Meadowbank Schools

School Transport Plan

PREPARED FOR NSW DEPARTMENT OF EDUCATION | 19 APRIL 2022

Stantec

Revision schedule

Rev No	Date	Description	Signature of Typed Name (documentation on file)			
			Prepared by	Checked by	Reviewed by	Approved by
1	23/11/2021	Final; updated to address comments from TWG	John Devney	Volker Buhl	Volker Buhl	Volker Buhl
1.1	26/11/2021	Final with updated TAG and travel survey	John Devney	Volker Buhl	Volker Buhl	Volker Buhl
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Quality statement

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Contents

List of appendices

List of tables

List of figures

Abbreviations

Abbreviation	Full Name
DET	NSW Department of Education
DPE	NSW Department for Planning and Environment
EOT	End of Trip facilities that includes toilets, change rooms, showers and lockers
GIS	Geographic Information System for spatial analysis and mapping
OTAMP	Operational Transport and Access Management Plan
RtS	Response to Submissions
SINSW	School Infrastructure NSW
SSDA	State Significant Development Application
STP	School Transport Plan
TAG	Travel Access Guide
TAIA	Transport and Accessibility Impact Statement
TfNSW	Transport for NSW
TWG	Transport Working Group for the Meadowbank Schools Project

Glossary

Term	Definition
Kiss and Drop zone	An area for parents and carers to drop-off students in private vehicles typically before the morning school bell time and to pick-up students after the afternoon school bell time.

1 Transport Assessment

1.1 Preamble

This School Transport Plan and supporting Transport Assessment was prepared to satisfy Conditions D17 and D18 of the State Significant Development Consent (SSD 9343) for the Meadowbank Schools Project, in accordance with the Department of Education's Transport Assessment Background and Reporting Requirements, Section C: School Transport Plan.

This document is based on the significant body of work completed to support of the State Significant Development Application (SSDA) for the Meadowbank Schools Project, including the draft Transport Assessment and School Travel Plan[1], the 'School Travel Plan'[2] and the Transport and Accessibility Impact Statement (TAIA)[3].

The Transport Assessment supports the development of the School Transport Plan with a review and assessment of the existing transport system to understand the needs for both schools to be ready for opening on Day 1 Term 2 in April 2022. The School Transport Plan provides the transport programs that can facilitate travel behaviour shift to achieve the moderate targets in the short-term as well as the reach targets in the long-term, within the physical infrastructure framework set by the already approved school development. This document replaces the need for a separate School/ Green Travel Plan and Operational Transport and Access Management Plan (OTAMP) in accordance with the guidelines from the NSW Department of Education, with the requirements of both plans included in this document. Conditions D17 and D18 of SSD 9343 are included in Table 1.1 with the relevant references in this report.

Table 1.1: SSD 9343 Conditions D17 and D18

Condition	Description	Section in report where addressed
D17	**School Transport Plan** Prior to the commencement of operation, a School Transport Plan (STP), must be submitted to the satisfaction of the Planning Secretary to promote the use of active and sustainable transport modes. The plan must:	
	(a) be prepared by a suitably qualified traffic consultant in consultation with Council and (Sydney Coordination Office) Transport for NSW.	Sections 2.2.3, 2.4 and Appendix A
	(b) be based on the STP submitted with the RtS Meadowbank Education and Employment Precinct Schools Project Travel Plan dated 28 February 2020 and prepared by GTA Consultants (now Stantec), and include the following additional measures recommended by TfNSW: i) including training courses for students on safe walking, riding and public transport use as the Student Targeted Actions. ii) installation of next service departure screens for T9 rail services at Meadowbank Station (and bus services, if possible e.g. Victoria Road bus services) in the lobby to encourage public transport use. iii) develop and deliver a robust communications strategy for the Travel Plan to users of the site prior to occupation which includes key messages on how to travel including prioritising public and active transport as well as road safety messages.	Sections 2.2.4, 2.2.6 and Appendix B
	(c) include objectives and modes share targets (i.e. site and land use specific, measurable and achievable and timeframes for implementation) to define the direction and purpose of the STP.	Sections 2.1, 2.2.1 and 2.2.2
	(d) include specific tools and actions to help achieve the objectives and mode share targets	Section 2.2 and Appendix B

1 Frank Turquoise Group (2018) Meadowbank Education Precinct Transport Assessment and School Travel Plan DRAFT, dated 20/12/18
2 GTA, now Stantec (2020) Meadowbank Education and Employment Precinct Schools Project School Travel Plan, Issue E, dated 28/02/20
3 GTA Consultants, now Stantec (2020) Meadowbank Education and Employment Precinct Schools Project TAIA, Issue F, dated 28/02/20

Condition	Description	Section in report where addressed
	(e) include measures to promote and support the implementation of the plan, including financial and human resource requirements, roles and responsibilities for relevant employees involved in the implementation of the STP.	Sections 2.2 and 2.3 and Appendices A and B
	(f) include details regarding the methodology and monitoring/review program to measure the effectiveness of the objectives and mode share targets of the STP, including the frequency of monitoring and the requirement for travel surveys to identify travel behaviours of users of the development.	Section 2.3
	(g) include tools, actions and processes to address the scenario where the mode share targets are not achieved, including the approach to providing additional management and mitigation measures and infrastructure (where deemed necessary).	Section 2.2 and Appendix B
D18	**Operational Transport and Access Management Plan (OTAMP)** D18. Prior to the commencement of operation, an OTAMP is to be prepared by a suitably qualified person, in consultation with Council and TfNSW, and submitted to the satisfaction of the Planning Secretary. The OTAMP must address the following:	
	(a) the operation and management of the staggered primary and secondary school start times to reduce and manage the peak trip generation and congestion on local roads.	Sections 1.2.3, 1.5 and 1.7
	(b) detailed pedestrian analysis including the identification of safe route options to identify the need for management measures such as staggered school start and finish times to ensure students and staff are able to access and leave the Site in a safe and efficient manner during school start and finish.	Sections 1.5.2 and 1.7.1
	(c) the location of all car parking spaces on the school campuses and their allocation (i.e., staff, visitor, accessible, emergency, etc.)	Section 1.4.8 and 1.7.4
	(d) the location and operational management procedures of the pick-up and drop-off parking located within Rhodes Street, including staff management/traffic controller arrangements.	Section 1.7.5
	(e) the location and operational management procedures for the pick-up and drop-off of students by buses and coaches on Rhodes and Macpherson Streets, including staff management/traffic controller arrangements.	Sections 1.4.6 and 1.7.3
	(f) loading dock location(s), number of bays, swept path diagrams for the longest vehicle delivery and services vehicle and bus access and management arrangements.	Sections 1.7.3, 1.7.4 and 1.7.5
	(g) management of approved access arrangements.	Section 1.7
	(h) potential traffic impacts on surrounding road networks and mitigation measures to minimise impacts, including measures to mitigate queuing impacts associated with vehicles accessing pick-up and drop-off parking in Rhodes Street.	Sections 1.4.7 and 1.7.5
	(i) car parking arrangements and management associated with the proposed use of school facilities by community members.	Sections 1.7.4 and 1.7.5
	(j) a monitoring and review program.	Section 2.3

1.2 School Context

1.2.1 Overview of the Meadowbank Schools and Site Context

The Meadowbank Schools will ultimately cater for 1,000 primary school students and 1,620 secondary school students, with 650 primary school students and 1,000 secondary school students expected for the start of Term 2 in April 2022.

The Meadowbank Schools project comprises two buildings connected by outdoor terraces and access cores. The project will deliver state-of-the-art educational facilities, ensuring the new schools can cater for the increasing population in the areas and the increasing student enrolments from Kindergarten to Year 12.

The design principles for the Meadowbank Schools project are:

- provide flexible, future focussed learning spaces that will enhance innovative and engaging learning and teaching practices
- maximise outdoor green space
- integrate the two schools into one campus, creating a hybridised educational precinct that shares a strong connection to the surrounding natural elements of the site.

The proposal includes approximately 36,000 square metres of floor space with:

- classroom home bases
- collaborative learning spaces
- library areas
- sports hall
- new outdoor play areas and outdoor sports courts on site.

The new schools will assist in forming an Education and Employment Precinct being located adjacent to the TAFE NSW Meadowbank campus which is subject to separate development proposals.

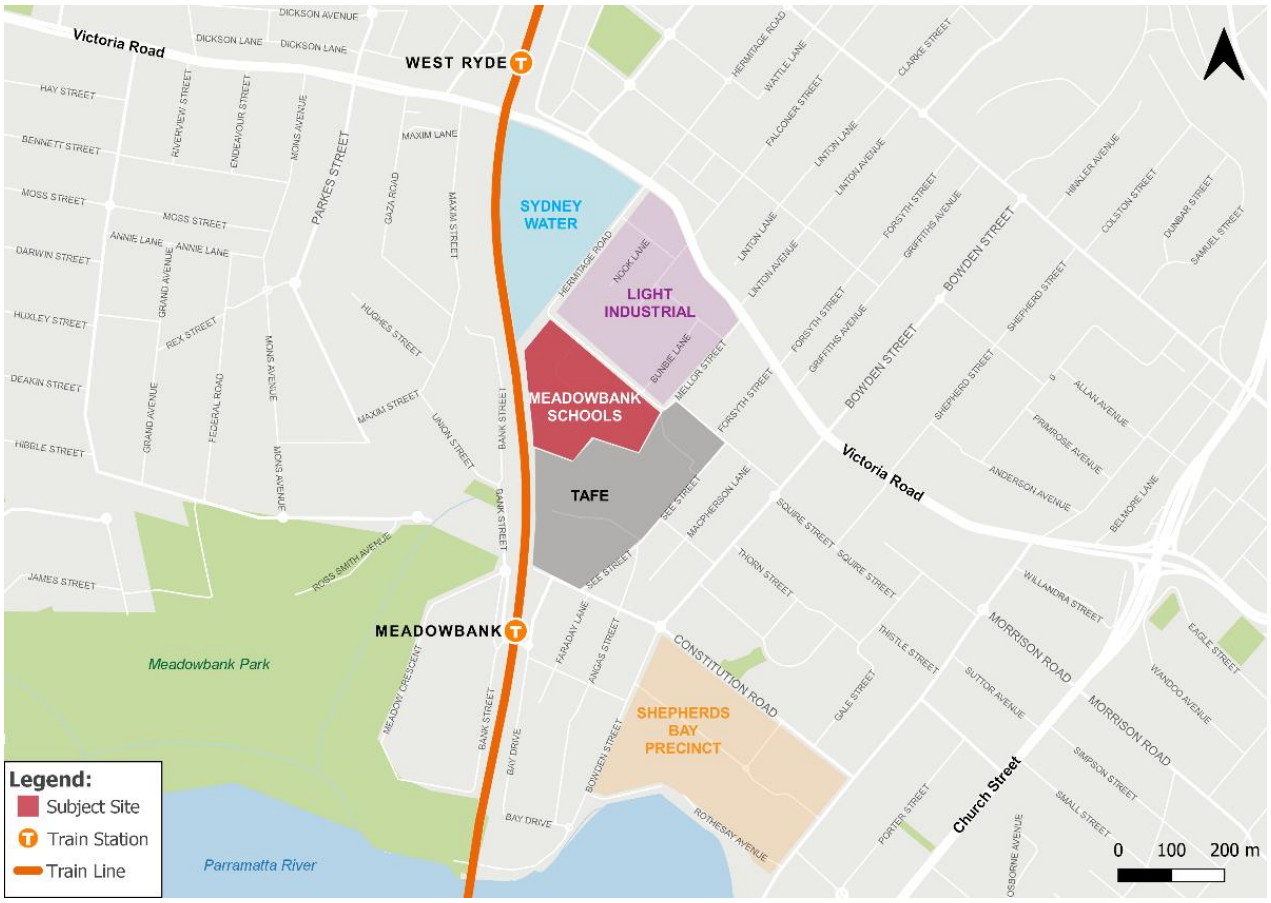
The site is in Meadowbank, which is approximately 15km north west of Sydney CBD. The new schools will occupy the northern portion of the former TAFE NSW site with the new addresses at:

- 6 Rhodes Street for the Meadowbank Public School, and
- 8 Rhodes Street for the Marsden High School.

The land use previously contained a series of buildings, at-grade car parking areas and open spaces. The site was also previously occupied by the former Meadowbank Boys' High School from the 1950s to the 1980s. The TAFE NSW campus is bounded by Rhodes and Macpherson Streets to the northeast and See Street to the southeast and the rail corridor to the west. Meadowbank Railway Station is located opposite the southern tip of the TAFE NSW site.
The site location and the surrounding land uses are shown in Figure 1.1. Due to existing site constraints, including flooding conditions, topography and a Sydney Trains access easement (including the 60m train vibration clearance), the north-eastern corner of the site is the only major developable zone on site. The design of the project has carefully considered the site constraints with the buildings positioned to address the flooding issues and protect solar access to the adjacent open space area.

North of the site and west of Hermitage Road is the Ryde Pumping Station owned and operated by Sydney Water. On the opposite side of Rhodes Street, a light industrial precinct is located to the north east of the site. East of the site there is low density residential, consisting of detached dwellings. South of the site is the Meadowbank Railway Station and The Shepherds Bay Precinct. The Shepherds Bay Precinct is currently undergoing significant redevelopment as an urban renewal project with a series of high density residential flat buildings ranging from five to 10-storeys in height. West of the site is the railway corridor. On the opposite side of the rail corridor there is a mix of low density residential and walk-up style flat buildings.

Figure 1.1: Meadowbank Schools Site and Surrounding Land Uses



1.2.2 School Enrolment Boundaries and Surrounding Land Uses

The school enrolment boundaries for the primary school and high school that are part of the Meadowbank Schools project are shown in Figure 1.2. These boundaries are the same as the existing enrolment boundaries for Meadowbank Public School and Marsden High School.

The existing surrounding land zoning to the Meadowbank School project is shown in Figure 1.3 with the school enrolment boundaries for both schools. Most of these areas contain R2 Low Density Residential zoning with the land use primarily for single dwellings but allowing for dual occupancies and multi dwelling houses. B4 Mixed Use Zoning in Meadowbank (Shepherds Bay) is also located within the primary school boundary and also in the West Ryde and Eastwood town centres for the high school boundaries, which allows for higher density mixed use development, including high density residential. The area immediately west of Meadowbank Station within the high school boundary has a R4 High Density Residential Zoning. The rezoning for major residential developments, such as Melrose Park, which is currently zoned industrial within the high school boundary, is yet to be approved.

1.2.3 Enrolment Capacity and Bell Times for the Meadowbank Schools

The enrolment capacities and start and finish bell times from Monday to Friday during the school terms starting in April 2022 for each school are provided in Table 1.2.

Table 1.2: Enrolment Capacity and Bell Times for the Meadowbank Schools

School	Enrolment Capacity *	AM Bell Time	PM Bell Time
Meadowbank Public School	1,000	8:45 am	2:45 pm
Marsden High School	**1,500**	**9:00 am**	**3:00 pm**
Marsden High Intensive English Centre	120	9:00 am	3:00 pm

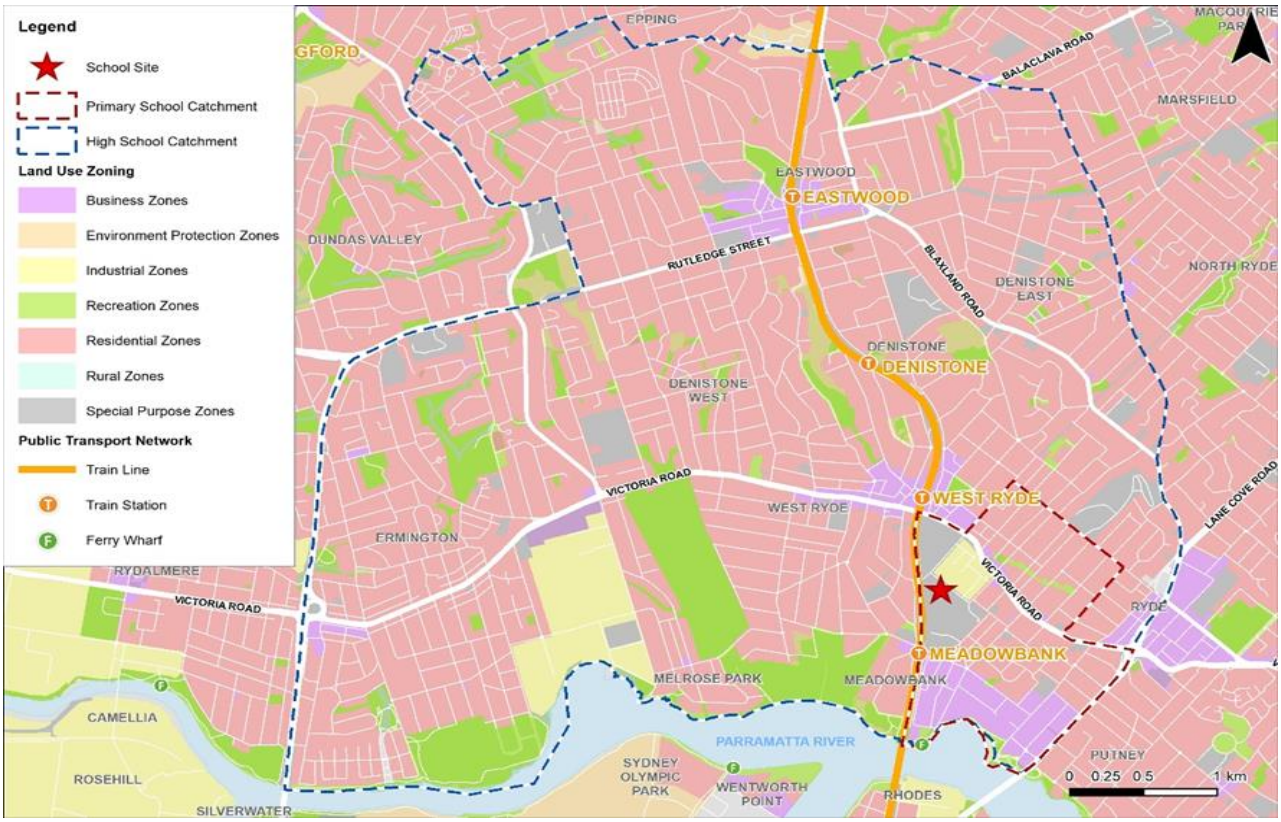
* Enrolment will be gradually increased over five years. The school opening in Term 2 of 2022 in April 2022 will be with 50 per cent capacity. The Business Case advised that it was anticipated to take 10 years before the two schools will reach capacity.

The outside of school hours times for the primary school are:

- 7:00 am to 8:45 am
- 2:45 pm to 6:00 pm

Figure 1.2: School Enrolment Boundaries for the Meadowbank Schools

Figure 1.3: Surrounding Land Zoning for the Meadowbank Schools



Base Image Source: NSW Government Planning Portal Open Data, https://www.planningportal.nsw.gov.au/opendata/dataset/environment-planning-instrument-local-environmental-plan-land-zoning, accessed 6 August 2021

1.3 Strategic Context

This section provides an overview of the strategic context of the project, including the relevant planning strategies and opportunities.

1.3.1 Future Transport 2056 and Supporting Plans (2018)

Reviews have been completed for the following Transport for NSW supporting plans:

- Future Transport Strategy 2056
- Greater Sydney Services and Infrastructure Plan
- Regional NSW Services and Infrastructure Plan
- Road Safety Plan (Towards Zero).

To support the land use vision for Greater Sydney, the NSW Government developed a vision for the transport system that will enable people and goods to move conveniently around the city using:

- City-shaping corridors – Major trunk road and rail public transport corridors providing higher speed and volume linkages between our cities and centres that shape locational decisions of residents and businesses.
- City-serving corridors – Higher density corridors concentrated within ~10km of metropolitan centres providing high frequency access to metropolitan cities/ centres with more frequent stopping patterns.
- Centre-serving corridors – Local corridors that support buses, walking and cycling, to connect people with their nearest centre and transport node.

Some of the key initiatives of this vision include:

- Sydney Growth Trains (part of More Trains, More Services program), which is committed within the next 10 years.
- Trial of on-demand bus services on selected local bus routes, which is committed within the next 10 years
- Introduction of higher frequency transport services across Greater Sydney, which is under investigations between now and the next 20 years
- Providing education campaigns for public transport users that target behaviours around rail corridors and level crossings, school student travel, safe travel for older or less mobile passengers and travel training across the network.

The More Trains, More Services initiative includes a service capacity upgrade program designed to transform the existing rail system. This program aims to transform Sydney's busiest train lines over the next 10 years and beyond, through digital systems, advanced signalling and infrastructure upgrades.

Relevant to the Meadowbank Schools, initiatives include exploring further investments in north-south and east-west transport links near Greater Parramatta to improve access and support the creation and renewal of great places. These include:

- Parramatta to Norwest mass transit/ train link
- mass transit/ train link Macquarie Park to Kogarah and Randwick via Rhodes
- rapid bus line along Victoria Road
- Sydney Metro West

These projects will further improve public transport connectivity to the site from broader areas around Sydney.

1.3.2 Greater Sydney Commission's Central City District Plan (2018)

Education

Schools are essential local infrastructure. The Department of Education's high-level School Assets Strategic Plan Summary coordinates planning for, and delivery of, both new and expanded schools. It encourages the joint and shared use of facilities with local governments and the private sector to develop innovative ways to provide school infrastructure. The NSW Government will spend $4.2 billion over the next four years on building and upgrading schools, including the addition of more than 1,500 new classrooms providing places for 32,000 students. Shared use of facilities and increased opportunities for students to walk and cycle to school will better connect schools with local communities. Planning for early education and childcare facilities requires innovative approaches to the use of land and floor space, including co-location with compatible uses such as primary schools and office buildings, close to transport facilities.

Education and Child Care

The State Environmental Planning Policy (SEPP) for Educational Establishments and Child Care Facilities 2017 makes it easier for childcare providers, schools, TAFEs and universities to build new facilities and improve existing facilities. It streamlines approval processes, recognising the need for additional educational infrastructure with a focus on good design.

Joint and Shared Use

Joint and shared use of facilities is encouraged to make school assets available to the community outside school hours and to give schools access to community facilities. Each neighbourhood has facilities such as libraries, community centres, adult education, sport and recreation facilities that function to enhance and promote social connections and networks within the community. Schools are an important example of social connectors and where shared use of such facilities is achieved their function as a community hub is significantly enhanced.

1.3.3 Meadowbank Education and Employment Precinct Master Plan

A Master Plan was prepared by the Greater Sydney Commission for the Meadowbank Education and Employment Precinct in 2020. The Master Plan informed the State Significant Development Applications (SSDA) for the Meadowbank Schools and TAFE NSW Meadowbank projects, creating a precinct that transforms Meadowbank into a centre of excellence for education and training.

The Master Plan is focused on mode shift and aims to provide actions that will enable greater pedestrian access, cycle usage and access to public transport. The Master Plan aims to deliver a highly connected Precinct that complements Meadowbank's heritage and environment, and identifies:

- open spaces within the Precinct
- opportunities to locate industry and business near education facilities
- links to industry and local employment
- necessary infrastructure to support the education facilities, including public and active transport options
- ways to revitalise surrounding sites and grow productivity.

In the Master Plan, these potential projects were considered by various stakeholders, including the NSW State Government and City of Ryde (Council). These projects could be undertaken in around the next ten years. This is subject to government and council priorities, further investigation of projects, costings and funding decisions. The upgrade of the See Street footpath is one of the key projects identified in the Master Plan that is currently underway and will be completed as part of the concurrent Meadowbank TAFE project.

1.3.4 Movement and Place

Movement and Place is a cross-government framework for planning and managing roads and streets across NSW. The framework delivers on NSW policy and strategy directions to create successful streets and roads by balancing the movement of people and goods with the amenity and quality of places. Movement and Place considers the whole street including footpaths, from property line to property line. It takes into account the needs of all users of this space including pedestrians, cyclists, deliveries, private vehicles and public transport, as well as people spending time in those places.

Qualities that contribute to a well-designed built environment have been grouped under five themes in the Practitioner's Guide to Movement and Place, a guideline which guides the design and planning around streets and roads for use on state government projects. These are:

- Access and Connection – enabling urban mobility through access to opportunity, services, and amenities with walkable neighbourhoods, cycle routes, and public transport.
- Amenity and Uses – providing a diversity of public and private spaces to accommodate a variety of activities at different times of the day and night; and a mix of land uses that permits daily activities to be accessed on foot (such as primary schools and local shops).
- Character and Form – the identification of a place perceived through its built form, landscape character and the contribution of local people over time.
- Green and Blue – Trees, landscapes and water for greening and cooling places in sustainable ways, improving people's comfort and experience, and providing open space for recreation and respite.
- Comfort and Safety – clear air, sun, shade, peaceful parks and active building frontages contributing to the liveability of places, including feelings of safety.

1.3.5 Better Placed

Better Placed is an integrated design policy prepared by the Government Architect of New South Wales, used to enhance the design quality of our built environment, and raising expectations and raising standards about working better and creating better environments. The policy outlines five elements of well-designed built environments:

- Healthy – for all members of our communities, promoting physical activity and walkable environments, social cohesion, and community safety and security to support people's well-being.
- Responsive – to the needs and aspirations of local people, now and into the future, inviting innovative use and habitation, interaction, productivity and enjoyment.
- Integrated – by drawing together the relationships between parts and elements, considering interfaces at multiple scales, and working to common goals and aspirations.
- Equitable – by presenting opportunities for all segments of our community so residents and visitors have access to and can move about freely between public domain, infrastructure, open space and buildings.

- Resilient – to the dynamic, challenging conditions of our time, to adapt and evolve while retaining essential qualities and values.

The policy also establishes seven distinct objectives to define the key considerations in the design of the built environment, being: better fit, better performance, better for community, better for people, better working, better value, and better look and feel.

1.3.6 Road Safety Education Program

The Road Safety Education Program is a long-term integrated education initiative. The program aims to increase road safety knowledge, understanding and skills.

Transport for NSW works closely with the Department of Education, the Association of Independent Schools of NSW and the Catholic Education Commission NSW to develop these programs. The NSW Government is committed to continuing the Road Safety Education program and encouraging more children to walk to school safely.

1.3.7 Safety Around Schools Program

This program aims to reduce the number and severity of child casualties in 40 km/h school zones. Transport for New South Wales will continue to focus strongly on improving the visibility of school zones to increase driver awareness and compliance. School zones are designed to protect children on their journey to and from school. Measures include:

- dragon's teeth road markings in all school zones
- the replacement of old, damaged school zone signs with new fluorescent signs
- marked foot crossings
- raised pedestrian crossings
- pedestrian refuges and fencing
- traffic signal-controlled pedestrian crossings.

