

Memorandum

To: Dayle Bennett

From: Ken Hollyoak

Date: 14 September 2020

TTPP REF: 19235

CC: Geoff Whitnall, Richie Chacon, Santi Botross, Clinton Cheung

**RE: ST PATRICK'S COLLEGE, STRATHFIELD
RESPONSE TO SUBMISSIONS**

As requested, please find herein The Transport Planning Partnership's (TTPP) response to submissions from agencies relating to traffic, transport and parking matters in relation to the State Significant Development (SSD-10400) as part of the St Patrick's College, Strathfield project.

Agencies which provided submissions include NSW Department of Planning, Industry, and Environment as well as Transport for NSW. Responses to the submissions are provided herein.

In response to the submissions, a revised Green Travel Plan (GTP) has been prepared for St Patrick's College and has been provided in Attachment One of this letter. The revised GTP contains the full analysis in Chapter 3, and describes the initiatives proposed at the school in Chapter 4. However, an overview of the analysis findings and proposed initiatives is provided throughout this Response to Submissions (RtS) letter.

Submissions by Department of Planning, Industry, and Environment

Construction Management Plan

- *The proposed works would be carried out whilst the school is in operation. A construction management plan must be provided that details and demonstrates how the impact of construction would be managed whilst the school is in operation.*
- *Section 7.5 of the Transport Impact Assessment advises that limited parking arrangements for construction workers would be provided on site. Details must be provided in the construction management plan regarding the proposed measures to be implemented to mitigate detrimental impacts to local roads and to ensure safety of road users and pedestrians during the construction phase.*

Noted. This will be addressed in the future revision of the Construction Traffic Management Plan that is being prepared by School Facilities Planning Pty Ltd.

Active Transport/Traffic impacts

It is noted that 13 bicycle parking spaces are proposed to service a total of 1,790 students. In accordance with Transport for New South Wales requirements, an amended Green Travel Plan is required to be submitted to provide a suitable provision of bicycle and end-of-trip facilities to encourage student and staff modal shift to active transport modes.

A revised Green Travel Plan (GTP) has been prepared for St Patrick's College and has been provided in Attachment One of this letter. The revised GTP proposes an increased provision of bicycle parking and end-of-trip facilities which shall adequately meet the revised mode shift targets that have been set for the school.

Details of the increased bicycle parking and end-of-trip facilities, and the revised mode shift targets, are provided in the responses to Submissions by Transport for NSW below. In summary, the on-site bicycle parking provision has been raised from 13 spaces to 42 spaces for students and staff.

Submissions by Transport for NSW

Active Transport

Comment: Future Transport 2056 emphasises the importance of walking and cycling for short trips and reinforces the importance of walking and cycling to increase the catchment of public transport as part of the whole customer journey.

Building Momentum - State Infrastructure Strategy 2018-2038 includes recommendations related to walking and cycling, including integrating transport with land use; managing travel demand; unlocking capacity in existing assets; and improving population health outcomes through more active transport.

Section 5.4 of the Traffic Impact Assessment states “On Day 1, there would be a minimum of 13 bicycle parking spaces for use by students and staff. Notwithstanding this, through the Green Travel Plan (GTP) a mode share target for greater cycling amongst staff and students would be set and measures recommended for achieving set targets.”

13 bicycle parking spaces for 1,790 students seems inadequate to encourage and cater for increased rates of cycling, and will not promote a mode shift to cycling. Additionally, no end of trip facilities are proposed to encourage students and staff to shift to cycling.

Recommendation: The Traffic and Parking Report provided as part of the EIS does not address TfNSW policies for integrating transport with land use regarding off-street bicycle parking and end of trip facilities. To encourage student and staff mode shift to cycling TfNSW recommends additional bicycle parking spaces should be installed and end of trip facilities provided.

The GTP has been reviewed to determine a modal shift target away from car use that is greater than 3-5% for students and staff. The revised GTP sets a modal shift of between 8-10% away from car use which considers a 5% shift towards public transport and a 3% shift towards active travel (further broken down into 1.5% more walking and 1.5% more cycling). The revised mode share targets are the result of further analysis of students and staff place of residence to identify where certain modal shifts could be advocated more heavily, such as encouraging uptake of walking and cycling for those living within a 2-5km catchment. Also, further discussions with St Patrick’s College and Transport for NSW were had on the implementation of more initiatives at the school which will support such mode shift.

The full details of the further analysis and initiatives are discussed in the revised GTP which is provided in Attachment One while a summary of the future mode share targets envisaged for St Patrick’s College is provided in Table 1.

Table 1: Revised Future Mode Share Targets

Mode	Student			Staff		
	Current Mode Share	Mode Share with Modal Shift – Low Range ^(a)	Mode Share with Modal Shift – High Range ^(b)	Current Mode Share	Mode Share with Modal Shift – Low Range ^(a)	Mode Share with Modal Shift – High Range ^(b)
Private car	49%	41% (↓8%)	39% (↓10%)	93%	85% (↓8%)	83% (↓10%)
Public transport	46%	51% (↑5%)	52% (↑6%)	4%	9% (↑5%)	10% (↑6%)
Active travel	5%	8% (↑3%)	9% (↑4%)	3%	6% (↑3%)	7% (↑4%)
Total	100%	100%	100%	100%	100%	100%

Notes:

(a) Low Range Modal Shift = 8% modal shift away from private car.

(b) High Range Modal Shift = 10% modal shift away from private car.

Of the existing population, 0.7% of students and 0% of staff cycle to school. As part of the modal shift target of 3-4% towards active travel, it is anticipated that the school would be able to achieve an increase of approximately 1.5% in the proportion of students and staff riding to school. This would be achieved through implementation of sustainable transport initiatives as described in Chapter 4 in the revised GTP.

Based on the above, the future cycle mode share and populations are anticipated as follows:

- 2.2% of student population cycle mode share (up from 0.7%) = 39 students, and
- 1.5% of staff population cycle mode share (up from 0%) = 3 staff members.

On this basis, there would be a minimum of 42 bicycle racks (up from 13 bike racks) provided on-site for students and staff to use.

Shower and change cubicles are to be provided at a rate of two (x2) showers and change cubicles for 11 to 20 bike parking spaces, and 2 additional showers and cubicles for each additional 20 bike parking spaces. Therefore, for a future staff bicycle parking provision for three (x3) spaces, the two (x2) existing shower and change cubicles provided at the school (one for each gender) satisfactorily meets these requirements.

Also, staff currently have lockable storage by way of pedestals at their office desks and shared lockers (unlocked) in current shower facilities. modes of transport. Based on the uptake of active modes by staff, the school would consider providing additional lockers for staff members who walk or cycle to school.

It is not typically required by DCP guidelines and planning guidelines to provide showers as an end-of-trip facility for students who cycle to school. Nonetheless, the existing showers and

change cubicles located within the school gymnasium will be made available to students should they wish to use them.

Every student is provided with their own locker for storing their personal belongings. Therefore, any student who cycles is able to securely store their helmet and other riding equipment in their personal locker.

Green Travel Plan

Comment: The Transport and Parking Impact Assessment provides a framework for the preparation and monitoring of a Green Travel Plan, along with a Travel Access Guide. These tools will help St Patrick's College to better manage demand on the transport network. The recommendations below are provided to encourage the use of sustainable transport to the site, which will help reduce the use of single vehicle trips.

Recommendation: It is requested that prior to the issue of the first Occupation Certificate, the applicant be conditioned to prepare a Green Travel Plan in consultation with TfNSW for the proposed development which must be approved by TfNSW. The Travel Plan should be aimed at students, staff and visitors and updated to include

- **Details on cycle parking and End of Trip Facilities for students and staff at the college.**

As outlined above and in the revised GTP, an increased bicycle parking provision of 42 spaces (up from 13 spaces) will be provided on-site for students and staff.

In addition to the existing 10 bicycle spaces on-site as indicated on the TAG, the school has added a 5 bicycle spaces in the south-east corner of the site upon acquiring classrooms previously leased to ACU. There is capacity to have more bicycle spaces where the current 10 bicycle spaces are located as well as caged facilities in the basement level of the new development at the centre of the College. These facilities would be available to staff and students who want the added security for more expensive road bikes or e-bikes/scooters.

Bicycle parking will be provided in areas of passive surveillance by people walking around on campus. Another benefit of high visibility of bicycles/ scooters is that it may spark interest amongst more students (and staff) to cycle.

The location of bicycle parking and end-of-trip facilities (showers and change rooms) would be displayed on the Transport Access Guide (TAG). For students, the gymnasium showers and change rooms would be available for those who wish to use them. Staff would be informed of the shower and change room locations within the staff rooms.

- **Recommend mode share targets be more ambitious, particularly as Years 11-12 already have a much greater proportion of trips by walking, cycling and public transport than the mode share targets set.**

A review of student and staff postcodes has identified that there is potential to bolster the modal shift target from 3-5% to 8-10% amongst students and staff. A summary of the future mode share targets for the school is provided in Table 1 above.

- **Include soft measures such as a communication strategy which has actions to encourage more trips by walking, cycling and public transport, consider participating in events such as walk to school and bicycle week.**

St Patrick's College will appoint a Travel Plan Coordinator whose role will be to act as a central point of contact to coordinate travel-related initiatives, and manage all matters GTP and TAG related.

With the TAG and GTP, a Communications Plan and Monitoring Strategy will be developed and implemented by the Travel Plan Coordinator to regularly advertise sustainable transport options and evaluate the effectiveness of measures that have been implemented at the College. For example, The Travel Plan Coordinator will make announcements via homeroom announcements, e-newsletters and via social media channels to inform students, staff and parents of the GTP and TAG, and its aims and measures. The frequency of announcements would be approximately 1-2 times per term to maintain an active level of interest amongst the school community. Annual travel questionnaires would be undertaken to understand the transport mode choices for the journey to school.

The Travel Coordinator role will also include planning and participation in events to encourage changes in travel behaviour. Events would include, but are not limited to, Ride to School Day, Walk to School Day, Walkathons and Cycle-athons, and fundraisers for the school or charities which involve walking or riding to school every day for one week.

Additionally, the Travel Coordinator would investigate possible incentives or rewards scheme to encourage walking and cycling. For example, a scheme to earn points towards a gift voucher at a local bike shop, Rebel Sports store or offering free coffee to staff who walk to school.

- **Recommend annual surveys be undertaken 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.**

The appointed Travel Plan Coordinator will manage data collection and monitoring of GTP through annual travel questionnaires.

- ***Provide details of who will be responsible for delivering the actions in the Green Travel Plan and ensuring the plan is evaluated, reviewed and updated annually.***

The implementation of the GTP and TAG will be supported by the appointed Travel Plan Coordinator at the College. The Travel Plan Coordinator will provide a central point of contact to coordinate actions in the GTP.

- ***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.***

As outlined in Section 1.1 of the revised GTP, the College does not operate any before or after school care. Therefore, there is no related demand associated with such activities.

Co-curricular activities mainly take place after school comprising small groups of students who participate in sporting activities including basketball in summer terms, and soccer and rugby in winter terms. Afternoon co-curricular activities commence at 3.30pm and conclude before 4.50pm on school days. This has been considered in the data analysis undertaken to-date given that co-curricular activities were underway at the time of survey data collection. It is expected that there would be minimal spread of demand resulting from co-curricular activities after 3.30pm given that there will remain a small portion of the students involved in activities which take place after school.

- ***More ambitious mode share target for staff.***

A revised 8-10% modal shift target away from car use will be set for students and staff. Further initiatives and provision greater end-of-trip facilities, will be implemented to achieve the forecasted modal shift.

- ***Aggregated postcode locations which staff travel from.***

As outlined in Chapter 3 of the revised GTP, the place of residence of students and staff has been mapped to analyse various public transport and active travel catchment areas, including; SSTS eligibility zones, school bus stop catchment, public bus stop catchment and student catchment of train services with direct lines to Strathfield Station.

The findings of the catchment mapping analysis were used to determine appropriate mode share targets.

- **Detail as to how enrolments will be staged, including at commencement and for future growth. School enrolment catchment and analysis of proportion of students within walking and cycling distance.**

As outlined in Section 1.1 of the revised GTP, it is proposed to progressively increase the student population to a maximum of 1,790 by the end of 2029. This is based on a seven-year forecast which seeks to add a new stream of 30 students per year until there are seven streams in each year group. The 1,790 student population target also incorporates a buffer allowing for future variances to this forecast. The future student enrolment forecast is given in Table 2.

Table 2: Student Enrolment Forecast

	2021	2022	2023	2024	2025	2026	2027	2028	2029
Year 5	185	215	215	215	215	215	215	215	215
Year 6	185	185	215	215	215	215	215	215	215
Year 7	181	182	182	212	212	212	212	212	212
Year 8	180	182	182	182	212	212	212	212	212
Year 9	180	180	180	180	180	210	210	210	210
Year 10	180	180	180	180	180	180	210	210	210
Year 11	175	175	175	175	175	175	175	202	202
Year 12	170	170	170	170	170	170	170	170	200
Total	1,436	1,469	1,499	1,529	1,559	1,589	1,619	1,646	1,676
Annual Increase		33	30	30	30	30	30	27	30

There is no enrolment catchment area for students attending St Patrick's College. Rather, the school accepts enrolments from all postcodes in NSW. An analysis of walking and cycling catchment areas for existing students has been undertaken as this would provide a general indication of catchment areas for future enrolments. The analysis and findings of walking and cycling catchment areas are detailed in Chapter 3 of the revised GTP.

- **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.**

Table 4.1 of the revised GTP details measures which will be implemented by St Patrick's College to achieve the 8-10% modal shift as well as additional measures which would be considered in the future to encourage more sustainable travel to/from school by students and staff.

As a summary, St Patrick's College will implement the following measures:

- Appoint a Travel Plan Coordinator who will provide a central point of contact to coordinate travel-related initiatives with other partners in the area, Council or TfNSW.
- Provide end-of-trip facilities for those walking and cycling to school, including the bicycle parking, availability of showers and change rooms for staff in the staff room and students in the existing school gymnasium, and provision of secure personal lockers/storage facilities for students and staff.
- Offer a subsidised Opal card to staff members who travel by sustainable modes of transport for one whole term in one year or 1-2 days per week.
- Promote the SSTS scheme or School Term Buss Pass to students and parents, and information on the eligibility criteria and how to apply.
- Promote existing school bus and public bus services, as well as the free Strathfield Connector bus to students and parents through the TAG.
- Promote the existing car-share vehicle service that is available to use by St Patrick's College staff members.
- Establish walking and cycling groups, having consideration for a potential bike-sharing scheme where there is a positive interest and uptake in cycling.
- Incorporate greater Road Safety Awareness and Bike-Ed programs into the teaching and learning curriculum.
- Provide all new students (and staff) with a Green Travel Plan brochure including the Travel Access Guide (TAG), which will include links for public transport passes for students, map of nearby public transport and local cycle routes.
- Advertise the GTP brochure and TAG via the school's website and social media channels to continually promote the use of active travel modes.

The full details pertaining to each of the above initiatives, and more, are provided in the revised GTP in Chapter 4.

Further to the above, the St Patrick's College will continue to operate the Kiss and Ride facility at the school frontage on Edgar Street and Fraser Street. The Kiss and Ride facility is intended to be used by students/ parents who are travelling by car-pooling and those have limited means for travelling to/from school by public transport or active transport.

