

**NSW Department of Education**

# New High School for Googong

## School Travel Plan

Reference: Draft Rev C

| 05 February 2025

This report takes into account the particular instructions and requirements of our client. It is not intended for and should not be relied upon by any third party and no responsibility is undertaken to any third party.

Job number

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# 1. Transport goals

## 1.1 Vision and objectives

A School Transport Plan aims to manage travel demand during construction and to govern travel to school throughout post-occupancy. The following objectives have been developed in order to support this overarching aim:



### Meet school travel demand

To proactively identify and meet school travel demand safely, efficiently and sustainably deliver transport infrastructure to meet school travel demand.



### Education

To empower children and young people to be safe road users now and into the future.



### Maximise active and public transport modes

To maximise the use of active and public transport modes in a safe transport environment to reduce car traffic before and after school start and end times.



### Road networks

To relieve pressure on road networks around schools and reduce local traffic congestion and parking impacts, outline required infrastructure and operations to be delivered prior to occupancy, and resolve issues early in the school master planning, schematic design and business case stages.



### Safe travel

To enhance connectedness to neighbourhood and community through safe travel to and from school to reduce risk of injury or harm to students as they travel to and from school.



### Collaborative

Identify opportunities to work with state or local government authorities, share travel demand and transport initiatives, and engage transport agencies to seek or improve existing transport networks.

## 1.2 Mode share targets

### 1.2.1 Mode share scenarios

Transport facilities will be provided according to the worst-case scenario (base case). Vehicle facilities are provided according to the baseline mode share scenario. Active transport facilities have been provided to accommodate the reach scenario.

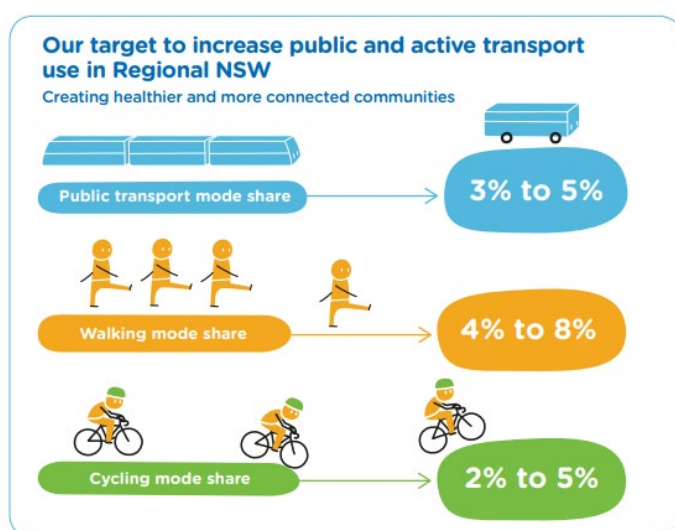
**Table 1. Student enrolment target and staffing requirements (provided by NSW Department of Education).**

Students	Staff	Total
700	55	755

**Table 2 Description of mode share scenarios**

Scenario 1 Baseline (Do Nothing)	Scenario 2 “Medium” active and public transport mode share	Scenario 3 “Reach” active and public transport mode share
<ul style="list-style-type: none"><li>Reference made to existing mode share of comparable schools</li></ul>	<ul style="list-style-type: none"><li>Inclusion of active transport (e.g. bike bus) and carpool programmes to achieve lower kiss-and-ride utilization</li><li>Improvement of walking environment, including addition of wombat crossings, complete footpaths along popular routes to provide a safe environment for active travel</li><li>Introduce local recruitment strategy, travel training and staff recognition programs to encourage use of active and public transport</li></ul>	<ul style="list-style-type: none"><li>Encourage parenting community that support children walk and ride to school</li><li>Provision of enhanced school bus services to further reduce the kiss-and-ride demand</li><li>Behavioural change measures to encourage active transport</li><li>Car pooling system for staff to reduce car usage</li><li>Parking management scheme which would discourage the use of single occupant car travel to the site while incentivising employees to travel by alternative modes of transport.</li></ul>

These have been informed by NSW Government targets to increase public and active transport mode share in Regional NSW (see Figure 2).



