

Preliminary School Transport Plan

Liverpool Boys and Girls High School Upgrade Project

Prepared for NSW Department of Education

17 February 2025

241253

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Section 1 Introduction

1.1 Overview

This preliminary School Transport Plan (STP) has been prepared by Taylor Thomson Whitting (TTW) on behalf the NSW Department of Education (the **Applicant**) to assess the potential environmental impacts that could arise from the redevelopment of the Liverpool Boys High School and Liverpool Girls High School, at 18 Forbes Street, Liverpool NSW, 2170 (the **site**).

This report is prepared for the permanent new co-ed Liverpool Girls and Boys High School (LGBHS) on the existing Liverpool Boys High School (LBHS) and Liverpool Girls High School (LGHS) site. This report has been prepared to sustainably manage the transport needs of staff, students, and visitors to the school. The aim of the STP is to reduce the environmental impact of travelling to and from the school and to provide a clear plan of management for vehicle and pedestrian movements within and around the school.

This report accompanies a Review of Environment Factors (REF) that seeks approval for redeveloping the LGBHS into a single co-educational school, including:



- Construction and operation of a six-storey school building, including school hall and gymnasium;
- Associated parking and building services;
- Construction of 112 staff car parking spaces, on-site waste storage and loading area to accommodate a 10.5m waste truck
- Tree removal;
- Associated landscaping and play spaces;
- Augmentation of service infrastructure; and
- Associated off-site infrastructure works to support the school, including (but not limited to) services, kiss and drop point and pedestrian crossings.

Refer to the Review of Environmental Factors prepared by Ethos Urban for a full description of works.

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. This document should also be read in conjunction with the Transport and Accessibility Impact Assessment (TAIA) prepared for the REF.

1.2 Site Description

The site is located at 18 Forbes Street, Liverpool, within the Liverpool Local Government Area (LGA). The site is legally described as Lot 1 DP1137425 and has a total area of approximately 74,973m².

The site comprises a broadly rectangular portion of land which currently contains the existing Liverpool Boys High School, Liverpool Girls High School, and the Gulyangarri Public School, which commenced operations in January 2024 and is located to the east of the wider site.

The site's western portion contains Liverpool Boys High School and Liverpool Girls High School. Liverpool Girls High School in the site's southwest comprises three, two-storey buildings. Liverpool Boys High School in the site's northwest, comprises approximately four, two-storey buildings, with adjacent at-grade carparking and various sports courts. An aerial image of the site is shown at Figure 1 below.

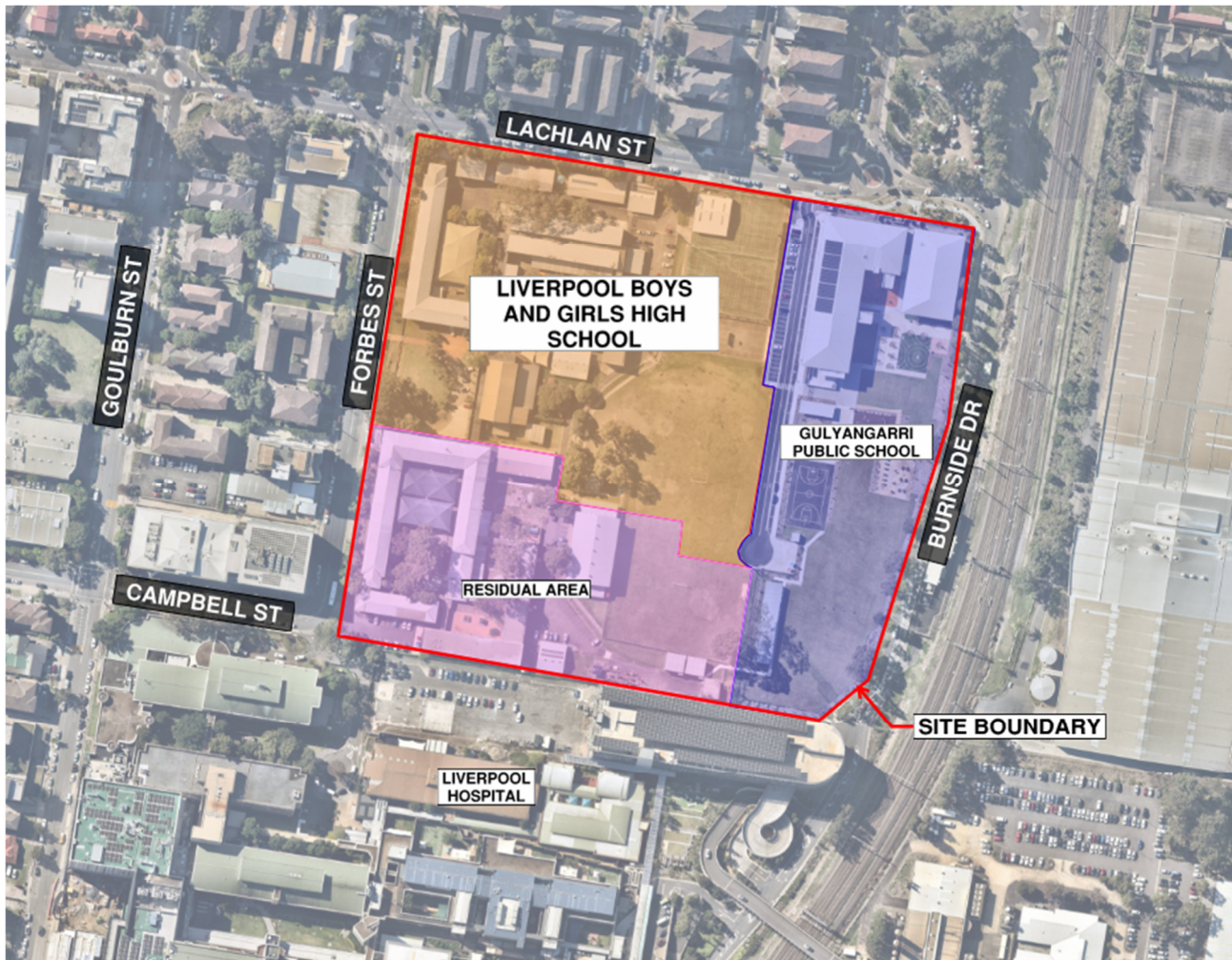


Figure 1: Site Plan
Source: Modified from Nearmap

1.3 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 low, 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.

1.4 REF Deliverable Requirements

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

Table 1: Planning Submission Requirements

| Items | Requirements | 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 & Section 6 |
| 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 |

1.5 Operational Details

It is anticipated the proposed school will operate with very similar characteristics to the existing schools. The following breakdown of school operation hours and an overview of the anticipated school activities throughout a typical school calendar year are shown in Table 2.

Table 2: Operational Details

| Activities | Operating hours |
|---|--|
| School bell times | 8:50am Monday – Friday 3:10pm Monday – Friday |
| School hours – use of all school facilities | Between 8:00am and 4:00pm (exact school hours within this timeframe to be confirmed by school prior to operation), Monday to Friday. |
| Waste collection | Between 6:00am and 7:30pm, Monday to Friday. |
| Cleaning & maintenance | 5:00am to 9:00am and 3:00pm to 6:00pm |

1.6 Site Location

The site is located within the Liverpool CBD, specifically within the Liverpool Health and Academic Precinct and there are a range of health and educational facilities in its surrounding area. The site is located within an extremely accessible area with the closest bus stops located less than 100 metres west along Forbes Street. Warwick Farm and Liverpool Train Stations are also 500 metres and 900 metres from the site respectively. Figure 2 provides a wider overview of the site's location.

