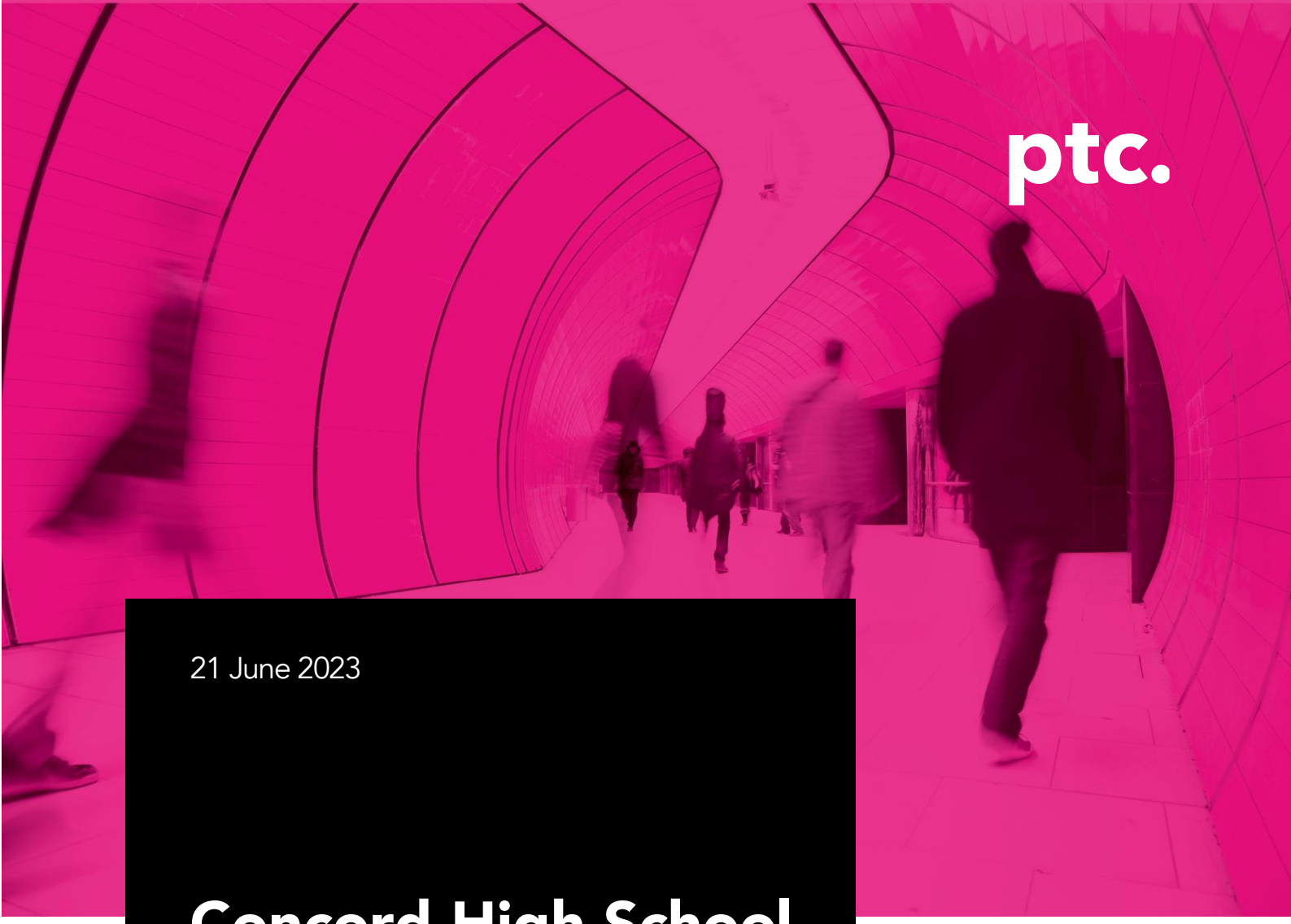

21 June 2023

# Concord High School SINSW School Transport Plan

For: **SINSW**

Site Address: **5 Stanley St, Concord NSW 2137**

Project reference number: **23-0620**

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# 1. Introduction

## 1.1. Project Summary

ptc. has been engaged by School Infrastructure New South Wales (SINSW) to prepare a School Transport Plan (STP) for Concord High School (the School) to assist with a Development Application (DA) to the City of Canada Bay Council.

The development proposal involves the change to the existing enrolment catchment, an increase in the student cap (1,360 students and 95 FTE staff), reactivation of an existing currently unused gate, construction of a new pedestrian walkway and a provision of bicycle parking and end of trip facilities.

The STP has been prepared based on the new School enrolment catchment and capacity and outlines measures to promote active and sustainable transport. It also sets out the active and public transport as well as drop-off / pick-up arrangements for daily school operations.

## 1.2. School Location

The School is located at 5 Stanley Street, Concord, NSW 2137, within the City of Canada Bay's Local Government Area (LGA). The School has a frontage to Crane Street to the north and Stanley Street to the south.

