

Our Ref: 19465

23 February 2021

Kambala School
c/o Carmichael Tompkins Property Group
Level 14, Aurora Place, 88 Phillip Street
Sydney, NSW, 2000

Attention: Mr Sufian Supa'at

Dear Sufian,

**RE: KAMBALA SCHOOL SPORTS PRECINCT
TRAFFIC RESPONSE TO SUBMISSIONS**

A SSDA was submitted for the proposed Kambala School Sports Precinct development. A number of submissions have been received from Authorities. The Transport Planning Partnership (TPPP) has responded to each of the traffic and parking issues raised in Table 1.

Table 1: Response to Traffic Related Comments

Issue/Comment	TTPP Response
Transport for NSW	
<p>Green Travel Plan</p> <p>The Travel Demand Management team in Transport Operations has reviewed the Green Travel Plan (GTP) for the proposal and has a number of recommendations to improve the GTP and sustainable travel outcomes for the site. Transport Operations welcomes the opportunity for direct consultation with the proponent regarding all aspects of the GTP.</p> <p>It is noted that the GTP effectively proposes continuing a 'business as usual' approach to travel to the school. Transport Operations recommends that the school take a more responsive approach and that the GTP is amended to include considerably more ambitious mode share targets that encourage sustainable transport use to the school, in accordance with broader strategic Transport for NSW and NSW Government aims outlined in various policy documents available to the proponent, such as Future Transport 2056.</p>	<p>We don't believe that a "business as usual" approach has been taken. It is proposed that a modal shift of 5% be targeted.</p> <p>This is considered to be a reasonable and a realistic value, with consideration for the site surrounds and existing infrastructure.</p> <p>Several Land and Environmental Court proceedings have indicated that a mode shift of 5% is a significant achievement for site specific measures.</p> <p>Mode shifts of greater than 5% typically only occur when there are major infrastructure upgrades nearby (e.g., rail, cycleways etc.)</p>
<p>That the proponent considers the following commentary and proposed amendments to the GTP and operation of the site:</p> <ul style="list-style-type: none"> Provide an analysis of aggregated trip origin data (e.g., residential postcodes) for staff and student travel, to determine appropriate catchments for walking and cycling; propensity to use public transport; development of appropriate sustainable transport strategies; and amendment of mode share targets accordingly; 	<p>The GTP has been updated with this data. See Section 3.8 of GTP.</p>
<ul style="list-style-type: none"> Include details on current and proposed bicycle parking and End of Trip Facilities for students and staff, and how they are being improved to support this GTP; 	<p>The TIA notes that four spaces are required. The GTP has been updated to include this information. However, the location of the spaces is to be confirmed.</p>
<ul style="list-style-type: none"> Include more ambitious mode share targets for sustainable transport modes, particularly for senior students and staff that have more propensity to travel by public and active transport; 	<p>On the basis that a shuttle bus will be provided, a higher shift to buses can be proposed. The GTP proposed a shift of 3% to buses. We have now adjusted to 6%, giving a total shift of 8%. It is unlikely that a large shift in cycling would be achieved given the surrounding terrain.</p>
<ul style="list-style-type: none"> Provide further details regarding proposed shuttle service to Edgecliff Station; 	<p>Kambala is to provide two shuttle bus services for staff, one in the mornings and one in the afternoon.</p>
<ul style="list-style-type: none"> Include a comprehensive communications strategy which has actions to encourage more trips by walking, cycling and public transport and consider participating in events such as walk to school and bicycle week; 	<p>As noted in the GTP, communication strategies include a school newsletter to all parents, posters around the school of key events and provision of the TAG via email, online and at the front desk. The</p>

	GTP has included the participation of walking and cycling events such as Ride2Work, Ride2School and National Bike Week. Refer to Section 5.1 of the GTP.
<ul style="list-style-type: none"> Identify a respected champion/s within the school (such as the Principal) to model desired behaviours and drive change; 	As noted in the GTP, a Travel Plan Coordinator (TPC) is to be appointed. The TPC would be appointed before construction and occupation.
<ul style="list-style-type: none"> Consider charging staff to park on site and/or subsidising or otherwise incentivising the travel of staff that travel to work by public or active transport; 	This contradicts the request otherwise expressed in the responses which suggests the provision of more parking. <u>Staff numbers will not increase in the current proposal</u> compared to existing conditions. Charging staff will likely encourage existing staff who park on-site to park on-street.
<ul style="list-style-type: none"> Explore gamification strategies to encourage students to travel by sustainable transport modes; 	There is an existing walk to school day that would be extended to the senior school. The initiative would become a regular competition that offers house points for participation.
<ul style="list-style-type: none"> Explore strategies that promote the health benefits of sustainable transport modes; 	Accordingly, Section 5.1.6 has been added to the GTP.
<ul style="list-style-type: none"> Include information on school operation hours including before and after school care as well as extra-curricular activities, and the projected spread of the demand throughout those hours; 	There is not expected to be extensive extra-curricular activities at the school. In relation to before and after school care, students attending these care facilities would be from the school only, and therefore would result in a less 'peaky' traffic demand
<ul style="list-style-type: none"> Provide greater details of measures to encourage sustainable transport choices amongst parents, students and staff for example information on walking routes, walking groups, cycling routes and information packs for parents and students; 	Walking and cycling groups are suggested in the GTP. Refer to Section 5.1.
<ul style="list-style-type: none"> Consider storage facilities (for large items and to reduce daily trips with these items) for students; 	It's understood that lockers are currently provided on site. The proposed site would provide further storage for students.
<ul style="list-style-type: none"> Include a behaviour change program to encourage greater sustainable transport choices that target specific student groups e.g., encourage early sustainable behaviours through Bike Ed in primary years; and provide more specific targeted programs for high school students; 	Section 5.1.2 of the GTP notes "the organisation of further educational programmes to teach staff and students how to properly and safely ride a bike". Section 5.4 has proposed educational programmes as an action to be implemented by the TPC. Nonetheless, Section 5.1.2 of the GTP has been updated to be more specific.
<ul style="list-style-type: none"> Provide details of who will be responsible for delivering the actions in the Green Travel Plan and how its actions will be resourced 	At this stage, the role of the Travel Plan Co-ordinator falls under the responsibilities of the Principal. The principle may seek to appoint a new coordinator or travel plan team post construction.
<ul style="list-style-type: none"> Ensuring the plan is evaluated, reviewed and updated annually, including by undertaking annual travel surveys at the same time each year for both staff and students to understand how the Green Travel Plan is performing against mode share targets and adjust accordingly. 	A monitoring strategy is discussed in the GTP. Refer to Section 6.

Woollahra Council	
Parking Provision A significant shortfall of 58 car parking spaces, including one (1) accessible parking space than the minimum DCP requirement. This is not supported for the following reasons:	The proposal seeks to increase the capacity of the school from the permitted number of 950 students to 1,020 students (increase of 70 students). However, the existing school enrolments currently exceed the existing cap with 1,015 students. Therefore, the proposed increase in the school capacity would enable the school to continue its existing operation. No increases to staff numbers are proposed. Therefore, the parking demand would not increase from existing conditions. Increasing parking supply where there is no increase in students and staff, would contradict the efforts of the GTP measures by increasing car usage to the site.
A shortfall of six (6) motorcycle parking spaces than the DCP's minimum requirement	No increase to staff is proposed however, new motorcycle spaces can be provided at the existing vehicle garage at Fernbank cottage accessed off Bayview Hill Road. Motorcycle spaces are to be designed as per AS2890.1 with a 2.5m length and 1.2m width.
Traffic Generation Further investigation to be carried out with consideration of community users and potential growth of supporting staff. The submitted Traffic Report only considers traffic generated by the proposed additional 70 students, which clearly neglects post-development traffic from community users, who can also access the proposed wellbeing and seniors learning precinct between 5:30am to 8:00am and 3:30pm to 6:15pm.	There will not be community events held at school, outside of school hours. There will not be any growth in staff. The indoor swimming pool is the only facility that is accessible by community users and is an existing operation. Community users will not have access to the remaining school facilities outside of hours. School sports (in the oval and tennis courts) will be held on the weekends during school term. However, traffic generated by these activities would be much less than school traffic during the weekday peak periods, with a small portion of students expected to undertake weekend sports. Parents would be permitted to park within the staff car parks on weekends, as most staff are not present on weekends. Additionally, the road network on the weekends would be quieter than the peaks modelled. Consequently, any impact will be significantly less than the school peaks tested.
Green Travel Plan A green travel plan is to be submitted for further assessment, as per Section E1.12 of the Woollahra DCP 2015	A GTP was submitted as part of the SSDA.

Pick up/drop off and Operational Traffic Management Plan Council's Traffic Section raises safety concerns regarding the existing pick up/drop off arrangements. In this regard, an OTMP must be formulated and implemented by the school to provide an efficient and safe environment for pick up and drop off.	An OTMP can be prepared as part of the Construction or Occupation Certification stage.
Construction Traffic Management Plan A revised CTMP is to be provided to address the following: <ul style="list-style-type: none"> Hours of work: All vehicular movements associated with demolition, excavation and construction works on school days shall only be undertaken between the hours of 9:30am and 2:30pm in order to minimise disruption to the traffic network during school pick up and drop off times. 	The proposed restrictions to truck movements (limited to 9:30am-2:30pm) is in line with other sites at or near schools.
<ul style="list-style-type: none"> Access and egress route of construction vehicles: The proposal to access and exit the site via the school's main entrance on New South Head Road and wait for gaps in traffic at the signalised crossing cannot be supported, as it would impede traffic flow and adversely impact on the efficiency of traffic movements. 	The construction works generate between 3-8 vehicles per hour. This equates to one vehicle every 8-20 minutes, outside of peak periods. The construction access is currently an existing service access. The kerbside lane is already a bus lane and informal drop-off/pick-up area. Therefore, 3-8 vehicles per hour entering and exiting this location is not expected to affect traffic beyond existing traffic movements in the area.
<ul style="list-style-type: none"> Work Zone: the proposed work zone is located on New South Head Road, which is a classified road under the care and control of TfNSW. As such, the applicant is to liaise directly with TfNSW to seek written concurrence for such an arrangement. 	Agree.
<ul style="list-style-type: none"> Bus stop closure: A temporary closure is proposed for the northbound bus stop adjacent to the school's main entrance. The application is to liaise with STA and conduct community consultation to seek written concurrence for such arrangements. 	Agree.
The proposal seeks to reconcile student numbers and increase the previously approved capacity from the permitted 950 to current enrolment of 1020 students, which clearly suggests a breach of previous consent conditions. Consideration of the proposed increase in student numbers should have regard to the impacts of the approved student numbers compared to the existing/proposed student numbers. It is not accepted that the student increase would not result in any intensification of the existing use because there would be no change to the existing impacts, particularly in terms of traffic parking.	It is not reasonable to suggest that the traffic impact would be greater than the surveyed traffic which includes the increased cap. However, in the TIA, we have modelled the increase on the existing traffic levels as a sensitivity test and this shows a low traffic impact. As stated above, increasing parking would have a contradictory impact to the efforts of the GTP
Department of Planning, Industry and Environment	
Traffic impact assessment <ul style="list-style-type: none"> The Noise and Vibration Impact Assessment Report (NVIA) submitted with the EIS states that the playing fields are to be likely shared with other schools for sporting events and also for community use (during weeknights and weekends). While the impacts of these activities have been addressed within the NVIA, the traffic impact of these activities have not been addressed in Traffic Impact Assessment Report (TIA) that has 	The indoor swimming pool is the only facility that is accessible by community users and is an existing operation. Community users will not have access to the remaining school facilities outside of hours. School sports (in the oval and tennis courts) will be held on the weekends during school term. However, traffic generated by these