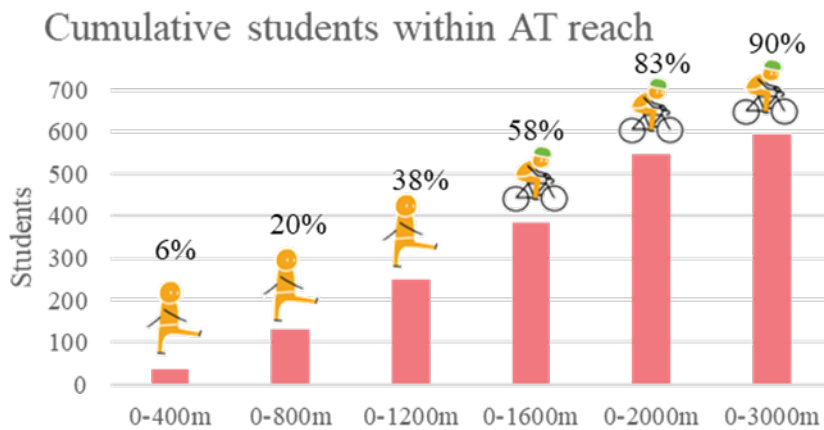
**Figure 1 NSW Government mode share targets**

### 1.2.2 Baseline travel survey

Jerrabomberra HS hands-up survey and active transport catchments have been used to help set the baseline mode share. The proportion of students within walking distance (0 – 1,200m) and cycling distance (0 – 3,000m) are shown in Figure 41.

Between baseline and reach cases, there is reduction in car mode share of approximately 30%.

This is offset by significant increases in walking and cycling mode share due to both infrastructure improvements and community support programs.



**Figure 2. Cumulative students within active transport (AT) reach to inform the baseline mode share for the new high school for Googong**



**Figure 3. AM and PM mode share targets and scenarios**

### 1.2.3 Staff mode share

2016 Journey to work data and travel survey of Jerrabomberra HS staff (Dec 2024) are found to have comparable mode share, with higher rates of carpooling for teachers and staff compared with the general workplaces. This suggests that initiatives can be an effective initiative for staff commuting to the school.

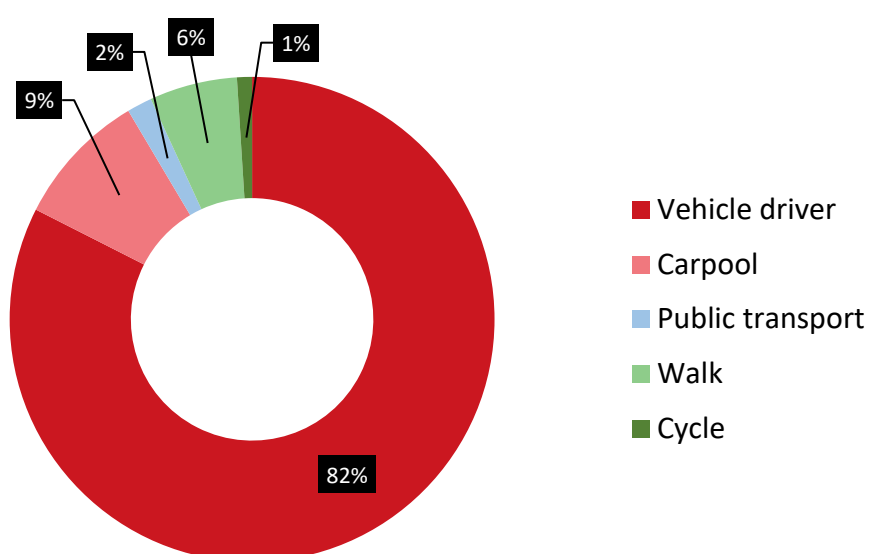
Mode share in adjacent SA2 areas including Karabar, Jerrabomberra and Queanbeyan were found to be consistent with the Queanbeyan Region where the new high school for Googong is located.