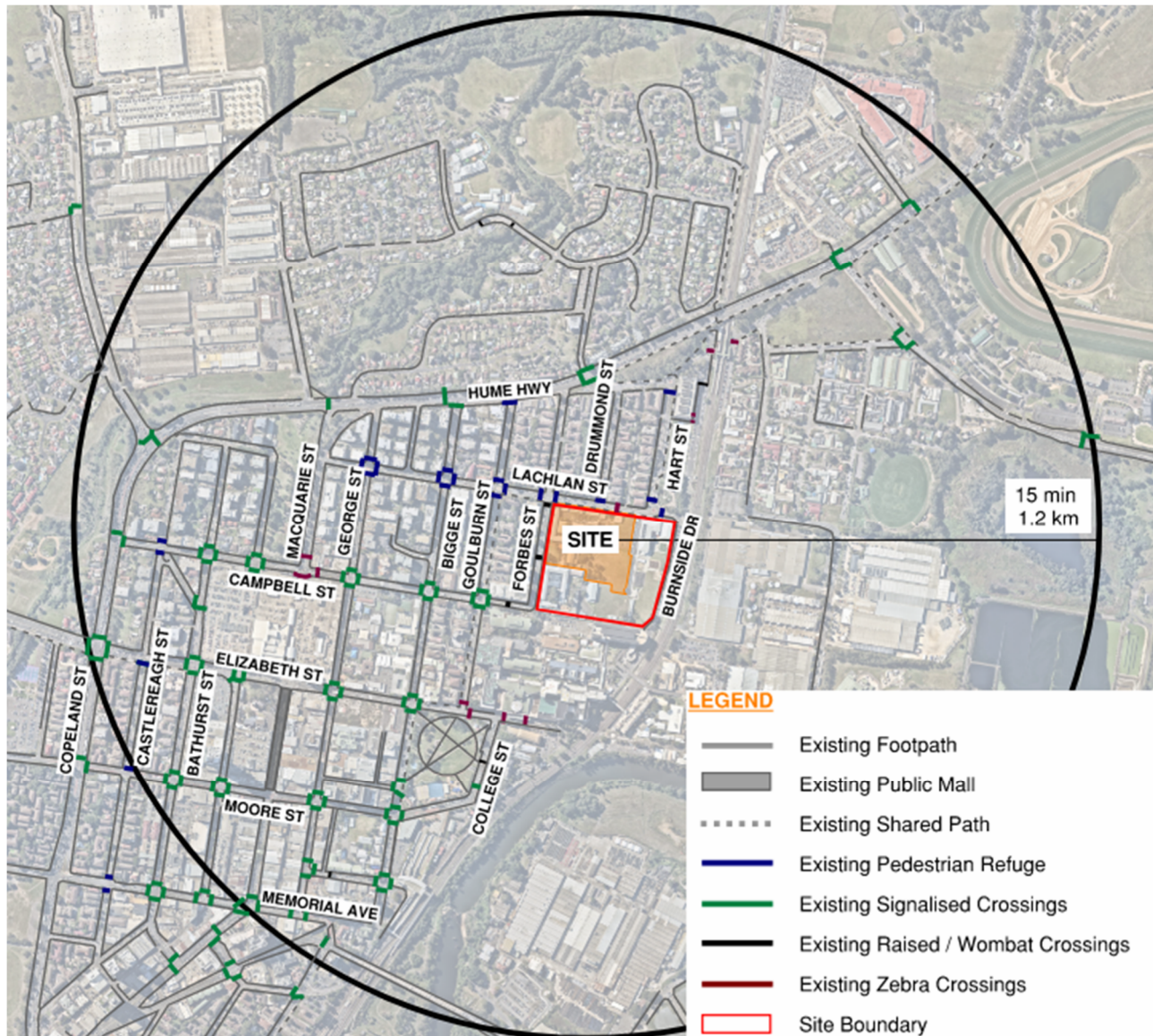


Figure 2: Site Location
Source: Modified from Nearmap

1.7 School Catchment

No change is proposed to the existing school catchment boundary as part of the proposal. The school catchment boundary has an approximate radius of 2.0 kilometres and the site is generally located centrally within the catchment area. The school catchment boundary is shown in Figure 3.

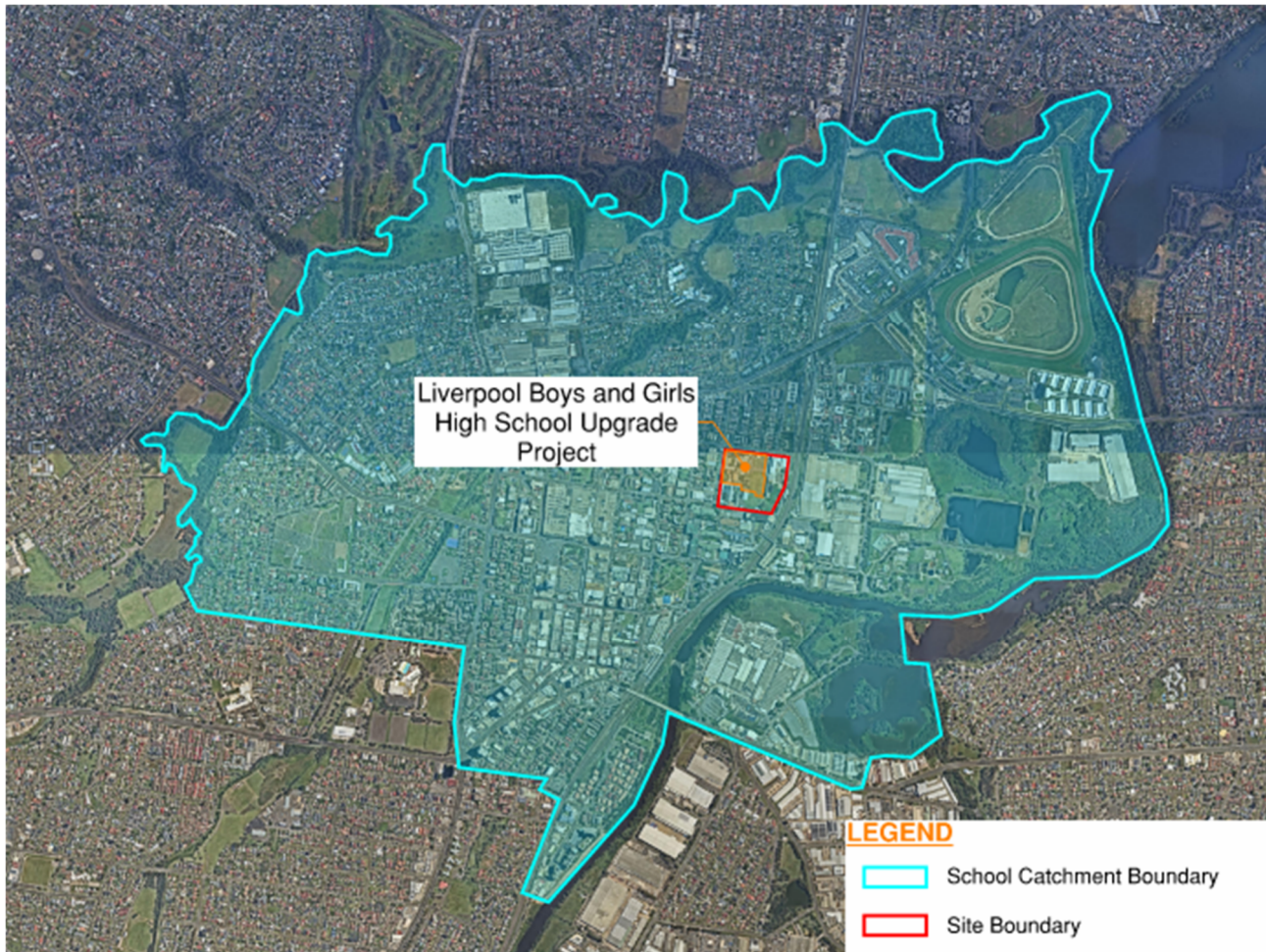


Figure 3: School Catchment Boundary
Source: Modified from Nearmap

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 Education's (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.
- Encourage students to walk or cycle where possible, using the highly walkable local catchment and improved infrastructure being provided by this project such as widening existing footpaths along Lachlan Street (north).
- Reduce the number of staff travelling by car to the 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

2.2.1 Existing School Travel Surveys

Travel mode surveys were conducted at both the existing LBHS and LGHS to understand current travel mode patterns to and from the site.

