Government of **Western Australia**
Department of **Transport**
and Major Infrastructure

Empowering a thriving community

Swan River Crossings Travel Demand Management Project

Key Findings





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Acknowledgment of Country

The Department of Transport and Major Infrastructure acknowledges the Traditional Custodians of the land throughout Western Australia and pays our respects to Elders past and present.

We acknowledge the members of all Aboriginal communities, their cultures and continuing connection to Country throughout the State.

About this report

The information contained in this publication is provided in good faith and believed to be accurate at time of publication. The State shall in no way be liable for any loss sustained or incurred by anyone relying on the information. © Department of Transport and Major Infrastructure, November 2026

Project overview

Disruptive events can become windows of opportunity to instigate changes in travel behaviour. The temporary closure of the Fremantle Traffic Bridge on 1 February 2026 was such an event, with a major vehicle route into and out of Fremantle closed for up to 12 months.

Many journeys by private vehicle are often habitual. Due to changes to traffic flow and anticipated or actual congestion during the bridge closure, this presented an opportunity to support the local community to reconsider their travel options.

From September 2025 to June 2026, the Department of Transport and Major Infrastructure (DTMI) delivered the Swan River Crossings Travel Demand Management project (the project) in partnership with Main Roads WA (Main Roads) and the Public Transport Authority (PTA). This highly collaborative project allowed the Transport and Major Infrastructure Portfolio to effectively encourage and promote active travel, public transport and carpooling to alleviate traffic congestion throughout the closure.

DTMI delivered initiatives in collaboration with six local governments, two workplaces and 13 schools. This report outlines the key initiatives and outcomes of the project.

Objectives

The aim of the project was to support a reduction in peak period car trips, with a focus on trips to schools and major workplaces in the affected area. The project objectives were to:

1. Support increased walking, wheeling and riding to school and access to public transport options in the lead up to, during and after the bridge closure, where appropriate.
2. Provide timely, high quality and informative communication materials related to the Fremantle Traffic Bridge closure to engaged schools and workplaces.
3. Support schools and workplaces by:
   a) Identifying and delivering bespoke and active travel initiatives in the lead up to and during the bridge closure.
   b) Providing consultation, support and advocacy in the lead up to and during the bridge closure.
4. Support the community, schools and workplaces to adopt new travel behaviours in the lead up to, during and after the bridge closure, including trialling innovative behaviour change initiatives.

Project methodology

School selection and engagement approach

DTMI met with 17 nearby schools in the vicinity of the bridge closure as part of the initial project scoping phase in early 2025. This was to determine each school's suitability and willingness to participate in the project. Criteria for inclusion included distance from the disruption, level of concern, level of interest in active and public transport, and student population.

Thirteen schools were shortlisted, three of these schools opted for 'information-only' support and received communications about the bridge closure and alternative modes of travel. The remaining 10 schools listed below received 'intensive support'.

- Beehive Montessori School
- Cottesloe Primary School
- East Fremantle Primary School
- Fremantle Primary School
- John Curtin College of the Arts
- Mosman Park Primary School
- North Fremantle Primary School
- Richmond Primary School
- Scotch College
- St Patricks Primary School