School zone flashing lights are designed to alert drivers that they are entering a 40 km/h school zone and to adjust their speed accordingly. School zone flashing lights have been rolled out across NSW as part of this program and the NSW Government has ensured that every school in NSW has at least one set of school zone flashing lights.

1.4 Existing Transport Network and Operations

Elements of the following existing transport network and operations have been informed by the Transport and Accessibility Impact Statement for Meadowbank Education and Employment Precinct Schools Project (TAIA) documents prepared by GTA Consultants (2020). The transport access provisions to the two new schools at Meadowbank are also included in this section, as they are part of the baseline scenario for the school opening date in Term 2 in 2022. This date is scheduled to be Tuesday 26th April 2022.

1.4.1 Pedestrian Infrastructure

The key pedestrian access routes to the Meadowbank Schools site are shown in Figure 1.4.

Figure 1.4: Key Pedestrian Access Routes to the Meadowbank Schools

Pedestrian footpaths are generally provided along all the roads surrounding the site. Footpaths are generally concrete paths with a width of 1.2m. The primary pedestrian link to Meadowbank Rail Station is along Rhodes Street, Macpherson Street, See Street and Constitution Road. The existing north-south pedestrian connection through the TAFE NSW campus also provides access between Rhodes Street and Meadowbank Rail Station. Therefore, pedestrians to the schools will not need to cross any roads when they follow either of these routes to the station.

Formal crossing points in vicinity of the site include the following signalised pedestrian crossings:

- North eastern, north western and south western legs of the Victoria Road/ Hermitage Road intersection.
- North eastern, south eastern and south western legs of the Victoria Road/ Bowden Street intersection.

Pedestrian refuges are provided on surrounding roads near the school site at:

- Squire Street, east of Bowden Street
- Bowden Street south of Squire Street
- Macpherson Street, west of Bowden Street
- See Street, north of Constitution Road

At school opening in Term 2 of 2022, pedestrian access to the schools will be via Rhodes Street along the northern boundary of the site, with a north-south pedestrian connection through the TAFE campus available, linking Meadowbank Station and Rhodes Street.

To accommodate the anticipated pedestrian volumes that were estimated in the Meadowbank TAIA, the following footpaths were widened to a 2.5m wide shared path standard:

- the southern side of Macpherson Street, between Mellor and Bowden Streets
- the western side of Bowden Street, from Victoria Road to Macpherson Street
- the southern side of Rhodes Street.

In addition, the footpath along Squire Street between Bowden Street and Sutherland Avenue has been repaired and widened to ensure a consistent width of 1.35m along this section. The following pedestrian crossing facilities were installed at the following location that are as shown in Figure 1.5:

- a wombat pedestrian crossing on Macpherson Street at Mellor Street
- a wombat pedestrian crossing on Macpherson Street at Bowden Street
- an upgrade of the existing pedestrian refuge at the Bowden Street roundabout to a wombat pedestrian crossing

Figure 1.5: New Pedestrian Crossing Facilities leading to the Meadowbank Schools

Source: Meadowbank Education Precinct Public Domain Upgrades Landscape Design Package, Urbis

The new crossing facility at Macpherson Street connects with the existing footpath on the eastern (residential) side of Mellor Street to provide a direct connection between the schools and Victoria Road, without the need to directly walk through the existing employment area and to cross the associated driveways with hazards from vehicles entering and exiting these other buildings.

1.4.2 Cycling Infrastructure

New 2.5m wide shared paths as listed in Section 1.4.1, provide expanded walking and cycling access to and from the schools. This will result in off-road cycling paths being available along Rhodes Street, Macpherson Street and Bowden Street. In NSW, children under 16 years of age are allowed to ride on standard footpaths. Furthermore, 16 staff and 262 visitor/student bicycle on-site parking spaces with bicycle racks, as well as 42 scooter parking spaces for primary school students will also be provided. Two showers (one male, one female), lockers and change room facilities will be provided for staff in the basement.

1.4.3 Train Services

Meadowbank and West Ryde Rail Stations are located about 700m south and 850m north respectively from the site of the new schools in Rhodes Street. Both stations are on the T9 Northern Line, with services operating from Epping to Central Station approximately every 15 minutes on weekdays and more frequently during the peak periods. Since the schools are closer to Meadowbank Station, Meadowbank is the preferred station for students and staff to travel for journeys to the schools because the walk access via the TAFE campus is closer and safer with no requirement to cross any arterial roads. The AM and PM school peak period train times at Meadowbank and Eastwood Stations with trains stopping at Denistone and West Ryde Stations are provided in Table 1.3.

Table 1.3: T9 Timetables for Trains for School Days at Meadowbank and Eastwood Stations

From Station	To Station	AM School Peak Train Times	PM School Peak Train Times
Eastwood (Platforms 1 or 2)	**Meadowbank**	8:27 AM, 8:35 AM, 8:43 AM	Not applicable
Meadowbank (Platform 2)	**Eastwood**	Not applicable	3:16 PM, 3:36 PM, 3:46 PM

The train capacity on this section of the T9 line is not considered to be an issue for students boarding and sitting or standing the train for a six-minute trip between Eastwood and Meadowbank stations. For the short train trip, standing room on the trains is considered adequate. From the train capacity analysis using the Opal ticketing data, the trains to Meadowbank Station have some capacity to accommodate increased patronage. As the school enrollment increases in future years, a greater train mode share with the relocated schools can be encouraged and potentially achieved.

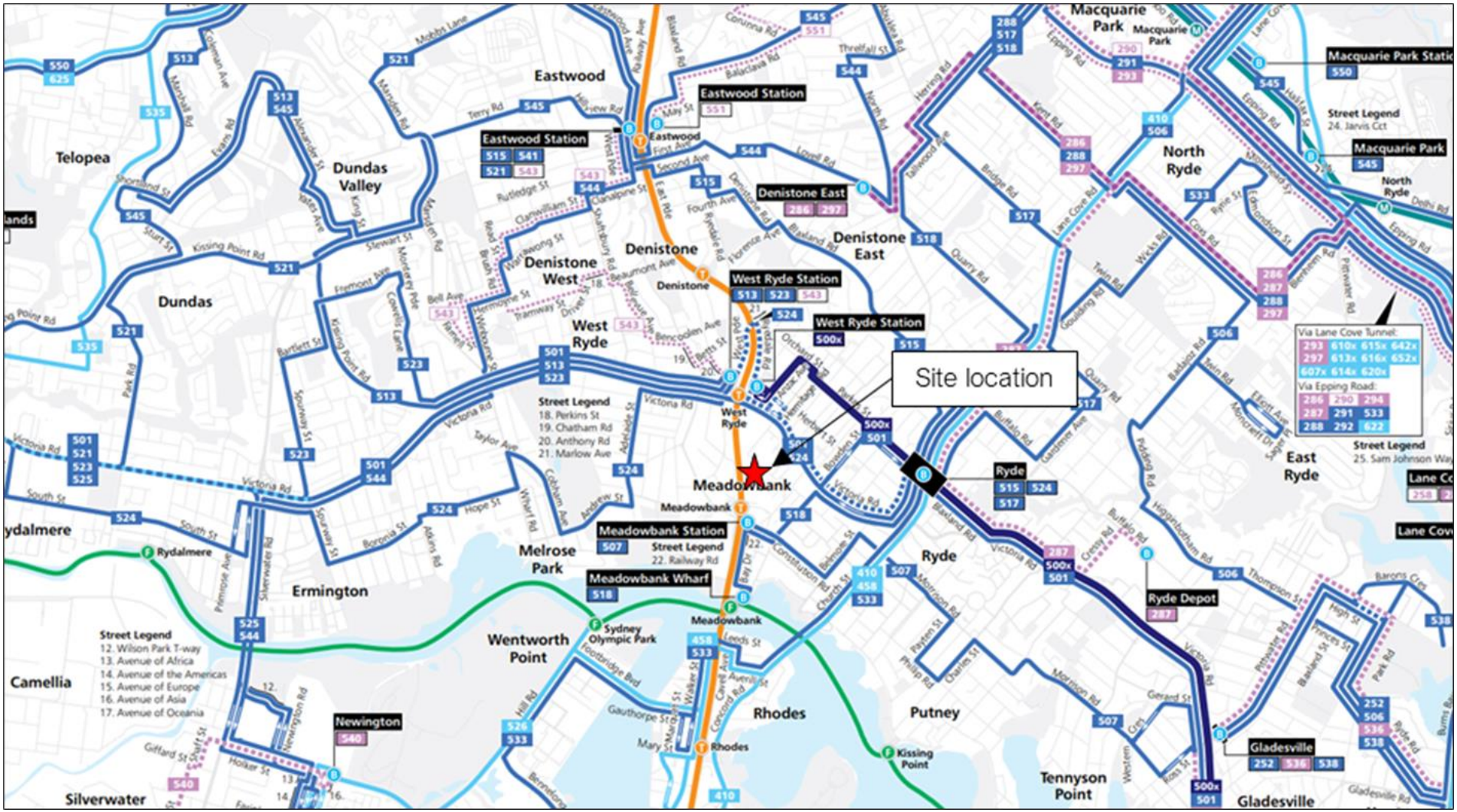
1.4.4 Regular Route Bus Services

As of Sunday 9th January 2022, Busways will be the bus operator for Contract Region 7 that includes bus services in the Meadowbank and West Ryde area in the City of Ryde. The regular bus routes that have stops close to the new schools shown in Figure 1.6 with the times in the AM and PM school peaks provided in Table 1.4. The buses will stop at the school bus zone in Macpherson Street which is a one-minute walk from the main school entrance. If there is a demand, buses can also stop at the school bus zone in Rhodes Street.

Table 1.4: Timetables for Regular Bus Routes to the Meadowbank Schools

Route	Route Name	Closest Stop to the Schools	Walk Time to the School (minutes)	AM Arrival Times	PM Departure Times
500X	City Hyde Park to West Ryde (Express Service)	West Ryde Station, Ryedale Road	11 minutes	8:35 AM 8:45 AM	3:14 PM 3:24 PM
501	Central Pitt St to Parramatta via Victoria Rd	Macpherson Street		N/A	3:12 PM
507	City Hyde Park and Gladesville to Meadowbank	Meadowbank Station, Constitution Rd	4 minutes	8:23 AM 8:43 AM	3:18 PM 3:48 PM
513	West Ryde to Carlingford	Macpherson Street		8:51 AM	3:12 PM
518	Macquarie University to Meadowbank Wharf	Presbyterian Church, Bowden Street	5 minutes	8:22 AM 8:54 AM	3:34 PM 3:49 PM
523	West Ryde to Parramatta	Macpherson Street		8:53 AM	3:08 PM
524	Parramatta to Ryde via West Ryde	West Ryde Station (AM) Victoria Road at Bowden Street (PM)	14 minutes (AM) 5 minutes (PM)	8:00 AM 8:31 AM	3:13 PM 3:42 PM

Figure 1.6: Bus Network in the Meadowbank Schools Catchment Area



Base image source: https://transportnsw.info/document/5211/region-7-map-january-2021-v2.pdf

Other public bus services operate within the high school enrolment boundary that interchange further north on the T9 Northern Line at Eastwood Rail Station, from which students or staff could transfer to a train for travel to Meadowbank Rail Station and walk via through the TAFE campus walkway to the school. The following assumptions were made to determine the connecting bus services:

- Walk from Meadowbank Station to Marsden HS: 5 minutes
- Eastwood to Meadowbank AM origin departure time: 8:43 AM
- Meadowbank to Eastwood PM destination arrival time: 3:16 PM

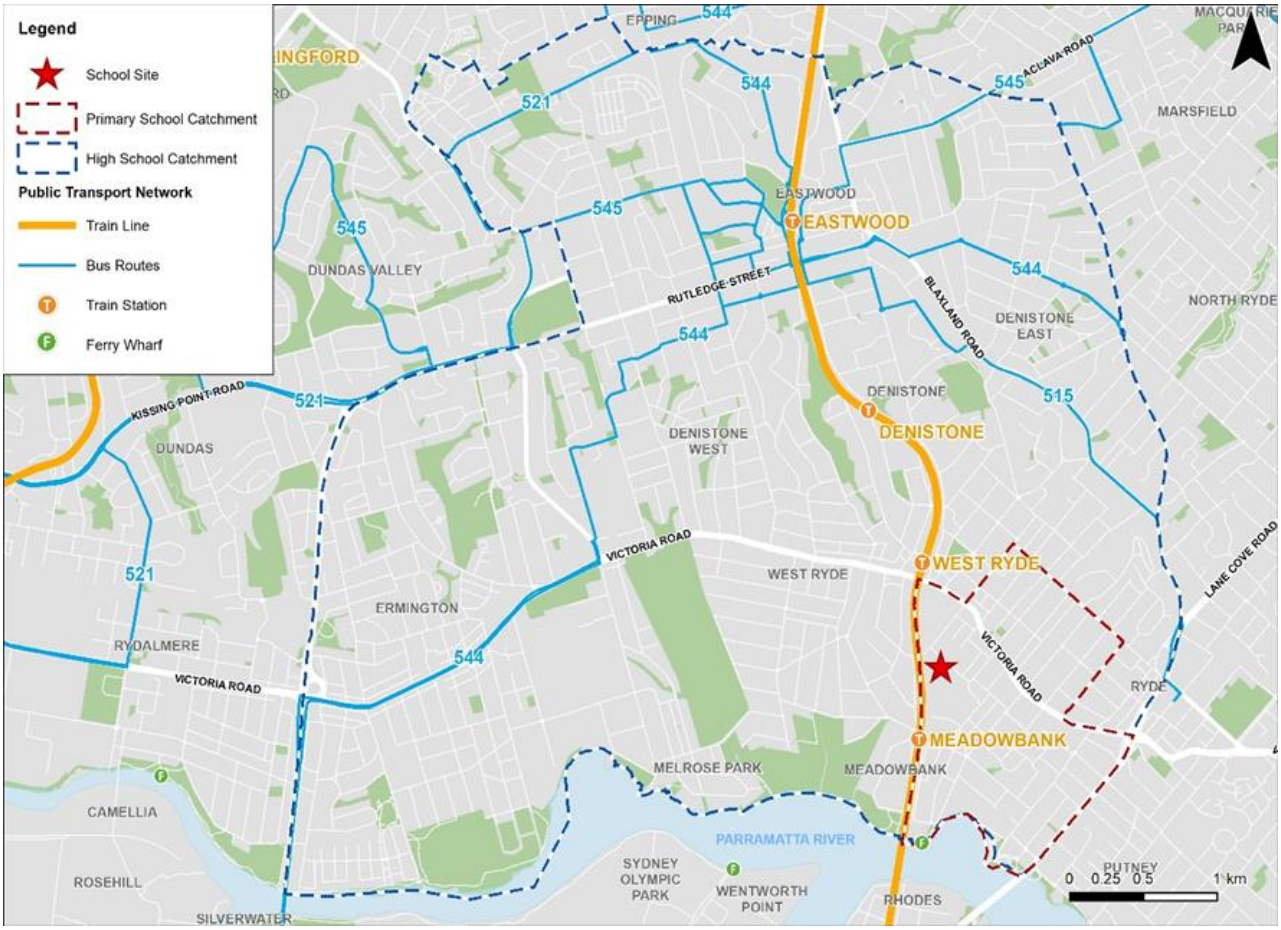
The two AM and PM bus times for the routes from Stand A in West Parade that connect with the trains at Eastwood Rail Station for arrival before the 9:00 am bell time and departure after the 3 pm bell time are listed in Table 1.5 with the bus routes to Eastwood shown in Figure 1.7.

Table 1.5: Peak Bus Service for Routes with Transfers at Eastwood Rail Station

Route	Route Name	AM Arrival Times	PM Departure Times
515	Ryde to Eastwood	8:00 AM, 8:15 AM	3:22 PM, 3:42 PM
521	Parramatta to Eastwood	7:57 AM, 8:27 AM	3:35 PM, 4:05 PM
541	Epping to Eastwood	7:42 AM, 8:24 AM	3:25 PM, 4:10 PM
544	Macquarie Centre to Auburn via Eastwood	7:57 AM, 8:27 AM	3:28 PM, 4:00 PM
544	Auburn to Macquarie Centre via Eastwood	7:34 AM, 8:12 AM	3:57 PM, 4:19 PM
545	Macquarie Park to Parramatta	8:23 AM, 8:33 AM	3:17 PM, 3:27 PM
545	Parramatta to Macquarie Park	8:24 AM, 8:34 AM	3:17 PM, 3:33 PM

Source: Valid from Tuesday 26 April 2022

Figure 1.7: Bus Routes that Connect for Transfers at Eastwood Rail Station



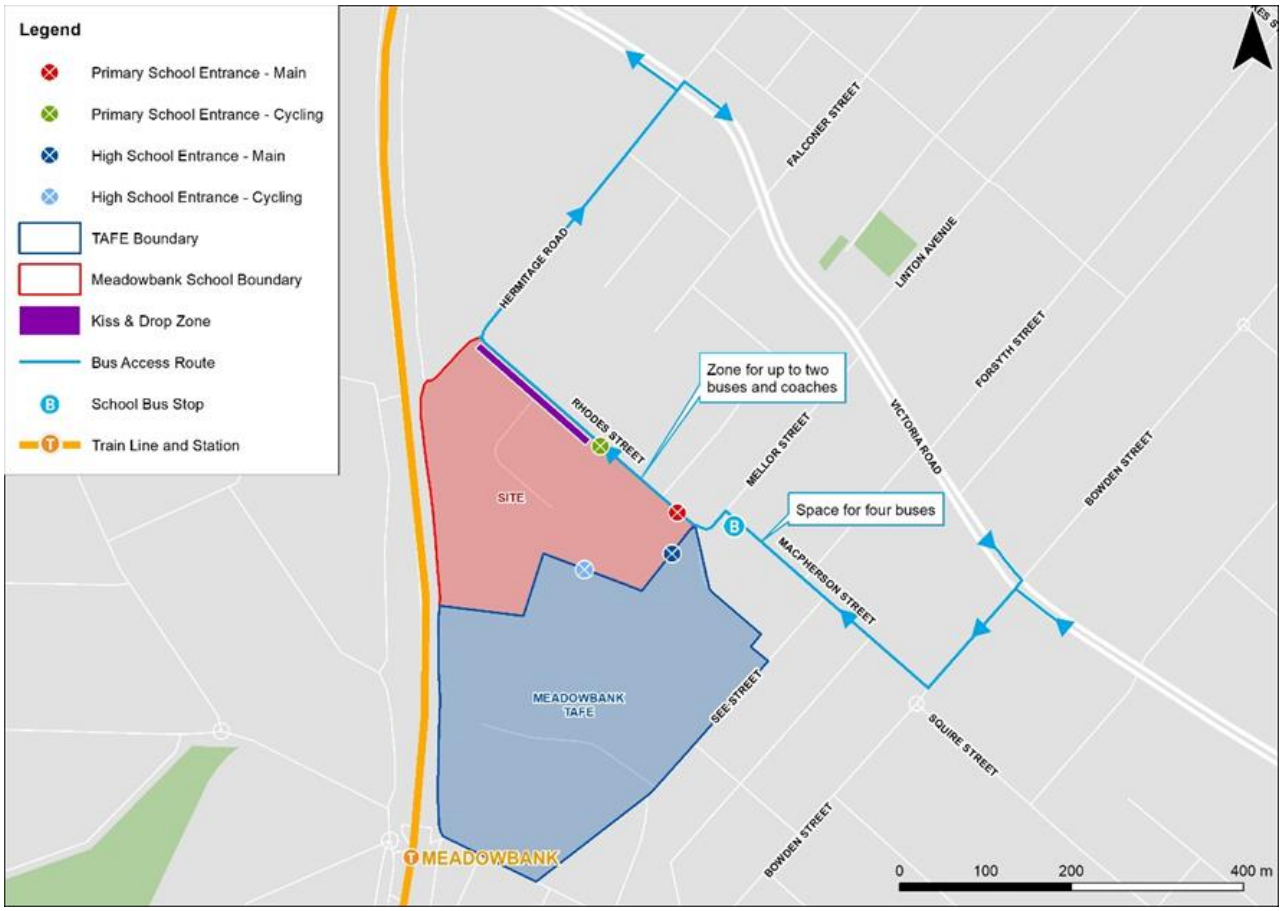
1.4.5 School Bus Services

The school bus routes and the modified public bus routes are designed to cater for students who live within the high school enrolment boundary that do not access to the train network, including along Victoria Road and in Melrose Park, Ermington, Carlingford and West Ryde. These routes also service areas outside of the current high school enrolment boundary where there are students currently enrolled, such as in Dundas and Dundas Valley. These services on dedicated school or modified public bus routes provide a one-seat journey to and from school.

Dedicated school buses and modified bus services on Routes 501, 513 and 523 are scheduled to service the high school using the bus zone in Rhodes Street with a key focus on the high school students given the larger enrolment boundary and hence a greater need to travel longer distances to school. Most primary school students are not expected to use public transport to travel to and from the school. In addition to these bus services, existing bus routes 515, 544 and 545 provide connectivity for high school students in the northeast of the catchment to connect with Eastwood Rail Station as shown in Figure 1.7.

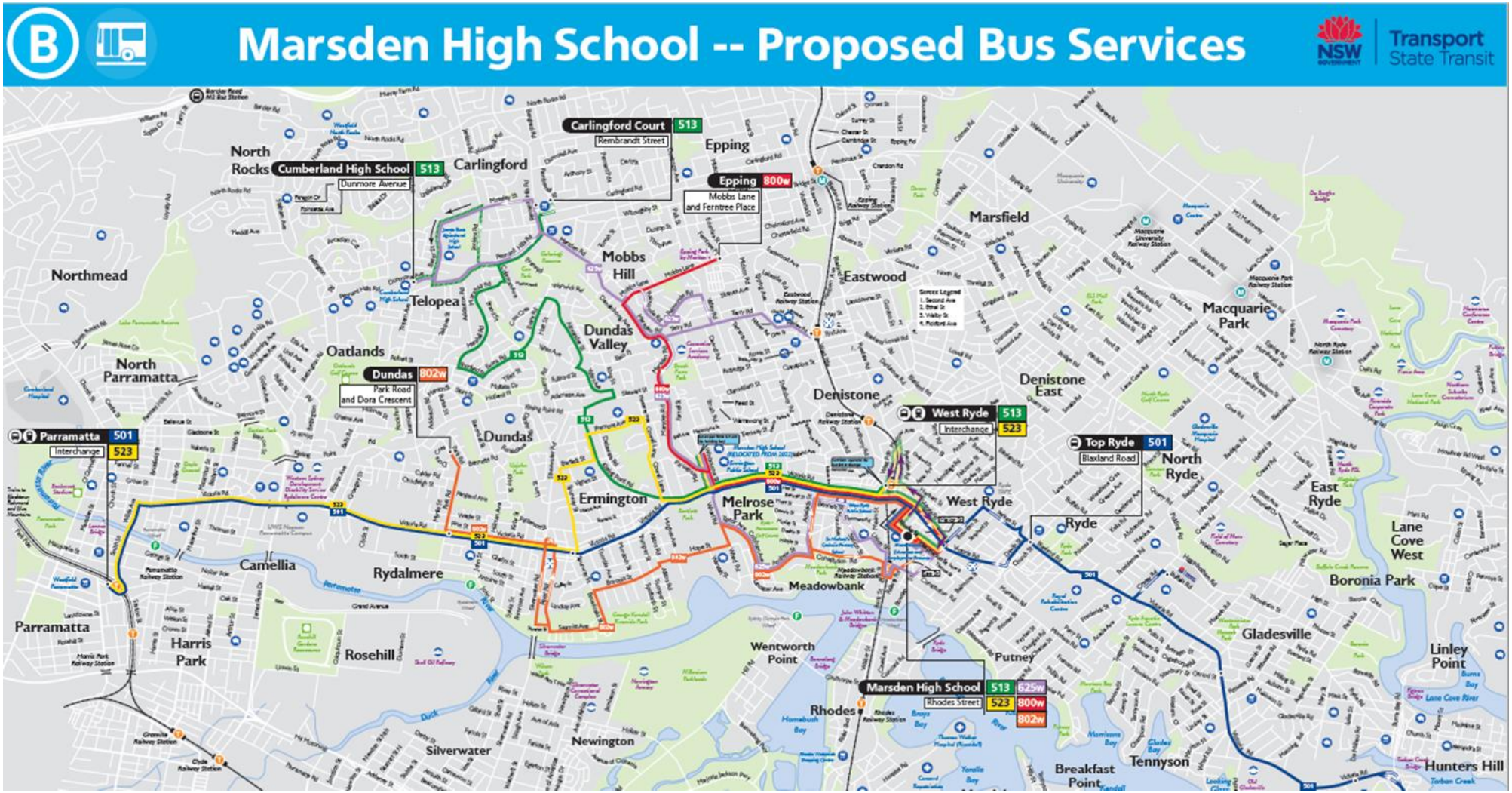
A 20m bus zone along the southern side of Rhodes Street is provided for the primary school and a 60m bus zone along the southern side of Macpherson Street is provided for the high school as shown in Figure 1.8. These bus zones would be able to accommodate up to six buses at any one time. The Meadowbank Schools TAIA lodged in support of the schools' SSDA demonstrated the feasibility of bus access to these bus zones. The buses will stop at the school bus zone in Macpherson Street which is a one-minute walk from the school entrance. If there is a demand, buses can also stop at the school bus zone in Rhodes Street.

Figure 1.8: Bus Access to the Meadowbank Schools



School special and modified regular bus routes that will service the school directly with the bus stop in Macpherson Street are shown in Figure 1.9.

Figure 1.9: Direct Bus Routes and Services to the new Marsden High School at Meadowbank



Routes 800w and 802w are the new school special routes that will service the school directly with the bus stop in Macpherson Street are shown in Figure 1.10 and Figure 1.11 respectively.

The other school special bus routes that travel to the existing Marsden High School, namely Routes 618w, 619w, 620w, 622w, 623w, 624w, 625w, 626w and 627w, will not have any route or timetable changes. Since they will not go directly to the new Marsden High School at Meadowbank that are not included in the Travel Access Guide.