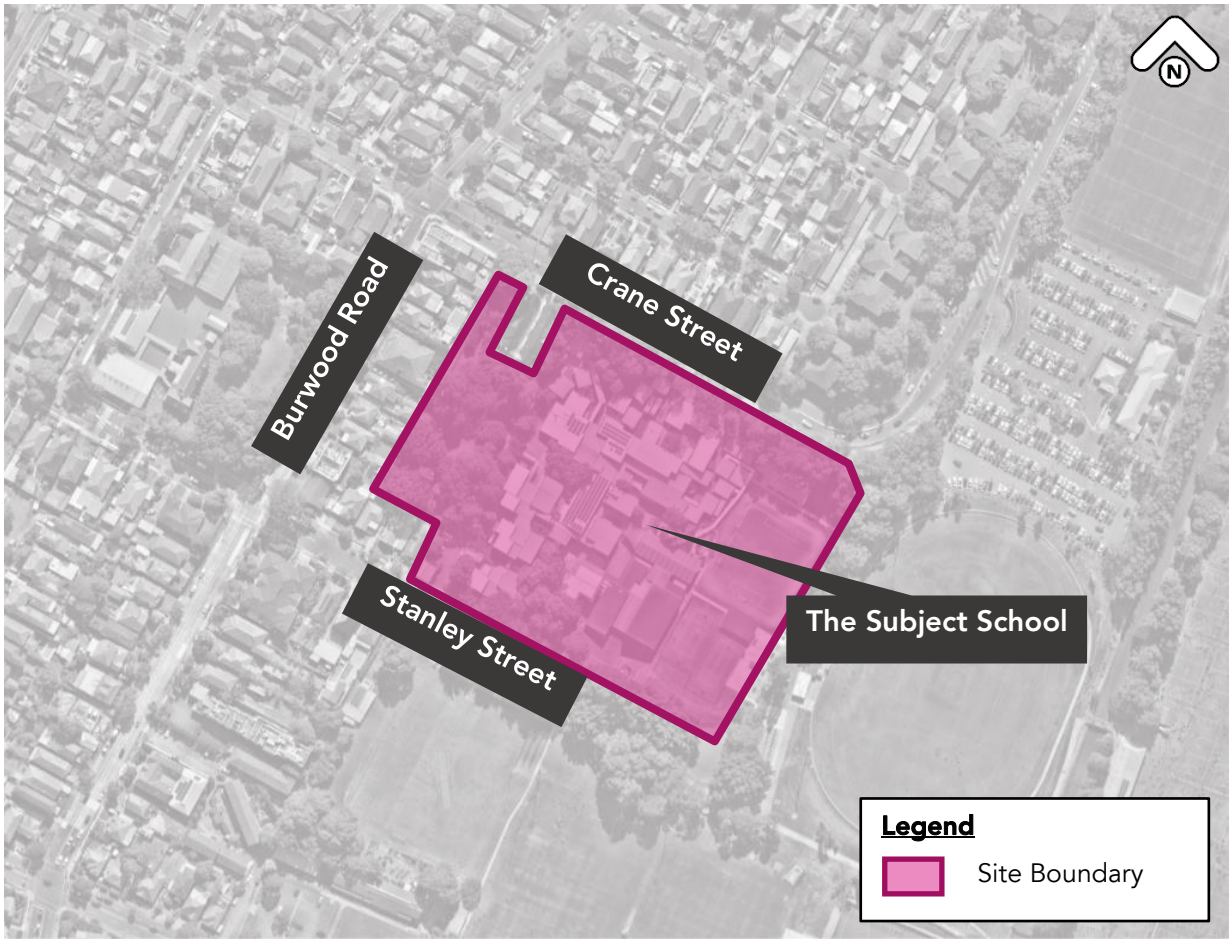



Figure 1-1: School Location

## 1.3. Enrolment Catchment

The School's enrolment catchment is illustrated in Figure 1-2. The catchment includes the suburbs of Concord West to the west, Mortlake to the north, Russell Lea to the east and Five Dock to the south.

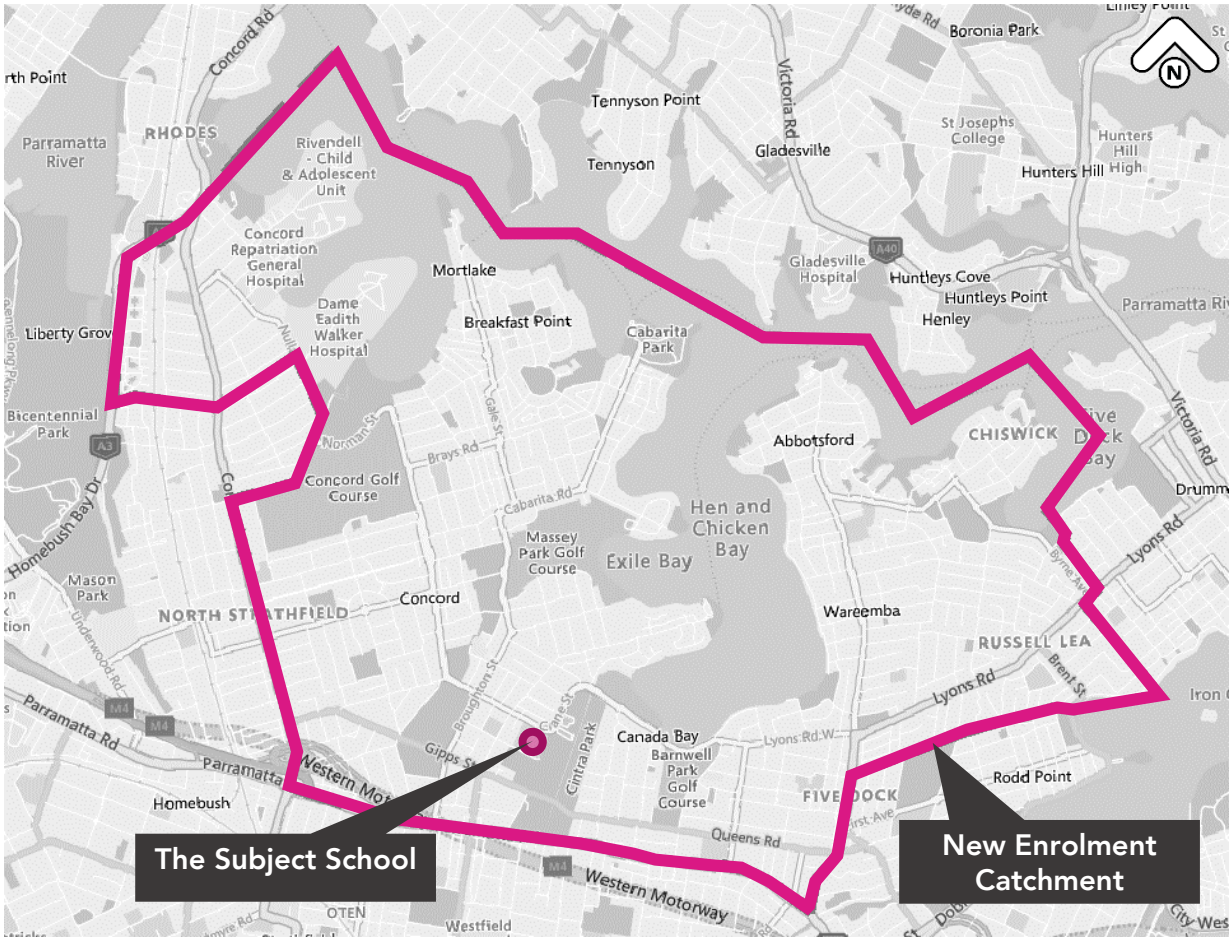



Figure 1-2: Proposed School Enrolment Catchment

## 1.4. School Population

The School has the following population:

- 1360 year 7-12 students; and
- 95 FTE staff.

