



Active Schools Case Study

Girgarre Primary School

Active Recreation and Active Travel

School Overview:	Girgarre Primary school is a small rural school with approximately 30 students. Most of the students live in one of two locations: on rural properties fronting major roads that are unsafe for children to learn to ride their bikes in traffic, or on rural, dirt roads with poor signage and 100 km speed limits; neither are suitable for primary school aged children to learning to ride. As a result, there are limited opportunities for students to complete incidental exercise, through walking or cycling to school.
Project Goal:	To enhance the opportunities for both structured and unstructured active play within the school through the creation of a supportive physical environment, inside and outside of the classroom. To support students' wellbeing and mental health, especially the most vulnerable, by increasing overall activity time on a daily basis and offer bike riding opportunities at the school that support active travel.



The learning environment and outdoor areas at Girgarre Primary School are spacious and welcoming. Encouraging the students at Girgarre Primary School to engage in more active recreational activities whilst at school was highlighted as a priority in 2022. To support this, the school purchased several age-appropriate bicycles and all the required safety equipment.

Students have access to the bikes before school and during break times throughout the school day. They are encouraged to open the bike shed before school, take the bikes out and ride on the existing walking/running track around the school. The bikes are then parked in the designated bike zone for recess and lunch

borrowing with a system promotes cooperation and communication with their peers. To further develop the program, the school plans to train a teacher and include Bike Education in the curriculum.



Active Schools Strategy	Impact
Equipment - Source and purchase a set of wheels and personalised helmet to accommodate all students e.g. scooters, huffy's and 2 wheel bikes.	<i>All students have access to a range of wheels that cater to their individual needs and abilities. They have their own named and fitted helmet so that hygiene is not impacted, and all students have a sense of ownership and pride in their helmet.</i>
Program Planning and Delivery - Create a Bike riding timetable for recess and lunchtime where students place their own name on a list, up to 2 vacant times on any day.	<i>Students work together to accommodate riding times. They are developing skills in taking turns, negotiating with their peers, and ensuring fairness in accessing the timetable. It has created a place for students to practice seeking assistance from an adult/teacher to help resolve problems.</i>
Infrastructure - Install a track around the school suitable for walking, running and riding bikes and creates a clear path for students to ride.	<i>Simulates a full pathway experience where children are required to observe others movements on foot and bike, make judgements about distance, speed and direction. Creates communication and children led rules regarding safety.</i>
Infrastructure - Remodel existing bike parking station so bikes can be stored safely.	<i>Ensures sustainability. Storing the bikes securely and undercover reduces the wear and tear on the bikes, keeping them looking new and safe to ride.</i>
Program Delivery - Engage students in the maintenance component of owning a bike	<i>By supporting students to take responsibility for the bikes, they feel empowered and develop a sense of ownership and respect for property.</i>