Figure 1.10: New Routes 800w to the new Marsden High School at Meadowbank

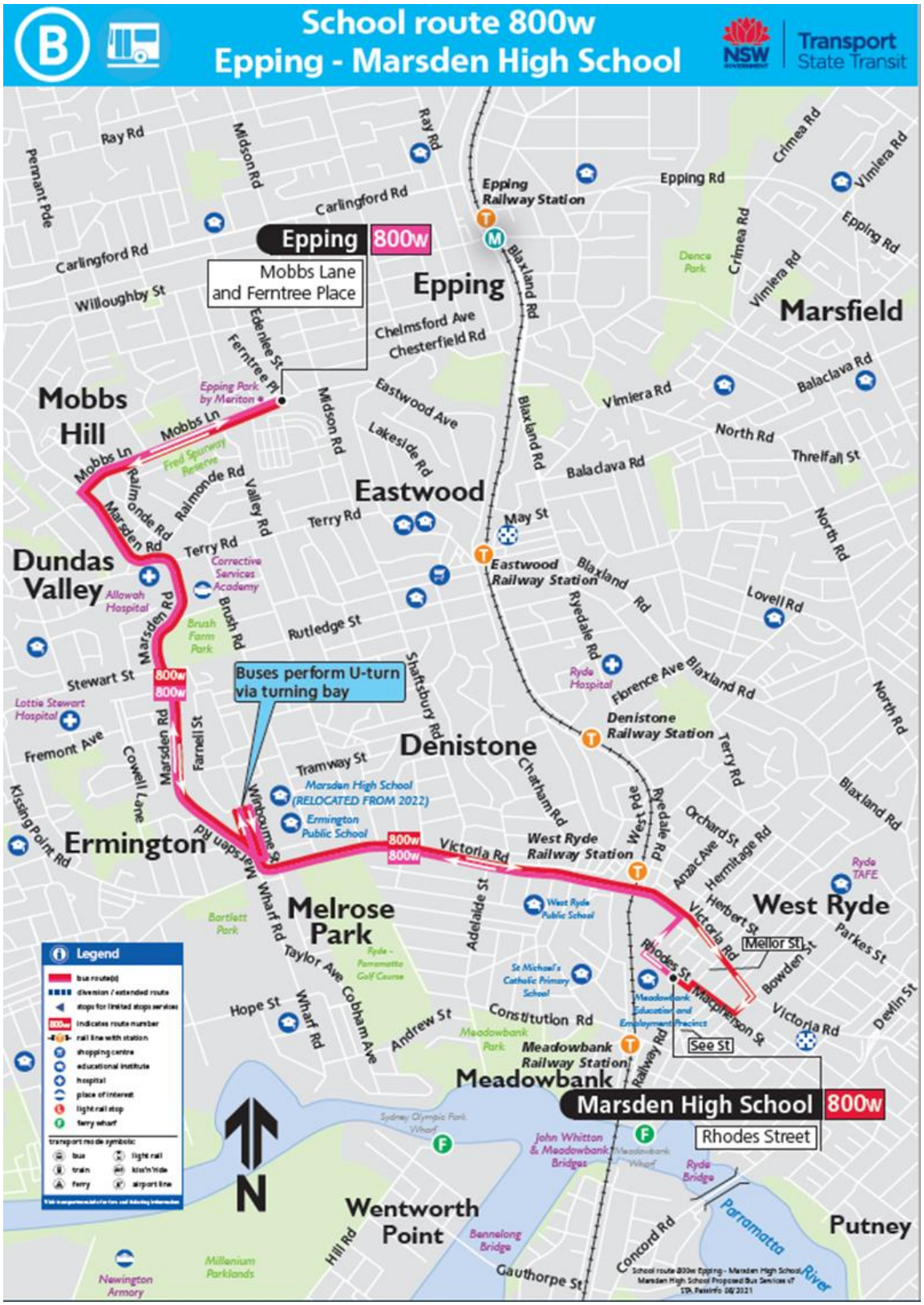
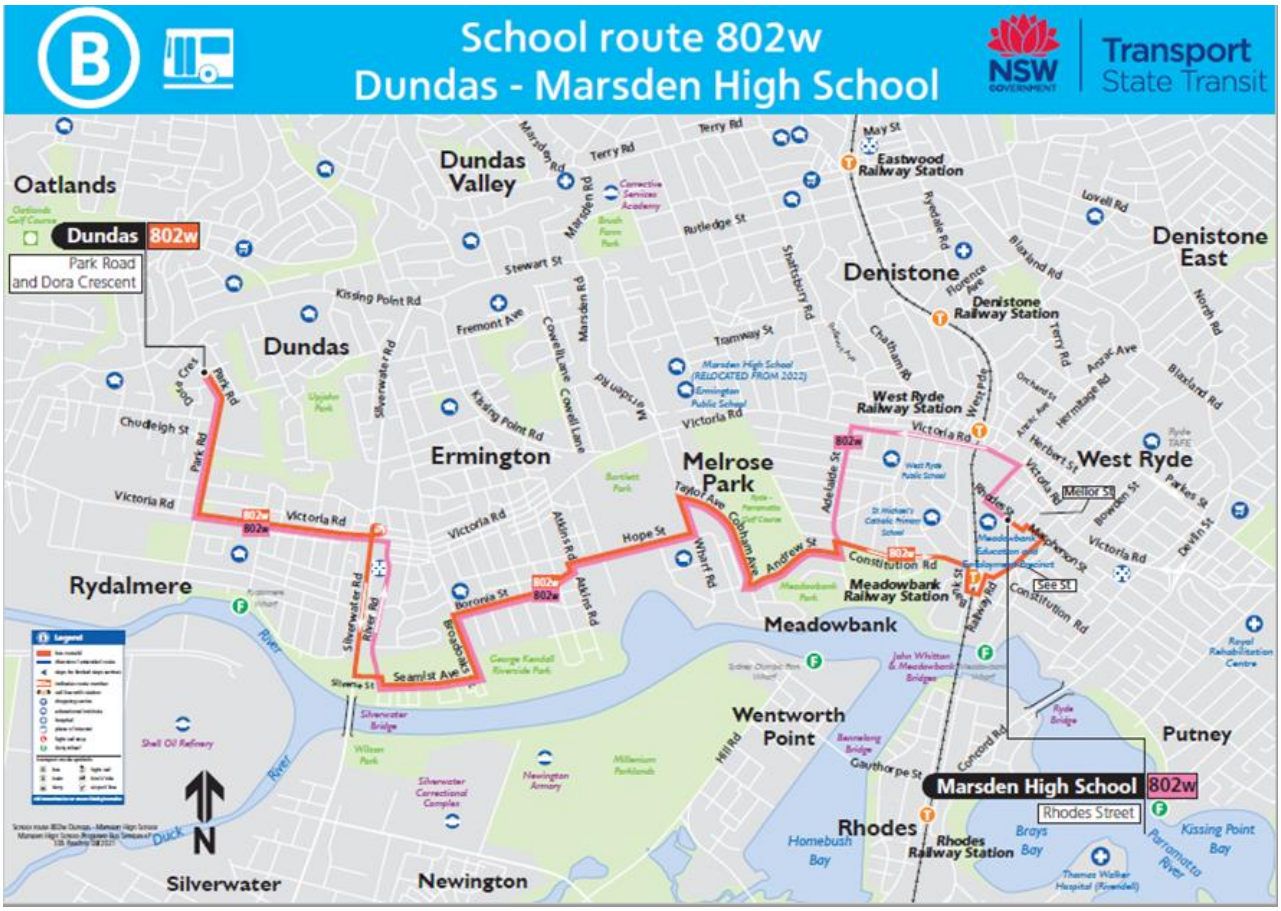


Figure 1.11: New Route 802w to the new Marsden High School at Meadowbank



AM School Peak Services

The bus services for the AM school peak period for the high school students to arrive before the bell time of 9:00 am from Monday to Friday are provided in Table 1.6.

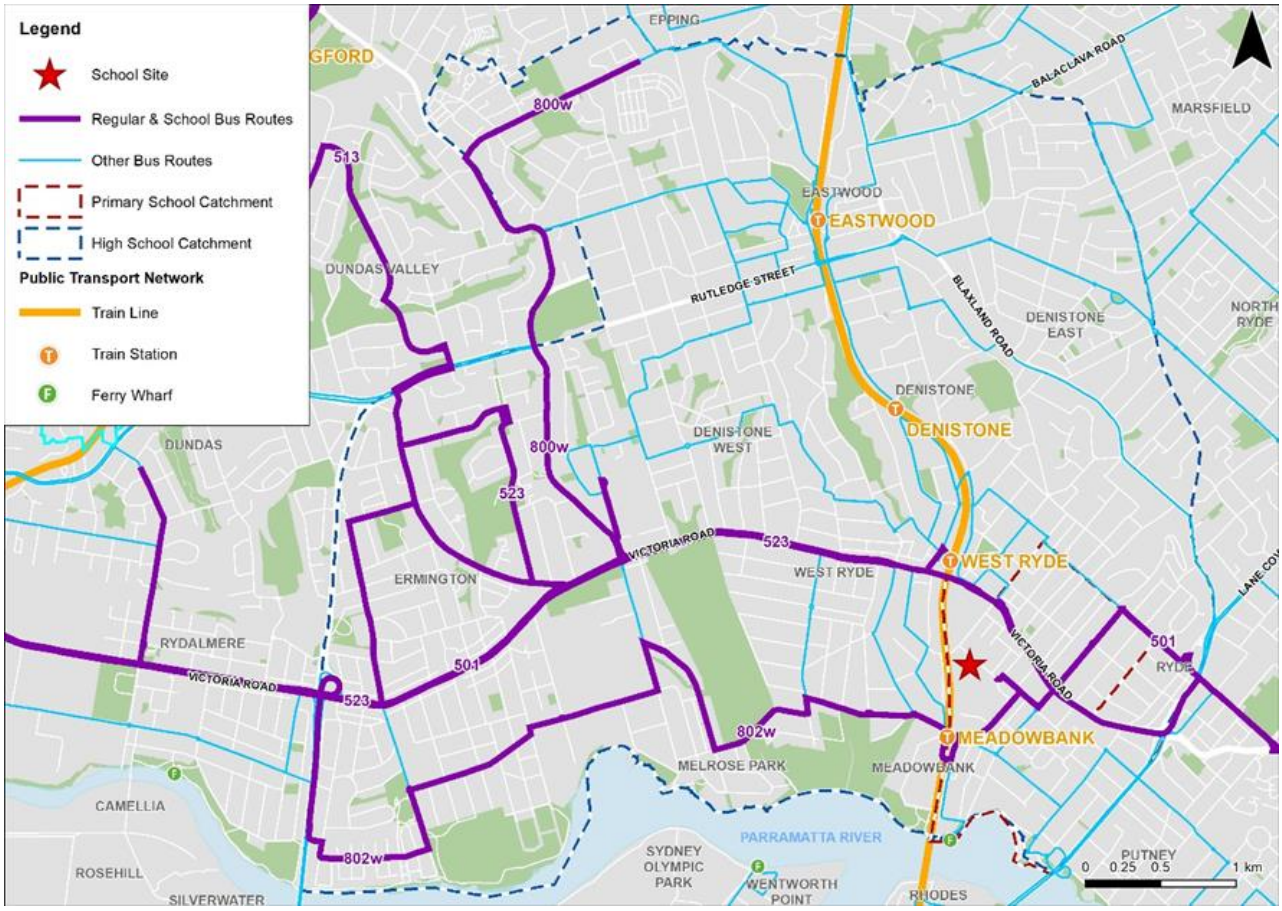
Table 1.6: AM Peak School and Modified Public Bus Services

Bus Route	Route Description	Arrival Times at Macpherson Street
513 (public)	West Ryde to Carlingford	8:51 AM
523 (public)	West Ryde to Parramatta	8:53 AM
800w	Epping to Meadowbank School via Marsden Road	8:48 AM
802w	Dundas to Meadowbank School via Ermington and Melrose Park	8:50 AM

Source: Valid from Tuesday 26 April 2022

The public bus routes to the Meadowbank Schools in the AM peak school period are shown in Figure 1.12.

Figure 1.12: Public Bus Routes to the Meadowbank Schools for the AM Peak School Period



PM School Peak Services

The bus services for the PM school peak period for high school students to use the first bus after the bell time of 3:00 pm from Monday to Friday are provided in Table 1.7.

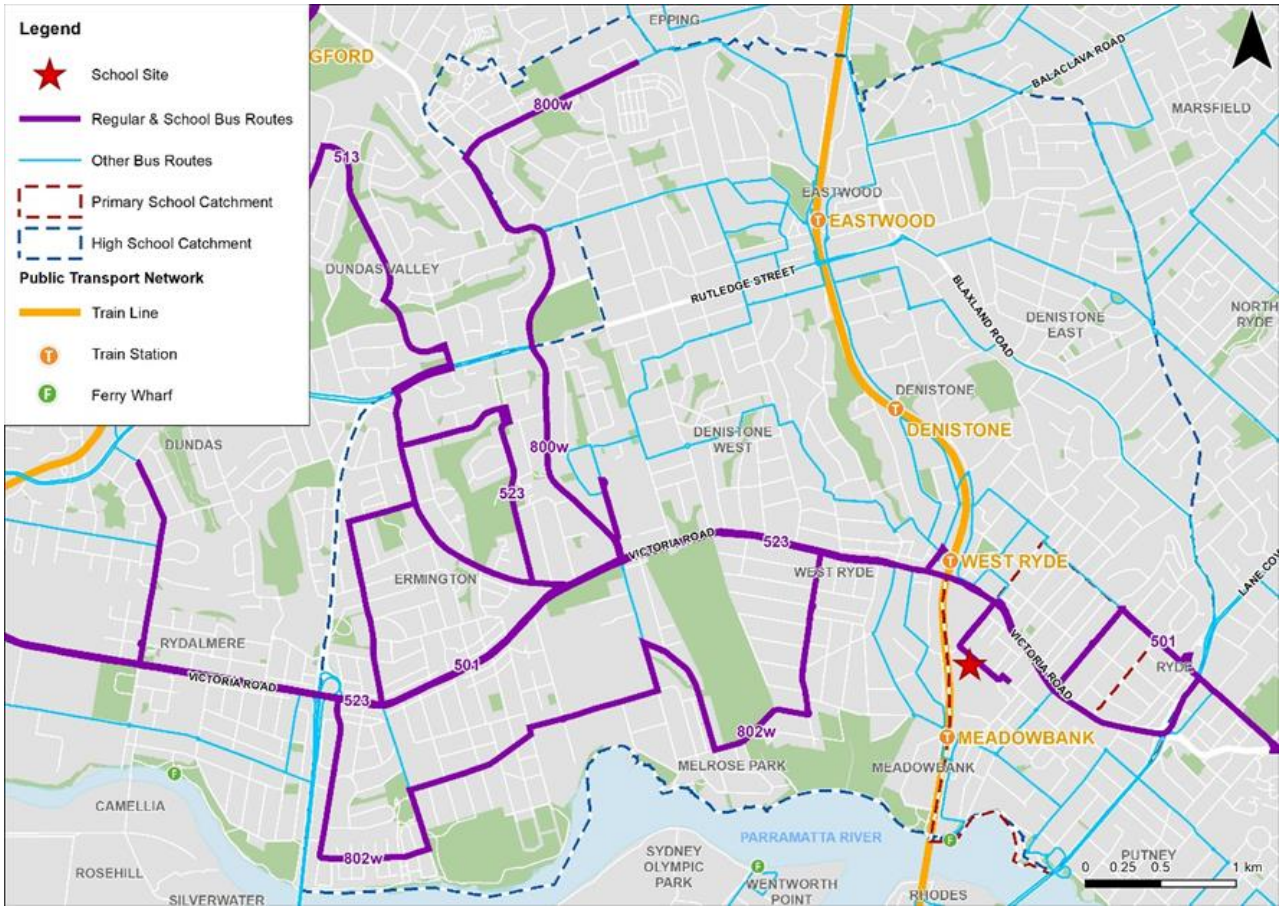
Table 1.7: PM Peak School and Modified Public Bus Services

Bus Route	Route Description	Departure Times from Macpherson Street
501 (public)	Central Pitt Street to Parramatta via Victoria Road	3:12 PM
513 (public)	West Ryde to Carlingford	3:12 PM
523 (public)	West Ryde to Parramatta	3:08 PM
800w	Epping to Meadowbank School via Marsden Road	3:12 PM

Source: Valid from Tuesday 26 April 2022

The public bus routes to the Meadowbank Schools in the PM peak school period are shown in Figure 1.13.

Figure 1.13: Public Bus Routes to the Meadowbank Schools for the PM School Peak Period



1.4.6 Bus Stop Activity in Macpherson Street

In order to assess the activity for alighting and boarding the buses that are scheduled to stop in Macpherson Street and the potential impact on the drop-off and pick-up area, the following buses are scheduled to operate to the school:

AM School Peak

- Route 802w arriving at 8:50 AM
- Route 800w arriving at 8:48 AM
- Route 513 arriving at 8:51 AM
- Route 523 arriving at 8:53 AM

PM School Peak

- Route 523 departing at 3:08 PM
- Route 800w departing at 3:08 PM
- Route 501 departing at 3:12 PM
- Route 513 departing at 3:12 PM
- Route 802w departing at 3:15 PM

With space for up to four buses at the bus stop in Macpherson Street, the AM school bus services are scheduled with at least minutes between buses for students to alight. In the PM school peak, no more than two buses are scheduled to use the bus stop within a three-minute period. Therefore, the capacity of the bus stop with space for four buses is considered adequate for these bus services. The bus zone in Macpherson Street will be signed for buses and coaches only from 8 am to 5 pm on school days.

Additional overflow space is provided for two buses in Rhodes Street. The bus zone in Rhodes Street will be signed for buses and coaches at all times.

Buses and coaches will not at any time enter the school ground or the parking area on the school site. The car park and loading zone on the school grounds is for staff, visitors and deliveries. All student drop-off or pick-up activity for buses and coaches will be conducted in the designated bus zones in Rhodes Street and Macpherson Street.

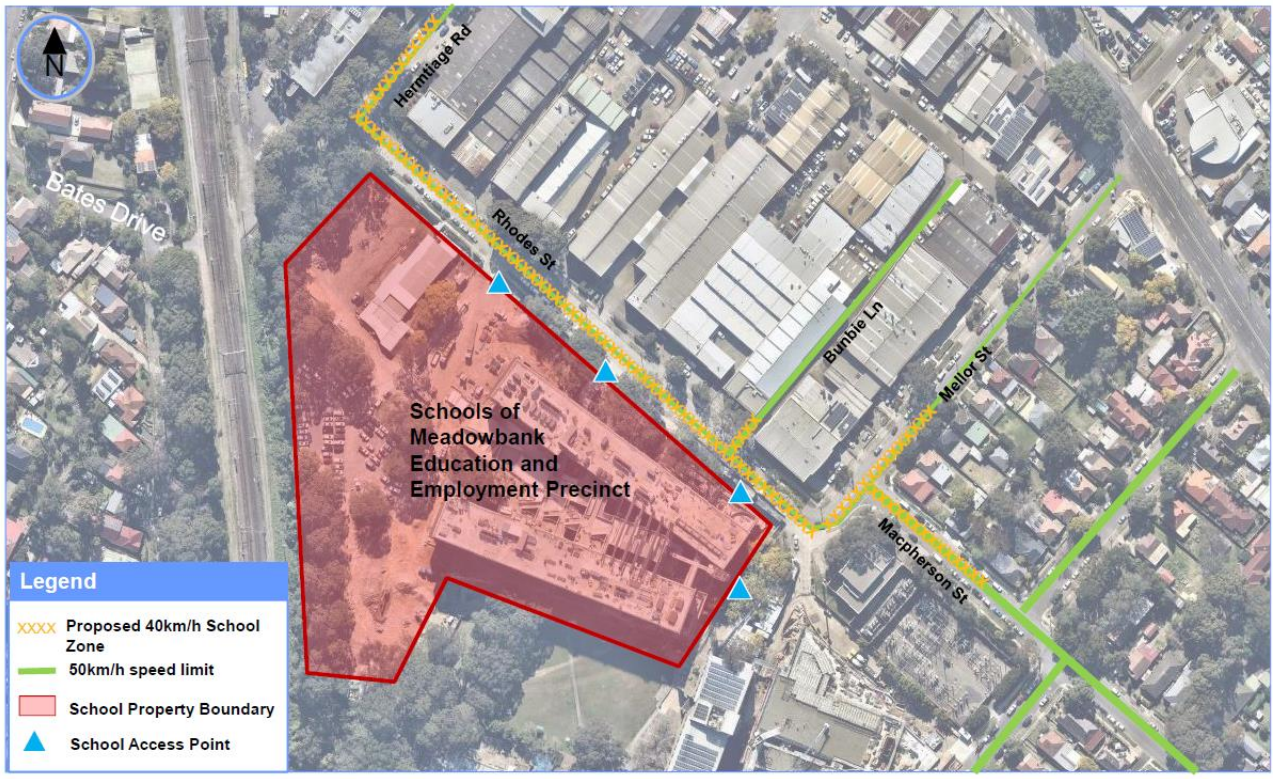
1.4.7 Road Network and Speed Restrictions

A detailed description of the surrounding road network of the Meadowbank Schools site and parking supply is provided in Section 3.2.2 of the Meadowbank TAIA (GTA Consultants, 2020).

As shown in Figure 1.14, the streets in the immediate vicinity of the access points to the Meadowbank Schools site will be posted with 40km/h speed limits during school days (8 am to 9:30 am and 2:30 pm to 4 pm) for:

- The entire length of Rhodes Street
- The southern section of Hermitage Road
- The short length at the southern end of Bunbie Lane
- The western section of Macpherson Street
- The southern section of Mellor Street

Figure 1.14: Proposed 40km/h School Zone for the Meadowbank Schools Site



Source: Transport for NSW

An example of the school zone signage to be installed at entry points to the school zone is shown in Figure 1.15.

Figure 1.15: School Zone Signage for the 40km/h Speed Limits on School Days

Source: NSW road signage

1.4.8 Car Parking

A detailed description of the surrounding road network of the Meadowbank Schools site and parking supply is provided in Section 3.2.2 of the Meadowbank TAIA.

The Department of Education policy is no on-site parking for senior students will be provided due the Workplace, Health and Safety risks associated with new drivers. Therefore, only staff parking requirements with a total of 60 spaces will be provided on the school site. At least one disabled space is included on-site.

An inventory of publicly available on-street and off-street car parking within approximately 400 m of the Meadowbank Schools site east of the railway corridor was conducted. The parking supply as of 2020 is provided in Table 1.8. The existing on-street car parking demands in the nominated area are relatively high throughout the day, particularly along the key roads, including Rhodes Street and Hermitage Road, that immediately next to the Meadowbank Schools site.

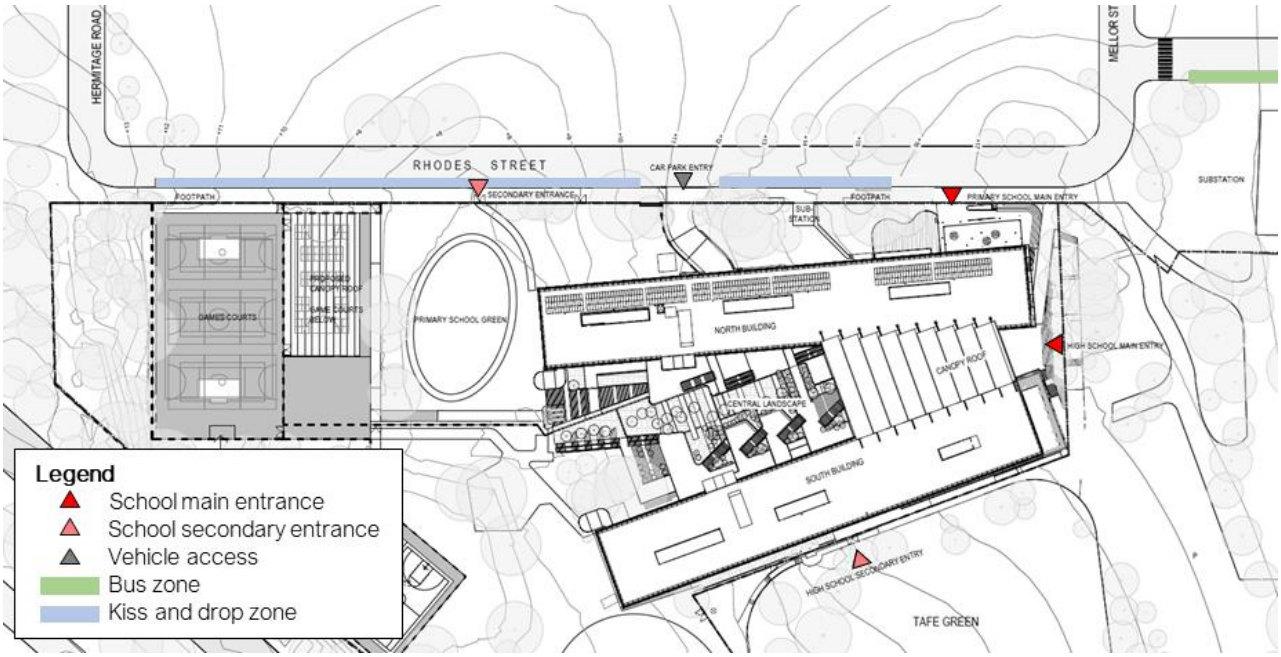
Table 1.8: Existing Parking Supply and Restrictions

Parking area	Restriction
Rhodes Street, southern side	1/4P, 7am to 9:30am and 2:30pm to 6pm, Monday to Friday
	No Parking
Rhodes Street, northern side	Unrestricted
Hermitage Road, western side	Unrestricted
	No stopping, 3:30pm to 6:30pm, Monday to Friday
Hermitage Road, eastern side	Unrestricted
Mellor Street, western side	Unrestricted
	2P, 8:30am to 6pm, Monday to Friday and 8:30am to 12:30pm Saturday
Mellor Street, eastern side	Unrestricted
	2P
Macpherson Street, southern side	Unrestricted
	2P, 8am to 9pm, Monday to Friday (permit holders excepted)
Macpherson Street, northern side	2P, 8am to 9pm, Monday to Friday (permit holders excepted)
Forsyth Street, western side	2P, 8am to 9pm, Monday to Friday (permit holders excepted)
Forsyth Street, eastern side	Unrestricted
See Street, western side	Unrestricted
See Street, eastern side	2P, 8am to 9pm, Monday to Friday (permit holders excepted)
	¼P, 7am to 5pm, Monday to Friday
Stone Street, northern side	Unrestricted
Stone Street, southern side	2P, 8am to 9pm, Monday to Friday (permit holders excepted)
Bowden Street, eastern side	Unrestricted
	1P, 7am to 5pm, Monday to Friday
Bowden Street, western side	2P, 8am to 9pm, Monday to Friday (permit holders excepted)

1.4.9 Meadowbank Schools Site Access and Kerbside Facilities

A single 7.5-metre-wide two-way vehicular crossover is available along Rhodes Street, providing access to on-site car parking and a loading area. Service vehicles will access the schools via the abovementioned vehicular crossover from Rhodes Street, with loading and waste collection to occur in a separated loading area adjacent to the basement car park access. A total of 60 on-site car parking spaces are provided for use by both staff and visitors (not including pick-up and drop-off activities). Formal pick-up and set-down facilities will also be provided along the site frontage on the southern side of Rhodes Street as shown in Figure 1.16.

