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# Preliminary School Transport Plan

## The Gables New Primary School

**Prepared for** School Infrastructure NSW

21 November 2024

241021

**Your Partner in Engineering**

**Revision Register**

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# Contents

# Section 1    Introduction

## 1.0    Overview

This School Transport Plan (STP) has been prepared by TTW on behalf of School Infrastructure NSW (SINSW) (the **Applicant**) to assess the potential environmental impacts that could arise from the development of The Gables New Primary School at Lot 301 DP 1287967 on Fontana Drive, Gables (the **site**).

This report has been prepared to sustainably manage the transport needs of staff, students, and visitors to a school. The aim of the Plan is to reduce the environmental impact of travelling to and from the site and to provide a clear plan of management for vehicle and pedestrian movements within and around the site.

This report accompanies a Review of Environment Factors that seeks approval for the construction and operation of a new primary school at the site, which involves the following works:

- Construction of school buildings, including learning hubs, a school hall and an administration and library building.

- Construction and operation of a public pre-school.

- Delivery of a sports court and fields.

- Construction of car parking, on-site waste storage and loading area.

- Separated vehicle access to primary school and pre-school via Cataract Road

- Associated site landscaping and open space improvements.

- Associated off-site infrastructure works to support the school, including (but not limited to) services, driveways and pedestrian crossings.

For a detailed project description, refer to the Review of Environmental Factors prepared by Ethos Urban.

This preliminary STP in support of a Review of Environmental Factors (REF) for the construction and operation of a new primary school in The Gables. This report addresses the REF requirements with details included in Table 1.

**Table 1: Response to REF**

| Item | REF Deliverables | Section Reference |
|---|---|---|
| 1 | Measures to promote sustainable travel choices for employees, students, and visitors, such as connections into existing walking and cycling networks, minimising car parking provision, encouraging car share and public transport, providing adequate bicycle parking and high-quality end-of-trip facilities, and implementing a Green Travel Plan. | Section 5, 6.1, 6.2 and 6.3 |
| 2 | A preliminary operational traffic and access management plan for the development, including drop-off/pick-up zones, number of bus movements, bus bays and their operations. | Section 4 |

For the purposes of this REF submission, this STP is preliminary in nature and is intended to be dynamic and respond to the future operation of the site. It is anticipated that this STP will be developed into a more comprehensive and detailed STP prior to commencement of operations of the school. This document may also form a reference point for further development of new operational plans in the future.

## 1.1 Project Description

The site is located on Cataract Road, Gables, within The Hills Local Government Area (LGA), approximately 50km northwest of the Sydney CBD and 10km north of the Rouse Hill Town Centre. It comprises one lot, legally described as Lot 301 DP 1287967, that measures approximately 2.2ha in area. The site is bound by Pennant Way to the north, Cataract Road to the east, Fontana Drive to the west and a vacant lot to the south.

The proposed development comprises a new primary school on Fontana Drive, Gables. The new school will accommodate a maximum of 1,000 students and 68 staff, it will also include a pre-school, accommodating a maximum of 60 students and 6 staff. A detailed description of the proposal is as follows:

An aerial image of the site is shown at Figure 1.



**Figure 1: Site Aerial**
*Source: Ethos Urban*

## 1.2 Statement of Significance

Based on the identification of potential issues, and an assessment of the nature and extent of the impacts of the proposed development, it is determined that:

- The extent and nature of potential impacts are moderate, and will not have significant adverse effects on the locality, community and the environment;

- Potential impacts can be appropriately mitigated or managed to ensure that there is minimal effect on the locality, community.

## 1.3 Operational Details

The following breakdown of proposed school operation hours, as summarised in Table 2, provides an overview of the anticipated school activities throughout a typical school calendar year.

**Table 2: New Primary School Operational Details**

| Details | Opening Year | Proposed Full Capacity |
|---|---|---|
| PS Student Number | 750 | 1,000 |
| PS Staff Number[1] | 50 | 68 |
| Preschool Student Number | 60 | 60 |
| Preschool Staff Number | 6 | 6 |
| Hours of Operation | 7:00 am – 6:30 pm (Monday – Friday) | No change |
| Bell Times | 8.50 am – 3:00 pm (Monday – Friday) | No change |
| Outside of School Hours Care (OSHC) | 6:30 am – 9:00 pm (Monday – Friday) – before school 3:00 pm – 6:30 pm (Monday – Friday) – after school | No change |

Additional details about the operation, the preschool will be operated by Department of Education and will cater to students aged between 3 and 5 years. Whereas the OSHC will be run by external / private providers and will cater approximately 15% of students capacity.

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[1] FTE (full-time equivalent) staff number is used as per the *Calculating Staffing Numbers for Capital Works Projects* (SINSW, 2020)

# Section 2    Transport Goals

## 2.1    Visions and Objectives

The general goals of any School Transport Plan are as follows:

- To proactively identify and meet school travel demand safely, efficiently, and sustainably.
- To maximise the use of active and public transport modes to reduce car traffic before and after school day start and end times.
- To decongest the road networks around schools.
- To increase active travel to and from school in a safe transport environment.
- To enhance connectedness to neighbourhood and community through safe travel to and from school.
- To meet the Department of Educations' (DoE) duty of care of students which extends beyond the school boundary, if there's foreseeable risk of injury or harm to students as they travel to and from school.
- To "reduce the administrative burden" on a school principal (managing kiss-and-drop behaviour, parent and community complaints, calling bus companies etc) by reducing the time and effort for schools / principals to manage transport.

This project specific STP aims to:

- Encourage students to walk or cycle where possible, using the highly walkable local catchment and improved infrastructure being provided by this project such as raised crossings and shared path facilities.
- Encourage students to catch public transport where possible, and safely manage the new bus zone facilities outside the school site.
- Ensure good operation of the new kiss & ride zones on Fontana Drive and Pennant Way.
- Reduce the number of staff travelling by car to site and, when staff do choose to drive, reduce the impact of staff parking on the amenity of the local area.

## 2.2    Mode Share Splits

The projected travel mode splits for students and staff travelling to school are presented for three different scenarios including **baseline**, **target** and **reach** mode splits. The different scenarios are discussed in Section 4.2 of the Transport and Accessibility Impact Assessment (TAIA) prepared by TTW, submitted separately as part of this REF. The scenarios are summarised as follows:

- **Baseline Scenario** – adopts existing mode splits as per travel mode surveys undertaken for Ironbark Ridge Public School, which is a neighbouring school with similar characteristics. These surveys were completed in July 2024.
- **Target Scenario –** reflects the strategy of the project by aiming for an ambitious uptake in active and public transport, and reductions in car travel, which are achievable due to the improve active transport infrastructure provided by developer, Stockland, as part of the precinct wide development and further improvements provided as part of this project and following the implementation of this STP.
- **Reach Scenario –** outlines the long-term, more ambitious mode split scenario, including a significant uptake in active transport, and associated reductions in car travel.

