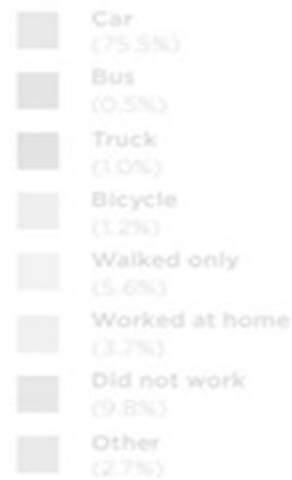


GREEN TRAVEL PLAN

Living School, Lismore

Proposed Education Facility



Most sustainable

Version Control

Report Title	Status	Prepared	Reviewed	Issue	Date	Issued to:
P025.01R – The Living School Lismore GTP	FINAL	DJ	AB	AB	25 June 2024	lfittock@ndc.com.au

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1 INTRODUCTION

1.1 Scope of Works

ABTT Consulting has been engaged by The Living School to prepare a Green Travel Plan for the continued operation of the school with the proposal to introduce a new campus occupying the Brown and Jolly building within the Lismore CBD.

It is noted that the report should be read in conjunction with the below reports to understand the full scope of assessment in relation to the anticipated safety and operation of the site:

- *The Living School, Lismore – Road Safety Review;*
- *The Living School, Lismore – Traffic Impact Assessment.*

1.2 School Operation Details

As mentioned above, the proposal is for an expansion of the Living School via a new campus at the Brown and Jolly Building within the CBD. The proposed campus will facilitate years 5 to 8.

As shown in Table 1.1, the proposal will facilitate 200 students and will be operated by 20 staff. The proposed campus will be provided in addition to the existing Conway Street campus which facilitates students up to year 4.

Table 1.1: Proposed Student / Staff Numbers

Campus	Kindy	Year 1 - 4	Year 5 - 8	Year 9 -12	Total	Staff
Conway St (existing campus)	39	150	0	SCU Campus	189	16
Brown & Jolly (new campus)	0	0	200	SCU Campus	200 (+200)	20 (+20)
TOTAL	39 (+0)	150 (+0)	200 (+200)	N/A	389 (+200)	36 (+20)

The new Brown and Jolly campus, located within the Laneways precinct, is intended to operate as an integrated facility within the Lismore CBD utilising existing community facilities that the CBD currently offers. Figure 1.1 shows the key walking origin-destinations expected and subsequently considered as part of Green Travel Plan.

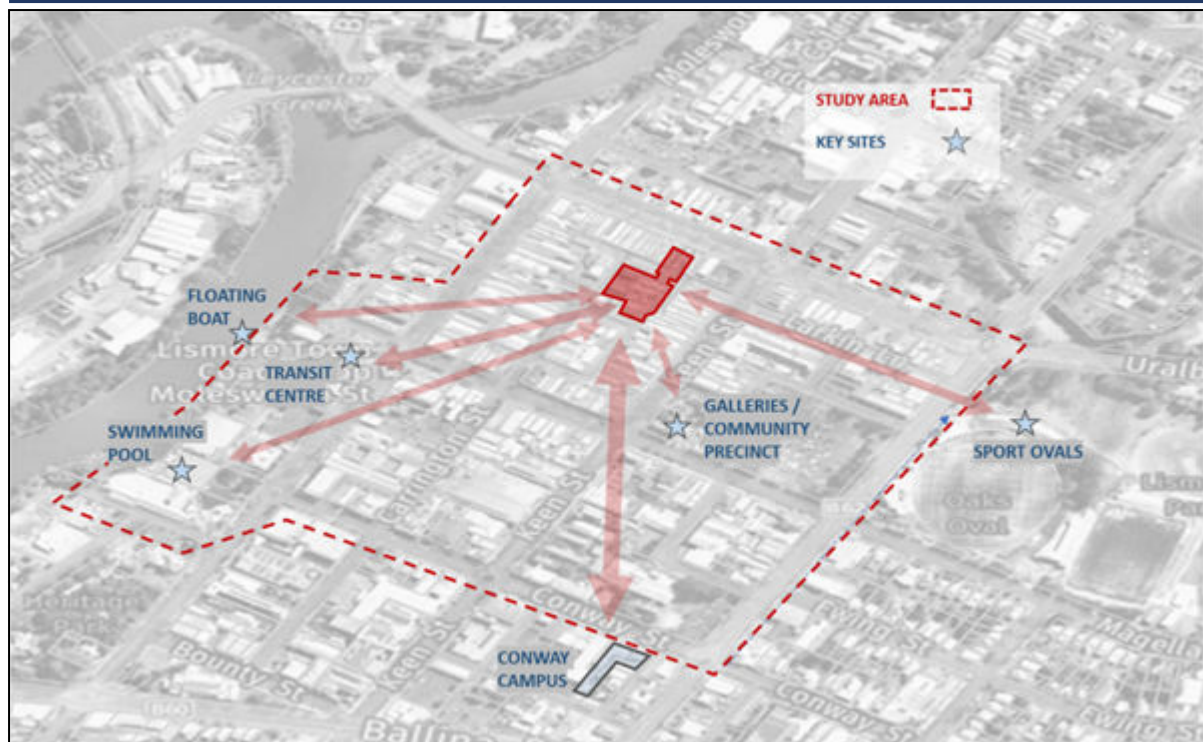


Figure 1.1: Key Walking Origin-Destinations

1.3 What is a Green Travel Plan?

A Green Travel Plan (GTP) is a management strategy for delivering long term behavioural change towards sustainable travel patterns. It is about understanding how people make their transport decisions and using this to influence behaviours that lead to better organisational and health outcomes, while reducing adverse impacts on the immediate traffic network such as congestion and accidents.

The plan will provide students, staff and parents with the framework, tools and actions to make sustainable transport choices. The information in this GTP is to be provided to students, staff and parents prior to the use of the site.

1.4 Why a Green Travel Plan is Required

Creating GTP is recognized as an effective method for promoting active travel in school environments. A well-executed Green Travel Plan provides numerous advantages to the school community, such as:

- Encourages social interactions among students through communal walking or cycling;
- Facilitates the adoption of health, fitness, and wellbeing initiatives within schools;
- Boosts safety by cutting down on traffic and easing local road congestion;
- Helps improve air quality by reducing emissions from private vehicles;
- Promotes healthier living, leading to more vibrant, unified, and accessible communities;
- Creates avenues for student leadership and engagement.

Students who grow accustomed to active and sustainable transportation modes are more likely to maintain a healthy and active lifestyle into adulthood. This shift can foster a new generation of environmentally conscious professionals who value location and lifestyle choices over car ownership.

An effective Green Travel Plan can yield substantial benefits, including lower parking costs, reduced congestion on public roads, and enhanced health and environmental conditions. These improvements typically lead to a healthier, happier school environment with fewer sick days required by both staff and students.

1.5 Green Travel Plan Process

1. Assessing Current Travel Behaviours and Infrastructure: Information is gathered on the current state of the site, including:
 - Existing travel patterns;
 - Local public transport facilities;
 - Walking routes; and
 - Cycling facilities.
2. Establishing Practical Goals: Based on the existing conditions, a series of practical goals are set to align with the objectives of the plan. These goals focus on reducing the reliance on private vehicles and decreasing the total vehicle kilometres travelled.
3. Formulating Strategies: Various strategies are formulated to achieve the set goals. Each strategy is accompanied by a measurable outcome to gauge progress.
4. Ongoing Evaluation and Updates: The plan is designed to be revisited and revised every 12 months, ensuring that both the goals and strategies remain relevant and effective.