Workplace selection and engagement approach

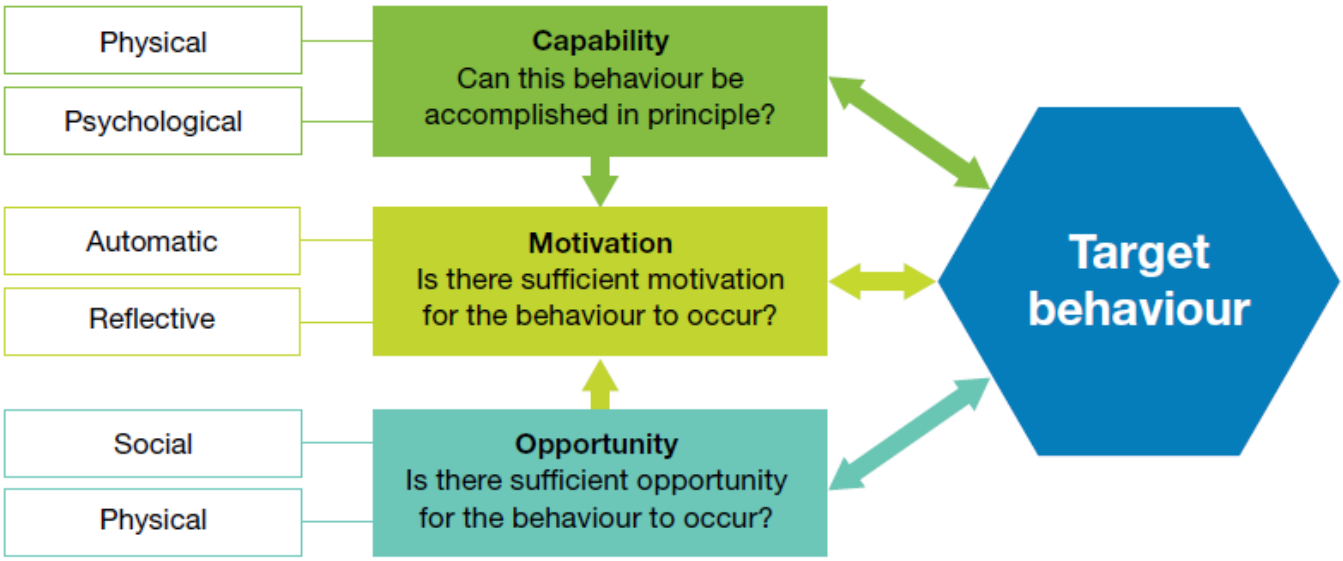
Two high-volume workplaces with proximity to the disruption were selected for inclusion in the project: Fremantle Hospital and Walyalup Koort (Kings Square), which included DTMI's Maritime branch and the Department of Communities. DTMI established cross-organisational working groups with both workplaces including communications, facilities, leadership and operational staff. Working groups were involved in the design and planning of initiatives for their workplaces.

Model for travel behaviour change

Project initiatives were designed using the COM-B behaviour change model. Capability (C), Opportunity (O) and Motivation (M) are interacting components needed to change behaviour. Project initiatives such as bike education for participating schools and 'trial your ride' for workplaces were delivered to increase **capability**. These were coupled with events and activations, such as ride to school or work days to provide **opportunity** to participate in active travel in a safe, supported environment. Together, these build **motivation** to support a change in attitudes and behaviours.

COM-B behaviour change model

COM-B is a behaviour change model developed at the University College London (UCL) by Susan Michie, Maartje van Stralen, and Robert West in 2011



Project components

In addition to distributing information about the closure and active travel maps, DTMI delivered the following tailored initiatives.

- **Schools** received in-school and remote support from assigned School Active Travel Officers. Schools could select from a suite of activities including bike safety checks and education, safe routes to school access guides and stencilling activity, and bespoke, co-designed initiatives. Schools were also supported to join the flagship Your Move program providing ongoing resources and support to encourage active travel to school.
- **Workplace** surveys were conducted, and results showed staff wanted information sessions held in high-foot-traffic areas, active travel-to-work breakfasts, one-on-one bike riding skills sessions, and support with setting up carpooling arrangements.
- **Community** wide participation was delivered through free riding events; the distribution of active travel community maps; and funding improved community bike riding infrastructure via local governments.

Project outcomes

School engagement

Key activities and outcomes

The following section outlines the key outcomes, activities and qualitative feedback from school evaluation interviews. Appendix 1 provides a summary of activities delivered to all schools.

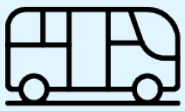
Outcomes

Increased walking, wheeling and riding to school



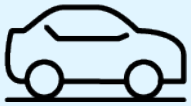
- **42% of students walked, scooted or rode a bike to school in Term 2 2026** (after the project), up from 38% in 2025 and higher than the Perth average of 20%.
- This 4 percentage-point increase represents an 11% relative change in behaviour.
- Students riding to school increased from 13% to 17%.

Maintained public transport to school



- The share of student travel by public transport was maintained at about 10%.

Reduced private vehicle use for school trips



- 48% of students were driven to school in Term 2 2026, down from 53% in 2025.

Key activities

Communications: All shortlisted schools received a communications pack to provide information to their school communities prior to the bridge closure to encourage alternative travel options (Appendix 2). DTMI streamlined and supported communication between schools, project partners and local governments.

Support: Each intensive support school was allocated a School Active Travel Officer (a DTMI team member) to work closely with the school to co-design and deliver bespoke initiatives and promotional campaigns that encouraged active travel. Evaluation interviews showed existing Your Move schools expanded their commitment to active travel as a result of support from the School Active Travel Officers.