Figure 1.16: Kerbside Facilities in Rhodes Street at the Meadowbank Schools



Base image source: Woods Bagot, Drawing Number MSP-WB-AR-11002, Revision 9

The allocation of the 60 spaces is for both visitors and staff. The parking is primarily for staff, however if visitor parking is required, this will be managed by both schools. The 60 car spaces are not for parent parking. One designated disabled space is included in the 60 total car spaces.

Staff, disabled and visitor parking management is by both schools.

The Emergency Access Plan was developed in consultation with Fire and Rescue NSW, with access protocol managed in line with the Emergency Evacuation Plan. The school staff were consulted as part of this Plan, with Fire Warden Training arranged for both schools on the 26 April 2022.

The carpark has only one access that is managed via a locked gate, and a roller door. The school staff will open the gate on arrival. The roller door is accessible via an intercom and fob access. Any visitors requiring access into the carpark will call via the intercom. This goes back to School Administration Office, where access can be arranged for the opening of the roller door remotely.

1.5 Travel Patterns and Travel Demand

1.5.1 Introduction

The assessment process to evaluate existing travel patterns and demand is informed by the guidelines provided by School Infrastructure NSW (SINSW). It was conducted by using the geospatial analysis of depersonalised student enrolment address data from 2021 using the walking, cycling and public transport networks. This analysis was used to prepare catchment area mapping with calculations of the number of students who live within the selected walking, cycling and public transport catchments to the school. This data was used to estimate the potential maximum number of students that could theoretically use these travel modes to travel to and from school.

1.5.2 Pedestrian Demand

The pedestrian demand was estimated by using the existing student numbers based on the current enrolments at Meadowbank Public School and Marsden High School, with all Year 6 primary students from Meadowbank Public School and 30 per cent of Year 6 students from other feeder primary schools nearest to the site allocated to the high school as they will be in Year 7 in 2022. The existing Year 12 students were excluded from the analysis. All other current enrolments outside the enrolment boundaries have been included in these calculations as it was assumed they will continue their education with the relocated schools.

Primary School Students

Based on the analysis shown in Figure 1.17 and Table 1.9, 67 per cent of existing primary school students live within all 1,200m (15 minute) walk from the new school site.

Figure 1.17: Meadowbank Public School Walking Catchments

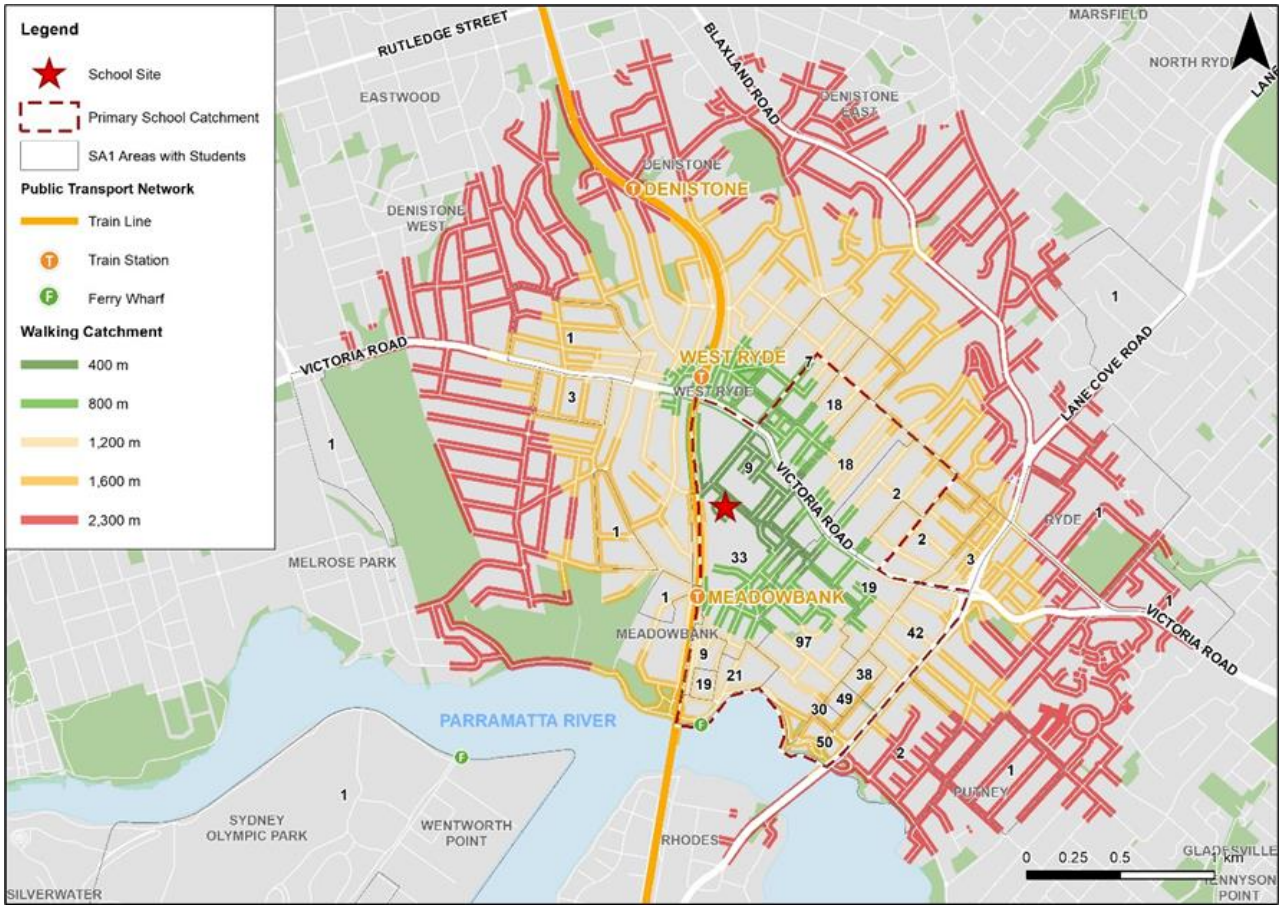


Table 1.9: Existing Primary School Students in the Walkable Catchments to the New School

Catchment Boundary	Number of Students	Percentage of Students	Cumulative Percentage
Within 400m	10	2%	2%
Within 401m-800m	74	15%	17%
Within 801m-1,200m	249	50.5%	67%
Within 1,201m-1,600m	140	28%	96%
Within 1,601-2,300m	2	0.5%	97%
Beyond 2,300m	20	4%	100%
Total	**495**	**100%**	

High School Students

As shown in Figure 1.18 and Table 1.10, 16 per cent of the high school students live within a 1,200m walk to school. This is a small percentage because the high school enrolments area is much larger. The walkable catchment increases to include 27 per cent of students when a 1,600m walk is used in the analysis.

Figure 1.18: Marsden High School Walking Catchments

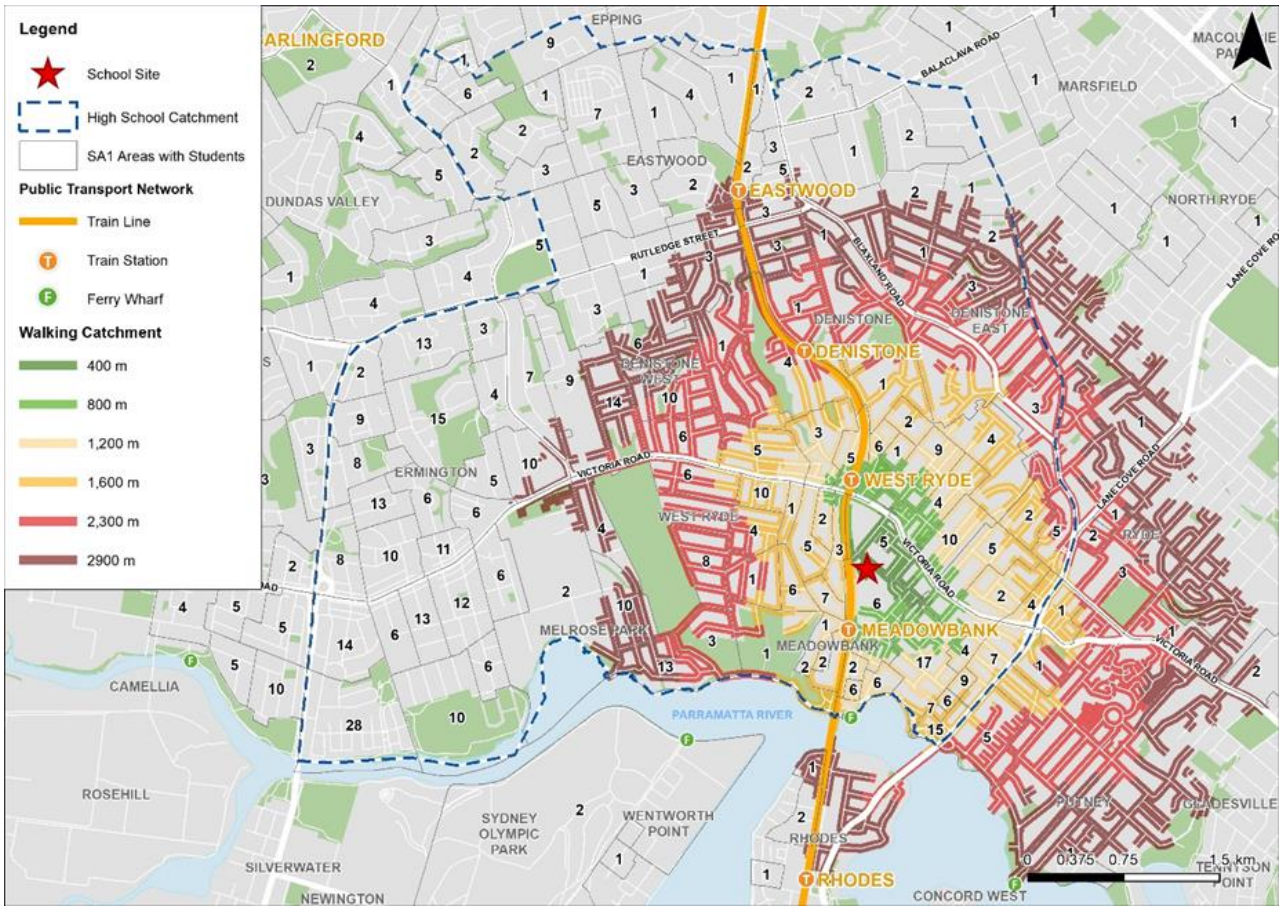


Table 1.10: Existing High School Students in the Walkable Catchments to the New School

Catchment Boundary	Number of Students	Percentage of Students	Cumulative Percentage
Within 400m	3	0.3%	0.3%
Within 401m-800m	41	4%	4.3%
Within 801m-1,200m	118	12%	16%
Within 1,201m-1,600m	107	11%	27%
Within 1,601-2,900m	245	24%	51%
Beyond 2,900m	495	49%	100%
Total	**1,009**	**100%**	

1.5.3 Cycling Demand

The cycling demand was estimated by preparing 5 and 10-minute on-path cycling catchments as shown in Figure 1.19 and Figure 1.20 for the primary school and high school respectively. This represents the acceptable length of time that primary and secondary school aged children are likely to cycle to get to school, with the 15-minute catchments also included for information. Whilst this analysis considers all students, Year 5 and Year 6 students and above are more likely to cycle to school than younger students.

Primary School Students

As shown in Figure 1.19 and Table 1.11, almost all primary school students live within a reasonably bikeable five-minute trip to school. Younger primary school students are expected to be challenged by steeper grades on some streets, particularly from southeast of the school towards Shepherds Bay, however, the local footpath network can readily support scooter travel from this part of the catchment.

Figure 1.19: Meadowbank Public School Cycling Catchments

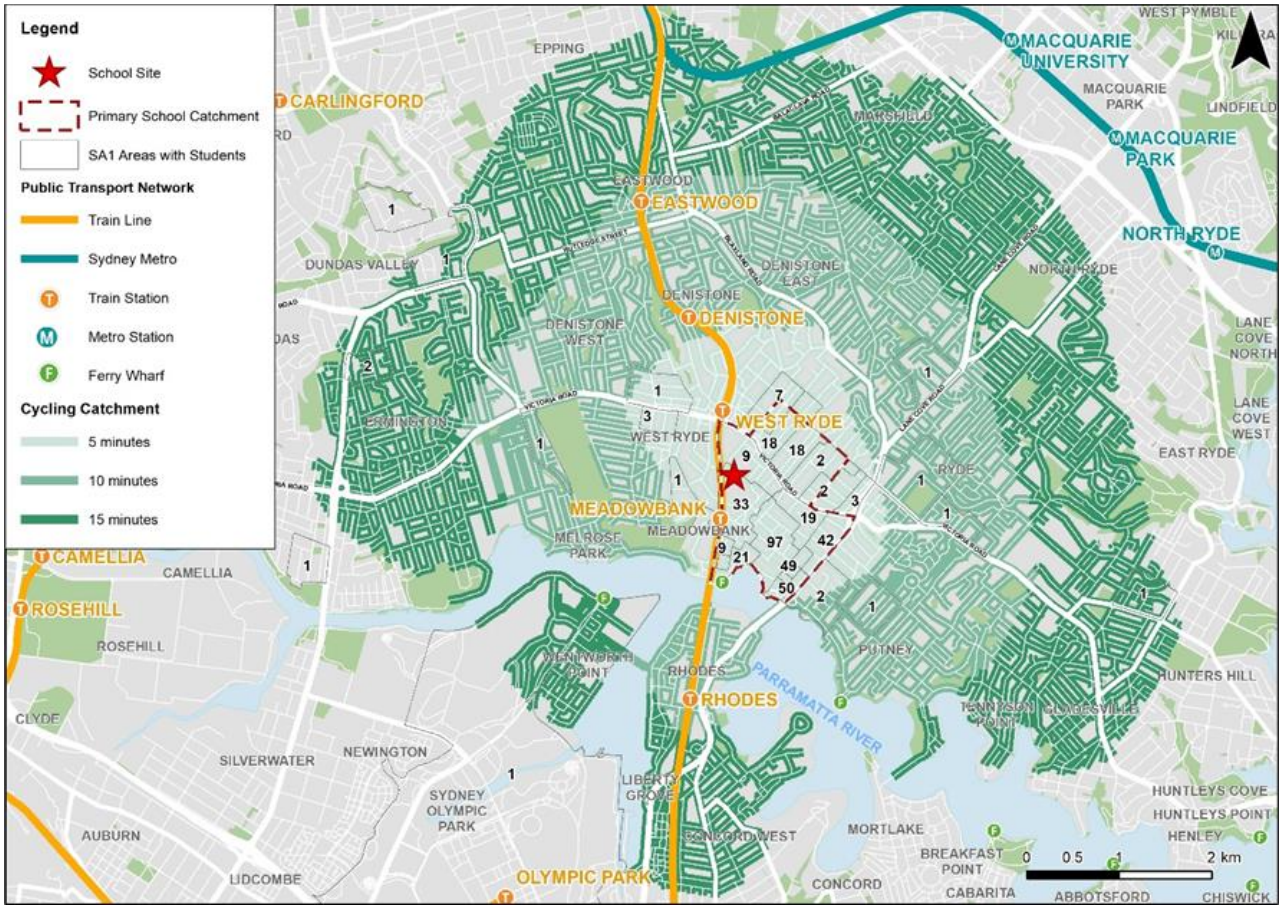


Table 1.11: Existing Primary School Students in the Cycling Catchments to the New School

Catchment Boundary	Number of Students	Percentage of Students
Students within 5-minute cycling catchment	473	96%
Students within 6- to 10-minute cycling catchment	6	1%
Students outside of 10-minute cycling catchment	16	3%
Total	**495**	**100%**

High School Students

As shown in Figure 1.18 and Table 1.12, 54 per cent of high school students live within a ten-minute ride to the new school, notwithstanding any infrastructure or safety barriers that may discourage cycling.

Figure 1.20: Marsden High School Cycling Catchments

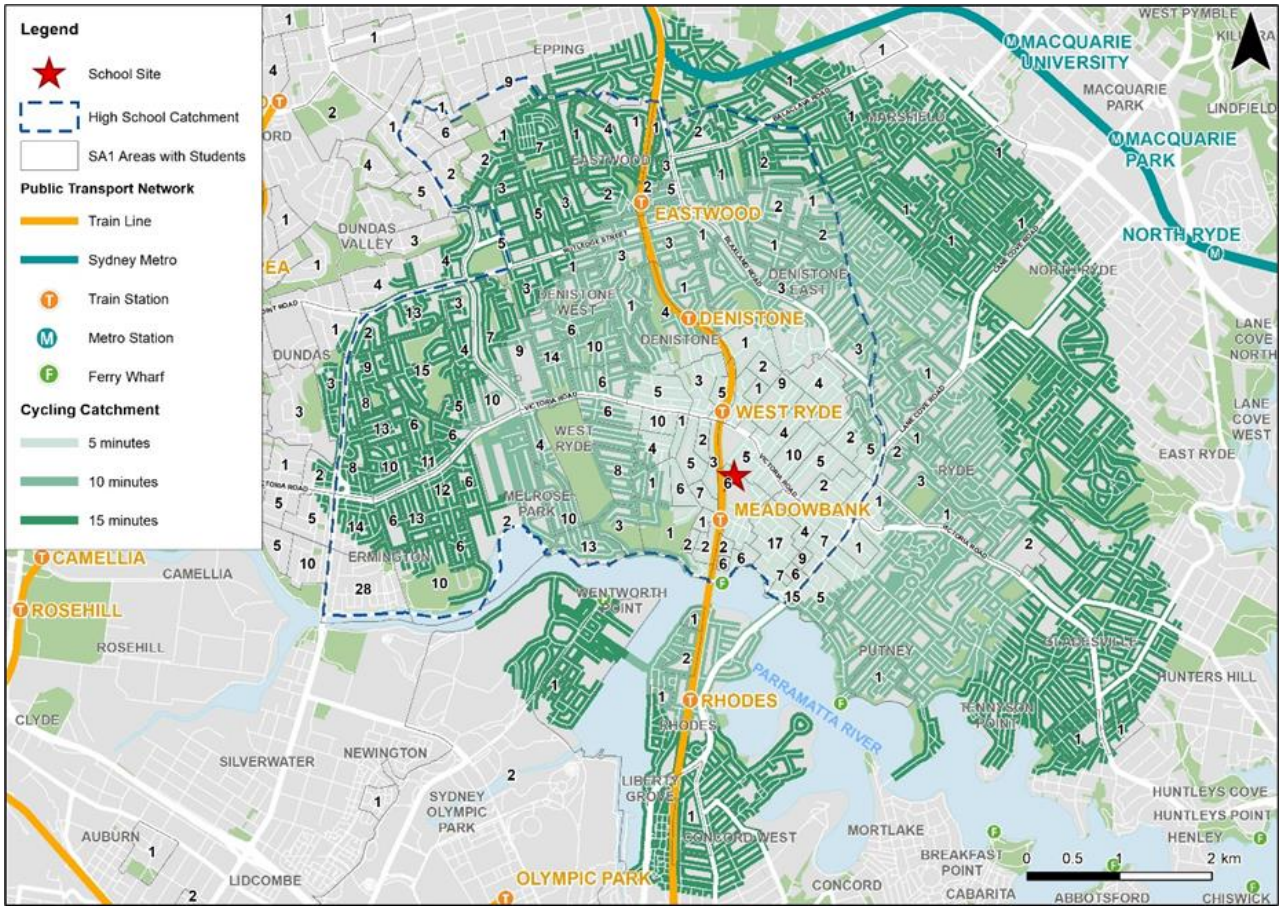


Table 1.12: Existing High School Students in the Cycling Catchments to the New School

Catchment Boundary	Number of Students	Percentage of Students
Students within 5-minute cycling catchment	268	27%
Students within 6- to 10-minute cycling catchment	274	27%
Students outside of 10-minute cycling catchment	467	46%
Total	**1,009**	**100%**

1.5.4 Public Transport Demand

The public transport demand was estimated based on the 400m (five-minute) walking catchment to public transport stops that provide a one-seat public transport trip to the new school for the primary school and high school students separately. This analysis included the school bus and modified public bus services that are shown in Figure 1.12 and Figure 1.13 for the AM and PM school peak periods respectively, the existing direct public bus routes and train services.

Primary School Demand

The School Student Transport Scheme (SSTS) has the following distance rules for primary school students:

- Years K to 2 (Infants): no minimum distance
- Years 3 to 6 (Primary): 1.6 kilometres straight line distance or 2.3 kilometres walking or further
- Years 7 to 12 (Secondary): 2 kilometres straight line distance or 2.9 kilometres walking or further

However, they are eligible for a $55 per term school term travel pass instead. As shown in Figure 1.21, catchments for primary school students for both the 1.6km straight line and 2.3km walking distances, extend beyond the enrolment boundary for the Meadowbank Primary School. Therefore, most students will be ineligible for a free school travel pass (except for the minority that live beyond these distances outside of the primary school enrolment boundary or students in Kindergarten to Year 2).

Figure 1.21: SSTS Walk Catchments with a One-seat Bus Trip to the Primary School

As shown in Table 1.13, only 20 current primary school students are eligible for free school bus travel, reflecting the compactness of the school enrolment boundary, with these 20 students living outside the boundary. Of this 20, only eight students are within a 400m walk access to a public transport stop providing a one-seat trip to school. Based on this analysis, only a small minority of students would be potential public transport users with most students (i.e. the 67 per cent living within a 1,200m distance to school) likely to walk or take other modes to school.

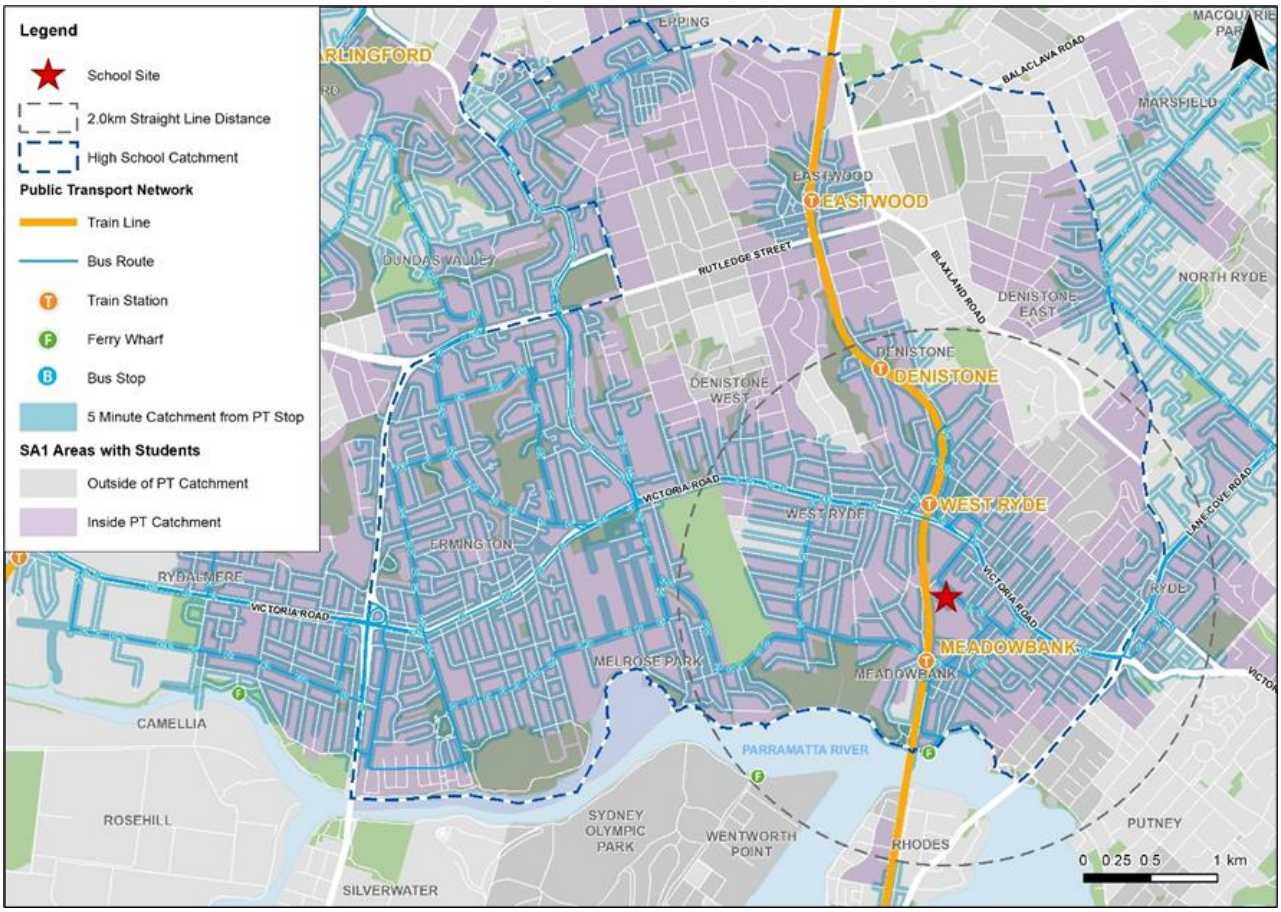
Table 1.13: Primary School Students within a Walkable Catchment to Public Transport Stops

Catchment Area	Within 400m Stop Catchment	Not within 400m Stop Catchment
Within 1,200m walking catchment	186	147
Within 1,201-2,300m walking catchment	8	134
Outside 2,300m walking catchment	8	12
Total	**202**	**293**

High School Students

With regards to SSTS eligibility for the high school students, the walkable access catchment analysis is shown in Figure 1.22 and provided in Table 1.14. This analysis shows that almost half (49 per cent) of existing students live beyond the 2.9km walking distance for eligibility. This means that most students will be eligible for a free school travel pass with the balance eligible for the $55 per term travel pass.

Figure 1.22: SSTS Walkable Catchments with a One-seat Bus Trip to the High School



As shown in Table 1.12, 495 current high school students are eligible for free school travel, representing 49 per cent of the school roll. Of these eligible students, 309 (31 per cent of the existing students) live within a 400m walk to a public transport stop providing a one-seat trip to school. This indicates that these students have the highest potential to use public transport to travel to and from school by virtue of their proximity to a stop, their long distance from school and their eligibility for free travel. The remaining 51 per cent of students, while not eligible for a free bus pass, can still obtain a subsidised school term bus pass for $55 per term.