The travel mode surveys were distributed online for staff of LBHS and LGHS to complete. For students the data was collected by teachers in the form of a 'Hands Up Survey', teachers of each class were instructed to ask students to raise their hand and confirm how they travelled to / from school on a typical day, the results were recorded by teachers and uploaded onto the Survey Monkey online. The surveys were completed on 30th September 2024.

In summary, **711 student** responses and **128 staff** responses were obtained. The response rate is 60% for students and 90% for staff. As agreed with SINSW, these results are considered reasonable enough to provide accurate summaries of travel behaviour to / from the school.

Travel behaviours between LBHS and LGHS were reviewed and showed very similar patterns for both staff and students, it was therefore considered reasonable to combine the results and provide a total average for each of the travel modes. The travel mode survey result for students and staff are shown in Table 3.

Table 3 Existing LBHS and LGHS School Mode Share Data

| Existing Travel Mode | Students | | Staff | |
|--------------------------------|-------------|-------------|-------------|-------------|
| | AM % | PM % | AM % | PM % |
| Walk | 29% | 31% | 0% | 0% |
| Bicycle / Skateboard / Scooter | 1% | 1% | 0% | 0% |
| Train/Metro | 5% | 7% | 5% | 5% |
| Bus | 34% | 35% | 1% | 1% |
| Car (Passenger) | 28% | 23% | 1% | 1% |
| Car (Driver) | 2% | 2% | 93% | 93% |
| Other | 1% | 1% | 0% | 0% |
| Total | 100% | 100% | 100% | 100% |

As shown above in Table 3, currently, students show good travel habits with 29% walking to school and 31% walking home from school. Public transport uptake is also relatively high with 39% of students travelling to school via public transport and 42% of students travelling home by public transport. Car travel is relatively low for a school also, with 30% of students travelling to school via car and 25% of students travelling home from school via car.

Typical with most school sites, staff travel mode habits are very car dependant, with 94% of staff travelling to / from school via private vehicle. The survey results showed staff will typically park on-site or on-street depending on car parking availability. The remainder of staff tend to travel to / from school via public transport with a 6% uptake.

The travel mode survey results reflect that the site is within a walkable area of Liverpool City Centre and has well serviced public transport infrastructure.

2.2.2 Target Travel Mode Splits

The projected travel mode splits for students and staff travelling to school are presented for two different scenarios including **moderate** and **reach** mode splits. The different scenarios are discussed in Section 4.3 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** – An assessment of the existing travel data collected at the existing LBHS and LGHS. This scenario is an average of the existing student and staff travel behaviours at the existing schools.
- **Moderate** – 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 improved active transport infrastructure provided by the project and following the implementation of this STP.
- **Reach** – outlines the long-term, more ambitious mode split scenario, including a significant uptake in active transport, and associated reductions in car travel.

Table 4: Student Mode Share Scenarios

| Mode | Baseline ¹ | | Moderate | | Reach | |
|------------------------|-----------------------|--------------|-------------|--------------|-------------|--------------|
| | % | No. Students | % | No. Students | % | No. Students |
| Walk | 30% | 360 | 32% | 384 | 34% | 680 |
| Cycle | 1% | 12 | 5% | 60 | 8% | 160 |
| Bus | 35% | 420 | 36% | 432 | 38% | 760 |
| Train | 6% | 72 | 6% | 72 | 6% | 120 |
| Car (Passenger) | 25% | 300 | 21% | 252 | 14% | 280 |
| Car Driver | 3% | 36 | 0% | 0 | 0% | 0 |
| Total | 100% | 1,200 | 100% | 1,200 | 100% | 2,000 |

¹Baseline results are an average of the existing AM and PM travel mode survey results. Refer to the LGBHS Transport and Accessibility Impact assessment for details

As shown in Table 4, the project aims to reduce private vehicle usage for students to 21% as a moderate target and 14% as a reach target. As a result, the project is intended to increase the number of students that cycle or walk to school or use public transport to the school.

Table 5 below details the proposed moderate and reach targets for staff in opening year and once the school reaches full capacity.

Table 5: Staff Mode Share Scenarios

| Mode | Baseline ¹ | | Moderate | | Reach | |
|------------------------|-----------------------|--------------|-------------|------------|-------------|------------|
| | % | No. Students | % | No. Staff | % | No. Staff |
| Walk | 0% | 0 | 5% | 8 | 6% | 13 |
| Cycle | 0% | 0 | 3% | 5 | 5% | 11 |
| Bus | 1% | 2 | 7% | 12 | 10% | 21 |
| Train | 5% | 8 | 10% | 17 | 14% | 30 |
| Car (Passenger) | 1% | 2 | 10% | 17 | 15% | 32 |
| Car Driver | 93% | 154 | 65% | 108 | 50% | 107 |
| Total | 100% | 166 | 100% | 166 | 100% | 214 |

¹Baseline results are an average of the existing AM and PM travel mode survey results. Refer to the LGBHS Transport and Accessibility Impact assessment for details

As shown in Table 5, the project aims to reduce private vehicle usage for staff to 65% as a moderate target and 50% as a reach target. As a result, the project is intended to increase the number of staff that cycle or walk to school or use public transport to the school.

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 will 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 reach 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. These measures will 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 will be made aware that on-site car parking is limited, and that alternative travel options will 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, footpath upgrades along Lachlan Street (north), along with improvements to the pedestrian refuge at Forbes Street/Lachlan Street, have been proposed to further encourage active transport options. Additionally, under the Liverpool Public Domain Masterplan, several existing footpaths, including Lachlan Street, have been identified for upgrades to shared bicycle paths.

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 will 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 Active Transport

Active transport activity to and from the site will be self-managed by staff and students, with no off-site supervision. Additional measures such as footpath upgrades along Lachlan Street (north), along with improvements to the pedestrian refuges at Forbes Street/Lachlan Street, have been proposed to further encourage active transport options. Additionally, under the Liverpool Public Domain Masterplan, several existing footpaths, including Lachlan Street, have been identified for upgrades to shared bicycle paths.

Student and staff bicycle parking is provided on-site, as shown in Figure 8. This includes 200 student bicycle parking spaces and 22 staff bicycle parking spaces. End-of-trip facilities for staff include 6 unisex shower and change areas as well as 27 lockers. Students' end-of-trip facilities are provided in Building C next to the Gymnasium.

Various organisations and groups develop programs and events to encourage active transport. For example, Bicycle Network coordinates a Ride2Work and Ride2School Day each year. These events provide a good opportunity for organisations to encourage staff and students to participate in cycling. Additionally, these initiatives create awareness and are useful for influencing the school community's travel behaviours. The school will investigate avenues to promote this event and encourage staff participation. An additional suggestion is to introduce incentives such as competitions or rewards.

Bicycle training workshops can also be a component of these programs to enable users to become familiar with bicycle maintenance, recommended cycling routes and general bicycle and road safety. Rideability is an example of a cycling education service that delivers workshops in schools with an emphasis on road safety and cycling skills.

Other health events encouraging active transport include Bike Week, Walk Safely to School Day and Health and Wellness Fairs. These initiatives expose staff and students to the many benefits of choosing active transport. Annually hosting these events provides the community with a continual reminder and is, therefore, more likely to influence their behaviour.

A map of the current and future active transport infrastructure around the site can be seen Figure 4.