Your Move program support, registrations and accreditations: Schools not already registered in Your Move could sign up to the program. Your Move coaches provided one-on-one onboarding, and the allocated School Active Travel Officers provided support with posting stories on the website, and helped schools to achieve program accreditation, a measure of engagement, unlocking rewards.

- Three schools newly registered (*) to Your Move.
- The following accreditation levels were achieved:
  - **Bronze:** St Patrick's Primary School
  - **Silver:** John Curtin College of the Arts
  - **Gold:** Fremantle Primary School, Richmond Primary School* and Mosman Park Primary School
  - **Platinum:** Cottesloe Primary School
  - **Double Platinum:** Beehive Montessori School* and North Fremantle Primary School*

  Scotch College did not achieve accreditation. East Fremantle Primary School opted not to be part of Your Move but committed to continuing to imbed active travel into their school culture.

"We've established our Fume Free Friday and that will just continue for the whole year." **Richmond Primary School**

"Because of all the resources and the support that we've had, we've been able to do a lot more active travel initiatives. So, the students certainly are a lot more actively involved in the active travel." **Fremantle Primary School**

- **Your Move Champion support and student team development:** Intensive support was given to build a robust Champion Team comprising a school staff member, parent representative and principal support. At the same time, student teams were established or expanded to increase capacity and student-led engagement.
  - Six schools had active student teams who supported program initiatives as a result of the project.

- The **Your Move Leadership Labs** is a two-day excursion that explores creative solutions to inspire school communities to take more sustainable and active journeys to and from school.
  - 46 students from six schools participated.

"The Lab is a wonderful, authentic learning and leadership experience for the students. As a school seeking to build community connections, critical thinking and communication skills, the Lab is a perfect opportunity for our school to build on its values and strategic vision for the students and school community." **Fremantle Primary School**

- **Hands up travel surveys and bike counts**: Schools were supported to do hands up surveys (recording who walked, rode or scooted to school) and bike counts each term to capture baseline data and track travel behaviour throughout the project and beyond.

"We saw a 50% increase in cycling, as a means of travelling to school. It has been fabulous to see our community embracing active travel (particularly now with the closure of the Fremantle Traffic Bridge), and we hope to see this momentum continue to grow, with more families giving it a try!" **The Beehive Montessori School**

- **Bike safety checks and education**: Five schools received bike safety checks for students' bikes and six schools participated in a four-week comprehensive bike education program.
  - An average of 243 students completed the bike education program. Up to 93 per cent of students were considered competent riders and 73 per cent had high competency at the end of course.

"The program has been a tremendous success, encouraging healthy lifestyles, building confidence, and promoting safe cycling habits within our school community. A huge thank you to the Your Move Program and the Swan River Crossing Project for providing this fantastic opportunity for our students." **St Patrick's Primary School**

- **Safe routes to school access guides** are maps outlining four to five safe and popular walking, wheeling and riding routes to school. The maps were developed in collaboration with schools and local governments. Some students also had an opportunity to complete a **stencilling activity**, where they painted footprints on the footpaths along the designated safe routes.
  - 10 schools were supported to produce safe routes to school access guides.
  - nine schools also participated in the complementary stencilling activity.
- Schools could complete a **bike bus workshop** to learn more about how they work and how to set up a bike bus in their school. A bike bus involves parents and students riding together along a planned route, picking up riders at designated stops along the way to school.
  - Approximately 400 students from North Fremantle, Cottesloe and Richmond primary schools participated in bike buses.

School case studies

School Open Streets: Cottesloe Primary School

The project team worked with the Cottesloe Primary School Active Transport Committee to deliver a School Open Street in May. Temporarily closing Keane Street to traffic, the school community was invited to walk, wheel and ride on the street before school. Despite the wet weather, more than 300 students took part, including many participating in a bike bus. Obstacle courses, bike repair and balance bike sessions greeted students on arrival and contributed to the buzz for the event. A craft station, healthy breakfast and a coffee van were also on offer for families. A BMX, scooter and skateboarding demonstration to wrap up the day of festivities. Parents reported the event encouraged high active travel engagement, increased road safety and created strong community connectedness. Delivered as a trial, the school now intends to run a School Open Street event annually.



"It was fantastic to see the community come together to celebrate active transport, healthy lifestyles and connection."

Guided bike ride: Richmond Primary School

Richmond Primary School runs an annual bike riding excursion into Fremantle for Year 4 students. Due to the Fremantle Traffic Bridge closure, the school sought support to deliver a modified route in 2025. Experts were engaged to plan the alternate route and support the ride, with 57 students participating.