1.6 Responsibilities

The execution of this Green Travel Plan necessitates the appointment of a designated Travel Plan Coordinator (TPC) tasked with the expansion, implementation, and oversight of the GTP during the initial 12 months following project completion. After this period, the school principal will assume responsibility for the comprehensive implementation and assessment of the plan.

2 SITE CONDITIONS

2.1 Location of Subject Site

The subject site is located within the existing property locally known as the Brown and Jolly building within the Lismore CBD, fronting Woodlark Street. As shown in Figure 2.1, the site extends into the Laneways precincts and has frontages along both Carrington Street, Eggins Lane and Larkin Lane. The site is formally identified as Lot A on DP397258, Lot 1 on DP780375, Lot 1 on DP341873, Lot 1 on DP341874, Lot 1 on DP962388 and Lot 2 on DP516552 and has a combined area of 3,470m².

The site is located within the E2 – Commercial Centre zone.

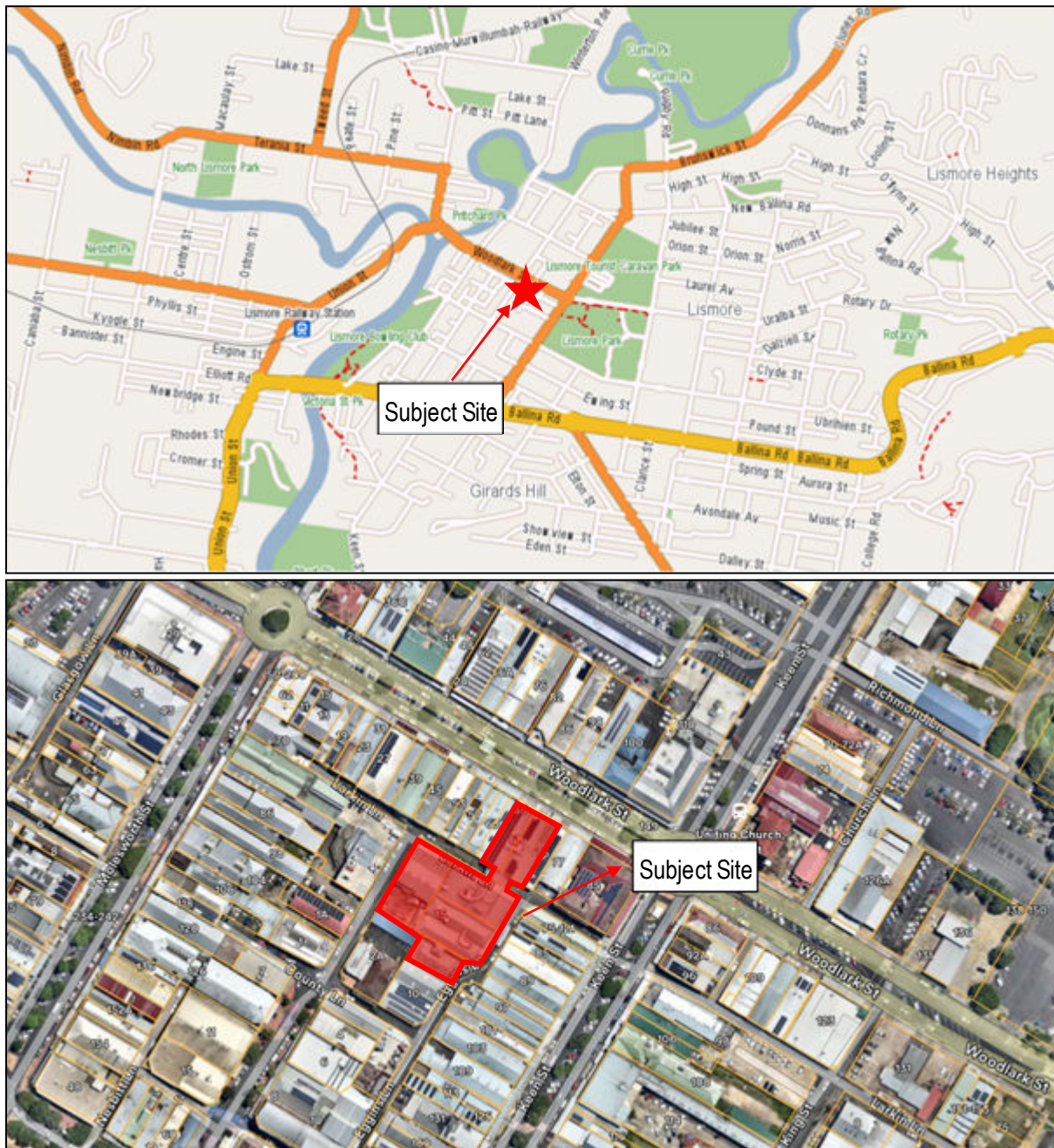


Figure 2.1: Location of Subject Site

[Source: NSW Spatial Viewer & Nearmap]

2.2 Existing Road Network

The proposed new campus (Brown and Jolly building) is bound by a network of local streets and is within the Laneways precinct of the Lismore CBD. The distinct characteristics and alignment of each road section with respect to the site are detailed below in Table 2.1, with images of the road network and road hierarchy classification of the adjacent system shown in Figures 2.2 and 2.3.

Table 2.1: Existing Road Network Properties

Name	Speed	Classification	Jurisdiction	Alignment
Woodlark Street	40km/h	Regional Road	Lismore City Council	North
Larkin Lane	10km/h	Local Road	Lismore City Council	Through
Carrington Street	10km/h	Local Road	Lismore City Council	West
Eggins Lane	10kmh	Local Road	Lismore City Council	East

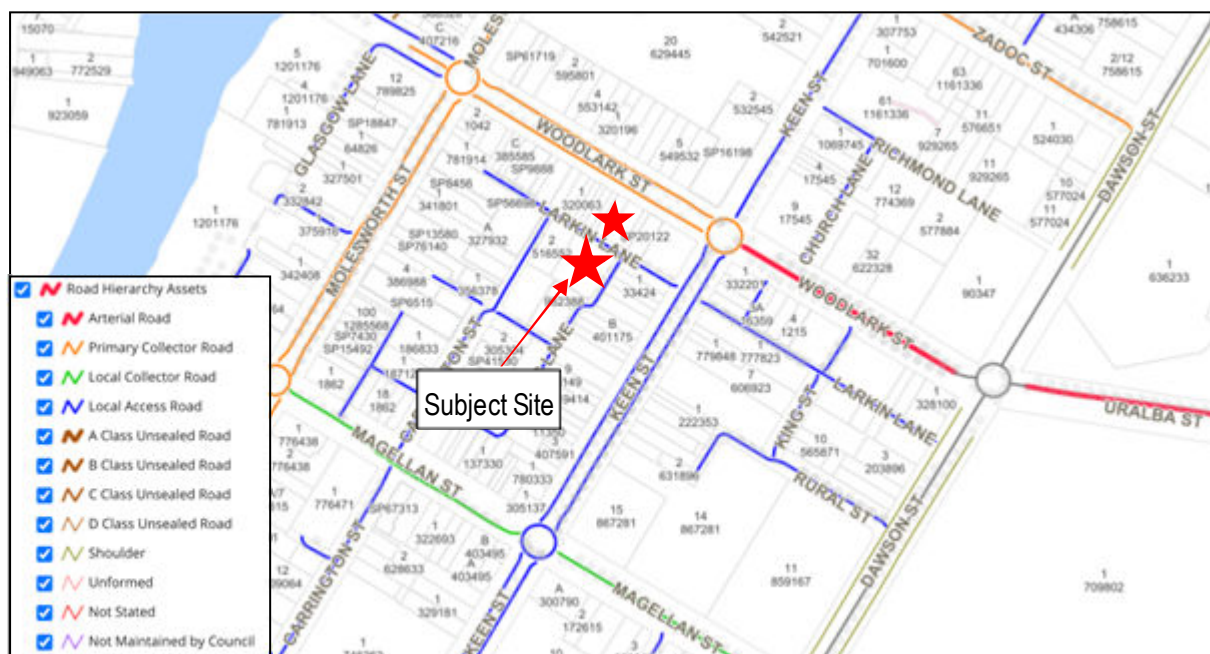


Figure 2.2: Adjacent Road Network Hierarchy and Characteristics

[Source: Lismore DCP]



