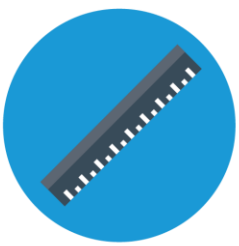
FIRST PERSON CONSULTING

Evaluation Report

Ride or Walk to School Program

Prepared for

ACT Health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Executive Summary

The Ride or Walk to School (RWTS) program was launched by ACT Health in 2012, with 11 pilot schools committing to RWTS for a three-year period (2013-2015). In 2014, the Physical Activity Foundation (PAF) was awarded an ACT Government Healthy Canberra Grant to maintain the RWTS Program, supplemented by funding from the ACT Health, Health Improvement Branch (HIB).

RWTS aims to build the capacity of schools to actively support and encourage students to ride or walk to school through teacher professional development, student learning and supporting provision of infrastructure and resources.

Fifty-two schools were supported by the grant funding to participate in the program. The three-year commitment by the initial 11 pilot schools concluded at the end of 2015, with these schools being offered low level ongoing support into 2016. PAF now holds two contracts to support the development and management of an active travel program for high schools and for the development of a revised, RWTS program model in primary schools. In May 2016, funding was committed by the ACT Government to expand RWTS to reach a total of 108 schools by 2018. The Physical Activity Foundation continues to run the program, with 62 schools now involved.

ACT Health and the Physical Activity Foundation engaged First Person Consulting (FPC) to provide support in delivering the evaluation of the RWTS program for the grant-funded period between the start of 2013 and end of 2016.

The purpose of the evaluation is to assess the appropriateness, effectiveness and sustainability of the RWTS program in terms of increasing active travel to school by children in the ACT.

This purpose was addressed through review and analysis of pre-existing data, revision of data collection tools for the final reporting from schools, interviews with RWTS program staff and analysis of population-level physical activity surveys. Data was synthesised into this report.

Key findings of the evaluation are presented in Section 3 of this report and discussed in more detail in the Results in Section 4.

Overall, it can be said that RWTS has produced a range of benefits, resources and opportunities for participating schools and their students. The program was very well received by the 52 schools that participated in the program during the grant-funded period. Facilitators of teacher training consistently received high scores for their organisation, engagement, content knowledge and resources and 95% of teachers (n=62) who undertook Safe Cycle training reported they were confident in using what they had learned with students.

There is good evidence that there has been an increase in the rates of active travel within participating schools. Importantly, these results suggest that the increase in rates of active travel within participating schools is attributable to their involvement in the RWTS program. When compared to non-RWTS schools:

- Children attending a RWTS school were more likely to use active travel at least once a week
- Children attending a RWTS school were more likely to use active travel as their usual mode of travel
- Children attending a RWTS school were more likely to use active travel every day.

Also of note is that RWTS schools maintained or increased levels of participation even against a background of decline in active travel across the general ACT school population.

Evidence suggests ongoing commitment and engagement with active travel from schools and students beyond intervention phases. Notably, 100% of respondents from the 2016 survey (n=26) said their school would likely or very likely continue to support active travel in the future.

The main identified gap in delivery of the program was parental engagement, with more emphasis placed on engaging schools and delivering activities to students. Recommendations to strengthen the program are captured in Section 5.

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Acronyms

ACT	Australian Capital Territory
ACTPANS	ACT Year 6 Physical Activity and Nutrition Surveys
FPC	First Person Consulting
HIB	Health Improvement Branch
KEQ	Key Evaluation Question
PAF	Physical Activity Foundation
RWTS	Ride or Walk to School

1 Introduction

1.1 Background to the Ride or Walk to School Program

Ride or Walk to School (RWTS) is one of several supporting programs the ACT Government provides as part of the Healthy Weight Initiative which targets zero growth in overweight and obesity in the ACT. It aims to build the capacity of schools to actively support and encourage students to ride or walk to school. The RWTS program includes the following components:

- Teacher professional development and student learning (e.g. the Safe Cycle resource)
- Provision of bikes and helmets
- Assistance with finding bike storage solutions
- Self-defence to enhance student safety
- BMX workshops to increase confidence and skills

The program was launched by ACT Health in 2012, with 11 pilot schools committing to RWTS for a three-year period (2013 to 2015). In 2014, PAF was awarded an ACT Government Healthy Canberra Grant to maintain the RWTS program, supplemented by funding from ACT Health, Health Improvement Branch (HIB). The program is delivered with support from the ACT Government's Education Directorate.

Fifty-two schools were supported by the grant funding to participate in the program. The three-year commitment by the initial 11 pilot schools concluded at the end of 2015, with these schools being offered low level ongoing support. PAF now holds two contracts to support the development and management of an active travel program for high schools and for the development of a revised, RWTS program model in primary schools.

In May 2016, funding was committed by the ACT Government to expand RWTS to reach a total of 108 schools by 2018. The Physical Activity Foundation continues to run the program, with 64 schools now involved.

ACT Health engaged First Person Consulting (FPC) to provide support in delivering the evaluation of the RWTS program for the grant-funded period between the start of 2013 and the end of 2016.

1.2 Aim of the Program

RWTS is one of several supporting programs the ACT Government provides as part of the Healthy Weight Initiative, which targets zero growth in overweight and obesity in the ACT.

The program was guided by the aim of building the capacity of (at least 50) schools to actively support and encourage students to ride or walk to school.

1.3 Purpose of this evaluation

The overall purpose of this evaluation was to assess the appropriateness, effectiveness and sustainability of the RWTS Program in terms of increasing active travel to school by children in the

ACT. This purpose will be delivered on by answering key evaluation questions (KEQs) developed with ACT Health (Table 1).

These questions have also been used to help structure the body of the report (Section 4), which is preceded by the key findings and recommendations for the program (Section 3).

Table 1: Key evaluation questions

Key evaluation question	Sub-questions	Relevant section
1. **Was RWTS implemented as planned?**	a) To what extent was the RWTS program addressing a need in ACT Schools? b) What was the uptake of program elements across schools? c) Were activities delivered on time and within scope? d) Was it delivered on budget and, if not, why? e) What worked well and what were challenges to delivery?	4.1
2. **Has RWTS resulted in changes to active travel rates in participating schools in the ACT?**	a) What evidence is there travel rates have improved within participating schools? b) How do changes compare with data from non-participating schools? c) Has the RWTS program increased the capacity and confidence of children to engage in active travel?	4.2
3. **Has RWTS increased schools' capacity to teach and promote active travel?**	a) Have there been changes to staff capabilities to teach and promote active travel? b) Have there been changes to school policies or resourcing?	4.3
4. **Have some components of the program been more successful than others? Why?**	a) How did interest by students vary between components? b) How did schools perceive the effectiveness of the different components? c) How did components vary in terms of their contribution to outcomes? d) Have there been any unexpected outcomes?	4.4
5. **Has the program been more successful for some schools over others? Why?**	a) How did participation rates vary between schools? b) Were there different outcomes across schools? (e.g. active travel rates) c) What barriers and challenges did schools report?	4.2 4.1.6

6.	**Is there potential for RWTS to be sustainable?**	a) To what extent is RWTS likely to leave a legacy of change/impact within schools? b) To what extent can the RWTS model be expanded to other schools? c) Are partnerships working effectively? d) Is there a supportive environment for active travel across government? e) What are the key lessons for future projects in this space?	4.5

2 Methodology

The steps used in this evaluation are outlined below.

- **Face-to-face inception meeting**. This confirmed the approach, timing and sourced key documents. This also provided an opportunity to discuss the data that had already been collected and what other data was still remaining to be collected.
- **Pre-existing data review and gap analysis**. This involved mapping of the data that had been collected over the course of delivery of the program against the KEQs. This helped to determine if there were any gaps and inform the development of supplementary tools.
- **Revision of data collection tools**. This resulted in minor changes to the school surveys.
- **Two Program staff interviews**. FPC interviewed two program staff from ACT Health and PAF who oversaw delivery of the RWTS program.
- **Data analysis**. Following all data collection and collation, data analysis was conducted using both quantitative and qualitative techniques. Population health data was also provided in an analysed form by ACT Health. This was synthesised and used to answer the KEQs.
- **Reporting**. Following data analysis, a draft evaluation report on the RWTS program was prepared. After feedback and review of the report it was finalised and provided to ACT Health in MS Word and PDF format.

A more detailed methodology is provided in Appendix 1.

2.1 Limitations and challenges

There have been a range of limitations and challenges in relation to the data collected for the RWTS evaluation. These can be summarised as:

- incomplete data over time – for instance, a lack of follow-up data from parents or schools, missing or incomplete feedback sheets from components of RWTS
- as schools self-selected (opted) into RWTS bias cannot be ruled out in results
- data is largely self-reported/perception data. Moreover, for those that completed follow-up surveys there is likely some degree of self-selection bias
- a lack of before and after comparison for control groups
- population level data was not collected from all participating RWTS schools. That said, the population level data was random in terms of participation in the Program (i.e. they were chosen independent of RWTS).

Despite the above limitations, this evaluation does provide an accurate reflection of the program. That said, the evaluation is not able to thoroughly explore each component of the RWTS program. Rather, this report considers the whole of the program, rather than attempting to examine the contribution of individual components to the result.

3 Key findings

The key findings of this evaluation are summarised below. These key findings lead to a series of recommendations for ACT Health to consider in relation to program design and evaluation in the school/health context. More detailed results are presented in Section 4.

Implementation

- The RWTS program successfully recruited 52 schools, thus meeting its target of at least 50 participating schools.
- The specific uptake of program components varied across schools and semesters. However, this can be viewed as a success, as it was reported by program staff that schools appreciated the relative flexibility that came with being a part of the program.
- The main identified gap in delivery of the program was parental engagement, with more emphasis placed on engaging schools and delivering activities to students.
- There is some evidence to suggest that distance can be factor that constrains active travel. However, the data collected through this evaluation suggests that there are a range of other factors that influence active travel rates even when most students live nearby.

Changes to active travel rates

- There is evidence that Year 5 and 6 students active travel behaviour has increased in the average number of days per week that they are using active travel.
- A comparison of travel behaviour between RWTS-schools and non-RWTS-schools indicates a higher proportion of students at RWTS-schools use active travel compared to non-RWTS-schools.
- 84% of responding RWTS-schools (n=25) indicated an increase in active travel as a result of the RWTS program.

Capacity and capability building

- There is some evidence from delivered components that suggests students have greater confidence in undertaking active travel.
- 63% of responding schools (n=16) reported greater skill and confidence in students undertaking active travel, along with 50% specifying students were more excited about riding their bikes.
- Facilitators of teacher training consistently received high scores for their organisation, engagement, content knowledge and resources.
- 95% of teachers (n=62) who undertook Safe Cycle training reported they were confident in using what they had learned with students.

Quality of components

- Data on the different components was varied and often incomplete, as such Safe Cycle was used as a case study to demonstrate the quality of RWTS program components. Indeed, Safe Cycle is seen to be to be one of the major successes by RWTS program staff.
- In addition to training feedback from previous years, reflections from teachers in the 2016 survey suggest that the Safe Cycle training and resources continue to be useful or very useful for over 90% of respondents

- Alterations to the Safe Cycle resource have addressed some of the limitations identified through a previous evaluation and have resulted in a more widely usable resource.
- Based on the findings from the previous evaluation, it is a fair assumption that many of the positive outcomes from Safe Cycle will continue – chiefly around increases to student and teacher skill and confidence when cycling.

Legacy of Ride of Walk to School

- Overall, it can be said that RWTS has produced a range of benefits, resources and opportunities for participating schools and their students.
- Wider support for the program is demonstrated through the RWTS model receiving governmental commitment and support to expand to 108 schools by 2018.
- In addition to governmental support, there is evidence to suggest that participating RWTS schools are, overall, committed to promoting active travel in the future.
- There is further anecdotal evidence to suggest that benefits for students will continue on to varying extents.
- Thus, overall, the RWTS program has demonstrated an adaptive and worthwhile approach to the promotion of active travel. There is evidence that supports the claim that increases in active travel rates in RWTS schools are attributable to their involvement in the program.