In accordance with the target mode split scenario, the project is seeking to use the opportunities presented by a new site to establish new targets for travel behaviour which differs from other existing schools. In transport planning terminology, this is the change from a 'predict and provide' methodology based on existing behaviours to a 'decide and provide' methodology to achieve a preferred future and vision. In order to avoid generating high levels of additional vehicular traffic through induced demand, transport provisions and capacity are

specifically targeted and are supported with infrastructure and services across the full spectrum of transport options.

This strategic vision is also consistent with the recently released Future Transport Strategy, which in relation to schools, states that a specific priority action is to be implemented (which are "actions to be implemented as a priority, with the view to delivery outcomes in 1-5 years"):

> "Partner with the Department of Education and key stakeholders to improve safe walking, cycling and public transport access to schools."[2]

This priority action indicates that higher levels of walking, cycling, and public transport, and conversely lower levels of private vehicle travel, are of high importance to the success of local neighbourhoods, and that existing travel behaviours are expected to change as new facilities or services are implemented.

On these grounds, the target travel mode splits presented in the following tables are considered realistic and feasible. The target travel demands outlined in Table 4 have been developed considering the catchment size of the proposed primary school, and in light of this, with a greater emphasis on active and public transport, and seeking to minimise private vehicle usage for both students and staff as much as possible.

It is acknowledged that these target mode splits are ambitious and depart reasonably significantly from the average and baseline scenarios. However, as mentioned, the mode splits are considered achievable due to the considerations listed above, and the opportunity for the new school to establish new travel habits. The proposed infrastructure and management measures to support the achievement of these targets are documented throughout this STP. Further to this, it is important to note that the targets are not expected to be achieved in the opening year of the school, but rather reached over time as the school grows. This behaviour change will be able to occur in parallel to the gradual growth of the school population over time.

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[2] Action P2.1g

**Table 3: Mode Share Scenarios**

| Travel mode | Students | | | Staff | | |
|---|---|---|---|---|---|---|
| | Baseline | Target | Reach | Baseline | Target | Reach |
| Walk | 19% | 40% | 50% | 0% | 3% | 5% |
| Bicycle | 3% | 5% | 10% | 0% | 2% | 5% |
| Bus | 12% | 5% | 10% | 0% | 5% | 10% |
| Train | 1% | 0% | 0% | 0% | 0% | 0% |
| Car (passenger) | 65% | 50% | 30% | 0% | 15% | 30% |
| Car (driver) | 0% | 0% | 0% | 100% | 75% | 50% |
| **Total** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** |

**Table 4: Travel Demand Projections**

| Travel mode | Students | | | Staff | | |
|---|---|---|---|---|---|---|
| | Baseline | Target | Reach | Baseline | Target | Reach |
| Walk | 190 | 400 | 500 | 0% | 2 | 3 |
| Bicycle | 30 | 50 | 100 | 0% | 1 | 4 |
| Bus | 120 | 50 | 100 | 0% | 4 | 7 |
| Train | 10 | 0 | 0 | 0% | 0% | 0% |
| Car (passenger) | 650 | 500 | 300 | 0% | 10 | 20 |
| Car (driver) | 0 | 0 | 0 | 68 | 51 | 34 |
| **Total** | **1,000** | **1,000** | **1,000** | **68** | **68** | **68** |

# Section 3 Policies and Procedures

The following sections outline the main policies that the school will follow and implement through this STP and are used to guide the selection and application of operations and programs at the school. Wherever a school operation or program meets any of these policies, these are to be implemented as far as practical. If a school operation or program conflicts with any of these policies, these should be reviewed.

## 3.1 Reduce Car Travel

The primary policy of this STP is to prioritise travel by means other than private vehicles. Through prioritisation of alternative travel modes, both kiss & ride activity and usage of on-site staff car parking will reduce. Non-car travel will be maximised through the provision of infrastructure and services to make public and active transport accessible and desirable. To further limit car usage, on-site car parking will not be available for students or parent, and will only be provided for a proportion of staff.

To achieve the target mode split (i.e., 50% of staff driving) as the school grows over time, it is recommended to introduce sustainable practices during early operational phases. This could involve implementing sustainable strategies such as rotational reservation or monthly first-come-first-serve bookings. It is estimated that the car park will not be operating at full capacity until the student population reaches over 1,000 students, in which the equivalent staff number would be ~68 (assuming a baseline staff driving mode split of 100% as shown in Table 3). Thus, these measures allow a gradual transition in travel behaviour as the number of staff grow, and as parking spots will be more limited as the school reaches full capacity. As part of the school's hiring process, it is suggested that staff should be made aware that on-site car parking is limited, and that alternative travel options should be considered as staff numbers reach the car park's capacity.

A reduction in car travel provides safety benefits by reducing the total number of vehicle movements around the site. The operation and efficiency of the kiss & ride zones would also be improved as the overall demand is decreased.

## 3.2 Prioritise Non-Car Movements and Access

To prioritise active transport modes such as walking, cycling, and public transport, movements and access to these modes will be favoured over private vehicle travel, encouraging safe usage while accommodating the increased demand. As part of this approach, shared path facilities on Fontana Drive, Cataract Road and Red Gables Road as well as additional crossings along Fontana Drive, Cataract Road and Pennant Way have been proposed to further facilitate active transport options.

## 3.3 Spread Travel Demands

To reduce the impacts of congestion for vehicle travel that does occur (including buses), the travel activity generated by the school is to be spread over time as far as reasonably practical. Distributing traffic over time reduces delays during kiss & ride activities and within the surrounding road network.

## 3.4 Manage Complex Transport Activities

To ensure all travel modes operate smoothly and safely around the site and the precinct, any transport activities which are particularly complex or intensively used should be actively managed by staff or by dedicated traffic controllers (as applicable).

This includes a management system for the kiss & ride zones and bus zones to ensure smooth and efficient operation of these facilities and promote safety for all users.

# Section 4       School Transport Operations

## 4.1    Site Transport Access

Figure 2 summarises the overall transport accesses for the site, including pedestrian and vehicle access points, the on-street bus bays, and the adjacent connections to the external network.

The primary school pedestrian entries are shown in Figure 2, with the main access to the primary school via Pennant Way, and secondary access via Fontana Drive. Bicycle storage areas are available adjacent to the primary school car park as shown in Figure 2 with a total capacity of 100 bicycles.for students and 6 bicycles for staff. Staff bike parking and end-of-trip facilities are available adjacent to the primary school car park. Vehicle access for the primary school staff parking and waste collection / servicing is accessed via Cataract Road as detailed below on Figure 2.