"We would like to thank the project for providing these guides for us for the day."



Bike bus event: North Fremantle Primary School

The North Fremantle Primary School catchment area is divided by Stirling Highway, with students travelling from the west needing to cross the highway to get to school. The Principal saw an opportunity for greater use of an existing Stirling Highway underpass for school journeys. Support was provided to run a bike bus for over 100 students (63 per cent of the school). Once at school, students participated in a slow bike race, obstacle course and celebrated with breakfast. Many students had completed four weeks of bike education prior to the event, also supported through the project.



"The kids were just buzzing and there's immediately demand for more and so that was really the flag on the hill moment for us in terms of the program. And what that really did was that enabled, that set a benchmark and we can show to our kids and our parent and staff communities, that's what's possible…and so that was a real key behaviour change moment for us."

Public transport incursion: John Curtin College of the Arts

The school wanted to encourage public transport to school during the disruption. DTMI arranged an education session for Year 7 and 8 students to remind them to tag on and off for public transport trips and teach them courtesy and personal safety when using services.



"A huge thank you to PTA for bringing his expertise, patience and excellent storytelling to our school. The sessions were engaging, practical and genuinely valuable."

Active Travel Festival: Richmond Primary School

A full-day incursion was planned and delivered for students to learn about, experience and celebrate walking, wheeling and riding. Junior students received a Constable Care bike safety puppet show and bike skills session. Senior students received bike skills, a skateboarding session, and an education session from the Transperth education team.



"We felt very privileged to have received this fantastic incursion that was so well-organised with brilliant presenters and the students were complimented on their behaviour which was due to them being so active, engaged and entertained. What a day!"

'Ride to School Day' with bike mechanic and obstacle course: The Beehive Montessori

The Beehive Montessori ran a whole school event for National Ride to School Day in March 2026. Support included a bike obstacle course, bike mechanic and a healthy breakfast for students.



"It was fantastic to see so many of our students arrive at school on their bikes and scooters and enjoy the array of snacks we had on offer to refuel for the day ahead! We were then treated to a fabulous whole school Kobori hosted by La Casa dei Fiori (Years 3-6 class), who carried on the theme for the day with a performance of 'Bike Safety Boogie'! The morning was sent with experts repairing and servicing our student bikes, to ensure they were in tip top shape as our community continue to embrace active travel!"

Workplace engagement

The following workplaces had a high-volume of employers located near the disruption and were engaged as part of the project:

- Fremantle Hospital
- Walyalup Koort (Kings Square) state government hub
  - Department of Transport and Major Infrastructure, Maritime directorate
  - Department of Communities.

Key activities and outcomes

- **Project working groups** were set up for each workplace to provide input and action workplace initiatives.
- A **workplace communications and promotional pack** was shared with employees to provide information about the bridge closure, promote events and initiatives and encourage alternative travel options (Appendix 3).
- An **information/town hall session** was held at each workplace in the lead up to the bridge closure. At the sessions staff were encouraged to proactively consider their journey to work, troubleshoot barriers and build their capability and motivation to trial active and public transport options.
- **Workplace travel surveys** were conducted before and after the bridge closure to inform workplace engagement design and capture changes in travel behaviour. Employees indicated the following bespoke initiatives would best meet their needs and increase their confidence in bike riding and taking public transport to work.
  - End of trip facilities promotion included information about location, facilities and planned upgrades to support employee active travel to work.
  - A carpool system was suggested and deliberated but generated limited interest as employees were not located close enough.
  - 'Active Travel to Work Breakfast' events were held in May, and employees were provided with a healthy breakfast, and information about walking, wheeling and riding, free bike servicing, a blender bike smoothie maker activity and pledge board. Around 70 people attended the breakfasts, and 19 staff took advantage of free bike maintenances checks.
  - Trial your ride: Four employees attended a one-on-one coaching session with a bike riding expert to plan and trial their ride to work. Employees positively rated the activity and said it built their bike riding knowledge and capability.

"It is a great self-discovery journey. You have taught me lots of knowledge, guided me to build up my bike riding skills, and built my confidence. I will practice what you taught me, and with time, I will be able to do bike commuting in my daily life." – One-to-one training session participant

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- **Bike fleet practical training**: 10 staff from the DTMI Maritime office completed practical training to use their existing eBike fleet.

