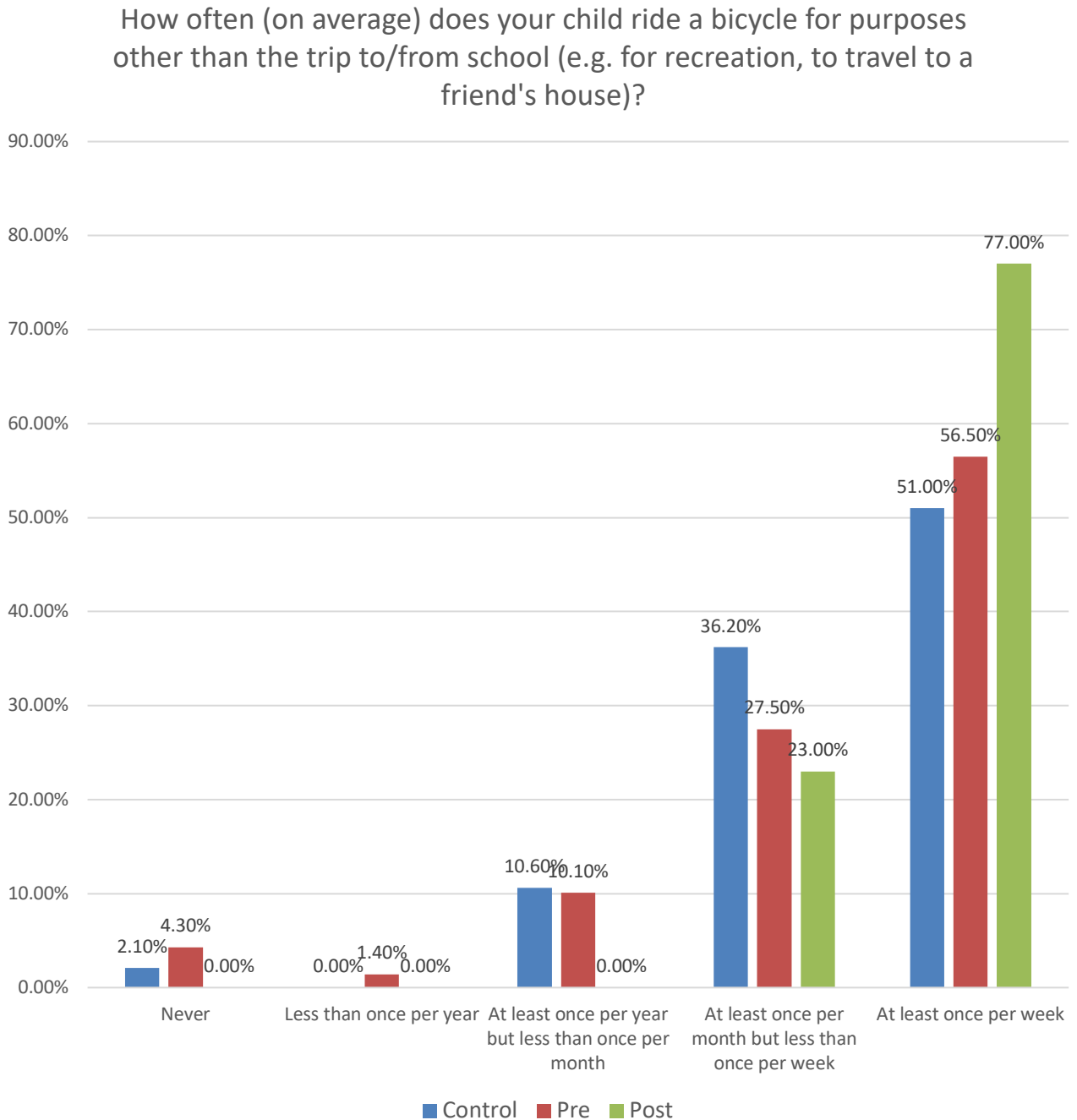
## 4.6 Increase in activity and recreational riding

The project also measured an increase in daily activity and recreational riding in surveyed treatment students. See Graph 9 and 10 . This is a positive result and is reflective of the increase in student self-confidence and parents confidence in their children’s riding abilities. Students opting to cycle more as a recreational pursuit is supportive of reducing vehicle congestion but also improving the overall health and wellbeing of students. The program has successfully built upon children’s organic interest in riding a bicycle. The results have shown riding a bike to be an effective and enjoyable means for children to exercise more.

Graph 9: Treatment parents response to how much time their child spends engaged in daily vigorous physical activity.



Graph 10: Treatment parents response to how often their child rides a bike for recreational purposes.