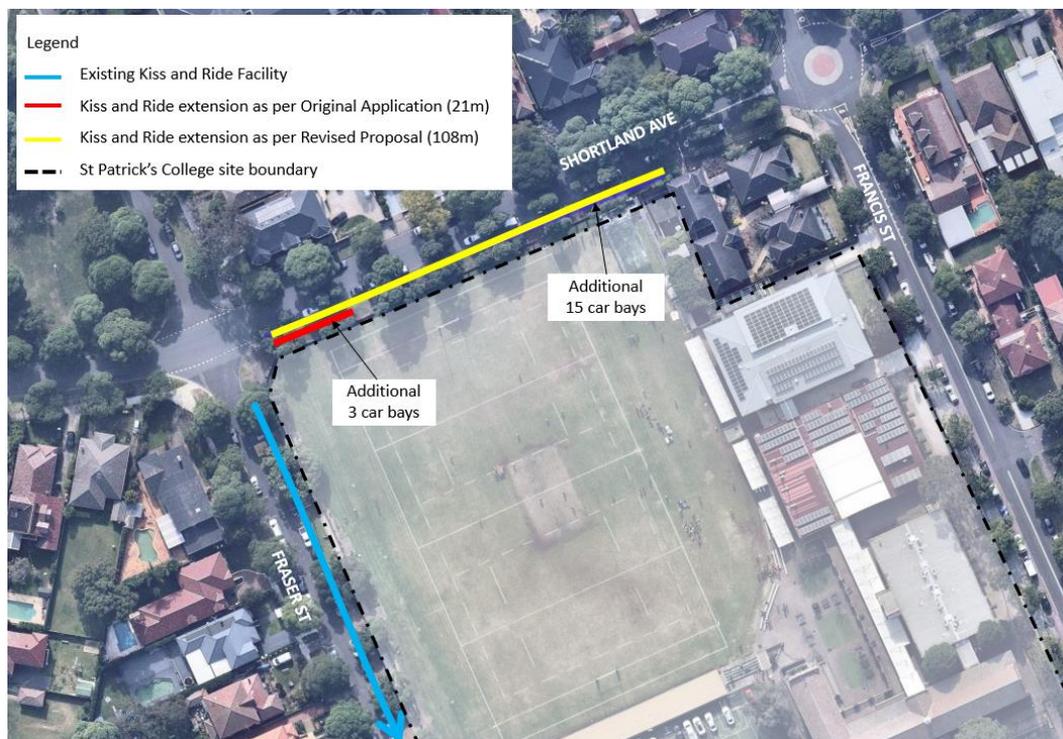
Fraser Street and Edgar Street currently accommodate a total of 20 vehicles within the Kiss & Ride zone. The access driveway to the proposed basement car park would result in the loss of two bays on Fraser Street, therefore reducing the number of bays to 18 bays as explained in Section 6.6.1 in the Traffic Impact Assessment.

Currently, the facility operates over-capacity and therefore it is proposed to extend the length of the Kiss and Ride facility to Shortland Avenue south side (west of Francis Street)

by a length of 108m. This extension would accommodate a minimum of 15 car bays in addition to the 18 bays on Edgar Street and Fraser Street. The revised proposal would enable a total of 33 car bays in future Kiss and Ride facility which is almost double the current capacity. The location of the Kiss and Ride extension is shown in Figure 1.

The purpose of the Kiss and Ride extension is to alleviate traffic congestion on Fraser Street and surrounding streets due to vehicles waiting to access the facility. Furthermore, extension of the formalised pick-up and drop-off arrangement along Shortland Avenue would improve safety for road users and children, particularly in peak school periods when there is increased vehicle and pedestrian activity in the vicinity.

Figure 1: Kiss and Ride Extension



Similar to the existing facility on Fraser Street and Edgar Street, the Kiss and Ride extension on Shortland Avenue would operate between 8:00am-9:30am and 2:30pm-4:00pm on school days while parking would be permitted at all other times. On-street parking on Shortland Avenue north side would remain unchanged. The Kiss and Ride extension onto Shortland Avenue south side would have a minor impact to on-street parking on the basis that there is unrestricted parking permitted on the north side of the street.

There are multiple benefits of the proposed Kiss and Ride extension being located on the south side of Shortland Avenue; namely, there are no residential driveways located within this section of the kerbside, therefore, there would be no impact to residents' driveways.

Therefore, this arrangement would facilitate a continuous flow of cars in the Kiss and Ride facility which would enhance the efficiency of the pick-up/ drop-off activities.

Furthermore, under this arrangement vehicles travelling from both directions on Shortland Avenue would be able to access the Kiss and Ride facility. In particular, vehicles travelling from the west would be able to perform a u-turn at the Shortland Avenue- Francis Street roundabout to enter from the start of the Kiss and Ride facility.

As an additional measure to reduce traffic congestion surrounding the school during the afternoon peak, St Patrick's College proposes to implement staggered finish times. As has been assessed in Section 6.6.1 of the TIA, staggering the primary school and high school finish times could generate up to a 26% reduction in peak vehicle arrivals. This would provide considerable traffic alleviation in the surrounding streets.

St Patrick's College proposes to stagger finish times as so; 3:10pm finish for Year 5-6 students and 3:30pm for Year 7-12 students. The promotion of sustainable transport amongst students and staff, as well as the proposed extension of the Kiss and Ride with staggered finish times would alleviate traffic congestion and safety concerns surrounding the school in peak periods.

- ***Consider wayfinding measures such as local street signage to identify direction and distance to school***

The TAG will provide students, parents, staff and visitors the walking/cycling route information to assist with them with their journey planning.

The majority of people walking and riding to school would be repeated commuters who would be familiar with the routes after travelling to the College several times throughout the year. However, as an additional measure the school would consider consultation with Strathfield Council for implementation of directional signage and/or pavement decals from nearby points of interest to the school.

- ***Proportion of students who are eligible for SSTS and promotion of the SSTS and School Term Bus Pass***

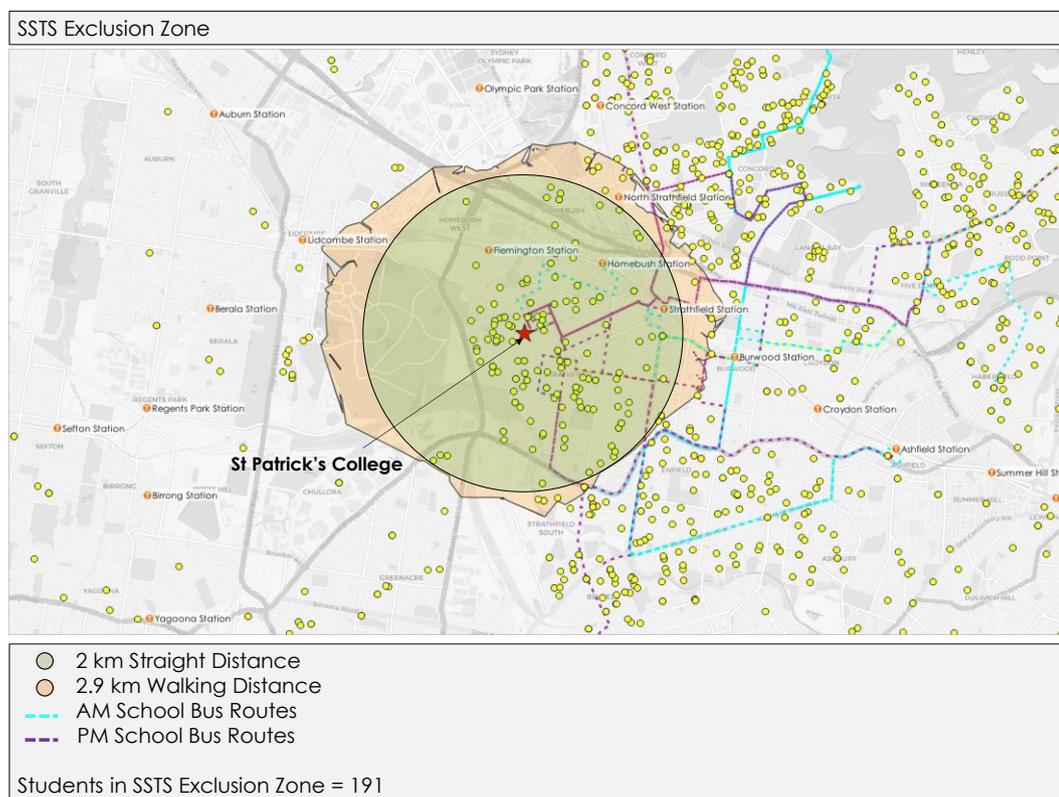
Transport for NSW's School Student Transport Scheme (SSTS) gives eligible students free or subsidised travel between home and school on NSW public transport. Students must live a minimum distance from school to be eligible for a free school travel pass. The eligibility criteria varies according to the year/grade, namely:

- Students in Years 3-6 must live a minimum of 1.6 km straight line distance or 2.3 km walking distance or further
- Students in Years 7-12 must live a minimum of 2 km straight line distance or 2.9 km walking distance or further.

Based on existing student postcode locations, a catchment map has been prepared showing students residing in the SSTS eligible zones and exclusion zones. Those students residing within the free travel pass exclusion zone would be eligible for subsidised travel. The catchment map is shown in Figure 2.

Approximately 191 students (13% of total student population) live within the 2km radius and 2.9km walking distance as shown by the shaded areas in Figure 2. Hence, these students would not be eligible for the free school travel pass, however, would be eligible for subsidised travel. The remaining 1,293 students (87%) would be eligible for the free school travel pass.

Figure 2: School Student Transport Scheme (SSTS) Exclusion Zones



Information for parents and students about the SSTS eligibility criteria and how to apply for free school travel or school bus pass will be communicated at the start of the year, at student orientation and for any new enrolments. This information will be made available via the school's website so parents/ students may apply online. The TAG will also contain a link TfNSW's website to apply for the SSTS free or subsidised travel pass. The Travel Plan Coordinator will provide announcements prior to the commencement of each year for students (and their parents) to check their eligibility and apply for the SSTS scheme or School Term Buss Pass.

- **Consider storage facilities (for large items and to reduce daily trips with these items) for students**

Every student is provided with their own locker for storing their personal belongings. Therefore, any student who cycles is able to securely store their helmet and other riding equipment in their personal locker. As St Patrick's College moves towards more e-learning, there would be a reduced need for students to carry large textbooks to/from home and school.

Also, staff currently have lockable storage by way of pedestals at their office desks and shared lockers (unlocked) in current shower facilities. modes of transport. Based on the uptake of active modes by staff, the school would consider providing additional lockers for staff members who walk or cycle to school.

- **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).**

Road Safety Awareness and Bike-Ed programs will be incorporated into the teaching and learning curriculum at St Patrick's College. The school is currently involved with Primary Road Safety and eSafety Workshop which is provided by Sydney Catholic Schools. It is a new workshop on road safety and online safety education as part of the Personal Development, Health and Physical Education K-6 syllabus. Through the workshop, the opportunity will be provided to address the need for a whole-school approach. In light of this, St Patrick's College will develop methods to expand and adapt this program for high school students.

Students will be educated on how to walk to school and cross roads in a safe manner, cycle safely and utilise protective gear when riding, and pedestrian behaviour around buses and live traffic. An information pack will be distributed to all students and parents at the start of the year, with frequent reinforcement/ reminders throughout the year (e.g. at the start of each school term). TfNSW's ['Keeping our Kids Safe Around Schools'](#) would form the basis of the program and information pack.

The Travel Plan Coordinator, with assistance from the working party comprising staff and student representatives, will seek fun and interactive ways to incorporate this information into the classrooms. For example, students may be required to develop a short video on exercising safety around schools.

- ***Identify how any increase of enrolments be managed within the Green Travel Plan and evaluation process.***

Travel Coordinator will collect data, review measures, develop appropriate measures to support increases (or methods of further promotion in cases of decreased numbers), monitor mode share and modal shifts. The Travel Plan Coordinator will regularly report back to the school community with information on the achievements and goals met by students and staff.

- ***Information on how travel for special event trips for school activities such as school carnivals, swim school, excursions etc will be managed.***

There will be no changes to the existing travel arrangements for special event trips for College activities. Currently, students arrive to the College as per normal and buses organised by the College transport students and teachers to/from off-site facility.

- ***Details on cycle parking at the College as well as recommended 'last mile' cycle route from local cycle network to the College.***

Location of bike racks will be included on the TAG. The TAG will provide students, parents, staff and visitors the walking/cycling route information to assist with them with their journey planning. The College would consider consultation with Strathfield Council for implementation of directional signage and/or pavement decals from nearby points of interest to enhance connectivity to the school, especially within the 'last mile' to the College.

Attachment One



St Patrick's College, Strathfield Green Travel Plan

Prepared for:

St Patrick's College

11 September 2020

The Transport Planning Partnership

St Patrick's College, Strathfield Green Travel Plan

Client: St Patrick's College

Version: Final V02

Date: 11 September 2020

TTPP Reference: 19235

Quality Record

Version	Date	Prepared by	Reviewed by	Approved by	Signature
Final V01	19/03/20	Clinton Cheung, Santi Botross	Santi Botross	Ken Hollyoak	
Final V02	11/09/20	Clinton Cheung, Santi Botross	Santi Botross	Ken Hollyoak	

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APPENDICES

A. TRANSPORT ACCESS GUIDE

1 Introduction

1.1 Background

The Transport Planning Partnership (TPPP) has prepared this Green Travel Plan (GTP) on behalf of Urbis Pty Ltd (Urbis) to accompany a State Significant Development (SSD) application for the proposed development at St Patrick's College, Strathfield (the site). The site is located at No. 1 & 2 Edgar Street, Strathfield.

The proposal comprises a new Science and Learning Building (STEMM) with a basement parking level accommodating 59 car parking spaces. The works proposed as part of this SSD application are:

- Demolition of five existing tennis courts;
- Construction of a new four-storey STEMM building including an associated basement car park, 2 x rooftop tennis courts, 2 x outdoor tennis courts; and
- New landscaped civic space associated with the College.

The SSD application will also seek to increase the current student population allowing strategic planning certainty for the College and responding to the demands in providing quality Catholic education in the region.

It is proposed to progressively increase the student population of the College to a maximum of 1,790 by the end of 2029. This is based on a seven-year forecast for the College, which seeks to add a new stream of 30 students per year until there are seven streams in each year group. The 1,790 student population target also incorporates a buffer allowing for future variances to this forecast. The future student enrolment forecast is given in Table 1.1.

Table 1.1: Student Enrolment Forecast

	2021	2022	2023	2024	2025	2026	2027	2028	2029
Year 5	185	215	215	215	215	215	215	215	215
Year 6	185	185	215	215	215	215	215	215	215
Year 7	181	182	182	212	212	212	212	212	212
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Year 10	180	180	180	180	180	180	210	210	210
Year 11	175	175	175	175	175	175	175	202	202
Year 12	170	170	170	170	170	170	170	170	200
Total	1,436	1,469	1,499	1,529	1,559	1,589	1,619	1,646	1,676
Annual Increase		33	30	30	30	30	30	27	30

St Patricks College does not operate any before or after school care. Co-curricular activities mainly take place after school comprising small groups of students who participate in sporting activities including basketball in summer terms, and soccer and rugby in winter terms. Afternoon co-curricular activities commence at 3.30pm and conclude before 4.50pm on school days.

1.2 Role of a Green Travel Plan

The purpose of a GTP relating to an educational facility is to encapsulate a strategy for managing travel demand that embraces the principles of sustainable transport whilst recognising the unique context of travel planning for a school. In its simplest form, this GTP encourages travel to and from the school campus using transport modes that have low environmental impacts, for example active transport modes including walking, cycling, public transport, and encourages better management of car use.

Active transport presents a number of interrelated benefits including:

- improved personal health benefits
- reduced traffic congestion, noise and air pollution caused by motor vehicles
- greater social connections within communities, and
- cost savings to the economy and individual.

As assessed in the Transport Impact Assessment as part of the SSD Application, it is estimated that the proposed development would generate in the order of 151 car trips in the AM school peak period and 115 car trips in the PM school peak periods. Managing travel demand in favour of sustainable modes is challenging but would be critical particularly when considering the future development of St Patrick's College.