Table 1.14: High School Students within a Walkable Catchment to Public Transport Stops

Catchment Area	Within 400m Stop Catchment	Not within 400m Stop Catchment
Within 1,200m walking catchment	123	39
Within 1,201-2,900m walking catchment	177	175
Outside 2,900m walking catchment	309	186
Total	**609**	**400**

1.6 Mode Share Targets

1.6.1 Student Targets

As the development involves the relocation of existing schools to a new site, the 'base case' mode share was prepared using existing travel patterns to and from Marsden High School and Meadowbank Public School at their current locations. A student and staff travel survey was completed in 2018 with the results shown in Table 1.15, with these mode share percentages forming the base case.

Table 1.15: Existing Base Case Mode Share for Students and Staff

Mode	Mode Share			Anticipated Schools Population at Opening		
	Staff	**Secondary student**	**Primary student**	**Staff**	**Secondary student**	**Primary student**
Car	75%	33%	40%	108	330	260
School Bus	0%	26%	0%	0	260	0
Public Bus	0%	2%	0%	0	20	0
Train	10%	3%	0%	14	30	0
Walk	15%	22%	60%	22	220	390
Cycling	0%	14%	0%	0	140	0
Total	**100%**	**100%**	**100%**	**144**	**1,000**	**650**

However, the mode shift that could potentially be achieved in the long-term with the implementation of active transport infrastructure, adjusted public transport services and other travel access programs is described in Section 1.4. The increased propensity of multi-modal transport choices and decreased likelihood of private car travel is provided in future use of transport mode matrix for the school students in Table 1.16.

Table 1.16: Future Use of Transport Mode by Distance and School Student Matrix

Catchment	Walk	Cycle	Bus	Car
Kindergarten to Year 4				
1-400m	High	Low	Low	Low
401m-800m	High	Low	Low	Low
801m-1,200m	High	Low	Low	Low
1,201m-1,600m	Low	Low	Moderate	High
Beyond 1,600m	Low	Low	Moderate	High
Year 5 and Year 6				
1-400m	High	Low	Low	Low
401m-800m	High	Low	Low	Low
801m-1,200m	High	Moderate	Low	Low
1,201m-1,600m	Low	Moderate	Moderate	Low
Beyond 1,600m	Low	Moderate	High	Low

Using this future mode choice likelihood matrix, 'moderate' target and 'reach' target mode share scenarios have been developed. The moderate target mode share is generally set between the base case and reach target and is considered a realistic target to strive for in the short-term (e.g., one to two years after opening), while the reach target is an aspirational long-term goal. The reach target is considered a 'best case scenario' and generally reflects the higher of:

- The maximum number of students living within reasonable walking and cycling distances to the school or a short walking distance to a public transport stop with services that take students to school, based on the spatial analysis provided in Section 1.5; or
- Existing base case mode shares where they are higher than the numbers indicated in Section 1.5.

These future mode share targets are summarised in Table 1.17 and Table 1.18 for the primary school and high school students respectively, considering that the actual number of students estimated from these percentages will increase annually.

Table 1.17: Future Mode Share Targets – Primary School

Scenario	Walk	Cycle	Bus or Train	Car
Moderate	60% (no change)	10% (+10%)	0%	30% (-10%)
Reach	70% (+10%)	15% (+15%)	0%	15% (-15%)

Table 1.18: Future Mode Share Targets – High School

Scenario	Walk	Cycle	Bus or Train	Car
Moderate	25% (+3%)	15% (+1%)	40% (+9%)	20% (-13%)
Reach	25% (+3%)	15% (+1%)	50% (+19%)	10% (-23%)

Discussion

A 'reach' multi-modal transport access (active and public transport) mode share target of 80 per cent and 85 per cent for the primary school and high school are provided in Table 1.17 and Table 1.18 respectively, with one-in-five or fewer students travelling to school by private car. While these targets are certainly ambitious, the following factors make these targets achievable:

- The relatively small primary school enrolment boundary and higher residential density surrounding the school provides most students with a reasonable walking and cycling distance of the primary school.
- The high percentage (almost 46 per cent) of high school students living within a short walk to a public transport stop with services that take them directly to school, that are also living beyond a walkable 1,200m distance to school.
- A base case of 36 per cent of students walking and cycling to the high school means a 40 per cent reach target across these modes is attainable, especially when 27 per cent of students already live within a 1,600m walk to school and about 27 per cent of students live within a six- to ten-minute bicycle ride to school.

1.6.2 Staff Targets

As provided with the statistics in Table 1.15, the staff at the existing school were surveyed on their mode of travel in 2018. These results were used to inform the base case mode share for staff. The target staff travel mode share percentages that are provided in Table 1.19 were developed as follows based on 144 staff working in 2022 as informed by the Meadowbank TAIA:

- Staff travel to the existing schools by car is 75 per cent.
- ABS 2016 destination zone data around Meadowbank Station (which includes the vehicle-dominated industrial uses) shows that 69 per cent of local workers travel by car. This indicates that just relocating the schools could result in at least a six per cent reduction in staff travelling by car.
- The existing walking mode share to the schools was assumed to stay the same at 15 per cent.
- Although 17 per cent of staff will be within a 10-minute bicycle catchment from the new schools (based on previous analysis in the TAIA), a lower mode share estimate of seven per cent was adopted to take into consideration not all staff in close proximity will travel to/ from the schools by bicycle.
- With the new location of the schools, 55 per cent of staff will be located within an 800m walking catchment of direct bus and rail services (based on previous analysis in the TAIA)
- Assuming approximately 17 of the above 55 per cent of staff that live within an 800m walk to public transport choose to instead either carpool or drive alone, this equates to 60 per cent of staff travelling by multi-modal transport modes (38 percent public transport, 15 per cent walking and 7 percent cycling) while the remaining 40 per cent of staff will travel by car.
- Furthermore, limited on-street and on-site parking availability (60 staff parking spaces only for the anticipated 40 per cent car mode share) decreases the attractiveness to drive to school and in terms of new staff to support the gradual school roll expansion, self-selects for a staff cohort more inclined to travel via public or active transport.

Table 1.19: Target Staff Mode Share for the Meadowbank Schools

	Walk	Cycle	Bus or Train	Car
Mode Share	15% (no change)	7% (+7%)	38% (+28%)	40% (-35%)

1.7 Site Access Transport Provisions

1.7.1 Pedestrian Access

While 650 primary school students and 1,000 secondary school students will live within the school enrolment boundaries when the school opens in 2022, the residential growth within these boundaries is anticipated to increase the school rolls to the upper limit capacities of 1,000 primary school students and 1,620 high school students over the next 10 years to reach capacity from the business case. Using the current distribution of students for the maximum student enrolments, the key walking routes for students and the number of students expected to use these routes before and after school were estimated on the following assumptions.

Primary School

Currently approximately 10 per cent of the primary school students live northeast of Victoria Road up to the enrolment boundary frontier of Parkes Street, with the remaining 90 per cent living southwest of Victoria Road down to the Parramatta River. Based on this existing distribution and using a maximum enrolment of 100 students who will live northeast of Victoria Road who will need to cross Victoria Road to access the primary school. The students who live north of Victoria Road would walk were assumed to walk routes with the following distributions as shown in Figure 1.21:

- Crossing Victoria Road at the Hermitage Road signals with 17 per cent for 17 students from the area between Hermitage Road and Falconer Street and 17 per cent for 17 students from the area between Falconer Street and Forsyth Street for a total of 34 students using this traffic signal and using Hermitage Road, which is not a recommended walking route to the school.
- Crossing Victoria Road at the Bowden Street signals to walk along Bowden Street to Macpherson Street at 67 percent for 67 students, which is the preferred safe walking route to the school.

Figure 1.23: Distribution of Primary School Students within Walking Distance to the School

The remaining 900 students who will live southwest of Victoria Road will access the school from the south and east, as shown in Figure 1.23. This distribution is assumed because high-density residential growth is likely between the Parramatta River and Meadowbank Rail Station and the low-density residential developments will be mostly retained northeast of Victoria Road.

High School Students

For the high school, the focus area was within the enrolment boundary within a reasonable 1,200 – 1,600m walk for older students, making up around 25 per cent of the school roll, as shown in Figure 1.19 and Table 1.10. The distribution of students within this area is shown in Figure 1.24. Approximately 60 per cent of this cohort of students live southwest/ south of Victoria Road within a 1,200m walkable distance and they will likely walk to the school from the east, south and west. The other 40 per cent of the students live north/ northwest of Victoria Road and will need to cross Victoria Road to walk to the school from the north.

Figure 1.24: Distribution of High School Students within Walking Distance to the School

In order to confirm the adequacy of the existing pedestrian infrastructure and the upgrades completed for the schools as identified in Section 1.4.1, this future student distribution estimate has informed the estimate of the 'moderate' and 'reach' scenario pedestrian volumes for the streets in the immediate surrounds of the school site.

Based on the mode share targets provided in Table 1.17 and Table 1.18, the pedestrian volumes were estimated for a 'moderate' target of 60 per cent walking and 'reach' target of 70 per cent, with the high school students within 1,200m of the school using the same targets, instead of the 25 per cent walk target for all students.

The estimated 'journey to school' AM school peak volumes for each footpath segment on streets closest to the school are shown in Figure 1.25 and Figure 1.26 respectively for the moderate and reach scenarios, with the numbers increasing with the closer proximity to the school. The volumes reflect the highest point in pedestrian volumes where journeys to the primary school overlap with journeys to the high school, given the proximity of the two schools' morning bell times (8.45 am versus 9.00 am). The blue reference codes (e.g. 1, 2, 3) are used to easily identify the specific footpath segments and recur throughout the remainder of this section. Additionally, the new crossing facilities that have been constructed are shown in purple.

Recognising that students in grades Kindergarten to Year 4 (five of the seven grades in primary school) are highly likely to be accompanied by a parent/ caregiver, and that these parents will walk both to and from the school in a single journey (either morning drop-off or afternoon pick-up), the following multiplier was applied to the projected volumes for the primary school students only:

$$student\ pedestrian\ volume + \left(student\ pedestrian\ volume \times \frac{5}{7}\ grades \times 2\ trips\right) = final\ primary\ school\ pedestrian\ volume$$

Figure 1.25: Projected Student and Parent/Caregiver Pedestrian Volumes – Moderate Target

Base Image Source: Nearmap.

Figure 1.26: Projected Student and Parent/Caregiver Pedestrian Volumes – Reach Target

Base Image Source: Nearmap.

The analysis of pedestrian volumes was based on the assumption that students are only expected to walk with their parents/ caregiver for year groups that are likely to need supervision. Other pedestrians potentially using the footpaths were not included in the calculations. This assumption does not include additional pedestrian volumes from those taking public transport, recognising the schools will benefit from new school bus services stopping outside the school, though some walking activity to the schools from public transport stops further away would modestly increase the volumes shown in Figure 1.17 and Figure 1.18 respectively for the moderate and reach scenarios.

The subject footpath segments, and their corresponding volumes by scenario are provided in Table 1.20. A completed footpath along the western side of Hermitage Road is not recommended to be built for students crossing Victoria Road at Hermitage Road. Mellor Street is the recommended alternative walking route.

Table 1.20: Future Projected High Volume Footpath Segments for Both Schools

Reference	Street	Side	From	To	Volume	
					Moderate	Reach
1	Hermitage Road/ Rhodes Street	South	Victoria Road	Rhodes Street	57	66
2	TAFE pathway	-	Meadowbank Station	School Entrance	583	680
3	Mellor Street	East	Victoria Road	School Entrance	57	66
4	Bowden Street	West	Victoria Road	Macpherson Street	103	151
5	See Street	West	Stone Street	Macpherson Street	437	510
6	Macpherson Street	South	See Street	Bowden Street	520	606

Adequacy of Footpath Widths

To assess the adequacy of the available footpath widths on the selected streets in the site's vicinity, a Fruin Level of Service (LOS) assessment can be used to understand the performance of pedestrian space under certain conditions. The levels of service are categorised between LOS A (free flow conditions) and LOS F (a complete breakdown in flow). The Fruin LOS criteria is typically applied to areas where pedestrians are traversing, such as footpaths. These criteria are summarised in Figure 1.27.

Figure 1.27: Fruin Level of Service Criteria for Pedestrian Flow Activity

Level of Service	Flow Rate *(pedestrian/minute/meter)*	Density *(pedestrian per squared meter)*
A	≤ 7	≤ 0.08
B	7 - 23	0.08 - 0.27
C	23 - 33	0.27 - 0.45
D	33 - 49	0.45 - 0.69
E	49 - 82	0.69 - 1.66
F	≥ 82	≥ 1.66

Source: Fruin (1971)

Considering the Fruin Level of Service criteria, the varied LOS criteria near the schools is provided for each of the identified footpaths in Table 1.21.

Table 1.21: Future Projected Level of Service Criteria by Footpath Segment

Reference	Footpath Width (m)	LOS A	LOS B	LOS C	LOS D	LOS E	LOS F
1 – Hermitage Road; 3; 5	1.2	0-8	8-28	28-40	40-59	59-98	98+
1 – Rhodes Street; 2; 4; 6; 7	2.5	0-18	18-58	58-83	83-123	123-205	205+

Note: Values shown as ppm (persons per minute).

The flow rate (persons per minute) was determined by estimating the final volume (expected primary school students, their caregivers for K-4 and high school students who will walk) is divided by 30, assuming that all trips will be distributed over a 30-minute period before and after school. Students will typically leave the school in groups. However, they will

likely disperse quickly once on the footpath network. For example, for footpath 7 (Macpherson Street), a reach pedestrian volume of 1,116 results in a flow rate of 37 persons per minute and consequently a typical LOS B.

By applying the Fruin LOS criteria to all selected footpaths, the footpath LOS for all scenarios is shown in Table 1.22. The pedestrian flow analysis was undertaken assuming that the walking trips will occur evenly within a half-hour period before and after school and is calculated at a point in time where the highest volume of walking trips for the primary school and high school overlap due to the proximity in start and end times. The footpath widths that will be available upon opening of the schools is described in Section 1.4.1. The expected LOS results for the footpaths in the 'reach' scenario is shown in Figure 1.28.

Table 1.22: Footpath Widths and Expected Level of Service by Scenario

Reference	Footpath Width (m)	Moderate LOS	Reach LOS
1 – Hermitage Road	1.2	A	A
1 – Rhodes Street	2.5	A	A
2 – TAFE pathway	2.5	B	B
3 – Mellor Street	1.2	A	A
4 – Bowden Street	2.5	A	A
5 – See Street	1.2	B	B
6 – Macpherson Street	2.5	A	B
7 – Macpherson Street	2.5	B	B

Note: Assumed footpath widths consider the width that will be available upon opening of the schools, as discussed in Section 1.4.1.

Figure 1.28: Expected Reach Scenario Level of Service

Base Image Source: Nearmap.

In the 'moderate' and 'reach' scenarios, the expected student pedestrian volumes equate to LOS A or B for all the selected footpaths, meaning the available footpath widths on roads surrounding the schools will be sufficiently wide enough to accommodate the expected pedestrian flows, not including any other existing walking activity that may be present which would be low.

This analysis was based on the future end-state populations of the schools. As the opening day populations for the schools will be much lower, the LOS for all assessed footpaths will also be a LOS B or better for the schools opening.

Adequacy of Crossing Facilities

The new pedestrian crossing facilities on Macpherson Street and Bowden Street comply with the recommendations of the Australasian Pedestrian Facility Selection Tool [V2.2] , considering the underlying traffic flows as provided from the TAIA, the estimated pedestrian volumes and the road geometry.

Additional crossing facilities are recommended at the following locations for City of Ryde and/or Transport for NSW to investigate. These facilities are not required upon opening of the schools but would benefit ongoing achievement of mode share targets.

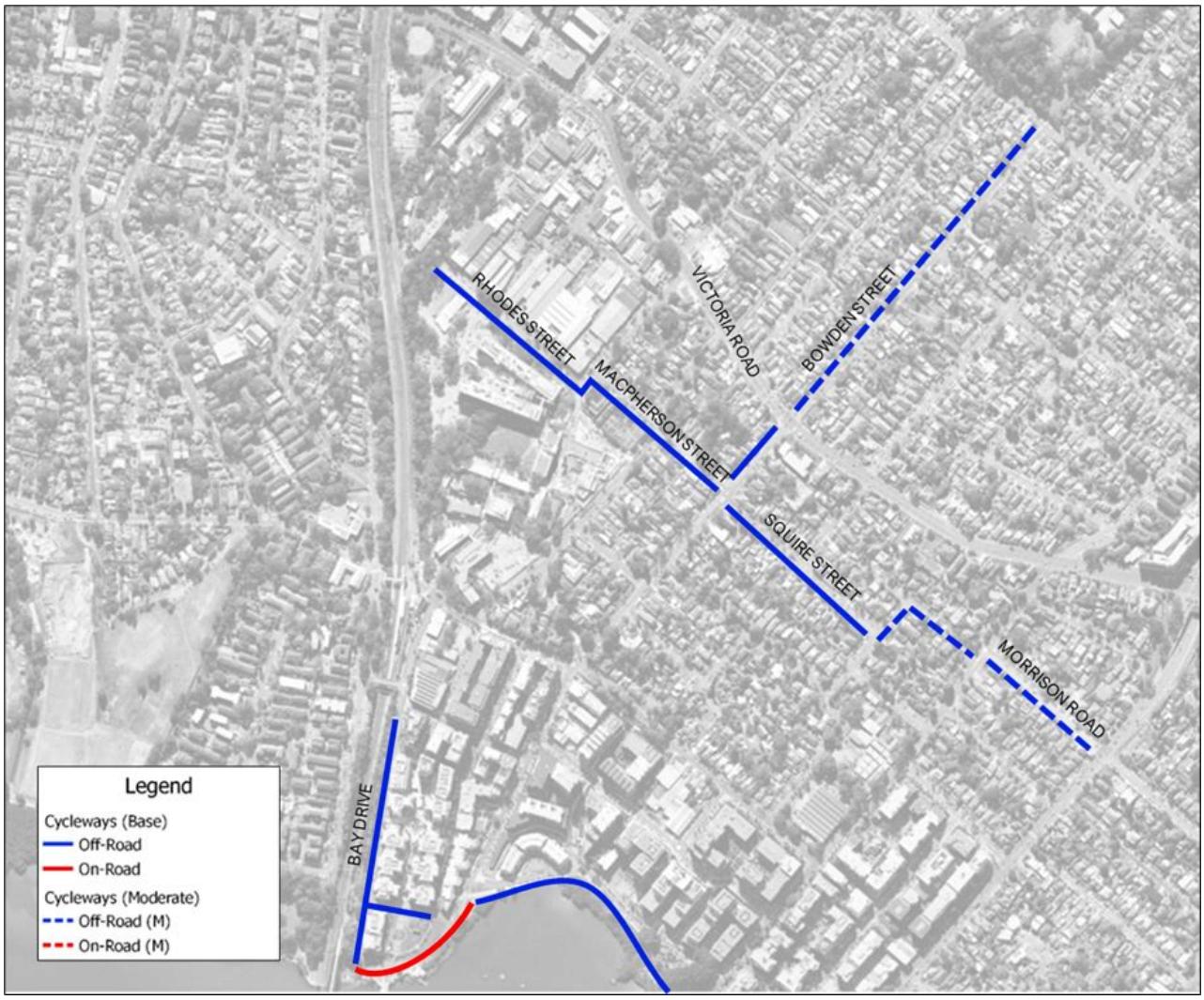
- Hermitage Road at Rhodes Street:
  - This provides for a crossing to a walking route along the eastern side of Hermitage Road to cross to the footpath on the southern side of Rhodes Street heading towards the school. Currently no facility exists for this movement. A pedestrian refuge island is recommended for further investigation. Until the safety issues for walking along Hermitage Road are addressed, it is not recommended as a walk route for students to school. Students who live north of Victoria Road are advised to walk to Bowden Street and cross Victoria Road at the traffic signals. They would continue south along Bowden Street to walk along the southern side of Macpherson Street to the school. Although this route is longer than via Hermitage Road, it is safer for students to walk along with a completed footpath along the route.
  - If a shared path is built along the western side of Hermitage Road, this would be the pedestrian and cyclist route for any students crossing Victoria Road at Hermitage Road. This avoids the need for a footpath upgrade in Mellor Street and students would not need to walk along the south side of Victoria Road.
- Constitution Road at Bowden Street:
  - This roundabout was highlighted as a key safety barrier by the school Principals that would discourage students from walking to school. At present, all legs of this roundabout have an unprotected crossing for pedestrians except for the Bowden Street leg which has a narrow pedestrian refuge island. Consideration should be given to upgrading at least two of the crossing legs to wombat crossings (similar to the roundabout to be upgraded by SINSW at Bowden Street/ Squire Street) to enable safe crossings along the east-west and north-south axes.
  - Until the safety issues at this intersection are addressed, the alternative walking route for students is to walk from Belmore Street/Porter Street and along Nancarrow Avenue.

1.7.2 Cycling Access

To encourage students to cycle to and from school, and to reach the ‘moderate’ scenario target mode share of 10 per cent for the primary school and 15 per cent for the high school, delivery of additional cycling infrastructure will be required. SINSW will upgrade the key streets leading to the schools with a 2.5m wide shared path standard to support safe walking and cycling access, including on Rhodes Street, Macpherson Street and a section of Bowden Street, which is in line with the regional and local cycle routes identified in the City of Ryde Council’s Bicycle Strategy 2014. In NSW, children under 16 years of age are allowed to ride on standard width footpaths.

Notwithstanding the upgrades led and provided by SINSW, the formal cycling network near the school will remain disconnected with residential areas from which the students travel and other key points of interest such as Meadowbank Rail Station and West Ryde town centre unless more elements of the Bicycle Strategy 2014 are implemented. The recommended cycling infrastructure for the moderate scenario is shown in Figure 1.29 and provided in Table 1.23, which aligns with the Bicycle Strategy 2014 from the City of Ryde.

Figure 1.29: Recommended Moderate Scenario Cycling Infrastructure



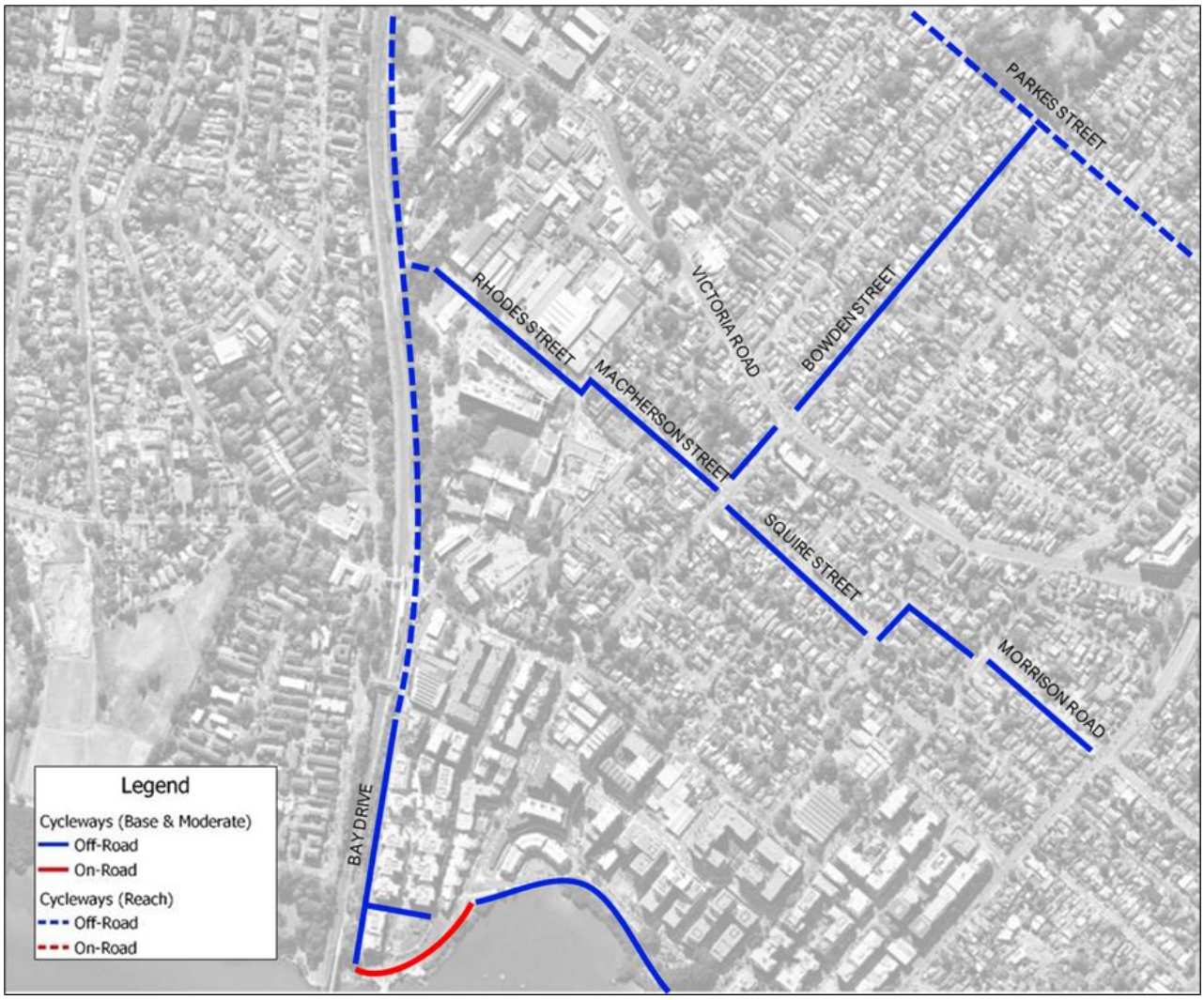
Base Image Source: Nearmap.

Table 1.23: Summary of Recommended Cycling Works – Moderate Scenario

Street	From	To	Typology	Responsibility
Sutherland Avenue	Squire Street	Yerong Street	Off-Road	City of Ryde Council to investigate
Yerong Street	Sutherland Avenue	Belmore Street	Off-Road	City of Ryde Council to investigate
Morrison Road	Belmore Street	Church Street	Off-Road	City of Ryde Council to investigate
Bowden Street	Victoria Road	Parkes Street	Off-Road	City of Ryde Council to investigate

Furthermore, under the 'reach' scenario, the recommended cycling infrastructure involves full delivery of Council's proposed cycling network in the Bicycle Strategy 2014 within the schools' enrolment boundaries (Figure 1.30 and Table 1.24). Critical to delivery of this stage is the proposed walking and cycling link beside the railway line from West Ryde Station to the existing link over the Parramatta River connecting Rhodes and Meadowbank (a project also identified in the Greater Sydney Commission's Meadowbank Education and Employment Precinct Master Plan), without which there is no safe and direct north-south access between the school, the developments in Meadowbank beside Parramatta River and West Ryde town centre.