Figure 2.3: Images of The Living School in the Context of Surrounding Roadway

2.3 Active Transport

Pedestrians

It is proposed that the pedestrian network in the immediate vicinity of the site will be upgraded to better facilitate safe access for children to the new precinct. The proposed road network enhancement in the immediate proximity of the site is shown in Figure 2.4, with detailed recommendations for improvement discussed in the Road Safety Review.

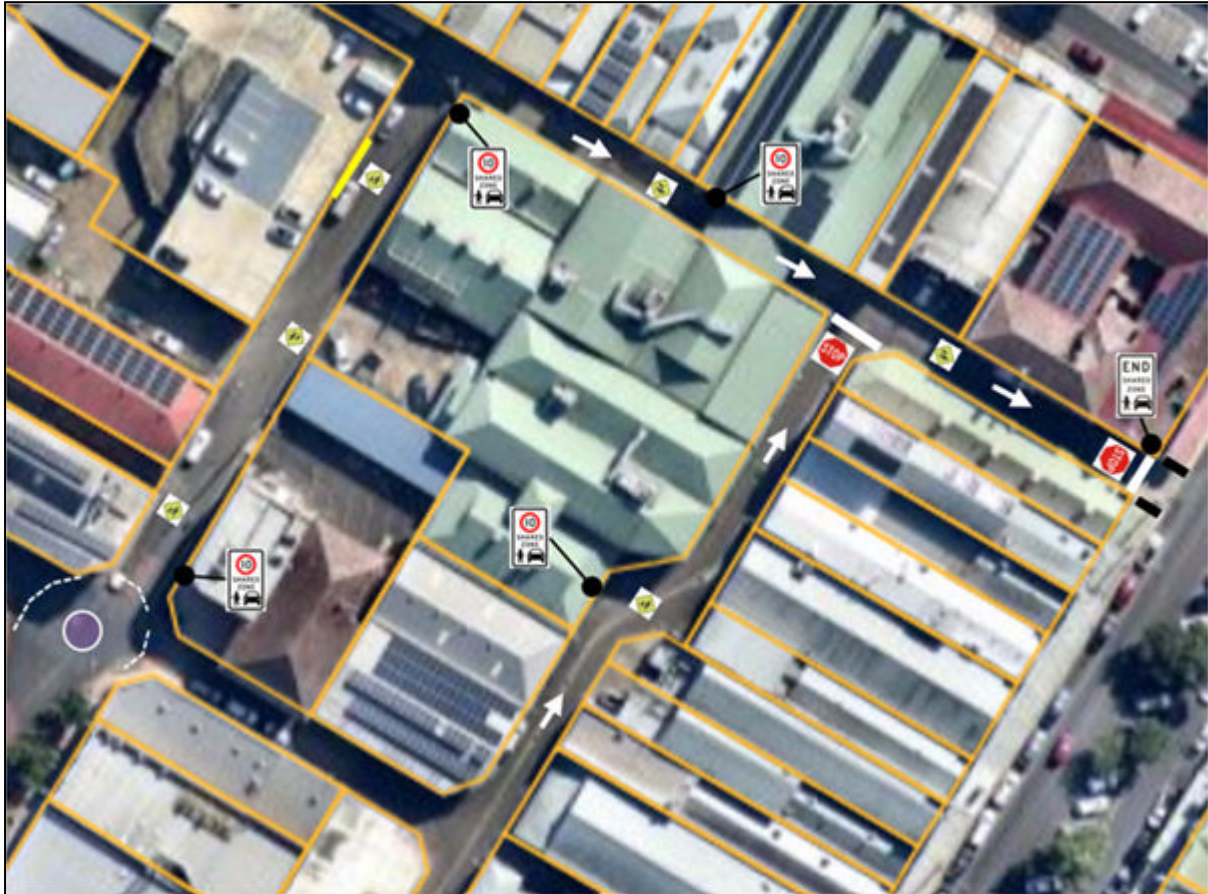


Figure 2.4: Proposed Road Network Enhancement to Improve Pedestrian Awareness and Safety

Cyclists

As discussed in the Road Safety Review there is a lack of cyclist facilities in the CBD. It is recommended that the facilities specifically between the Conway Street campus and the Brown and Jolly campus be improved to allow the school to safely promote sustainable travel in the medium to long term.

Public Transport

The existing school is integrated in the public transport system and also provides a school bus service operated by Ballina Buslines. The bus route within the CBD is shown in Figure 2.5, with a wider bus network shown in Figure 2.6. The special school service timetable associated with The Living School is provided as Appendix A.