<p>been submitted for the site. Consequently, the RfS should include an updated TIA including an assessment of the impacts of the additional out-of-school hours activities proposed within the site.</p> <ul style="list-style-type: none"> As indicated within Council's submission, the Department agrees that further consideration should be given to the traffic impacts that would be generated through the proposed community uses. Details on the proposed shuttle bus drop-off areas / parking as well as number of buses and frequency are to be provided in the TIA. 	<p>activities would be much less than school traffic during the weekday peak periods, with a small portion of students expected to undertake weekend sports. Parents would be permitted to park within the staff car parks on weekends, as most staff are not present on weekends. Additionally, the road network on the weekends would be quieter than the peaks modelled. Consequently, any impact will be significantly less than the school peaks tested</p> <p>Two shuttle bus services per day are to be provided, one in the morning and one in the afternoon for staff. Staff arrivals and departures occur outside of student arrivals and departures and as such bus parking can occur within the existing drop off areas.</p>
<p>Green Travel Plan</p> <p>A GTP that details how the school would support and promote the use of sustainable transport methods must be prepared and submitted for the site.</p>	<p>This was prepared and submitted as part of the SSDA.</p>

We trust the above is to your satisfaction. Should you have any queries regarding the above or require further information, please do not hesitate to contact the undersigned on 8437 7800.

Yours sincerely,



Ken Hollyoak
Director

Encl. Attachment One – Green Travel Plan

Attachment One

Green Travel Plan



Kambala School Green Travel Plan

Prepared for:
Kambala School

21 December 2020

The Transport Planning Partnership

E: info@tpp.net.au

Kambala School

Green Travel Plan

Client: Kambala School

Version: V05

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Quality Record


Version	Date	Prepared by	Reviewed by	Approved by	Signature
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A. TRAVEL ACCESS GUIDE

1 Introduction

1.1 Background

This Green Travel Plan (GTP) supports a State Significant Development Application (SSDA) submitted to the Department of Planning, Infrastructure and Environment (DPIE) pursuant to Part 4 of the Environmental Planning and Assessment Act 1979 (EP&A Act), for the proposed redevelopment of the sports precinct of Kambala School at 794 -796 New South Head Road, Rose Bay.

This application is SSD by way of clause 8 and schedule 1 under *State Environmental Planning Policy (State and Regional Development) 2011* on the basis that the development is for the purpose of an existing school and has a Capital Investment Value of more than \$20 million.

This report has been prepared having regard to the Secretary's Environmental Assessment Requirements issued for the project by DPIE, ref no SSD-10385 issued on 24 November 2019, which states under "Transport and Accessibility":

- *details of travel demand management measures to minimise the impact on general traffic and bus operations, including details of a location-specific sustainable travel plan (Green Travel Plan) and the provision of facilities to increase the non-car mode share for travel to and from the site*

1.1.1 Overview of Proposed Development

This SSDA includes detailed plans for a new sport, wellbeing and senior learning precinct. Accordingly, consent is sought for the following:

- The excavation of part of the existing sports field to facilitate the construction of the following:
 - sports facilities including weights room and dance rooms;
 - indoor multipurpose sports courts for use by up to 1500 people;
 - innovative and flexible teaching and learning spaces;
 - amenities, store rooms, plant, circulation and ancillary spaces
 - reinstatement of the sports field surface on the roof (sports field and perimeter fencing)
 - spectator seating / bleachers;
- The removal of the tennis courts (currently on the roof of the music building), and the construction of the following:

- a wellbeing centre, called the SHINE centre, to accommodate the Kambala SHINE program
- a new staff centre, called the KITE centre, to accommodate staff workstations, meeting areas, staff development workshop rooms and amenities
- reinstatement of the tennis courts, lighting and perimeter fencing on the new roof
- a new eastern forecourt for the school, new external landscaped areas and new courtyards;
- minor works to the existing music building to facilitate a new connection to the new courtyard;
- the partial demolition of the Hawthorne building and the construction of a new façade, roof and landscaping; and
- the demolition of the Arts building and the construction of new facades to adjacent affected buildings, and new landscaping to the footprint of the demolished building

Additionally, the proposal seeks to increase the capacity of the school from the permitted number of 950 students to 1,020 students (increase of 70 students). No increases to staff numbers are proposed. It is understood that the existing school enrolments currently exceed the existing cap with 1,020 students enrolled. Therefore, the proposed increase in the school capacity would enable the school to continue its existing operation. On this basis, this GTP aims to improve the travel behaviour of existing students and staff members.

1.2 The Role of Travel Plans

The purpose of a Green Travel Plan (GTP) is to encapsulate a strategy for managing travel demand that embraces the principles of sustainable transport. In its simplest form, this GTP encourages use of transport modes that have low environmental impact, such as active transport modes (e.g. walking, cycling), public transport, and better management of car use.

Active transport presents a number of interrelated benefits including:

- improved health benefits;
- reduced traffic congestion, noise and air pollution caused by cars;
- greater social connections with communities, and;
- cost savings to the economy and individual.

A GTP is a package of coordinated strategies and measures to promote and encourage active and sustainable travel. This GTP aims to influence the way students, staff, parents and visitors travel to and from the school to deliver better environmental outcomes and provide a range of travel choices, whilst also reducing reliance on private car usage, particularly single occupancy car trips (for staff and high school students) and single passenger car trips (for students).

The planning of the new development would need to accommodate innovative ideas to better manage the transport demand of the project. It will be necessary to introduce new measures to ensure that trips generated by the future expansion of the school are not solely private car based.

Key drivers for the GTP are detailed in Section 1.4.

In order to ensure that the GTP meets its intended objectives, a review of 'best practice' guidelines such as the City of Sydney 'Guide to Travel Plans', has been undertaken.

From the above, the key themes applicable to this GTP include:

- **Site audit and data collection:** A desktop audit has been undertaken in order to identify and document the existing issues and opportunities relevant to site and its accessibility particularly by non-car modes. Opportunities to improve amenity, incentivise non-car travel and the removal of barriers to use of sustainable transport modes are then dealt with under the Site-Specific Measures.
- **Audit of Policies:** An audit of key policy documents has been undertaken to assist define the direction and purpose of the GTP, aligned with the key targets and objectives from a local and regional perspective.
- **Bicycle parking and car parking management:** This GTP provides a strategy for management of both bicycle parking and car parking moving forward, and how they interact with travel choices.
- **Local alliances:** The development of relationships between the Proponent and various stakeholders will assist the Proponent in delivering improved transport options.

1.3 Travel Plan Pyramid

The GTP will need to be tailored to the schools to ensure appropriate measures are in place for the different users (e.g. students, staff, parents and visitors) to promote a modal shift away from car usage.

The key elements of the GTP are shown in the Travel Plan Pyramid in Figure 1.1.

Figure 1.1: Travel Plan Pyramid

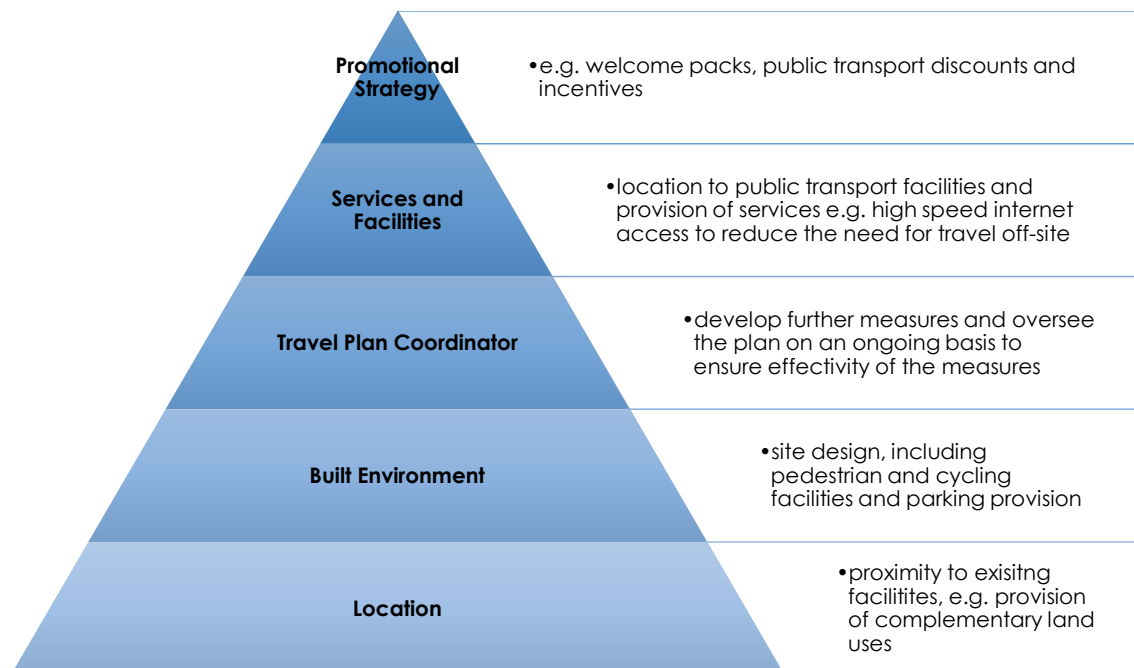


Figure 1.1 demonstrates that the key foundations to ensure the success of a GTP are:

- **Location** – i.e. proximity to existing public transport services and proximity to mixed land uses, e.g. shops and services, such that walking or cycling becomes the natural choice.
- **Built Environment** – i.e. provision of high-quality pedestrian and cycling facilities, end-of-trip facilities and reduced car parking provision to encourage sustainable transport choices.