Kings Square

- 34 completed* end of project survey
- 328 completed start of project survey

Confidence with different transport modes

- 22% more confident catching the bus
- 20% more confident catching the train
- 21% more confident riding a bike
- 24% more confident finding end-of-trip facilities at Kings Square

Changing travel behaviours during the bridge closure

- 19% using public transport more often
- 8% riding a bike more often
- 17% driving more often
- 10% worked from home more often
- 6% changed work hours to avoid congestion
- 13% changed their route to avoid congestion
- 27% reported no change to their commute

Fremantle Hospital

- 41 completed* end of project survey
- 148 completed start of project survey

Confidence with different transport modes

- 14% more confident catching the bus
- 9% more confident catching the train
- 14% more confident riding a bike
- 21% more confident finding End of Trip facilities at Kings Square

Changing travel behaviours during the bridge closure

- 8% using public transport more often
- 6% riding a bike more often
- 2% driving more often
- 8% changed work hours to avoid congestion
- 14% changed their route to avoid congestion
- 55% reported no change to their commute

*Please note that, due to the low survey response rate, these results should not be generalised to the broader population.



Community engagement

The following local governments were involved in the project:

- Town of Claremont
- Town of Cottesloe
- Shire of Peppermint Grove
- Town of Mosman Park
- City of Fremantle
- Town of East Fremantle.

Key activities and outcomes

DTMI collaborated with and supported local governments to provide information, produce two community maps and other resources to encourage communities to walk, wheel, ride and take public transport during the Fremantle Traffic Bridge closure.

- Active travel maps were produced identifying walking and bike friendly routes, quiet streets, on-road bicycle lanes and shared paths within the project area. Up to **2,350 maps were distributed to communities** through each of the local governments' community facilities and events. Digital copies were also promoted and made available on a dedicated DTMI Fremantle Traffic Bridge closure webpage.

Community events

The following events were delivered as part of DTMI's Annual Activation Program which aims to encourage people of all ages and abilities to go for a bike ride and increase awareness of the active travel network.

- **Guided bike ride** across the Stirling Bridge 20 people (including multiple families) attended a bike skills session and guided bike ride learning about Fremantle's history from a local historian along the way.
- **Fremantle Glow Ride** 80 people joined in a sunset to evening ride, with face painting, music, food vendors, bike skills sessions and bike repairs also on offer.
- A **bike riding skills session** was held in partnership with the Town of Mosman Park where 20 people took part and had the opportunity to have their bike repaired.

Local government amenities

Amenities such as places to stop and rest, lock or repair bikes and access drinking water can significantly improve active travel experiences. Three local governments were funded to deliver new amenities:

- City of Fremantle installed four bike racks.
- Town of Cottesloe installed a bike rack and bike repair station.
- Town of Mosman Park installed 11 bike racks in three areas.



Bike repair station installed at North Cottesloe. Image supplied Town of Cottesloe.



Bike racks installed at Alf Adams Pavilion. Image supplied Town of Mosman Park.

Project challenges

- **Timing of interventions** – Behaviour change is rarely linear, and schools are often at different stages of readiness when engagement begins. Additional time to understand and align with the project's objectives, as well as considerations of the school calendar and existing programs/commitments can result in some missed opportunities and limited access to resources and support.
- **Quality of evaluation** – Evaluating project outcomes mid-year limited the ability to make like-for-like comparisons of travel behaviour over time. Seasonal factors, including wetter weather conditions, are likely to have influenced active travel rates. Conducting follow-up evaluation with participating schools and workplaces in early 2027 could provide valuable insights into the longer-term behavioural outcomes and sustainability of project benefits.
- **Designing the right offerings for private schools** – Private schools, particularly K-12 schools, demonstrated lower levels of engagement with the project. This may reflect a mismatch between school priorities and the support offered through the project, or that adequate school support was already in place. Future initiatives could benefit from using school segmentation insights to identify the schools most likely to be impacted. Tailor engagement strategies and project offerings can then better align with the needs and motivations of different school cohorts.
- **Workplace engagement and ownership** – While workplaces were generally supportive of the project, engaging employees proved more challenging. Project working groups supported planning and decision-making; however, the absence of a clearly defined internal champion contributed to a diffusion of responsibility. The involvement of a DTMI Officer helped build credibility but reduced opportunities for internal ownership and accountability.
- **Alignment of behaviour change interventions and infrastructure provision** – Personal experience of a new mode or route of travel is critical for effective sustained behaviour change. When the experience is considered uncomfortable or even unsafe, the opposite effect can occur. Some community sentiment early in the project indicated there was no suitable safe alternative active travel routes between North Fremantle and Fremantle during the bridge closure, particularly for all ages and abilities. Some temporary infrastructure improvements were made, however improved across-agency engagement and collaboration on future projects would ensure alignment of infrastructure provision with behaviour change objectives from the outset and duration of the disruption.
- **Resourcing and competing priorities** – It can be challenging for partner organisations to prioritise funding and resourcing for active transport. For local governments, funding restrictions can limit dedicated infrastructure, such as bike racks and bike repair stations, which is known to be an effective and relatively quick way to support increased walking, wheeling and riding. For Portfolio partners, competing priorities present challenges to deliver messaging that is inclusive of all travel modes.
- **Conclusion of the project mid-year** meant a missed opportunity to deeply embed behaviour change in schools and organisations. Continuation of the project to coincide with the bridge opening could enable delivery of events and activations that celebrate and embed active travel behaviour in the catchment area.