4 Results

4.1 Implementation of Ride or Walk to School

4.1.1 Overview

This section addresses the following points of the evaluation:

- the extent to which the RWTS program addressed an identified need in schools
- the extent of uptake of program components across schools
- efficiency of the program
- enablers and barriers to delivery of the program.

These are explored in further detail below.

4.1.2 Need for the Ride or Walk to School program

In Australia, about one in four adolescents are overweight or obese (CSIRO 2007) and the prevalence of obesity in this age group continues to rise (Booth et al 2003). In 2013-2014 approximately 25% of children aged 5-17 were reported as overweight or obese in the ACT (ACT Health, 2016).

A range of benefits have been identified from active travel to school – this includes healthy bone and muscle development in children, higher levels of cardiovascular fitness and healthier weight (Garrard 2011). There is extensive evidence of the benefits of active travel that have been identified through previous works (e.g. Garrard 2011, Faulkner et al 2009), but also emphasised through government policy in the form of the ACT's Healthy Weight Initiative, which sets a target of zero growth in overweight and obesity rates.

ACT Health's Ride or Walk to School (RWTS), a game plan to encourage active travel in ACT, was launched in September 2012. RWTS builds the capacity of schools participating in the program to teach and encourage students to use active travel to and from school.

RWTS utilises a whole of government approach. The ACT Children and Young People's Commissioner was approached and worked closely with ACT Health to develop an extensive consultation program to inform the design phase of RWTS. This consultation engaged over 550 students from Kinder to Year 12 in nine schools across Canberra. Stakeholders were also consulted to address barriers to active travel. Schools sign up for three years with the aim of increasing and sustaining higher numbers of children riding and walking to school.

4.1.3 Recruitment of schools into the Ride or Walk to School program

The RWTS program plan indicated a target of 50 participating schools over the life of the program. **By the end of the program, there were 52 participating schools** spread over three intakes:

- Group 1 (pilot) schools (11)
- Group 2 schools (8)
- Group 3 schools (33)

Thus, one of the main targets for the RWTS program has been achieved. The interviews with RWTS staff indicated that there was a waitlist and they were unable to take on more schools.

One of the key lessons from RWTS from this perspective has been the importance of making it easy for schools to be involved, both in terms of administrative burden and the provision of supporting resources and advice.

> *[The key is] keep it simple for teachers – make it as simple and easy for them to implement it. Give them the resources and advice but let them take it on. Being too prescriptive and restrictive makes it much harder.* RWTS program staff

However, it was also noted that too much flexibility can also make it difficult in terms of delivering specific components or content in the program. Thus, a balance between flexibility and prescription must be taken:

> *In the pilot year, we provided schools with too much flexibility thinking this is what they needed. For example, around when they participated in training or workshops. [However,] this approach wasn't practical for providers. In the second year, we set two weeks aside each term for running training and workshops. Schools could choose days within these two weeks. This helped providers and schools to plan.* RWTS program staff

Finally, it was noted by a prior staff member that schools who had a 'champion' (i.e. program coordinator) that had a leadership role (such as Deputy Principal) tended to be more engaged. This was attributed to their ability to see the 'bigger picture' and more power to get things done.

4.1.4 Uptake of program components across schools

A range of components made up the RWTS program. These included:

- professional development for teachers and student learning (using the Safe Cycle Years 5&6 resource)
- provision of bikes and helmets
- assistance with finding bike storage solutions
- self-defence to enhance student safety developed in response to parent concerns
- BMX workshops to increase confidence and skills.

The following tables and figure summarise school reporting on the extent to which they implemented or used different components from the RWTS program. Data was captured through online surveys and school reporting. It should be noted that the surveys used to gather this data varied slightly in questioning each year.

In 2014, the question focused specifically on whether they promoted or undertook activities (Table 2). In 2015, with more resources on offer, the questions changed focus to emphasise if schools used resources developed by the RWTS program, such as personalised walking maps (Table 3).

In Semester 1, 2016, the focus changed to whether schools had used or planned to use resources (Table 4). By the end of program reporting (Semester 2, 2016) the focus had changed to whether respondents perceived the different resources to be of value (Figure 1).

As the tables and figure indicate – the rates of uptake vary across schools with no pattern to their implementation. However, it should be noted that not all schools completed the reports and, importantly, the flexibility of the RWTS program allowed schools to incorporate the elements that worked best for them.

Reporting from schools indicate a number of factors that influenced the extent to which they undertook the opportunities offered through the RWTS program. These tended to be:

- time available in the semester
- cancellations (either from the schools or from the facilitators)
- staff changes
- occupational health and safety requirements.

Overall, based on the feedback from the final report from schools (Figure 1), the:

- **online teacher resources are seen to be of great value by 85% of respondents**
- **BMX workshops are perceived to be of great value by 68% of respondents**
- **the Safe Cycle program is perceived to be of great value for teachers (54%) and students (58%).**

As the Safe Cycle program is a core component of the program, this is explored in more detail in Section 4.4 as an example of the quality of the components.

Table 2: Summary of implementation of awareness raising and capability building activities in schools (2014)

	Awareness raising tools / promotional events (Did you use it/them?)			Capability and Capacity Building workshops (Did they run?)		
Year	**Name**	**Yes**	**No**	**Name**	**Yes**	**No**
2014 (Semester 1) (n=14)	National Ride 2 School Day (Term 1)	**79%**	21%	ACTION Bus Safety Program	**7%**	93%
	Walk Safely to School Day (Term 2)	**57%**	21%	BMX Workshops	**29%**	71%
	Challenges & Choices teaching resource	**14%**	86%	Self Defence Workshops	**14%**	86%
	Safe Cycle teaching resource	**71%**	29%	Constable Kenny Koala	**50%**	50%
2014 (Semester 2) (n=16)	Active Kids Challenge - ride or walk weeks (Term 3)	**50%**	50%	ACTION Bus Safety Program	**6%**	94%
	Ride Safe to School Week (Term 4)	**75%**	25%	BMX Workshops	**44%**	56%
	Challenges & Choices teaching resource	**6%**	94%	Self Defence Workshops	**56%**	44%
	Safe Cycle teaching resource	**63%**	38%	Constable Kenny Koala	**44%**	56%

Table 3: Summary of implementation of awareness raising and capability building activities in schools (2015)

	Awareness raising tools / promotional events (Did you use it/them?)				Capability and Capacity Building workshops (Did they run?)			
Year	**Name**	**Yes**	**No**	**NA / no answer**	**Name**	**Yes**	**No**	**NA / no answer**
2015 (Semester 1) (n=35)	Personalised riding and walking maps	**43%**	6%	51%	BMX Student workshops	**69%**	3%	29%
	Safe Cycle teaching resource	**77%**	3%	20%	Self-defence workshops	**60%**	6%	34%
	Teacher training	**74%**	3%	23%				
	Online teacher resources	**60%**	11%	29%				
2015 (Semester 2) (n=28)	Personalised riding and walking maps	**50%**	21%	29%	BMX Student workshops	**86%**	4%	11%
	Safe Cycle teaching resource	**86%**	7%	11%	Self-defence workshops	**75%**	7%	18%
	Teacher training	**68%**	4%	29%				
	Online teacher resources	**71%**	7%	21%				

Table 4: Summary of implementation of awareness raising and capability building activities in schools (Sem 1, 2016)

	Awareness raising / promotional events (Have you used or do you plan to use?)					Capability and Capacity Building workshops events (Have you used or do you plan to use?)				
Year	**Name**	**Yes, have used**	**Haven't used but plan to in Sem 2**	**Don't have plans to use this year**	**Not applicable**	**Name**	**Yes, have used**	**Haven't used but plan to in Sem 2**	**Don't have plans to use this year**	**Not applicable**
2016 (Semester 1) (n=31)	Personalised riding and walking maps	**69%**	19%	6%	3%	BMX Student workshops	**25%**	56%	13%	3%
	Safe Cycle teaching resource	**53%**	31%	9%	3%	Self-defence workshops	**34%**	41%	22%	0%
	Teacher training	**25%**	28%	41%	3%	Event resources	**50%**	34%	6%	6%
	Online teacher resources	**59%**	34%	3%	0%					

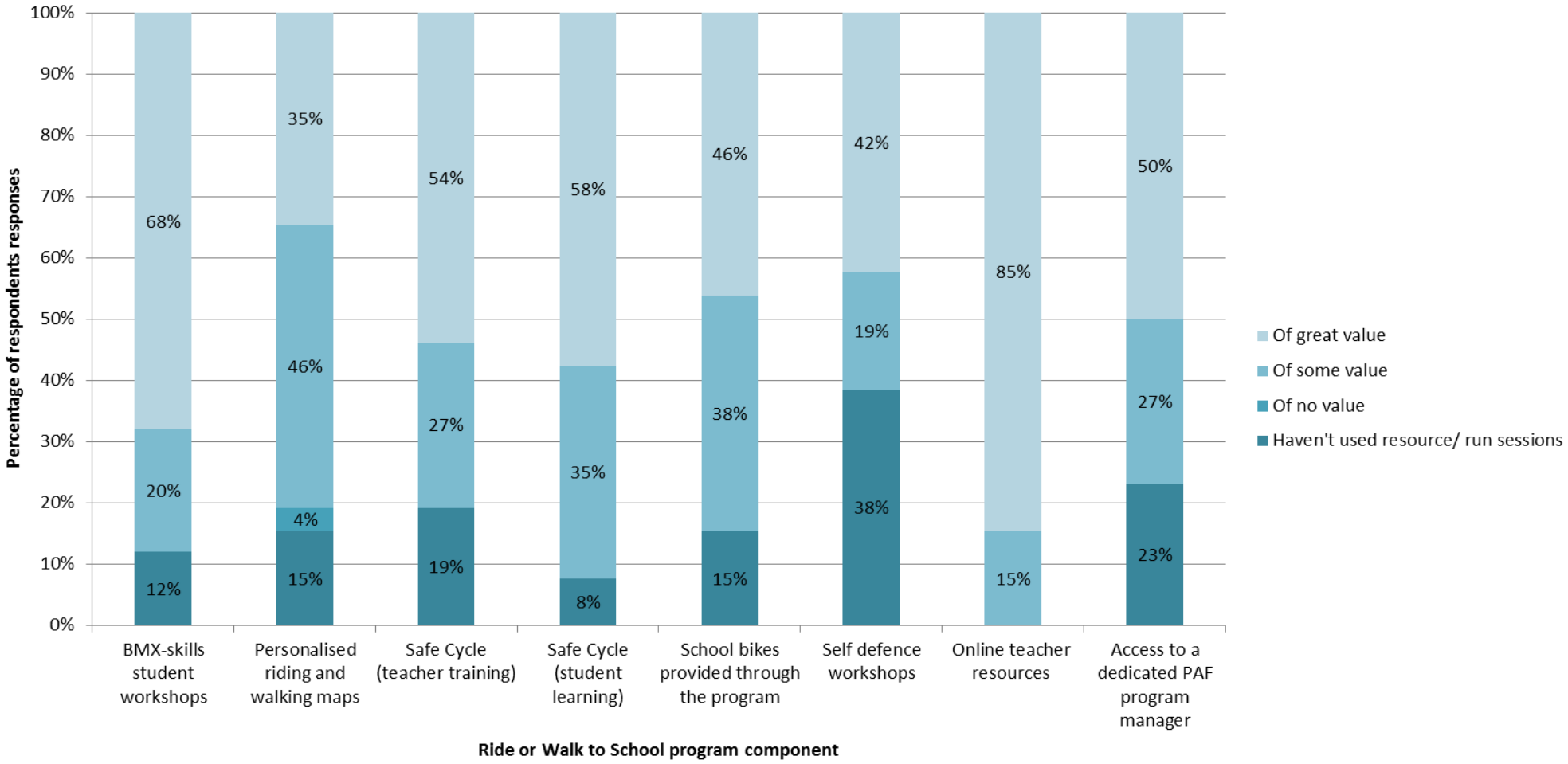

Figure 1: Value perceived by school representatives at the end of the RWTS program captured by online survey (Semester 2, 2016) (n=26, except BMX skills, n=25)

4.1.5 Provision of bikes

One of the other key components of the program was the provision of bikes. It was noted during interviews that, early in the program, there was funding available from the Education Directorate to support schools with storage of bikes.