1.4 Drivers of the Travel Plan

Further to the above, there are a number of social, environmental and economic drivers for developing and implementing a GTP for the schools as detailed below.

1.4.1 Car Parking

Car parks utilise valuable land resources and impact amenity. If the area continues to grow and there is no modal shift towards non-car transport modes, the car parking demand could increase significantly. As such, the provision of car parking must reflect the site's proximity to public transport to influence a modal shift to sustainable transport modes. In this instance, the site is located within close proximity to high frequency bus services.

1.4.2 Environmental Impacts

The transport sector (road, rail, air and ship) is Australia's third largest source of greenhouse gas emissions (GHG), accounting for 18 per cent of emissions in Australia in 2015 (Climate Council of Australia, 2016). Mitigating this impact is a key driver of the GTP. Within Australia, the transport sector has the highest rate of growth of GHG emissions per year having risen by about 63 per cent since 1990, with cars and light commercial vehicles responsible for over 60 per cent of Australia's transport pollution levels (Climate Council of Australia, 2018). In comparison, travel modes such as walking and cycling have the lowest emissions while public transportation has significantly lower impact than private vehicles.

1.4.3 Health Benefits

The use of sustainable transport modes can have wide-ranging health benefits due to a corresponding reduction in greenhouse gas emissions and increase in physical activity from walking and cycling. The shift from private cars to sustainable transport “can yield much greater health ‘co-benefits’ than improving fuel and vehicle efficiencies” (World Health Organisation, 2011). The potential benefits can include reduced respiratory diseases from better air quality, prevention of heart disease, some cancers, type 2 diabetes and some obesity-related risks.

Active transport modes also provide more sustained health benefits because physical activity becomes part of one's everyday routine. Sustainable transport modes also improve air quality by reducing air pollution and reducing exposure to particulates, sulphates and atmospheric ozone. According to a report prepared by The Australian Institute of Health and Welfare in 2007, air pollution is responsible for causing about 3,000 premature deaths in Australia each year, which represents 2.3 per cent of total deaths in Australia per year – more than the number of deaths from car accidents. Reducing pollution has both significant environmental and health benefits.

1.4.4 Social Equity

Transport has a fundamental role in supporting social equity through providing access to essential amenities, employment opportunities and social and recreational goods. Greater levels of walking and cycling hold significant benefits in terms of equity and community cohesion. Car dependency accentuates inequalities of access amongst certain groups who are less likely to drive including the unemployed, persons on low incomes, children and young people, the aged, and persons with disabilities. As such, sustainable transport modes can provide a more affordable alternative to car use.

1.4.5 Ease of Access

Ease of access has a significant impact on choices of work and living. Negative experiences and costs associated with travel can reduce the competitiveness of a commercial, retail, industrial and community precinct. High quality and efficient transport systems are key to attracting and retaining students and staff. Support for active transport modes is also highly desired by employers and employees, because it improves health and productivity.

2 Existing Transport Policy Context

The review of existing relevant policy clearly demonstrates a number of themes that should inform the approach to ongoing management of transport demand, and investment in the transport network. These themes include:

- Provision of high-quality local transport infrastructure and improved bike paths and networks and improving accessibility and connectivity
- Addressing car parking issues in key locations, including residential and business districts and encouraging active transport
- Creating connected, liveable communities where people can walk, cycle and use public transport to promote healthier, active communities.

2.1 Greater Sydney Region Plans: 30-minute City (2018)

The Greater Sydney Region Plan aims to deliver a 30-minute city where jobs, services and quality public transport spaces are in easy reach of people's residences.

However, a recent study conducted by Deloitte Access Economics found that only 75 of the 313 Sydney neighbourhoods could currently be deemed to have easy access to major job hubs and other key services within half an hour. Based on the findings of the Deloitte study and work undertaken by Arup, a number of key performance criteria have been identified in order to achieve a 30-minute city:

- **Access to healthcare** – hospitals provide an important facility to many people and play a role for employment, education and training facilities. Parking is often limited at hospitals and as such, access via a variety of transport modes are required.
- **Access to retail services** – access to all forms of retail (supermarkets and specialist stores) is essential to achieve a 30-minute city. There has already been an increase in the number of mixed-use developments within Sydney to create micro-communities, which provide mixed retail services, residential, commercial and community facility uses.
- **Access to schools** – access to good schools relies on housing affordability, which also shape where teachers live. In particular, many students have good access to local schools, however some have to travel outside their catchment areas for specialist and selective schools. As such, it is important to create strong transport links to provide good access to local schools and connect teachers with their place of residence and work.
- **Access to further education facilities** – public transport links for TAFE and universities are vital as students and teachers often travel out of the local catchment to the educational facility as they are often located in areas with high property prices.
- **Quality of public transport facilities** – Whilst Sydney is a liveable city; it is often constrained by transport issues. As such, the provision of good quality, reliable public transport facilities are essential to achieve a 30-minute city.

- **Access to jobs** – people being able to live close to their jobs is fundamental to delivering a 30-minute city. The current Sydney CBD has the highest concentration of jobs but as found by the Deloitte study, the average one-way commute for those travelling into the CBD from outside the city is 63 minutes. The locations with the best access to jobs currently are located near to railway stations, or close to major employment centres such as the Sydney CBD.
- **Access to residents** – a way of minimising travel needs is to locate jobs and services close to where residents live.

2.2 Local Planning Documentation

2.2.1 Woollahra Local Strategic Planning Statement (Draft September 2019)

The *Woollahra Local Strategic Planning Statement* sets out a 20-year land use vision and planning priorities for the future of the Woollahra area.

With regard to transport and parking, the Strategic Plan sets the following objectives:

- Plan and deliver cycleway connections in collaboration with government agencies and neighbouring councils consistent with Future Transport 2056's conceptual Greater Sydney Principal Bicycle Network and Council's Integrated Transport Strategy (2020).
- Collaborate with Transport for NSW and other government agencies, on planning future infrastructure and investment including the Oxford Street Remake program and upgrades of Harbour-side facilities.
- Support implementation of the Woollahra Integrated Transport Strategy (2020) including:
 - Preparing and Active Transport Plan
 - Planning and promoting the use of shared vehicles
 - Increasing integration of transport infrastructure and services across the Eastern City District
- Advocate to Transport for NSW for increased ferry and bus services
- Advocate for increasing the role of Edgecliff as a key transport interchange in our area
- Plan and create pedestrianised street settings across our area that priorities people and placemaking
- Continue to encourage use of active transport modes and prioritise expansions of active transport connections
- Monitor changing freight and servicing needs, investigating approaches to address future demand as required
- Promote increased walkability, pedestrian safety, and permeability across our area, through initiatives such as the Greater Sydney Green Grid and Bondi to Manly Walk.

3 Existing Transport Conditions

3.1 Rail Services

Train services are available at Edgecliff Station located 4.6 km southwest of the site. The T4 Eastern Suburbs and Illawarra Line operates from this station with connections to the CBD and further south to Sutherland Shire. Services are generally provided approximately every 3-6 minutes during the morning and evening peak periods.

The existing rail network map is displayed in Figure 3.1.

Figure 3.1: Existing Rail Network Map



Source: TfNSW Sydney Trains Network Map

3.2 Bus Services

Similar to the above, the Integrated Public Transport Service Planning Guidelines state that bus services influence the travel mode choices of sites within 400 metres (approximately 5 minutes) of a bus stop. However, data collected by TfNSW Transport Performance and Analytics from 2014/15 household travel surveys suggest that walking trips to a bus stop extend further than the traditional 400m distance to a bus stop, as shown in Table 3.1.

Table 3.1: Population of Walkers to a Bus Stop (Weekday Trips)

Walking Distance	Population	Percentage of Population
Up to 400m	155,948	49%
401m to 800m	91,077	28%
801m and greater	73,632	23%
Total	320,657	100%

Data Source: TfNSW Transport Performance and Analytics Household Travel Surveys 2014/2015

However, the site is located adjacent to STA bus services right outside the school's main gate on New South Head Road.

The following bus routes run past the school along New South Head Road:

- 324 – Watsons Bay to Walsh Bay via Old South Head Rd
- 325 – Watsons Bay to Walsh Bay via Vaucluse Rd
- 386 – Vaucluse to Bondi Junction via New South Head Rd & Old South Head Rd

Buses are available seven days a week and provide services every 15 minutes during peak periods and every 30 minutes outside peak hours.

The Kambala private school bus service (provided by Inspire Transport) as well as the Scot's College's private school bus service also stop in front of the main school gate on NSHR. The Kambala School Bus timetable is provided in Figure 3.2.

Figure 3.2: Kambala School Bus Timetable

Stop	Pick-up time	Drop-off time
Cnr of Little Bay Rd and Namatjira Place	7:22 AM	~
Little Bay Rd Near Nurla Ave	~	4:24 PM
Anzac Pde Near Forrest St	7:24 AM	~
Anzac Pde Near Franklin St	~	4:19 PM
Anzac Pde Near Beauchamp Rd	7:26 AM	4:17 PM
Maroubra Rd Near Flower St	7:30 AM	4:16 PM
Maroubra Rd Near French St	~	4:15 PM
Malabar Rd - Maroubra Bay Public School	~	4:13 PM
Malabar Rd Near Liguria St	~	4:11 PM
Malabar Rd Opp Mermaid Ave	7:32 AM	~
Malabar Rd Near Denning St	~	4:10 PM
Malabar Rd Near Nymboida St	7:32 AM	~
Arden St Near Malabar Rd	7:35 AM	4:07 PM
Arden St Near Carr St	7:38 AM	4:05 PM
Coogee Oval, Arden St Near Dolphin St	7:40 AM	~
Arden St Near Dolphin St	~	4:04 PM
Arden St Near Burnie St	~	4:01 PM
Arden St Near Brandon St	7:44 AM	~
Macpherson St Near Leichhardt St	7:46 AM	3:58 PM
Leichhardt St Near Macpherson St	7:47 AM	~
Leichhardt St Near Bronte Rd	~	3:57 PM
Murray St Near Bronte Rd	~	3:56 PM
Murray St Near Gibson St	7:50am	~
Alfred St Opp Belgrave St	~	3:53 PM
Alfred St Near Birrell St	7:50 AM	~
Bondi Rd Near Watson St	~	3:50 PM
Glenayr Av Near Hall St	8:03 AM	3:43 PM
Glenayr Av Near Warners Ave	~	3:41 PM
Glenayr Av Near Blair St	8:05 AM	~
Blair St Near Mitchell St	~	3:40pm
School Students are picked up and dropped directly at the school gates	8:15 AM	3:30pm