**Table 3. Comparable mode share using journey to work data and travel survey for Jerrabomberra High School staff (ABS Census, 2016).**

Mode	2016 JTW mode share	Jerrabomberra HS mode share
Vehicle driver	87%	82%
Carpooled	5%	9%
Public transport	2%	6%
Walking	6%	3%
Bicycle	1%	-
Total	100%	100%

#### Staff mode share targets for all scenarios:

- Vehicle driver and carpool targets are set to achieve a similar mode share in Jerrabomberra HS staff survey.
- Walking, cycling and bus mode share will be based on journey to work data. Planning of the future bus routes required to service the New Googong High School commenced between SINSW, TfNSW and local bus operators during the RTA and are still underway.
- It is assumed the travel mode share remains unchanged for staff across the three scenarios.



**Figure 4. Staff mode share targets for all scenarios.**

1.3 Links to other application documentation

Link to other application documentation are set out below.

Table 4 Links to other application documentation

Item	Links to other application document
Green Star achievement	Transport Assessment
Consultation Plan	TBA
Change Management Plan	TBA
Risk Assessment	TBA



## 2. Policies and procedures

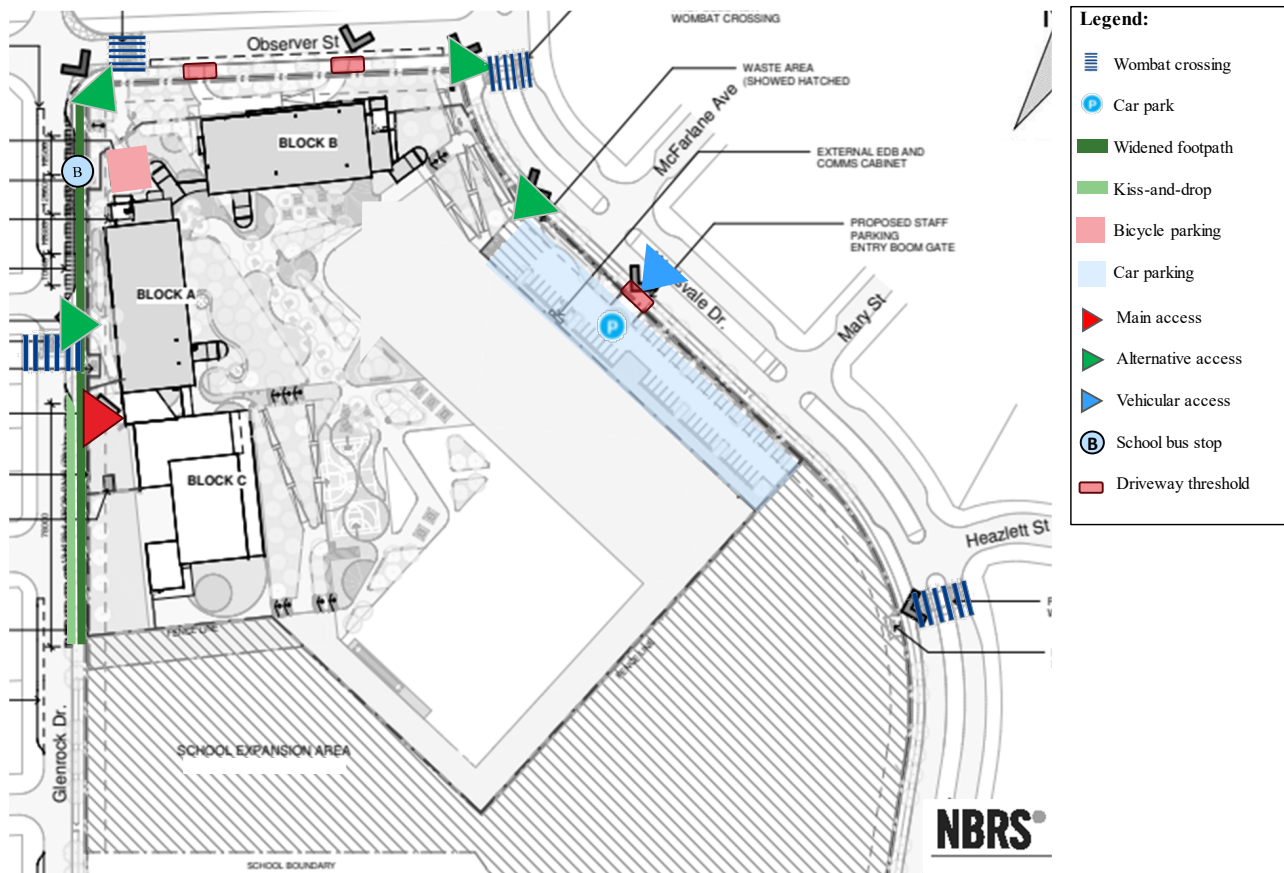
Relevant policies and procedures are set out in the table below.