In total, based on data from PAF, 770 bikes and scooters were provided to schools over the life of the RWTS program.

This figure is broken down in the tables below across the 2013 (Table 5), 2014 (Table 6) and 2015 (Table 7) school years. Data was captured through records kept by ACT Health and PAF.

Table 5: Number of bikes distributed to Group 1 schools (2013)

Number of schools	Number of bikes/scooters	Sub-total
2 schools	7 Mountain bikes	14
	6 BMX bikes	12
	2 Scooters	4
2 schools	9 Mountain bikes	18
	6 BMX	12
2 schools	15 bikes (type unknown)	30
2 schools	5 Mountain bikes	10
1 school	5 Mountain bikes	5
	7 BMX	7
	3 Scooters	3
1 school	6 Mountain bikes	6
	6 BMX	6
	3 Scooters	3
1 schools	14 Mountain bikes	14
	Total	**144**

Table 6: Number of bikes distributed to Group 2 schools (2014)

Number of schools	Number of bikes/scooters	Sub-total
4 schools	7 BMX Bikes	28
	4 Mountain bikes	16
	3 Mountains bikes	12
	1 Scooter	4
1 school	30 Scooters	30
1 school	4 Mountain Bikes (with training wheels)	4
	3 Mountain Bikes	3
	3 BMXs	3
	1 Teacher Mountain bike	1
	Total	**101**

Table 7: Number of bikes distributed to Group 3 schools (2015)

Number of schools	Number of bikes/scooters	Sub-total
30 schools	8 Mountain bikes	210
	7 BMX bikes	240
3 schools	12 BMX bikes	36
	12 Scooters	36
	1 Teacher Mountain bike	3
	Total	**525**

Based on a high-level review of the funding information and reporting by PAF, project documents and interviews with RWTS staff suggest that **all agreed upon activities were delivered on time and within budget**. Much of the emphasis was placed on promotion of the components to schools and building their capacity to take ownership of the program in the way that made sense to their respective school environment.

While we did not have access to specific budget reports, interviews with the RWTS program staff suggest that **the budget for the program to the end of 2016 was sufficient**. There were questions raised about what this means for the future, as it was suggested that expansion of the program would either require more funding, or a change to how it is delivered. In particular, the role of the program officer as program liaison if the number of schools were to increase:

> *[In] the future funding options will make it harder. Going into 108 schools and the funding for a body and to manage those relationships and be everywhere they need to be.* RWTS program staff member

Due to the iterative approach to managing the program, most possible efficiencies were capitalised on as they arose. The most obvious one noted through interviews was that of administrative requirements on schools (e.g. plans and reports), which was burdensome for staff but also for PAF and ACT Health in reviewing the documents and reports.

4.1.6 Barriers and enablers to delivery

Through the interviews with program staff, a range of barriers and enablers to delivery were identified (Table 8). Due to the small number of interviews these responses have been summarised as a list. Key barriers and enablers noted include:

- The partnership with PAF has strengthened the quality and deliverability of the RWTS program.
- Schools that have been the easiest to work with tend to find innovative ways of solving problems, such as finding a shipping container to store bikes or engaging parents to maintain the bikes.
- Conversely, the capability of the schools can be a barrier (i.e. they need their 'hand held') and can take up the time of the liaison at PAF/ACT Health.
- Teachers can be time poor and/or have competing priorities.

Table 8: Barriers and enablers identified by RWTS program staff

Perspective	Main themes
Enablers	• Innovative schools that troubleshoot their own problems (e.g. finding a shipping container for storage space) • Engaged parents who volunteer their time to maintain bikes • Schools who expand on what RWTS offers • Establishment of the partnership with PAF
Barriers	• Evaluation and collection of reliable data a challenge when reliant on schools to provide the information • Distance from schools • Storage space and infrastructure an issue for some schools • Liability perceived as an issue by some schools • Teachers can be time poor and/or have competing priorities • Communication with schools when there's staff turnover • Capability of some schools (e.g. require a lot of handholding and guidance) • Bike maintenance • Weather

There are likely to be a wide range of individual and school characteristics that influence rates of active travel that are outside the influence of the RWTS program, including:

- distance of children's homes to school
- local traffic conditions
- local pathways and infrastructure
- parental concerns and availability (i.e. to walk or ride with their children to school).

While a detailed examination of many of these factors is outside the scope of the current evaluation, a survey was run with pilot schools prior to implementation of the RWTS program in 2013 to gather, among other topics, their perspectives on barriers to implementation.

Figure 2 indicates that **time constraints on parents (58%) and parental fears for their children's safety (52%) (Figure 2) were the two biggest barriers. Distance for students to travel was ranked third, with 28% feeling as though this was a barrier.**

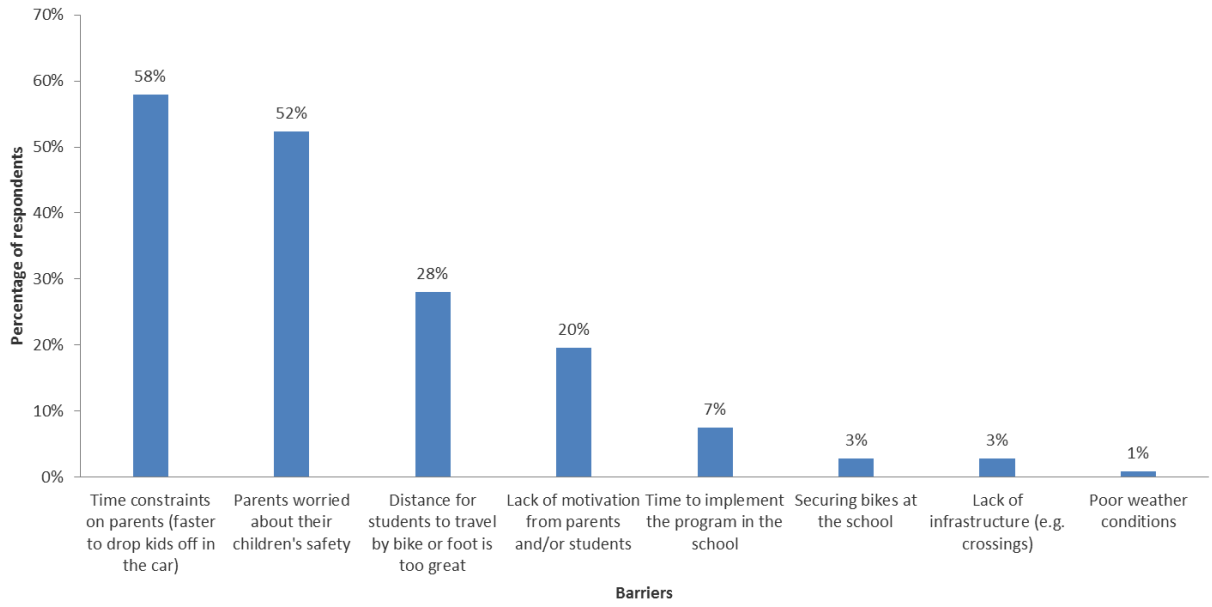

Figure 2: Perceived barriers to program implementation by pilot school staff (n=107)

For instance, parental engagement was addressed through the self-defence workshops, BMX workshops and other safety components of RWTS discussed previously. The RWTS Active Streets program now addresses parental engagement more directly. **RWTS program staff acknowledged that parental engagement was a key area with less focus during delivery:**

> *We haven't invested enough in parental engagement. We [needed] to focus on parents – e.g. to help them recognise that their child is competent/able to ride or walk to school. (RWTS program staff)*
>
> *The only area we could have done a little more was with the parental engagement. When the funding changed, we couldn't do as much. I think we've done well with what we had, but there's more work to do there. (RWTS program staff)*

The barriers identified by pilot schools and by the RWTS program staff appear to contrast in some key areas – notably the role of parents in facilitating students' active travel. The role of parents may be an area worth focusing on in future iterations of RWTS.

In terms of distance to school, Table 9 provides an aggregate summary of data from 41 of the 52 schools involved in the RWTS program (the breakdown of data is provided in Appendix 2). This indicates that, overall, **73% of students live less than 2 kilometres from their school of enrolment**, and **less than 10% live more than five kilometres away**.

Table 9: Students' distance from home to school

	Number of schools and students	Up to 1km	Between 1km and 2km	Between 2km and 5km	More than 5km
Group 1	10 (6,549 students)	35%	33%	23%	9%
Group 2	6 (1,553 students)	49%	26%	17%	7%
Group 3	25 (10594 students)	46%	31%	17%	7%
Total	**41 (18,696 students)**	**42%**	**31%**	**19%**	**8%**

Drawing on the data from the Year 6 Follow-up 1 survey, we can undertake a coarse examination of the distance-to-school data to determine the potential influence that this can have on active travel rates. Figure 3 shows the average number of trips that students at 25 RWTS schools make per week (either to or from school) compared to the proportion of students at that school who live less than 2 km away. It indicates that:

- For those **schools where a higher proportion of students live further away (i.e. a lower proportion living <2 km away), rates of active travel appear more constrained (i.e. they tend to be lower).**
- **Where more students live closer to school, rates of active travel can be much higher.**
- Importantly, however, **having more students living closer to school does not always mean high rates of active travel** – some of the schools with most of their students living <2 Km away had the lowest rates of active travel.

These points indicate that distance is a key factor constraining active travel where students live further from school, but there are likely a range of other factors that influence active travel rates even when most students live nearby. While not captured through this evaluation, other studies have found that environmental features (e.g. walking/cycling paths) and the characteristics of parents (e.g. safety barriers) and students (motivation to be active) also play a role (Ahlport et al 2008).

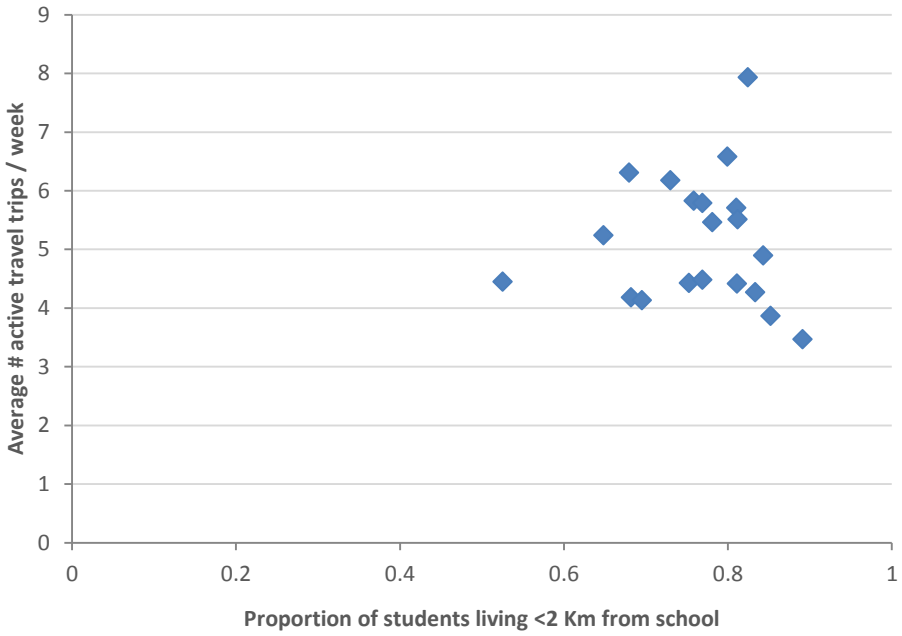

Figure 3. Relationship between the average number of active travel trips per week (to or from school) and the distance students live from school (measured as the proportion of students living <2 Km from school). n=25 schools. Data from Year 5/6 follow-up 1 survey.

4.2 Evidence for changes to active travel rates

4.2.1 Overview

This section addresses the following points of the evaluation:

- the extent of evidence for travel rates improving in participating schools
- comparison with non-participating schools
- whether children are more confident in engaging in active travel

These are explored in further detail below.