Project insights

- **Portfolio collaboration amplified project outcomes.** Through regular engagement with the Transport and Major Infrastructure Portfolio partners, DTMI helped coordinate and strengthen agency efforts, ensuring a more consistent and aligned approach across shared objectives and initiatives. DTMI's direct engagement with schools, workplaces and communities provided valuable insights that informed partnership activities and improved responsiveness to stakeholder needs. DTMI also streamlined communications to schools across agency partners and facilitated collaborative opportunities, including Bridge Alliance participation in Your Move Leadership Labs and PTA involvement in school incursions.
- A **6–9-month lead time ahead of disruption provided valuable planning time** which enabled DTMI to consult with schools and local governments, adequately shortlist schools best suited for engagement, and be purposeful with its project design. The lead time also facilitated effective collaboration with delivery partners.
- **Early engagement with schools** and workplaces prior to the bridge closure was critical for building relationships, understanding concerns and tailoring appropriate initiatives. Given the high level of concern about potential traffic impacts, schools and workplaces were highly receptive to information and engagement from DTMI, supporting travel demand management efforts and encouraging consideration of alternative transport options.
- **In-school School Active Travel Officer support** significantly increased the capacity of school champions to deliver multiple initiatives. Frequent activities and large-scale events, such as whole-school bike buses and National Ride to School Day, helped raise the profile of active travel and build momentum towards a stronger culture of walking, wheeling and riding within schools.
- The timing of the **project coincided with a Fremantle Hospital initiative** that involved the removal of staff parking bays to accommodate construction works, alongside a review of the staff parking permit system. This created a strong organisational appetite for initiatives promoting alternative travel modes, resulting in clear alignment between the project and the Hospital's broader objectives.

Appendices

Appendix 1 – School engagement summary

School	Project communications	Bike safety checks	Bike education	Safe routes to school	Leadership Lab	Bespoke activities
Beehive Montessori School	✓	Term 1	Term 1	Access guide and stencil activity	9 students	Bike Bus 101 Workshop National Ride to School Day breakfast
Cottesloe Primary School	✓	Term 2	Term 1	Access guide and stencil activity	10 students	Open Street event
East Fremantle Primary School	✓	X	X	Access guide and stencil activity	5 students	National Walk Safely to School Day breakfast
Fremantle Primary School	✓	Term 2	Term 2	Stencil activity	7 students	Bike bus workshop
John Curtin College of the Arts	✓	X	X	Access guide and stencil activity	X	Transperth Education incursion for Year 8 students
Mosman Park Primary School	✓	X	X	Access guide and stencil activity	8 students	Bike Bus 101 Workshop Constable Care Safety School Incursion and excursion National Ride to School Day breakfast National Walk Safely to School Day breakfast
North Fremantle Primary School	✓	Term 2	Term 1	Access guide and stencil activity	X	Bike bus event using Stirling Bridge underpass
Richmond Primary School	✓	Term, 1	X	X	7 students	Active Travel Festival
St Patrick's Primary School	✓	X	Term 2	Access guide and stencil activity	X	Constable Care Safety School Excursion

School	Project communications	Bike safety checks	Bike education	Safe routes to school	Leadership Lab	Bespoke activities
Scotch College	✓	X	X	Access guide and stencil activity	X	X
Christian Brothers College (info only)	✓	X	X	X	X	X
Methodist Ladies College (info only)	✓	X	X	Access guide support	X	X
Presbyterian Ladies College (info only)	✓	X	X	Access guide support	X	X

Appendix 2 – Social media tile from schools communications pack



Appendix 3 – Promotional poster from workplace communications pack