**Figure 2.5: Public Bus Routes
(Site Proximity)**

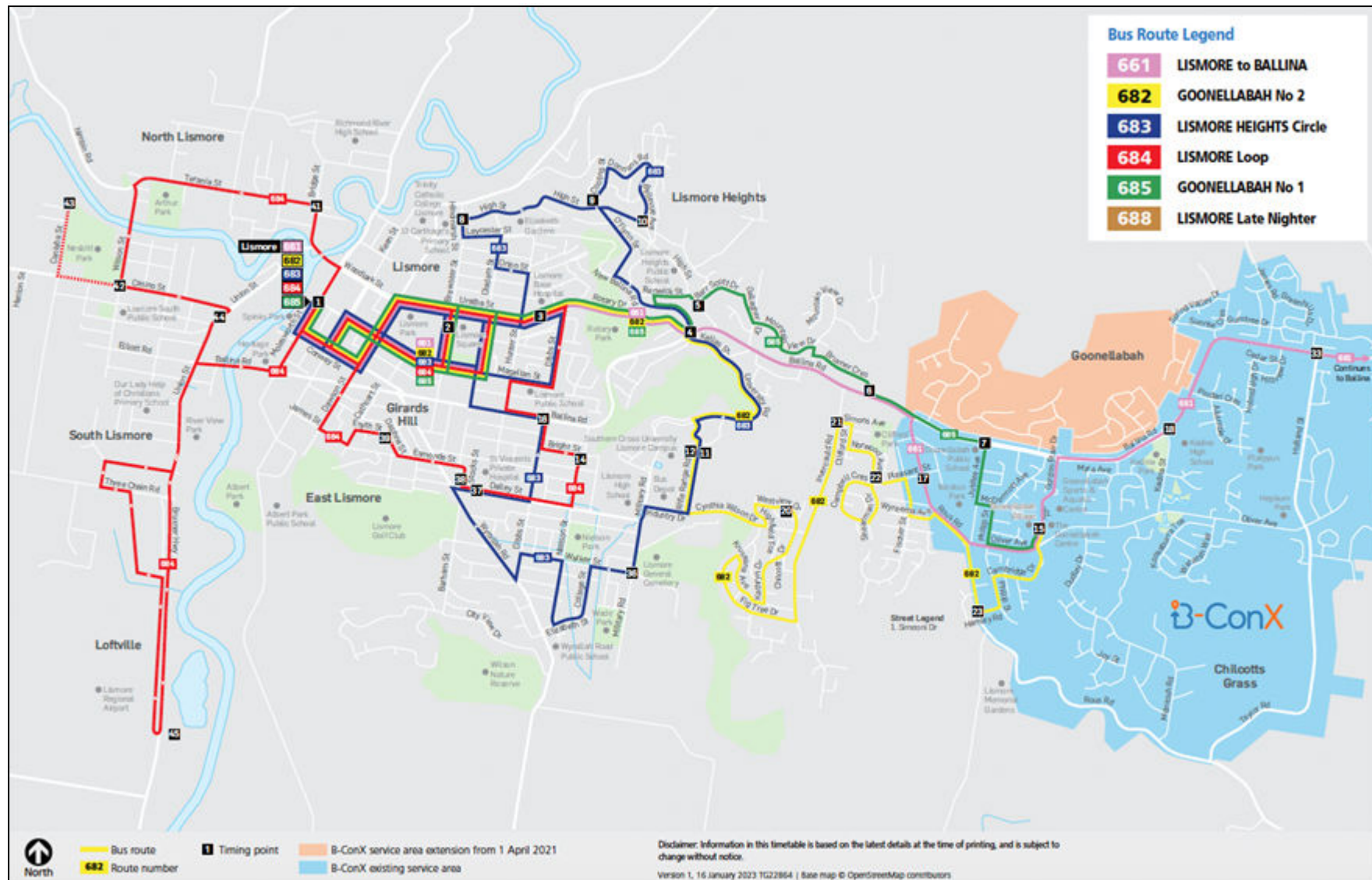


Figure 2.6: Public Bus Network

Public Car Parking

The new campus occupying the Brown and Jolly building is subject to 147 car parking credits to facilitate the use within the property. As shown in Figure 2.7, the site is bound by on-street parking facilities off Woodlark Street, Keen Street and Molesworth Street. The site is also subject to a large public car parking module to the north (3-hour restriction), 150 metres walking distance from the site.

Parents and carers dropping children off are to be encouraged to park in the on-street facilities and walking their child to the school rather than entering the Laneways precinct. During our inspection of the site it has been observed that the CBD reduces in the mid-afternoon, freeing up the on-street parking facilities allowing such to be used for the pick-up of children after school. The area is considered to be desirable on the basis that private vehicles will be encouraged to stay clear of the Laneways precinct. Furthermore, the on-street parking location, whilst within walking distance of the Conway Street campus allows parents that need to drive to the CBD to park in an area clear of heavy pedestrian and public transport demand.



Figure 2.7: Existing on Street Parking Arrangements and Restrictions

2.4 Existing School Campus Transport Mode Share

Based on the data gathered through the survey carried out by the school the below travel mode share split has been identified for children attending the Conway Street campus:

Private Vehicle:	22%
School / Public Bus:	71%
Walking / Cycling:	7%

2.5 Comparable Mode Share Demographics (Lismore & NSW)

Further to the survey carried out by the school additional data has been gathered from profile.id.com.au for the of the 'travel to work' mode share for the general population of Lismore City and the North Lismore Region (Figure 2.8). This data was also compared against the average New South Wales population (Figure 2.9).

As shown, the largest difference in mode share characteristics for a rural community (Lismore) in comparison to the general population (NSW) is the ratio of private passenger dependence (>60% Lismore / 43% NSW) and the number of residents working from home (14% Lismore / 31% NSW). The mode share between the Lismore City and Northern Lismore population is within 1 – 2% of each other and is therefore considered to be consistent for the rural environment.

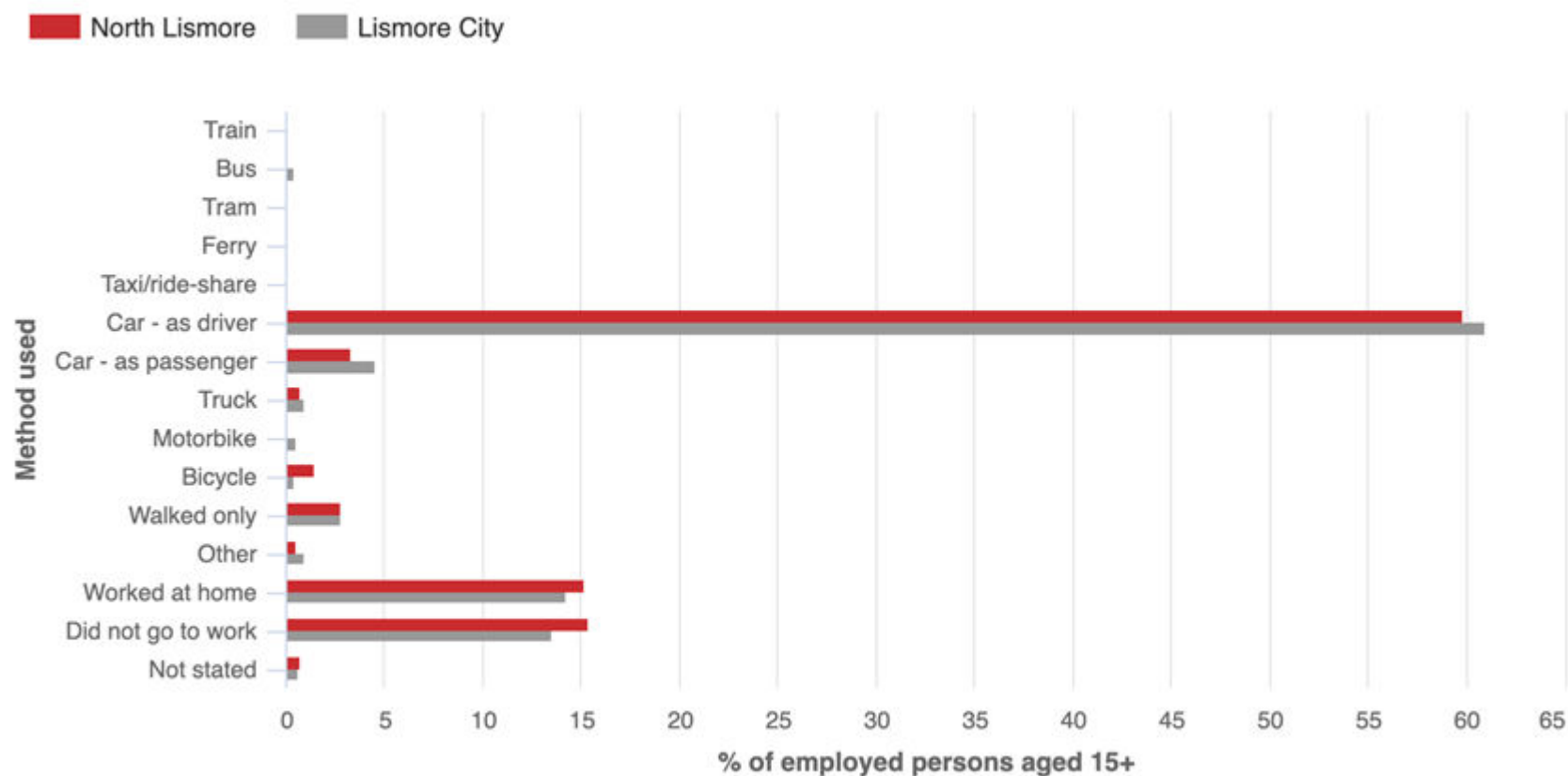
2.6 Other Mode Share Demographics (Primary & Secondary School – Research)

Reference is made to the 2019 research report prepared for the Australasian Transport Research Forum commissioned by Griffith University, comparing the travel modes between private school and public-school mode share distributions for both primary and secondary schools (Figures 2.10 and 2.11).