4.2.2 Active travel rate changes and comparisons with non-participating schools

There is good evidence that there has been an increase in the rates of active travel within participating schools. Importantly, **these results suggest that the increase in rates of active travel within participating schools is attributable to their involvement in the RWTS program.** This includes:

- Surveys of year 5/6 students' travel behaviours done up to three times over the course of the program. These show **a significant increase in the average number of days per week students are using active travel**.
- ACTPANS survey data from 2015 allowing comparison of travel behaviour between RWTS-schools and non-RWTS-schools. This shows **a higher proportion of students at RWTS-schools using active travel as compared to students at non-RWTS-schools**.
- **The final report from school contacts indicates an attributed increase in 84% of schools (n=25) as a result of the RWTS program.**

At the outset of the RWTS program, year 5 and 6 students reported they travelled to school by car an average of 2.4 days per week (Figure 4). They walked all or part of the way 1.2 days per week and rode 0.7 days per week. There were much lower levels of travel by bus or scooter (Figure 4). Similar patterns were evident in their return travel from school to home (Figure 5).

Over the course of the RWTS program, follow-up surveys suggest an increasing trend in the number of days students were walking all the way to school, from 0.9 to 1.4 days per week (Figure 4). Slightly higher levels of riding to school were also reported at the first follow-up. Although levels had returned to baseline by the second follow up, this latter data set should be interpreted cautiously because of the much lower response rate and higher potential for self-selection bias.

The increasing levels of walking and riding appears to have been offset, at least partly, by a reduction in travel by car (from 2.4 to 2.2 days per week; Figure 4). Again, similar trends were evident in patterns of travel returning home from school (Figure 5).

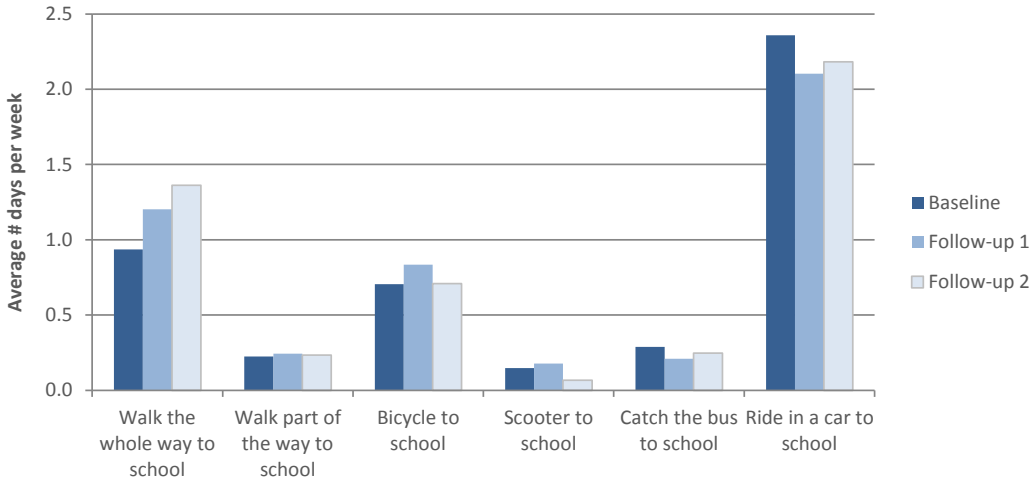

Figure 4. Average number of days year 5 and 6 students reported travelling to school by different modes in the baseline (n=1377) and follow-up surveys (n=932; n=296 respectively).

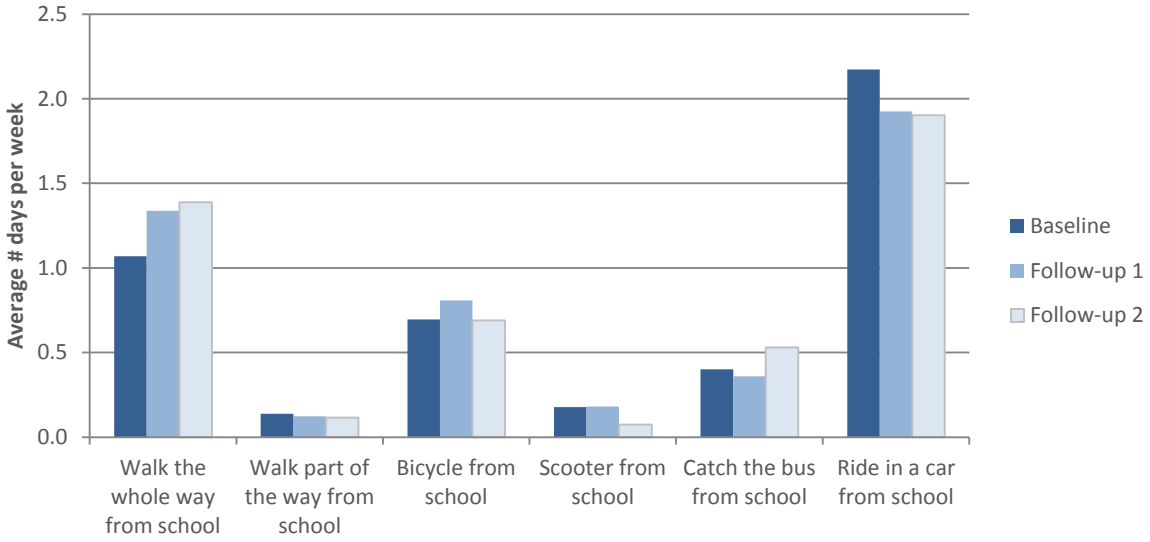

Figure 5. Average number of days year 5 and 6 students reported travelling home from school by different modes in the baseline (n=1377) and follow-up surveys (n=932; n=296 respectively).

The trends above are clearer when we consider 'active travel' in aggregate (Figure 6). This shows an increasing trend among year 5 and 6 students for more days of active travel per week (walking, riding or scooting) over time. **Indeed, schools reported a significantly greater level of active travel at follow-up 1 (4.7 trips per week) as compared to baseline (4.3 trips per week).**[1]

[1] Out of 10 total trips per week (5 to and 5 from school). Paired t-test (t=-1.93, n=23, p=0.033). This test compares average rates of travel at individual schools through time (as schools are the level at which the program was implemented). Note that comparisons were not made with the second follow-up survey data because of a low response rate among schools (n=9, including one school with a single respondent).

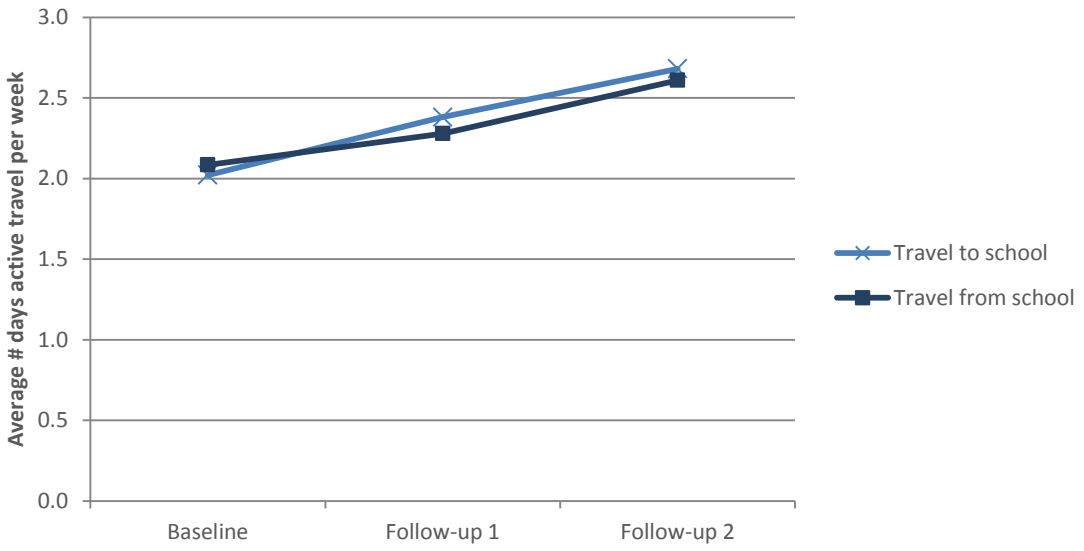

Figure 6. Average level of active travel days per week (to and from school) as reported by year 5 and 6 students in baseline (n=1377) and follow-up surveys (n=932; n=296 respectively).

An increasing trend in active travel is also evident when we consider the proportion of students using active travel (Figure 7; as opposed to the average number of days of active travel - Figure 6). In particular, there was:

- **A significant increase in the proportion of students using active travel at least once a week**, from 58.1% to 64.9%
- A **significant increase in the proportion of students using active travel as their usual mode of travel** (5 or more trips per week to or from school), from 44.2% to 49.6%.[2]

[2] Note that comparisons were not made with the second follow-up survey data because of a low response rate among schools (n=9, including one school with a single respondent).

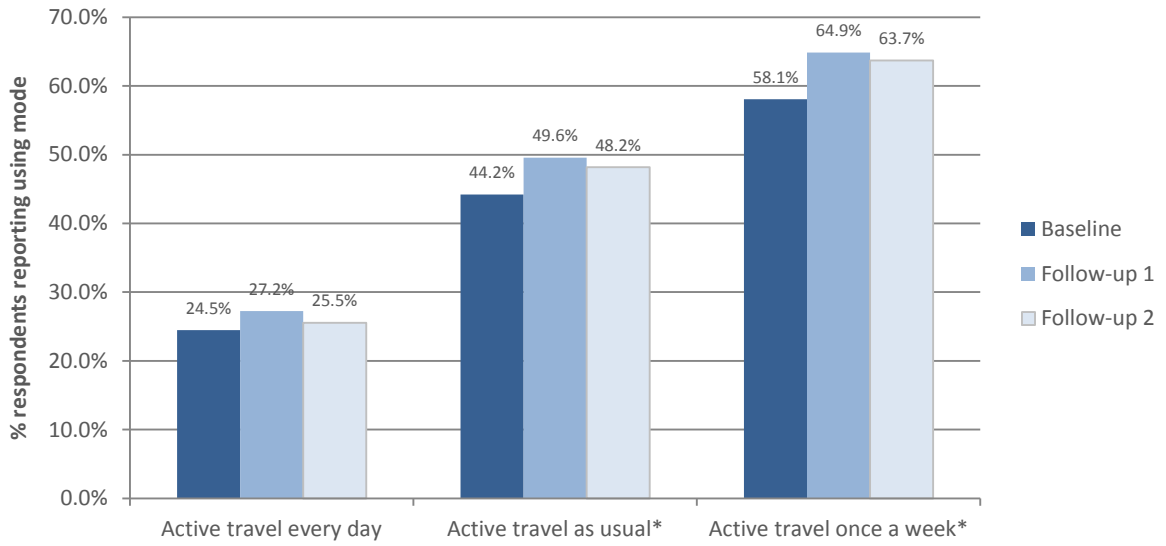

Figure 7. Proportion of year 5 and 6 survey respondents reporting different levels of active travel. Definitions as per ACTPANS survey: Every day = to and from school every day (10 trips); As usual = 5 or more trips per week; Once a week = at least one trip per week. * indicates follow-up 1 surveys with significantly greater proportions than baseline (paired t-tests, d.f.=22, p<0.05).

These results are well aligned with separate ACTPANS data (Figure 8 to Figure 10). When schools participating in RWTS are extracted from ACTPANS data, the proportion of students using active travel matches very closely with that recorded in the RWTS program survey of Year 5 and 6 students. As with Figure 7 above, the ACTPANS data (Figure 8 to Figure 10) indicates:

- **Children attending a RWTS school are more likely to use active travel at least once a week**[3]; in RWTS-schools an average of 67% of students use active travel at least once a week, as compared to 44% in non-RWTS schools.
- **Children attending a RWTS school are more likely to use active travel as their usual mode of travel**[4]; 51% of RWTS school students use active travel as their usual mode of transport (5 or more trips a week to or from school), compared to 30% in non-RWTS schools.
- **Children attending a RWTS school are more likely to use active travel every day**[5]; 27% of RWTS school students use active travel every day, compared to 17% in non-RWTS schools.