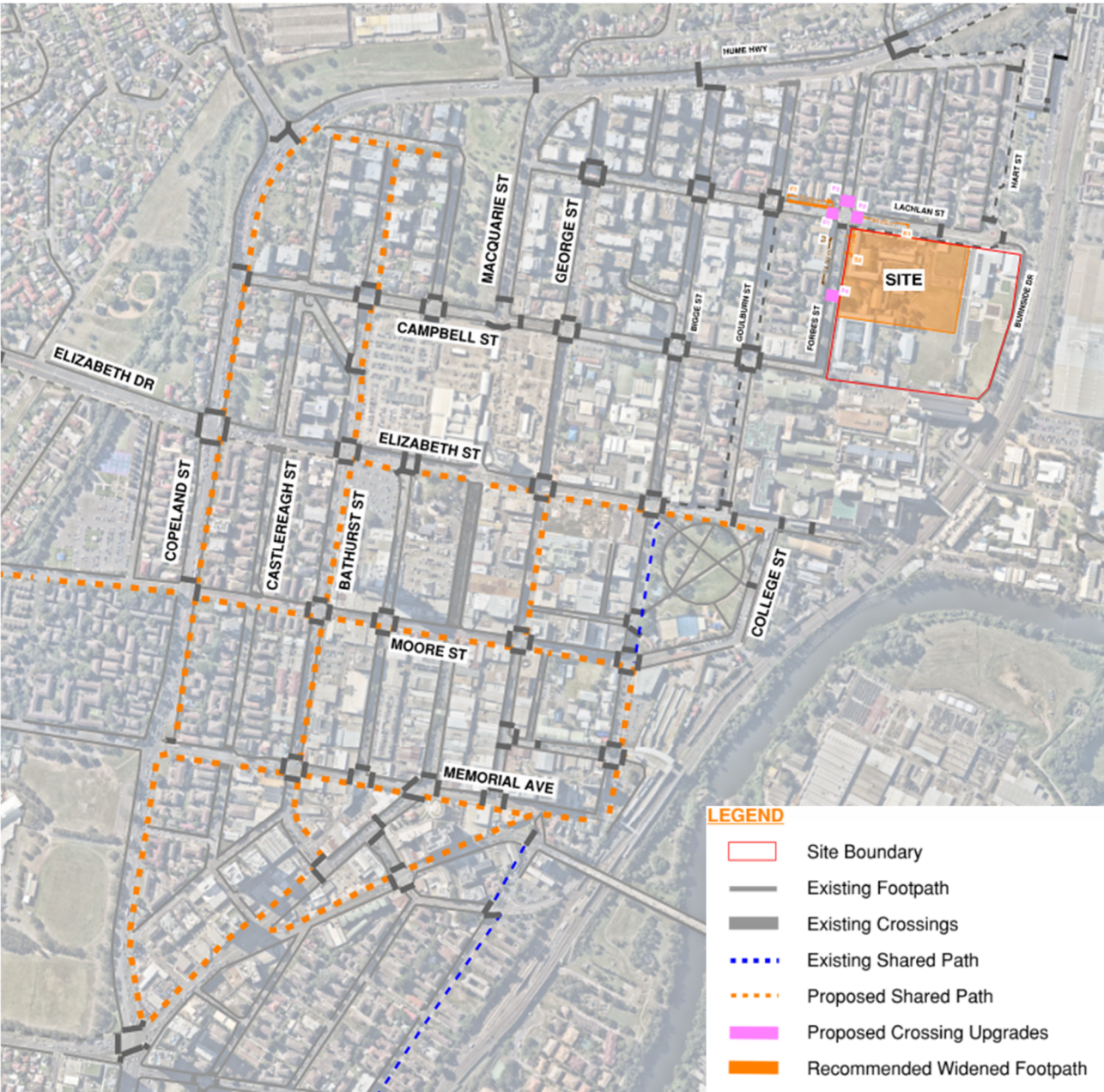


Figure 4: Active Transport Infrastructure
Source: Modified from Nearmap

There are existing bus stops at the east side of Forbes Street, at the frontage of the school. The bus stops are serviced by 851, 857, 9621 lines. The public transport infrastructure surrounding the school is shown in Figure 5 and Figure 6.

The map displays an aerial view of a city area. A large black circle represents a 2 km radius around the site. A smaller black circle represents a 400m radius around the site. The site is marked with an orange square and labeled 'SITE'. A red line indicates the public bus route, and a cyan line indicates the school catchment. A red line outlines the site boundary. A legend in the bottom right corner defines the symbols: a blue circle with a 'B' for Bus Stop Location, a red line for Public Bus Route, a cyan line for School Catchment, and a red line for Site Boundary. A label 'INELIGIBLE FOR SSTs' points to a specific location on the map.

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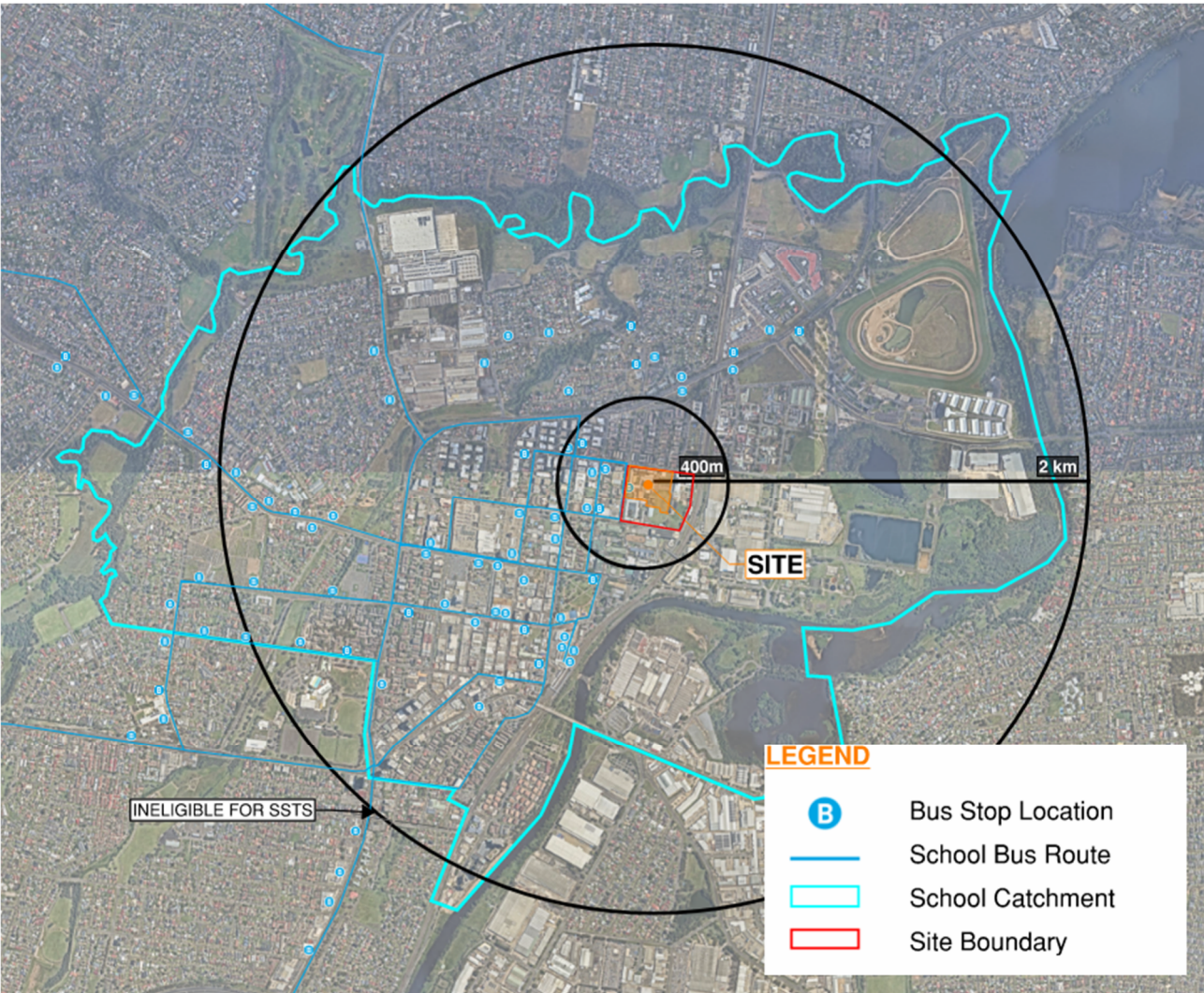


Figure 6: School Bus Route
Source: Modified from Nearmap

4.3 Site Transport Access

Figure 7 provides an overview of the site's transport access points, including both pedestrian and vehicle entry points. The school features pedestrian access on all frontages along Lachlan Street and Forbes Street. Access to the staff car park is proposed via the Gulyangarri Public School driveway. Additionally, a service vehicle access is provided along Forbes Street.