As shown, the data indicates that 80 – 90 % of primary school children are dropped off by a private vehicle, with the corresponding ratio for secondary school children reducing to 55 – 60%. It is noted that utilisation of public transport services (private or public bus) and walking is also observed to be significantly lower for children in primary school in comparison to secondary school.

Method of travel to work, 2021

Total employed persons



Source: Australian Bureau of Statistics, Census of Population and Housing, 2021 (Usual residence data). Compiled and presented in profile.id by .id (informed decisions).

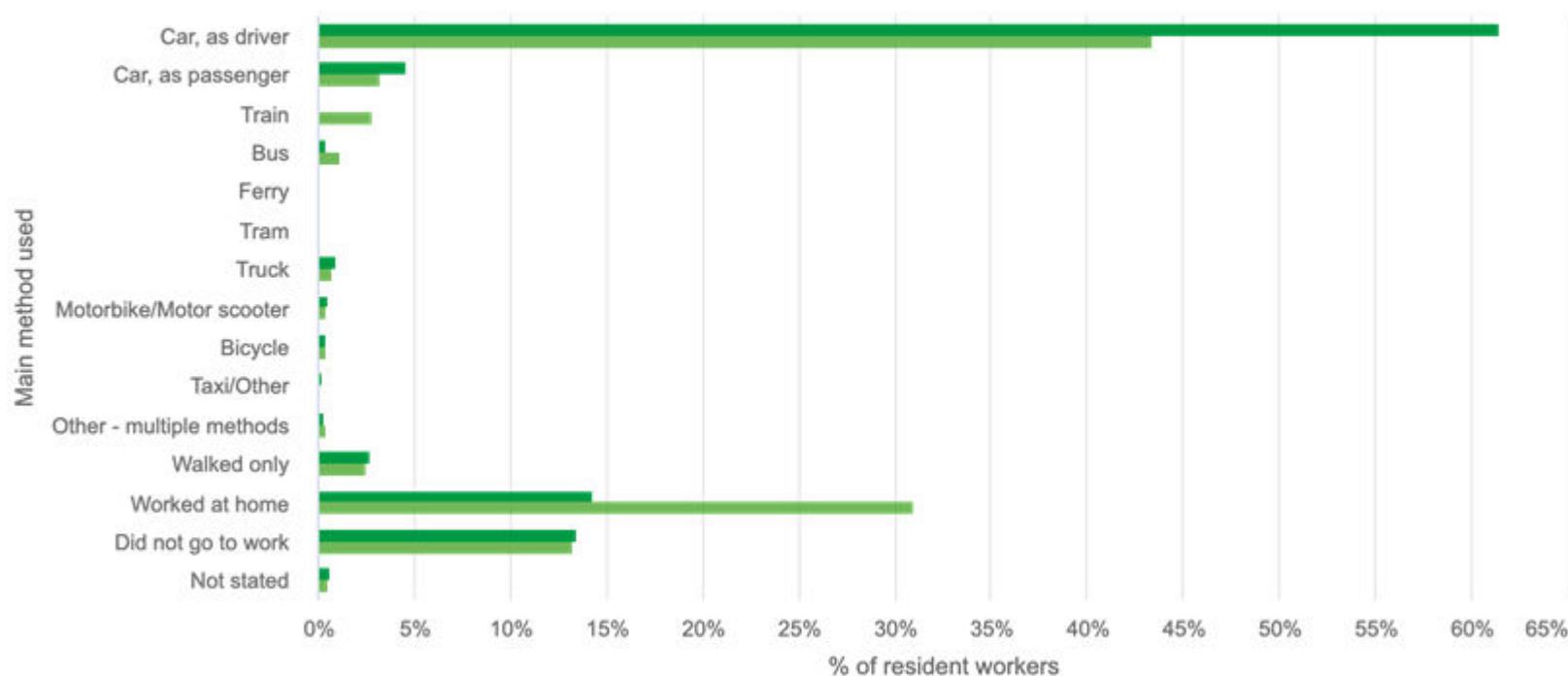
.id informed decisions

Figure 2.8: Mode Share Split 'Travel to Work' – Lismore City & North Lismore
(economy.id.com.au)

Resident workers method of travel to work, 2021

Lismore City - All industries

■ Lismore City ■ New South Wales



'Source: Australian Bureau of Statistics, Census of Population and Housing, 2021 Compiled and presented in economy.id by .id (informed decisions).'

.id informed decisions

Figure 2.9: Mode Share Split 'Travel to Work' – Lismore City & North Lismore
(economy.id.com.au)