It is also important to note the trend in the general ACTPANS data between 2012 and 2015, which shows a decrease in rates of active travel in the general ACT school population (Figure 8 to Figure 10). This suggests that the impact of RWTS may indeed be greater than on first inspection of the data – i.e. **RWTS schools have maintained or increased levels of participation even against a background of decline, providing further evidence of the positive impacts of the program.**

[3] Odds-Ratio: 2.56, 95%CI: 1.68-3.89, p<0.001 (analysis supplied by ACT Health)
[4] Odds Ratio: 2.50, 95%CI: 1.60-3.89, p<0.001 (analysis supplied by ACT Health)
[5] Odds Ratio: 1.91, 95%CI: 1.30-2.80, p=0.002 (analysis supplied by ACT Health)

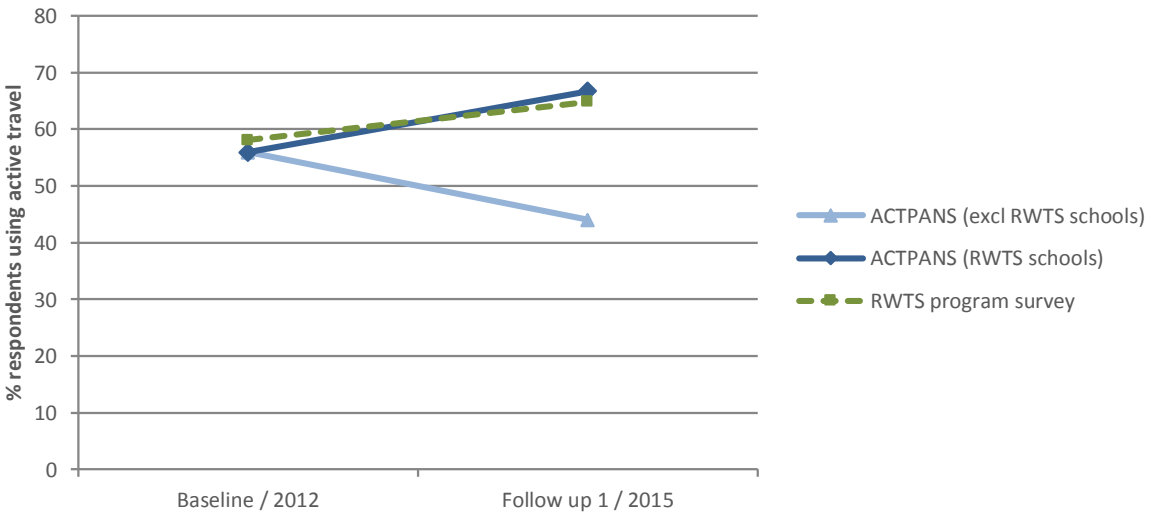

Figure 8. Proportions of students using active travel at least once a week as measured by ACTPANS data and RWTS survey data. Comparison is made through time for ACTPANS data (2012 (n=30) and 2015) and for Baseline (n=36) and Follow-up 1 (n=25) for RWTS data. ACTPANS data is also separated in 2015 between RWTS schools (n=16) and non-RWTS schools (n=17).

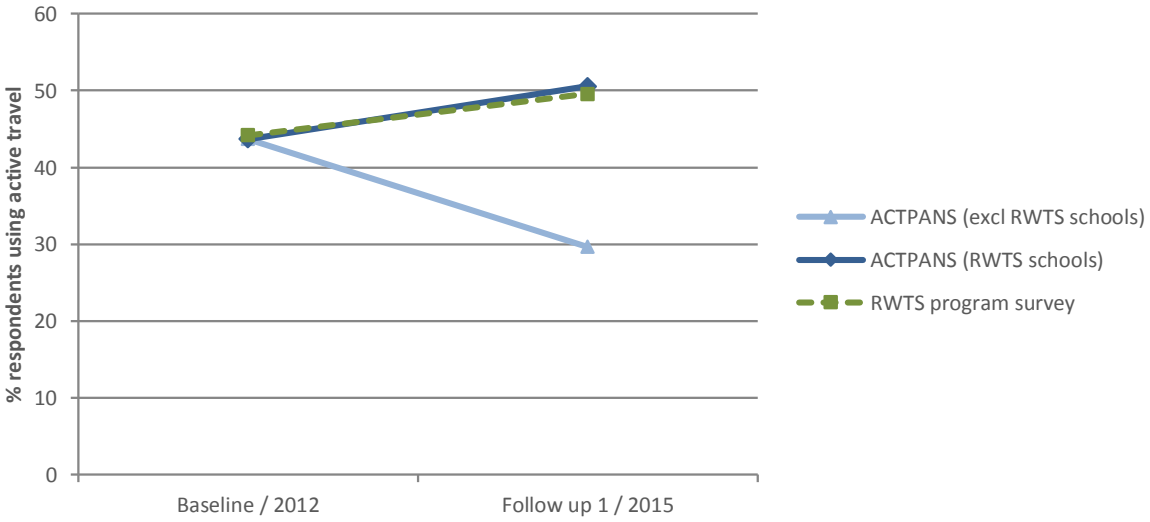

Figure 9. Proportions of students using active travel as their usual mode of travel to and from school (i.e. 5 or more trips out of 10) as measured by ACTPANS data and RWTS survey data. Comparison is made through time for ACTPANS data (2012 (n=30) and 2015) and for Baseline (n=36) and Follow-up 1 (n=25) for RWTS data. ACTPANS data is also separated in 2015 between RWTS schools (n=16) and non-RWTS schools (n=17).

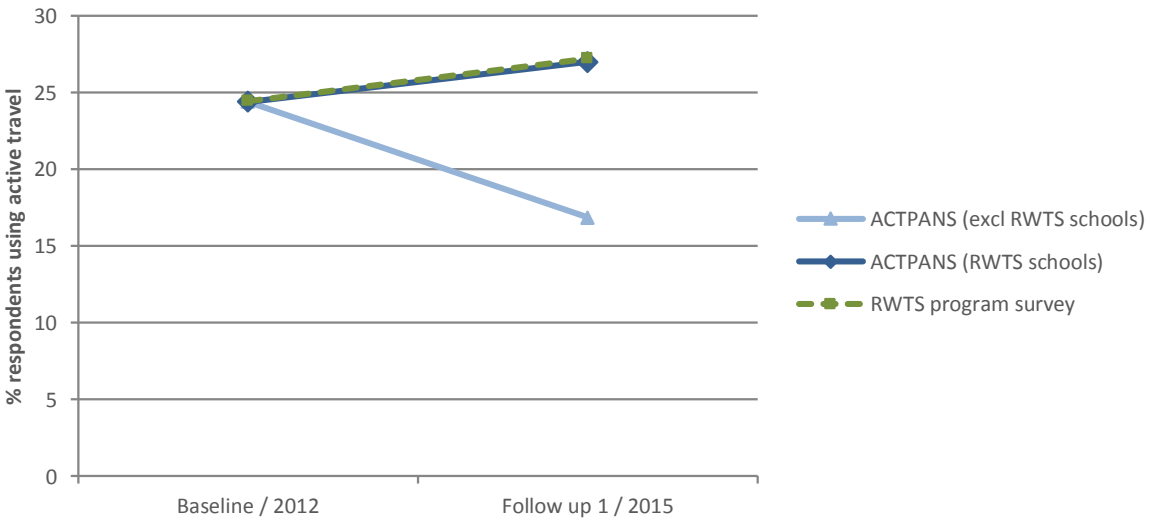

Figure 10. Proportions of students using active travel every day to and from school as measured by ACTPANS data and RWTS survey data. Comparison is made through time for ACTPANS data (2012 (n=30) and 2015) and for Baseline (n=36) and Follow-up 1 (n=25) for RWTS data. ACTPANS data is also separated in 2015 between RWTS schools (n=16) and non-RWTS schools (n=17).

Finally, as shown in Figure 11, **84% of respondents feel the RWTS program has increased the number of students riding, walking or using other forms of active travel to school**. While this is based solely on perception and may be subject to bias, when viewed in conjunction with the ACTPANS and Year 6 data this indicates a strong result for the RWTS program.

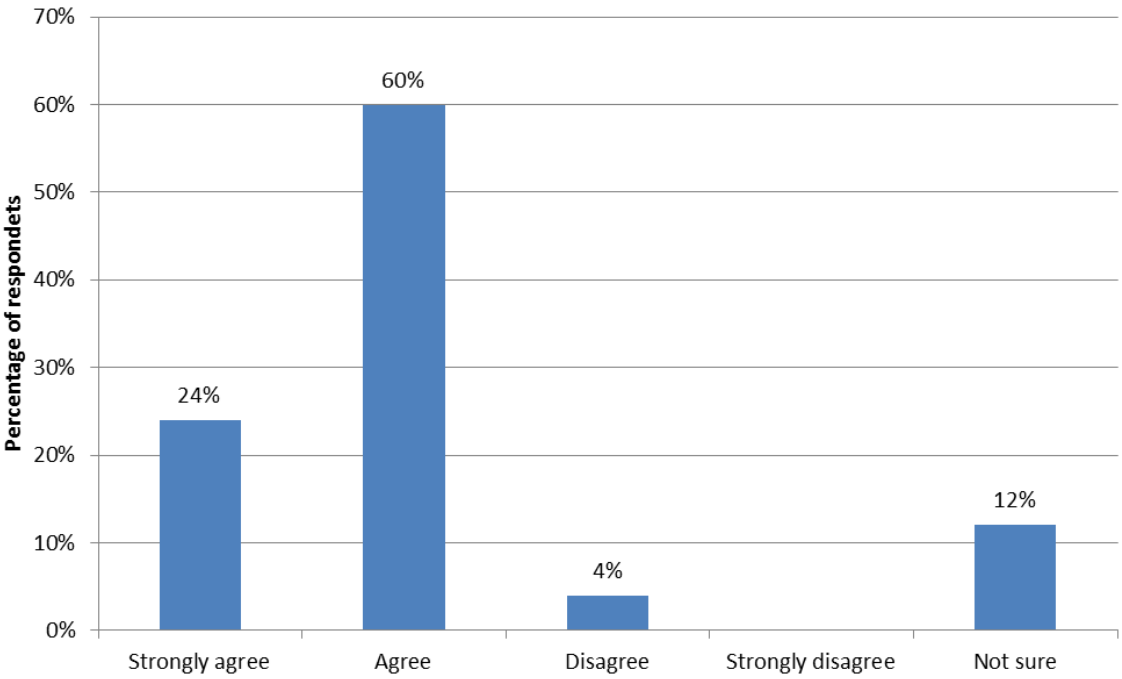

Figure 11: Extent to which participating schools feel RWTS has increased their students' active travel (n=25)

4.2.3 Capacity and confidence increases among participating children

In their final report, schools were asked the extent to which they felt the RWTS program had increased student awareness and confidence to ride or walk to school. As shown in Figure 12, **96% of respondents strongly agree or agree that RWTS has increased student awareness**. Moreover, **92% strongly agree or agree that student confidence in riding or walking to school has also increased**.