## 1.5. Bell Times

The School's bell times as presented in Table 1-1:

Table 1-1: School bell times

| Time period | School bell time |
|---|---|
| AM | 8:00 am – Period 0<br>8:55 am – Period 1 |
| PM | 2:55 pm |

## 1.6. Steering Committee

The success of an STP depends on the initiatives developed, but perhaps more importantly the ongoing management and implementation of the plan. This is achieved through the establishment of a Steering Committee, which might develop the plan for ongoing management by the School or remain as a key group of ongoing stakeholders once the plan is implemented. It could also involve the appointment of a STP Coordinator, who would coordinate specific actions and track the progress of implementation of the STP. This could be a member of the Steering Committee, or an external party.

The Steering Committee shall be determined prior to occupation of the proposed new facility. Examples of who might be represented on the Steering Committee include:

- School Head
- School staff member
- Representative from the Parent-Teacher Association
- Student
- Council officer
- Bus operator

The Steering Committee for the School (as at 2023) comprises (TBC prior to occupation of the new facility):

| Name | Title |
|---|---|
| First Name Last Name | School Principal |
| TBC | TBC |
| TBC | TBC |
| TBC | TBC |
| TBC | TBC |

General enquiries or suggestions can be made to members of the Steering Committee.

# 2. Transport Goals

## 2.1. School Transport Plan Vision and Objectives

The School's vision and objectives identify items which the school stands for and is willing to promote and advocate for.

The objectives shall be reviewed and amended as required. Sample objectives include:

- Proactively identifying and meeting school travel demand safely, efficiently and sustainably.
- Delivering transport infrastructure to meet school travel demand.
- Maximising the use of active and public transport modes to reduce car traffic before and after school day start and end time.
- Ensuring that the road network does not become congested around the school.
- Reaching a high level of active travel to and from school in a safe transport environment.
- Enhancing connectivity with the neighbourhood and community through safe travel to and from school.
- Empowering children and young people to be safe road users now and into the future.

## 2.2. Travel Mode Share

### 2.2.1. Existing

To understand and identify the existing travel patterns and demand as well as to assist with the forecast for post development travel mode share, an online questionnaire survey was conducted for students and staff.

The survey was active for three weeks from April to May 2022. Responses were received from a total of 724 (57%) students and 78 (87%) staff members. Whilst the survey was undertaken for the existing school population within the larger enrolment catchment, the responses have been filtered and analysed for the proposed new enrolment catchment.

The existing travel mode share results from the survey are presented in Table 2-1 and Table 2-2 for students and staff respectively.

Table 2-1: Online travel survey results for students

| Transport Modes | Morning (to school) | Afternoon (from school) |
|---|---|---|
| **Active Transport** | | |
| Walk | 24.0% | 14.9% |
| Cycle | 1.3% | 2.7% |
| **Public Transport** | | |
| Bus only | 46.9% | 53.7% |
| Train+ bus | 2.7% | 12.8% |
| **Private Transport** | | |
| Car, as driver | 0.5% | - |
| Car, as passenger | 21.6% | 11.2% |
| Motorcycle / motorscooter | 0.5% | - |
| **Other** | 2.4% | 4.8% |

Table 2-2: Online travel survey results for staff

| Transport Modes | Morning (to school) | Afternoon (from school) |
|---|---|---|
| **Active Transport** | | |
| Walk | 2.6% | 2.6% |
| Cycle | - | - |
| **Public Transport** | | |
| Bus only | 1.3% | 1.3% |
| Train + bus | 5.1% | 7.7% |
| **Private Transport** | | |
| Car, as driver | 85.9% | 85.9% |
| Car, as passenger | 1.3% | 1.3% |
| Motorcycle / motorscooter | 1.3% | 1.3% |
| **Other** | 2.6% | - |

### 2.2.2. Target

With consideration to, and an analysis of the base case, potential mode share that may be achieved, as well as the proposed improvements to the infrastructure as part of this development, a target mode share for students and staff have been set for the School, as presented in Table 2-3 and Table 2-4.

Table 2-3: Student target transport mode share

| Transport modes | Morning | Afternoon |
|---|---|---|
| **Active Transport** | **35%** | **30%** |
| Walking/Scooting | 25% | 20% |
| Cycling | 10% | 10% |
| **Public Transport** | **55%** | **65%** |
| **Private Transport** | **10%** | **5%** |
| Car (as driver) | 0% | 0% |
| Car (as passenger) | 10% | 5% |

Table 2-4: Staff target transport mode share

| Transport modes | Morning |
|---|---|
| **Active Transport** | **15%** |
| Walking | 5% |
| Cycling | 10% |
| **Public Transport** | **15%** |
| **Private Transport** | **70%** |
| Car (as driver) | 65% |
| Car (as passenger) | 5% |

In order to achieve the targets, transport action items have been developed as outlined in Section 5 for the school to implement.

# 3. Policies and Procedures

## 3.1. Objectives and Goals

Achieving the goals and objectives of this STP must be underpinned by a school sustainable transport policy that effectively communicates transport expectations to increase active and public transport use to school, reduce rates of driving alone and kiss-and-drop to school, meet ESD / 5-star Green Star requirements and manage risks. Components of this policy and its associated procedures should include:

- Prioritisation of multi-modal transport access
- Staggered start / end times, as required
- Parking allocation and location
- Parking management system operations
- School access via pedestrian gate, bicycle parking, driveways and parking at arrival / end times, school day and outside hours

Sub-policies that will be implemented are described in the following sections. Additional policies will be reviewed as required.

## 3.2. School Access Policy

The School has a total of 5 access gates for various uses: 2 are located on the Stanley Street frontage and 3 on the Crane Street frontage.

Student bicycle parking facilities are located near the main entry off Stanley Street and the entry near the St Luke's Oval. Staff bicycle parking is located within block G off Stanley Street, and end of trip facilities within the staff room.

The school bus stop is located at the School's main entry off Stanley Street. Public bus stops are located on Burwood Road and Crane Street.

The formal designated student drop-off and pick-up zones is located on Crane Street. Informal drop-off and pick-up occurs on Stanley Street.

The locations of the access gates, parking, bicycle facilities and drop-off/pick-up arrangements are presented in Figure 3-1.

The School's access policy for each gate is presented in Table 3-1.

.