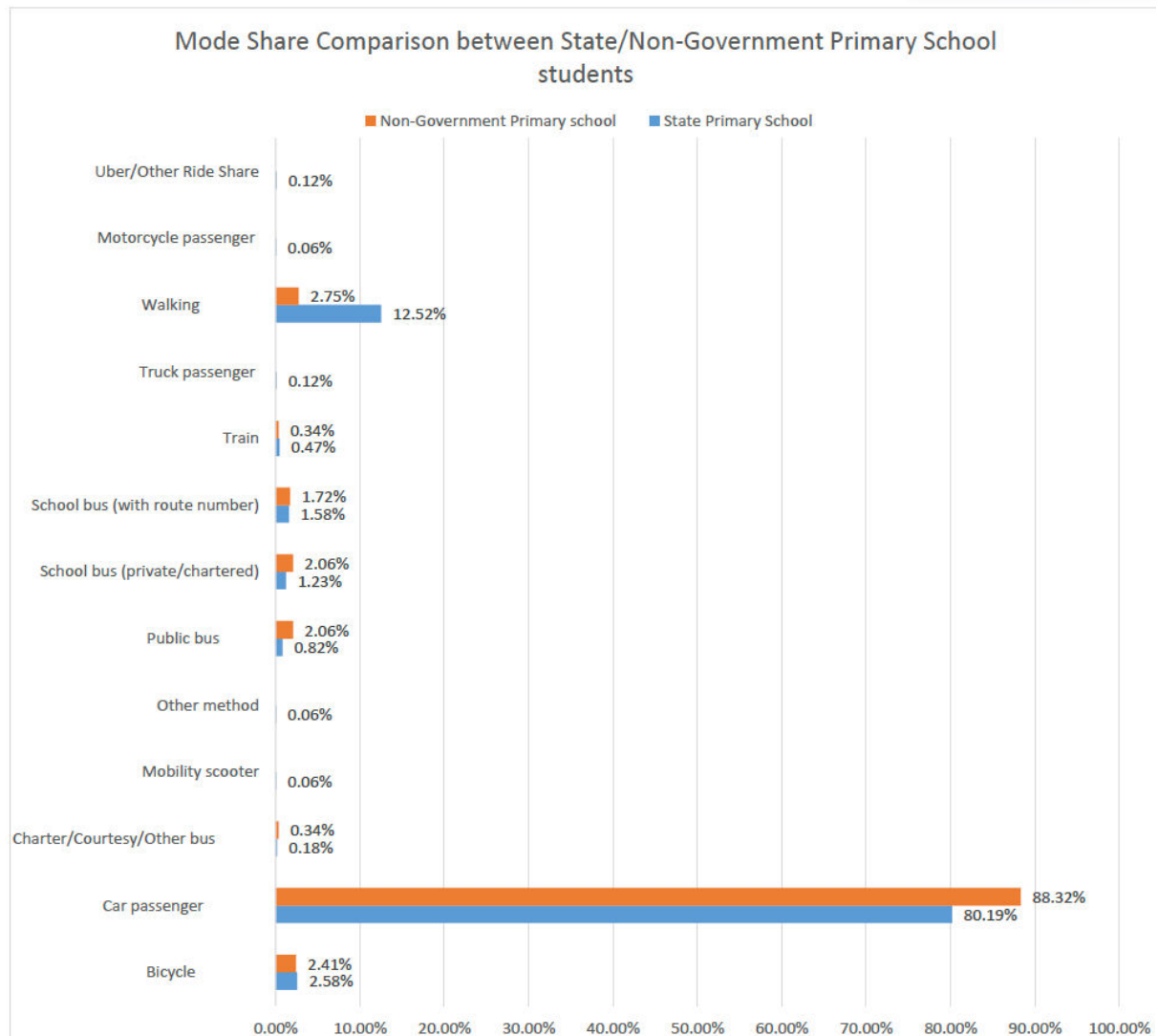


Figure 2.10: Mode Share Split 'Primary School Drop Off / Pick Up
(Australasian Transport Research Forum 2019 Proceedings)

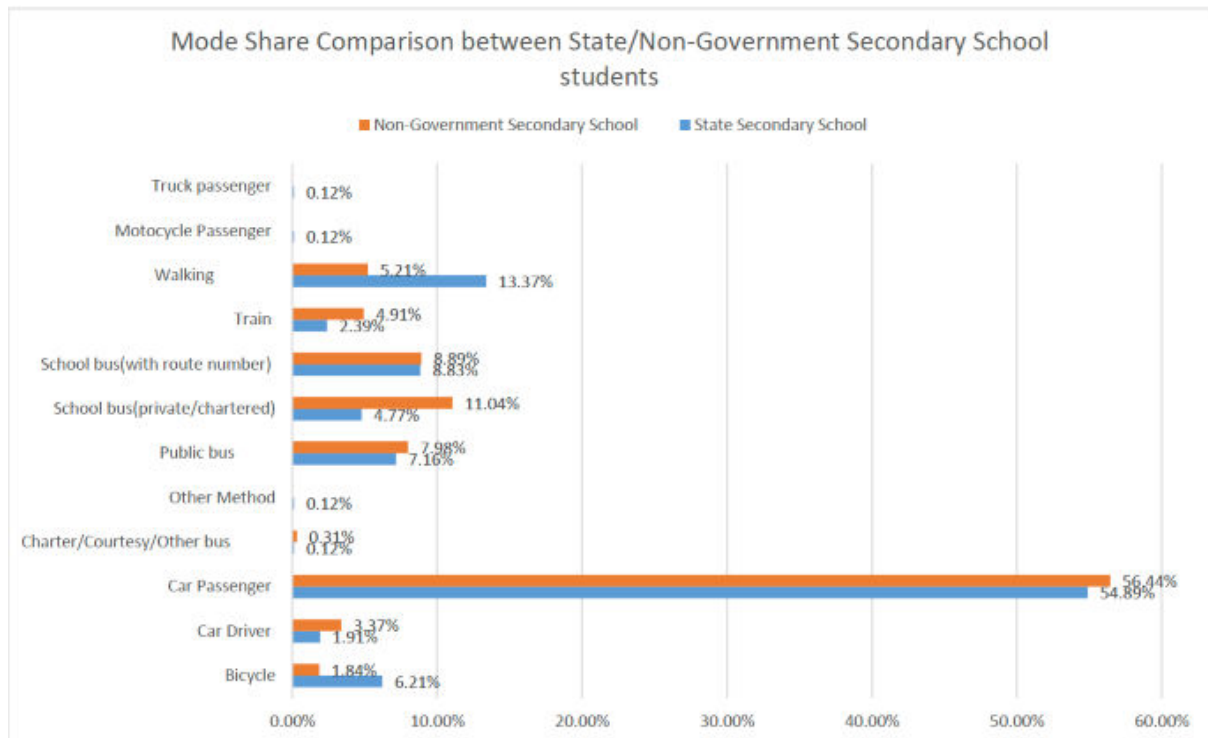


Figure 2.11: Mode Share Split 'Secondary School Drop Off / Pick Up
(Australasian Transport Research Forum 2019 Proceedings)

3 MODE SHARE TARGETS

Mode share targets for students at The Living School have been developed by using the existing mode share distribution as a base and shifting it towards more sustainable outcome. The mode share targets are shown in Table 3.1. These are considered to be achievable on the following basis.

- ↑ **3%** - Increase ratio of children walking / cycling to school when within 3km of the site to be closer to the mode share split determined in the research report prepared for the Australasian Transport Research Forum, adopting the following strategies:

 - Improvement of existing crossings and pedestrian facilities to achieve safer pedestrian connectivity (Resultant change +1.5%);
 - Encouragement of various walk to school programs (Resultant change +1.5%).
- ↑ **10%** - Increase student utilisation of public transport services through education and through strategies to affirm confidence and improve efficiency of public transport system through:

 - 33% of children that are driven to school have the opportunity to use a bus, allowing opportunity for this mode shift through education and encouragement (Resultant change +6%);
 - School coordination to provide additional private bus services in areas not currently serviced (Resultant change +4%).
- ↓ **13%** - Reduce dependence of private vehicle use through adoption of carpooling arrangements and encouragement of students to use public transport:

 - 67% willingness from parents to carpool, thus allowing potential to increase the number of children serviced without the additional private vehicle demand (Resultant change -7%);
 - 33% of children to have opportunity to use a bus (Resultant change -6%).

The above change in travel behaviour is considered to be achievable within a 10-year horizon through relatively small intervention. However physical improvements to the facilities surrounding the site will need to improve to ensure that a safe travel route is achieved giving the parent or caregiver the confidence in allow the child to walk to school or utilise public transport.

Table 3.1: Student Mode Share Target (10 year horizon)

	Walk / Cycle	Bus	Private Vehicles
Existing	7%	71%	22%
Proposed	10%	81%	9%
Shift Required	↑ 3%	↑ 10%	↓ 13%

As shown, the mode share target aims to reduce the need for private vehicle use to increase active transport modes such as walking, cycling and use of public transport. As demonstrated in Section 2.6, research carried out indicated that there is a significant mode shift from private vehicle dependent travel to bus and walking as children reach a more mature age. Whilst the Brown and Jolly building will accommodate children between years 5 to 8, the expected shift in travel mode is still expected to occur naturally and with positive reinforcement by school programs and the environment.

Further to the above target change in mode share, it is also noted that some children live in clusters, specifically observed in Lennox Head, Dunoon, Skinners Head and Clunes. Carpooling, new bus routes and similar 'assisted' programs could be incorporated to further reduce the need for of private vehicles arriving into the CBD, especially when a parent might already be working within the city.

4 PROPOSED ACTION ITEMS

In order to support the mode shifts identified in Section 3, a series of measures will be adopted and implemented to support sustainable travel modes. This often works best with incentives (and disincentives) against the various modes.