The pre-school pedestrian entry is located on Fontana Drive to the south-west of the site. Bicycle storage areas are available at the same location as PS bicycle parking with a total capacity of 6 bicycles.for students and 1 bicycle for staff. Vehicle access for the pre-school staff parking, parent pick-up and drop-off area and waste collection / servicing is accessed via Cataract Road to the south-east of the site, as detailed below on Figure 2.
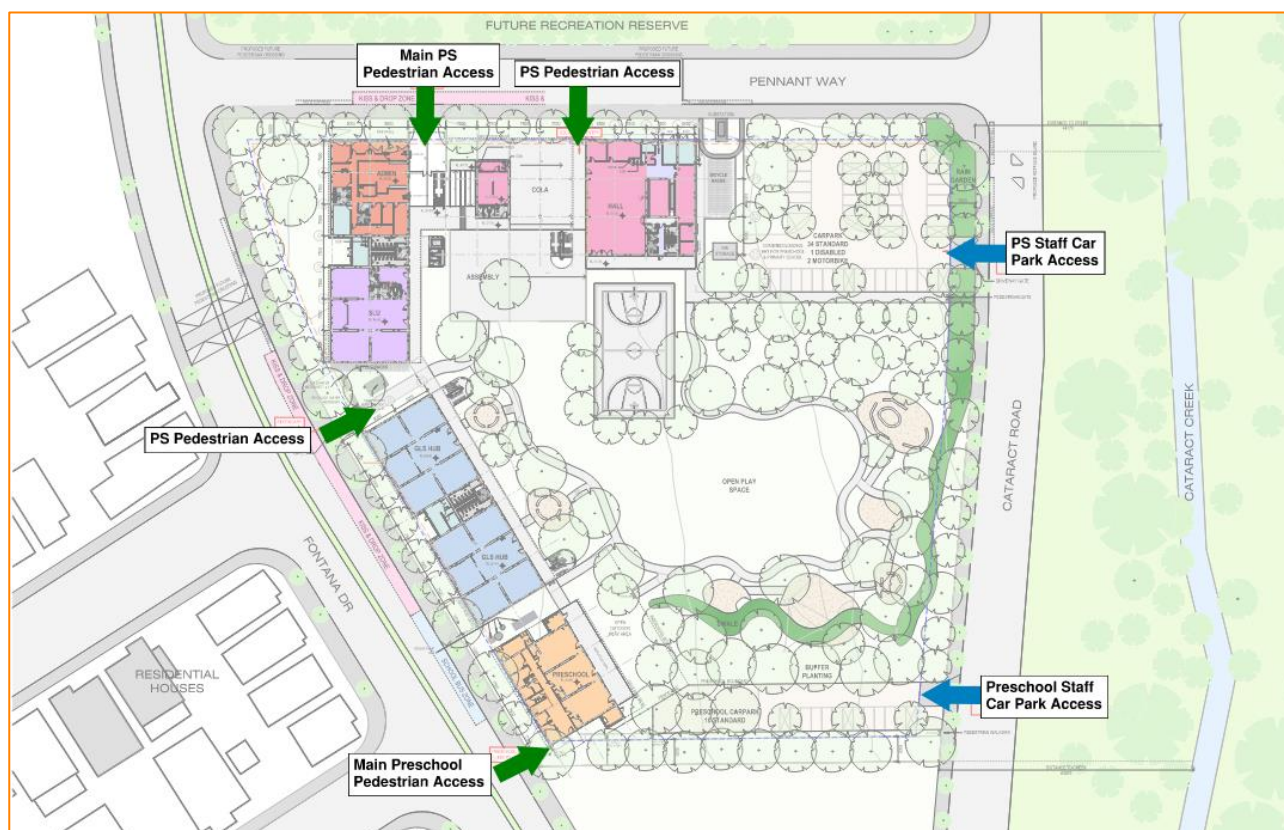


**Figure 2: Proposed Site Plan and Access Points**
*Source: Modified from architectus*

## 4.2    Transport Operations

An overview of the transport operations around the school site are shown in Figure 3. This includes the locations of the pedestrian crossings, bus bays, kiss & ride zones, as well as on and off-street parking. Each of these transport elements and their operations are described in detail in the following sections.
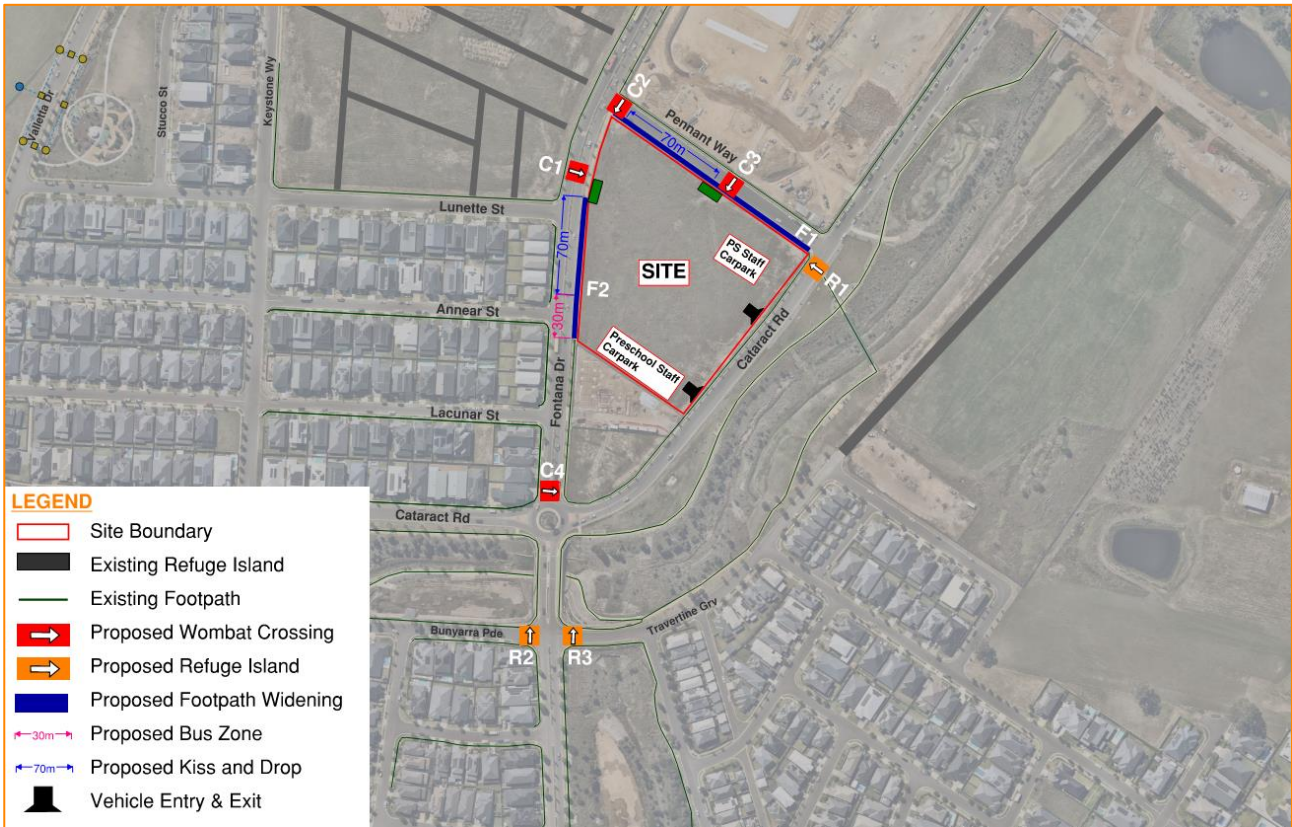
**Figure 3: Proposed Transport Operations**
*Source: Modified from architectus*

**Table 5: Proposed Public Domain Works**

| Item | Crossing Infrastructure | Type |
|------|------------------------|------|
| C1 | Fontana Drive (North) | Wombat Crossing |
| C2 | Fontana Drive / Pennant Way Intersection | Wombat Crossing |
| C3 | Pennant Way | Wombat Crossing |
| C4 | Fontana Drive / Cataract Road Intersection (North Leg) | Wombat Crossing |
| R1 | Cataract Road at proposed footbridge through riparian zone | Pedestrian Refuge |
| R2 | Fontana Drive / Bunyarra Parade Intersection | Pedestrian Refuge |
| R3 | Fontana Drive / Travertine Groove Intersection | Pedestrian Refuge |
| F1 | Pennant Way | Footpath Widening |
| F2 | Fontana Drive (along site boundary) | Footpath Widening |

## 4.3    School Bell Operations

To improve efficiency and reduce congestion within the precinct, the school bell times are to be staggered between the Santa Sophia Catholic College (north), Aspect school (directly south), New approved childcare (south) and the proposed primary school (subject site). This will allow the traffic movements (e.g., buses and private vehicles) of each school to be separated in order to reduce delays during kiss & ride activities and within the surrounding road network.