Source: <https://www.inspiretransport.com.au/kambala-school-bus-hire-school-run/>

The school bus service runs through the following suburbs (reading down the list indicates the order of suburbs on approach to the school, naturally reading up the list indicates the order of suburbs on leave of the school):

- Chifley
- Malabar
- Matraville
- Maroubra
- South Coogee
- Coogee
- Clovelly
- Waverley
- Bronte

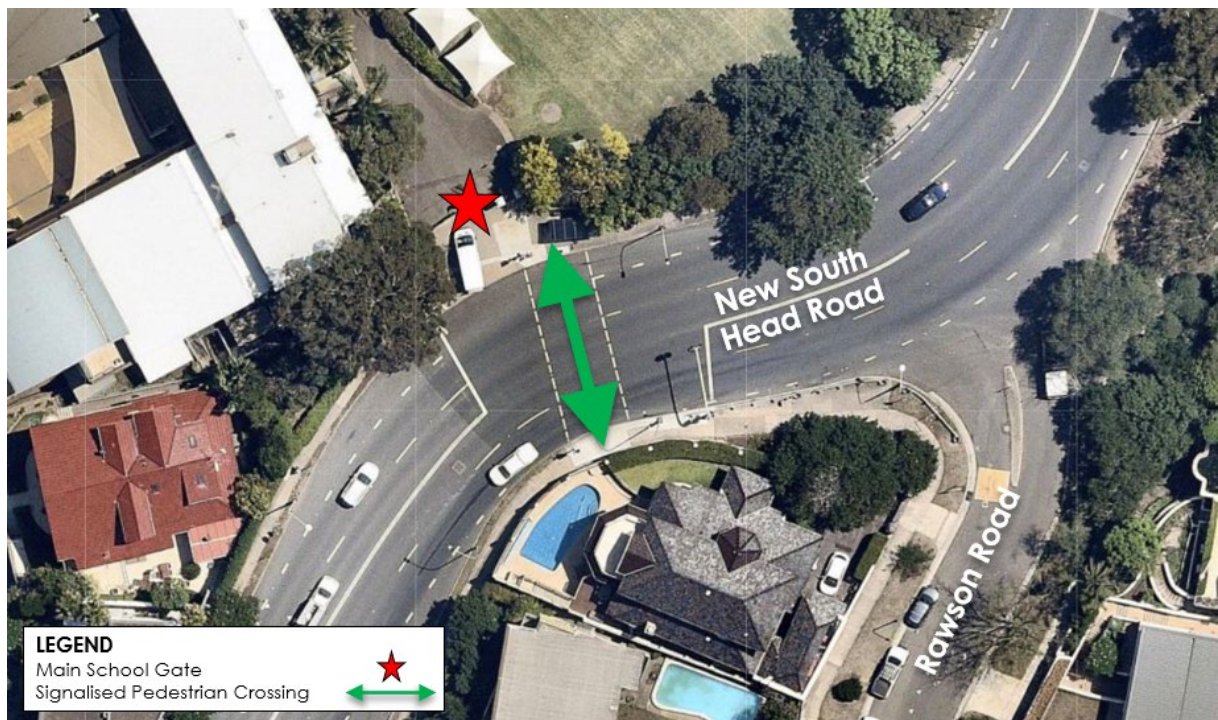
- Bondi
- Bondi Beach
- School (bus stop In front of main school gate on New South Head Road).

3.3 Existing Pedestrian Infrastructure

Well established pedestrian facilities are provided within the immediate vicinity of the site. Sealed pedestrian footpaths are provided along the site frontage, with a dedicated pedestrian facility provided in front of the main school gate in the form of a signalised pedestrian crossing. At present, these pedestrian facilities are heavily used during school peak drop off and pick up times.

The existing signalised pedestrian crossing is shown in Figure 3.3.

Figure 3.3: Signalised Pedestrian Crossing

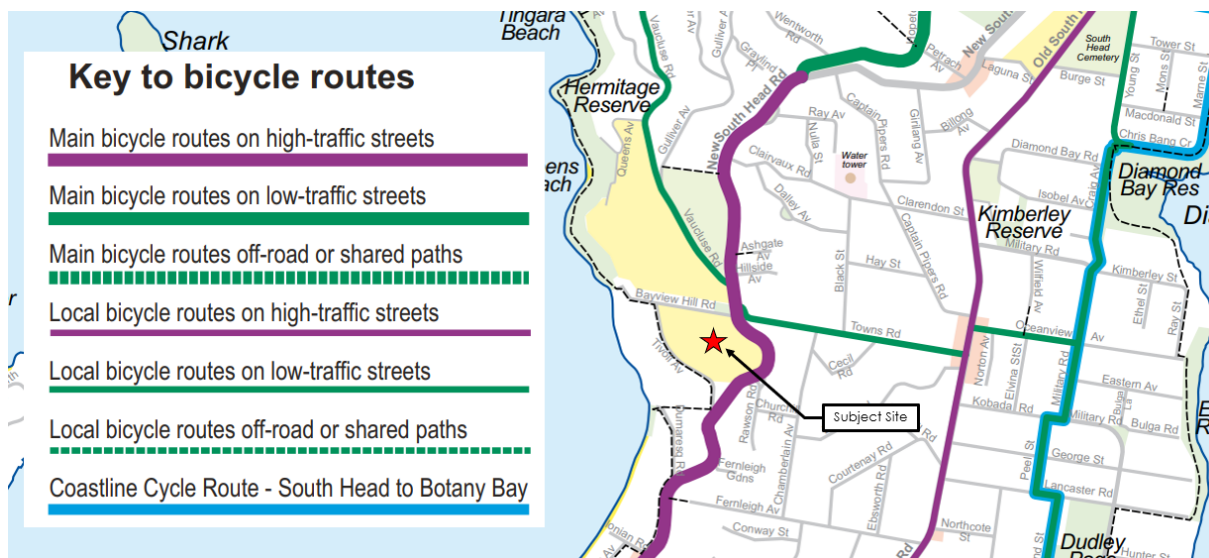


Base Map Source: Nearmap Australia

3.4 Existing Cycling Infrastructure

Further to this, a good cycle network is currently provided within the immediate vicinity of the site. A dedicated on-road cycle path is currently provided on the north side of Queens Park Road, which provides good connectivity to the wider cycle network in the area. The existing cycle network is shown in Figure 3.4.

Figure 3.4: Cycling Map



Base Map Source: Cycling in Waverley and Woollahra
https://www.woollahra.nsw.gov.au/_data/assets/pdf_file/0016/36511/Cycle-route-map.pdf

It should be noted that cycling is generally not observed by students. It is understood that this may be the case due to the incline/grade of New South Head Road along the frontage of the school (average of 6%) as well as the high volume of traffic which runs past.

3.5 Car Share

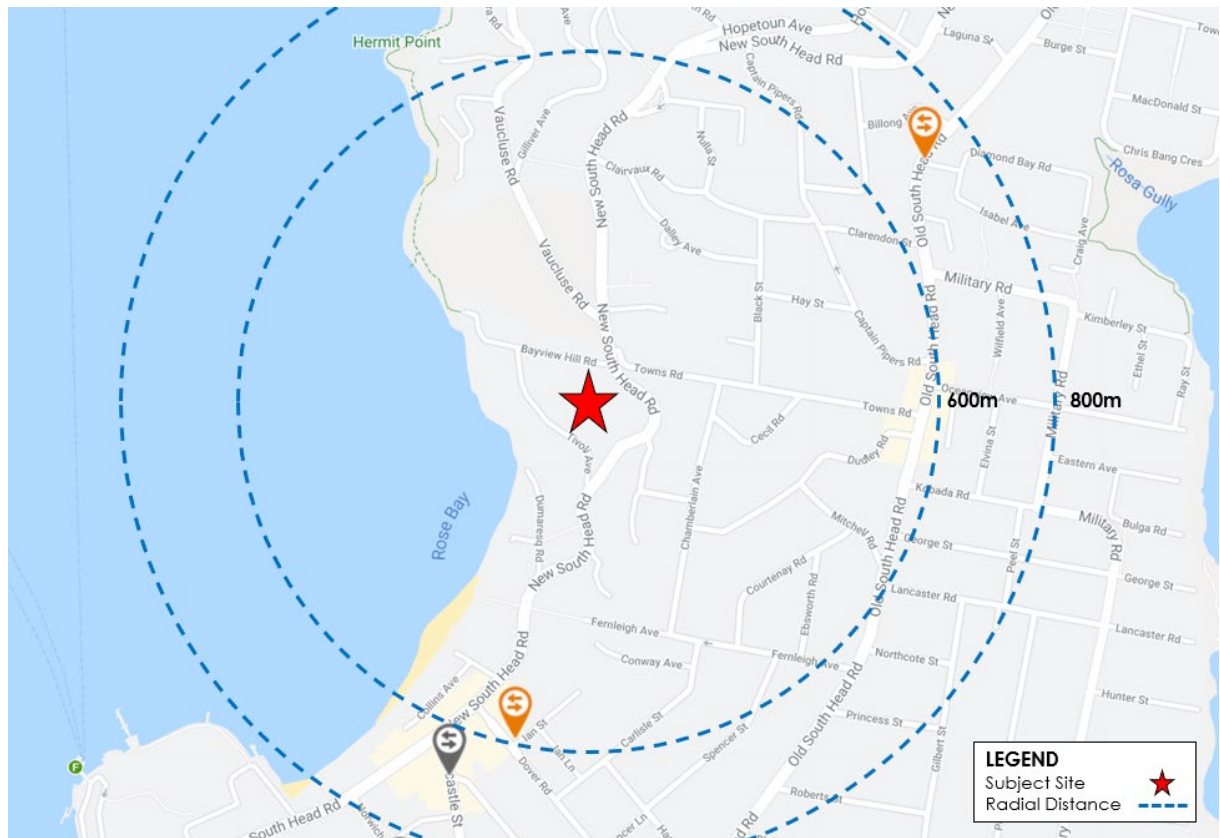
Car sharing is a flexible, cost effective alternative to car ownership and is a convenient and reliable way for staff to use a car when they need one. GoGet is a car share company operated in Australia, with a number of vehicles positioned within the area.

Car share is a concept by which members join a car ownership club, choose a rate plan and pay an annual fee. The fees cover fuel, insurance, maintenance, and cleaning. The vehicles are mostly sedans, but also include SUVs and station wagons. Each vehicle has a home location, referred to as a "pod", either in a parking lot or on a street, typically in a highly populated urban neighbourhood. Members reserve a car by web or telephone and use a key card to access the vehicle.