**Table 5 Policies and procedures**

Document	Document Purpose	Relevance to project
Queanbeyan Bicycle and Pedestrian Facilities Plan (Queanbeyan-Palerang Regional Council, 2020)	<p>Outlines the provision of bicycle-related infrastructure</p> <p>Prioritise routes and works into an implementation plan</p>	<p>Pedestrian path widenings and new crossings</p> <p>New pedestrian footpaths and shared path connections</p> <p>Cycleway widenings</p>
Googong Neighbourhood 2 Township Traffic Report (Calibre Consulting, 2017)	Road type cross sections	Proposed road sections at Observer Street, Glenrock Drive, Harvest Street, and Horton Street
Googong Development Control Plan 2010 (Queanbeyan-Palerang Regional Council, 2010)	Provides general controls and masterplans for development	<p>Road classifications and hierarchy</p> <p>Planned town centre located to the north of school site</p> <p>Existing and planned pedestrian and cycling facilities and connections</p> <p>New bus stop proposed directly at the eastern frontage of the new high school for Googong on Wellsvale Drive, providing access to different neighbourhood centres within township</p>
Queanbeyan-Palerang Regional Integrated Transport Strategy (Queanbeyan-Palerang Regional Council, 2020)	Explore opportunities to guide investment commitments for the future neighbourhood, road, public and active transport networks	<p>Old Cooma Road extension from Googong to Ellerton Drive</p> <p>On-road cycling and off-road shared path to connect Googong and Queanbeyan</p> <p>Improve pedestrian and cyclist crossings and kerb ramps near schools</p> <p>New footpaths around schools</p> <p>Opportunities for new bus services and park and ride facilities to connect Googong to Jerrabomberra and ACT.</p>

### 3. School transport operations

#### 3.1 Proposed site transport



**Figure 5 Proposed site transport**

Proposed site transport provisions are located in the figure above. This include:

- Bus stop for school services to be provided at Glenrock Drive southbound near pedestrian access and High School access. This is separated from Kiss-and-ride to reduce conflict with queued traffic. A 30m long bus zone is required for a standard bus stop (NSW Gov, Road Rules 2014, Rule 195). Design shows 38m long bus zone planned. Students will be expected to wait within the confines of the school until bus arrival.
- 17 Kiss and drop bays, 133m in length along Glenrock Drive.
- A separate 10m long accessible space for kiss and drop has been allocated to the south of the bus zone.
- Wombat crossings and kerb blisters installed to narrow traffic lanes and promote visibility of pedestrians.
- Secure bicycle and scooter racks for student and staff parking.
- 55 staff passenger vehicle parking spaces allocated.

Operational considerations are described in Table 6. Proposed behavioural strategies for staff and students are described in Table 7.

**Table 6 Day to day operations of the new high school for Googong**

Transport Infrastructure	On-site	Adjacent to site	Management measures
Site entries, pedestrian, and vehicle	Wellsvale Drive: 3 pedestrian accesses 1 vehicular accesses (same access for staff parking and service vehicles) Glenrock Drive: 3 pedestrian access	n/a	Staff monitoring during bell time, including staggering for the bus stops.  Cycle parking within the confines of the site, in line with 'reach' scenario mode share
Kiss-and-drop	n/a	17 kiss-and-drop bays will be provided on Glenrock Drive and a supplementary accessible 10m long kiss and drop bay will be provided south of bus stop on Glenrock Drive.	Parents will be informed to remain within their vehicles in the kiss and ride area at all times and they may stop for up to a maximum of 1 minute for the AM and 2 minutes for the PM
Buses	n/a	Regular bus (for potential new route) to be evaluated for Wellsvale Drive. School bus stop on Glenrock Drive.	Staff monitoring during bell time
Parking	55 car parking for staff	n/a	n/a
Delivery and service vehicles	Loading bay, service vehicle and Council garbage truck access from driveway and parking facility on Wellsvale Drive.	n/a	n/a