The bell times between Santa Sophia Catholic College, Aspect School, and primary school are to be staggered by a minimum of 10-30 minutes in the morning and afternoon as shown in Table 6. This is an **example only** of how the bell times of the proposed school could operate with respect to the nearby school, to stagger the overall travel activities and facilitate movements, based on a typical 6-hour school day. Nevertheless, final bell times are to be established prior to operation of the school.

**Table 6: Bell Time Difference**

| School | Bell Time (AM) | Time Gap | Bell Time (PM) | Time Gap |
|---|---|---|---|---|
| Santa Sophia Catholic College (K – 4)[1] | 8:00 am | | 2:20 pm | |
| Santa Sophia Catholic College (5 – 12)[1] | 8:15 am | **10 mins** | 2:30 pm | **10 mins** |
| Aspect School (K – 6)[2] | 9:00 am | | 3:00 pm | |
| New primary school in The Gables | 8:50 am | | 2:50 pm | |

The new childcare centre that will be constructed to the south of the site will typically operate between 7:00am to 6:00 pm. Given the difference in operations times it is considered the proposed primary school will have a minimal impact, as the drop-off and pick up times are outside of the typical primary school peak times.

Coordination and communication with all neighbouring educational establishments will be required to manage and reduce traffic and parking impacts.

## 4.4    Active Transport Operations

Active transport activity to and from the site will be self-managed by staff and students, with no off-site supervision. Additional controlled measures such as a shared path facility along Fontana Drive, Cataract Road and Pennant Way as well as three new wombat crossings and three refuge crossing will be available, to further promote the usage of active transport, and prioritise pedestrian movements to and from the school.

Sufficient pedestrian footpaths have also been provided in the vicinity to encourage students travelling to school on foot

As discussed in the previous section, the bell times between the new primary school, Santa Sophia Catholic College, and new Aspect School, will be staggered to ensure a smooth and organised flow of pedestrians, prioritising safety and minimising congestion during pick-up and drop-off times.

An overview of the pedestrian infrastructure that will be available prior to operation of the school is identified below in Figure 4.

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[1]Santa Sophia Catholic College – Bell times are confirmed via Santa Sophia's social website on 26 August 2024

[2]At the time of the writing, the Aspect School is currently in construction and operational times have not been confirmed. Bell times that are shown are a typical bell times from a similar Aspect School.



**Figure 4: Active Transport Infrastructure**
*Source: Nearmap*

## 4.5    Public Transport Operations

Public transport movements will be supervised at the Fontana Drive school pedestrian entry gate by at least one staff member in the afternoon pick-up period. However, there will be no supervision during the morning drop-off period as there is a more gradual influx of students compared to the conclusion of a school day.

Staff supervision duties at the school for students travelling to and from bus services will include the following:

- Monitoring student behaviour and discouraging unsafe conduct such as running and jaywalking.
- Assisting students in forming orderly queues while waiting for the bus arrival.
- As student and bus numbers increase, organise students into multiple queues if necessary.

As discussed in Section 4.3, bell times will be staggered between the primary school, Santa Sophia Catholic College, and Aspect School to optimise the efficiency of public transport operations, thereby ensuring the smooth flow of students and minimising congestion, although it is acknowledged the public transport usage by the primary school is relatively low.



**Figure 5: Public Transport Infrastructure**
*Source: TTW*

## 4.6    Delivery and Service Vehicle Operations

The loading area is to be used for any large or bulk goods such as canteen deliveries or waste collection. The loading area for both the primary school and the preschool will be shared in the primary school staff car park and the access to the primary school loading docks are available via Cataract Road.

Access in and out of the site at this location is readily available for vehicles up to and including 12.5 metres in length. The vehicle swept path for a 12.5-metre Heavy Rigid Vehicle (HRV) is illustrated in Figure 6 below.



**Figure 6: Service Vehicle Access for 12.5m Heavy Rigid Vehicle (HRV)**
*Source: TTW*

Subject to finalisation of on-street parking signage, the bus bay and kiss & ride areas along the northern and eastern frontages may be suitable locations for some deliveries during the middle of the day, in the case that the loading dock is already in use, and when those transport functions are not in use. Drivers are to observe and obey all regulatory signposting.

Wherever practical, deliveries will be scheduled with some spacing (~15 minutes) to avoid any conflicts and allow a buffer for unexpected delays.

Other considerations for the scheduling of deliveries include:

- Personnel to be available to meet vehicle drivers at the loading area, particularly for any large or new vehicles.
- Nominated external personnel (if available) to be logged and provided with induction information ahead of arrival if necessary.

- Relevant staff in departments or classrooms adjacent to loading areas to be advised of any scheduled activities which may be noisy or disruptive to classes.

Deliveries are to be scheduled with the school through the administration team.

## 4.7 Kiss & Ride Operations

Drop-off and pick-up facilities at schools can attract high volumes of private vehicles, with demands being generated in short periods of time in the morning and afternoon, creating risks of congestion in the road network.

As mentioned in Section 4.3, bell times of the primary school and adjacent school are proposed to be staggered by approximately 20 minutes so that the peak traffic periods will not overlap, therefore minimising possible congestion. Information regarding the school's pick-up and drop-off arrangements are to be distributed to inform and educate parents on the operational details and principles of the kiss & ride zones. Subject to actual operations, this information and messaging could include elements such as encouraging drivers to use a particular one of the two zones, to balance demands and reduce congestion.

It is typical to expect students and parents to self-manage and be legally obliged to act in accordance with the signposted parking restrictions. If any issues arise or are reported to the school, these will be directed to The Hills Shire Council or local police, who are responsible for the enforcement of on-street parking restrictions (including 'No Parking' or kiss & ride zones).

As the kiss & ride zones will be self-managed, it is important that the operation procedures and expectations are clearly and regularly communicated to parents and students. This may include driving up to the first kiss & ride space to maximise capacity, recirculating around the block if the student is not waiting and ready to be collected, and ensuring students get in and out of cars in a prompt and efficient manner. Refer to Section 6 which discusses communications in more detail.