Pedestrian infrastructure near the site includes a raised pedestrian crossing on the southern approach of the Forbes Street/Lachlan Street intersection and a mid-block raised crossing on Forbes Street. Further south, another mid-block crossing is located on Campbell Street. The nearest signalised intersection is at Goulburn Street/Campbell Street, offering signalised pedestrian crossings on all four legs.

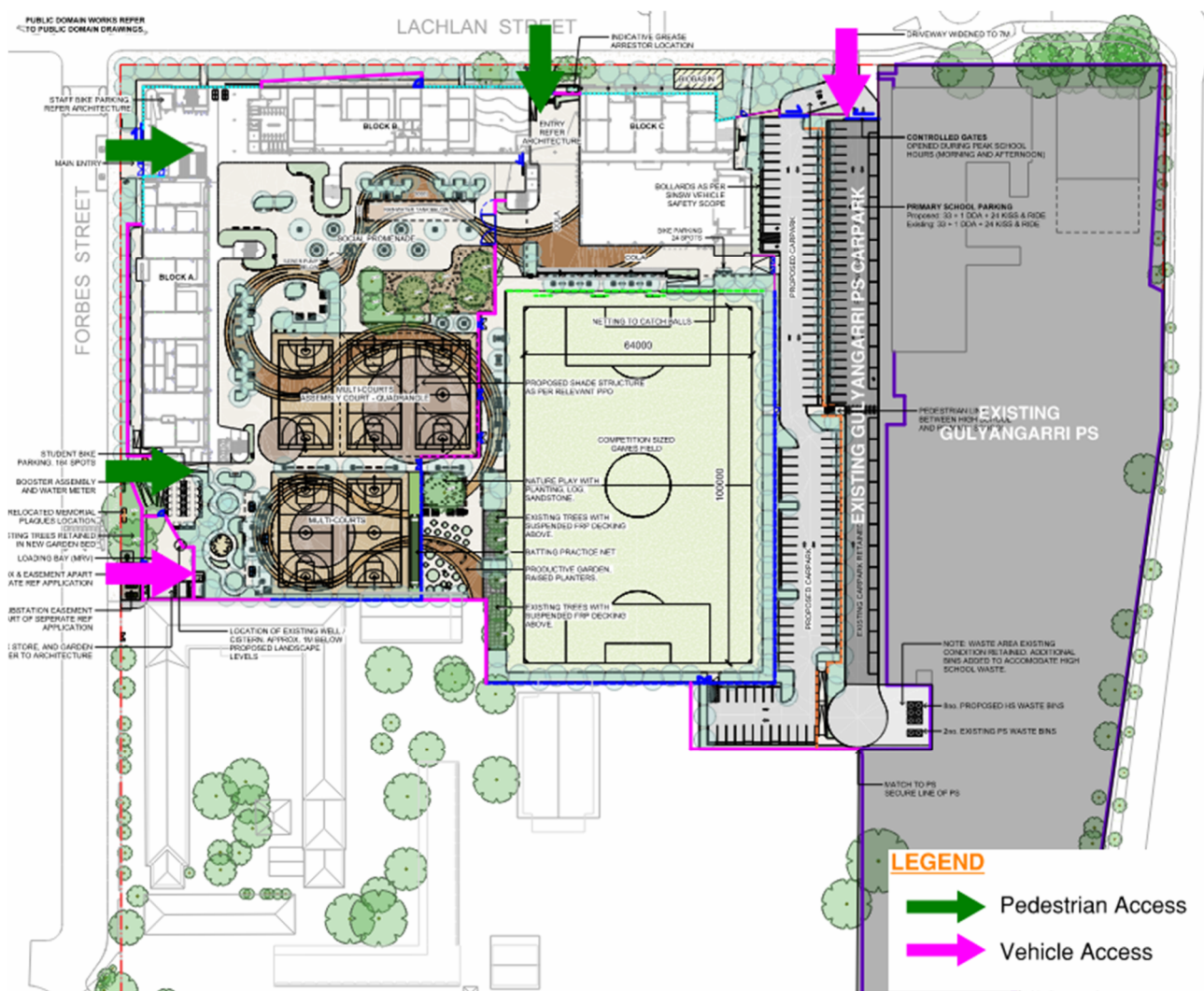


Figure 7: Proposed Landscape Site Plan and Access Points

Source: Modified from NBRs

4.4 Transport Operations

An overview of the transport operations and proposed provisions around the site are detailed below in Table 6 and shown in Figure 8. This includes the locations of the pedestrian and cyclist facilities, bus zones, 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.

Table 6: Proposed Off-Site Works

| Item | Location | Description |
|------------------------------------|--|--|
| Footpath Upgrade (F1) | Lachlan St (North) between Forbes St & Goulburn St | Footpath widening from 1.2m to 2.5m width for 98m. The footpath upgrade is to accommodate high pedestrian activity. |
| Pedestrian Refuge Upgrade (P1, P2) | Forbes St / Lachlan St (eastern and western leg) | Upgrade existing 2 pedestrian refuge to a compliant pedestrian refuge ¹ |
| Pedestrian Refuge (P3) | Forbes St / Lachlan St (northern leg) | New pedestrian refuge at the northern leg of the intersection ¹ |
| Wombat Crossing Relocation (P4) | Forbes St | Relocation of the existing raised crossing at the middle of Forbes Street to accommodate new vehicle access |
| K&R Zone (S1) | Lachlan St (South) | Proposed new 68m K&R area with existing 30m K&R area to assist with vehicle movements. Total to 98m K&R are or equivalent to 15 K&R spaces |
| Parking Signage (S2) | Forbes St (West) | Change signage at existing 78m K&R area to on-street parking |
| Accessible K&R Signage (S3) | Forbes St (East) | Provision of 2 accessible K&R spaces (~15.6m length / 2 DDA Spaces) |
| Priority Reversal (S4) | Forbes St / Lachlan St | A reversal of priority at the Lachlan Street / Forbes Street intersection ² |
| Bus Zone (S5) | Forbes St (East) | Provision of 146m bus zone |
| Loading Bay Signage (S6) | Lachlan St (South) | The first 12m of the K&R area is also proposed to be designated at a loading bay outside school bell times – upgrade to signage only. The on-street loading bay that able to accommodate 8.8 metre MRV |

¹ These upgrade works are already captured in the GPS SSD-10391 approval, and are required once GPS reaches full capacity, however SINSW are committed to upgrading these pedestrian refuges and implementing the traffic restrictions for day 1 term 1 of LGBHS if the school is completed prior to full capacity of GPS.

² As part of the Liverpool Health and Academic Precinct Transport and Accessibility Impact Assessment (Stantec, May 2020), it was proposed to reverse the existing priority at the Lachlan Street/Forbes Street intersection to enhance its performance. This is intended to be implemented by LGBHS day 1 term 1.