Notably, the City of Sydney Council has reported that "a single car share vehicle can replace up to 12 private vehicles that would otherwise compete for local parking". As such, the provision of car sharing facilities or the promotion of using existing car sharing facilities in the vicinity should be able to reduce both the parking demand for the site and the traffic generated by it.

Figure 3.5 shows the location of the existing GoGet vehicles within an 800m radius catchment of the site.

Figure 3.5: Location of Existing GoGet Vehicles



Base Map Source: GoGet.

As can be seen from Figure 3.5 above, three (3) GoGet vehicle locations are within an 800m radius of the site.

3.6 Mode Split Analysis

3.6.1 Staff and Students

Online questionnaires were distributed to school staff and parents via email in February 2020 to determine their travel mode choice and behaviour.

A summary of existing staff and student travel modes is provided in Table 3.2 and Table 3.3.

Table 3.2: Summary of Existing Staff and Student Travel Modes

Mode	Staff	Kindergarten – Year 6		Year 7 – Year 12	
		Arrival	Departure	Arrival	Departure
Car (as driver, no passengers)	84%	-	-	2%	2%
Car (as driver, with passengers)	1%	-	-	1%	1%
Car (as passenger, driver didn't stay)	0%	-	-	-	-
Car (as passenger, driver stayed)	1%	-	-	-	-
Car (as passenger, no other students)	-	31%	33%	21%	16%
Car (as passenger, with other students)	-	47%	48%	27%	16%
Motorcycle / Scooter	2%	-	-	0%	0%
Walk	1%	8%	6%	15%	17%
Public Bus	6%	8%	7%	27%	40%
School Bus (incl. Scot's College Bus)	0%	6%	6%	4%	4%
Train and Bus	1%	0%	0%	3%	4%
Cycle	3%	0%	0%	0%	0%
Other	1%	0%	0%	0%	<1%
Total	100%	100%	100%	100%	100%

Table 3.3: Summary of Existing Staff and Student Travel Modes (Simplified)

Mode	Staff	Kindergarten – Year 6		Year 7 – Year 12	
		Arrival	Departure	Arrival	Departure
Private Motor Vehicle	88%	78%	81%	51%	35%
Walk or Cycle	4%	8%	6%	15%	17%
Bus / Train	7%	14%	13%	34%	48%
Other	1%	0%	0%	0%	<1%
Total	100%	100%	100%	100%	100%

3.6.2 Child Care Centre

A large majority of children that attend the Child Care Centre (i.e. Hampshire House) 5 days per week arrive and depart from the centre via private vehicle. A very small number (~5%) walk with their parent or guardian to the centre.

It should be noted that of the 68 total children, 26 arrive with their parents/guardians who are also staff at the school. Additionally, of these 26 children, 9 have either 1 or more siblings at Hampshire House and/or Kambala School. Similarly, of the 42 children who do not belong to staff at the school, 37 have either 1 or more siblings in Hampshire House and/or Kambala School.

Based on this information, the following car occupancy rate has been deduced.

- Child Care Centre 2.06 persons per vehicle*

**= includes staff, students, and children*

3.7 School Feedback

As part of the survey questionnaire distributed to both staff and students at the school, staff and students were asked why they chose drive to the school. The majority of responses related to convenience, as shown in Figure 3.6 and Figure 3.7.

Figure 3.6: Reasons for Vehicle Usage – Staff

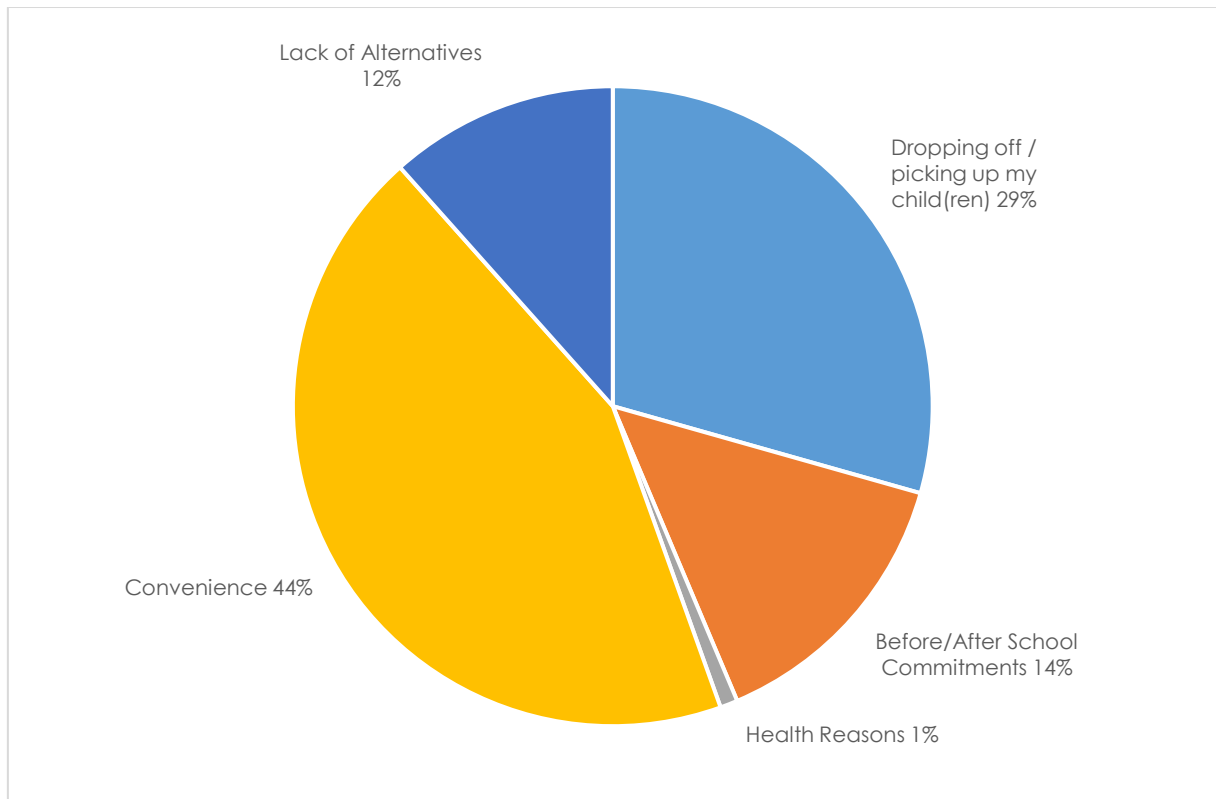
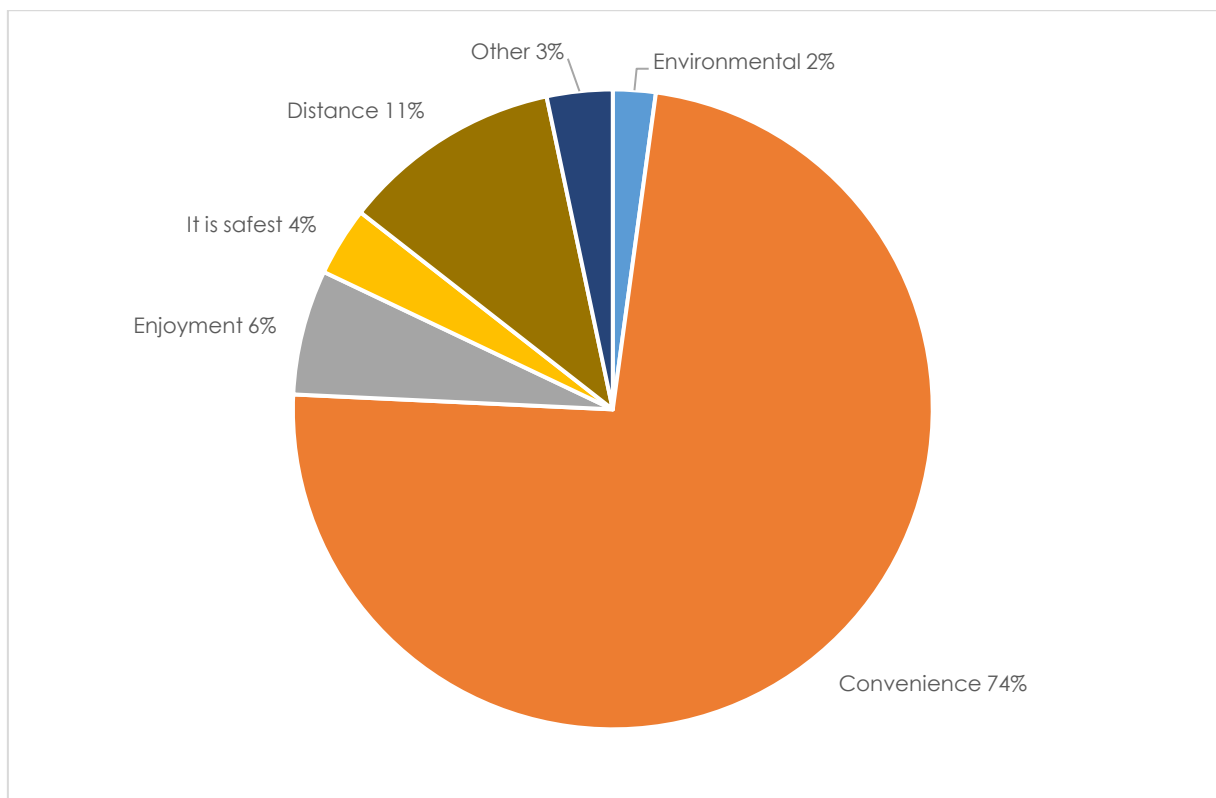


Figure 3.7: Reasons for Travel Choice – Students (Year 3 – Year 12)



On this basis, it would be necessary to both disincentivise car travel and improve the convenience of other travel modes to see a shift in travel mode away from car. Measures would include reducing/ restricting car parking provision on-site and providing facilities such as bike parking, school shuttle bus services and also raise awareness of existing transport infrastructure around the site that staff, students and parents/ guardians may not be aware of.

3.8 Student and Staff Origins

As part of the survey questionnaire, students and staff were asked where they travelled from. A summary of their responses is provided in Figure 3.8, Figure 3.9 and Figure 3.10.

A detailed analysis of the data indicates that 80-90% of students live in the eastern suburbs, with approximately 70% being located within 2-3 km (as the crow flies) of the school. Comparatively, approximately 20% of staff live within 2-3km, and are generally well distributed all over Sydney.