4.1 Walking and Cycling

As identified within the Road Safety Review pedestrian and cyclist facilities in close proximity of the campus will need to improve to increase the safety of pedestrians negotiating through the major road network. It is noted that the works associated with the upgrade in the cyclist network will allow the school to adopt the Bamboo Bike program which was desired. However, it is recommended that implementation of such be delayed until the surrounding facilities are upgraded and considered safe via a separate audit carried out upon completion of the upgrade.

4.2 Management Strategies

A number of management strategies can be introduced as part of the school curriculum. Examples of some which are widely adopted to encourage walking and should be considered by the school include:

- In Class Active Travel to School Education;
- Walking School Bus;
- STEPtember;
- Walk Safely to School Day (WSTSD);
- Gamification, (i.e. point system or step count competition between classrooms);
- Engagement with Parents and Caregivers.

Whilst it is recommended that cyclist programs be delayed until such time that the network is made suitable to support safety travel, some programs for consideration include:

- Ride2school;
- Riding Group;
- Improved End of Trip Facilities;
- Learn to Cycle Programs.

For students living more than 5km from the campus programs to familiarise students with the public transport system would encourage the mode of transport. Furthermore, whilst the school currently services a private school bus route for existing students a secondary route specifically for the Brown and Jolly campus, with an improved stop arrangement located on Conway Street will allow for efficient operation of the service without impacting on the adjacent road network.

Carpooling is an effective method of decreasing the need for multiple private vehicles having to enter the CBD. As identified in Section 3, survey of existing students has identified a pooling of students in some areas outside of the immediate vicinity of Lismore. Below strategies overseen by the school could raise awareness of carpooling possibilities to parents and caregivers as all as encourage the alternative transport mode when needed:

- Database which houses addresses / postcodes of family and staff who drive to and from school. This can inform the organisation of carpooling groups;
- Provide SMS / contact protocols for parents and staff to organise carpooling and drop-off / pick-up times.

- School to regularly monitor parents and staff involved in carpooling to ensure that the needs of the multiple family groups can be achieved and does not “fall down” due to one person’s non-involvement / commitment;
- Providing dedicated carpooling car parks within close proximity of the building.

4.3 Actions and Responsibilities

Table 4.1 provides a summary of the key strategy and framework action table. It is important to note that the details provided below are subject to updates as necessary. The availability of the proposed strategies plays a critical role in influencing travel patterns.

The execution of this Green Travel Plan necessitates the appointment of a formal Travel Plan Coordinator who will be tasked with further developing, implementing, and monitoring the GTP during the first 12 months following project handover. After this period, the school principal will assume responsibility for the ongoing implementation and evaluation of the plan.

Table 4.1: Green Transport Plan Framework

Item	Action	Responsibility
Walking	Expanding safe walking routes.	Travel Plan Coordinator
	Investigate upgrade works as identified in the Road Safety Review.	Project Team Advocacy with Council
	Advertisement and take-up of Walking School Buses.	Travel Plan Coordinator
	Advertisement and take-up of STEPtember and similar charitable programs.	Travel Plan Coordinator
	Advertisement and take-up of Walk Safely to School Day.	Travel Plan Coordinator
	Advertisement and take-up of Walk to Work Day.	Travel Plan Coordinator
Cycling	Expanding safe walking cycling routes as identified in the Road Safety Review.	Project Team Advocacy with Council
	Advertisement and take-up of Ride2School day.	Travel Plan Coordinator
	Advertisement and take up of learn to cycle programs.	Travel Plan Coordinator
	Update School website about the school’s bicycle facilities and relevant website links.	Travel Plan Coordinator
Public Transport	Consider providing incentives to staff as part of salary package (such as access to free Living School buses or annual bus passes, etc).	School
	Display School Transport Access Guide on the school website.	Travel Plan Coordinator
Car	Carpooling registration forum - establish a carpooling system to reduce single occupancy.	Travel Plan Coordinator

5 MONITORING AND REVIEW

5.1 Purpose

Continuous monitoring and review are essential for the success of the GTP. This process evaluates whether the initiatives are effectively meeting the set objectives and targets. Monitoring provides the chance to introduce new incentives or modify the travel choices of students and staff, aiming to improve traffic congestion, road safety, and environmental impacts data collection.

5.2 Data Collection

To assess the effectiveness of the Green Travel Plan (GTP) and the achievement of target mode shares, it is advisable to conduct travel mode surveys. These can be executed through an online platform requiring parent responses or through in-class surveys that engage students, thereby increasing their awareness of the impact of their travel choices. The choice of method may depend on the specific information needed, such as capturing multi-purpose trip responses, which parents may understand better than students. The timing of these review surveys should be strategically planned to allow for observable changes in behaviour and to avoid periods like public holidays or major events that could skew the results.

Additionally, it is important to capture travel data for students and staff separately to ensure the collection of detailed information that will aid in informed decision-making.

5.3 Frequency

Review surveys will be conducted no sooner than three months, or one term, after the implementation of action items and subsequently at yearly intervals. These surveys will separately track student and staff travel modes to gather detailed data that supports informed decision-making.

The objective of collecting survey responses is to evaluate the effectiveness of the Green Travel Plan and its success in reaching target mode shares. This evaluation will provide the opportunity to introduce new incentives or methods to alter travel decisions by students and staff, aiming to positively impact traffic congestion, road safety, and environmental conditions.

APPENDIX A – BALLINA BUS LINES – THE LIVING SCHOOL



Ballina Buslines
8 Sheather Street
Ballina NSW 2478



Telephone: 02 6686 3866

Facsimile: 02 6686 2063



info@ballinabuslines.com.au

Special School Services at 22-April-2024

The Living School

For further information about school travel please contact us.

TIMES ARE INDICATIVE AND MAY VARY DUE TO ROAD & WEATHER CONDITIONS

Shaded / Italicised routes require a transfer to/from another bus. (L) = Bus turns left and (R) = Bus turns right.

Bus	Time	Morning Bus Routes
	7:20	Stuart, (R)Burringbar, (L)Dalley- Jubilee
	7:23	Mullumbimby Rural Co-Op
	7:23	Jubilee Ave- Coolamon Scenic Drive
	7:30	Goonengerry Rd - Montecollum
	7:30	Coolamon Scenic Drive
	7:35	(R)Corrabel Rd, (R)Binna Burra Rd, (R)Federal Drive
	7:45	Opposite Federal Shop
	8:05	Federal Rd, (R)Federal Rd, (L)Eureka Road
	8:10	Eureka Hall
	8:10	Eureka Rd, (R)Bangalow-Lismore Road
	8:20	Clunes Shop
	8:20	Bangalow-Lismore Rd
	8:30	Bexhill School
	8:30	Bangalow-Lismore Rd- Brunswick St, (L)Dawson St, (L)Uralba St, (L)Brewster St
	8:38	Trinity Catholic College- Bay 13
	8:40	Brewster St, (L)Leycester St- Orion St, (R)Winterton Pde- Woodlawn Road
	8:52	St Johns Woodlawn College
	8:52	(L)Woodlawn- Winterton- Molesworth St
	9:05	Spinks Park Transit Centre
	9:05	Molesworth St, (L)Conway St - Around Roundabout Dawson St - Conway St
	9:05	The Living School
	7:00	<i>Molesworth, (L)Woodlark - Bridge St, (L)Terania, ' Be Aware Of Low Bridge' - Nimbin Rd</i>
	7:13	Goolmangar Store - Continue Nimbin Rd
	7:15	<i>Goolmangar School - Continue Nimbin Rd</i>
	7:20	<i>Opposite Coffee Camp School - Continue Nimbin Rd - Cullen St, (L)Thornburn</i>
	7:30	<i>(L)School Roadway</i>
	7:45	<i>Turn Around, (R)Thornburn, (R)Cullen - Nimbin Community Centre - Main Stop</i>
	7:52	<i>Cullen - Nimbin Rd</i>