**Table 7 Behavioural change strategies**

Behavioural change objective	Strategies
Promote Active travel	<p>New starter kit with transport policies, transport access options for student induction</p> <p>In-class "Active Travel to School" education</p> <p>Independent travel training to walk/ ride or travel with a buddy</p> <p>Walk/Ride to school day and "Walk Part Way to School" programme</p> <p>STEPtember</p> <p>Walk Safety to School Day</p> <p>Gamification</p> <p>Cycle parking</p> <p>Walking school bus/ bike bus</p>
Promote public transport	<p>SSTS "tap on"</p> <p>School bus enhancement by providing additional stops and potential tweaking timings of existing bus services</p> <p>New starter kit with bus schedule</p>
Reduce driving	<p>Carpool matching / incentives</p> <p>Remote car parking</p> <p>Remote kiss-and-drop</p>

## 4. Communication plan

### 4.1 Channels

Communications will be developed, and information sessions will be made available on top of information packs being issued to the families and covering access. There will be information packs going out addressing how students can travel to school through the various modes.



Onboarding letters to parents



Reporting mechanism (non-emergency policy hotline 131444)



School newsletter



Brochures for Kiss and Ride safety tips



School website's travel page



Kiss and Traffic Safety door sticker

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### 4.2 Messages

Information packs and other communications channels can include short content about:

- Principal's message about transport goals and expectations
- List of transport access modes with maps
- Method to report transport issue with links
- Kiss-and-drop arrangement as well as guidance and rules to abide by
- Safety tips for students and parents
- Encourage the use of sustainable transport modes by promoting walking, cycling and using public transport and car sharing rather than single occupant car travel
- Useful links including trip planner, SSTS and safe school travel

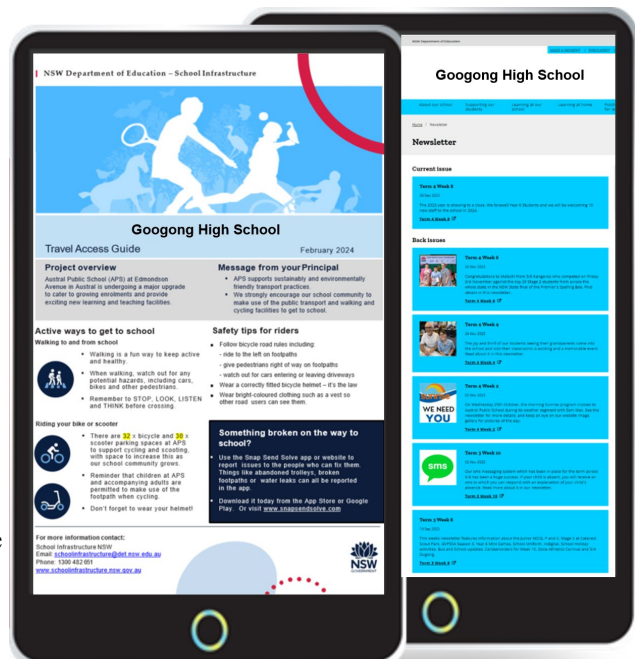
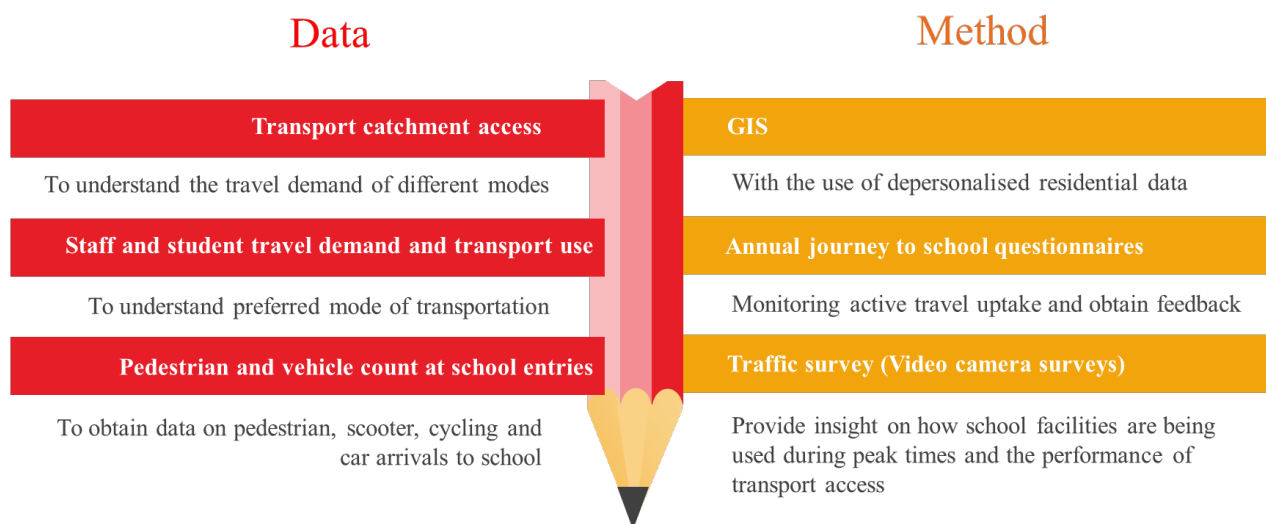