Figure 3.8: Kindergarten to Year 2 Origins

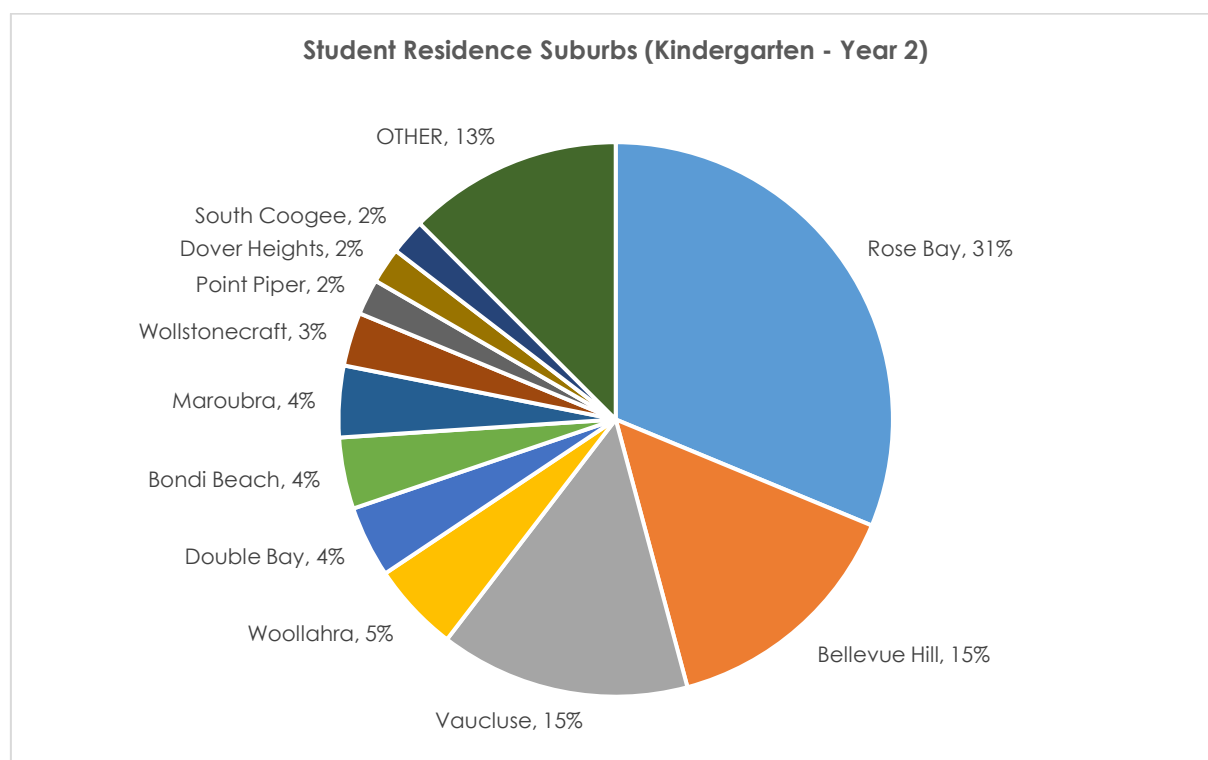


Figure 3.9: Year 3 to Year 12 Origins

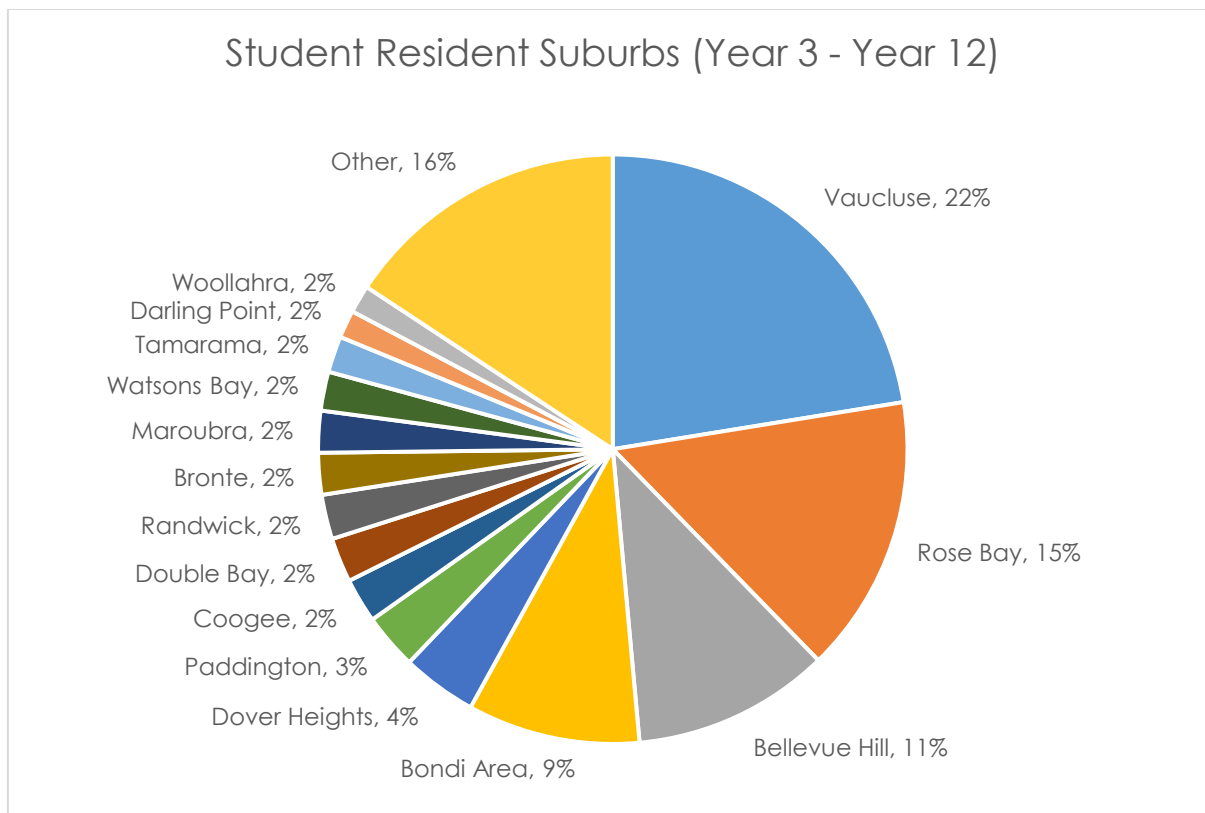
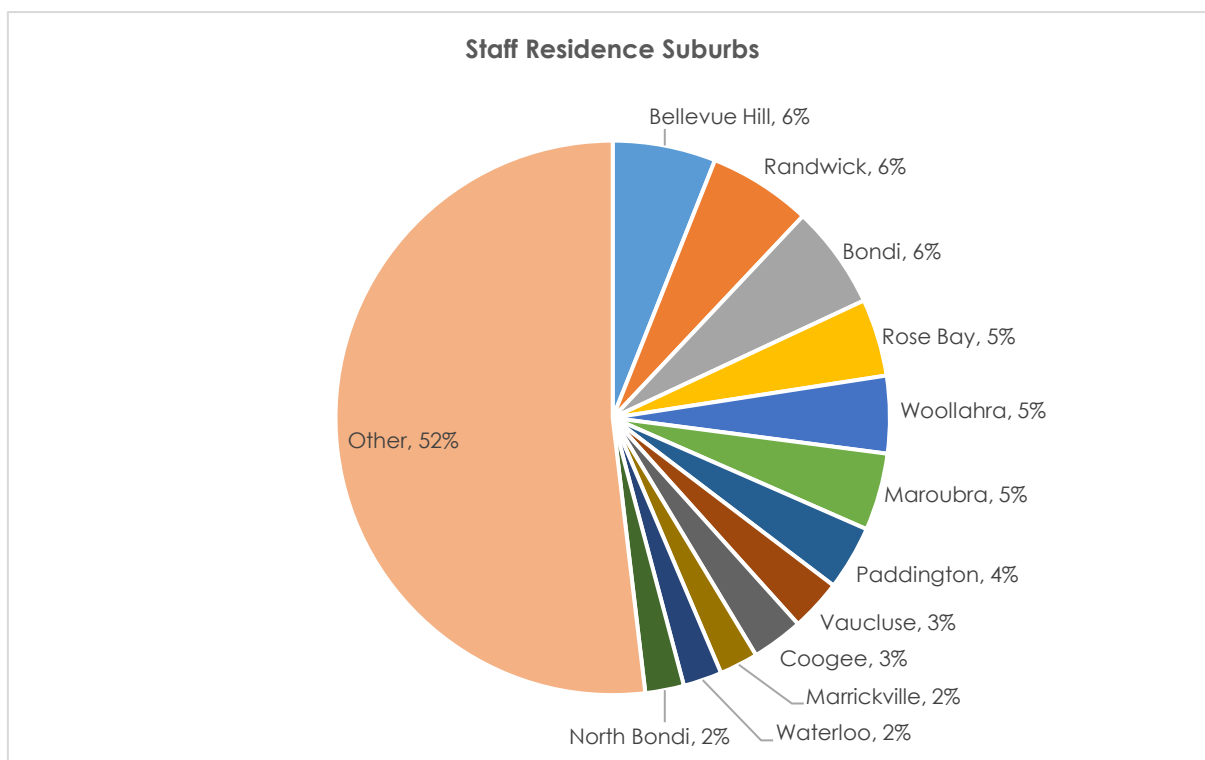


Figure 3.10: Staff Origin



4 Objectives and Targets

4.1 Future Student and Staff Numbers

The proposal also seeks to increase the capacity of the school from the permitted number of 950 students to 1,020 students (increase of 70 primary and secondary students). No increases to staff numbers are proposed. It is understood that the existing school enrolments currently exceed the existing cap with 1,020 students enrolled. Therefore, the proposed increase in the school capacity would enable the school to continue its existing operation. On this basis, this GTP aims to improve the travel behaviour of existing students and staff members.

4.2 Objectives

The following objectives have been identified in order to achieve the vision of the GTP.

Objective 1: Facilitate a shift towards more sustainable transport modes

- Improve access, safety, amenity and convenience of sustainable transport modes for travel to and from the site
- Provide incentives for sustainable travel and establish a culture of active and public transport use.
- Continue to encourage non-car-based travel modes by limiting the convenience of car access to the site.

Objectives 2: Make the site a great place to live, work and visit

- Improve access and mobility and enhance the sense of place.
- Reduce the need to travel by co-locating complementary land uses.

4.3 Mode Share Targets

As indicated previously, the aim of the GTP is to encourage a modal shift away from cars by implementing measures that influence the travel patterns of staff. To ensure that the GTP is having the desired effect, implementation would be regularly monitored. The success of the GTP is measured by setting modal share targets and identifying the measures and actions that have the greatest impact.