Figure 1.30: Recommended Reach Scenario Cycling Infrastructure



Base Image Source: Nearmap.

Table 1.24: Summary of Recommended Cycling Works – Reach Scenario

Street	From	To	Typology	Responsibility
Railway corridor walking and cycling link (RR01), including link to Rhodes Street	West Ryde Station	Existing pathway beside railway, Meadowbank	Off-Road	City of Ryde Council to investigate with Sydney Trains
Parkes Street	Hermitage Road	Blaxland Road	Off-Road	City of Ryde Council to investigate

Bicycle/Rideables Parking Provision

A total of 16 staff and 262 visitor/student bicycle parking spaces are provided for the schools, as well as 42 scooter spaces. This level of provision, as provided in Table 1.25, is sufficient to meet the expected number of staff cycling to school, though may be insufficient to meet student cycling/ scootering demand if the moderate and reach scenario targets were completely realised (assuming cycling and scootering activity becomes interchangeable). Accordingly, bicycle/ rideable parking demand will need to be monitored periodically and if the demand for spaces increases close to the supplied capacity, an additional 39 parking spaces for bicycle/rideables will need to be provided to meet the moderate and reach target.

Table 1.25: Bicycle/Rideables Parking Provision at the Meadowbank Schools

Facility	Development Proposal	Moderate and Reach Scenario	Responsibility
Bicycle/ Rideables Racks	262 bicycle spaces – students 42 scooter spaces – students 16 bicycle spaces – staff	343 – students 10 - staff	SINSW

1.7.3 Public Transport Access

The school bus and modified public bus services that will service the schools are explained in Section 1.4.4. As shown in Figure 1.21, large parts of the school enrolment boundary for the high school have bus stops or train stations within a 400m walk to student residences that offer a one-seat trip to school. Existing gaps in the access to public transport as shown in Figure 1.19 can be filled where students choose to walk further (e.g. 800m instead of 400m) to the nearest station or stop, or where convenient interchange (bus-train and bus-bus, e.g. Eastwood Rail Station, Top Ryde Shops) can result in an efficient public transport trip. On this basis, public transport services provide a high level of access to and from the school site and no further changes to these services are necessary.

1.7.4 Parking and Loading Operations

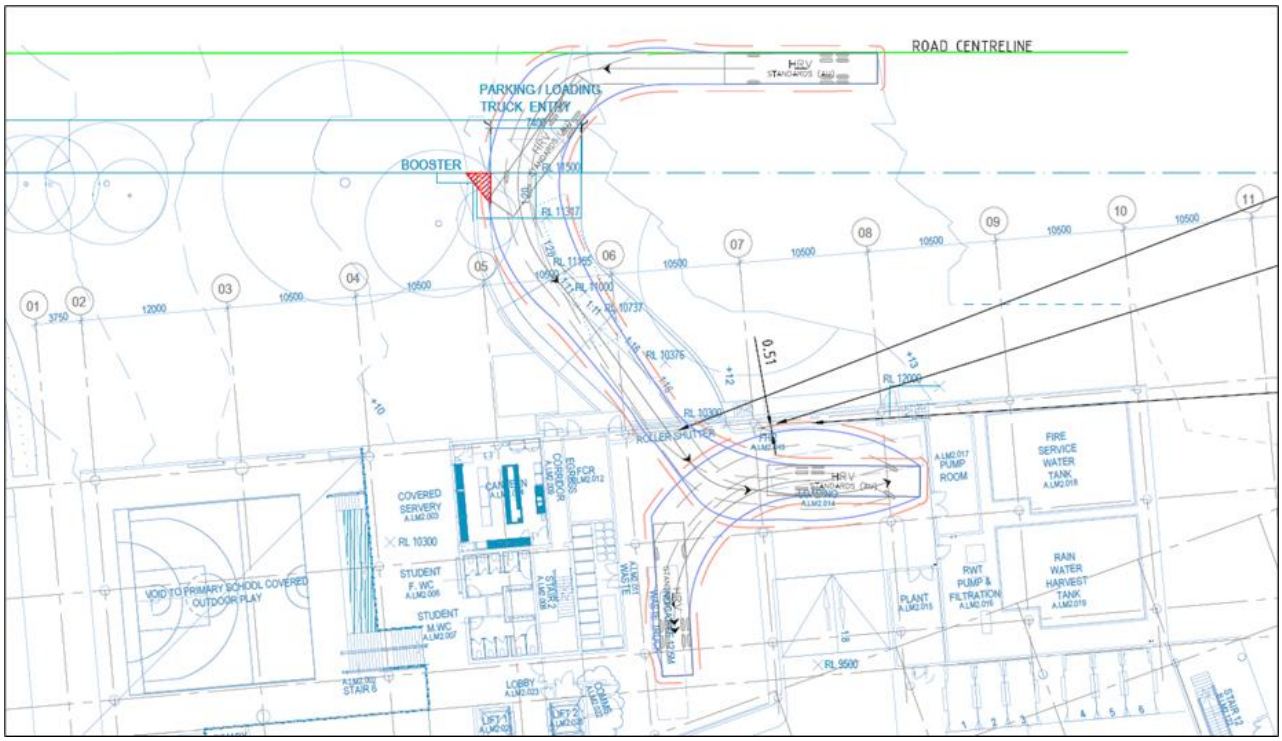
A total of 60 on-site car parking spaces including one accessible space are available for use by both staff and visitors (not including pick-up and drop-off activities) on the lower ground level. A loading bay suitable for vehicles up to and including 12.5m heavy rigid vehicles is also available on the lower ground level at the bottom of the ramp from Rhodes Street. Vehicles accessing the loading dock will be required to turn into the turnaround area adjacent to the car park entry and reverse into the loading bay to ensure all vehicles enter and exit the site in a forward direction.

The car park and the loading dock are shown in Figure 1.31, while the swept paths of a 12.5m heavy rigid vehicle entering and exiting the site are shown in Figure 1.32 and Figure 1.33.

Figure 1.31: Layout Plan for the Car Park and Loading Dock at the Meadowbank Schools

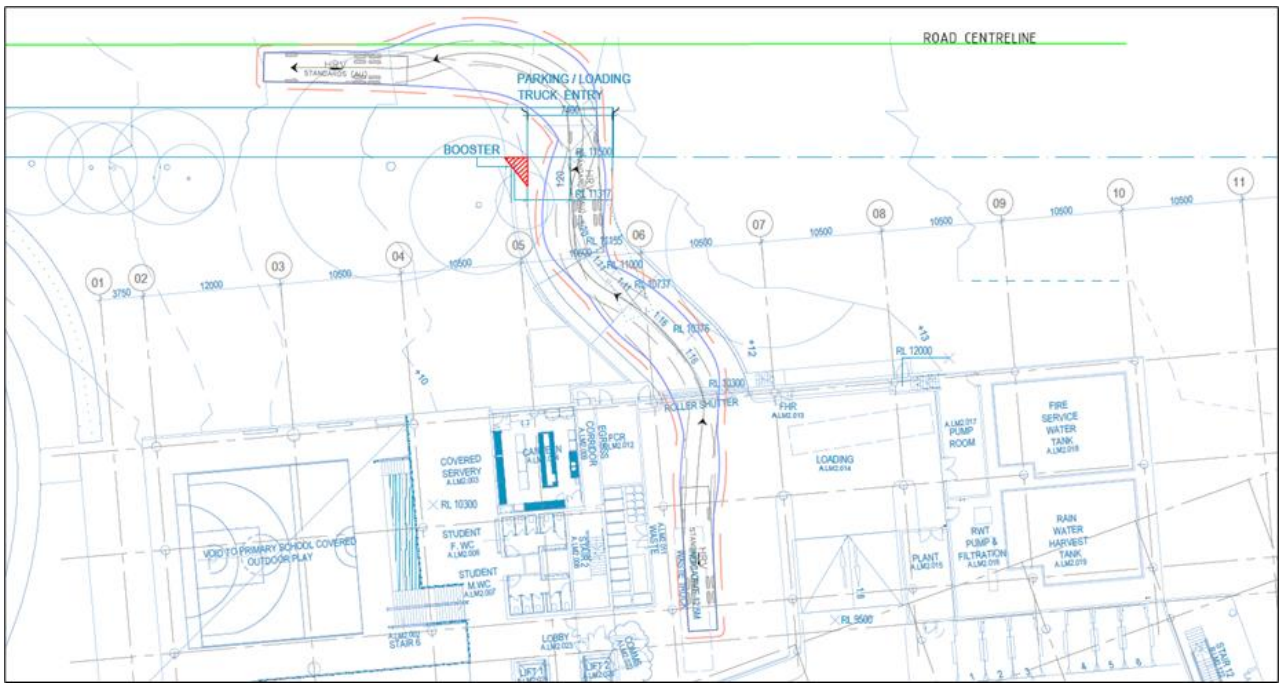
Source: Woods Bagot, Drawing Number MSP-WB-AR-12020

Figure 1.32: Loading Dock Access Arrangement at the Meadowbank Schools



Base image source: Woods Bagot, Drawing Number MSP-WB-AR-12020

Figure 1.33: Loading Dock Egress Arrangement at the Meadowbank Schools



Base image source: Woods Bagot, Drawing Number MSP-WB-AR-12020

The following site access arrangements will be implemented to manage traffic movement in and around the school:

- Deliveries and waste collection vehicles are to access the school outside of AM and PM peak periods to prevent potential conflicts with school vehicular and pedestrian traffic.
- School administration staff are to inform suppliers that no deliveries are to occur during school zone hours.
- School staff will supervise school entry/exit points at gates as students arrive and depart the school.

Buses will only access the bus zones in Rhodes Street and Macpherson Street and no drop-off or pick-up activity will be conducted on the school grounds. Buses and coaches are not allowed onto the school property and must remain on the public roads.

1.7.5 Kiss and Drop Operations

State schools are not responsible to supervise the students during the drop-off/ pick-up times. Therefore, traffic controllers will be hired for first year of operation of the school to monitor the students and vehicles in the pick-up and drop off and bus zones.

General Information

- The bus zone will be used for buses only. Fines and demerit penalties will apply for other vehicles using the zone at any time.
- Pedestrian access at the school gates will be supervised at the school finishing time.
- City of Ryde will enforce the “no parking” signage in the drop-off/pick-up zone.

Specific Drop-off Procedures:

- Vehicles will enter the Rhodes Street pick-up and drop-off area from the east and depart to the west.
- Parents will not get out of their vehicle but continue to move forward with the queue of other vehicles.
- Parents will arrive and depart in the drop-off zone in a safe manner

Specific Pick-up Procedures:

- A parent or carer will not leave their vehicle but continue to move forward in an orderly queue.
- The student will get into the vehicle and the parent will exit the pick-up zone promptly.
- Drivers will not double park to pick-up students.

If vehicles are observed to undertake illegal manoeuvres or parking behaviour, drivers will be informed about these risks so that further action can be taken to educate the drivers of the correct behaviour. The traffic warden at the drop-off/pick-up zone will identify and report this to the Travel Coordinator and School Principal for information.

If vehicles are observed to stand within the pick-up and drop-off zone for an extended time or double park, the traffic wardens will wave these vehicles on and tell the drivers to find a parking space outside the pick-up and drop-off zone. This will assist with minimising the chance of any queues forming on approach to the pick-up and drop-off zone.

Staff are typically on site from 8.30 am, however parents are aware that school does not commence until 8.45 am for the Primary School and 9.00 am for the High School. If a student is being collected late, they are usually supervised by staff in the administration area, until the parent has arrived at the pre-arranged time.

Traffic Control and Monitoring Activities

The Department of Education (SINSW) will engage qualified traffic controllers and they will be on-site for the start of Term 2 2022 from 26 April 2022. They will assist with traffic movements in the Kiss and Drop zone, as well directing pedestrians from key public transport routes on Victoria Road and Meadowbank Station. Traffic controllers will also manage the pedestrian routes to the schools along Hermitage Road and other walk routes. They will monitor and report any unsafe traffic behaviour, such as U-turns in Rhodes Street.

A traffic controller plan was prepared by the Department of Education to define the scope of work for the traffic controller brief. It is included in Appendix B.

City of Ryde Council and local NSW Police have been informed of the school opening and have advised they will have a presence during the first week of the schools opening to assist with traffic flow and access to the schools, including the one-way nature of Rhodes Street.

The Kiss and Drop activity will be managed and operated in a collaborative manner with the staff on the footpath and traffic controllers to manage the vehicles in Rhodes Street. Staff and traffic controllers will be wearing hi-vis, and initially cones will be used to contain safe marshalling areas.

The City of Ryde will notify residents about the parking restrictions in Rhodes Street and Macpherson Street. Parking infractions in the Kiss and Drop or bus zones in Rhodes Street and Macpherson Street are for the City of Ryde parking rangers to manage and fine as appropriate. During school times, a 40km/h speed limit is the responsibility of the police to enforce.

2 School Transport Plan

2.1 Overview

This School Transport Plan and the preceding supporting transport assessment address conditions D17 and D18 of SSD-9343 for the Meadowbank Schools Project, which will result in a full student enrolment of 1,000 primary school students and 1,620 high school students. This School Transport Plan was prepared with reference to the Department of Education Transport Assessment Background and Reporting Requirements, Section C: School Transport Plan, and replaces the need for a separate Operational Transport and Access Management Plan (OTAMP).

The objectives of the School Transport Plan are:

- To proactively identify and meet school travel demand safely, efficiently and sustainably.
- To deliver transport infrastructure to meet school travel demand.
- To maximise the use of active and public transport modes to reduce car traffic before and after school day start and end times.
- To decongest the road networks around schools.
- To increase active travel to and from school in a safe transport environment.
- To enhance connectedness to neighbourhood and community through safe travel to and from school.
- To empower children and young people to be safe road users now and into the future.
- To capitalise on the COVID-19 increase in walking to school by parents/carers who have gained time due to working from home.
- To meet the DoE's duty of care of students which extends beyond the school boundary, if there's foreseeable risk of injury or harm to students as they travel to and from school https://education.nsw.gov.au/inside-the-department/legal-services/legal-topics/staff/duty-of-care-and-behaviour-management.
- To "reduce the administrative burden" on a school principal (managing kiss-and-drop behaviour, parent and community complaints, calling bus companies etc) by reducing the time and effort for schools/principals coordinate and liaise with council, TfNSW to create a safe, connected transport environment around their school.

This School Transport Plan was developed using by the analysis and findings in the transport assessment, which included spatial analysis of student enrolments and the geographic distribution of students in relation to the school, desktop-based site investigations, the setting of base case, moderate and reach travel mode share targets and a discussion of potential site access infrastructure associated with these target scenarios.

While the targets for active and multi-modal travel are aspirational, an opportunity exists to shift and shape active and multi-modal travel behaviours through the schools' development. With a mindset of actively encouraging and promoting multi-modal transport access, the Meadowbank Schools can become an exemplar for use of active and public transport modes for similar schools in the nearby region.

Measures include:

- Prioritising walking, cycling and public transport in all communications and transport management planning.
- Encourage multi-modal transport access programs to increase the rate of walking and cycling to school.
- Efforts to increase registration into the School Student Transport Scheme (SSTS), which is used by school bus operators and Transport for NSW to measure the demand for a dedicated school bus.
- Communications program to convey positive road safety messaging and expected standards of behaviour for kiss and drop near the school.

This School Transport Plan does not cover special events and out-of-hours activities at the schools. Such activities typically have specific requirements and associated transport management will be planned on a case-by-case basis.

2.2 Implementation Strategy

2.2.1 Objectives

Achievable and aspirational transport objectives and mode share targets are provided with the following guiding principle:

- Support the implementation of the multi-modal transport access program with resources to enable the aspirational travel targets to be achieved in the future through the increased usage of public transport and increased active travel modes like walking and cycling to the Meadowbank Schools.

Accordingly, the objectives of the School Transport Plan are:

- To proactively identify and meet school travel demand safely, efficiently and sustainably.
- To maximise the use of active and public transport modes to reduce car traffic before and after school day start and end times.
- To increase active travel to and from school in a safe transport environment.
- To enhance connectedness to neighbourhood and community through safe travel to and from school.

2.2.2 Mode Share Targets

A range of mode share targets were explored in the preceding transport assessment, comprising the base case, moderate and reach targets. Based on this assessment, the moderate target was used for school travel upon opening and the first few years of operation by Term 1 of 2025. The moderate targets for the primary and high schools are provided in Table 2.1 and Table 2.2 respectively.

However, the mode share that could be achieved in the long-term (ie, in 10 years after opening for Term 1 in 2032) with the enduring implementation of the coordinated and resourced suite of multi-modal transport access programs. Using the reach target for the future aspirational mode share and with support of the programs developed, a target of 70 per cent and 15 per cent of primary school students is set for walking and cycling respectively as provided in Table 2.1. For high school students, a target of 90 per cent is set for the non-car modes as provided in Table 2.2.

Table 2.1: Mode Share Targets for the Primary School (assuming a roll of 1,000 students)

Scenario	Walk	Cycle	Bus or Train	Car
Moderate	60% - 600	10% - 100	0% - 0	30% - 300
Reach	70% - 700	15% - 150	0% - 0	15% - 150

Table 2.2: Mode Share Targets for the High School (assuming a roll of 1,620 students)

Scenario	Walk	Cycle	Bus or Train	Car
Moderate	25% - 405	15% - 243	40% - 648	20% - 324
Reach	25% - 405	15% - 243	50% - 810	10% - 162

Aspirational mode share targets are provided for the staff at the primary school and high school with a limit on the car mode to 20 per cent as shown in Table 2.3. The walking and cycling mode share targets may be difficult to achieve if the staff do not live in the suburbs within the school catchment areas. However, the public transport mode share should be achievable with the schools within easy walking distance of Meadowbank Rail Station for train commuters and on major bus routes along Victoria Road.

Table 2.3: Mode Share Targets for the School Staff

Scenario	Walk	Cycle	Bus or Train	Car
Reach	25%	10%	45%	20%

2.2.3 School Travel Coordinator

A School Travel Coordinator is required for the first year of operation and transport programs must be implemented to achieve travel behaviour change. Adequate resourcing is a fundamental enabler of a successful program to increase use of public transport and uptake of active travel to school.

While the implementation of programs such as Independent Travel Training and Walk Safely to School Day have traditionally been the responsibility of the School Principal and staff, the School Principals and staff will be supported with a resource to implement, measure and monitor the sustainable travel programs to reduce the administrative burden on school staff.

The role of the School Travel Coordinator includes implementing the Sustainable Travel Action Plan and Communications Plan as outlined in Appendix B, measuring the participation of the program and collecting data on the way staff and students travel to/ from school and then recommending improvements to the program to assist the Meadowbank Schools to meet their moderate and reach travel mode share targets.

2.2.4 Programs

The Implementation Strategy for School Transport Plan is included in Appendix B. with a range of initiatives and actions, including some to be completed and implemented prior to the opening of the new school buildings, that will help to achieve the mode share targets and reduce the overall car travel associated with the school. Unless explicitly stated as a ‘reach’ scenario intervention/initiative, all proposals included in the Implementation Strategy have been developed to achieve the ‘moderate’ scenario mode share targets.

The actions in the implementation strategy need to be reviewed on a regular basis, at least annually, to review the actions and refine as the school community needs may change over time.

2.2.5 Parking Management Strategy

The School Transport Action Plan includes a strategy to minimise the parking by staff and senior students in the local streets that would encourage more sustainable transport modes and further reduce car usage. The strategy could include:

- Limiting the number of car spaces available on school days in the local streets with Council parking controls.
- Implementing paid parking for selected spaces close to the schools

The monitoring and evaluation of the proposed School Travel Plan is essential at opening year and beyond to ensure staff parking demand is accommodated within the on-site parking provision. Some of the key “Day 1” initiatives or components of the travel plan for consideration by the start of Term 2 of 2022 in April 2022 are as follows:

- Delivery of the improved pedestrian connection through the TAFE campus (as part of a separate approvals process), which will provide a direct connection to Meadowbank Railway Station. The interim safe walking route via Constitution Road, See Street and Macpherson Street is shown in the Travel Access Guide.
- Regular and ongoing communication with staff regarding transport policies, programs and available sustainable transport options.
- Providing and promoting (via posters, notice boards/ electronic screens, school intranet) a transport access guide to advise staff (and students) of the surrounding public transport network and timing, as well as walking and cycling facilities connecting with the schools.
- The Liftango carpool app, incentivised by allocating dedicated carpool parking bays to participants.
- Procedure or policy for automatic enrolment of new starters and staff seeking (free) parking access in the carpool program such that they would need to ‘opt out’ of the registration on Day 1 or when they start.
- Discounted GoGet car share hourly rate for staff choosing sustainable transport to work.
- End of trip facilities for staff who walk, run, ride a bicycle or motorcycle (changeroom/ showers and lockers)
- Bicycle parking for staff within a secure basement area.
- Motorcycle parking spaces.

2.2.6 Communication Plan

The Communication Plan, included in Appendix B, provides a guide for the messages that the School Principals of both schools can communicate to promote uptake of walking, cycling and public transport to school, which the Travel Coordinator will prepare in advance. This includes the training of students and staff about their safe travel options to school through the distribution of the Travel Access Guide on the school websites and in-person discussions with the staff, students and parents/carers about this information.

2.3 Evaluation Plan

2.3.1 Data Collection Methodology

The School Transport Plan is recommended to be evaluated periodically during year 1 of operations and as a minimum biannually to maximise the success of increasing sustainable travel mode share to school. This will allow for refinements to be made to the program in time to influence behaviour changes.

The School Principals will delegate the evaluation of the School Transport Plan to the appointed School Travel Coordinator.

The data that can be collected to review whether the sustainable travel participation targets are realistic and being achieved are available from:

- The Department of Education enrolment de-personalised data with a GIS analysis of the student catchment to assess whether travel modes are aligned with those set out in this document. These data would be analysed to determine the number of staff and students by their residential post codes that would be used to understand public transport and car parking demand and develop effective strategies in response, as well as help to inform service planning considerations.
- A Journey to School survey at regular intervals to understand whether students are arriving and departing from school by walking, riding, scooting, bus, train or private vehicle (including how many children travel to school in that car for drop-off or pick up). The total number of surveys completed would be determined. A template for the travel survey from Transport for NSW is included in Appendix D . The survey questions will be tailored by the School Travel Coordinator with a review from the Department of Education, including the Principals from the two schools.
- The number of students and staff crossing the access points into the school and times of travel from field surveys.
- A record of the number of students participating in the active travel program events.
- Targeted interviews with parents, teachers and students participating in the active travel plan actions to understand which elements of the active travel program are assisting them in their daily lives and what might be done to make the program more relevant/helpful to them.
- The total number of clicks to view and downloads the TAG and the school newsletter over the evaluation period.
- Counts of the number of pedestrian and vehicle drop-off or pick-up movements for the AM and PM school periods.
- Total number of Opal tap-on in the PM school peak period and offs in the AM school peak period by bus stop and at the train stations using a SSTS or student concession card.
- Total number of SSTS sign-ups.
- A weekly report of patronage on public transport to, from and within the school. Opal data can be used here to see if there has been an increase in public and active transport.
- Dedicated school buses usage monitored by operators.
- Traffic volumes on the road network within Meadowbank Schools area, before and after school. These could be monitored to assess whether:
  - Students and staff who are changing from private vehicle usage to public transport options, such as bus and train services.
  - Traffic volumes during peak hours in the local streets leading to the schools in Meadowbank to determine if the traffic has reduced with the sustainable travel initiatives conducted in the Implementation Strategy.

2.3.2 Data Evaluation Methodology

Surveys will be conducted to collect data to evaluate whether the sustainable travel mode shares are being met or are on track to being met. Recommendations on how the School Transport Plan, with a focus on the Action Plan and Communications Plan, be improved to assist with reaching the targets and aspirational targets should be provided as a result of the Journey to School surveys and data analysis. If the targets are on track to be met, consideration might be given to increasing the active mode share target. The Action Plan and Communications Plan may be subsequently re-shaped based on parent and staff interviews and feedback.

2.3.3 Ongoing Feedback Framework

The School Principal will delegate the ongoing feedback framework to the School Travel Coordinator to continuously improve the oversight of sustainable travel outcomes for Meadowbank Schools in concert with school stakeholders. This includes activities such as:

- Reviewing the adequacy of bicycle racks required periodically – are more required?
- Observing road safety activity beyond the school grounds to identify any improvements required.
- Observing how pathways are being used, or whether pathway design is inadequate or in the wrong location (for example if ‘goat tracks’ are worn through particular areas, should a request to Council be put in to improve the pathway in future works programs.

- Observing the operation of the school buses and the drop off/ pick up facilities for any potential safety concerns. Providing recommendations up to the School Principal, Transport for NSW, City of Ryde and the bus operator accordingly.
- Liaising with the City of Ryde Road Safety Officer (or similar role) with respect to the management of parking behaviours around the school.
- Any other feedback from Transport for NSW, Police, residents, teachers, parents, carers or students that might arise from time to time.

2.4 Governance Framework

A Transport Working Group (TWG) was established with representatives from relevant transport stakeholders to effectively deliver the School Transport Plan and respond to feedback associated with implementation and monitoring. The purpose and terms of reference of the Meadowbank Schools TWG is to:

- capture local knowledge and experience
- communicate the preliminary School Transport Plan findings and to seek feedback to inform the development of the School Transport Plan
- identify opportunities to collaborate
- seek to collaboratively resolve issues early
- identify ways to integrate the school transport facilities within the local community
- participate in the review and updating of the School Transport Plan and associated transport responsibilities.

TWG meetings are scheduled monthly during finalisation of School Transport Plan and quarterly upon opening of the schools. These meetings will have minutes prepared with a register of the actions that will be maintained and reported against at each meeting. The stakeholder representatives, who will provide direction on the necessary actions to support the School Transport Plan, are listed in Table 2.4.