Table 3-1: School gate access policy

| Gate | Purpose | Weekday operation | Weekend operation |
|---|---|---|---|
| 1 | Pedestrian and cyclist access | Generally operational between 8:00-9:30am and 2:30-4:00pm | Upon prior arrangement with the School only |
| 2 | Service vehicle access | Generally closed and only open for service vehicles and the minibus | |
| 3 | Accessible access | Generally operational between 8:00-9:30am and 2:30-4:00pm | |
| 4 | Main pedestrian and cyclist access | Generally operational between 7:00am – 6:30pm for school staff and during events outside school hours | |
| 5 | Vehicle access for staff car parking | Generally between 7:00am – 6:30pm for school staff, closed during drop-off and pick-up hours to avoid conflicts between vehicles and students | |

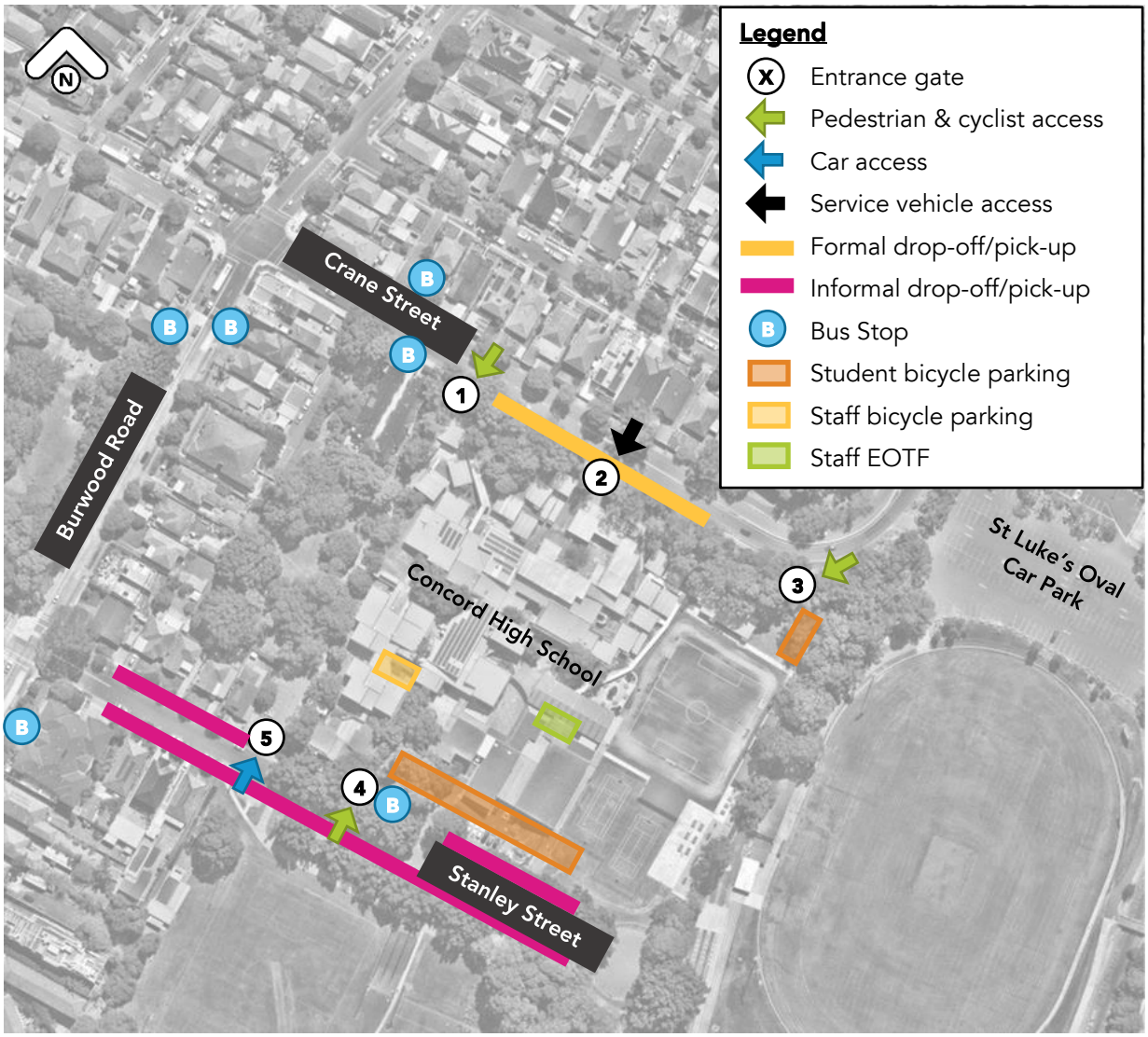



Figure 3-1: School access plan

# 4. School Transport Operations

## 4.1. Day to Day Operations

Day-to-day operational measures required are based on any transport activities that may occur in the vicinity of the School, which are summarised in Table 4-1 and detailed in the following sub-sections.

Table 4-1: School day to day transport activities

| | On-site | Adjacent to site | Management measures |
|---|---|---|---|
| Site entries, pedestrians and vehicles | Y | N | Y |
| General Drop-off and Pick-up | N | Y | Y |
| Buses and/or trains | N | Y | Y |
| Parking incl. carpool, carshare pod | Y | N | Y |
| Delivery and service vehicles | Y | N | Y |

### 4.1.1. Site Entries

Student groups will be directed to use specific gates according to Section 3.2 School Access Policy so that numbers can be monitored and controlled to avoid congestion on footpaths.

### 4.1.2. General Drop-off and Pick-up

A strategy will be communicated to all parents and carers which allows efficient use of the drop-off and pick-up zones during busy times – at the beginning and end of the school day.

Drivers are to pull into the kerb and remain in control of the vehicle while the students exit or enter the vehicle.

The designated private car drop-off and pick-up zone is located on Crane Street, while informal private car drop-off and pick-up activities are also observed on Stanley Street.

The following management measures shall generally be put in place:

- Gates 1 and 3 will be used by students who will be dropped off and picked up by private vehicles along Crane Street.
- Gate 5 on Stanley Street will be used by students travelling on buses, bicycles and on foot.
- Gate 5 will also be used by students requiring accessible parking at the 2 accessible car parking spaces along Stanley Street.
- School caretaker will open the gates between 8:00-9:30am for drop-off and 2:30-4:00pm for pick-up.
- Parents / guardians will be encouraged not to:
    - Exit their vehicles to pick up students in order to speed up the process.
    - Stop within bus stops, driveways and "No Stopping" areas.
    - Undertake U-turns and three-point turns.
    - Double park.

- Staff and parents / guardians will be informed throughout the year as necessary about the correct pick-up and drop-off behaviour.