## 4.8 Car Park Operations

Upon opening of the school with a lower student and staff population, demand may be less than supply. As staff numbers grow and car park usage reaches its capacity, car parking would be available for approximately 50% of staff.

To ensure staff can maintain the habit of choosing more sustainable mode of transportation, particularly as the school approaches its maximum capacity, sustainable initiatives such as rotational reservations or first-come-first-serve bookings (for details refer to Section 3.1) may need to be implemented to manage the parking demand as required.

Communications between the school and staff should also be maintained by various channels, such as newsletters and e-mails, to regularly notify staff on updates / issues regarding on-street parking, in the event that the 50% mode split cannot be achieved within the target timeframe. To prevent such issues, agency / authority consultations are to be regularly maintained to ensure sufficient alternatives are available for staff.

As per the policy of the DoE, the school will not provide student / parent or visitor parking spaces. As described throughout this STP, non-car travel will be encouraged and prioritised as the preferred travel mode. This will occur through the provision of infrastructure and services to make public and active transport accessible and desirable, so that students and visitors do not require designated on-site parking spaces. Any visitors who do choose to drive will be responsible for finding a suitable parking location and following all signposted parking restrictions and road rules.

A map and layout of the on-site car parking area, including accessible parking spaces, is illustrated in Figure 7. Parking spaces are not expected to be allocated to specific staff members.
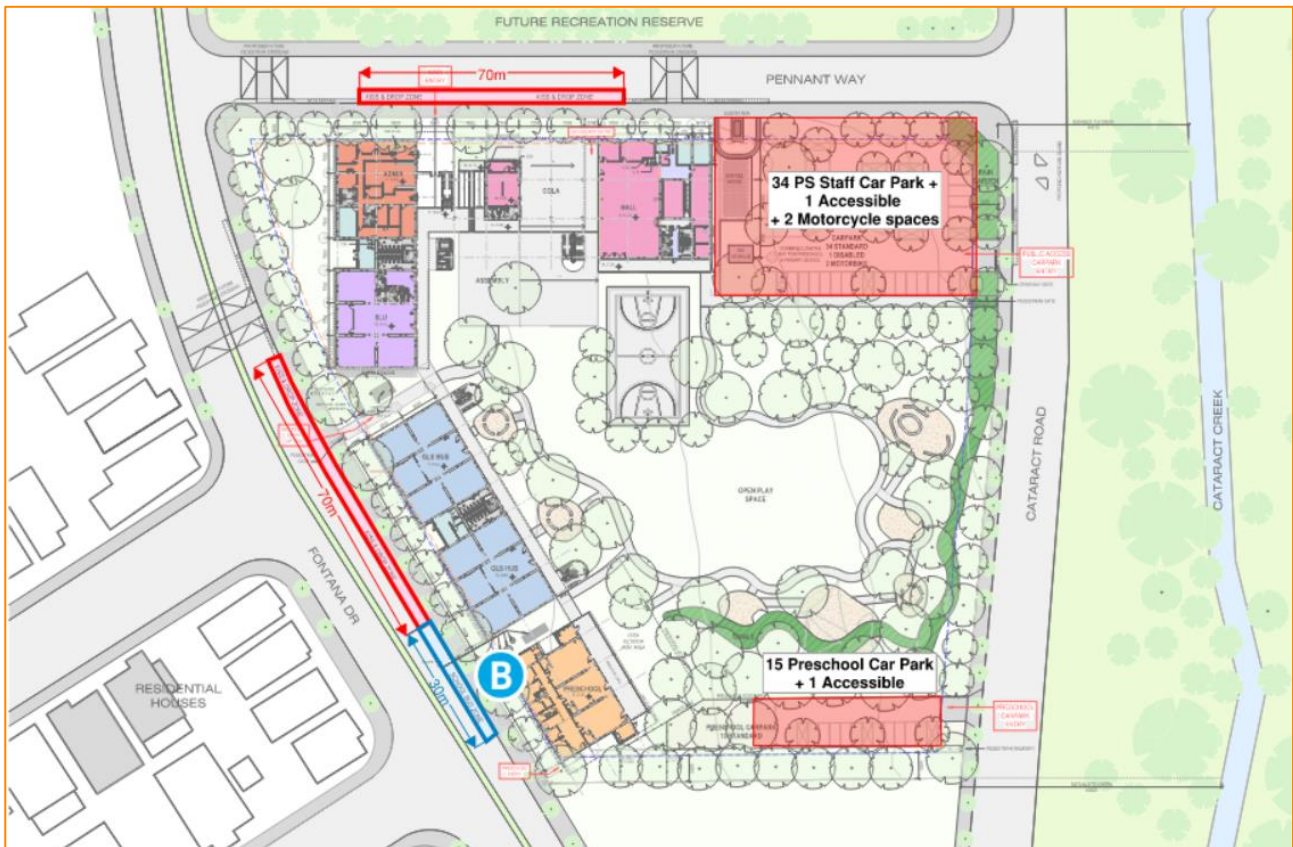
**Figure 7: Primary School and Preschool Car Parking Area**
*Source: modified from architectus*

## 4.9    Special Event Operations

The school is expected to conduct a range of special events including parent / teacher meetings, graduation assemblies, subject selection nights, and performance events. These events will vary in scale however may attract large numbers of attendees to the site, resulting in intense transport demands. For each large event (say, over 100 attendees expected) held by the school, site access and transport are to be considered as part of event planning. Travel Access Guides (TAG) may be issued to event attendees if relevant. As special events often occur out of typical school hours (weekends and evenings), plenty of on-street parking will be available surrounding the school site. It is noted that kiss & ride parking restrictions will not be in place outside of school hours, and so each of the road frontages adjacent to the school would be available for parking. It is also noted that the school contains a total of 51 parking spaces on-site (35 space for primary school and 16 for pre-school), which may be available during some special events, particularly for community events where school staff are not in attendance.

## 4.10    Emergency Vehicle Operations

Emergency vehicles are the highest priority vehicle type requiring access to the school. Emergency vehicles will access the site wherever and whenever required, which may include using facilities such as the bus zone if safe and legal to do so under Section 307 of the NSW Road Rules. Emergency vehicles can access both the primary school and pre-school via the vehicle accesses on Cataract Road, or alternatively utilise parking along Fontana Drive and enter via the pedestrian access points.

# Section 5 Sustainable Transport Encouragement Programs

This section details various strategies targeted at encouraging sustainable travel choices for students and staff at the school. The following programs and initiatives are to be implemented to achieve the visions and goals of this STP.

**Table 7: Transport Encouragement Programs and Activities**

| Program / Activity | Description and Target Outcomes | Frequency / Timing | Responsible Parties |
|---|---|---|---|
| **Travel Coordinator** | Subject to future arrangements by SINSW, a Travel Coordinator may be appointed for the site. This role's responsibility will be to further encourage sustainable transport measures (including the actions listed below), plus undertake all other elements of this STP. | TBC (target within 12 months of opening) | SINSW to advise and appoint a Travel Coordinator |
| **New Starter Kits** | It is important that all students and staff are aware of the travel options available to them. Particularly for new users, the default option may be to drive to the site if they are unfamiliar with the area.