1.3 Drivers of the Travel Plan

There are a number of social, environmental and economic drivers for developing and implementing a GTP for developments as detailed below.

1.3.1 Car parking

Car parks on campus utilise valuable land resources and impact campus amenity. If the campus continues to grow and there is no modal shift towards non-car transport modes, the car parking demand could increase into the future.

1.3.2 Environmental Impacts

The transport sector (road, rail, air and ship) is Australia's third largest source of greenhouse gas emissions (GHG), accounting for 18% 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 51% since 1990 with private vehicles responsible for almost half of transport emissions. In comparison, travel modes such as walking and cycling have the lowest emissions while public transportation has significantly lower impact than private vehicles.

1.3.3 Health Benefits

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 immediate 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.

1.3.4 Social Equity

Transport has a fundamental role in supporting social equity, that is the equitable distribution of services, amenities and opportunities. The provision of sustainable transport modes can provide a more affordable alternative to car use. As such, it offers better mobility for adults, children, young people, the aged, persons with disabilities and the poor, who have less access to private vehicles, thereby enhancing social equity.

1.3.5 Staff and Student Attraction

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

1.3.6 Education and Leadership

Educational facilities would have a high number of new people coming through the organisation each year and as such, the organisation would have a unique opportunity to educate students into sustainable travel behaviours. These travel behaviours can help shape long-term travel behaviours that extend long after their completion at the school. Successful travel planning and education can reduce traffic impacts on the road network while potentially supporting a positive influence on local areas by raising public transport service demand and improving amenity.

1.4 Transport Objectives

The following objectives have been identified in order to facilitate a modal shift towards more sustainable transport modes to achieve the vision of the GTP:

Objectives:

1. Improve access, safety, amenity and convenience of sustainable transport modes for travel to/from the campus
2. Establish a culture of active and public transport use by incentivising sustainable transport modes
3. Achieve modal shift away from car usage by limiting convenience of car access and parking within the campus
4. Maximise use of proposed bus infrastructure (e.g. bus bays) to support modal shift away from car usage.

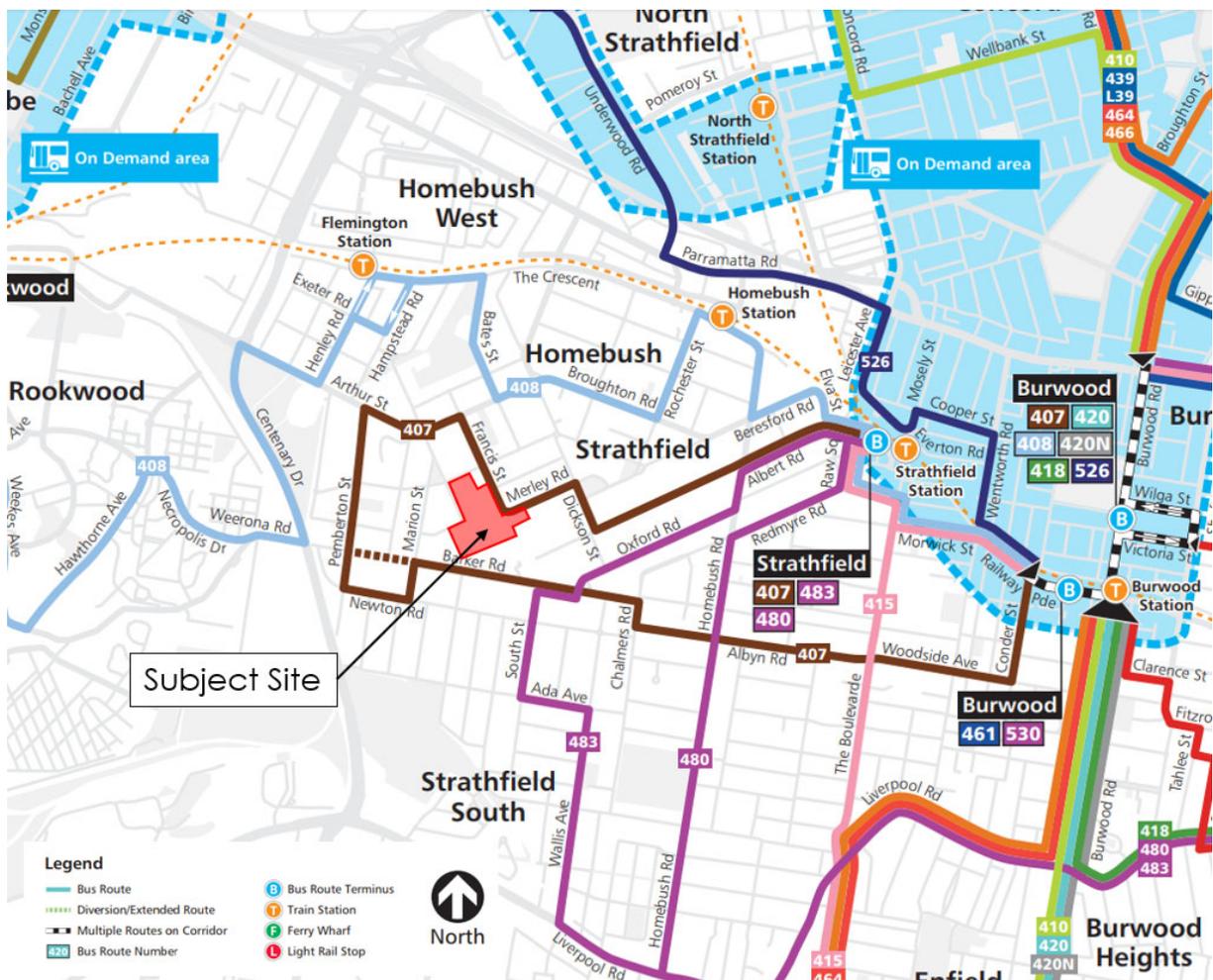
2 Existing Transport Context

2.1 Existing Transport Services

2.1.1 Public Bus

The school is currently serviced by one public bus route, namely bus route 407 which provides connectivity between Strathfield Station and Burwood Station. Bus services arrive/depart along the Merley Road and Francis Street site frontages with services running every 30 minutes during the AM and PM school peak periods and every hour during non-peak periods. The public bus network surrounding the school is shown in Figure 2.1.

Figure 2.1: Local Bus Network Map



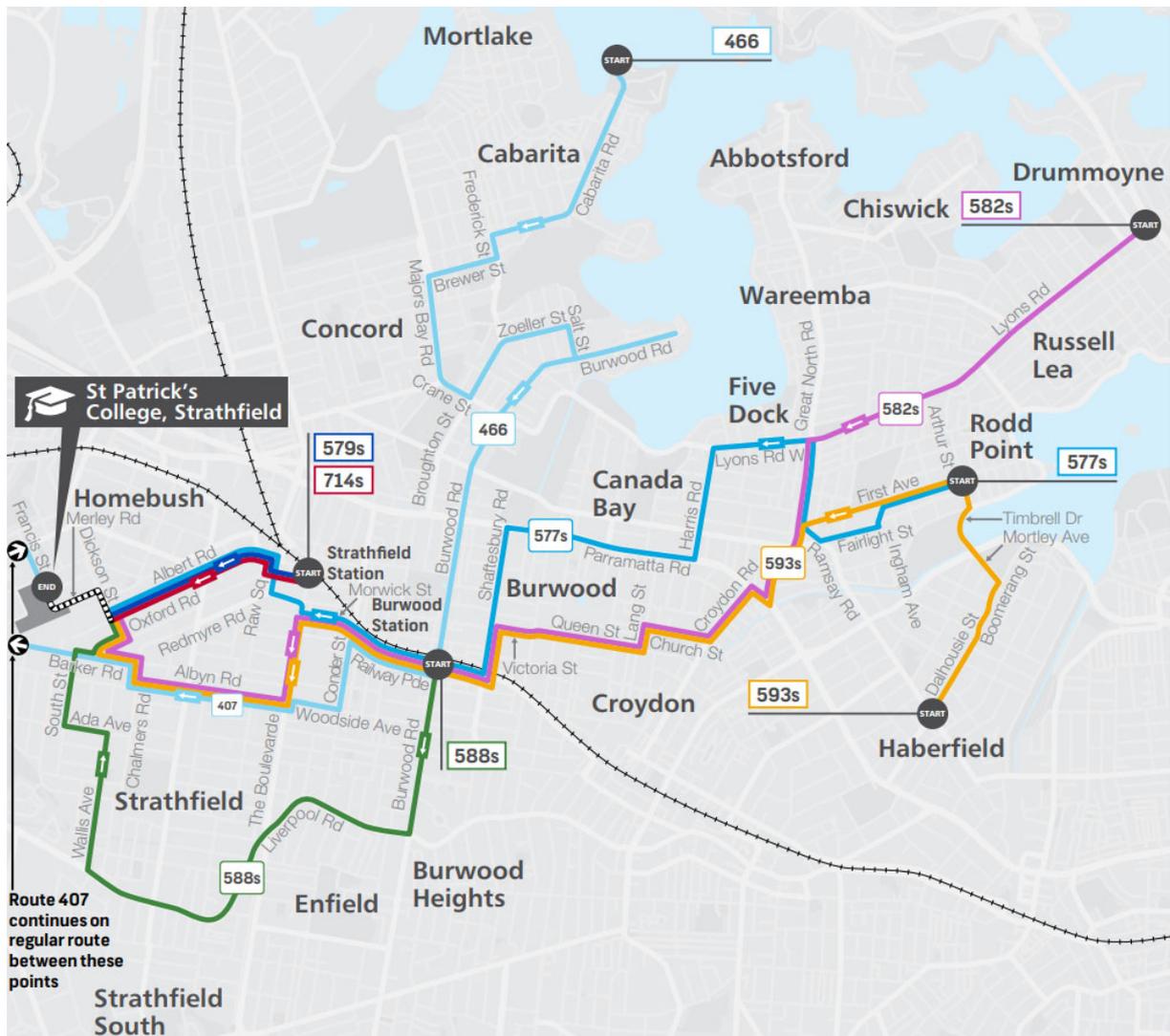
2.1.2 School Bus

School bus services are provided by Transit System for St Patrick’s College during school peak periods. Suburbs serviced by morning and afternoon school buses are illustrated in Figure 2.2 and Figure 2.3, respectively.

Morning school bus routes generally provide one or two services per day with the exception of bus route 579 which provides eight services between 7:52am – 8:37am.

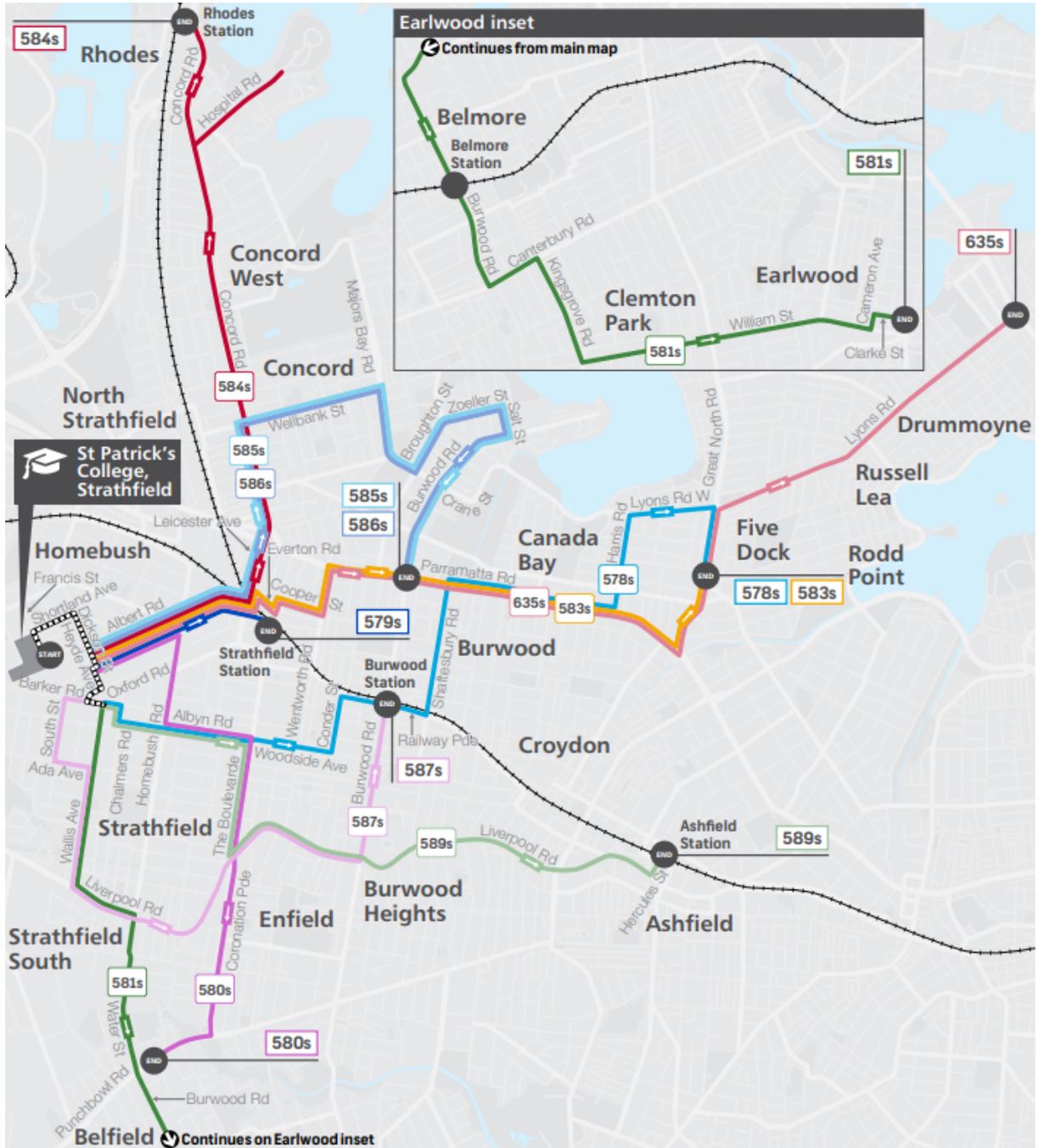
Afternoon bus routes are serviced by one bus with the exception of bus route 579 which provides a direct bus services to Strathfield Station every 5 minutes from 3:20pm to 3:35pm.

Figure 2.2: AM Bus Routes



Basemap Source: Transit System St Patrick’s College, Strathfield Morning Timetable

Figure 2.3: PM Bus Routes



Basemap Source: Transit System St Patrick's College, Strathfield Afternoon Timetable

2.1.2.1 Existing School Bus Occupancy

A school bus occupancy survey was undertaken by the school on 6 November 2019 during the morning drop-off and afternoon pick-up periods. The results of the survey reveal that the average capacity of buses arriving before school is 65% and departing after school is 50%. This indicates that there is additional capacity on the existing school bus network for additional students in the future scenario.

2.1.3 Strathfield Connector Bus

As part of a new community initiative, Strathfield Council launched a free commuter bus called 'Strathfield Connector' in March 2019. The free commuter bus services residents of Strathfield LGA connecting them with local shops, restaurants and businesses. The free bus service operates seven days a week providing two bus routes (blue route and red route) every 30 minutes between 7am – 7pm.

The location of the bus services can be tracked via the Council's website with live updates on bus whereabouts. The red and blue Strathfield Connector Bus Routes are shown in Figure 2.4

Figure 2.4: Strathfield Connector Bus Routes



Source: Strathfield Municipal Council

2.1.4 Train

The nearest train stations are Flemington station, Homebush station and Strathfield station. These train stations are located between 1.5km and 2km walking distance (or 17-24 minutes) from the school site.