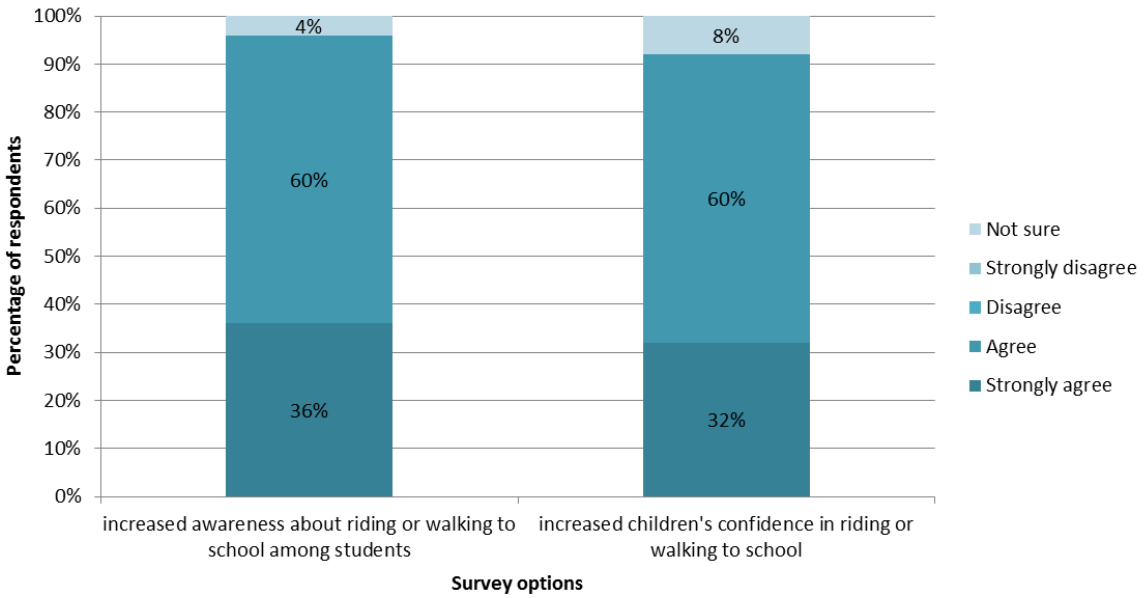

Figure 12: Teachers' perceptions of changes to students' confidence and capacity (2016) (n=25)

Similarly, examples of the outcomes of the RWTS for schools reported in the end of program survey indicate that:

- **63% report greater skill and confidence in students riding or walking to school**
- **50% report more excitement from students in riding bikes**
- 25% allocate more time to riding as part of school

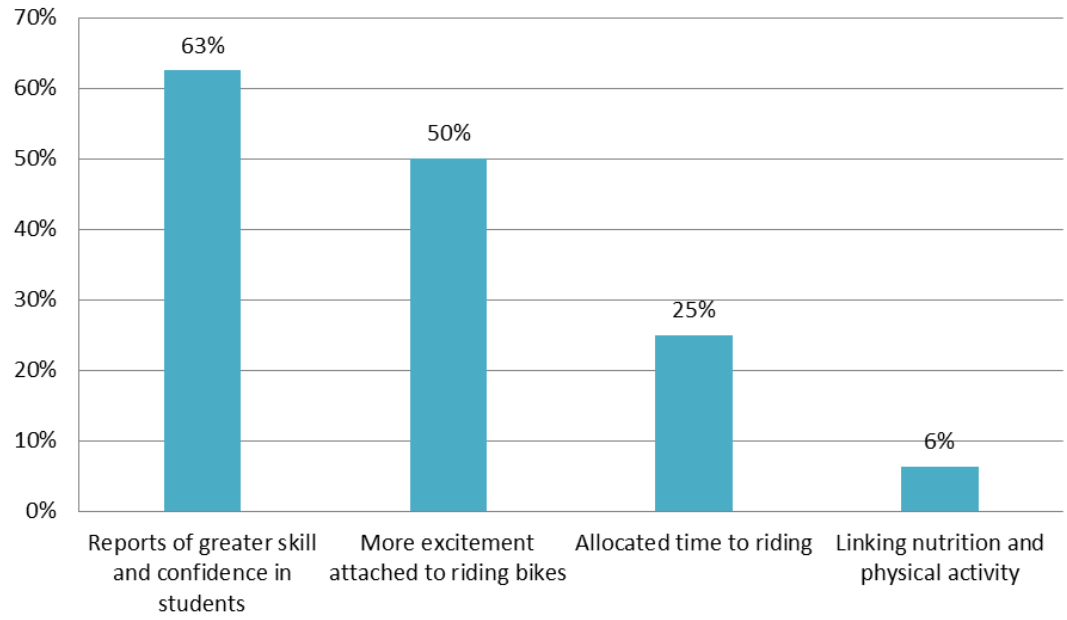

Figure 13: Examples of outcomes of RWTS for participating schools (n=16)

Student feedback from some of the other components (e.g. the self-defence workshops and BMX workshops) was collected, though not all of it was available for this evaluation. However, as examples:

- **student feedback from a BMX workshop in 2013 (Figure 14) indicates that 100% felt that the quality of the workshop and the instructors was good or excellent**
- **student feedback from a self-defence workshop in 2013 (Figure 15) indicates that 96% felt that the quality of the workshop and the instructors was good or excellent**

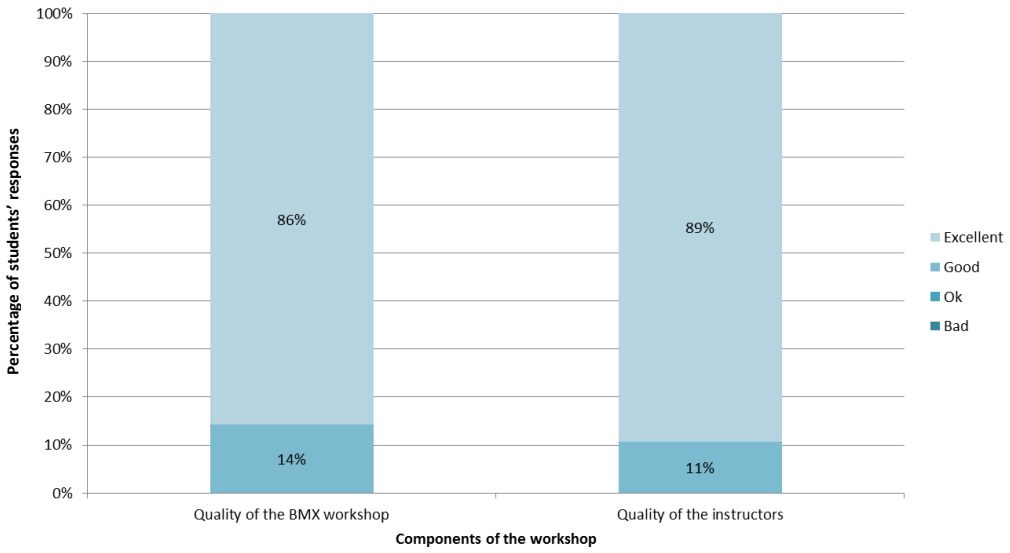

Figure 14: Student feedback on the BMX workshop and instructors (2013) (n=84)

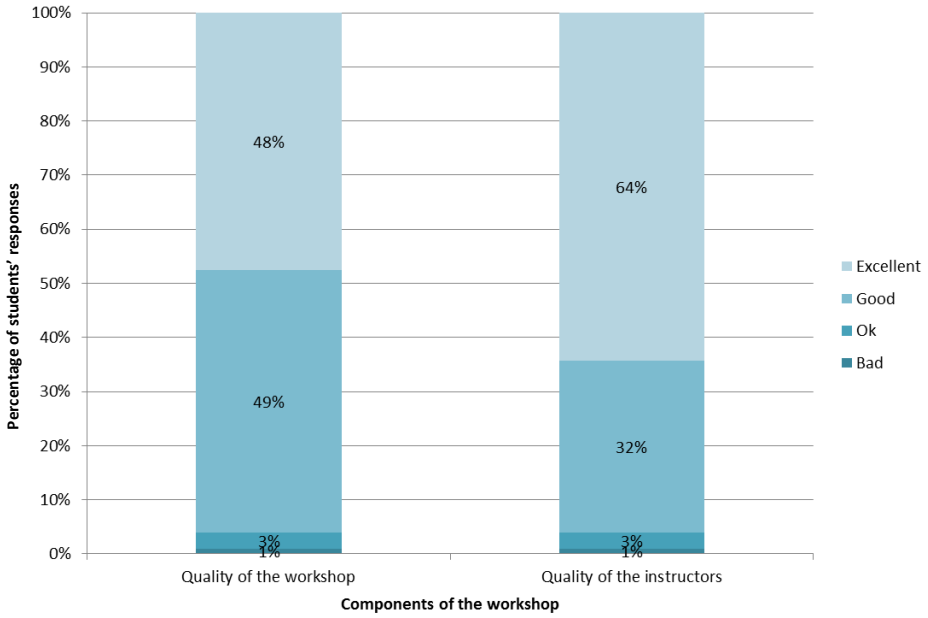

Figure 15: Student feedback on the self-defence workshops and instructors (2013) (n=101)

4.3 Evidence for increased capacity to teach and promote active travel

4.3.1 Overview

This section addresses the following points of the evaluation:

- evidence of changes to staff capabilities to teach and promote active travel
- evidence of changes to school policies or resourcing relating to active travel.

These are explored in further detail as follows.

4.3.2 Changes to staff capability to teach and promote active travel

A range of resources and capability building has been offered to teachers over the course of the RWTS program. Many of these, such as online teacher resources, were summarised in Section 4.1.4 in terms of the extent of their use over the life of the program.

This section focuses on teacher feedback in relation to skill and confidence changes from some of these components. Table 10 summarises teacher feedback against four categories (organisation, content knowledge, interaction and engagement, and quality of resources) for three workshops:

- Safe Cycle (n=62)
- Games Based Activities (n=15)
- Bike Maintenance (n=4).

Most notably from this feedback:

- **Facilitators of Safe Cycle were ranked 'excellent' by more than 85% of respondents across each of the skill areas.**
- **All rankings were good or excellent for each of the skill areas, except for the quality of the 'Games Based Activities' resources (7% ranked these average).**
- **Follow-up questions indicate that 100% of respondents for each of the workshops said the content was useful, and at least 95% in each workshop said they were confident in that they could use what they had learned.**

Table 10: Summary of feedback from Safe Cycle, Games Based Activities and Bike Maintenance workshops

		Ratings			
Training	**Categories of facilitator skill**	Poor	Average	Good	Excellent
Safe Cycle (n=62, except quality of resources, n=32)	Organisation	0%	0%	15%	85%
	Content knowledge	0%	0%	8%	92%
	Interaction and engagement	0%	0%	10%	90%
	Quality of resources	0%	0%	13%	88%
	Other comments	**100% said the content was useful and 95% said they were confident they could use what they learned.**			
		Poor	**Average**	**Good**	**Excellent**
Games Based Activities (n=15)	Organisation	0%	0%	33%	67%
	Content knowledge	0%	0%	7%	93%
	Interaction and engagement	0%	0%	27%	73%
	Quality of resources	0%	7%	40%	53%
	Other comments	**100% said the content was useful and they were confident they could use what they learned.**			
		Poor	**Average**	**Good**	**Excellent**
Bike Maintenance (n=4)	Organisation	0%	0%	75%	25%
	Content knowledge	0%	0%	0%	100%
	Interaction and engagement	0%	0%	25%	75%
	Quality of resources	0%	0%	25%	75%
	Other comments	**100% said the content was useful and they were confident they could use what they learned.**			

Some teachers also provided feedback on workshops they had attended that were being delivered to students. Similar to the student data discussed in Section 4.2.3, this feedback was not consistently collected (i.e. one set from a BMX workshop in 2013 (Table 11) and one from a self-defence workshop in 2014 (Table 12).

However, this data indicates that **teachers felt the workshops were well organised and the facilitator's interacted well with students and school staff**.

Table 11: BMX workshop teacher feedback (2013) (n=5)

	Poor	Average	Good	Excellent
Organisation	0%	0%	0%	100%
Interactions with students	0%	0%	20%	80%
Interactions with school staff	0%	0%	20%	80%

Table 12: Self-defence workshop teacher feedback (2014) (n=15)

	Poor	Average	Good	Excellent
Organisation	0%	0%	20%	80%
Interactions with students	0%	0%	0%	100%
Interactions with school staff	0%	0%	0%	100%

4.3.3 Changes to school policy or resourcing

There was little evidence of specific changes to school policies or resourcing noted in the final reports from 2015 or 2016. However, specific examples noted by decision makers who were the school contacts for RWTS includes:

- upgrades to school infrastructure (bike racks) and the implementation of four 'ride or walk to school days per year'
- Joining the 'Active Streets' program as a trial school – attributed to their involvement in RWTS
- teaching staff have implemented a 'bike club' at lunchtimes – which involves skill riding sessions and riding for recreation.

4.4 Success of different program components – Safe Cycle

4.4.1 Overview

The initial plan was to try and examine each of the main components that constituted the RWTS program. However, there is insufficient data to make this a worthwhile exercise. Instead, this section will focus on the Safe cycle component as a 'case' of the success of different components.

This section explores the data available on the Safe Cycle component.