To ensure that users are aware of their options, a TAG (further detailed in Section 6.3) and any other relevant information such as health and activity leaflets will be distributed to all users. Information could be included in induction or orientation packages for new staff and students. Inductions could also promote the benefits of cycling, walking and use of active transport for people's health. Furthermore, sustainable travel information may be shared via the school website or other online distribution (see Section 6.1). Users are more likely to engage in sustainable travel when provided information directly, rather than being required to seek it out independently. | Annually | Traffic engineer to produce updated TAG prior to operation. Travel Coordinator to develop (or arrange) future updates to TAG.

Travel Coordinator (or equivalent) to source and provide any additional health and activity leaflets.

The school to distribute leaflets. |
| **Periodic Reminders** | Bus and train schedules often change and may update regularly. Staff and students are to be notified of the changes that happen to ensure they will be equipped with most recent and accurate information. As such, periodic reminders will be necessary to improve accessibility to sustainable travel through ensuring accurate conveying of information. Details of this initiative can be found in Section 6.1.2. | Annually, or when any known changes occur | Travel Coordinator to stay informed regarding public transport scheduling or servicing changes and send out reminders as necessary. |

| Program / Activity | Description and Target Outcomes | Frequency / Timing | Responsible Parties |
|---|---|---|---|
| **School Website Information** | It is expected that the school's website will be regularly updated with the latest information regarding travel to and from the school. Students, parents, staff and visitors will be able to depend on the website as its central source of updated information. | Annually, or when any known changes occur | The school to update the website as needed. |
| **Travel Access Guide (TAG)** | The TAG is a leaflet providing information about the available safe and sustainable modes of travel in the local area for students and staff. Further details about the TAG are contained in Section 6.3. | Annually | Traffic engineer to produce TAG<br><br>Travel Coordinator to develop (or arrange) annual revisions of the TAG. |
| **Ride to School Day** | Various organisations and groups develop programs and events to encourage active transport. For example, Bicycle Network coordinates a National Ride2School Day each year. These events provide a good opportunity to encourage staff and students to participate in cycling, and each event can also assist in influencing the travel behaviour of others through general publicity and awareness. Events hosted at the school could include organised preferred cycling routes, bike safety programs, bike maintenance instructions, and more. | Annually | The school to participate in active transport programs and events. |
| **Bicycle Network Maps** | To encourage uptake of bicycle travel and ensure awareness of safe and convenient routes, a network map of available facilities and infrastructure could be issued to students. This could either be prepared by the Travel Coordinator (if available) or be requested from The Hills Shire Council. | Within 12 months of opening | Travel Coordinator to liaise with The Hills Shire Council |
| **Bicycle Sharing Schemes** | To increase accessibility to active transports, the school can provide means to encourage the use of bike rentals. As bike rentals are increasingly more popular these days, affordability and accessibility may serve as a barrier to use bike rentals. The school may initiate programs that provides subsidies. Alternatively, TfNSW could work with bike rental companies to give special discounts to students such as Opal concession cards. | Anytime | The school to come up with their own programs / TfNSW to liaise with bike rental companies for student discounts. |

| Program / Activity | Description and Target Outcomes | Frequency / Timing | Responsible Parties |
|---|---|---|---|
| **Bus Safety Week** | Bus Safety Week is an annual campaign which raises awareness for all road users on how to stay safe on and around buses, helping to reduce injuries and fatalities.<br><br>Bus Safety Week typically occurs each year in February.<br><br>The school will stay in contact with Transport for NSW and the local bus operator (Interline) to review and consider any promotional material or information that could be distributed to students and the school community. | Annually | The school to participate in the annual campaign.<br><br>The school to stay informed about the latest promotional material or campaign information to be distributed. |
| **Bus Network Maps** | To encourage uptake of bus travel and ensure awareness of available services, a network map of available school buses and public buses could be issued to students. This could either be prepared by the Travel Coordinator (if available) or be requested from Interline.<br><br>The school will also remain up to date with any proposed plans by TfNSW or Interline to increase the school or public bus services as the local area goes through future development. If the current public transport services are not meeting the demand, the school may consult with Council and TfNSW about potential upgrades to the offered services. | Within 12 months of opening | Travel Coordinator to liaise with Council / TfNSW |
| **Kiss & Ride Reminders** | To ensure good operation of the kiss & ride zones, reminders may need to be issued to parents about the management systems in place and the requirements to ensure correct usage. | Issue information on new arrangements within 1 month of opening | The school to issue reminders to parents as required. |

| Program / Activity | Description and Target Outcomes | Frequency / Timing | Responsible Parties |
|---|---|---|---|
| **Carpooling Pairing System & Incentives** | A strategy to encourage staff to carpool involves a pairing system that informs of other staff who live in nearby areas or along their travel route. Initiating this system may involve a meeting to provide an opportunity for staff members to discuss carpooling options, including coordination of staff by local area. Off-the-shelf alternatives such as the Liftango app may also be an option for staff to utilise.<br><br>A strategy to encourage carpooling further is to allocate priority parking spaces to those committed to carpooling. Priority parking ensures that carpooling staff will be able to park on-site, once demand grows and may exceed supply in future. This may act as an incentive for others to investigate carpooling opportunities. Priority spaces could also come with other benefits, such as a better location of configuration (such as good access to the car park exit). | Meeting within 12 months of opening<br><br>Incentives and programs to be ongoing | The school to initiate meetings and/or a system to pair up staff.<br><br>The school to provide incentives such as parking space allocation. |

# Section 6      Communications Plan

## 6.1    Channels

### 6.1.1    New Starter Kits

To ensure new travellers have information regarding all their travel options, a TAG should be provided. This brochure can easily be included as part of an induction or orientation package. This is especially important for travellers new to the area and who may be completely unfamiliar with the transport options.

### 6.1.2    Periodic Reminders

One method to enable periodic information sharing is to include a sustainable travel section within a school newsletter. The content may include details about new travel initiatives, mode share progress updates, upcoming events or changes, as well as reminding travellers about the importance of sustainable travel. It should also allow for feedback or questions regarding any travel-related concerns.

### 6.1.3    School Website

The school website is to be utilised to provide up-to-date transport information, and to provide a central source of information for students and parents. External visitors would also have access to the website.

## 6.2    Messages

Key points of information and typical messages to the school community could include:

- Advice to staff and parents about parking restrictions
- Transport goals, safety requirements, and parent expectations
- On-site bicycle storage areas and end-of-trip facilities
- School Student Transport Scheme (SSTS) and School Term Bus Pass availability
- Changes to local public transport routes (as they occur)
- Changes to local pedestrian and cyclist facilities (as the occur)
- Out of School Hours (OOSH) service start and end times
- Opal card reminders (to ensure students tap on and off even if public transport is free)
- Any available memberships or discounts
- How to contact the Travel Coordinator or governance committee

## 6.3    Travel Access Guide

The aim of a Travel Access Guide (or Transport Access Guide) is to present staff and students with information about the available safe and sustainable transport options in the local area. This action involves presenting this information in a simple and understandable manner through an educational brochure. Staff and students are more likely to change their travel behaviour after being made aware of the public and active transport options and how to utilise these alternatives safely and easily.