Strathfield station is a major interchange on the Sydney Trains network and provides services for several train lines towards Sydney CBD, Western Sydney, Northern Suburbs and South-Western Sydney. Train lines which operate via Strathfield station are given in Figure 2.5.

Figure 2.5: Train Routes via Strathfield Station

T1	Emu Plains or Richmond to City
T1	City to Emu Plains or Richmond
T2	City to Parramatta or Leppington
T2	Parramatta or Leppington to City
T3	City to Liverpool or Lidcombe via Bankstown
T3	Liverpool or Lidcombe to City via Bankstown
T7	Olympic Park to Lidcombe
T7	Lidcombe to Olympic Park
T9	North Shore to Hornsby via City
T9	Hornsby to North Shore via City
BMT	Central to Bathurst
BMT	Bathurst to Central
CCN	Central to Newcastle via Strathfield or Gordon
CCN	Newcastle to Central via Strathfield or Gordon

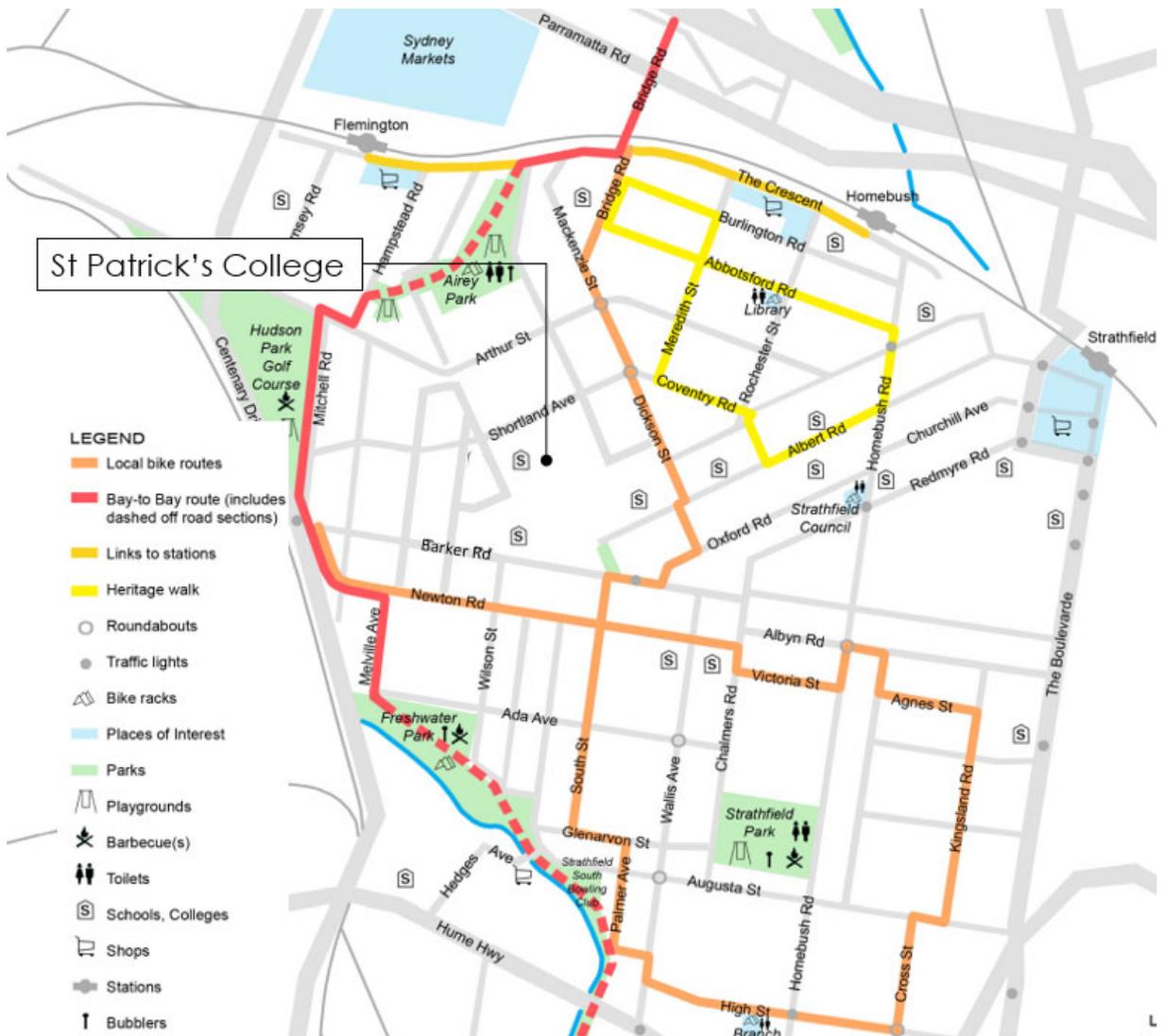
2.2 Pedestrian and Cyclist Facilities

Paved pedestrian footpaths are generally provided on all surrounding streets in the immediate vicinity of the school site providing accessibility to the wider walking network. A pedestrian crossing facility is provided on Francis Street adjacent to the school entrance.

There are a number of local on-road bike routes provided along Dickson Street and Newtown Road to provide good connections to the wider cycle network surrounding the school. The existing bicycle network is shown in Figure 2.6.

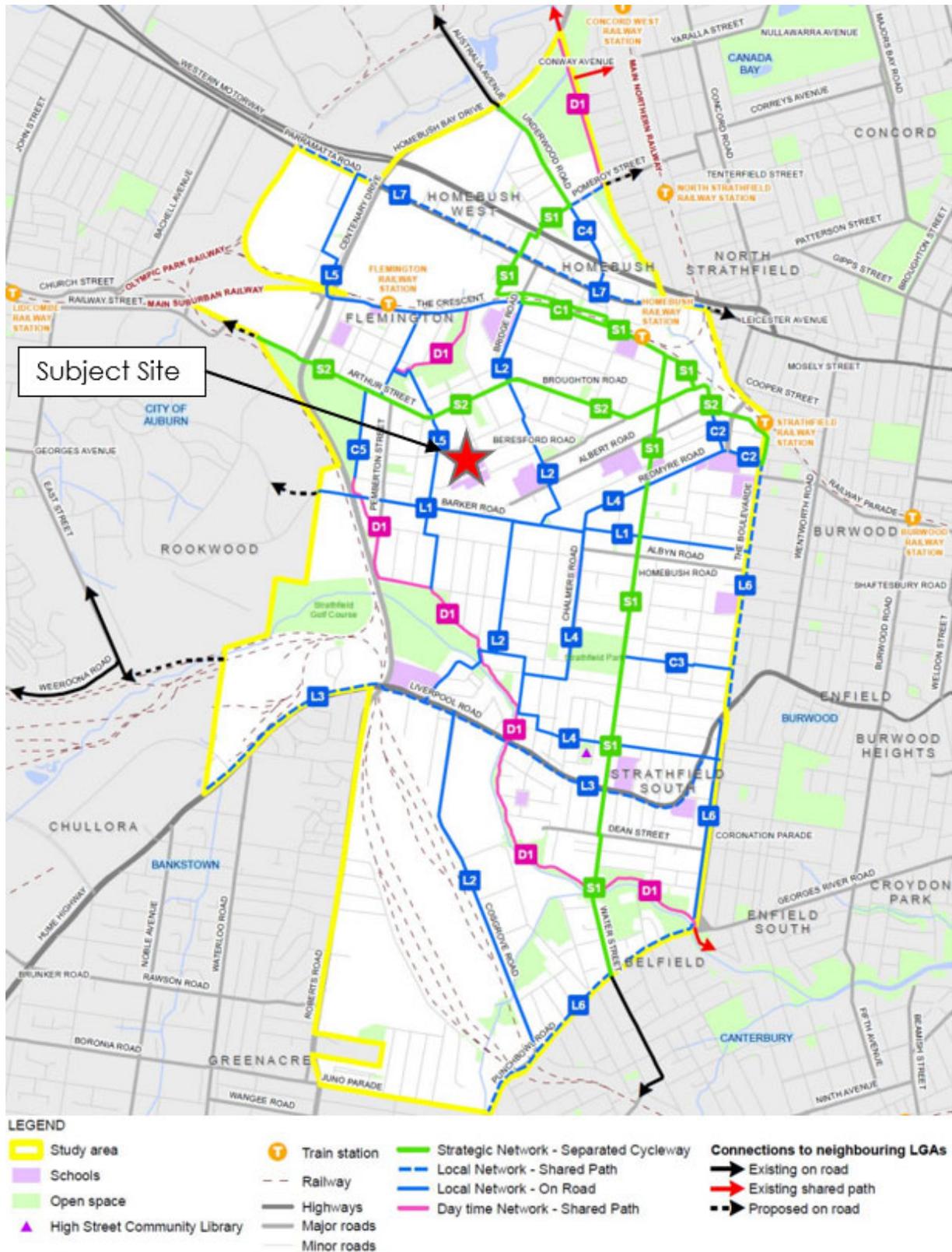
Strathfield Council intends to improve cycling connections in the future as detailed in Council's Active Travel Plan Report and as shown in Figure 2.7. The map shows that separated cycleways are proposed along Arthur Street and Homebush Road providing east-west and north-south routes in the vicinity of the subject site, respectively. A connection between the Homebush Road separated cycleway and Arthur Street is shown to the north-west of the subject site. The future Arthur Street cycleway would provide a connection to Dickson Street and Newtown Road which provides links to the School via on-road facilities along local streets.

Figure 2.6: Local Cycleway Map



Source Strathfield Council Bay to Bay Cyclepath map accessed 18/12/19

Figure 2.7: Proposed Local Cycleway Map



3 Mode Share

3.1 Existing Travel Patterns

All students (Year 5 to 12) and staff participated in an online questionnaire in August 2019. The key objective of the data collection was to understand travel behaviour of students and staff.

The response rate of the Survey Monkey questionnaire is as follows:

- 1,021 of 1,441 students completed responses (71% response rate), of which:
 - 859 were students in Year 5 to 10, and
 - 162 were students in Year 11 & 12.
- 101 of 140 staff completed responses (72% response rate).

Figure 3.1 provides a summary of the existing modal splits for Year 5-10 students, Year 11 & 12 and staff for travel to school. Table 3.1 gives a further breakdown of mode share for students.

Private car travel is the primary mode of travel for staff (92.1%). A small proportion travel by public transport or walk (4% and 3% respectively).

The primary mode share for Year 5-10 students is to be driven by a parent (48.3%) which is almost equal to the population who travel by public transport (46.3%). Year 5-10 students who walk or cycle make up approximately 4% and 0.6% respectively.

Year 11 & 12 students almost evenly travel by private car travel (i.e. as the driver or as the passenger) and public transport (45.7% and 45.1% respectively). Of the senior students who travel by car, those who drive and park at the school make up 14.2%. Year 11 and 12 students who walk or cycle make up approximately 7.4% and 1.2% respectively.

The overall student population who use active travel modes (i.e. walking or cycling) make up approximately 4.5% and 0.7% respectively.

Figure 3.1: Existing Modal Split – Staff and Students

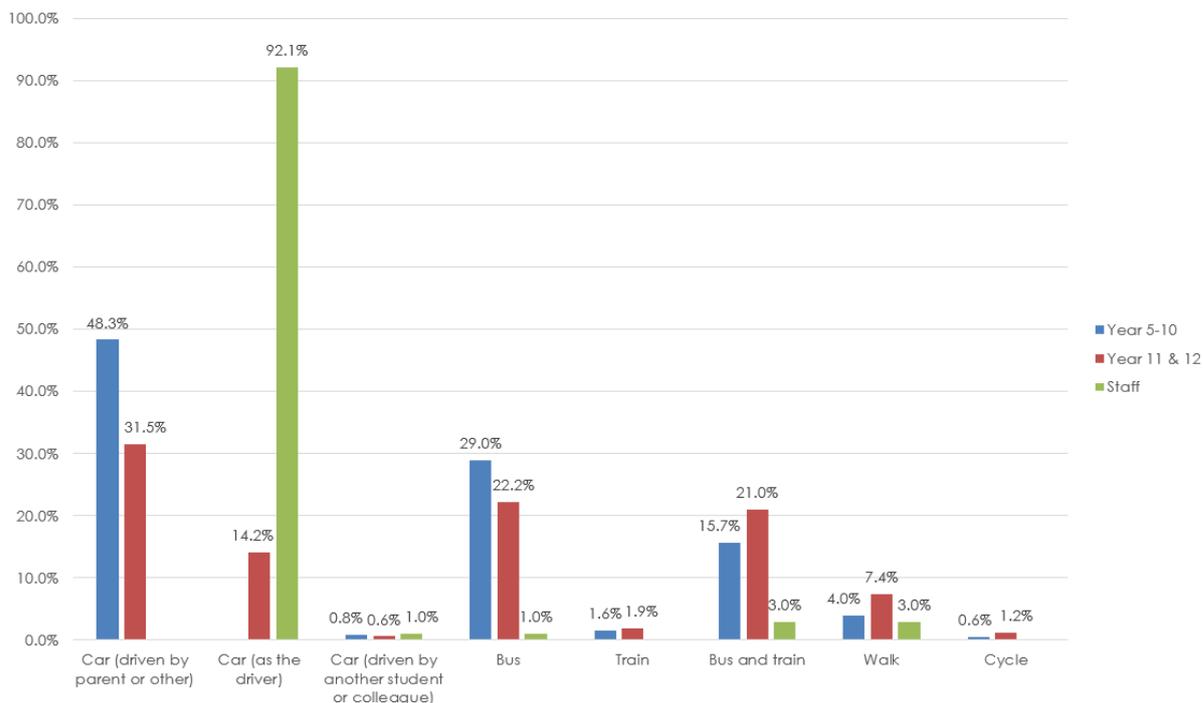


Table 3.1: Student Mode Share

Travel Mode	Year 5 to 10	Years 11 & 12	Overall
Car, dropped off by parent	48.3%	31.5%	45.6%
Car, as the driver (and parked)	-	14.2%	2.3%
Car, driven by another student	0.8%	0.6%	0.8%
Bus	29.0%	22.2%	27.9%
Train	1.6%	1.9%	1.7%
Bus and train	15.7%	21.0%	16.6%
Walk	4.0%	7.4%	4.5%
Cycle	0.6%	1.2%	0.7%
Total	100%	100%	100%

The results indicate a high dependency on car usage for staff while students travel fairly evenly between private car and by public transport. This data suggests that there is opportunity to increase the proportion of students and staff using active transport (walking and/or cycling) and public transport modes.

3.2 Public Transport and Active Travel Catchment Areas

Students who attend St Patrick's College reside in areas spread across the wider Sydney Metropolitan as the College accepts students from all postcodes. This differs to State schools (i.e. public schools) where students typically attend the school within the designated local enrolment area. As such, the catchment area for State schools are typically more concentrated in suburbs immediately surrounding the school compared to private educational establishments such as St Patrick's College which have a wider catchment area. This is illustrated in Figure 3.2 and Figure 3.3, respectively.

Information on students and staff place of residence has been analysed to identify the proportion of those who live within an acceptable distance to utilise public transport and active transport when travelling to/from school. Additionally, the information has been utilised to guide the mode shift target for St Patrick's College as contained in this GTP.

The findings of this analysis are presented in the following Sections of this GTP.