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## Key Findings (benefits)

- The project showed a demand for cycling to school in upper primary school age children at the expense of motor vehicle transport.
- For the majority of students, 8 weeks is a sufficient time frame to develop the necessary skills, road awareness and confidence to be an independent rider and begin riding to school .
- The project also saw an increase in daily exercise and recreational riding in students (due to improved road awareness, improved riding skills, increase enjoyment and an increase in parent confidence).
- Students riding skills improved over the course of the program (which was reflective in their self-assessments, parent feedback, teacher observations and assessments).
- Students organically grouped together to commute in small friendship groups, congregating at meeting points at pre-determined times. This reduced parent’s concerns around stranger danger and general safety.
- Families have now engaged with the local cycling club and are regular users of the Short Track MTB facility.
- Residential support for the pilot was very positive. Community members preferred to engage directly with the school via conversations, emails and phone calls then via surveys.
- The project outcomes were conducive to increasing community interaction and helping to reduce social exclusion.
- Whilst student BMI changes were not recorded, teachers observed that students were more ready to learn after the cycling lessons and therefore can expect improved learning outcomes.
- The pilot has shown that to bring about a shift towards active transport, the factors identified by parents pre-program must be addressed. The main factors for parents not allowing their children to cycle were: driving fits in better with other activities;

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road/traffic is too dangerous to ride; stranger danger concerns; no adult available to accompany child by bicycle and insufficient riding skills in their children.

- Individually reporting on students and providing specific feedback on their skills and knowledge was welcomed. This was widely acknowledged by many parents as a major turning point in allowing their children to begin to ride to school and subsequently in their leisure time.
- The project is very successful in building community confidence and parent / children interaction and confidence.
- Due to the program aligning to national curriculum outcomes, schools and parents were very willing to participate in the program.
- The school executives from both schools have confirmed that traffic concerns, congestion and illegal parking has been reduced during school drop off and pick up times (see Appendix 3).

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## 6 Recommendations

### 6.1 Timelines

For future projects, it is recommended to move the timeline of face to face delivery to Term 2 and Term 3 (April to September).

This would allow for:

- improved penetration of surveys.
- create less stress on school administration at their busiest time of the year.
- give P&C committees time to get established and therefore offer more support to the program.
- allow more lead time in terms of marketing /media plan.
- allow teachers to plan ahead to implement the cross curricular lessons into yearly planners.
- also avoids the high summer heat in Term 1, which improves teacher and learning conditions for students and teachers.
- provides more time for school executives and P&C committee to source funding opportunities to support the implementation of a Cycle to School Plan.

### 6.2 Infrastructure

Both schools experienced a rapid uptake in cycling which placed an immediate stress on limited bike storage capacity at both schools. Going forward, schools administrators would

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welcome support at the start of the program to source cycle racks and signage to improve safety and efficiency.

The review of cycle routes within both school catchment areas highlighted the need for some investment to “fill the gaps” in the cycle network and ensure safe passage to school for students.

Infrastructure recommendations which have come from the pilot due to changes to travel demands include:

#### Woollooware Public School

- I. An appropriate ability to cross is required on Franklin Road (north of bus stop).
- II. Marsh Ave. No footpath on Marsh Ave resulting in students having to cross the road twice.
- III. An appropriate ability to cross required between Thume Road and Kirkwood Road.

#### Sutherland Public School

- I. Kiss and ride – Moira St. To improve safety concerns, improve access and facilitate a fast and quick drop off space.
- II. Crossing ability on Auburn Street and Moira Street to the school.
- III. Caution signage south eastern side of Waratah (downhill speed factor).
- IV. Pathway required on Glencoe North and Auburn Street North.
- V. Widening of the small section footpath, northwest along Toronto Parade.
- VI. Missing linking of current pathway network. The Boulevard has a footpath on the south side between Oak Rd and Acacia and then changes to the northern between Acadia and Toronto.

In addition to the above infrastructure, wayfinding signage indicating the meeting points and directions would further reduce parent concerns. It doubles as a visible sign to let the wider community know to expect more cycle commuters (improve safety) and act as a symbol of



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community cohesion. A community which supports children being active, independent and responsible, is a happy community. Suggestions can be found in Appendix 4.

### 6.3 Budgets

The high number of non-riding students and multiple sessions required to support school executives in their Cycling to School Plan was under budgeted. Additional staff were required to meet higher than expected numbers of learn to ride students in both treatment schools. This is reflective of the Education Department supporting a more inclusive approach for students with physical and cognitive challenges. Parents (and students) not wanting to admit their child cannot ride a bicycle made the pre-program surveys a poor source of information for program planning. This needs to be considered for future projects as does the assumptions that schools are starting from scratch regarding a Cycle to School Plan. All schools involved in the project did not have a ride to school policy in place.

### 6.4 Sustainability of the cycle movement

This pilot project has shown the treatments put forward to students were highly effective. They were shown to successfully build upon an already high pre-existing interest students have to cycle to school. Contact once a week over eight weeks has shown to be a sufficient time frame to improve physical skills and change behaviours and moods in children. It has also allowed enough time to address many of the concerns parents have around letting their children ride to school.