4.4.2 Safe Cycle

Of all the components developed and offered through RWTS, Safe Cycle is seen as the centrepiece by program staff, when asked about the success of RWTS:

> *I think definitely the Safe Cycle [component]. It's the flagship part and the teachers are enjoying teaching it and passing it onto the students… Safe Cycle is matched to the curriculum which is a major strength and asset. There are lots of schools who don't want to run stuff that isn't matched to the curriculum. Yes, there's a [physical education] focus, but there's other areas it could go into – outdoor education, science, excursions etc. There's lots of things you could adapt it to.* RWTS program staff

It should be noted the content of Safe Cycle changed between 2013 and 2015 and a separate evaluation was originally planned for the revised resource. Subsequently the Safe Cycle component has become an online resource with evaluation built in to the modules. This resource is being launched in 2017.

Drawing on results of an evaluation conducted on the previous Safe Cycle resource in 2014 by the University of New South Wales (Hatfield et al 2014):

- There was evidence that **Safe Cycle increased participation in cycling, confidence in performing cycling skills, and knowledge relevant to cycling safety**
- The program was well-received by students and teachers alike, and results suggest strategies for optimising the **beneficial effects of Safe Cycle**
- **Increasing confidence and cycling participation** (including riding to school) was seen as an important outcome by all teachers.
- Teachers felt that **additional training could be useful**, particularly for teachers with limited cycling background. Teachers said that it was **useful to receive training relating to managing groups of bike riders, cycling games, and bike maintenance**
- The focus of the program on **developing risk awareness and self-awareness** was felt to be a particular strength
- Not all students could ride a bike, as assumed by the program – particularly among younger age groups, and culturally diverse students
- There are challenges involved with practical activities off school. The onerous paperwork involved with taking children away from the school can be a barrier to implementation
- While the evaluation also found no evidence that the program specifically improved cycling safety behaviours or outcomes, it did show evidence that Safe Cycle increased participation in cycling itself (point 1).

Some of these challenges and findings have been reflected elsewhere in this evaluation (e.g. Section 4.1.6). However, as was noted previously, the resource has since changed – potentially addressing some of these challenges or barriers. For example:

- Improving age appropriateness by removing activities that require more advanced literacy and numeracy skills.

- The revised resource has more emphasis on bike control.
- The new resource integrates active travel more broadly – for instance, promoting the role schools can play and benefits schools can gain from promoting riding or walking to school.
- The new resource broadens its scope to include a wider range of skills – whereas the previous resource tended to target students who already had good cycling abilities.

To supplement these earlier findings, specific Safe Cycle questions were also asked in the final school survey. These results indicate that:

- **93% of respondents found the training useful or very useful (Figure 16)**
- **92% of respondents found the Safe Cycle resources increased their confidence in teaching students.**

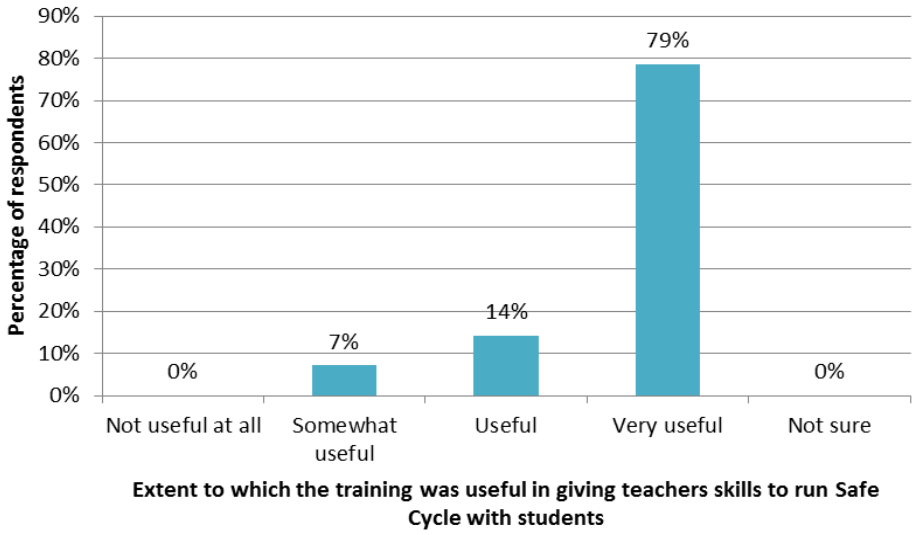

Figure 16: Extent to which Safe Cycle teacher training gave them the skills to run Safe Cycle with students (n=14)

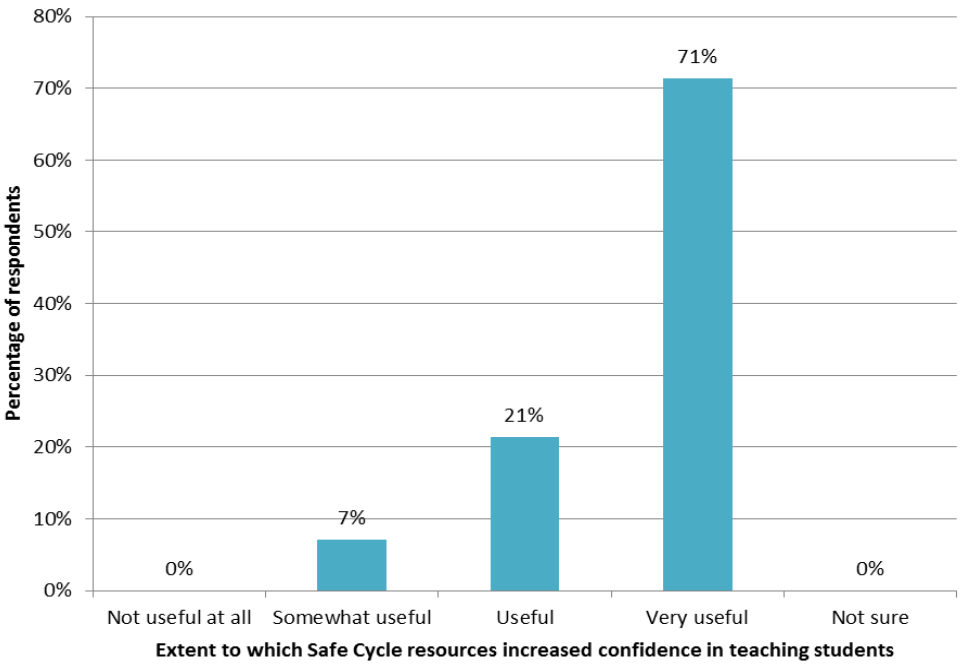

Figure 17: Extent to which Safe Cycle teacher training increased confidence in teaching students (n=14)

4.5 Sustainability of Ride or Walk to School

4.5.1 Overview

This section addresses the following points of the evaluation:

- the likelihood of RWTS leaving a legacy within schools and expansion of the RWTS model
- partnerships involved in delivery
- extent of a supportive environment for active travel across government.

Some of these points are addressed together in the sections below while others are separate.

4.5.2 Legacy of the program

Sustainability of the program is a difficult concept to capture – partially because school students are a transient population (i.e. they graduate and leave). Thus, the benefits that continue on from the program into the future are likely to be:

- increases in staff's ability to teach and promote active travel (Section 4.3.2)
- policy changes (examined in Section 4.3.3)
- provision of infrastructure/bikes (examined in Section 4.1.5)
- laying the foundations of a culture in schools of active travel (i.e. active travel becoming normalised)

Commitments to continue promotion of active travel are another way of demonstrating legacy. Notably, **100% of respondents from the 2016 survey (n=26) said their school would likely or very likely continue to support active travel in the future.**

It has been fantastic to be a part of the program, it has been great for the school and we look forward to continuing our active travel journey. RWTS school coordinator

Additionally, there is anecdotal evidence of schools regularly using the bikes provided through the program and introducing their own initiatives as a result of their participation in RWTS:

This program has led to our school introducing Wheels at Recess 2 days a week and Bikes on the Oval 2-3 times a term. RWTS school coordinator

There is also the individual legacy for students who have participated in the program. In particular, it has been shown in other studies that young people who actively travel to and from school were 30% more likely to actively commute to other destinations (Dollman and Lewis 2007). There are examples from RWTS that emphasise the benefits to individuals:

One success story is a boy in Year 4 who couldn't ride at all and by the end of the program he was riding confidently on local paths. He was very proud of himself! RWTS school coordinator

Finally, schools were asked to indicate the extent to which they felt that RWTS had been a success in their school. As Figure 18 indicates, **100% of respondents strongly agreed or agreed that the program had been a success for their school**.

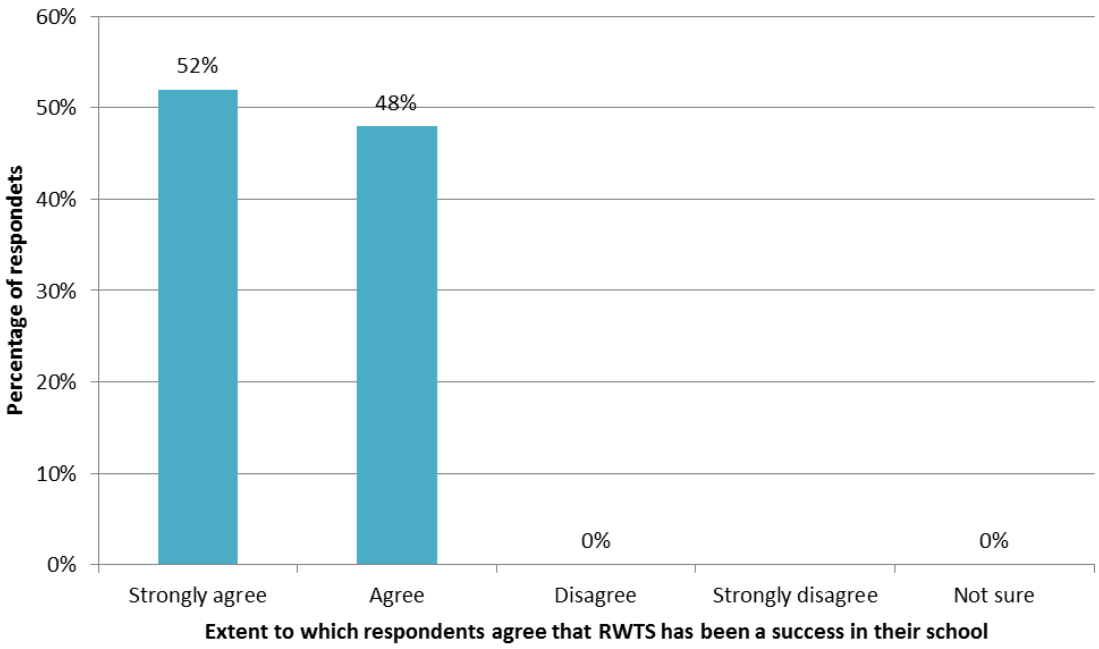

Figure 18: Perception that RWTS has been a success in respondent's school

Overall, it can be said that **RWTS has produced a range of benefits, resources and opportunities for participating schools and their students and families. Evidence suggests ongoing commitment and engagement with active travel from schools and students**.

It should also be noted that in May 2016, funding was committed by the ACT Government to expand RWTS to reach a total of 108 schools by 2018. The Physical Activity Foundation continues to run the program, with 62 schools involved at the time of writing.

4.5.3 Partnerships for Ride or Walk to School

The core partnership for delivery of RWTS was between PAF and ACT Health. This relationship was acknowledged as a major benefit for the program, particularly from the perspective of ACT Health and their staff involved in RWTS:

It was effective to separate the program implementation (which sat with PAF) and the inter-government liaison and planning (which we managed). PAF have good respect for government, high calibre staff, good report writing skills and broad physical activity expertise. There was a sense of trust between PAF and ACT Health. RWTS program staff

A partnership survey was run among the five key stakeholders representing the partners delivering the RWTS program to examine its effectiveness. Some of the main items from this survey include:

- **100% agreed there was a clear goal for the partnership**
- **100% agreed that there was an environment of sharing (e.g. resources and ideas) to fulfil the goal**
- **100% agreed that the partnership has the necessary skills for collaboration**
- **80% agreed that there is a perceived need for the partnership in terms of interest and capacity.**

What was seen as essential for the effectiveness of the partnership was the open communication between PAF and ACT Health throughout delivery. Interviews with RWTS program staff supported this idea.