Figure 3.2: Students Place of Residence

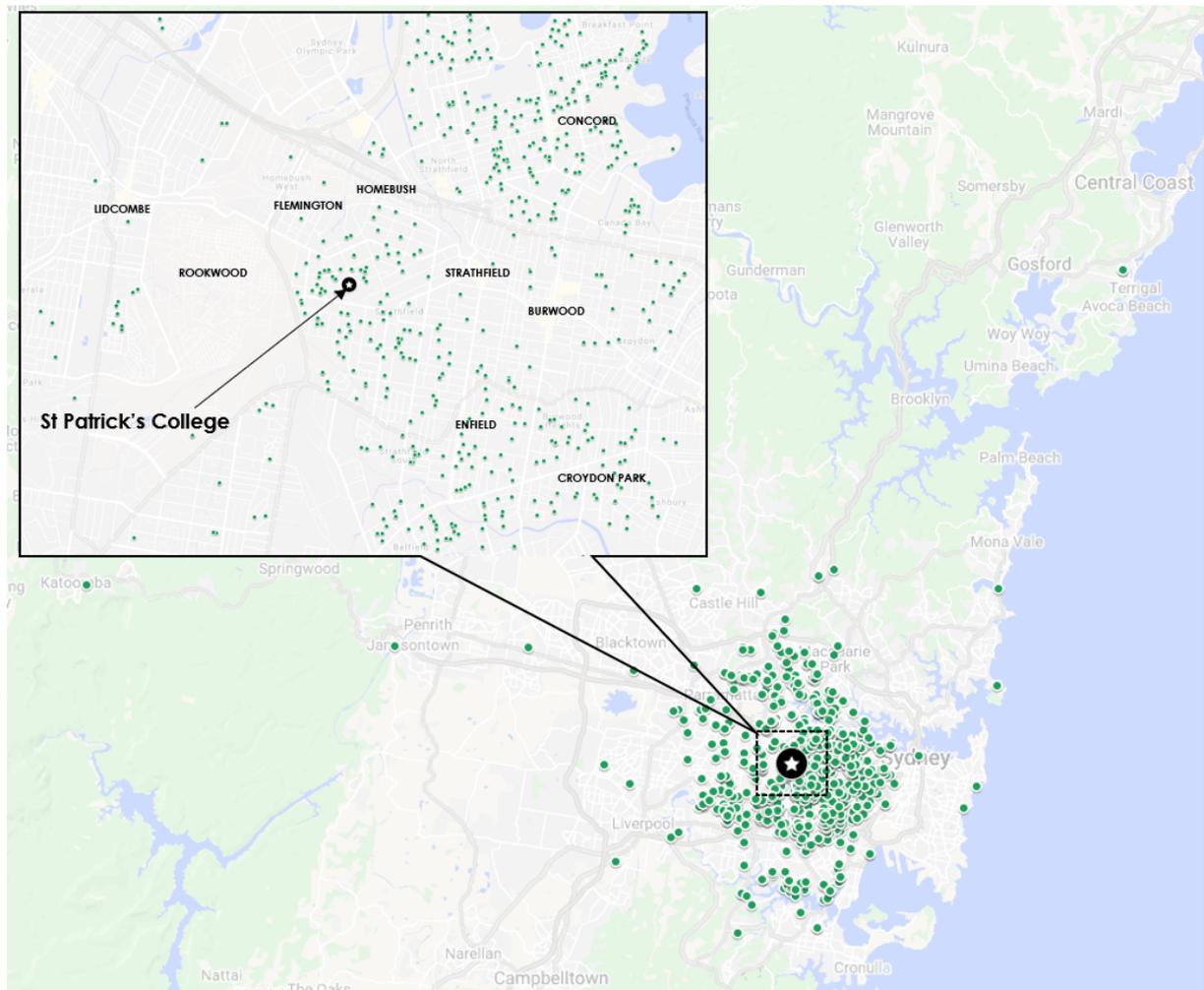
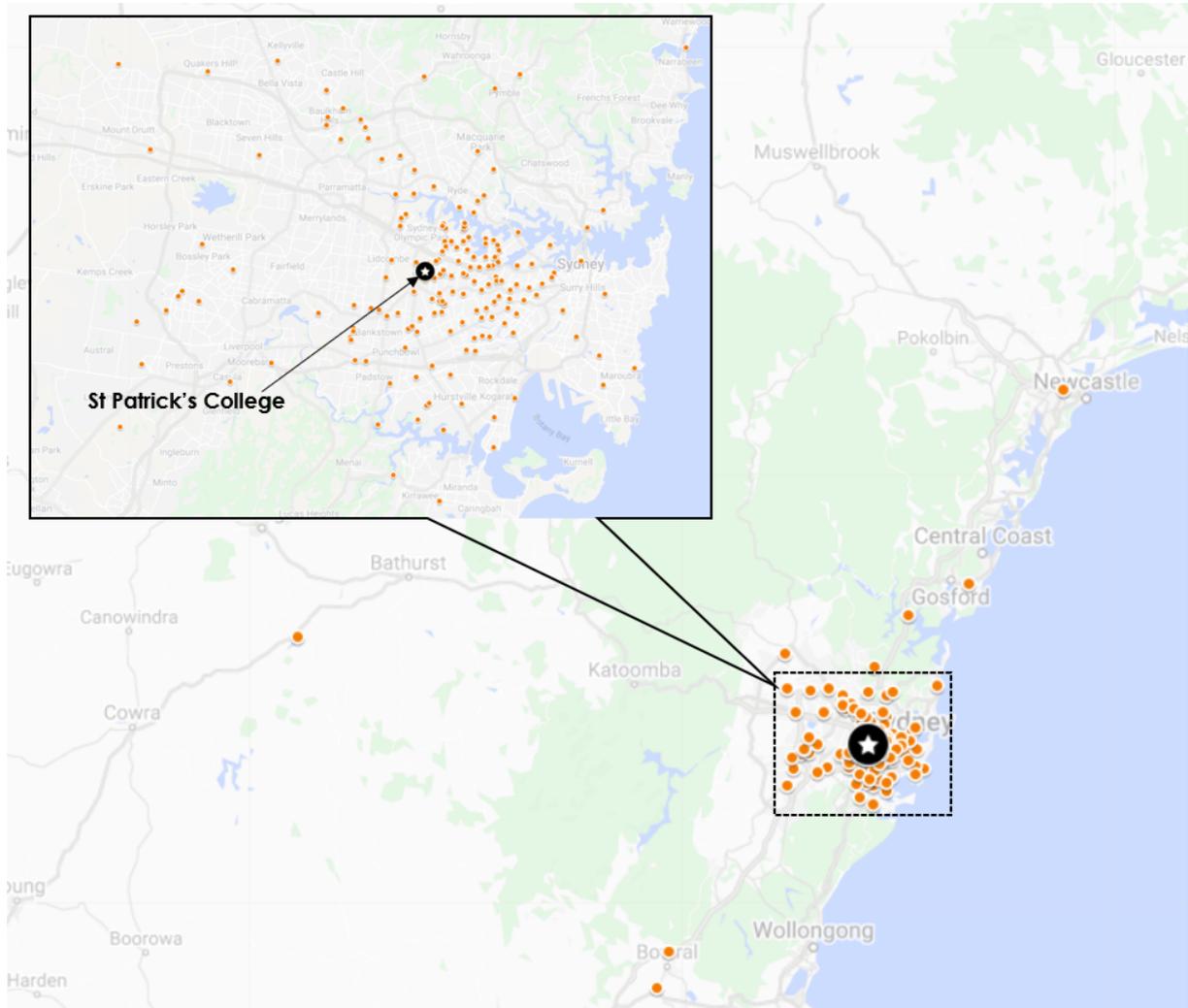


Figure 3.3: Staff Place of Residence



3.2.1 Free or Subsidised Public Transport

Transport for NSW's School Student Transport Scheme (SSTS) gives eligible students free or subsidised travel between home and school on NSW public transport. Students must live a minimum distance from school to be eligible for a free school travel pass. The eligibility criteria varies according to the year/grade, namely:

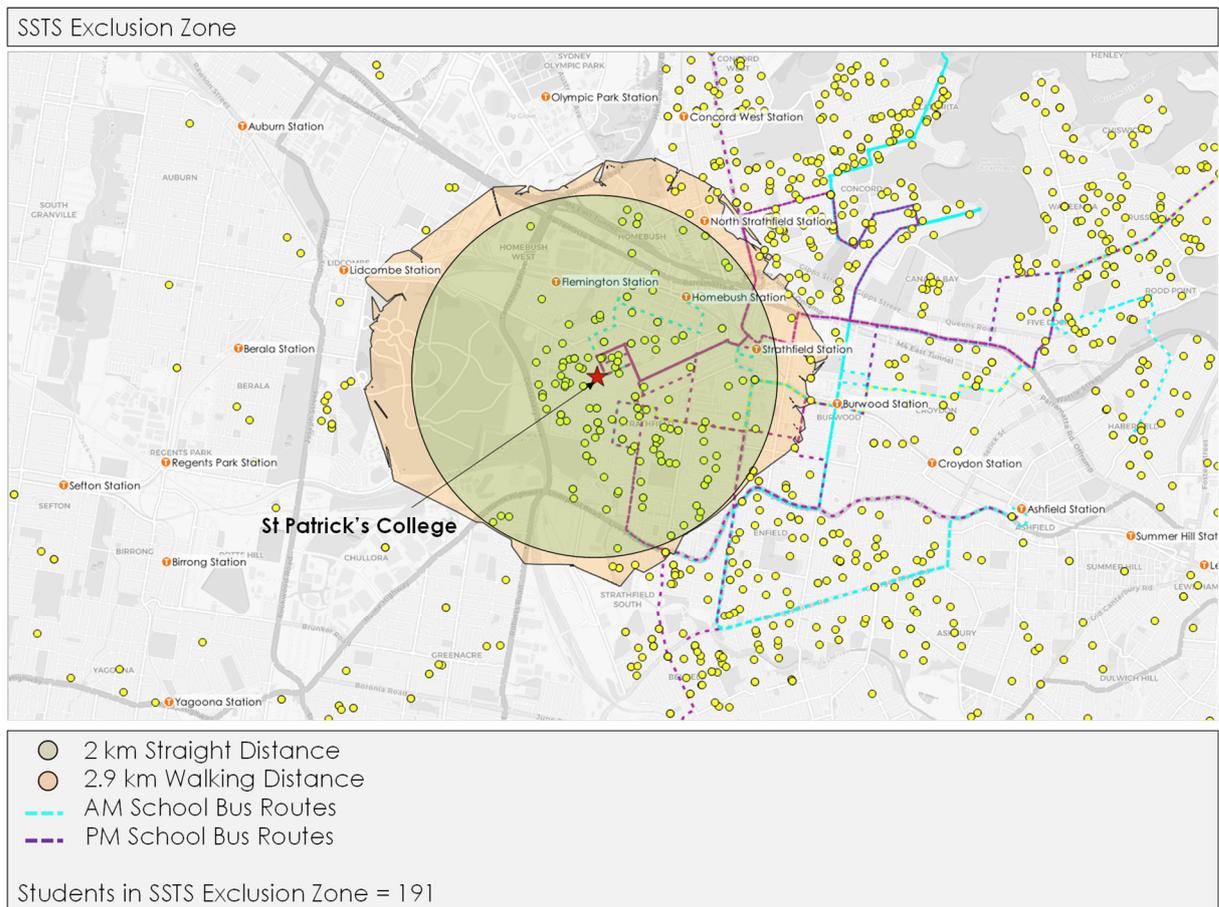
- Students in Years 3-6 must live a minimum of 1.6 km straight line distance or 2.3 km walking distance or further
- Students in Years 7-12 must live a minimum of 2 km straight line distance or 2.9 km walking distance or further.

Whilst the College caters for students in Year 5 to Year 12, student residence information has not been classified into year groups. As such, the following SSTS eligibility assessment is based on the Year 7 to 12 criteria being applied to all students. It is expected that this approach

would have minimal impact on following figures since the student population predominately consists children in Year 7 to 12, therefore capturing the vast majority of students.

The SSTS boundaries for the College are shown in Figure 3.4.

Figure 3.4: School Student Transport Scheme (SSTS) Exclusion Zones



Based on Figure 3.4, approximately 191 students (13% of total student population) live within the 2 km radius and 2.9 km walking distance as shown by the shaded areas. Hence, these students would not be eligible for the free school travel pass. The remaining 1,293 students (87%) would be eligible for the free school travel pass.

The mode share for public transport as a general category as given in Table 3.1 is a combination of bus, train, and bus with train modes. Overall, the public transport mode share for students at St Patrick's College is 46%. Comparatively, just over half of the student population who is eligible for the free school travel pass currently utilises public transport to travel to/from school (46% versus 87%, respectively).

However, the decision to travel using public transport is often influenced by any inconvenience due to changeovers; typically, people are more willing to travel by public transport where the journey requires minimal or no changes between modes or services. This applies to school students and staff as well, hence an analysis on this point has been undertaken and discussed in Section 3.2.2 below.

The 191 students residing within the exclusion zone would be eligible to apply for a School Term Bus Pass which provides discounted travel on buses between home and school. It can be purchased for one or more terms in the school year via the TfNSW school travel website. The current cost is \$55 (including GST) per term and is applicable for use within the Opal network.

Alternatively, subsidised school travel is available for eligible students through the School Drive Subsidy. TfNSW's School Drive Subsidy is available to NSW residents in areas where there is no public transport, to drive an eligible student all or part of the way to school. The subsidy is intended to partly offset the cost of using a private vehicle to drive the eligible student. The subsidy is for driving school students to school or to the nearest transport pick up point, by car or motorcycle. This is an additional measure available for parents to encourage the use of public transport by students at least part of the way to/from school.

3.2.2 Proximity to Public Transport Stops and Services

Often, students and staff will travel by public transport where the journey requires minimal or no changes between modes or services. Therefore, while there may be 87% of students eligible for a free travel pass it could be that a change-over is required while travelling to school or back home. On this basis, an analysis has been undertaken to identify the number of students and staff who live close to public transport with a direct service to the College.

Students living within 500 m of an existing school bus route are shown in Figure 3.5 and those living within 800 m of a train station with a direct line to Strathfield station are shown in Figure 3.6.