Table 2.4: Meadowbank Schools School Transport Plan Stakeholder Representatives

Contacts	Department or Agency	Title and Role
Barry Hayes	NSW Department of Education	Project Director, Infrastructure Delivery
Michael Kavanagh	NSW Department of Education	Senior Project Director
Tracy Knights	NSW Department of Education	Road Safety Education Advisor
Renae Neagle	NSW Department of Education	Road Safety Education Officer
Rebecca Lehman	NSW Department of Education	Sustainable Transport Technical Advisor
Brad Griffith	NSW Department of Education	Director Educational Leadership
David Surplice	Transport for NSW	Senior Project Manager Travel Demand Management, Customer Journey Planning, Greater Sydney Operations
Wade Mitford	Transport for NSW	Service Planner, Greater Sydney region
Rich Jacobs	Transport for NSW	Senior Manager Bus Contracts – Transition
Lydia Luo	Transport for NSW	Senior Manager Bus Contracts – Business As Usual
Steve Finnan	Transport for NSW	Senior Service Planner (Region 7), Integrated Public Transport Planning
Lisa Pears	City of Ryde	Road Safety Officer
Alex Zhu	City of Ryde	Senior Coordinator Transport Development
John Begley	City of Ryde	Senior Coordinator Transport Services
Dave Davies	Busways	Network Infrastructure Manager and Service Planner

Contacts	Department or Agency	Title and Role
Lance Berry	Marsden High School	Principal
Georgina Koufos	Marsden High School	Deputy Principal
Jennifer Cope	Meadowbank Public School	Principal (on long service leave during 2022)
Louise Imseih	Meadowbank Public School	Deputy Principal (acting Principal while Jennifer Cope is on long service leave)
Alexandra Crawford	Meadowbank Public School	Assistant Principal

Appendix A Stakeholder Engagement Register and Meeting Notes

A summary of the key stakeholder consultation completed in preparing the School Travel Plan and the associated outcomes is provided in the following table.

A.1 Stakeholder Engagement Register

Stakeholder	Engagement Date	Summary of Engagement	Outcome
School Principals	17 August 2021	Interview with School Principals	• Confirmed existing travel behaviours • Identification of key transport concerns • Sought feedback on potential sustainable transport programs that could be implemented
Transport for NSW	31 August 2021	Discussed the school public transport options	• Confirmed bus routes serving the schools and potential interchange points with train stations
Transport Working Group	30 September 2021	Discussed the draft School Transport Plan	• Comments were provided about the bus network and services plan to be updated in the School Travel Plan • Discussed the pedestrian movements along Hermitage Road and Rhodes Street
Transport Working Group	28 October 2021	Discussed the draft School Transport Plan	• Comments were provided about the Travel Access Guide with the need for more detailed information about bus services and safety messages
Transport Working Group	11 November 2021	Discussed the draft School Transport Plan	• Discussed further comments about the School Travel Plan and Travel Access Guide • Discussed the Kiss and Drop operations in Rhodes Street, the main bus stop in Macpherson Street and the need for a parking management plan

The minutes and meeting notes are included in the following pages.

MEETING MINUTES

GTAconsultants now Stantec

Job No:	301401106	GTA Rep:	BM; AL	Date:	05/08/2021
Job Name:	Meadowbank Schools Project – School Travel Plan			Time:	2.00 – 3.00pm
Client:	Colliers/ SINSW			Location:	Online
Purpose:	Inception Meeting				

Attendees:	Brett Maynard (BM), Anthony Leung (AL) (GTA, now Stantec); Phillipa Aiken (PA), Nick de Gorter, Helina Koczka (Colliers); Rebecca Lehman (RL), Michael Kavanagh (MK), Jason Lovric (JL), Richa Arora, Barry Hayes (SINSW)
Apologies:	
Distribution:	All attendees

Item		Action
1	BM provided an overview of project history and AL explained the School Travel Plan (STP) process.	
2	MK – regarding Hermitage Road: • Investigations of underground services have shown that a shared path upgrade on Hermitage Road is not feasible due to complexity of services. Boardwalk investigated and also found to be not feasible. • DPIE satisfied with level of investigation, ongoing consultation with DPIE is occurring for the removal of Hermitage Road from the SSD • Parking lane reallocation was raised with Council and it was advised it was not feasible due to Council and local business concerns	AL to investigate how walking and cycling demands can be met without Hermitage Road shared path
3	RL: Contact Tom Moth (Principal's representative) for all communications with the principals	RL to provide Tom's details
4	MK: Bell times proposed are 8.45am and 9am for PS and HS respectively, and 2.45pm and 3pm respectively. RL/BM/AL: These times differ from those indicatively identified in the Transport and Accessibility Impact Statement for the SSDA; this STP process will need to evaluate impacts of this change in terms of sufficient clearance time at PM pick up between the two schools	AL to consider bell time impacts in STP
5	MK: Draft school bus planning report for the school being led by Wade Mitford, including timetables that flex according to the school's specific needs on selected days.	AL to contact Wade to obtain report
6	GTA to follow-up on extent of pedestrian priority at traffic signals on Victoria Road	AL to follow-up
7	Transport Working Group (TWG) Membership: • Council: Alex Zhu • TfNSW: David Surplice or alternate, Wade Mitford	AL to reach out to

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	• SINSW reps	establish the TWG
8	RL: Ensure Transport Access Guide (TAG) includes bus and SSTS registration details to target students who will now be eligible in 2022. This needs to go out Term 4, 2021 and progressively communicated via SINSW reps	AL to include
9	MK/JL: Aim to complete STP prior to Term 4, 2022. GTA – this can be attainable, subject to timely feedback and meetings with the TWG, though activities such as the TAG communications will be spread throughout Term 4.	
10	Meeting with School Principals, Tom Moth and SINSW to be arranged week beginning 16 August 2021. AL to confirm available times and provide an agenda by early next week (10 August 2021).	AL to action

MEETING MINUTES

GTAconsultants now Stantec

Job No:	301401106	GTA Rep:	AL	Date:	17/08/2021
Job Name:	Meadowbank Schools Project – School Travel Plan			Time:	9.30-10.45am
Client:	Colliers/ SINSW			Location:	Online
Purpose:	Interview with School Principals				

Attendees:	Anthony Leung (GTA, now Stantec); Phillipa Aiken (Colliers); Barry Hayes, Michael Kavanagh (SINSW); Jennifer Cope, Louise Imseih, Alexandra Crawford (Meadowbank PS); Lance Berry, Heidi Curry, Vicky Moore (Marsden HS)
Apologies:	Tom Moth (SINSW)
Distribution:	As Above

Item		Action
1	Existing staff travel mode share: • Staff car use for the PS and HS is at least 75 per cent, if not 80-85 per cent as not everyone lives near public transport or nearby and staff often have to carry a lot of resources home • Hard to predict what staff travel behaviour will be like at the new site, especially given limited on-site staff parking • Carpooling scheme is not currently common but is something worth trying	
2	Existing student travel mode share • Current HS bus use is consistent with 2018 survey result of around 30 per cent • PS – 60 per cent walking from 2018 survey is unlikely, more likely to be 70 per cent getting dropped off/picked up	
3	Transport issues • PS: Lack of safe crossing facilities a major barrier to walking to school • Michael: SINSW will install a new wombat crossing at Macpherson Street/ Mellor Street, Macpherson Street/Bowden and at the Bowden Street/ Squire Street roundabout. Footpaths will also be widened to 2.5 m along Rhodes Street, Macpherson Street and Bowden Street, with Squire Street footpath to be made-good. These upgrades will serve to encourage safer walking. • PS: Constitution Road/ Bowden Street roundabout is a major safety barrier for safe walking to school, along with a lack of crossing opportunities along Constitution Road.	• Phillipa to share overview plan of proposed upgrades to principals • Anthony to raise Constitution Road issues with Council at a working group meeting
4	Mode share targets • 60 per cent walking target is considered a reasonable goal for the PS, in light of proposed upgrades, where students are living, and provided other safety barriers can be resolved with Council • Anthony noted around 15 per cent of students will be living within a 10-minute walk to school. *(Post-meeting note, this extends to 25 per cent when considering a 15-minute walk)*	

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	• A 40 per cent public transport target proposed for the HS, in light of dedicated school buses, more students being able to take the train, existing high rate of bus uses and proximity of students to stops	
5	Travel Access Guide (TAG) • These will show recommended safe walking and cycling routes to school, school bus services, streets with new footpaths and crossings, road safety tips, etc. • Lance enquired about possibility of translating the TAG into other languages (e.g. Farsi, Arabic, Chinese) to support linguistically diverse school community. MK advised SINSW would be supportive of this.	• Anthony will prepare these guides for the PS and HS by Week 1, Term 4 • Michael will discuss with Stantec about possibility of translation
6	Bell times • HS – Lance confirmed finish times are 3pm Monday, Wednesday, Thursday and Friday and from 2.25pm on Tuesday for sport • PS – 8.45 am start, 2.45 pm finish all days • Anthony discussed potential to change bell times in the future, especially when the roll grows, to provide a minimum 30-minute gap between PS and HS start and end times. The rationale behind this is to avoid adverse transport impacts (cars, walking and cycling, buses) from everyone converging at a similar time • Jennifer and Lance – open to changing bell times in the future – to be followed up in 2022 in concert with the school community	
7	Transport programs • PS has done programs such as Walk Safely to School Day, Road Safety programs, Ride to School day in the past – staff-led. TAGs will also be helpful. • HS has promoted transport options to prospective Y7s, there has also been an increase in riding to school lately • Both schools keen to tap into Road Safety Officer resources from TfNSW/Dept of Education for 2022	
8	Communications • Both schools use a mix of newsletters, emails, social media and school assemblies to communicate road safety messages	
9	Next steps • Stantec to finalise a working draft of the School Travel Plan in the week of 23 August. This will go to principals and the Transport Working Group (Council + TfNSW) for review via Colliers • TAG to be done by Week 1, Term 4	• Anthony to action

MEETING MINUTES

GTAconsultants now Stantec

Job No:	301401106	GTA, now Stantec Rep:	John Devney Mackenzie Brinums	Date:	30 September 2021
Job Name:	Meadowbank Schools			Time:	1:00pm
Client:	Department of Education			Location:	
Purpose:	Transport Working Group Meeting to discuss the School Transport Plan				
Attendees:	John Devney (JD) - Stantec Mackenzie Brinums (MB) - Stantec Phillipa Aiken (PA) – Colliers International Nick de Gorter (NG) – Colliers International Barry Hayes (BH) – Department of Education Lee Armstrong (LA) – Department of Education Michael Kavanagh (MK) – Department of Education Rebecca Lehman (RL) – Department of Education Renae Neagle (RN) – Department of Education John Begley (JB) – City of Ryde Lisa Pears (LP) – City of Ryde Alex Zhu (AZ) – City of Ryde David Surplice (DS) – TfNSW Sophia Grieve (SG) - TfNSW				
Apologies:	Wade Mitford - TfNSW Tracy Knights – Department of Education				
Distribution:	All Attendees				

Item	Notes	Action
1	• JB noted no reference has been made to the Hermitage Road footpath • MK noted further detailed assessment on the school catchments and anticipated walking trips as indicated in the report indicated demand is expected to be low for this link. • Council to review the analysis included within the report and can be coordinated separately and at the next TWG meeting if required.	Note
2	• LP noted all good actions but these need to be implemented before the move to the school to assist with educating parents at students on how to access the school. • Agree that these measures will be put through to the school well in advance. • TAG is a key item which will be sent through prior to the opening of the schools. • TAG will be one guide but suits both schools.	Stantec
3	• RN raised comments on the locations of entrances for the different users (i.e. don't want all the users such as cyclists, parents with prams, all students accessing the site in the same location). • Clarification was provided that there are secondary accesses provided on Rhodes Street and along the southern side of the school in additional to the primary accesses at the eastern end of Rhodes Street. The secondary on the southern side of the school would connect with the bicycle parking areas. • Further clarification will be added in the report and brought to the next TWG.	Stantec

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Item	Notes	Action
	• The base plan in the report needs to also be updated to reflect the latest architectural plans for the schools.	
4	• RN raised a concern that a number of support students are at the existing schools. Where are these being provided for in the School Travel Plan? • MB noted an accessible parking space will be available within the on-site car park. • AZ noted civil design for Rhodes Street indicate it would be difficult providing any on-street accessible parking and it is best that this demand be accommodated on site within the accessible parking space. • Report to be updated to detail accessible parking arrangements.	Stantec
5	• MK noted Day 1 Term 1 in now Day 1 Term 2 due to covid restrictions impacting construction. Date is now 26 April 2022 (confidential at this stage). • Report to be updated once announcement made.	Stantec
6	• RN noted we shouldn't be encouraging year 5 and 6 in walking buddy program • Reference to this to be removed.	Stantec
7	• RL advised next version of the report needs to be updated to provide a schedule/ dates for communication plan items.	Stantec
8	• JB raised if OOSH is provided as this also impacts kiss and drop zone. • MK advised OOSH hours is usually 7am to start of school or 30mins before school and from end of school to 6pm, but this will be checked, sent to Council and included in the report.	DoE, Stantec
9	• DS advised service frequencies need to be updated in the report as they may reflect COVID timetables, which will revert in due course.	Stantec
10	• DS also raised pedestrian network and some concerns around Victoria Road and conditions of crossings. • JB advise that Council has federal funding for crossings on Mellor Street and Falconer Street however TfNSW did not approved these due to warrants not being met. • The above comments regarding Victoria Road paths noted however there is no current proposal for these works.	Note
11	• JB advised discussions with STA indicated current buses that access Marsden High will not be able to be accommodated at Macpherson Street. • DS advised TfNSW Planning and STA working closely together on service changes and volumes etc and these are being addressed internally. • DS to report back on progress of this next TWG meeting. • DS noted service changes are largely finalised. • JD to follow up with Wade Mitford prior to next TWG meeting on date of bus service changes.	TfNSW, Stantec
12	• RL advised governance section needs to be updated to include bus operator and JB, phone numbers and emails removed and additional information needs to be provided on how it's going to operate and how often they will meet for next version of report.	Stantec
13	• RL advised feedback will be needed from Council and TfNSW on the data that is intended to be collected in the evaluation and monitoring section of the report, methodology and what other data can be collected.	CoS, TfNSW
14	• AZ queried staging of school population. • MK advised a business case was completed, however COVID has impacted populations. • MK to provide populations from business case to AZ.	DoE
15	• Easy comments from today's meeting to be made and report to be reissued Tuesday 5 October. • Stakeholders to provide comments on report by Friday 8 October.	All
16	• Next meeting in a month's time to be held on Thursday 28 October 2021 from 12 pm to 1 pm • Lincoln Lawler to be included in next TWG meeting. • TWG Terms of Reference to be circulated to Council.	Stantec

MEETING MINUTES

GTAconsultants now Stantec

Job No:	301401106	GTA, now Stantec Rep:	John Devney Mackenzie Brinums	Date:	28 October 2021
Job Name:	Meadowbank Schools			Time:	12:00pm
Client:	Department of Education			Location:	
Purpose:	Transport Working Group Meeting 2 to discuss the School Transport Plan				
Attendees:	John Devney (JD) - Stantec Mackenzie Brinums (MB) - Stantec Phillipa Aiken (PA) – Colliers International Nick de Gorter (NG) – Colliers International Barry Hayes (BH) – NSW Department of Education Michael Kavanagh (MK) – NSW Department of Education Rebecca Lehman (RL) – NSW Department of Education Lisa Pears (LP) – City of Ryde Alex Zhu (AZ) – City of Ryde David Surplice (DS) – TfNSW Sophia Grieve (SG) – TfNSW Wade Mitford (WM) - TfNSW				
Distribution:	All Attendees				

Item	Notes	Action
1	• LP queried school bus times for the bus stops and raised concerns with potential conflicts with pick-up and drop-off zone on Rhodes Street and potentially queuing and overlap between primary school and high school pick up. Is it possible to include instructions on use of the kiss and ride including the route to take and how to use it? • Stantec to include in the report and discussion with LP offline to close out these comments.	Stantec
2	• AZ asked whether it is expected that more students would use public buses than school special buses. • MK and WM noted that a higher proportion of students to the existing high school use school special buses. However, given the new location of the schools which has better access to the surrounding public bus network, it is likely that a higher proportion of students will use public buses and less school special buses would be required. School special buses will be provided to the school, but also a number of existing public bus routes have also been modified to drop off and pick up at the school given the school route duplicates the existing public routes. • DS suggest incorporating broader network mapping be incorporated into the TAG to demonstrate the network coverage. • MK commented that the maps current included in the plan may not completely show all bus routes available near the school. • RL asked for bus service times for the morning and afternoon school peak bell times included. • JD stated that school special bus times can be incorporated, however with many public bus routes operating near the school with fairly frequent services it may be difficult to incorporate. • RL noted all relevant regular public and school service bus times are to be included on the Travel Access Guide.	Stantec

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Item	Notes	Action
	• LP suggest putting in road safety reminders including how to walk safely and get on/ off the buses safely. • WM suggested not defining which buses students should be accessing (public or school specials). The network has been designed as an integrated plan which also includes rail. • WM noted the services that will be in place are for the opening of the schools and there will be ongoing monitoring of demand.	
3	• Next TWG meeting will be in two weeks. (9 am Thursday 11 November) • Stantec to update report to address comments received by stakeholders separately and reissue prior to the next meeting.	Stantec
4	• Subsequent to the meeting, BH asked that the principals from both schools be invited to the next meeting and they be included in the School Transport Plan.	Stantec

MEETING MINUTES

GTAconsultants now Stantec

Job No:	301401106	GTA, now Stantec Rep:	John Devney Mackenzie Brinums	Date:	11 November 2021
Job Name:	Meadowbank Schools			Time:	9:00am
Client:	NSW Department of Education			Location:	Teams online
Purpose:	Transport Working Group Meeting 3 to discuss the School Transport Plan				
Attendees:	John Devney (JD) - Stantec Mackenzie Brinums (MB) - Stantec Phillipa Aiken (PA) – Colliers International Nick de Gorter (NG) – Colliers International Barry Hayes (BH) – NSW Department of Education Michael Kavanagh (MK) – NSW Department of Education Rebecca Lehman (RL) – NSW Department of Education Lisa Pears (LP) – City of Ryde Alex Zhu (AZ) – City of Ryde David Surplice (DS) – TfNSW Sophia Grieve (SG) – TfNSW Wade Mitford (WM) – TfNSW Liam Clark (LM) -Stantec				
Distribution:	All Attendees				

Item	Notes	Action
1	• LP suggested wayfinding for the kiss and drop area and management of this. • PA confirmed there is a wayfinding package for the school. This has been prepared in consultation with and approved by Council. It will be provided to Stantec for inclusion in the Travel Access Guide. • BH asked for clarification on whether there are traffic controllers going to manage kiss and drop area. Their role and responsibility is to be confirmed. • JD raised whether the traffic controllers would be needed ongoing through the operation of the school or just initially for the first couple of weeks after the school opens. • BH suggested taking the traffic controller query offline and discussing with the school principals.	PA Stantec
2	• SG has sent through further comments on the report. Key items relate to pedestrian routes and the analysis in the transport assessment. • JD clarified the TAG outlines the preferred walking routes (i.e. not saying that students cannot travel on other roads, however only encouraging certain routes). • AZ raised concerns that some drop off activity may be expected on the western side of Hermitage Road, and no footpath is along this side of the road. Council of the view that the Hermitage Road footpath is required. • MK noted parking demand is high along this side of the road and parking is unrestricted, so any drop off activity in this location is unlikely. Raised that there are safety concerns at the Constitution Road/ Bowden Street treatment for pedestrians, and SINSW will be raising concerns again with Council on behalf of the primary school.	Note

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Item	Notes	Action
3	• BH raised that the intention is to have Macpherson Street as the main bus stop and only bus stop initially and if there is demand, the Rhodes Street bus stop can accommodate future buses. • WM confirmed the location of the main bus stop is correct and recommended removing any reference to the Rhodes Street bus stop. • WM recommended showing Victoria Road bus routes on the TAG and only showing the bus stops near Bowden Street which link with the recommended walking route • DS suggested adding the different blue lines in the legend to confirm what the difference is between the bus routes to the school and other routes. • Stantec to update report to address these suggestions.	Stantec
4	• LP raised concerns on the kiss and drop in relation to queuing. Plan or guide needed for parents how to keep the line moving so they don't queue over no stopping lines and into the bus zone, and if they need to go around the block, what is this route. • Stantec to update report to address these suggestions. • AZ queried whether there was opportunity to stagger the school times to reduce queuing potential. • MK clarified school times will be staggered between high school and the primary school and there is limited opportunity to further stagger the school times for classes. • DS noted further staggering times will cause issues with bus scheduling.	Stantec
5	• SG noted the location of end of drop facilities should be on the TAG, consistency is needed on kiss and drop/ pick-up and drop-off, and more zoomed in image of drop off zone should be included in the TAG. • PA to confirm what drop off term is being used in wayfinding package. • Stantec to update report to address the above.	Stantec PA
6	• SG raised how parking will be allocated to staff/ prioritised and recommended that this be put in the list of actions. • Stantec to add this into the action plan for schools to action.	Stantec
7	• Stantec to update report to close out all outstanding comments and finalise. • Report will continue to be reviewed and amended as part of the Travel Coordinator role. • BH recommended having a final TWG meeting in two weeks' time to close out the report. • JD to send agenda to BH for the Travel Coordinator inception meeting.	Stantec

Stantec

Meeting Notes

Meadowbank Schools Transport Working Group Stakeholder Meeting

Stantec reference: 301401106 Meadowbank Schools Project – School Transport Plan

Date/Time:	25 November, 2021 / 9:00 AM
Place:	Teams online meeting
Next Meeting:	Not applicable
Attendees:	Barry Hayes (DoE), Phillipa Aiken (Colliers) John Devney (Stantec), Liam Clark (Stantec), Rebecca Lehman (DoE), Wade Mitford (TfNSW), Sophia Grieve (TfNSW), David Surplice (TfNSW), Michael Kavanagh (DoE)
Absentees:	None
Distribution:	All Attendees, Robin Roy (SINSW)

Item:	Action:
School Transport Plan (STP) and Travel Access Guide (TAG) • John confirmed the changes made to the STP and TAG from the comments provided by the stakeholders since the last meeting. • Sophia asked for a final opportunity to review the Transport Assessment in the STP. • In January 2022, Bus Contract Region 7 operations will be transferred from STA to Busways. Wade confirmed that the regular bus routes and timetables are correct as shown in the STP. The school bus specials and services that will be extended to Macpherson Street are under review by Busways and he will confirm the final times in the next few weeks. Any changes to the timetables are to be updated in the TAG before it is released to the public by the schools. • Sophia mentioned that a contact from one of the school's 'parents and friends' groups provided a different 2022 enrolment number than used in the STP. It was agreed with the other stakeholders that the STP does not require an update to address changes to in school enrolment, because it is unlikely to change the actions in the Implementation Strategy and the statistics in the STP will be updated when the final enrollment numbers are confirmed in 2022. • Rebecca provided the latest SINSW travel survey templates to be used with the interviews with the school Principals and for the school community in 2022.	• Sophia to review and provide final set of comments on the STP and TAG. • Wade to confirm the times on the school bus services. • Stantec to create the travel surveys in Survey Monkey as per the templates for inclusion in the final STP. • Stantec to re-issue the STP as final with the updated TAG and travel survey.
Infrastructure • Sophia expressed concern about the responsibility for delivery of pedestrian infrastructure near the schools. The other stakeholders explained is will an ongoing issue with City of Ryde Council.	• Stantec to monitor with SINSW and the City of Ryde
Review of the 40km/h speed zone • At the inception meeting for the Travel Coordinator role, the two School Principals from Marsden High School and Meadowbank Public School expressed concern about the traffic speeds on the local streets in Meadowbank. They asked for a review to consider extending the areas for the 40km/h speed zones to include other surrounding streets. • Rebecca advised that Nicolas Kocoski, Senior Manager Network & Safety Services at TfNSW is the contact person to discuss the 40km/h school speed zone. John will follow-up with him to confirm the policy for extending the school speed zone.	• Stantec to discuss with TfNSW
Next Meeting These Transport Working Group meetings will transition into Stantec's role as School Travel Coordinator with the next meeting scheduled for Wednesday 15th December 2021 at 3:30 pm.	• Stantec to invite all attendees

The meeting was adjourned at 9:45 AM

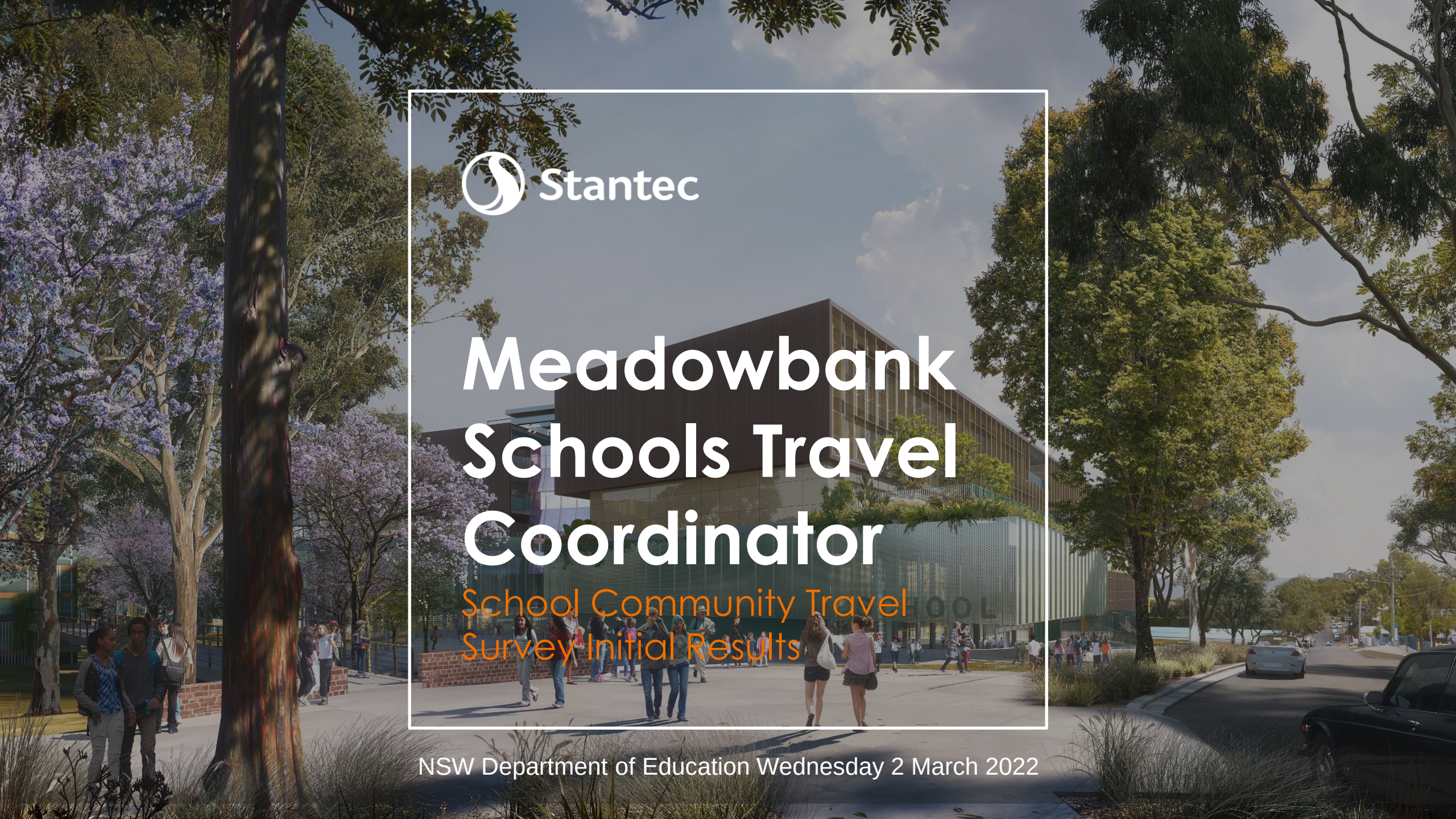
The foregoing is considered to be a true and accurate record of all items discussed. If any discrepancies or inconsistencies are identified, please contact me.