4.5.4 Supportive environment for active travel across government

While not an explicit goal of the RWTS program, evidence from interviews with program staff suggest that the program has helped facilitate strong relationships between ACT Directorates in varying areas. For example:

- establishment of close working relationships with the Education Directorate for the delivery of the program
- the implementation of the Active Streets program, an extension of RWTS, reflects growing interest in other ACT Government Directorates (such as Transport Canberra City Services) in relation to infrastructure.

In addition to these, the ACT Government continues its commitment[6] to the Healthy Weight Initiative, which is focused on creating environments where making healthy lifestyle choices are easier.

[6] http://www.act.gov.au/healthyliving

5 Recommendations

The results and the key findings have led us to recommend:

1. **Place more emphasis on parental engagement as part of the next stage of the RWTS program**. Parents were identified as a key contributing factor to children's potential for active travel to school. As such, RWTS, or any future school-based active travel program, should ensure that parents are engaged to address safety concerns and provide education on the benefits of active travel for children.
2. **Continue using and promoting Safe Cycle to schools as a key option for promoting active travel**. Identified as a major success of the RWTS program, Safe Cycle is an ideal component that could be promoted to schools who may not feel they have capacity to engage in broader RWTS activities.
3. **The partnership between ACT Health, PAF and the Education Directorate has contributed to the RWTS programs effectiveness**. Stakeholders each identified strengths with the three organisations being involved. In the context of physical activity in schools, it is worthwhile considering to continue working closely with these organisations.
4. **Identifying the key indicators that can attribute key outcomes for programs such as RWTS is crucial for demonstrating effectiveness where there are a range of other projects and programs with similar long term objectives**. The use of the ACT Physical Activity and Nutrition Survey (ACTPANS) and RWTS school surveys helped to capture the evidence demonstrating that, comparative to non-participating schools, active travel in participating schools had increased. A similar approach should be taken in future as it represents an effective way of demonstrating outcomes in an environment that has many programs focused on similar long term objectives (i.e. as part of the Healthy Weight Initiative).
5. **Ensure that data collected has a clearly identified purpose and that this purpose is acted on appropriately**. RWTS had a variety of components and activities, some of which were changed as a result of feedback data collected from schools, students and program partners. Taking this approach to continuous improvement is worth continuing into the future (i.e. reflecting on data as it's collected, rather than waiting for formal evaluations).

6 References

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Appendix 1. Methodology-in-detail

Inception meeting

An inception meeting was held at the commencement of the project, which covered:

- Clarification of the objectives of the project, including setting what 'success' looks like
- Discussion and review of any pre-existing program logics
- Discussion and agreement on the KEQs and sub-questions
- Agreement on reporting, timelines and project management processes
- Identification of relevant background documents
- Discussion on the format of the deliverables
- Milestone dates and invoices

The inception meeting was an opportunity to discuss the pre-existing data and how these align to the KEQs noted in Table 13. Following the inception meeting we prepared an evaluation plan that confirmed the approach to the project, the purpose of evaluation findings, the KEQs, program logic, the methodology and key project deliverables and timing.

Pre-existing data review and gap analysis

A pre-existing data review and gap analysis was undertaken. This involved mapping the data that had been collected over the course of delivery of the program against the KEQs, which helped to determine the gaps that needed to be addressed through revised data collection processes. Data sources reviewed included:

- Pilot evaluation report
- Grants reporting
- Baseline and yearly Year 6 student surveys (from participating schools) regarding active travel behaviour
- Teacher professional development feedback
- Progress and end of year reports from schools
- Baseline parent surveys (from parents of children at participating schools)
- ACTPANS and General Health Survey results for population based measures of active travel
- Relevant external documentation, including:
    - ACT Government policies and plans
    - annual reports
    - other documents or literature of relevance not previously noted.
- Relevant background data, including the Active Travel to School Literature Review.

Table 13. Key evaluation questions, sub-questions, data sources, criteria/issues to consider and analytical approaches.

Key Evaluation Question	Sub-question(s)	Data source/sets	Criteria/issues to consider	Comments on analysis
1. Was RWTS implemented as planned?	a) To what extent was the RWTS program addressing a need in ACT Schools? b) What was the uptake of program elements across and within schools? c) Were activities delivered on time and within scope? d) Was it delivered on budget and, if not, why? e) What worked well and what were challenges to delivery?	• Literature reviews and consultation documents • Interviews with project staff • Grants reporting	• #schools, #trained teachers, #students reached • achievement of targets • changes to activities (how, why?) • perceived barriers/ challenges • perceived strengths of approach • budget versus expenditure • documentation of variations	• review of documentation with additional questioning of staff around gaps • largely descriptive, including synthesis of qualitative d • some comparison between target/actual (e.g. for budgets)
2. Has RWTS resulted in changes to active travel rates in participating schools in the ACT?	a) What evidence is there travel rates have improved within participating schools? b) How do changes compare with data from non-participating schools? c) Has the RWTS program increased the capacity and confidence of children to engage in active travel?	• ACTPANS and General Health Survey • Progress and end of year reports from schools • Year 6 surveys	• baseline rates • post-implementation rates • pre-/post- comparison for non-participating schools • perceptions of schools (in reports/interviews) as to impact	• if detailed data from ACTPAN available, likely ANOVA or similar, looking for interaction between participating and non-participating schools • otherwise simply magnitude of any change • qualitative insights will be important given potential for variability in data • change to travel infers a change in confidence/ capacity • whether barriers have been addressed through program

3.	**Has RWTS increased schools' capacity to teach and promote active travel?**	a) Have there been changes to staff capabilities to teach and promote active travel? b) Have there been changes to school policies or resourcing?	• Progress and end of year reports from schools • Professional development feedback •	• Staff perceptions based on PD feedback • Qualitative insights from school reports • Changes to school policies re: resourcing or integration in curriculum • New resources available through RWTS program	• Qualitative assessment of various resources available (through school or RWTS program) • Quantitative assessment of changes in capability, supplemented with qualitative insights
4.	**Have some components of the program been more successful than others? Why?**	a) How did interest by students vary between components? b) How did schools perceive the effectiveness of the different components? c) How did components vary in terms of their contribution to outcomes? d) Have there been any unexpected outcomes?	• Progress and end of year reports from schools • Professional development feedback • Grants reporting • Baseline surveys (student and parents) • Interviews with project staff	• perceptions of positive/negative aspects • perceptions of challenges and barriers (and changes to) • perceptions of aspects that worked well • variation in participation/ uptake of classes (relative to opportunity) • variation in post-event feedback	• quantitative comparisons between participation and uptake • schools' qualitative insights on relative success will be critical • likely to need rubric-based comparison of success of each component (e.g. three levels of success with description for each)
5.	**Has the program been more successful for some schools over others? Why?**	a) How did participation rates vary between schools? b) Were there different outcomes across schools? (e.g. active travel rates) c) What barriers and challenges did schools report? d) What conditions appeared to support success?	• Pilot evaluation report • School enrolment data • Progress and end of year reports from schools • Year 6 surveys • Interviews with project staff	• records of participation (in activities) • reported uptake/ commitment within schools • perceptions of challenges/ barriers • analysis of travel-rate changes (above) • schools' perceptions of success factors • staff perceptions of success factors • School characteristics (e.g. home proximity; staff turnover, school size, champion present)	• Will revolve around qualitative comparisons and insights • Potential categorisation of schools into low/high success based on rubric of evidence, then identification of key points of differentiation from reports etc. • May also be able to do a statistical comparison (e.g. correlation) with key variables of interest, but likely limited by sample size

6.	**Is there potential for RWTS to be sustainable?**	a) To what extent is the RWTS likely to leave a legacy of change/impact within schools? b) To what extent can the RWTS model be expanded to other schools? c) Are partnerships working effectively? d) Is there a supportive environment for active travel across government? e) What are the key lessons for future projects in this space?	• Pilot evaluation report • Final end of year reports from schools • Partnership tool • Interviews with project staff • External documentation	• schools' level of participation and noted commitment • extent of barriers to continuance • perceptions of partners re: working relationship • likely efficiencies or economies from broader roll-out • identification of core components for broader roll-out • potential barriers and enablers in broader government policies • experiences of project team with respect to broader environment/ policies	• Will rely on analysis of efficacy (above) and consideration of barriers and potential efficiencies for broader roll-out • Identification of conditions under which most likely to succeed and key mechanisms for supporting schools

Revision of data collection tools

Following the data review and gap analysis stage, data collection tools were revised, with small changes made to school surveys.

Project staff interviews

We interviewed the two key staff from ACT Health and PAF who oversaw delivery of the RWTS Program, which complemented a previously recorded interview with a third staff member.

These interviews provided us with fundamental data related to the implementation of the RWTS Program, including: providing context to the RWTS Program 'story', and lessons for delivering health promotion projects with and to schools.

Data analysis

We conducted data analysis of all data sources collected through this evaluation and throughout program delivery in line with the evaluation plan and KEQs. This involved both qualitative and quantitative techniques to summarise and synthesise evidence against each of the questions and inform recommendations.

We used thematic techniques to analyse qualitative data – grouping, summarising and quantifying themes that emerged from the data. Quantitative data was analysed using descriptive statistics, with results presented in a mix of graphs, figures and diagrams.

Draft report

Following data analysis we developed a draft report. The draft was reviewed by senior staff at FPC as part of our regular quality assurance process, and submitted to ACT Health and PAF for their feedback and comments.

Summit workshop

After submission of the draft report we held a summit workshop to present the results of the evaluation to the project team and other key stakeholders, allowing for discussion of the evaluation findings and recommendations in an open setting.

This was an opportunity to build shared understanding of the outcomes of the program, and to discuss feedback on the draft report. It helped to build consensus and understanding among program stakeholders and deliverers of the impacts and future opportunities resulting from the RWTS Program.

Final report

Following the summit workshop, and feedback and comments on the draft report, a final report was produced for ACT Health and PAF (this report).

Provision of a draft peer reviewed article

Following the final report FPC will work with ACT Health to draft an article suitable for a peer-review publication.

Appendix 2. Breakdown of student distance from their school

Table 14 below lists the breakdown of students' distance from home to their school of enrolment for the 2016 school year. The purpose of this breakdown is to give an indication of the actual distance that students travel from home to school (rather than just relying on perception). School names are not provided to ensure they cannot be identified.

It should be noted that this list only includes public schools and that it is approximately 94% complete due to incomplete or incorrect address data.

Table 14: Frequency of students' distance from home to school of enrolment (2016 enrolment year)

Group number	Up to 1km	Between 1km and 2km	Between 2km and 5km	More than 5km	Total count of students
Group 1	504	617	301	8	1,430
Group 1	593	583	347	40	1,563
Group 1	237	272	286	36	831
Group 1	174	117	27	46	364
Group 1	48	107	243	286	684
Group 1	201	202	63	12	478
Group 1	300	135	74	13	522
Group 1	30	59	65	61	215
Group 1	187	75	78	37	377
Group 1	1		11	73	85
Group 2			14	70	84
Group 2	120	86	40	8	254
Group 2	171	56	66	6	299
Group 2	291	176	68	13	548
Group 2	104	32	26	3	165
Group 2	77	56	57	13	203
Group 3	151	116	45	40	352
Group 3	278	166	54	50	548
Group 3	233	118	112	18	481
Group 3	168	73	30	12	283
Group 3	456	466	206	78	1,206
Group 3	237	264	102	14	617
Group 3	174	105	19	14	312
Group 3	164	111	31	9	315
Group 3	192	155	111	51	509
Group 3	152	58	71	28	309
Group 3	159	60	70	27	316
Group 3	123	97	47	10	277
Group 3	180	137	95	22	434
Group 3	73	7	14	4	98

Group 3	200	43	42	31	316
Group 3	181	189	96	16	482
Group 3	170	60	137	71	438
Group 3	39	36	52	9	136
Group 3	166	44	53	61	324
Group 3	196	137	112	30	475
Group 3	157	200	91	88	536
Group 3	314	166	10	7	497
Group 3	383	222	66	8	679
Group 3	85	88	29	23	225
Group 3	202	133	67	27	429
Grand Total	**7,871**	**5,824**	**3,528**	**1,473**	**18,696**