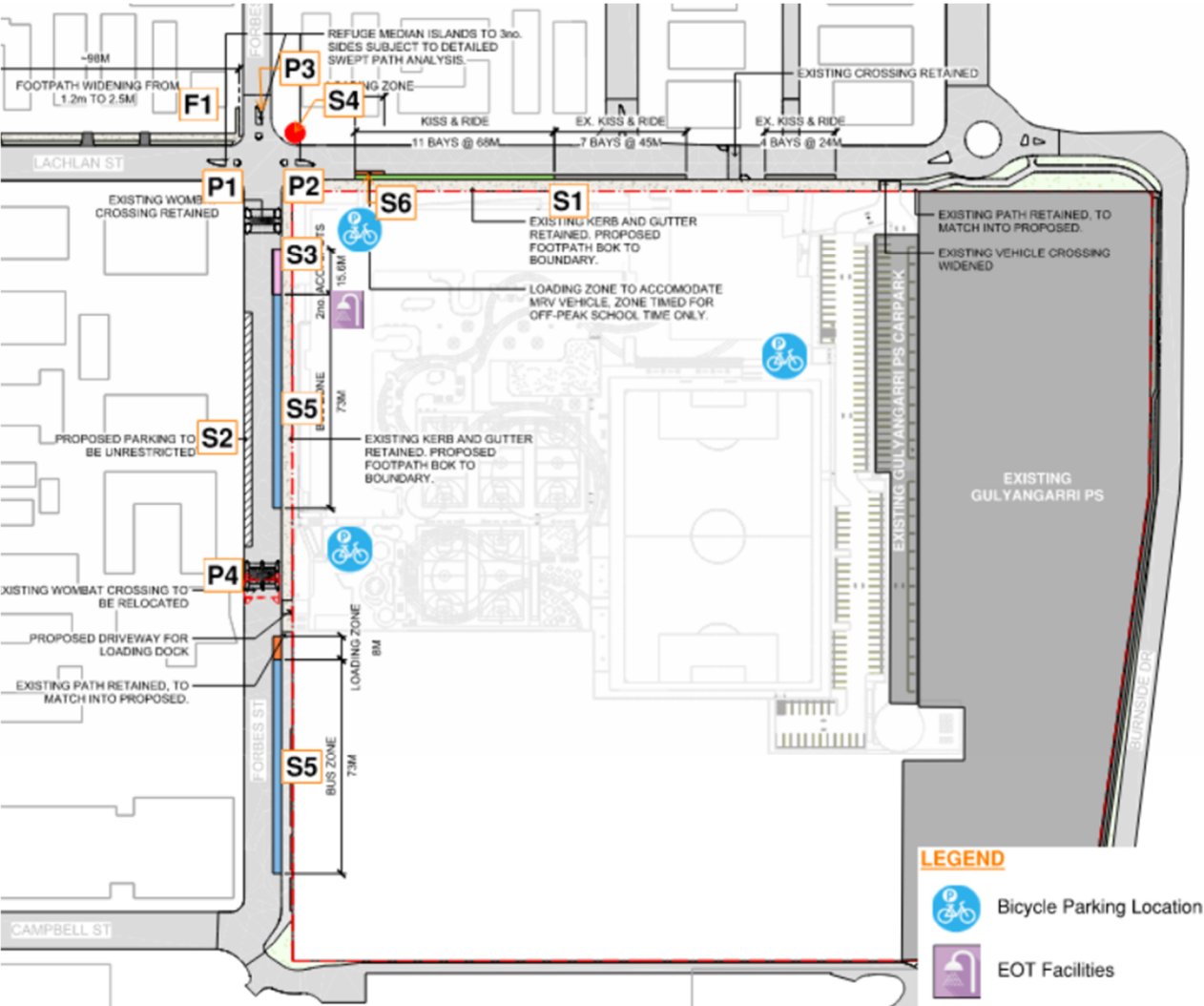


Figure 8: Proposed Transport Operations
Source: Modified from NBRs

4.5 School Bell Operations

To improve efficiency and reduce congestion within the precinct, the school bell times is staggered between the adjacent primary school (immediately to the east) and the high school. This arrangement helps separate traffic movements for each school, reducing delays during kiss-and-ride activities and within the surrounding road network.

Table 7 outlines the current bell times for the primary school and the high school.

Table 7: Bell Time Difference

| School | Bell Time (AM) | Time Gap | Bell Time (PM) | Time Gap |
|---|----------------|----------|----------------|------------|
| Liverpool High School | 8:50 am | 20 mins | 3:10 pm | 40 minutes |
| Gulyangarri Public School (New Liverpool Primary School) | 8:30 am | | 2:30 pm | |

4.6 Delivery and Service Vehicle Operations

4.6.1 Loading Area

The on-site loading area is to be used for any large or bulk goods such as canteen deliveries / wood works deliveries. Access to the loading area is available via Forbes Street and can accommodate vehicles up to and including an 8.8 metre Medium Rigid Vehicle (MRV). Smaller deliveries such as mail deliveries also have the option to utilise the on-street loading zone along Lachlan Street.

Access in and out of the site for vehicles up to an 8.8 metre MRV are illustrated in Figure 9 below.

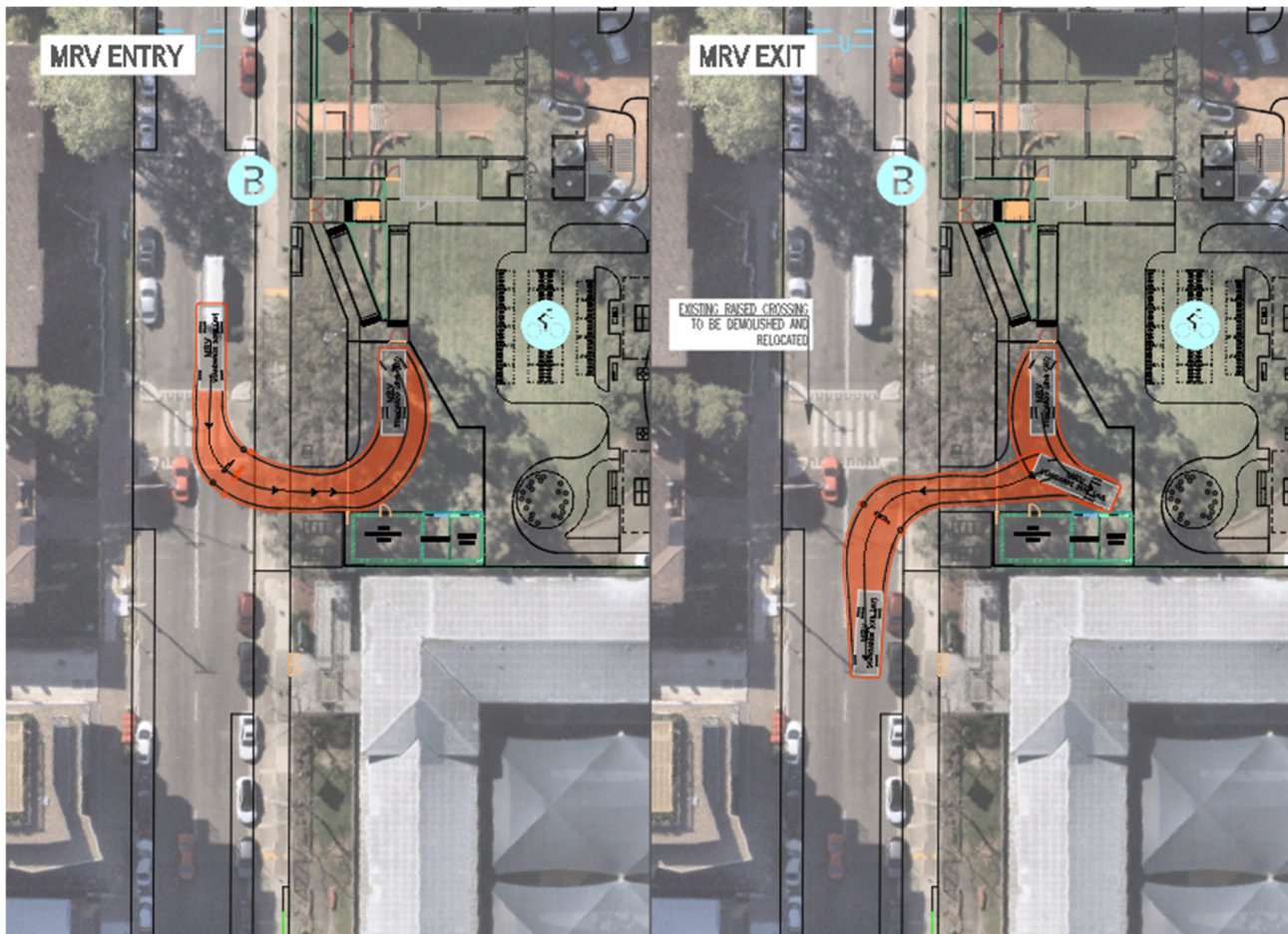


Figure 9: Service Vehicle Access

Wherever practical, deliveries will be scheduled with some spacing (say 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.