Recommendations for the brochure content includes bus routes (for staff travel, or for onward journeys for parents) and how to access these from the site. It should also include information about end-of-trip facilities, such as change rooms with showers and lockers for staff, and bicycle storage for staff and students. Additionally, safe bike routes to surrounding neighbourhoods for staff and students are included to further encourage active mode of transport. Information regarding application for free or subsidised public transport under the School Student Travel Scheme (SSTS) will also be provided.

Travel Access Guides can be distributed to staff, students and parents and can be developed in-house or by an external consultant. The brochure should also be accessible online through the school's website for visitors and ease of access.  A TAG should be developed according to the School Infrastructure template shown in Figure 8 and Figure 9.
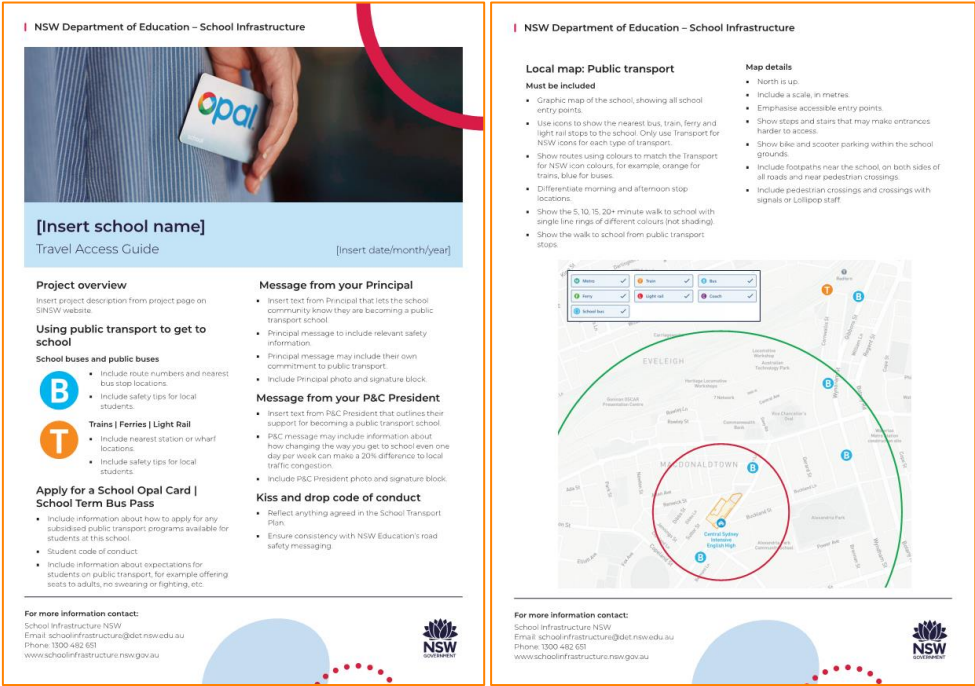


**Figure 8: Travel Access Guide Public Transport Template**
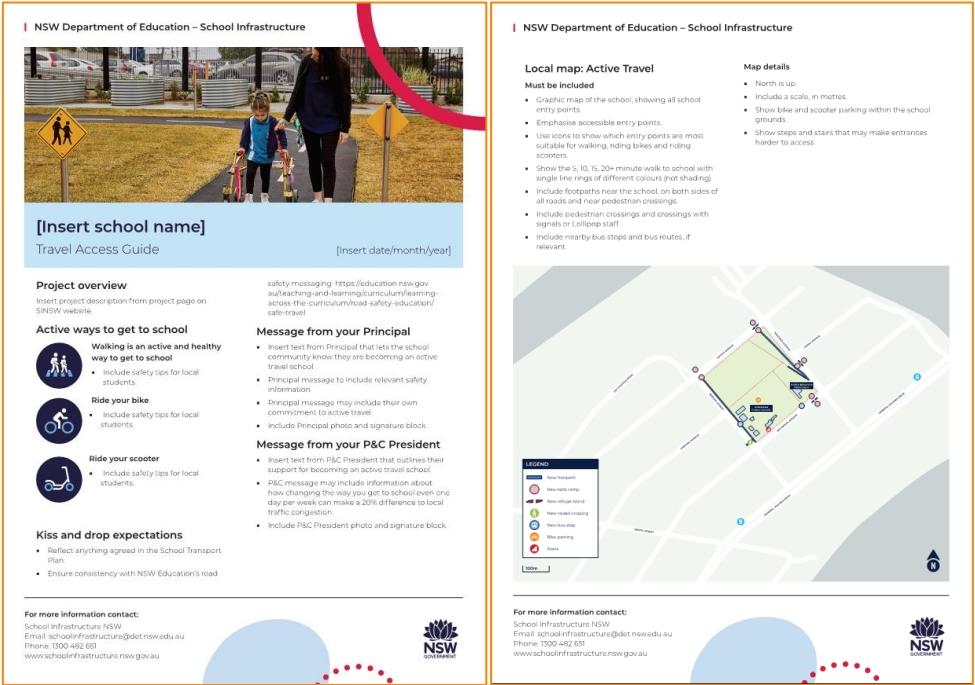*Source: School Infrastructure NSW*



**Figure 9: Travel Access Guide Active Transport Template**
*Source: School Infrastructure NSW*

# Section 7      Data Collection and Monitoring

A key component of STP success is program evaluation and ongoing improvement. This section includes consideration of how the school and community will be able to adaptively respond to meet the STP goals over time.

## 7.1     Data Collection

The school will collect the following data:

- Transport catchment:
  - GIS analysis of the school catchment boundary and current student locations should be undertaken whenever this STP is reviewed, using depersonalised student location data.
  - The school catchment should be assessed against the latest available public transport data available from TfNSW and the latest pedestrian and cyclist networks.
- Staff and student travel demand:
  - Annual questionnaires should be undertaken to accurately determine travel habits and transport usage.
- Transport audits and travel data:
  - When updating the STP, counts should be undertaken at the bus zone to review demand for individual bus services and to observe general operations. Feedback should be provided to TfNSW if necessary.
  - When updating the STP, counts and measurements should be undertaken at the kiss & ride zones (Pennant Way and Fontana Drive). Measurements should include average set-down times and total duration of operations. Observations should include any issues with queuing or problem points in the system.
  - When updating the STP, spot checks of staff car park capacity should be undertaken, to gain an understanding of trends in travel behaviour.
  - When updating the STP, pedestrian movement counts should be undertaken at all entry/exit points into the site, to accurately determine the spread of demand across the site and the local precinct.
- Transport events and initiatives:
  - Where the school hosts any transport events or initiatives (for example, a Ride 2 School Day), attendance rates at these events is to be recorded. Data should differentiate between students and parents, if appropriate.
  - Where these events involve or are relevant to external authorities such as Council or TfNSW, consider consulting with these authorities about the types of data to be collected, or share data with them once collected.
- Digital communication strategies:
  - Where available, data should be recorded on any available digital communication such as hit rates for travel articles on the school website, click-through of links provided through email or the school apps, or downloads of the Travel Access Guide.
  - Any digital communications that relate to specific events (for example, a Ride 2 School Day) should also include (if possible) data collection that can correlate digital engagement to event attendance.