Figure 6 Sample layout of a school travel guide

## 5. Data collection and monitoring

### 5.1 Data collection

Successful implementation and evolution of the School Travel Plan is contingent on collecting data on how students and staff travel.



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### 5.2 Program evaluation

Proposed evaluation strategies are set out in the table below. Phases 1 and 2 separately defined for each strategy, and do not represent a fixed period in time.

**Table 8 Program evaluation strategies**

Strategy	Target mode	Phase 1	Phase 2	Responsibility
Encourage new students to use active/ public transport when travelling to/from school during orientation periods.	Active transport, Bus	Organising material outlining active transport routes to school and provide relevant resources from TfNSW	Review material and uptake of active transport for new students after one term	School
Promote Walk Safely to School day and Ride2School day	Active transport	Raise awareness of the events and potential health and wellbeing benefits leading up to the day	Review student participation in the events annually	School
Organise bike and scooter education, run a bicycle use, maintenance and safety training program with students.	Cycling, scooting	Organise as suited to high school students	Review performance of bike and scooter education based on general feedback from students and support an increase in uptake	School
Carpooling where the school raises awareness of reputable services for parents to organise	Car	Carpooling occurs organically over time between parents	Carpooling occurs organically over time between parents	Parents and carers

Strategy	Target mode	Phase 1	Phase 2	Responsibility
Bus pooling to pair students for bus travel, where the parents are able to facilitate these connections	Bus	To occur organically over time between parents	To occur organically over time between parents	Parents and carers
Students buddy up to travel sustainably	Active transport, Bus	To occur organically over time between parents	To occur organically over time between parents	Parents and carers
Walking school bus that runs along planned walking routes at set times	Walk	To occur organically over time between parents	To occur organically over time between parents	Parents and carers
Articles on school E-news app to include travel tips for students	Active transport, Bus	Organise transport information to be included on the app	Review relevance of information and determine additional information students and parents may want to be informed on	School
Staff organised carpooling system	Car	To occur organically over time between staff	To occur organically over time between staff	School staff
Staff recognition programs	Active transport, Bus	Keep staff members informed about transportation-related initiatives, updates on public transportation routes or schedules, and success stories of colleagues who have adopted alternative modes of travel.	Implement recognition programs to acknowledge and celebrate staff members who consistently use active or public transportation. This can help foster a sense of community and camaraderie among staff members who share similar transportation choices.	School staff

### 5.3 Reporting findings

The extent of and responsibility for reporting on the outcomes of the School Travel Plan are outlined in Table 6.