4.6.2 Waste Collection

Waste collection will occur at the shared waste collection with GPS at the southern side of the GPS car park and can be accessed via Lachlan Street. The waste area can accommodate vehicles up to and including a 10.5m waste truck. It is anticipated that the site would be serviced maximum once daily, with waste collection occurring 3 times weekly.

Access in and out of the site for vehicles up to a 10.5 metre waste truck are illustrated in Figure 10 below.

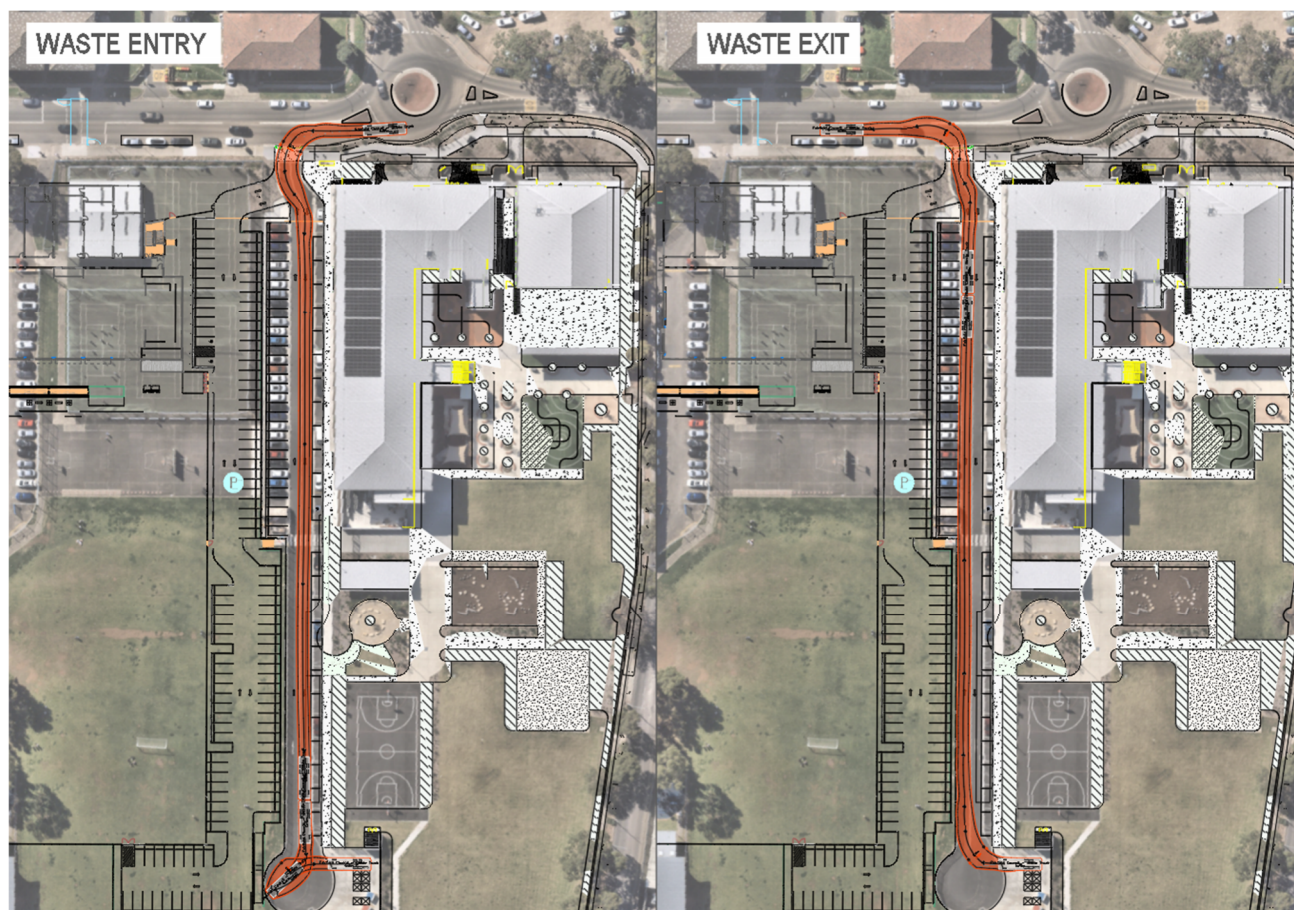


Figure 10: Waste Collection Vehicle Access

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.

The school consists of two kiss & ride zones on Lachlan Street, one 68m long (11 bays) and one 30m long (5 bays). No changes are proposed to the existing internal kiss & ride zones at GPS.

As mentioned in Section 4.5, bell times of the high school and adjacent primary school are staggered by approximately 40 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.

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 Liverpool City 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

Car parking is the lowest priority travel mode for the project. The on-site car parking arrangement for the high school includes 112 parking spaces. Access to the staff car park is via shared driveway with the adjacent Gulyangarri Public School driveway.

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) will need to be implemented to manage the parking demand as required.

Communications between the school and staff will 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 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.

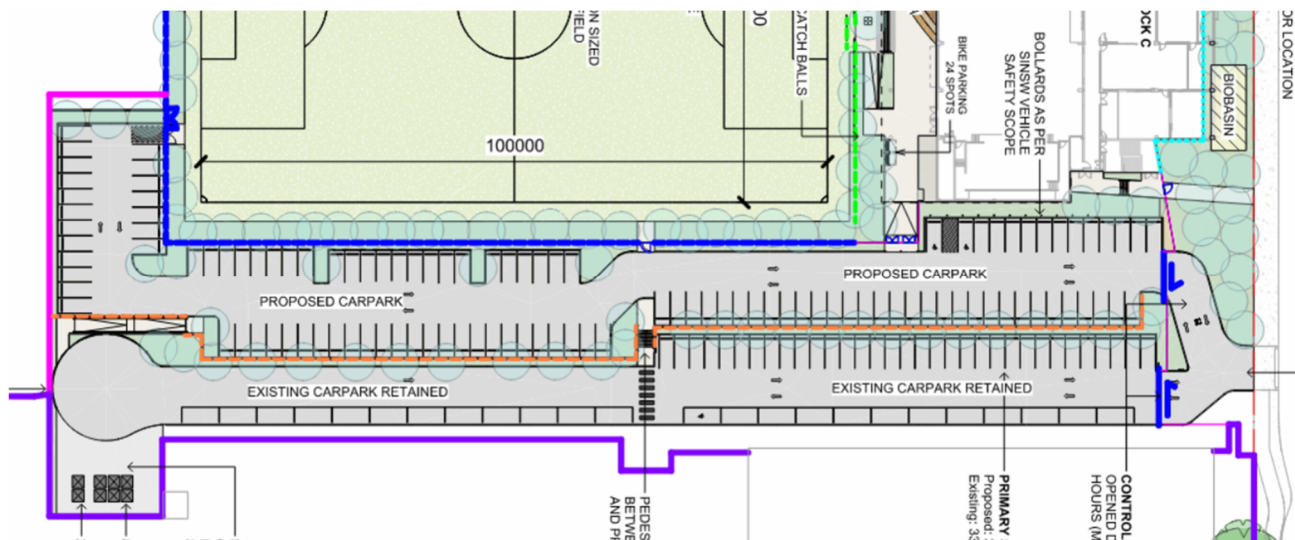


Figure 11: Proposed On-Site Car Park (north is to the right of the page)

Source: NBRIS

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) will 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 and bus zone 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 112 parking spaces on-site, 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.