## 7.2    Program Evaluation

The data collected as outlined in Section 7.1 shall be used to evaluate the STP performance as follows:

- Progress on mode share targets:
    - The outcomes of annual questionnaires are to be reviewed against the travel targets put forward in the most current revision of the STP at the time.
    - Where mode splits fall short of targets, initiatives and communications are to be reviewed in these areas. Targets could be shifted to other sustainable travel modes if appropriate (for example, low uptake of cycling could be better addressed with higher public transport targets).
    - Where mode splits have been achieved beyond the targets, these targets could be made more ambitious and some resources may be able to be re-directed to other areas.

- Bus network and operations:
    - Usage of the bus zone, in particular the usage and demand for different bus routes, is to be closely analysed with information provided to TfNSW for review. Services in high demand may need to be bolstered with additional services, subject to TfNSW servicing capacity. Services with low demand may be able to be re-routed or adjusted to better suit the overall population.

- Car park occupancy:
    - Usage of the staff car park is to be closely monitored (as described elsewhere in this STP), in order to understand demand for on-site car parking over time.

- Engagement with school transport articles and links:
    - Varying types of articles and links should be reviewed (where possible) for engagement and success. For example, "bite-sized" pieces of information might have more engagement with particular audiences or content, and longer form "articles" may have success in different areas.

## 7.3    Documentation Updates

This STP, and other associated documentation (such as the TAG) are to be reviewed regularly and updated as required. It is recommended that this occurs 12 months after opening the new school, and then every 2 years.

The review and update process shall include:

- Updating to reflect any travel-related changes in the local area such as bus services, new cycle routes or pedestrian crossings (this should occur as changes arise).
- Reviewing progress against the proposed mode share targets and update targets if required
- Identifying any shortfalls in the STP and updating sustainable initiatives and programs to address these shortfalls.
- Distributing an updated travel mode survey to all staff and students. Collect data including residential postcodes to inform where staff and students are travelling from.
- Consulting with staff, students and parents to understand travel behaviours and any barriers and facilitators to shift to sustainable travel.
- Adjusting initiatives and targets based on the updated survey results and in response to any issues that may arise.

# Section 8     Governance Framework

## 8.1    Travel Coordinator

Transport programs must be implemented to achieve travel behaviour change. The school principal and teachers are not travel coordinators, so a dedicated role must be provided to implement and manage these programs.

To ensure that the ongoing review of this STP is carried out as expected, responsibility of this task will be allocated to a specific staff member or Travel Coordinator. This staff member could form a sustainability group that will assist in updating the STP and champion the travel initiatives. Responsibilities of the Travel Coordinator may include:

- Liaise with the school principal as the nominated transport representative for the school

- Liaise with other internal stakeholders

- Coordinate communications and publications to staff and students as required

- Directly oversee implementation of transport programs where relevant

- Consult and engage external parties to implement transport programs where relevant

- Liaise with the Contractor prior to the construction phase to review and approve proposed construction traffic and access methodologies

- Liaise with the Contractor during the construction phase to maintain safe operations at and around the site

At time of writing, arrangements for this role are under discussions between the school, SINSW, the Department of Education, and TfNSW.

In the interim period until a Travel Coordinator is appointed, the school will endeavour to undertake the STP procedures and initiatives on an ongoing basis.

## 8.2    Internal School Working Group

An internal school working group is recommended to be formed to support the Travel Coordinator and other important school leaders. The group may include the following relevant stakeholders:

- School Principal

- Other school Executive Staff as relevant

- Road Safety Education Officer

- Asset Management

- Grounds Management

- WHS Representative

- P&C

This group must meet on a regular basis (~ quarterly) within the first 12 months of operation. Following this, the group is recommended to meet annually or as needed.

## 8.3   External Transport Working Group

An external Transport Working Group (TWG) provides a forum for discussing transport-related issues and seeking opportunities for improving the traffic and transport systems at the school. The group consists of stakeholders including Council, TfNSW and local bus operators.

It is recommended that this group meet after the first six months of operation to review the initial progress of the STP and the various transport operations at the school. The Travel Coordinator (once available) will organise and chair these meetings.

Items to be discussed within this group may include the following:

- Progress of achieving the goals of the STP and implementing recommended programs and strategies
- Operation of kiss & ride zones and any impacts to local traffic
- Usage of on-street parking by staff or students and any impacts to community
- Usage of the bus zone, taking note of capacity along the different public and school bus routes

# Section 9     Mitigation Measures

An overall summary is provided below to outline the infrastructure upgrades and operational measures to be implemented as part of this REF to mitigate its impacts. All mitigation measures listed have been included in the design proposal for this REF; no measures need to be further investigated

**Table 8: Mitigation Measures**

| Project Stage Design (D) Construction (C) Operation (O) | Mitigation Measures | Section reference |
|---|---|---|
| Operation | Staggering of bell times between the Santa Sophia College times and the new primary school, indicatively by approximately 20 minutes (timing subject to confirmation once the schools are operational) | Bell times – Section 4.3 |
| Design / Operation | **School Transport Operation**<br><br>▪ Four new wombat crossings and three new pedestrian refuges will be provided within the vicinity of the site to encourage students to travel safely to school on foot<br><br>▪ School staff will supervise students that are using public transport to travel to the school at the pedestrian gate entry for student safety.<br><br>▪ Delivery service vehicle will be scheduled with some spacing to avoid any conflicts and allow buffer for unexpected delays. All deliveries are to be scheduled with the school through the administration team<br><br>▪ Kiss and ride operation will be self managed by students. However, it is important that the operation procedures and expectation are regularly communicated to parents and students.<br><br>▪ The car parking would be available for 50% of PS staff. Sustainable initiatives will need to be implemented to manage the parking demand as required. | School Transport Operation - Section 4 |
| Operation | Staff and students are encouraged to use a more sustainable travel choice to travel to the school. Programs and initiatives, such as travel coordinator will be discussed in further detail when the school is nearing completion to achieve the vision and goals of the School Transport Plan. | Sustainable Transport Encouragement - Section 5 |

| Project Stage<br>Design (D)<br>Construction (C)<br>Operation (O) | Mitigation Measures | Section reference |
|---|---|---|
| Operation | Implementation of a School Transport Plan (noting a Preliminary version has been prepared by TTW and submitted separately with this REF), including:<br><br>▪ Regular communication and reminders to the school community<br><br>▪ Regular monitoring of school operations and traffic conditions around the site. For example, if certain points along the road network are becoming congested, the school can encourage parents to use alternative approach routes and/or kiss & ride zones to spread vehicular traffic (refer to Section 9 for discussion of multiple kiss & ride zones)<br><br>▪ Regular data collection and monitoring of transport strategy progress<br><br>▪ Publishing a Travel Access Guide<br><br>▪ Seeking a Travel Coordinator for the school (subject to availability); and<br><br>▪ Maintaining a governance framework between SINSW, Council, and TfNSW.<br><br>▪ Seeking additional bus services to the site, through coordination of enrolment and depersonalised location data with Transport for NSW on an ongoing basis. | Communication Plan – Section 6<br>Travel Access Guide - Prepared following approval |