The results of the modal split analysis indicated that private motor vehicle is the predominant mode share type among all users, although some differences were observed between student arrival and departure mode types.

A modal shift of 8% is proposed for the site. Based on experience at other sites and experts in LEC proceedings, this level of modal shift is considered to be a significant achievement for site specific measure. It is considered that the private motor vehicle mode share target for each user type should be:

- Staff: **80%**
- primary school students: **70% and 73% (for arrival and departure respectively)**
- secondary school students: **43% and 27% (for arrival and departure respectively)**

It has been assumed that a mode shift away from private vehicle is not feasible for children at the child care centre.

A summary of the existing and projected modal splits for each user type is provided in Table 4.1

Table 4.1: Existing and Projected Modal Splits

Main Method of Travel	Staff Modal Split		Primary Student Modal Split				Secondary Student Modal Split			
	Existing	Proposed	Existing		Proposed		Existing		Proposed	
			Arr	Dep	Arr	Dep	Arr	Dep	Arr	Dep
Car	88%	80%	78%	81%	70%	73%	51%	35%	43%	27%
Walk	4%	7%	8%	6%	10%	8%	15%	17%	17%	19%
Public Transport	7%	13%	14%	13%	20%	19%	34%	48%	34%	48%
Total	100%	100%	100%		100%		100%		100%	

5 Methods of Encouraging Modal Shift

To achieve the objectives of the GTP, measures will be put in place to influence the travel patterns to/from the site, with a view to encouraging modal shift away from cars.

5.1 Potential Site-Specific Measures

The school will consider the following measures to encourage more sustainable travel use. Measures to encourage more sustainable travel use for primary school student trips would be targeted towards parents/caretakers at the school since these students are clearly not old enough to drive.

A school newsletter will be distributed to all parents to encourage walking and active travel to school. In addition to this, a small committee of interested people, including students and parents, will be established to represent the school to promote initiatives for safe, greener and more active travel. A number of teachers will be appointed to attend/organise the committee meetings with students and parents to represent the school to promote active travel.

5.1.1 Walking

Staff employed at the site could be encouraged to walk by implementing a '10,000 steps per day initiative'. This involves the provision of high-quality pedestrian facilities, including pedestrian paths to/from key public transport hubs and bus stops. Staff members who have achieved the 10,000-step goal over a set period could be rewarded.

In addition to this, a workplace walking group would be established, where all staff would be invited, particularly those who live locally, to walk together to get to the school. Information regarding the workplace walking group would be sent via email, posted on noticeboards and/or on the school website to promote participation and encourage staff who live locally to walk to work.

If successful, this could form the basis of a walking bus. A Walking School Bus™, which is a community and parent based initiative, is a group of primary school children who walk to and from school along a safe and enjoyable set route, accompanied by a minimum of two parent driver/supervisors per 'bus'. In this way the teachers could be the accompanying adults.

5.1.2 Cycling

Provision of high-quality bicycle parking and end-of-trip facilities will encourage people to travel by bicycles. On this basis, the site is proposing four bicycle parking spaces on-site. To

further encourage staff and students to use these bicycle parking facilities, it is recommended that adequate weather protection and security features will be in place to ensure safe bicycle storage.

Similar to walking groups, cycling groups could be established to encourage staff and students to arrive by bicycles. All staff and students will be encouraged to travel to the site by bicycles through word of mouth and bicycle maps posted on noticeboards, newsletters and the school website. In addition, the school could participate in active travel events such as Ride2Work or Ride2School day and National Bike Week.

Other measures could include engaging a local bicycle retailer and service centre to provide discounts for staff and students, as well as the organisation of further educational programmes to teach staff and students how to properly and safely ride a bike.

On this note, it is recommended that a road safety class be held once a year for each year group and staff – this would teach high students and staff road safety and techniques to ride on the road e.g. how to signal, look for hazards etc. Primary school students are expected to ride on the footpath and would be taught road safety techniques to cross the road and manage interactions with pedestrians. There are organisations that already offer similar classes, for example City of Sydney Council offers classes to adults. It is suggested that classes be organised via these existing classes.

5.1.3 Public Transport

Public transport noticeboards will be provided to make staff, students, visitors parents more aware of the alternative transport options available. The format of the noticeboards will be based upon the travel access guide. In addition to this, the school will consider the provision of Opal Cards with a monthly allowance to facilitate travel for staff or alternatively provide a one-off pre-loaded Opal Card upon commencement of employment to influence their travel behaviour and habits on day one of employment.

5.1.4 School Bus

Kambala is investigating the potential to provide a new school shuttle bus that would provide a direct service between the school and nearby train stations (e.g. Edgecliff and/or Bondi Junction) and/or services to local suburbs.

The questionnaire survey of staff and students indicates that there is large interest in catching a school bus if it provided access to nearby suburbs and train stations as shown in Table 5.1.

Table 5.1: Willingness to use School Bus if available

Group	Yes	No
Staff	50%	50%
Prep – Year 6	83%	17%
Year 7 – Year 12	67%	33%

A standard bus can hold between 50-70 passengers while a shuttle bus/ mini-bus can hold around 14 passengers. It is envisaged that a shuttle bus may be provided to enable more frequent and multiple services back and forth between stops or a standard bus would be provided to accommodate a large number of passengers over less frequent services.

5.1.5 Travel Share

A carpooling forum will be developed to encourage staff to travel in groups. The forum would provide a platform for people travelling on the same route to find each other and form groups. The forum will be posted on the staff website, noticeboards and in newsletters.

5.1.6 Promotion of Sustainable Transport Benefits

The benefits of sustainable transport are to be promoted to encourage and provide parents and children motivation to choose sustainable transport methods. This includes both health and environmental benefits. A key method of achieving this would be a “Did you know?” column in the school newsletter which provides small facts about sustainable transport. For example, “Did you know? Catching public transport increases likelihood of incidental exercise and therefore improves health?” or “Did you know? Each bus has the potential take up to 55 cars off the road, reducing congestion, fuel and cutting emissions”.

5.1.7 Off-site Measures

The school will consult with Council with a view to implementing several off-site measures to improve the transport connections to and from the site including:

- Investigations with Council to accommodate the bus and cycle facilities within the proposed development and/or upgrade or provide pedestrian facilities.
- Improved signage and way finding from key public transport hubs, to improve the walking and cycling experience. Signage would include wayfinding for cyclists to direct them to the best and safest route to the school.
- Investigations with Council to facilitate additional car sharing facilities.

5.2 GTP Information

The information provided within the GTP will be provided to staff and parents in the form of a package of easy to understand travel information known as a Travel Access Guide (TAG).

This will be included in the information pack provided to staff and parents on day one during their induction.

TAGs provide customised travel information for people travelling to and from a site, using sustainable forms of transport – walking, cycling and public transport. It provides a simple quick visual look at a location making it easy to see the relationship of site to train stations, light rail stations, bus stops and walking and cycling routes.

Such TAGs encourage the use of active transport and can reduce associated greenhouse gas emissions and traffic congestion while improving health through active transport choices.

They can take many forms from a map printed on the back of business cards or brochures. Best practice suggests that the information should be as concise, simple and site centred as possible and where possible provided on a single side/sheet. If instructions are too complex, people are likely to ignore them.

This TAG should be available for pick up at various locations at the site such as, at front entrances, school website and noticeboards for visitors and parents.

A draft TAG has been prepared for the site and is provided in Appendix A.

5.3 Information and Communication

Several opportunities exist to provide staff with information about nearby transport options. Connecting staff with information would help to facilitate journey planning and increase their awareness of convenient and inexpensive transport options which support change in travel behaviour.

Transport NSW info

- Bus, train and ferry routes, timetables and journey planning are provided by Transport for New South Wales through their Transport Info website: <http://www.transportnsw.info/>

Cycling in Waverley and Woollahra & Woollahra Bicycle Strategy 2009

- Waverley and Woollahra Councils Bike Plan provides a range of information relating to local cycleways in the area:
https://www.woollahra.nsw.gov.au/services/traffic_and_transport/cycling

Similarly, such phone apps as Trip View display Sydney public transport timetable data and show a summary view showing current and subsequent services, as well as a full timetable viewer. This timetable data is stored on the phone, so it can be used offline.

Connecting staff via social media may provide a platform to informally pilot new programs or create travel-buddy networks and communication.

The above web links and any social media platforms may be included within the GTP/TAG.

5.4 Actions

A summary of the key strategies and framework action table is shown in Table 5.2. It should be noted that this framework action table would be updated as required. However, it is stressed that the availability of the suggested strategies is a key factor in influencing travel patterns.

Table 5.2: Framework Action Table

Strategy	Action	Targeted Audience	Timeline	Responsibility
Managing Car Use				
Car Pooling	Establish a car-pooling system to reduce single car occupancy and promote social interaction	Staff	On-going	Travel Plan Coordinator
Promoting Public Transport				
Bus/train	Consider providing a pre-loaded Opal Card or monthly Opal Card allowance to encourage public transport use	Staff	On-going	Travel Plan Coordinator
Bus/train	Investigate the potential to provide a new school shuttle bus to Edgecliff/ Bondi Junction train station and/or local suburbs	Staff and Parents	Prior School Expansion	School
Promoting Cycling and Walking				
Provision of End-of-Trip Facilities	Provide bicycle parking, showers, lockers and change rooms	Staff and Parents	Prior School Expansion	School
'10,000 steps per day initiative'	Reward staff members who have achieved the 10,000-step goal over a set period	Staff	On-going	Travel Plan Coordinator
Walking/Cycling groups	Walking and cycling groups to encourage staff to travel to school together	Staff	On-going	Travel Plan Coordinator
Cycling Educational Programmes	Provide cycling educational programmes for staff/students	Staff and Parents	On-going	Travel Plan Coordinator
Other				
Green Travel Plan	Provide staff with the Green Travel Plan to encourage active travel	Staff and Parents	Prior School Expansion/ Staff and Parent Induction	Travel Plan Coordinator
Transport Access Guide	Provide staff with a TAG on day one of induction and post the TAG on noticeboards, front entrances, the School's online website, etc.	Staff and Parents	Prior School Expansion/ Staff and Parent Induction	Travel Plan Coordinator
Ongoing Review	Ongoing review of the GTP to introduce additional measures as required	-	Ongoing	Travel Plan Coordinator

6 Management and Monitoring of the Plan

6.1 Management

There is no standard methodology for the implementation and management of a GTP. However, the GTP will be monitored to ensure that it is achieving the desired benefits. The mode share targets set out in Section 4.3 are used in this regard to ensure there is an overall goal in the management of the GTP.