### 4.1.3. Buses

The school bus stop is located at the School frontage on Stanley Street, while the closest public bus stops are those located on Burwood Road and Crane Street.

Students are most at risk in the minutes after getting off the bus. Therefore, some ways that these risks can be reduced are:

- Wait at the bus stop and stand at least one step back from the edge of the road.
- For the school buses on Stanley Street, students are held back within school grounds, a staff member calls out the number of the arriving bus, students exit the school ground according to their bus route requirement.
- Students could be grouped within school grounds according to the buses they need to take to enable a smoother process and shorten the time outside of the school gate.

### 4.1.4. Car Parking

**General Rules**

Drivers must park safely and legally, even if it means walking further to the school gate. Parking signs are planned with children's safety in mind and all vehicles must slow down to 40km/h in the school zone during required hours and be aware of crossings.

Drivers must always park and turn legally around the school and never double park as it puts children at risk.

Manoeuvres such as U-turns and three-point turns are dangerous and should be avoided. Parking in the bus zones should not occur and the rear footpath side door should be used to get in and out of the car.

Parents / guardians should be informed throughout the year as necessary about the correct pick-up and drop-off behaviour.

**Staff Car Parking**

A staff carpark is located off Stanley Street, with a total of 29 spaces. Staff can access the site internally from the car park.

The following staff car park management measures shall be put in place:

- Staff are recommended to arrive and depart outside of the pick-up and drop-off peak times to reduce conflicts parents / guardians. Ideally, staff should not travel between 8:00-9:30am and 2:30-4:00pm.

Staff should be informed of these measures at the beginning of each year and shall be reminded throughout the year as required.

### 4.1.5. Delivery and Service Vehicles

Delivery and service vehicles are generally in large size, they have blind spots and pose risks to pedestrians when manoeuvring. To reduce the risks, deliveries and service vehicle operations are to be scheduled and carried out outside of the drop-off / pick-up hours.

## 4.2. Event Operations

For any events held by the School, buses of varying sizes may be used to transport students to and from excursions. The following management measures are recommended to be implemented:

- Buses will arrive at the School 15 minutes prior to student pick-up and depart 5 minutes after the drop-off is completed. This is to eliminate potential conflicts between buses and students. The additional time needs to be considered upon booking of the bus.
- Buses will park at the bus zone on Stanley Street.

The transport procedure shall be explained to staff at the beginning of each year and documented in a controlled, easily accessible policy.

# 5. Transport Actions

## 5.1. Walking

**Road Safety program, current and localised**

| | |
|---|---|
| Why | Allows students to be more informed about any dangers of being a pedestrian and provides ease of mind to parents/carers. |
| How | Pedestrian safety can be taught during class and reinforced by teachers and parents. Information can also be provided in the 'information pack'. Excursions around the schools could be organised to show potential dangers and ways to behave on a local example. |
| Who | Teachers and head teacher for PDHPE |
| When | After completion of redevelopment with reinforcement as part of mandatory PDHPE lessons |
| Resources | Information pack, brochures, excursions |

**WWW - Walk and Wheel Wednesday**

| | |
|---|---|
| Why | Promote active transport |
| How | Announcements through collateral |
| Who | Teachers, TP Coordinator |
| When | One Wednesday per month as determined |
| Resources | Promotional material |

**Be Street Smart**

| | |
|---|---|
| Why | Reduce the fatality and injury rates of young people by promoting safe behaviour as drivers, riders and passengers. |
| How | Event attendance and participation |
| Who | Year 12 students, Teachers |
| When | As scheduled by the 'Be Street Smart' program organiser |
| Resources | Crash scene scenario, interactive displays, presentations, promotional materials |

**Provide sufficient storage for bulky goods (for staff)**

| | |
|---|---|
| Why | To provide storage for staff to reduce the requirement of carrying bulky goods home |
| How | Implementation of storage facilities in a convenient location such as staff or classrooms |
| Who | School |
| When | With the growth of the new development on the east of the school |
| Resources | Storage facilities |

## 5.2. Cycling

**Road safety program, current and localised**

| | |
|---|---|
| Why | Allows students to be more informed about any dangers of being a cyclist and provides ease of mind to parents/carers. |
| How | Cycle safety can be taught during class and reinforced by teachers and parents. Information can also be provided in the 'information pack'. |
| Who | Teachers and TP Coordinator |
| When | After completion of redevelopment with reinforcement as required. |
| Resources | Information pack and brochures |

**Buddy Scheme (for students)**

| | |
|---|---|
| Why | Motivates people to use active transport more often |
| How | TP Coordinator/staff could promote to students to buddy up with students that live close to each other. |
| Who | TP Coordinator |
| When | As required |
| Resources | Nil |

**Implement wayfinding**

| | |
|---|---|
| Why | To navigate to on-site bicycle parking spaces and EOTF |
| How | Provide clear wayfinding signage |
| Who | School |
| When | Within the first year of operation |
| Resources | Directional signage |

**Implement end of trip facilities (for staff)**

| | |
|---|---|
| Why | Allows active transport commuters to shower and change to be comfortable at work. |
| How | Including a shower and change room in the school and informing staff about its availability |
| Who | School |
| When | Upon completion of the redevelopment |
| Resources | Shower and change room facilities |

## 5.3. Public Transport

**Seek dialogue with TfNSW and the local bus operator**

| | |
|---|---|
| Why | To implement additional bus services before and after the school bell times, so that the connection is convenient for staff, which would allow staff to commute to school via bus instead of private transport |
| How | Communication with TfNSW and the bus service provider |
| Who | TP Coordinator |
| When | After completion of redevelopment, review demand yearly |
| Resources | Discussions |

**Seek dialogue with the local bus operator**

| | |
|---|---|
| Why | To improve the bus service provision / timing |
| How | Discussion with the bus operator |
| Who | TP Coordinator, Steering Committee |
| When | After completion of redevelopment |
| Resources | Discussions |

**Seek dialogue with the local bus operator and TfNSW**

| | |
|---|---|
| Why | To implement additional bus routes for students |
| How | Discussion with the bus operator |
| Who | TP Coordinator, Steering Committee |
| When | After completion of redevelopment |
| Resources | Discussions |

## 5.4. Car Share / Car Pooling

**Organise potential carpooling matches**

| | |
|---|---|
| Why | Motivates people who live in close proximity to use carpooling services |
| How | Buddy up students and staff |
| Who | Steering Committee |
| When | As required |
| Resources | Residential data |

# 6. Communications

## 6.1. Channels

The school will utilise a combination of communication channels to send different messages to parents. The channel that is used will depend on the type of message and how often the message needs to be repeated. The following channels could be implemented:

- Starter kit – Parents will receive a starter kit at the beginning of each year. This kit will include formal information on transport options to/from the school, including bus route maps and timetables, information on how to obtain an Opal Card, information on appropriate behaviour during pick-up and drop-off etc.
- Newsletter – to provide up-to-date information on transport and send reminders of programs
- Skoolbag or similar app – as a communication tool. Can be used to individually target students / parents to promote public transport or carpooling options.
- School website – will include comprehensive information on transport options to the school, with focus on active and public transport, the information shall be reviewed and updated every six months or sooner if required.
- Facebook Group – as a promotional channel to remind parents of public and active transport options and of transport programs organised by the school.
- P&F and P&C meetings – regular meetings with the community to discuss issues and ways to resolve them.