Figure 3.5: School Bus Stop Catchment

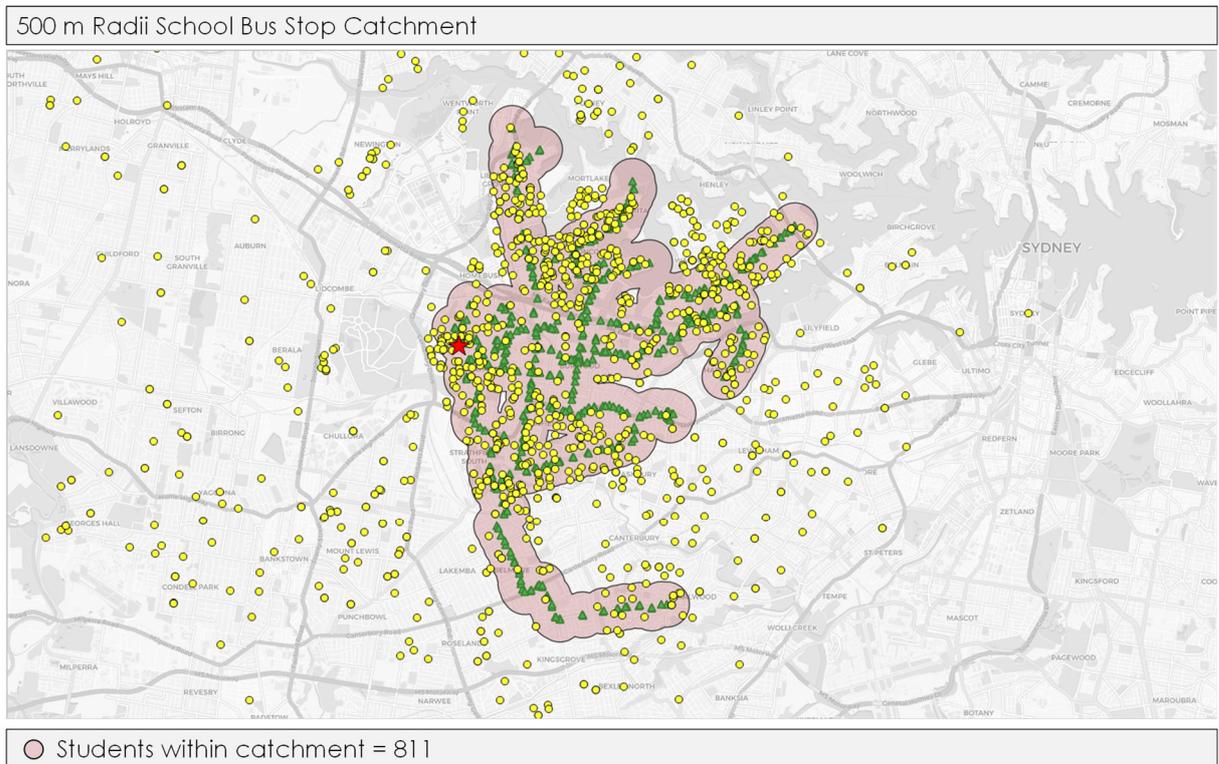
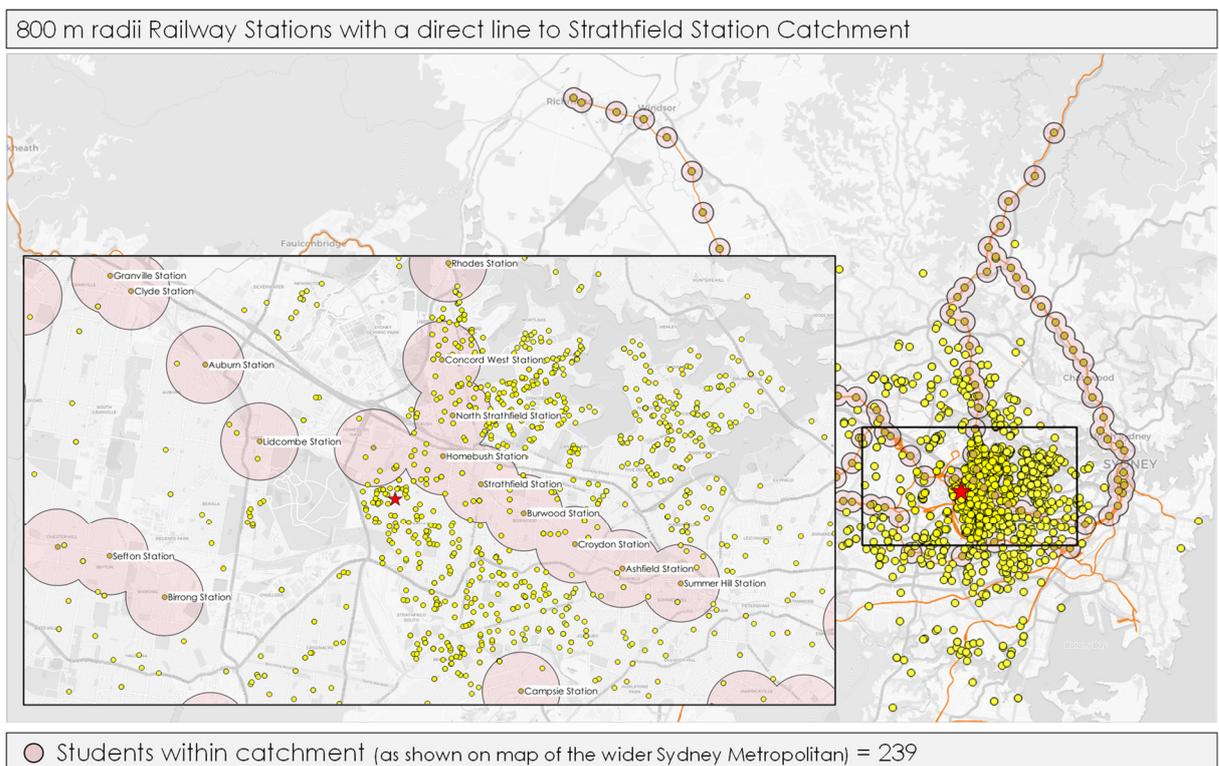


Figure 3.6: Strathfield Station Direct Train Line Catchment



From Figure 3.5 it is shown that there are 811 students (57%) who live close to a bus stop for a school bus service which currently operates to/ from the College. The school bus routes typically service suburban areas having limited or no railway connectivity to the College as shown by the bus route maps in Figure 2.2 and Figure 2.3.

Figure 3.6 shows that there are 239 students (17%) who live close to a train station on a direct line to Strathfield Station. Strathfield station is a major interchange on the Sydney Trains network and provides services for several train lines towards Sydney CBD, Western Sydney, Northern Suburbs and South-Western Sydney.

Collectively, there are 1,050 students (74%) living within close proximity to direct public transport services to the College and Strathfield station. Hence, while 87% of the student population is eligible for a free school travel pass practically only 74% have a 'convenient' method of travelling to school. Notwithstanding this, there is an opportunity to bolster the 46% of the student population who currently travel by public transport.

Similarly, a review has been conducted of staff living within 500 m of a bus stop on the public bus route (route #407) and train lines with a direct service to Strathfield station. The respective catchment areas are shown in Figure 3.7 and Figure 3.8.

Bus route #407 has been assessed as it serves bus stops which are located at the subject site frontage as shown in Figure 2.1 (Stop ID 2135157 and Stop ID 2135154). Bus stops serving other bus routes are located greater than 500 m walking distance of the College which fall outside of the typical walking distance to/from a bus stop. For example, the nearest bus stop served by bus route #483 is located on Oxford Road approximately 750 m from the subject site. Nonetheless, some staff may use such bus routes to travel to/from the College.

Figure 3.7: Public Bus Stop Catchment

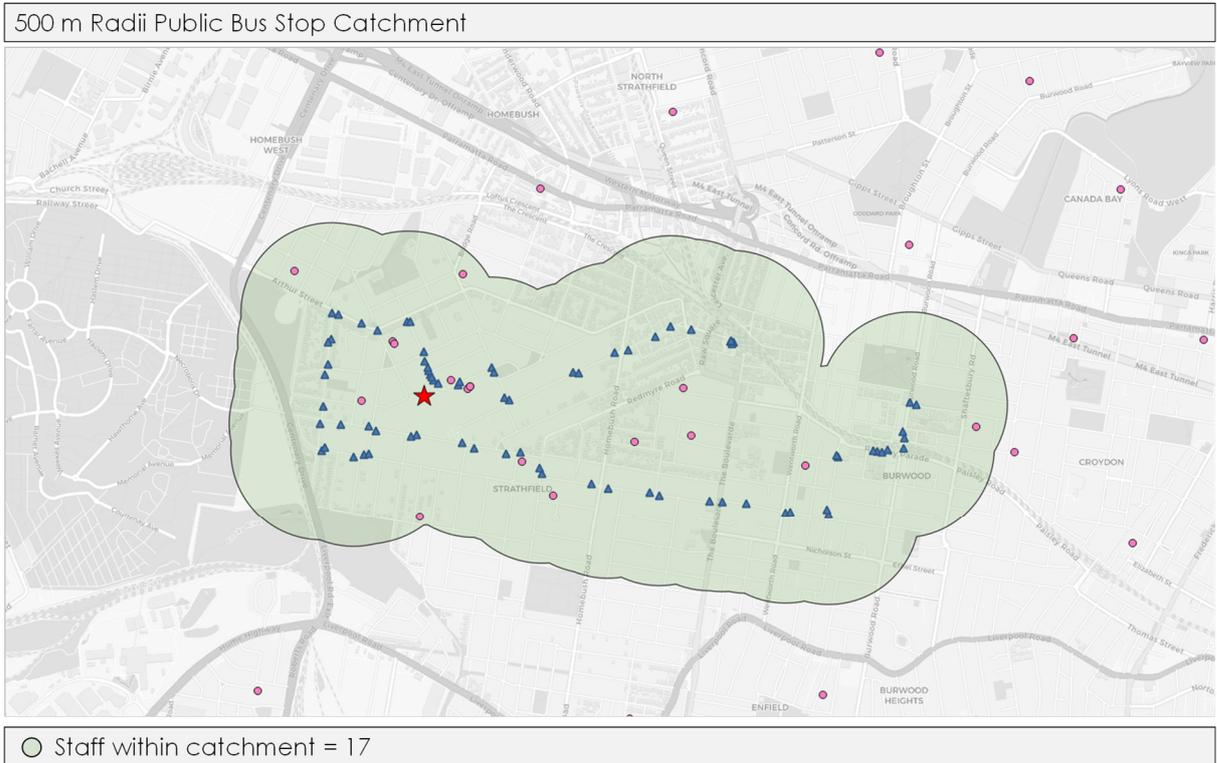
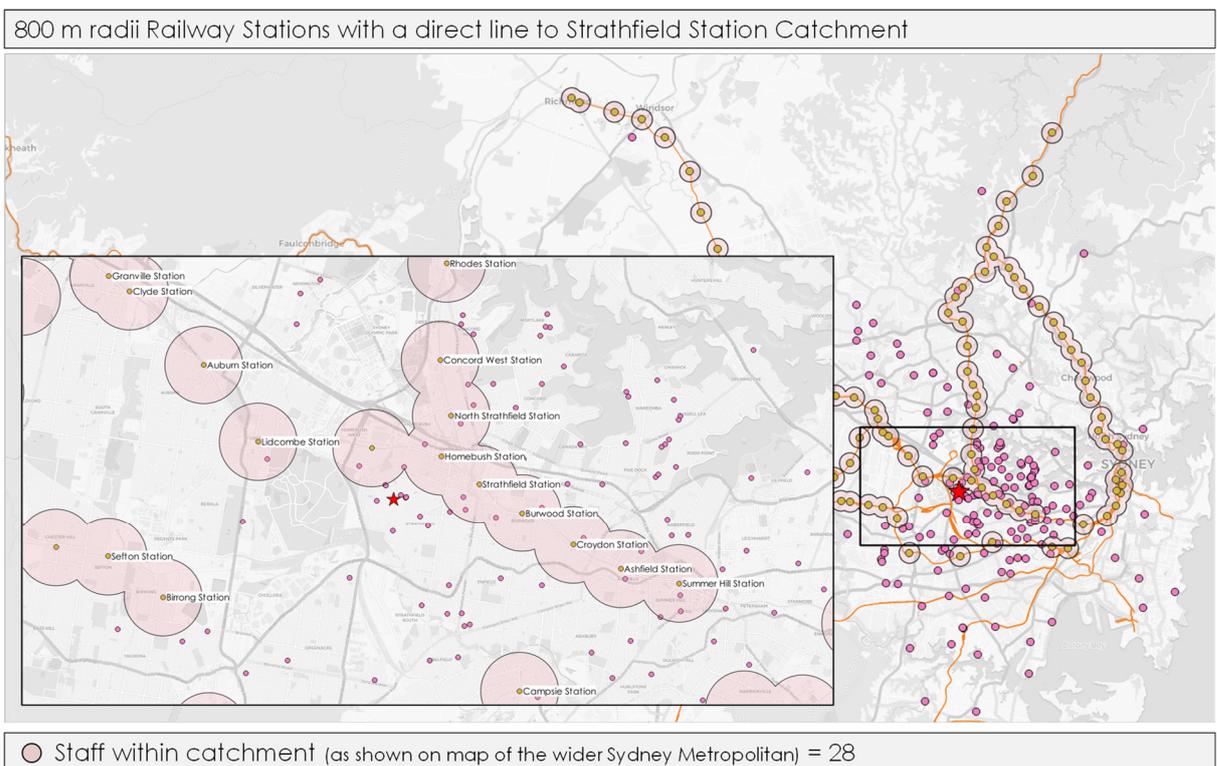


Figure 3.8: Strathfield Station Direct Train Line Catchment



As shown in Figure 3.7, there are 17 staff (9%) who live close to a bus stop for the #407 bus route. Route #407 operates between Strathfield station and Burwood station via Frances Street at the frontage to the College. Journey times from these bus stops to Strathfield station is 6 minutes and to Burwood station is 17 minutes.

Figure 3.6 shows that there are 28 staff (14%) who live close to a train station on a direct line to Strathfield Station.

In total, there are 45 staff (23%) living within close proximity to direct public transport services to the College and Strathfield station. In comparison to the 4% of staff members currently travelling by bus or train, it is evident that there is potential to grow the proportion of staff using public transport.

Although there are direct public transport options, it should be noted that it may not be a 'convenient' method of travel for staff for reasons such as the need to transport teaching material to/ from school or dropping-off/ picking-up children of their own. Measures to overcome such setbacks and encourage more staff to travel by public transport are addressed in Chapter 4.

3.2.3 Walking and Cycling Catchment Areas

The typical walking and cycling catchment areas surrounding a school are walking distance of 2 km and cycling distance of 5 km which is based on an average active travel journey time of 15-30 minutes. Figure 3.9 illustrates these catchment areas for students based on where they live. Similarly, staff walking and cycling catchment areas are shown in Figure 3.10.

It is noted that the cycling catchment areas shown in Figure 3.9 and Figure 3.10 utilise a combination of the existing bicycle, pedestrian and road networks due to discontinuity in the current bicycle network through Strathfield and neighbouring suburbs. Therefore, the cycling catchments in these maps generally depict a more robust catchment area than in reality. Notwithstanding this, there would be opportunities to bolster the number of nearby students and staff who can cycle on-road within local streets, and on footpaths (legally only by students aged 16 or less).