The monitoring of the GTP would require travel surveys to be undertaken with a focus to establish travel patterns including mode share of trips to and from the Site.

The implementation of the GTP will need a formal Travel Plan Co-ordinator (TPC), who will have responsibility for developing, implementing and monitoring the GTP. The TPC will be an appointed staff member of the school or an independent expert.

It will also be necessary to provide feedback to staff and parents to ensure that they can see the benefits of sustainable transport.

Indeed, there are several keys to the development and implementation of a successful GTP. These include:

- Communications – Good communications are an essential part of the GTP. It will be necessary to explain the reason for adopting the plan, promote the benefits available and provide information about the alternatives to driving alone.
- Commitment – GTPs involve changing established habits or providing the impetus for people in new developments to choose a travel mode other than private car use. To achieve co-operation, it is essential to promote positively the wider objectives and benefits of the plan. This commitment includes the provision of the necessary resources to implement the plan, beginning with the introduction of the 'carrots' or incentives for changing travel modes upon occupation.
- Consensus – It will be necessary to obtain broad support for the introduction of the plan from the staff.

Once the plan has been adopted, it is essential to maintain interest in the scheme. Each new initiative in the plan will need to be publicised and marketing of the project as a whole will be important.

6.2 Remedial Actions

A continuous review will take place to identify remedial actions should the modal share targets not be achieved. However, the following measures are proposed both as discrete

measures (e.g. car share) and those being proposed as part of the proposed expansion of the school:

- Increased cycle parking
- Increased / improved changing facilities / lockers
- Increase in shuttle bus frequency (if required)
- Increase use of car share (e.g. GoGet for staff).

Alternatively, the TPC could work with council to see how the measures might be aligned with those identified in council's bicycle strategy:

https://www.woollahra.nsw.gov.au/_data/assets/pdf_file/0003/48144/090831rep-GS11920_Woollahra_Bike_Strategy_exhibition_draft.pdf

6.3 Consultation

The results of the Green Travel Plan will be communicated with Council, staff, parents and to the wider community via the school website and/or newsletters.

As such, it is recommended that a summary letter is produced presenting the results of the survey within one month of the undertaking of the travel surveys (say 3-months post-expansion). The letter/report may be also appended to the GTP and submitted to Council for comment. Subsequent surveys would be undertaken after 1, 3 and 5 years.

Communication to staff and the wider community may be carried out in a similar form by public display of the GTP on the school website. Alternatively, a news article on the matter could be included on the website.

6.4 Conclusion

It is recommended that travel surveys be undertaken 3-months post-expansion of the school with this draft GTP updated accordingly to suit the site's existing modal splits and findings of the travel surveys, including opportunities and constraints to influence a modal shift away from car usage. Subsequent surveys should be undertaken after 1, 3 and 5 years.

Appendix A

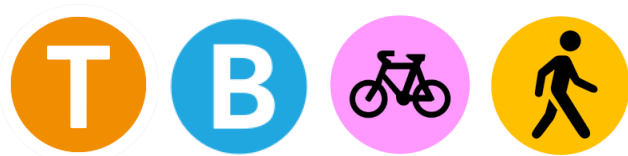
Travel Access Guide



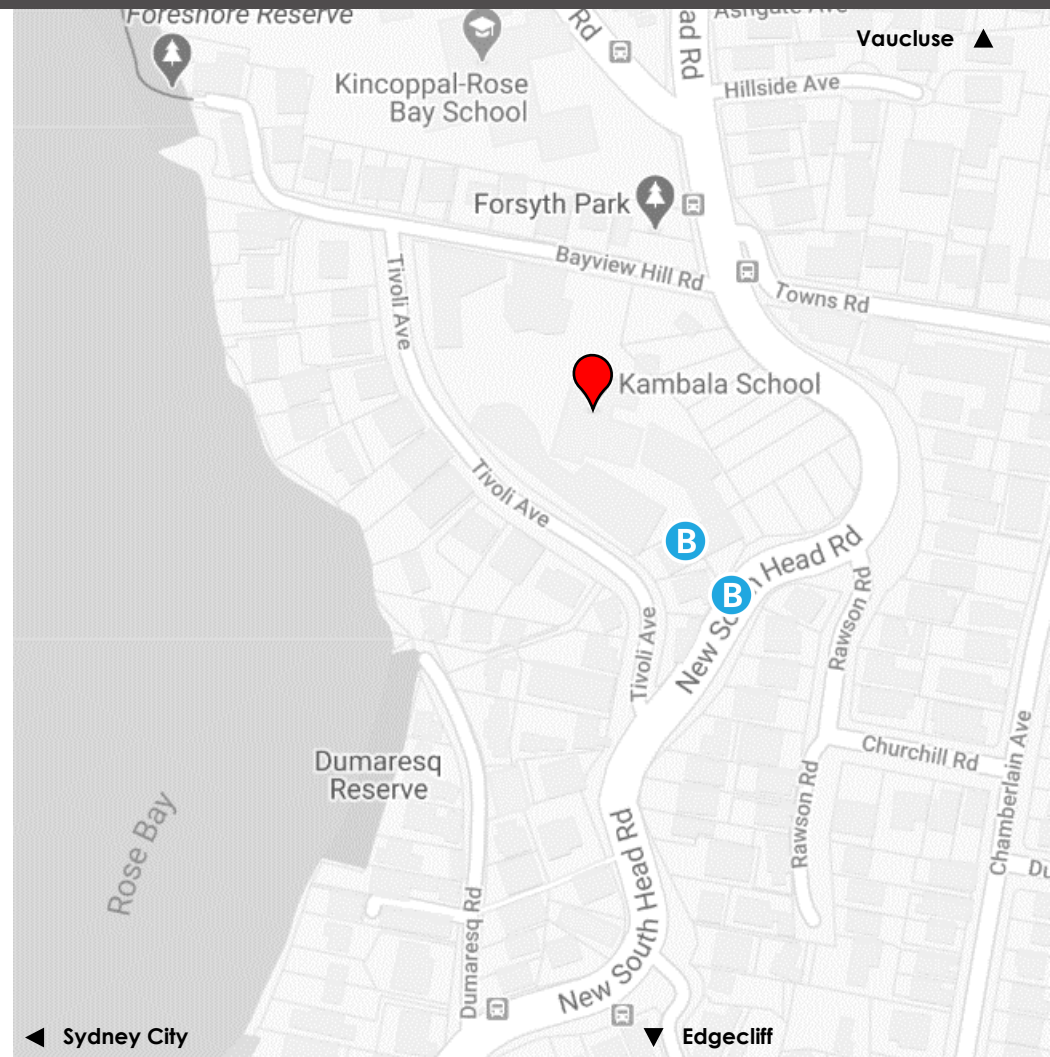
KAMBALA



Kambala School



Use active and public transport to get around!



Transport Access Guide

Getting Around



Walk

Walk to/from Kambala School, noting the following travel times from key locations in the surrounding area:

- Coles Rose Bay 10 minutes
- IGA Rose Bay 12 minutes
- Johnstons Lookout 10 minutes
- Kimberley Reserve 16 minutes
- Diamond Bay Reserve 19 minutes
- Dudley Page Reserve 18 minutes
- Rodney Reserve 25 minutes



Start walking today to achieve a goal of 10,000 steps per day!

Public Transport Information

Plan your trip using Sydney's Trip Planning Tool:
transportnsw.info/trip

Or the RMS Cycleway Finder:
https://www.rms.nsw.gov.au/maps/cycleway_finder



Bus & Train

Bus services are available on New South Head Road in front of the Main School Gate.

Such services provide connections to local areas such as Watsons Bay, Bondi Beach and Double Bay, as well as Edgecliff Train Station.

The following bus services are provided at the main school gate:

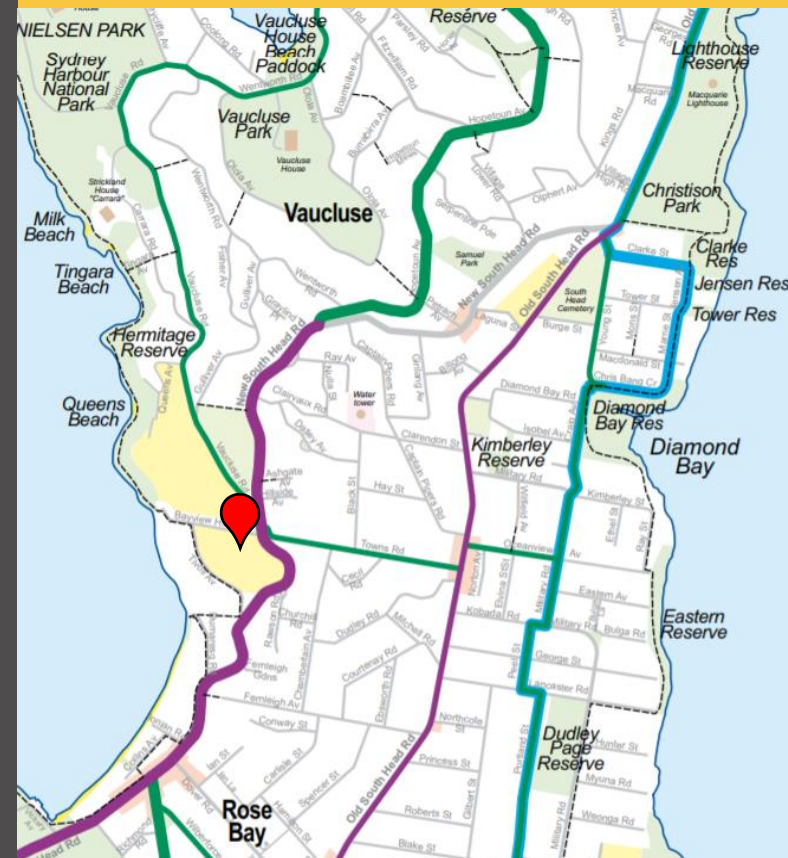
- **324** – Watsons Bay to Walsh Bay via Old South Head Road
- **325** – Watsons Bay to Walsh Bay via Vaucluse Road
- **386** – Vaucluse to Bondi Junction via New South Head Road and Old South Head Road

Edgecliff Train Station services the Bondi Junction to Waterfall or Cronulla line with trains running every 3 minutes during peak hours.



Cycle

There are many cycle friendly roads in the proximity of the site, providing connectivity to Vaucluse, Watsons Bay and Bondi Beach.



Visit Woollahra Municipal Council's page on cycling:
<https://www.woollahra.nsw.gov.au/recreation/cycleways>

The Transport Planning Partnership
Suite 402 Level 4, 22 Atchison Street
St Leonards NSW 2065

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