## 6.2. Messages

The school will regularly distribute the School's transport information using a combination of the above channels or others as required to inform parents of the following:

- School start and end times
- Transport goals and expectations
- Transport access modes with links for more information
    - Road safety
    - Signing up for the SSTS and School Term Bus Pass
    - On-site transport access, incl bicycle / scooter parking areas
- Correct behaviour at drop-off and pick-up
- How to report school related transport issues
- Contacting the governance committee

Some sample messages for parents / carers are listed below:

- Get involved in using active and public transport to school with your student
- Help your student practice the active and public transport they are learning (try for part trip or whole trip)
- Speak to staff about travel to school programs and infrastructure
- Use active and public transport from school drop-off to work
- Report transport issues as the concern arises (specify channels)
- Improved quality of life (increased healthy lifestyles, wellbeing, physical activity)
- Transport as a learning and resilience building opportunity
- Educational opportunities for parents and community
- Joint/community use for transport programs

## 6.3. Travel Access Guide

A Travel Access Guide can be used to advise students, parents and staff of various active and public transport options that can be considered when travelling to and from the School. A TAG has been prepared and is included in Appendix 1.

The Travel Access Guide will be distributed on the school website, school inductions (new starters, returning students), print and e-newsletters and will communicate the following in detail:

- Transport policies
- Transport access and options (footpaths, separated bicycle infrastructure, public transport, local and regional road network)
- Encouragement programs (transport encouragement programs)
- Issue reporting pathways
- Maps showing the School's access entries
- Transport infrastructure at the School (on-site and adjacent-to-site) including:
    - Bicycle and scooter parking
    - Carpool parking
    - End-of-trip facilities (staff)
    - Drop-off and pick-up arrangements
    - Parking management

# 7. Monitoring and Evaluation

The STP does not only outline actions and strategies, but also ensures monitoring and evaluating of those initiatives. This is a crucial part of the travel planning process as it ensures maximum benefits are gained.

A review of the mode share and targets will be undertaken regularly, followed by continuous tracking and reassessment. The review will be supported by collecting relevant data, such as travel surveys, to collect travel behaviour to understand any patterns, progress or issues.

The ongoing monitoring and review process will ensure reasons for travelling are considered and understood. Any barriers to changes in their behaviour will be considered as it will help decide for the most effective actions to be identified. This review process is also an opportunity to communicate progress to the school community which can encourage more change from feedback of the results.

To ensure that school community understands the benefits of sustainable travel, key elements to development and implementation must be practiced. These include:

- Communication – It is necessary to explain the reason for adopting the plan and all the benefits. Information on alternatives must also be readily available so it is easier for people to make the change.
- Commitment – The STP coordinator is encouraged to ensure consistent action to help change established habits. Using communication and the provision of necessary resources impetus for commuters can be provided to switch from using private vehicles.
- Consensus – Broad support is necessary for the introduction of the STP. If it is not received well by the school community the targets will not be achieved.

## 7.1. Data Collection

To support the monitoring and evaluation, and to verify travel behaviours and travel demand for the School, the following data collection activities will be undertaken:

- A Journey to School travel survey for staff and students, once a year, with questions similar to those outlined in Appendix 2.
- Analysis of the transport access and use (audits, program participation rates, counts, observations, hit rate on web- based communication strategies etc).
- Analysis of the transport catchment.

This would assist with developing and reviewing travel planning schemes and how the existing facilities can be improved around the site area and beyond. It would help contribute towards the School's vision to encourage more sustainable modes of transport.

## 7.2. Program Evaluation

After the data collection from each travel survey, subsequent changes may be made to initiatives or to the targets. The review of the data will consider the following questions:

- Are the targets still realistic? Are they still ambitious? Should they be updated? – existing targets will be compared to the responses obtained from the survey.
- Are there difficulties in achieving particular targets? What are the likely reasons for this? – if there is no or only minor shift in a particular transport mode despite a high potential reach, an analysis of challenges will be undertaken. Subsequent questionnaires may be required to ask more specific questions.
- Are there any gaps with regards to actions? – review of processes, information and marketing will be undertaken to implement any potential improvements. Participation in programs will be analysed, which will be used as a basis for decision of any changes to specific programs are required.
- What is preventing further improvement on mode share and how can this be addressed? – this can vary from additional pedestrian crossings to new bus routes. An analysis of the infrastructure and consultation with authorities will be required.

## 7.3. Reporting Findings

A report outlining the findings and recommendations will be presented to Council by the School or the STP Coordinator after each annual review for a recommended period of five years after the issue of the Occupation Certificate (OC).

Agreed changes to the STP or actions resulting from the findings will be implemented in an appropriate and timely manner at the schools discretion.

## 7.4. Monitoring and Evaluation Action Plan

A summary of all monitoring and evaluation strategies are presented below:

**Form an advisory committee involving staff and P&F members**

| | |
|---|---|
| Why | Monitor the progress of the STP |
| How | Email invitation for expression of interest |
| Who | TP Coordinator |
| When | Completion of the development |
| Resources | Emails |

**Annual Survey**

| | |
|---|---|
| Why | Monitor, review and evaluate the progress towards the travel mode targets |
| How | Online surveys to all staff and students. |
| Who | TP Coordinator |
| When | Beginning or end of each year |
| Resources | Email |

**Regular meetings**

| | |
|---|---|
| Why | Discuss the effectiveness of initiatives |
| How | In person meeting at a specified location within the school |
| Who | Steering Committee |
| When | Every 6 months |
| Resources | Meeting agenda and action plan |

**Update all noticeboards**

| | |
|---|---|
| Why | Ensuring all information is accurate and up to date for those travelling through active and public transport |
| How | Updating information on boards |
| Who | Steering Committee |
| When | As required |
| Resources | Information boards |

**Review and update of STP**

| | |
|---|---|
| Why | Evaluate the success of the STP implementation and to add any new objectives. |
| How | Meetings with steering committee to suggest any changes |
| Who | TP Coordinator |
| When | As required |
| Resources | STP objectives, targets and progress checklist. |

ptc.