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 8: 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 | <p>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.</p> <p>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.</p> | Annually | <p>Traffic engineer to produce updated TAG prior to operation. Travel Coordinator to develop (or arrange) future updates to TAG.</p> <p>Travel Coordinator (or equivalent) to source and provide any additional health and activity leaflets.</p> <p>The school to distribute leaflets.</p> |
| 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 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 Council. | Within 12 months of opening | Travel Coordinator to liaise with The Hills Shire Council |

| Program / Activity | Description and Target Outcomes | Frequency / Timing | Responsible Parties |
|--------------------------------|---|-----------------------------|--|
| 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, Transport for New South Wales (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. |
| Bus Safety Week | <p>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.</p> <p>Bus Safety Week typically occurs each year in February.</p> <p>The school will stay in contact with Transport for NSW and the local bus operator to review and consider any promotional material or information that could be distributed to students and the school community.</p> | Annually | <p>The school to participate in the annual campaign.</p> <p>The school to stay informed about the latest promotional material or campaign information to be distributed.</p> |
| Bus Network Maps | <p>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.</p> <p>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.</p> | Within 12 months of opening | Travel Coordinator to liaise with Council / TfNSW |

| Program / Activity | Description and Target Outcomes | Frequency / Timing | Responsible Parties |
|---|--|---|--|
| 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. |
| Carpooling Pairing System & Incentives | <p>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.</p> <p>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).</p> | <p>Meeting within 12 months of opening</p> <p>Incentives and programs to be ongoing</p> | <p>The school to initiate meetings and/or a system to pair up staff.</p> <p>The school to provide incentives such as parking space allocation.</p> |

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 will 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 they 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 will 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 will also be accessible online through the school’s website for visitors and ease of access. A TAG will be developed according to the School Infrastructure template shown in Figure 12 and Figure 13.

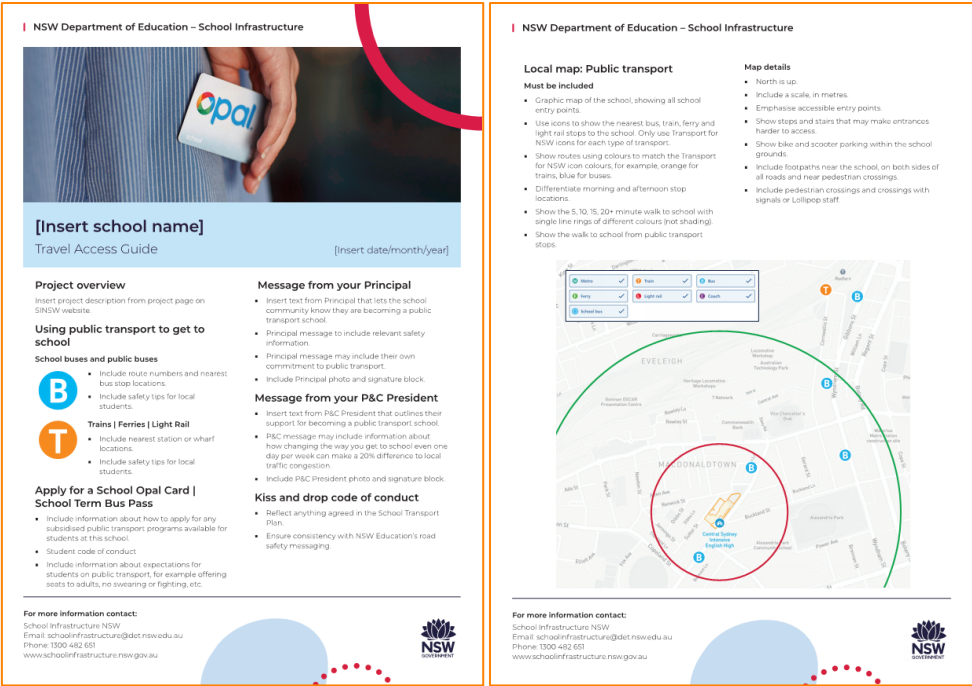


Figure 12: Travel Access Guide Public Transport Template
Source: School Infrastructure NSW

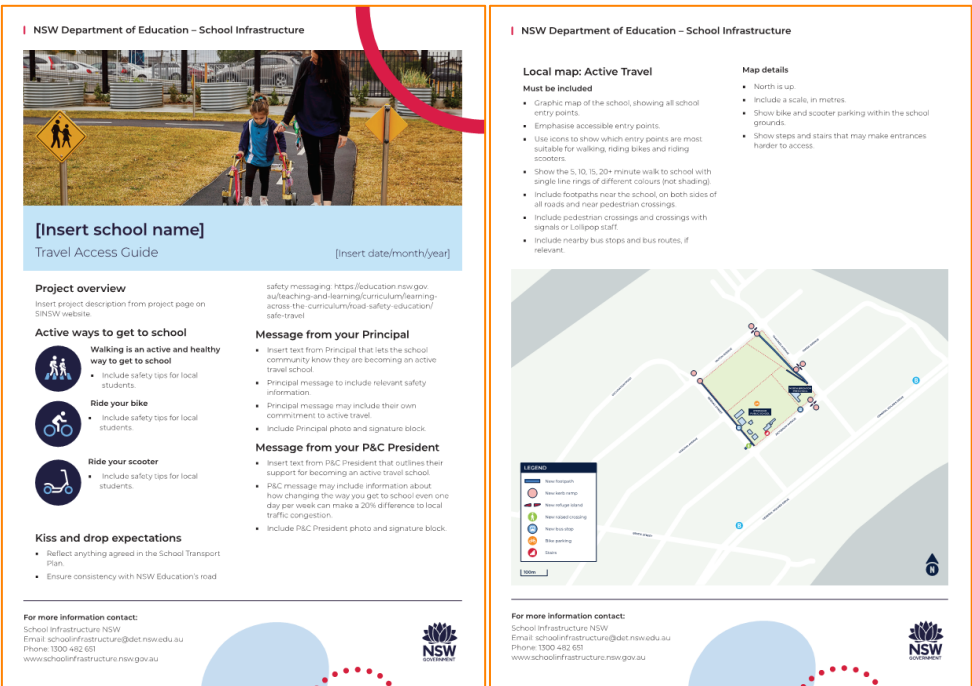


Figure 13: Travel Access Guide Active Transport Template
Source: School Infrastructure NSW

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 will be undertaken whenever this STP is reviewed, using depersonalised student location data.
 - The school catchment will be assessed against the latest available public transport data available from TfNSW and the latest pedestrian and cyclist networks.
- Staff and student travel demand:
 - A hands up travel mode survey will be undertaken to accurately determine travel habits and transport usage.
- 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) will 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.
- Engagement with school transport articles and links:
 - Varying types of articles and links will 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 and updated regularly. It is recommended that this occurs 12 months after opening the new school, and then every 5 years. TAG will be reviewed annually.

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 in the first 12 months after the upgrade of the school. The role will be carried out by the Department of Education after the first 12 months through a dedicated travel coordinator that implements and manages 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 regularly
- Directly oversee implementation of transport programs where relevant
- Consult and engage external parties to implement transport programs where relevant

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 (say 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, School Infrastructure NSW (SINSW) and local bus operators.

This group will 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 9: Mitigation Measures

| Project Stage | Mitigation Measures | Section reference |
|---------------|---|---|
| Operation | Staggering of bell times between the Gulyangarri Public School, indicatively by approximately 20 minutes in AM and 40 minutes in PM. (timing subject to confirmation once the schools are operational) | Bell times – Section 4.5 |
| Operation | School Transport Operation <ul style="list-style-type: none"> School staff will supervise students that are using public transport to travel to the school at the pedestrian gate entry for student safety 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 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. The car parking would be available for 50% of HS 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 | Mitigation Measures | Section reference |
|---------------|--|---|
| Operation | <p>Implementation of a School Transport Plan (noting a Preliminary version has been prepared by TTW and submitted separately with this REF), including:</p> <ul style="list-style-type: none"> Regular communication and reminders to the school community 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) Regular data collection and monitoring of transport strategy progress Publishing a Travel Access Guide Seeking a Travel Coordinator for the school (subject to availability); and Maintaining a governance framework between SINSW, Council, and TfNSW. Seeking additional bus services to the site, through coordination of enrolment and depersonalised location data with Transport for NSW on an ongoing basis. | <p>Communication Plan – Section 6 Travel Access Guide - Prepared following approval</p> |