**Table 9 Reporting findings: Roles and responsibilities**

Reporting	Responsibility
<ul style="list-style-type: none"> <li>Conduct questionnaires and surveys annually and compare results to determine the proportion of persons travelling to/from the Site by each transport mode twice yearly in the first year as far as practicable.</li> <li>Analysis and assessment of monitoring data collected to identify challenges preventing the school from achieving their targets and prepare strategies to address these challenges.</li> <li>Review information regarding participation in active travel programs to increase sustainable transport use.</li> <li>Undertake community consultation to gauge feedback regarding implemented strategies and areas for improvement to further encourage the use of alternative modes of transport.</li> <li>Document progress or deficiencies during Action Plan delivery.</li> <li>Review updated depersonalised data from the Department of Education with GIS analysis to decide any additional improvement measures needed to accommodate the change to catchment analysis.</li> <li>Periodic on-site review of facilities such as the short stay parking area, and bicycle racks.</li> </ul>	Travel Plan Coordinator (TPC)
<ul style="list-style-type: none"> <li>Report transport issues / missing links via web tools or apps.</li> </ul>	Students / parents
<ul style="list-style-type: none"> <li>Install (additional) infrastructure (i.e. bus shelters) to accommodate sustainable transport demand.</li> </ul>	TfNSW

## 6. Governance framework

### 6.1 Travel Plan Coordinator (TPC)

A dedicated TPC will coordinate and monitor all travel plan activities to ensure the targets and objectives specified within the STP are met. The school will assign an administrative staff member to this role. External support will be sought as required to assist this role.

**Table 10 Suggested monitoring activities to be undertaken by a Travel Plan Coordinator**

Monitoring strategy	Monitoring activity	Timeframe
Travel survey	<p>TPC to coordinate and review all required steps to undertake surveys for staff and students (parents) to fill out on their travel patterns.</p> <p>Surveys, at discretion of TPC, can be 'hands up' printed copies or suitable online base; e-correspondence (Email), Survey Monkey®, Microsoft Forms®, etc.</p> <p>Surveys recommended to be undertaken during Terms 1 to 3 when students of all levels are in attendance. They should be taken outside the first week and last week of term to minimise the number of students that may be on holiday.</p>	Twice yearly for the first year of operation
Walking, cycling and scooting arrival data	TPC to undertake an observational gate mode share survey to obtain data on pedestrian, cycling and scooting use to support the travel survey. This may also be undertaken through an external survey provider.	Annually
Observations and notes	TPC to conduct site visits of the school's transport systems and report on operations of buses and other issues.	Once mid-term after opening and annually thereafter
Consultation with TfNSW and Council	Using the travel coordination meetings, the TPC should discuss any issues that have been raised to these bodies such as bus demand, parking issues or pedestrian path concerns.	Two occasions after the start of the Stage 1, then as required
Consultation with the Parents and Citizens (P&C) group	TPC to organise question and answer (Q&A) events with the P&C to broadcast travel issues and obtain feedback.	Twice yearly
Identify any school parking demand that spills out beyond the Kiss and Ride area	Car parking demand surveys (undertaken during and after school hours) on; Observer Street, Wellsvale Drive, Harvest Street, McFarlane Avenue, Mary Street, Heazlett Street, Bobac Street, Zenith Street, Lanham Street, Horton Street, Leader Street, and Verity Street.	Twice yearly
Records, data collation, evaluation	Performance report including outcomes and analysis of conducted surveys, on-site observations and monitoring mode of transportation (mode share targets).	Annually



## 6.2 Internal school working group

The internal stakeholder group is formed with the school community prior to construction commencement and initially formed during the Consultation Stream 3 during the transport options development.

## 6.3 External transport working group

For the external stakeholder group, the Transport Working Group is formed in consultation, during the transport options development to govern transport issues and opportunities during the implementation of the Travel Plan.