# Appendix 1. Travel Access Guide

# Concord High School

## Travel Access Guide

25 May 2023

### Project overview

Concord High School is being upgraded to provide additional permanent teaching spaces and core facilities.

### Using public transport to get to school

B

A variety of school and public bus routes are available for students. Refer to the map overleaf for more details.

### Apply for a School Opal Card | School Term Bus Pass

A convenient way to get to and from Concord High School by bus. Eligible students can receive free travel to and from home and school on approved public transport services during the term. Visit the Transport for NSW website for more details: transportnsw.info/school-travel-apply

To plan your trip, visit the Transport for NSW website for up-to-date timetables and maps at transportnsw.info

### Tap on and tap off every time

Use your School Opal card every time you catch public transport to school.

It tells us how many people are using public transport to help us plan buses, trains and ferries to suit you.

### Kiss and drop code of conduct

Carpooling is a great way to share the ride to and from school. Parents and carers are encouraged to get in touch with each other to carpool where possible. If you need to drive to school, we ask that road rules are followed to ensure the safety of all road users. Behaviours that reduce safety are:

- U-turns / double parking
- Parking or stopping in driveways.

### Snap, Send, Solve

The department encourages the use of Snap Send Solve to empower individuals to actively participate in improving their communities by providing a simple and efficient way to report issues. It facilitates communication between citizens and local authorities, promoting greater transparency, and assisting in the timely resolution of problems.

### Message from your Principal

I encourage students, staff and visitors to catch public transport or walk and cycle to and from the school.

Concord High School is serviced by various bus services, with bus stops conveniently located close to school accesses. I ask the school community to help create a safe environment for our children by choosing public and active transport over private car use as much as possible.

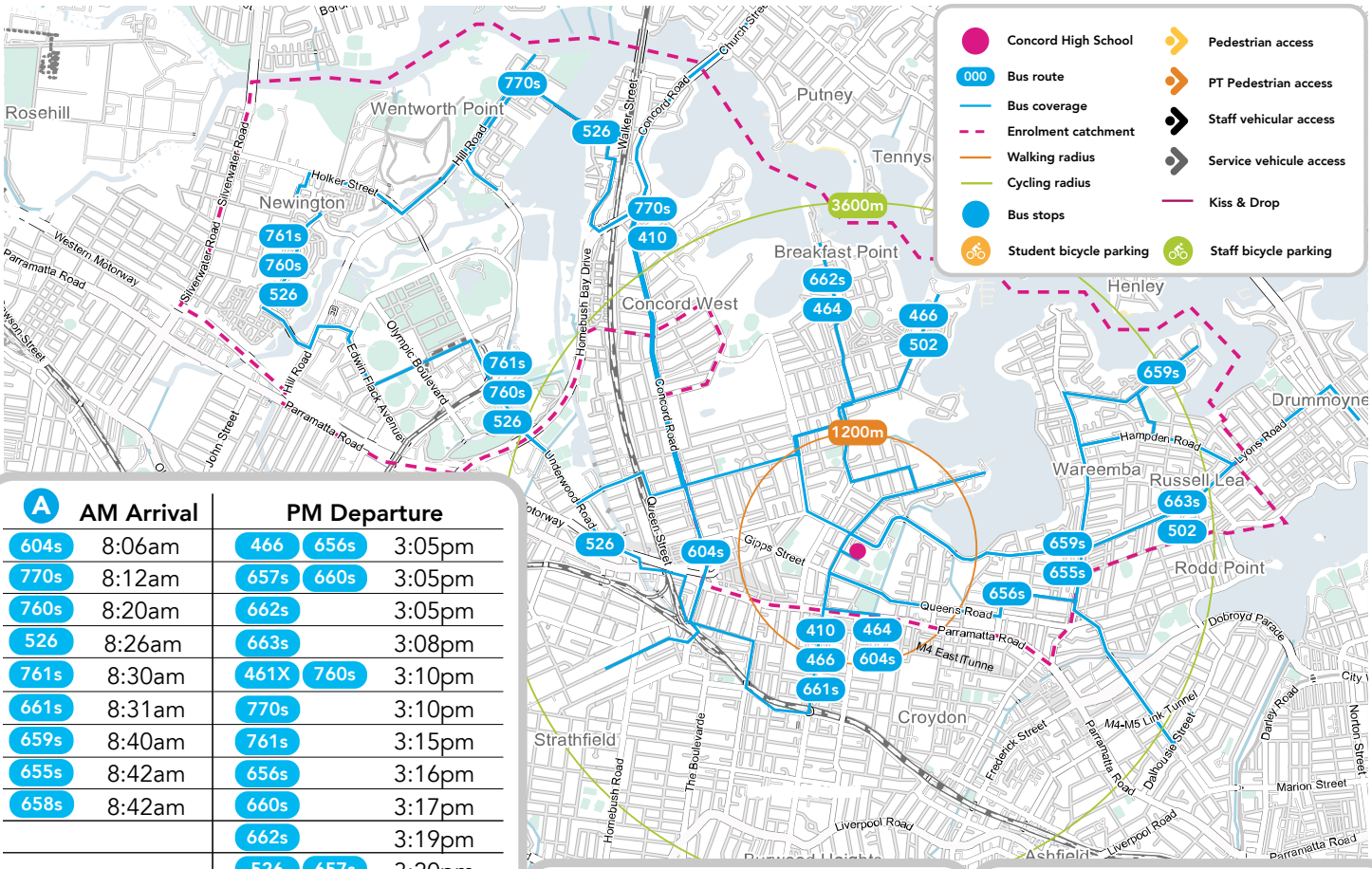
Victor Newby

**For more information contact:**

School Infrastructure NSW
Email: schoolinfrastructure@det.nsw.edu.au
Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au