	<p>8:03 Outside Coffee Camp School - Continue Nimbin Rd</p> <p>8:10 Goolmangar School - Continue Nimbin Rd - Pull Up In Front Of School</p> <p>8:17 Opposite Goolmangar Store - Continue Nimbin Rd, (R)Rosehill Rd - Turn Around At School</p> <p>8:20 Blakebrook Public School</p> <p>8:20 Transfer to AM83</p>
 <p>83</p>	<p>7:05 Military, (R)Dalley, (R)Wyrallah, (L)Ballina Rd, Over Bridge - Elliot Rd, (R)Wilson, (L)Nimbin Rd, (L)Jiggi Rd, (L)Gwynne</p> <p>7:43 Corner Gwynne Rd & Mitchell Rd</p> <p>7:44 Corner Gwynne Rd & Lane Rd - Continue Gwynne Rd Onto Oakey Creek Rd</p> <p>7:45 317 Oakey Creek Rd - Continue Oakey Creek Rd</p> <p>7:50 Corner Oakey Creek Rd & Billen Rd - Continue Oakey Creek Rd</p> <p>7:51 281 Oakey Creek Rd - Continue Oakey Creek Rd</p> <p>7:52 Corner Oakey Creek Rd & McLennan Rd - Continue Oakey Creek Rd</p> <p>7:54 116 Oakey Creek Rd - Continue Oakey Creek Rd</p> <p>7:58 Corner Oakey Creek Rd & Mountain Top Rd/Jiggi Rd</p> <p>7:58 (R)Jiggi Rd</p> <p>7:59 1340 Jiggi Rd - Continue Jiggi Rd</p> <p>8:01 1267 Jiggi Rd - Continue Jiggi Rd</p> <p>8:02 1204 Jiggi Rd - Continue Jiggi Rd</p> <p>8:05 Jiggi Public School</p> <p>8:06 Continue Jiggi Rd</p> <p>8:06 1038 & 1037 Jiggi Rd - Continue Jiggi Rd</p> <p>8:07 979 Jiggi Rd - Continue Jiggi Rd</p> <p>8:18 Goolmangar Store</p> <p>8:18 (R)Nimbin Rd, (R)Rosehill Rd U-Turn At School</p> <p>8:20 Blakebrook Public School</p> <p>8:20 Pick up AM82, AM85</p> <p>8:22 Rosehill, (R)Nimbin Rd - Terania, ' Be Aware Of Low Bridge' (L)Bridge St, (R)Pitt St, (L)Lake St</p> <p>8:33 Richmond River High School</p> <p>8:34 Lake, (R)Winterton Pde, Molesworth St - U-Turn Conway Roundabout - Transit Centre, (R)Woodlark - Uralba, (L)Brewster, (L)Leycester Bay 2</p> <p>8:41 Trinity Interchange</p> <p>8:46 Dawson, (R)Conway</p> <p>8:48 The Living School</p>
 <p>Run Commences on 29/04/24</p> <p>85</p>	<p>7:20 Military Rd, (R)Dalley, (R)Wyrallah Rd, (L)Ballina Rd Onto Elliot, (R)Wilson, (L)Nimbin, (L)Jiggi Rd At Goolmangar Store - Jiggi Rd Turn Around At Warby Rd</p> <p>7:51 Corner Warby Rd & Jiggi Rd</p> <p>7:51 Jiggi Rd</p> <p>7:52 820 Jiggi Rd - Continue Jiggi Rd</p> <p>7:53 801 Jiggi Rd - Continue Jiggi Rd</p> <p>7:56 Opposite Clark Rd - Continue Jiggi Rd</p> <p>7:57 661 Jiggi Rd - Continue Jiggi Rd</p>

7:58	575 Jiggi Rd - Continue Jiggi Rd
7:59	Opposite Stead Rd - Continue Jiggi Rd
8:00	454 Jiggi Rd - Continue Jiggi Rd
8:01	375 Jiggi Rd - Continue Jiggi Rd
8:02	285 Jiggi Rd - Continue Jiggi Rd
8:03	Opposite Boggumbil Rd - Continue Jiggi Rd
8:04	86 Jiggi Rd - Continue Jiggi Rd
8:05	39 Jiggi Rd - Continue Jiggi Rd
8:06	Goolmangar Store
8:06	Jiggi, (R)Nimbin Rd, (R)Rosehill Turn Around At School
8:10	Blakebrook Public School - Wait For All Buses & Students
8:20	Transfer to AM83

Bus	Time	Afternoon Bus Routes
	3:10	The Living School
	3:15	Molesworth St- Winterton Pde- Woodlawn Road
	3:27	St Johns Woodlawn College
	3:27	Woodlawn Rd- Winterton Pde, (L)Orion St, (R)Keen St, (L)Uralba St, (L)Brewster St
	3:37	Trinity Catholic College- Bay 13
	3:40	Depart Trinity Catholic College - Bay 13
	3:40	Brewster St, (R)Bangalow Road, (R)Withers St
	3:50	Bexhill School Zone
	3:55	Bangalow Rd
	4:05	Clunes
	4:05	(L)Walker St-Clunes Tennis Courts-Walker St
	4:07	(L)Bangalow Rd, (L)Eureka Rd
	4:13	Eureka Hall, - Eureka Rd
	4:15	(R)Federal Road
	4:20	Federal Shop
	4:20	Federal Dr, (L)Binna Burra, (L)Coorabell
	4:30	(L)Coolamon Scenic Drive
	4:35	Goonengerry Rd - Montecollum
	4:40	Coolamon Scenic Drive- Jubilee Ave
	4:50	Opposite Mullumbimby Rural Co-Op
	4:50	Jubille- Dalley, (R)Burringbar, (L)Stuart
	4:53	Mullumbimby Newsagent Bus Stop
	3:21	The Living School
	3:21	Conway, (R)Molesworth
	3:25	Spinks Park - Lismore Transit Centre
	3:25	Molesworth St, (R)Woodlark - Uralba, (L)Brewster, (L)Leycester St
	3:33	Trinity Catholic College Bay 2
	3:35	Leycester - Orion, (R)Winterton, (L)Pitt, (R)Lake St

3:40	Richmond River High School
3:40	(R)Winterton, (R)Pitt St, (L)Bridge St, (R)Terania St, ' Be Aware Of Low Bridge' - Nimbin Rd, (L)Rosehill - Turn Around At School
3:55	Blakebrook Public School
3:55	Rosehill, (L)Nimbin, (L)Jiggi
3:57	Goolmangar Store
3:57	Jiggi Rd Continue
4:09	979 Jiggi Rd - Continue Jiggi
4:11	1037 Jiggi Rd - Continue Jiggi
4:11	1038 Jiggi Rd - Continue Jiggi
4:12	Jiggi Public School
4:12	Jiggi Rd, (L)Oakey Creek - Drop Students
4:19	Cnr Mclennan Rd
4:22	Cnr Lane Then Gwynne Rd
4:32	(R)Jiggi Rd, (R)Nimbin, (R)Rosehill, (L)Kyogle Rd, (R)Union, (L)Ballina Rd, (R)Wyrallah, (L)Dalley, (L)Military Rd
4:55	Arrive Depot - Lismore