Figure 3.9: Student Active Travel Catchment Zone

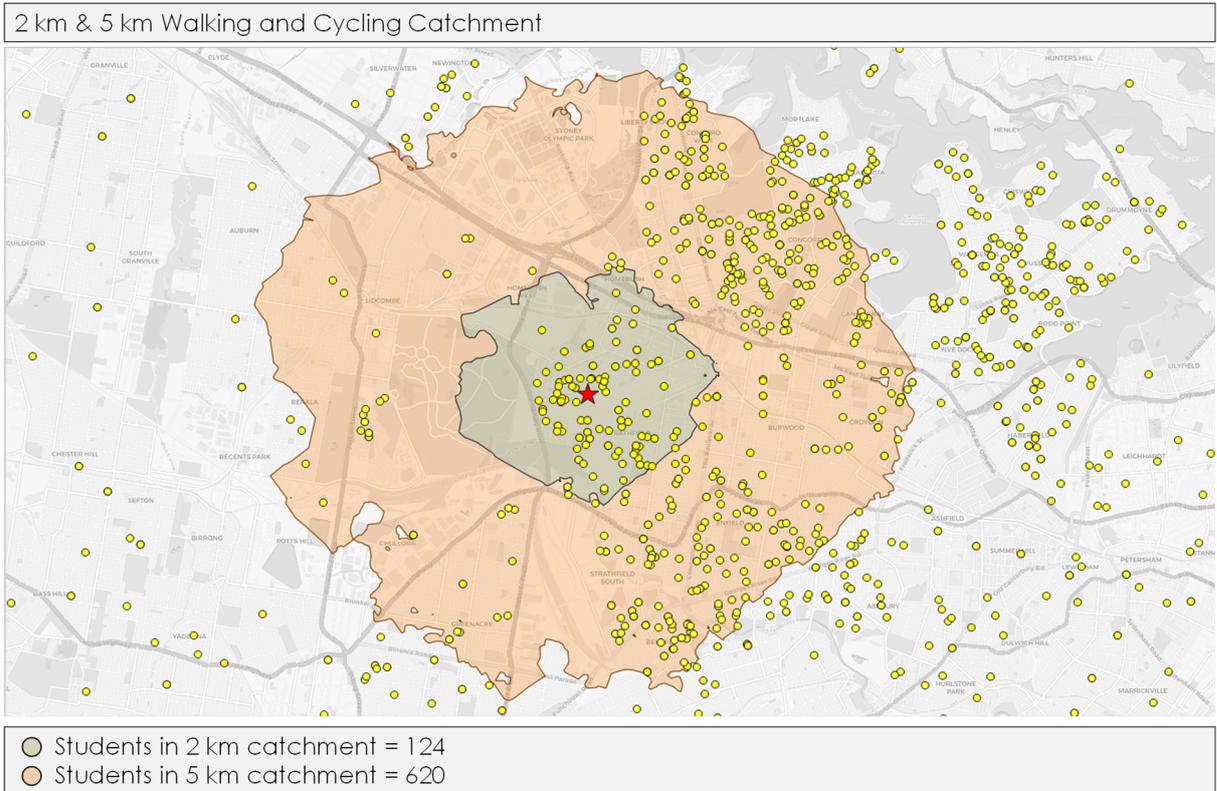
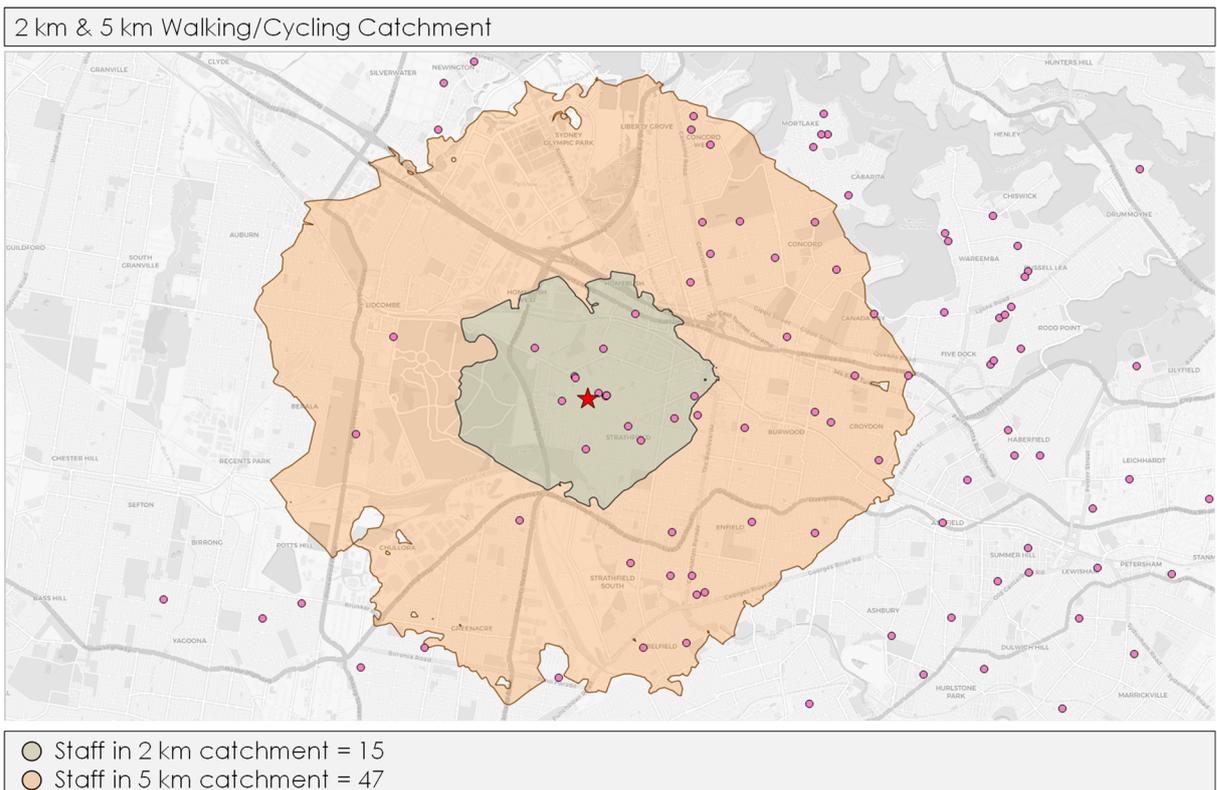


Figure 3.10: Staff Active Travel Catchment Zone



The findings of this analysis indicate that a total of 620 students (44%) and 47 staff (24%) live within a 5 km walking/cycling distance to school. Of those, 124 students (9%) and 15 staff (8%) live within a 2 km walking/cycling distance to school, respectively.

Mode share data (Table 3.1) indicates that 4.5% of the student population currently walks to school which represents half of the student population who live within the walking catchment area (9%). Staff mode share data (Figure 3.1) indicates that 3% of staff currently walk to school which represents less than half of the staff population who lives within the walking catchment area (8%). Therefore, it is clear that there is potential to encourage an uptake in walking to school by both students and staff.

The cycling data is generally more convoluted for the reason described above; the cycling catchment areas shown in Figure 3.9 and Figure 3.10 use a combination of the existing bicycle, pedestrian and road networks due to discontinuity in the current bicycle network through Strathfield and neighbouring suburbs. Therefore, the cycling catchments in these maps generally depict a more robust catchment area than in reality.

Furthermore, assuming that every student living between 2 - 5 km was capable of cycling, there is 496 students (35%) living within the cycling catchment area (the difference between 620 and 124). Applying a similar logic to the staff population, there are 32 staff members (16%) residing within the cycling catchment area (the difference between 47 and 15).

However, this assumes that every person living in the catchment area knows how to cycle, is a rider who is confident enough to cycle in mixed traffic conditions, and/or has access to a bicycle. Therefore, it would unreasonable to directly compare the current bicycle mode share (0.7% of students and 0% of staff) with the population living within this catchment area (35% of students and 16% of staff). Notwithstanding this, there is some potential to encourage more students and staff to ride to school especially those living nearby who would utilise local streets having a low speed and low traffic volumes on the journey to school, as well as those students aged 16 or less who are legally permitted to ride using the footpath.

Aspects that may contribute to the low mode share of walking and cycling amongst student and staff at present could include:

- Proximity to traffic can be noisy and creates perception of reduced safety.
- Lack of information on the available end-of-trip facilities on-site.
- Inconvenience e.g. staff who require to take work to/from school while walking or riding
- Lack of wayfinding signage.
- Parental concerns around traffic danger, the possibility of crime, and potential bad weather.

There is potential to increase the number of staff and students travelling via active modes by providing additional bicycle racks on-site and informing students, parents and staff of the available facilities available on-site (through the School's Transport Access Guide); provision of educational programs to teach students about road safety and stranger danger; provision of information to students, parents and staff on the health benefits of active travel; and, provide information of walking and cycling routes to school from nearby points of interest, such as train stations, shops, local parks and libraries.

The findings of the survey questionnaire and analysis of the origin data have been used as a basis to develop the site-specific measures to encourage a modal shift away from private vehicles. This is further detailed in Chapter 4.

3.3 Mode Share Targets

The aim of the GTP is to encourage modal shift away from private vehicles by implementing measures that influence the travel patterns of staff and students. To ensure that the GTP is having the desired effect, the implementation of the GTP would be regularly monitored, evaluated and updated annually by the appointed Travel Plan Coordinator. The success of the GTP is measured by setting mode share targets and identifying the measures and actions that have the greatest impact.

In order to simplify mode share shift allocation, the modes shown in Figure 3.1 have been collated into three general categories as given in Table 3.2.

Table 3.2: Mode Share General Categories

Mode Share	Students*	Staff*
Private Car ^(a)	49%	93%
Public Transport ^(b)	46%	4%
Active Travel ^(c)	5%	3%
Total	100%	100%

Notes:

*Percentages rounded to the nearest whole number.

(a) 'Private car' comprises car drop-offs/ pick-ups, car as driver, and car-pooling.

(b) 'Public transport' comprises bus, train, and bus + train combination.

(c) 'Active travel' comprises walking and cycling.

The results of the staff and student modal split survey indicate that existing car driver mode share is:

- 93% for staff, and
- 49% for students.

A modal shift between 3-5% is typically considered to be a significant achievement (based on knowledge of local and international GTPs, and as stated by experts in Land Environment Court proceedings).

Notwithstanding this, based on the key findings in Chapter 3 a modal shift between 8-10% could be achieved compared to the stated 3-5% as above.

A summary of the future mode share targets for the school is provided in Table 3.3.

Table 3.3: Future Mode Share Targets

Mode	Student			Staff		
	Current Mode Share	Mode Share with Modal Shift – Low Range ^(a)	Mode Share with Modal Shift – High Range ^(b)	Current Mode Share	Mode Share with Modal Shift – Low Range ^(a)	Mode Share with Modal Shift – High Range ^(b)
Private car	49%	41% (↓8%)	39% (↓10%)	93%	85% (↓8%)	83% (↓10%)
Public transport	46%	51% (↑5%)	52% (↑6%)	4%	9% (↑5%)	10% (↑6%)
Active travel	5%	8% (↑3%)	9% (↑4%)	3%	6% (↑3%)	7% (↑4%)
Total	100%	100%	100%	100%	100%	100%

Notes:

(a) Low Range Modal Shift = 8% modal shift away from private car.

(b) High Range Modal Shift = 10% modal shift away from private car.

Currently, 0.7% of students and 0% of staff cycle to school. As part of the modal shift target of 3-4% for active travel, it is anticipated that the school would be able to achieve an increase of approximately 1.5% in the proportion of students and staff riding to school (remaining 1.5% increase would be anticipated for those walking to school). This would be achieved through measures which are proposed to be adopted at St Patrick's College as described in Chapter 4. Achieving a cycle modal shift greater than this will rely upon improvements to existing cycling connections in Strathfield and surrounding suburbs which Council intends to improve in the future (Figure 2.7) as reported in Council's Active Travel Plan.

Based on the above, the future cycle mode share and populations are anticipated as follows:

- 2.2% of student population cycle mode share = approximately 39 students, and
- 1.5% of staff population cycle mode share = approximately 3 staff members.

On this basis, there would be a minimum of 42 bicycle racks provided on-site for students and staff to use. The location of bicycle racks are shown on the TAG.

Method for encouraging modal shift away from private car use are described in Chapter 4 below.

4 Methods of Encouraging Modal Shift

To achieve the objectives and targets of the GTP measures would be implemented by the appointed Travel Plan Coordinator to influence travel patterns to/from school with a view to encourage mode shift away from cars. The Travel Plan Coordinator would also be responsible for communication of these measures, strategies and plans.

4.1 Site Specific Measures

Table 4.1 outlines measures which will be implemented by St Patrick's College as well as additional measures which would be considered in the future to encourage more sustainable travel to/from school by students and staff.

Table 4.1: Site Specific Measures

Item	Measures for Staff	Measures for Students
1. Travel Plan Coordinator	<p>The implementation of this GTP and TAG will be supported by a Travel Plan Coordinator at the College. The Travel Plan Coordinator will provide a central point of contact to coordinate travel-related initiatives with other partners in the area, Council or TfNSW.</p> <p>With the TAG and GTP, a Communications Plan and Monitoring Strategy will be developed and implemented by the Travel Plan Coordinator to regularly advertise sustainable transport options and evaluate the effectiveness of measures that have been implemented at the College. This would involve conducting annual travel questionnaires to understand the transport mode choices for the journey to school.</p> <p>In 2020, St Patrick's College set up a working party comprising staff and student representatives to begin developing some of the below initiatives. The school proposes to trial the implementation of some measures in Term 3 and Term 4 of 2020 so that the community can begin to experience the benefits sooner.</p> <p>Furthermore, St Patrick's College is seeking to alleviate traffic congestion surrounding the school in the afternoon peak by implementing staggered finish times. By Term 4 of 2020, the school will amend its finish times to 3:10pm for Year 5-6 and 3:30pm for Year 7-12. In addition, the school is seeking to extend the length of the existing Kiss and Ride facility at the school frontage on Edgar Street and Fraser Street. The Kiss and Ride facility is intended to be used by students/ parents who are travelling by car-pooling and those who have limited means for travelling to/from school by public transport or active transport. Currently, the facility operates over-capacity and therefore it is proposed to extend the length of the Kiss and Ride facility to Shortland Avenue south side (west of Francis Street).</p> <p>The effectiveness of these measures will be assessed and monitored by the Travel Plan Coordinator, and regularly reported back to the school community with information on the achievements and goals met by students and staff.</p>	
2. Car Parking	<p>Parking space preferences would be given to those staff outside of a 5 km radius. Those within 5 km would be offered a concession on public transport or encouraged to take other active means of transport in the first instance.</p> <p>The school will offer a subsidised Opal card to staff members who travel by sustainable modes of transport for one whole term in one year or 1-2 days per week.</p> <p>The health and environmental benefits of using active transport and public transport will be communicated to staff through staff development days and/or training sessions. In addition, information on cost benefits for travel by sustainable modes versus car</p>	<p>Senior students will be discouraged to drive and encouraged to travel by public transport or active transport.</p> <p>The health and environmental benefits of using active transport and public transport will be communicated to students through learning programs as part of the teaching curriculum, via posters on noticeboards within the College, via e-newsletters and through the TAG which will be provided to each student at orientation and available via the school's website.</p> <p>Parents will also be made aware of these benefits through the distribution of information at student orientation, via</p>

Item	Measures for Staff	Measures for Students
	<p>would be provided. Such benefits would be reinforced at the start of every term and throughout the year via emails and staff newsletters to continually encourage behaviour change, as well as to encourage behaviour change amongst students.</p>	<p>recurring school e-newsletters and the School's social media channels.</p>
<p>3. Car-share vehicle</p>	<p>The school currently provides a car-share vehicle which is well-utilised by staff members. On average, the car-share vehicle is utilised once every two days. In light of this, there is capacity to increase its usage amongst staff.</p> <p>The Travel Plan Coordinator will promote the availability of the car-share vehicle amongst staff by advertising via emails, staff newsletters and on noticeboards in common areas/ staff rooms.</p> <p>The initiative is predominately aimed at staff members who drive to school so that they are able to run errands during the day using their car. Freely accessible car-share vehicles would allow staff to run errands during the day as required while using sustainable modes of transport to travel to/from school. An easy-to-use online booking system is currently in-place so that staff can check the vehicle availability via the internet or staff portal. This assists staff plan their trip ahead of time and make better decisions about travel to/from work.</p> <p>Use of the car-share vehicle would be monitored by the Travel Plan Coordinator. As the use of the car-share vehicle becomes more popular, an additional car-share vehicle/s would be provided within the school car park.</p>	<p>Not applicable.</p>
<p>4. End-of-trip facilities</p>	<p><u>Bicycle parking</u></p> <p>The number of bicycle racks on-site will be increased to accommodate 42 bicycles by staff and students. This will accommodate the anticipated future uptake of cycling by staff by 1.5%.</p> <p>In addition to the 10 bike spaces currently on-site as indicated on the TAG, the College has added an additional 5 bike spaces in the south-east corner of the site upon acquiring classrooms previously leased to ACU. There is capacity to have more spaces where the current 10 are located and caged facilities in the basement of the new development at the centre of the College for those staff/students who want the added security for more expensive road bikes or e-bikes/scooters.</p> <p>Bicycle parking is to be provided in areas of passive surveillance by people walking around on campus. Visibility of bicycles would also encourage staff and students to cycle to school.</p> <p>It is noted that e-bikes and e-scooters are becoming more prevalent as a mode choice. Therefore, such mode options would be encouraged as well to reduce car trips.</p>	