NSW GOVERNMENT

# NSW Department of Education – School Infrastructure

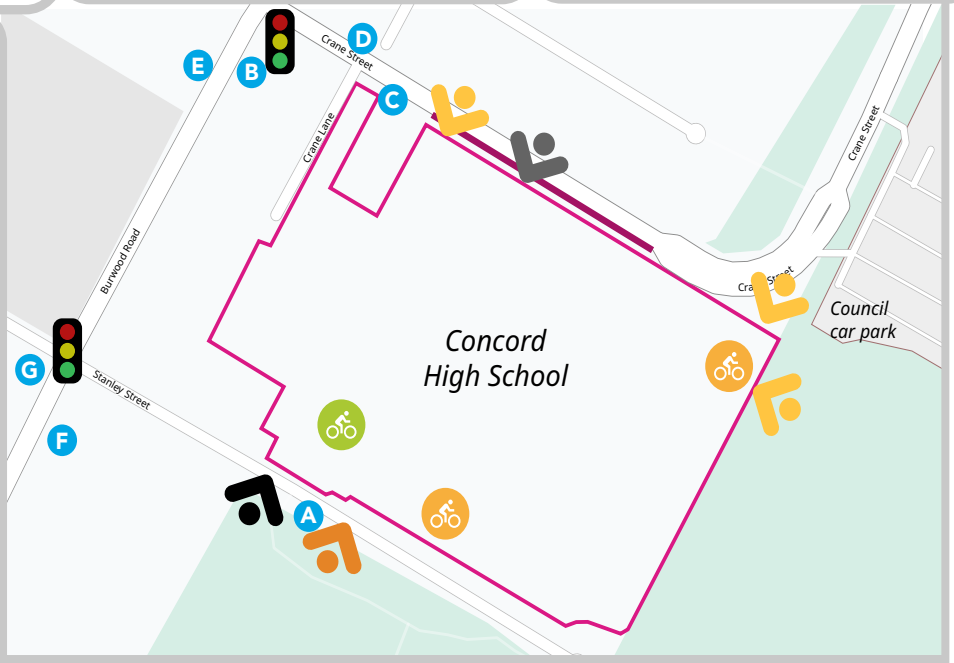



| A | AM Arrival | PM Departure | | |
|---|---|---|---|---|
| 604s | 8:06am | 466 | 656s | 3:05pm |
| 770s | 8:12am | 657s | 660s | 3:05pm |
| 760s | 8:20am | 662s | | 3:05pm |
| 526 | 8:26am | 663s | | 3:08pm |
| 761s | 8:30am | 461X | 760s | 3:10pm |
| 661s | 8:31am | 770s | | 3:10pm |
| 659s | 8:40am | 761s | | 3:15pm |
| 655s | 8:42am | 656s | | 3:16pm |
| 658s | 8:42am | 660s | | 3:17pm |
| | | 662s | | 3:19pm |
| | | 526 | 657s | 3:20pm |
| | | 663s | | 3:24pm |
| | | 466 | | 3:29pm |
| | | 770s | | 3:38pm |
| | | 760s | | 3:39pm |
| | | 761s | | 3:50pm |

| C | AM Arrival | PM Departure | |
|---|---|---|---|
| 502 | 8:18am | 502 | 2:36pm |
| 502 | 8:43am | 502 | 3:06pm |
| 502 | 9:03am | 502 | 3:32pm |
| | | 581w | 3:59pm |

| D | AM Arrival | PM Departure | |
|---|---|---|---|
| 502 | 8:16am | 502 | 2:34pm |
| 502 | 8:48am | 502 | 3:04pm |
| 502 | 9:20am | 502 | 3:34pm |

| G | AM Arrival | PM Departure | | |
|---|---|---|---|---|
| 464 | 8:03am | 464 | | 2:30pm |
| 410 | 8:06am | 410 | | 2:36pm |
| 464 | 8:20am | 466 | | 2:42pm |
| 410 | 8:21am | 410 | 464 | 2:44pm |
| 410 | 8:32am | 410 | | 2:52pm |
| 464 | 8:35am | 466 | | 2:53pm |
| 466 | 8:42am | 410 | 464 | 2:59pm |
| 410 | 8:44am | 410 | | 3:00pm |
| 464 | 8:50am | 464 | | 3:02pm |
| 410 | 8:56am | 410 | 662s | 3:08pm |
| | | 464 | 410 | 3:17pm |
| | | 464 | 410 | 3:19pm |
| | | 715s | | 3:20pm |
| | | 410 | | 3:27pm |
| | | 464 | | 3:28pm |
| | | 674s | | 3:30pm |
| | | 677s | | 3:34pm |
| | | 464 | | 3:35pm |
| | | 466 | | 3:38pm |
| | | 464 | 410 | 3:39pm |
| | | 466 | | 3:49pm |




**For more information contact:**

School Infrastructure NSW
Email: schoolinfrastructure@det.nsw.edu.au
Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au

NSW GOVERNMENT

# Appendix 2. Travel Survey Questions

The following questions should be asked at a minimum; Adjustments may be required.

- Are you a staff member, student, or parent / carer of a student?
- How do you generally travel to school and what is the distance of travel?
    - Walk / run
    - Bicycle / scooter
    - Bus; provide number
    - Train; provide number
    - Light rail; provide service
    - Ferry; provide service
    - Combination of bus and train; provide bus / train number
    - Car (Driver)
    - Car (Passenger)
    - Other _____
- If you drove, how many other students were with you in the car? (students / parents only)
- If you drove, please answer the following:
    - Did you park on site today? If so, where?
    - Did you park on-street? If so, where?
- Were you dropped off by private vehicle? If so, where?
- If you drove / were dropped-ff, what other purpose is the car used for? (e.g. dropping off or collecting children from school/childcare, shopping on the way home, health reasons, worried about safety, convenience etc.)
- What time do you usually arrive at the school in the morning and how long is the trip?
- What time do you leave the school in the afternoon and how long is the trip?
- Which measures would encourage you to walk or ride a bicycle more? If you already walk or ride a bicycle - what measures would you like to see more? (e.g. lower speed roads, more bicycle / helmet storage, shower / change rooms, information on safe routes etc.)
- Which measures would encourage you to use public transport? If you already use public transport, what would you like to see more? (e.g. cheaper public transport, more frequent services, improved waiting area, better connections, information about public transport etc.)

- Have you heard of car share? Do you know where the nearby car share locations are? If yes, would you use it?
- If not, what are the barriers to you using car share to travel to and from the school?
- What would make you consider using car share as a form of transportation? (e.g. free / reduced parking cost, help finding someone to carpool etc.)
- What is the postcode / suburb of your place of residence?

Do you have any suggestion/recommendations to encourage sustainable modes of transport?