**Adolescents’ Perceptions of Walking and Cycling to School by Distance**

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| **Background:** Adolescents and their parents perceive different barriers for walking versus cycling to school and parental perceptions also vary by home-to-school distance. This study examined whether adolescents’ perceptions of walking and cycling also differ by home-to-school distance. **Methods:** Adolescents (n=1,401; age: 15.1±1.4 years; 55.1% females) completed an online survey about their school travel and perceptions of walking and cycling to school. Based on home-to-school distance, adolescents were categorised into three groups: ‘walkable’ (≤2.25 km; n=455), ‘cyclable’ (>2.25-≤4.0 km; n=286) and ‘beyond cyclable’ distance (>4.0 km; n=660). **Results:** Active transport to school rates were reduced significantly as distance to school increased: 60.1% within ‘walkable’, 16.4% within ‘cyclable’ and only 1.2% in ’beyond cyclable’ distance category. As distance increased, adolescents reported decreased parental and peer support for walking to school and increased personal barriers (e.g., after-school schedule), environmental barriers (distance perceived to be too far; lack of footpaths; cold/wet weather) and safety concerns of both adolescents and their parents (as reported by adolescents). Similar findings were observed for cycling to school with more pronounced safety concerns for cycling to school perceived by adolescents and their parents across all distance categories compared to walking to school. As home-to-school distance increased, adolescents perceived themselves as less capable to cycle to school, expressed more concerns about high traffic volume, dangerous intersections and hills along the school route and reported increased convenience of trip chaining. Perceived absence of cycle lanes and adolescents’ intentions to cycle to school did not differ across distance categories.**Conclusions:** Adolescents’ perceptions of walking and cycling to school differed based on how far they lived from their school. The findings emphasise the importance of taking into account home-to-school distance when promoting active transport to school, considering walking- and cycling-specific barriers and improving traffic safety for adolescents living within cycling distance to school. |