Item	Measures for Staff	Measures for Students
	<p><u>Lockers, change cubicle and showers</u></p> <p>Shower and change cubicles are to be provided at a rate of 2 showers and change cubicles for 11 to 20 bike parking spaces, and 2 additional showers and cubicles for each additional 20 bike parking spaces.</p> <p>It is noted that there are currently two shower and change cubicles provided at the school (one for each gender) which satisfactorily meets the above requirements.</p> <p>Based on the uptake of active modes by staff, the school would consider providing additional lockers staff members who walk or cycle to school. It is noted that staff currently have lockable storage by way of pedestals at their office desks and shared lockers (unlocked) in current shower facilities.</p>	<p><u>Lockers, change cubicle and showers</u></p> <p>It is not typically required by DCP guidelines and planning guidelines to provide showers as an end-of-trip facility for students who cycle to school. Nonetheless, the existing showers and change cubicles located within the school gymnasium will be made available to students should they wish to use them. The location of the available facilities are indicated on the TAG which will be distributed to all students.</p> <p>It is noted that students are currently provided with their own locker for securely storing their personal belongings.</p>
5. Walking Groups	<p>St Patrick's College would put forward this initiative to the school community to create a walking group. Staff employed at the school would be encouraged to walk by implementing a '10,000 steps per day initiative'. This would involve encouraging staff to use their existing smart devices (mobile phones, watches, activity trackers etc.) that measure the number of steps they have walked. Staff members who have achieved the 10,000-step goal over the school term could be rewarded.</p> <p>A 'wall of fame' could be set-up in the staff room which tracks the weekly status of participants' number of steps, winners and progress updates.</p> <p>A further measure could include the provision of free coffee from the canteen for those arriving to school by walking.</p> <p>Also, the school could encourage students and staff may become involved with already established national initiatives, such as 'Step-tember' (which raises money for cerebral palsy).</p>	
6. Bicycle User Groups	<p>St Patrick's College would put forward this initiative to the school community to create a Bicycle User Group (a BUG). This initiative would promote riding (by bicycle and scooter) and allow students and staff to enjoy cycling with the company of others. This would also teach beginner, infrequent or less-confident cyclists the necessary skills required whilst cycling in public.</p> <p>Working closely with the Travel Plan Coordinator, a staff member who cycles would assist in the oversight and organisation of bicycle events and communication to promote cycling amongst students and staff.</p> <p>Further to this, the group can provide interactive learning opportunities such as workshops to teach students and staff how to care for and service bikes. A provision of a bicycle maintenance station (i.e. tyre pump, tools for fixing bikes) would be considered by the school as it would help facilitate this program.</p> <p>A bike-sharing scheme (also known as 'pool bikes') would be considered where bikes can be stored on-site and be utilised by staff or students who wish to cycle home. The person hiring the bike would sign-in/sign-out when taking/returning the bike. Incentives for persons using the bike-share may be available. For example, a points accumulation system which amounts to a gift voucher to be used a local bicycle shop or Rebel Sports. Interest and future use of the bike-share would be monitored by the Travel Plan Coordinator so as use of the bike-share vehicle becomes more popular, additional bikes or scooters would be made available to the school community.</p>	

Item	Measures for Staff	Measures for Students
	<p>St Patrick's College would participate in cycling events, such as the annual National Ride 2 School Day. To encourage and incentivise participation, a muffin-day or barbecue breakfast would be hosted by the school. The Travel Plan Coordinator would organise more frequent events throughout the year to increase opportunities for cycling, such as the first Friday of the month. Furthermore, the Travel Plan Coordinator would consider fundraisers for the school or charities which involve, for example, riding to school every day for one week.</p>	
7. Public Transport	<p>The school will offer a subsidised Opal card to staff members who travel by sustainable modes of transport for one whole term in one year or 1-2 days per week.</p>	<p>The Travel Plan Coordinator shall provide announcements prior to commencement of each year for students (and their parents) to check their eligibility and apply for the SSTS scheme or School Term Buss Pass.</p> <p>The school will encourage students to use school buses, the free Strathfield Connector bus, and public buses. These services provide frequent connections from the school to Burwood Station and Strathfield Station.</p>
8. School Noticeboards, E-Newsletters, School website, Social media channels	<p>Noticeboards will be provided at key locations and on the school's website to make staff, students and parents more aware of the alternative transport options available.</p> <p>The Travel Plan Coordinator will make announcements via homeroom announcements, e-newsletters and via social media channels to inform students, staff and parents of the Green Travel Plan and its aims and measures. The frequency of announcements would be approximately 1-2 times per term to maintain an active level of interest amongst the school community.</p> <p>The Travel Plan Coordinator will undertake annual travel surveys for both staff and students to evaluate the effectiveness of the GTP measures and develop strategies accordingly. The findings of the survey will indicate future transport priorities for the school that can be addressed by the school or should be raised with Council and/or TfNSW for improved way-finding, road safety etc.</p>	
9. Public Transport Incentives/ Discounts	<p>Posters detailing eligibility for Opal Card concessions, off-peak travel incentives, bus services and other public transport information would be placed on noticeboards within staff rooms and emailed to staff.</p> <p>Information on the cost benefits of public transport (in comparison to car travel) and how traveling outside the peak periods will save money is to be communicated to staff regularly throughout the year. For example, there is a 30% discount which is applied to Sydney Trains trips outside of 7am-9am and 4pm-6.30pm.</p>	<p>Information for parents and students about the SSTS eligibility criteria and how to apply for free school travel or school bus pass will be communicated at the start of the year, at student orientation and for any new enrolments. This information will be made available via the school's website so parents/ students may apply online.</p> <p>The TAG will also contain a link TfNSW's website to apply for the SSTS free or subsidised travel pass.</p>
10. Directional Signage or Decals	<p>The TAG will provide students, parents, staff and visitors the walking/cycling route information to assist with them with their journey planning.</p> <p>The majority of people walking and riding to school would be repeated commuters who would be familiar with the routes after travelling to the College several times throughout the year. However, as an additional measure the school would consider consultation with Council for implementation of directional signage and/or pavement decals from nearby points of interest to the school.</p>	
11. Online car sharing forum/ Mobile app	<p>The school would consider developing a car-pooling forum for staff to reduce the amount of single-occupant car trips. The forum would provide a platform for people travelling on the same route to site to find each other and form groups.</p> <p>In addition to this, social events will go hand in hand with this approach to promote social interaction between staff to reduce</p>	<p>Consideration would be made for adopting the 'Skoolbag' mobile app or similar app to provide more easily accessible information to students and parents. An extension to the mobile app could include a car-pool function and instant messaging service for parents of students using the mobile app to facilitate trip-planning and real-time communication.</p>

Item	Measures for Staff	Measures for Students
	social barriers which may deter staff from carpooling with their colleagues.	
12. Awareness and Education Programs	<p>With the latest COVID-19 pandemic, encouragement and development of car-pooling initiatives would be delayed once the advice from State Government is that such activities are safe to resume for school staff and students.</p>	
13. New enrolment starter pack/ Green Travel Plan brochure	<p>Road Safety Awareness and Bike-Ed programs will be incorporated into the teaching and learning curriculum at St Patrick's College. The school is currently involved with <i>Primary Road Safety and eSafety Workshop</i> which is provided by Sydney Catholic Schools. It is a new workshop on road safety and online safety education as part of the Personal Development, Health and Physical Education K-6 syllabus. Through the workshop, the opportunity will be provided to address the need for a whole-school approach. In light of this, St Patrick's College will develop methods to expand and adapt this program for high school students.</p> <p>Students will be educated on how to walk to school and cross roads in a safe manner, cycle safely and utilise protective gear when riding, and pedestrian behaviour around buses and live traffic. An information pack will be distributed to all students and parents at the start of the year, with frequent reinforcement/reminders throughout the year (e.g. at the start of each school term). TfNSW's 'Keeping our Kids Safe Around Schools' would form the basis of the program and information pack.</p> <p>The Travel Plan Coordinator, with assistance from the working party comprising staff and student representatives, will seek fun and interactive ways to incorporate this information into the classrooms. For example, students may be required to develop a short video on exercising safety around schools.</p>	

Further to the above, the St Patrick's College will continue to operate the Kiss and Ride facility at the school frontage on Edgar Street and Fraser Street. The Kiss and Ride facility is intended to be used by students/ parents who are travelling by car-pooling and those have limited means for travelling to/from school by public transport or active transport. Currently, the facility operates over-capacity and therefore it is proposed to extend the length of the Kiss and Ride facility to Shortland Avenue south side (west of Francis Street).

As an additional measure to reduce traffic congestion surrounding the school during the afternoon peak, St Patrick's College proposes to implement staggered finish times (i.e. 3:10pm finish Year 5-6 and 3:30pm for Year 7-12). The promotion of sustainable transport amongst students and staff, as well as the proposed extension of the Kiss and Ride with staggered finish times would alleviate traffic congestion and safety concerns surrounding the school in peak periods.

4.2 Off-Site Measures

The school shall consult with Strathfield Council with a view to implement off-site measures to improve the transport connections to/from the site including:

- investigations with Council to improve or extend the existing bike routes surrounding the College as shown in Council's Bike Map to better connect the school with the wider cycle network, and
- improved signage and way finding from the surrounding local road network, to improve walking and cycling experience. Signage would include way finding for cyclists on the best and safest route to the school.

4.3 Transport Access Guide

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

TAGs provide customised travel information for people travelling to and from a particular 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, bus stops and walking and cycling routes.

Such TAGs encourage the use of non-vehicle mode of 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 is to be available for pick up at various locations within the College such as, at front entrances and noticeboards.

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

5 Management and Monitoring of the Plan

5.1 Management

There is no standard methodology for the implementation and management of a GTP however the GTP would be monitored to ensure that it is achieving the desired benefits. The mode share targets set out in Section 3.3 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 GTP will be implemented by the appointed Travel Plan Coordinator, who would have responsibility for developing, communicating, implementing, and monitoring the GTP. St Patrick's College proposes to appoint a Travel Plan Coordinator for the school, which will be accompanied by a working party consisting of staff and student representatives.

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

Once the plan has been adopted, it is essential to maintain interest in the scheme. New initiatives in the plan would need to be publicised and marketing of the project as a whole would be important.

5.2 Green Travel Plan Working Party

In 2020, St Patrick's College set up a committee known as the Green Travel Plan working party to begin researching and developing programs and initiatives to promote increased use of public transport, active transport and car-pooling opportunities. The working party includes staff and student representatives.

5.3 Consultation

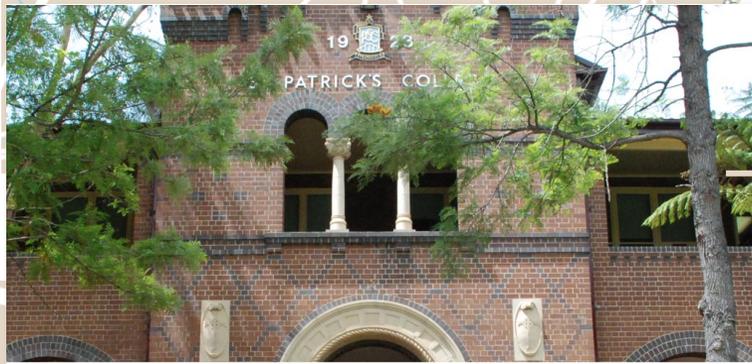
The results of the GTP would be communicated with students, staff and to the wider community via the St Patrick's College website and/or noticeboards and newsletters.

As such, it is recommended that a summary letter is produced presenting the results of the survey every 1, 3 and 5 years. This letter/report can be appended to the GTP.

Communication to staff, students, parents and wider community may be carried out in a similar form by public display of the GTP on the school's website and/or noticeboards. Alternatively, a news article on the matter could be included on the website and/or local news bulletin.

Appendix A

Transport Access Guide



St Patrick's College Strathfield



Use active and public transport to get around!



Public Transport Information

Plan your trip: <https://transportnsw.info/>

Check eligibility and apply for free or subsidised travel:
<https://apps.transport.nsw.gov.au/ssts/home#/>

Free Strathfield Connector Bus:
<https://connector.strathfield.nsw.gov.au/>



Getting Around



Walk



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

Walk to key locations and attractions in the local area in minutes!



Journey Times

- 10 minutes to Airey Park
- 10 minutes to Hudson Park Oval
- 12 minutes to Freshwater Park
- 13 minutes to Strathfield Library
- 15 minutes to Flemington Local Shops
- 16 minutes to Homebush Local Shops
- 22 minutes to Strathfield Park
- 24 minutes to Strathfield Local Shops



Drop-off/ Pick-up

- Kiss and Ride zone for parents and students is provided along Edgar Street, Fraser Street and Shortland Avenue



Staff Parking

- St Patrick's College Staff parking access via Merley Road, Francis Street, Fraser Street and Edgar Street.



Bus

School Bus and public bus services are available on Francis Street, Dickson Street and Barker Road.

Route	Morning Services
466	From Cabarita
577s	From Rodd Point
579s / 714s	From Strathfield Station
582s	From Drummoyne
588s	From Burwood Station
593s	From Haberfield

Route	Afternoon Services
578s / 583s	To Five Dock
579s	To Strathfield Station
580s	To Belfield
581s	To Earlwood Shops
584s	To Rhodes Station
585s / 586s	To Concord
587s	To Burwood Station
589s	To Ashfield Station
635s	To Drummoyne

For information on school bus routes and timetables, visit:

<https://www.transitsystems.com.au/s/st-patricks-college-strathfield-9xws.pdf>

For information on public bus services, visit:

<https://transportnsw.info/travel-info/ways-to-get-around/bus#/>



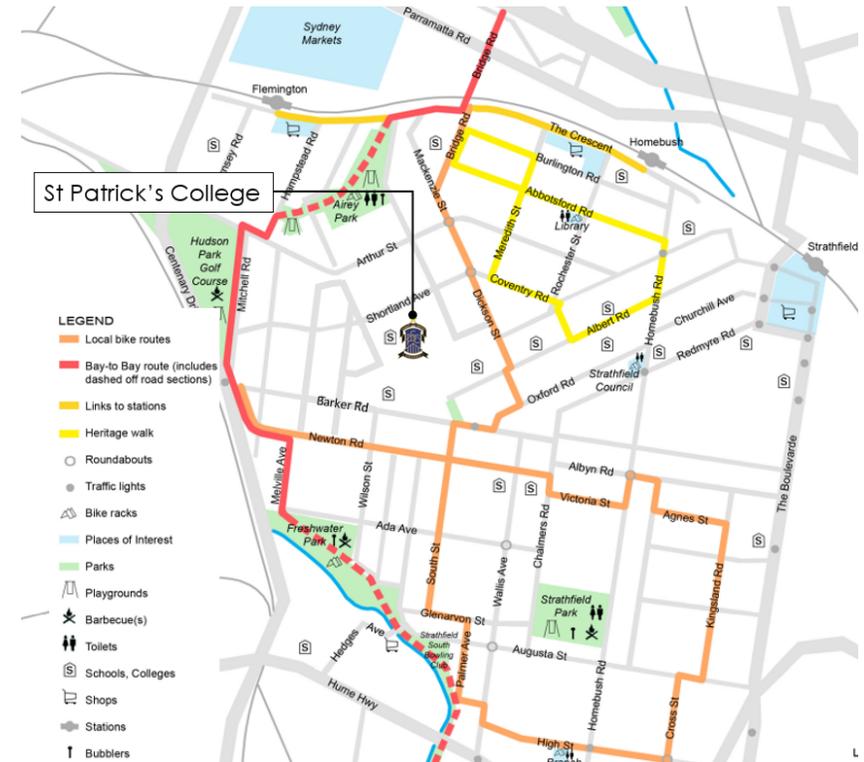
Cycle

Cycleways in proximity of St Patrick's College provide connectivity to North Strathfield, Concord West, and Strathfield South.

For cycling routes in your area, visit:

https://www.rms.nsw.gov.au/maps/cycleway_finder

Cycleways surrounding St Patrick's College include Shared Paths, which are off-road pathways that are shared with pedestrians as shown below.



St Patrick's College provides secure on-site bicycle parking.

Please see front page map for location.

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