The positive impacts of this pilot project extends to engaging 100% of students in physical education lessons; increasing the amount of daily exercise of students and therefore improving their overall health and wellbeing. This overlaps with other key government priorities namely, the increasing childhood obesity rate. This pilot project bridges a fragmented approach to tackling inactivity in children and active transport behaviours. Taking place in an educational setting, the project provides access to students at high risk, whilst engaging them in purposeful and relevant movement skills to facilitate life-long movement. The data supports this projects to be an ideal vehicle to improve the health and wellbeing of children aged between 8 and 12 years of age and to provide them with a skill set to allow them to exercise and move throughout their teenage and adult years.

Revisiting schools biannually would be the suggested model to review and sustain a cycling school culture. The suggested biannual framework provides an opportunity to revisit students to measure in more detail the impact cycling for transport and recreation has on reducing childhood obesity rates. It also allows students who were previously in the lower grades to undertake the training and begin to cycle to school like their older peers/mentors before them. The inclusion of

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Bike Safety Workshops (non-riding) in lower grades would also be beneficial to develop younger students road safety and road awareness. This provides better penetration across the whole school, (and therefore families) and begins to address the factor of younger siblings having limited road sense/knowledge; a concern raised by parents.

Most teachers reported to live greater than 5 kilometres from their workplace. This removes them as a target audience for cycle transport choices over short distances.

The bike maintenance workshops were well received and described as very useful by parents. The dates for these workshops also need to be published at the start of the program to give parents more time to arrange child care.

The uptake of cycling has been very successful despite an incohesive cycling infrastructure in the pilot schools catchment areas. Addressing the identified infrastructure recommendations is cited as an important factor in sustaining the behaviour changes that have taken place in the two treatment schools. The use of a control school has been beneficial to analyse the effectiveness of the strategies used to achieve the goals of this project.

# Appendix One: Media Plan

Media Plan - Sutherland Shire Council Cycle to School Project		Notes	Date																
			February				March				April				May				
Program	Engagement	Reach	Likes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Generate Awareness																			
Event Launch																			
Press - Leader and our Shire																			
Shire Radio																			
Social Publishing and Sharing																			
Partner co-marketing																			
Student education & experiences																			
Feedback from students in newsletter																			
Social media - Rideability and Schools																			
Teacher feedback and experiences																			
Feedback through professional channels																			
Feedback published on social media and newsletter																			
Parent feedback and experiences																			
Newsletters																			
Social media (Rideability, SSC, Schools)																			
Residence feedback and experiences																			
Social media																			
Letters / feedback - published																			
Project wrap up																			
Council - Our Shire																			
Website Blog																			
Key survey findings																			
Film dates - KESS MEDIA																			
onsite filming and principal interview																			
Co sharing to include																			
Endavour cycles																			
Chain reaction cycles																			
Specialized bicycles																			
Sutherland Shire council																			
Sutherland North Public School																			
Woolware Public School																			
Cycle Studio																			

Appendix Two: Bike licences awarded to students

 <p>LICENCED TO RIDE</p>	 <p>Rideability CYCLE EDUCATION</p>
 <p>LEARNING TO RIDE</p>	 <p>Rideability CYCLE EDUCATION</p>
<p><b>THIS LICENCE BELONGS TO</b></p> <p>name _____</p> <p>address _____</p> <p>DOB _____</p> <p>parent _____</p> <p>mobile _____</p>	<p>m 0411 260 336 rideability.com.au</p>

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## Appendix 3 – Principal Testimonies

The Rideability program has been a great success for the students and school community at Sutherland North Public School. The students absolutely loved the weekly lessons with Rebecca and her staff. Teachers observations of the students upon returning to class after the riding sessions were noticeably more settled, focused and ready to learn. At the beginning of the program a large proportion of our student group had never ridden a bike. Every child by the end of the program was successfully riding a bike. It was very rewarding to see the positive impact this had on their confidence.

We have seen a dramatic increase in the number of students riding safely to school since the program began. Parent feedback has been very positive and are more confident about allowing their child to ride to school. Students social connections have also improved as they are often riding together in groups.

Another positive result for the community and the surrounding residents of the school has been the reduction in traffic congestion and parking problems at drop off and pick up times.

The success of the Rideability Program has made bike riding more accessible for our students setting them up for a healthier future.

**Fiona Young**

Principal | Sutherland North Public School

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The immediate benefits of the program have been extremely positive. We have seen a marked increase in the number of students riding to school regularly and our neighbours have commented that there is less congestion on our streets at peak times. We have seen individual students with little or no bike-riding ability become competent riders and students with previous ability increase their knowledge and skills in becoming a lot safer on the roads. This program has helped students cooperate with one another and develop self-confidence. The Woollooware community has been most grateful for the opportunity to participate.

**Jason Ezzy** | Principal | Woollooware Public School

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Appendix 4 – Wayfinding signage



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