**Table 11 Suggested tasks to be undertaken by an external transport working group**

Task	Responsibility
Reviewing bus operation efficiency including service catchment, route planning, occupancy, scheduling to provide sufficient and reliable service to people attending to school. Collaborate with the working group and provide feedback on operational challenges, suggest improvements and strategies to maximise the efficiency of services.	Bus operators (CDC) / TfNSW
Collaborate with the working group to establish budgets, allocate funding to upgrade transport services and infrastructure.	TfNSW
Collaborate with the working group to enhance safety of travel. Plan and develop infrastructure related to school transportation, such as bus stops, dedicated school bus lanes, and safe pedestrian pathways around the school. Potentially introduce and enforce parking restrictions around the school.	Queanbeyan-Palerang Regional Council
Share project information with TWG in order to increase awareness of upcoming projects in the planning phase to minimise surprises when planning applications are made. Work through solutions to risks and problems raised in the TWG forum to enable improved planning applications that respond to the needs of all parties in a transparent and positive way.	NSW Department of Education

## 7. Implementation checklist

Item no.	Action/ description	Responsibility
<b>1. General</b>		
1.1	Establish a centralised TPC who is to take responsibility for the ongoing review and monitoring of this Plan. This person(s) shall also provide direction to staff/parents in relation to specific requirements arising from the Plan.	Department of Education (DoE)
1.2	Provide 'Travel Welcome Pack' for newly employed staff, highlighting alternate modes of transport other than the use of a private vehicle.	TPC
1.3	Review of School Travel Plan as a regular item on the agenda of staff/management meetings.	Staff
1.4	Preparation of a Transport Access Guide (TAG) and review following changes stipulated by the TPC.	TPC
<b>2. Promoting Active Travel</b>		
2.1	Promote Walk to Work Day and coincide with participation in "Walk Safely to School" Day. It would encourage alternative modes of transport. Older students can be paired with younger students who live close together to walk to school as a pair or group.	TPC
2.3	Develop further school-specific activities designed to get people moving with reward participation. For example, a competition to see which staff and/or students/class in each year can get the most 'steps' in a given time period; similar to 'Steptember' activities.	TPC
2.4	Encourage volunteers to organise a 'walking school bus'. This allows for students to travel to school in an organised group guided by at least two (2) adults. This would require liaising with the TPC. Similar events may also be held for students cycling or scooting.	TPC/ parents
2.5	Including the 'Cycling as sport' as a sport unit option to promote road safety knowledge and skills.	School
2.6	Holding bike maintenance workshops during Ride to Work/School Day or introducing as a component in Design and Technology classes.	School
<b>3. Promoting Public transport</b>		
3.1	Display route maps and timetables (for services within 5 minutes walking distance) in high trafficked areas within the school.	TPC / DoE
3.2	Advocate for TfNSW to improve public transport services in response to increased development within the surrounding area.	TPC / DoE
3.3	Update this Plan and TAG to reflect changes to any bus routes and service times.	TPC
3.4	Undertake a review to promote initiatives for staff using public transport. This may include a review of potential tax incentives for Government employees that use public transport.	TPC
3.5	Promote the use of public transport for students with a rewards scheme. i.e., students are provided incentives to travel to and from the school by public transport (e.g. canteen voucher).	TPC

Item no.	Action/ description	Responsibility
3.6	Liaise and discuss with TfNSW the feasibility of providing additional bus services for students eligible for the School Drive Subsidy - live outside of 2km straight line or 2.9km walking distance from the school.	TfNSW
<b>4. Reducing car travel</b>		
4.1	Review initiatives for staff and parents to promote carpooling. This may include (but not limited to) the provision of online services or forums to connect people interested in carpooling and building habits of carpooling through after-school activities.	TPC
4.2	Potentially introduce and enforce parking restrictions around the school. This is to be discussed and implemented in collaboration with Council's Road Safety Officer	TPC
4.3	Liaise with staff to discuss the feasibility of a parking management scheme which would discourage the use of single occupant car travel to the site while incentivising employees to travel by alternative modes of transport.	TPC

# References

- Queanbeyan Bicycle and Pedestrian Facilities Plan (Queanbeyan-Palerang Regional Council, 2020)
- Googong Neighbourhood 2 Township Traffic Report (Calibre Consulting, 2017)
- Googong Development Control Plan 2010 (Queanbeyan-Palerang Regional Council, 2010)
- Queanbeyan-Palerang Regional Integrated Transport Strategy (Queanbeyan-Palerang Regional Council, 2020)
- Green Star Design & As Built Submission Guideline (Greenstar, 2017)