Stantec Australia Pty Ltd.

John Devney

Senior Principal Transportation Planner

Phone: 0459 943 332
john.devney@stantec.com

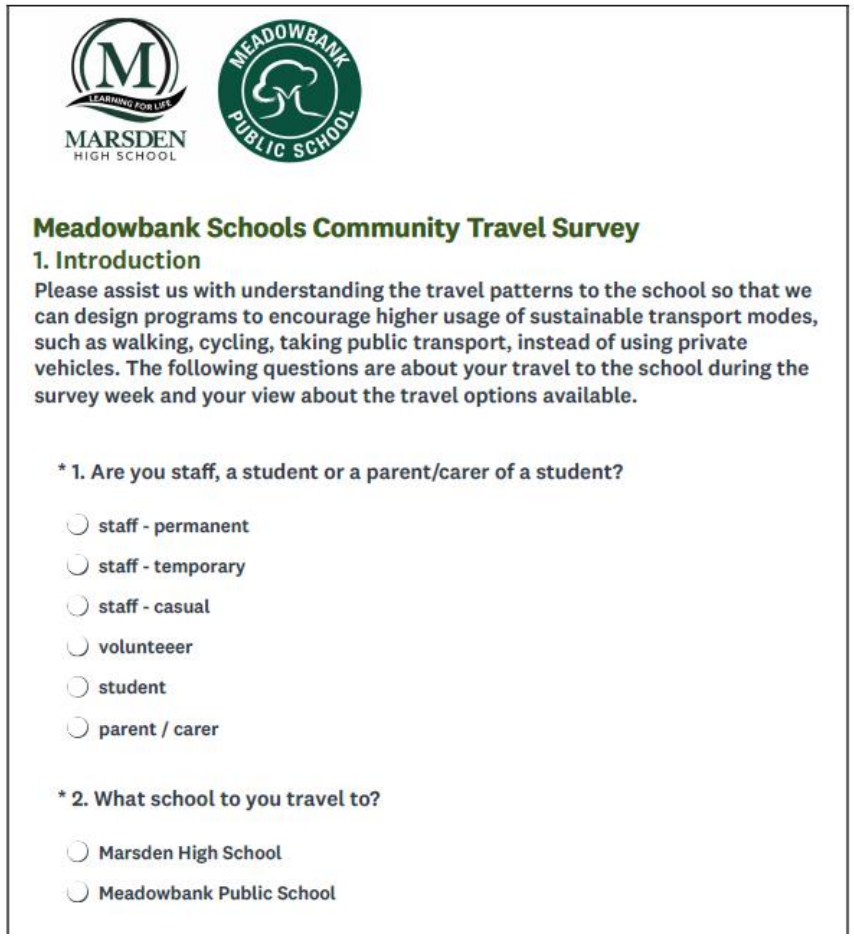


Meadowbank Schools Travel Coordinator

School Community Travel Survey Initial Results

NSW Department of Education Wednesday 2 March 2022

Meadowbank Schools Community Travel Survey



MARSDEN HIGH SCHOOL

MEADOWBANK PUBLIC SCHOOL

Meadowbank Schools Community Travel Survey

1. Introduction

Please assist us with understanding the travel patterns to the school so that we can design programs to encourage higher usage of sustainable transport modes, such as walking, cycling, taking public transport, instead of using private vehicles. The following questions are about your travel to the school during the survey week and your view about the travel options available.

* 1. Are you staff, a student or a parent/carer of a student?

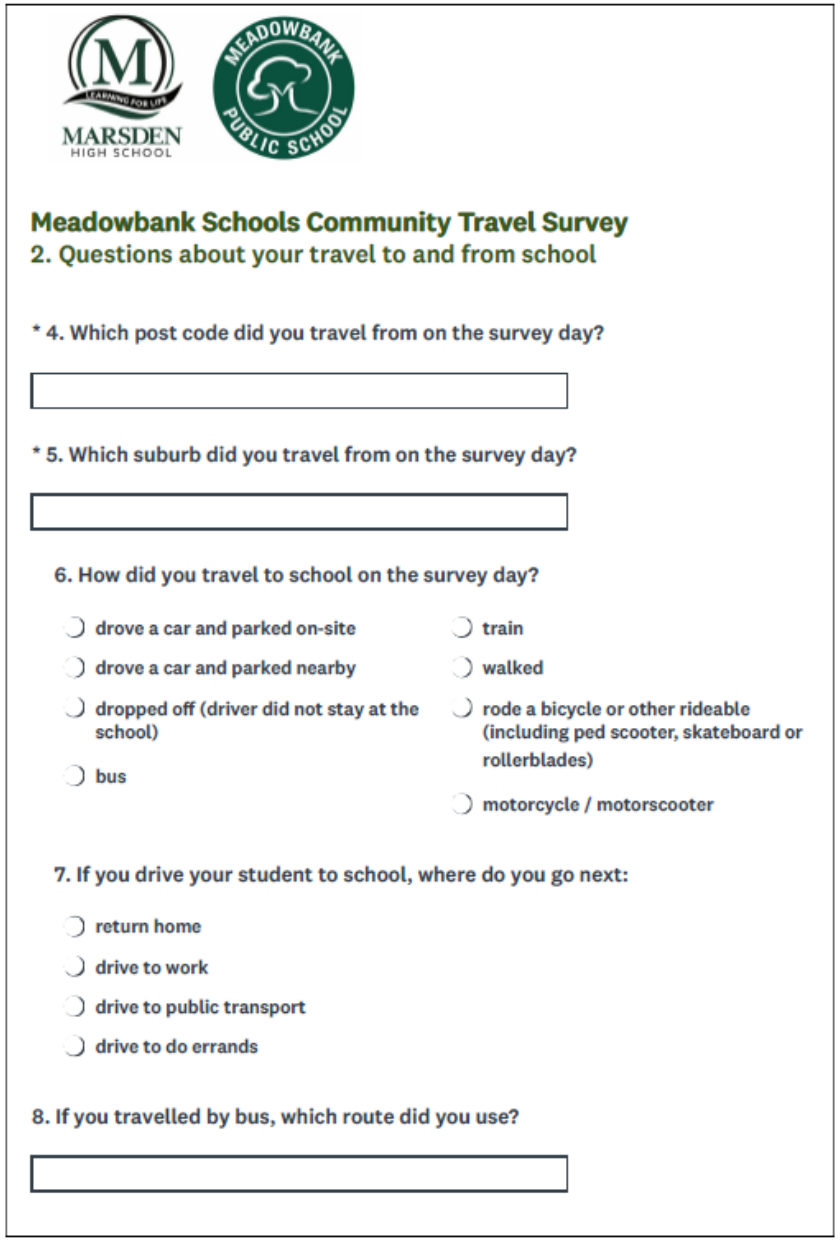
- staff - permanent
- staff - temporary
- staff - casual
- volunteeer
- student
- parent / carer

* 2. What school to you travel to?

- Marsden High School
- Meadowbank Public School

* 3. What year is you (or your child) in?

- K-2
- 3-6
- 7-10
- 11-12
- If you are a parent/carer and have more than one student attending this school, please specify what school and years they are in?



MARSDEN HIGH SCHOOL

MEADOWBANK PUBLIC SCHOOL

Meadowbank Schools Community Travel Survey

2. Questions about your travel to and from school

* 4. Which post code did you travel from on the survey day?

* 5. Which suburb did you travel from on the survey day?

6. How did you travel to school on the survey day?

- drove a car and parked on-site
- drove a car and parked nearby
- dropped off (driver did not stay at the school)
- bus
- train
- walked
- rode a bicycle or other rideable (including ped scooter, skateboard or rollerblades)
- motorcycle / motorscooter

7. If you drive your student to school, where do you go next:

- return home
- drive to work
- drive to public transport
- drive to do errands

8. If you travelled by bus, which route did you use?

Meadowbank Schools Community Travel Survey

9. If you drove a car, how many passengers were in the car?

- ○ 0 - just me
- ○ 1 - 1 passenger, 1 driver
- ○ 2 passengers
- ○ more than 2 passengers

10. If you were dropped off by a car, where did the car go next? Please specify:

11. If you drove, what is your primary reason for doing so?

- ○ dropping off / picking up children
- ○ need the car to drive elsewhere before school (ie, sport, work or an appointment)
- ○ health reasons
- ○ convenience
- ○ lack of transport options (ie, no bus service or footpath)
- ○ Other (please specify)
- ○ worried about road safety and busy traffic
- ○ worried about heat / shade
- ○ worried about weather variation (rain, hail, wind)
- ○ did not drive

12. What time do you arrive at school?

- ○ before 6:15 am
- ○ 6:15 - 6:30 am
- ○ 6:30 - 6:45 am
- ○ 6:45 - 7:00 am
- ○ 7:00 - 7:15 am
- ○ 7:15 - 7:30 am
- ○ 7:30 - 7:45 am
- ○ 7:45 - 8:00 am
- ○ 8:15 - 8:30 am
- ○ 8:30 - 8:45 am
- ○ 8:45 - 9:00 am
- ○ after 9:00 am

13. What time do you leave school?

- ○ before 2:45 pm
- ○ 2:45 - 3:00 pm
- ○ 3:00 - 3:15 pm
- ○ 3:15 - 3:30 pm
- ○ 3:30 - 3:45 pm
- ○ 3:45 - 4:00 pm
- ○ 4:00 - 4:15 pm
- ○ 4:15 - 4:30 pm
- ○ 4:30 - 4:45 pm
- ○ 4:45 - 5:00 pm
- ○ 5:00 - 5:15 pm
- ○ 5:15 - 5:30 pm
- ○ after 5:30 pm

14. Do you have anything else you would like to tell us about travelling to/ from school?

Meadowbank Schools Community Travel Survey

MARSDEN HIGH SCHOOL

MEADOWBANK PUBLIC SCHOOL

Meadowbank Schools Community Travel Survey

3. Questions about your travel choices

15. Which measures would encourage you to walk or ride a bicycle more? If you already walk or ride a bicycle -- what measures would you like to see more? Please choose 2.

- ☐ lower speed roads
- ☐ place to store my helmet
- ☐ place to store my scooter / skateboard
- ☐ better lighting
- ☐ more shade
- ☐ more weather protection (eg covered walkways)
- ☐ back up options in case of inclement weather (bus, train or car for rainy days or days when the weather changes)
- ☐ shower / change rooms
- ☐ safe bicycle parking
- ☐ information on safe routes
- ☐ bicycle group so I can ride with others
- ☐ walking group so I can walk with others
- ☐ loan / discount to buy a bicycle / helmet
- ☐ Other (please specify)

16. Which measures would encourage you to use public transport? If you already use public transport, what would you like to see more?

- ☐ cheaper public transport
- ☐ more frequent public transport
- ☐ bus route to my neighbourhood
- ☐ improved waiting area at school (shade / weather protection)
- ☐ improved waiting area at home (shade / weather protection)
- ☐ better connections to other transport (train or bus)
- ☐ public transport group so I can ride with others
- ☐ information about public transport
- ☐ Other (please specify)

17. Which measures would encourage you to carpool?

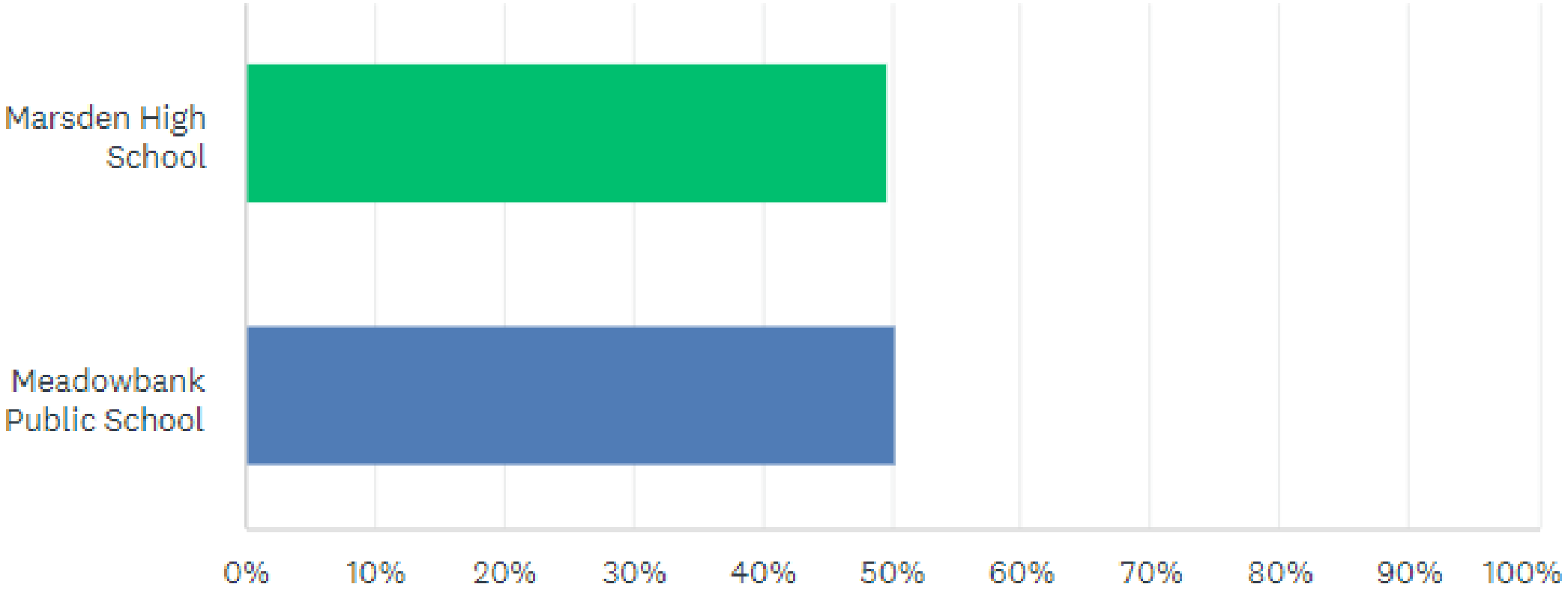
- ☐ help finding someone to carpool with
- ☐ reduced parking cost
- ☐ know the driver personally
- ☐ free parking
- ☐ sharing driving responsibility
- ☐ certainty in finding a car space (ie dedicated car space for carpoolers)
- ☐ secure parking
- ☐ a ride home if I needed to assist with a sick child / personal responsibilities
- ☐ Other (please specify)

*** 18. Please provide any other transport feedback to our team.**

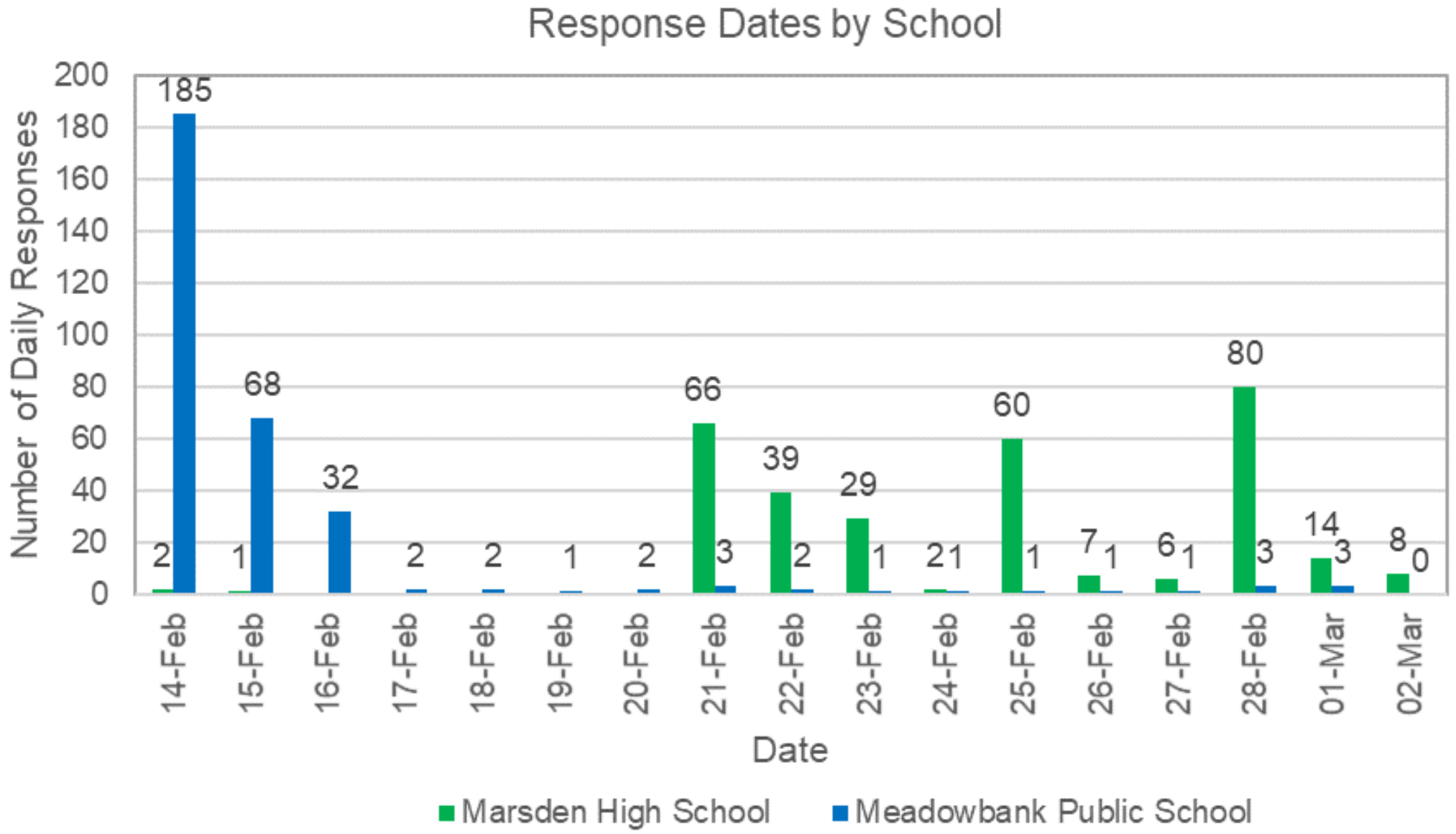
Meadowbank Schools Community Travel Survey

As of Wednesday 2 March 2022, the two schools received 622 responses.

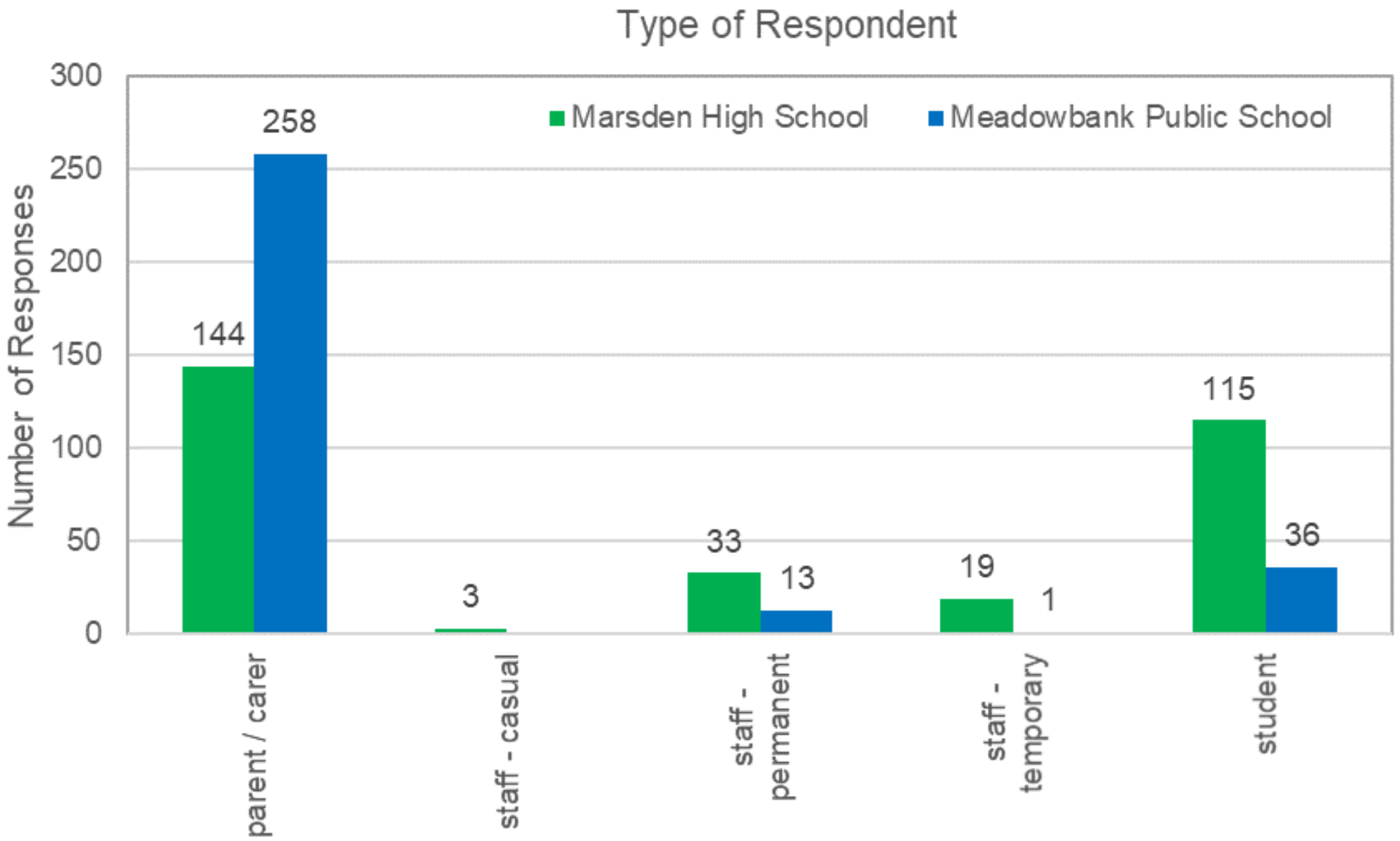
- 314 from Marsden High School
- 308 from Meadowbank Public School



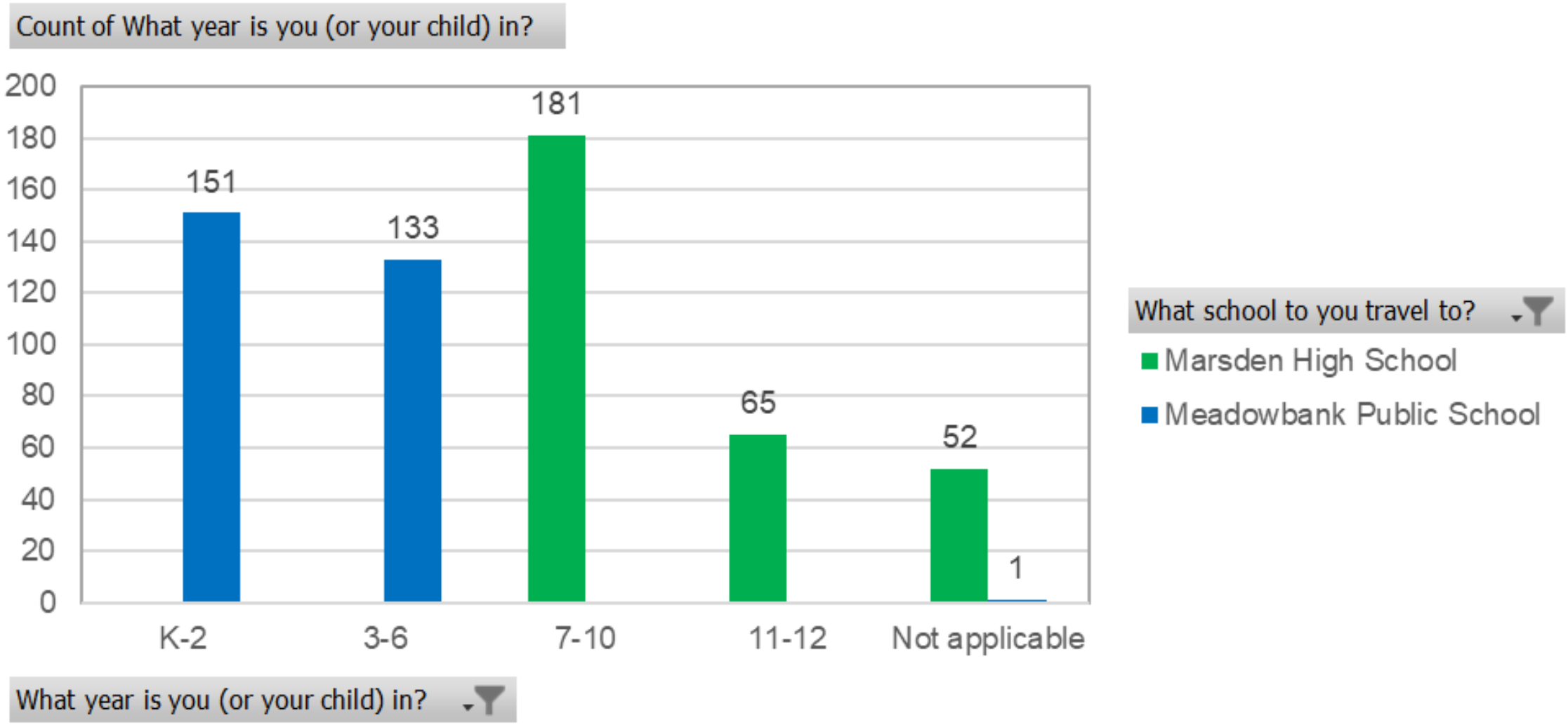
Meadowbank Schools Community Travel Survey



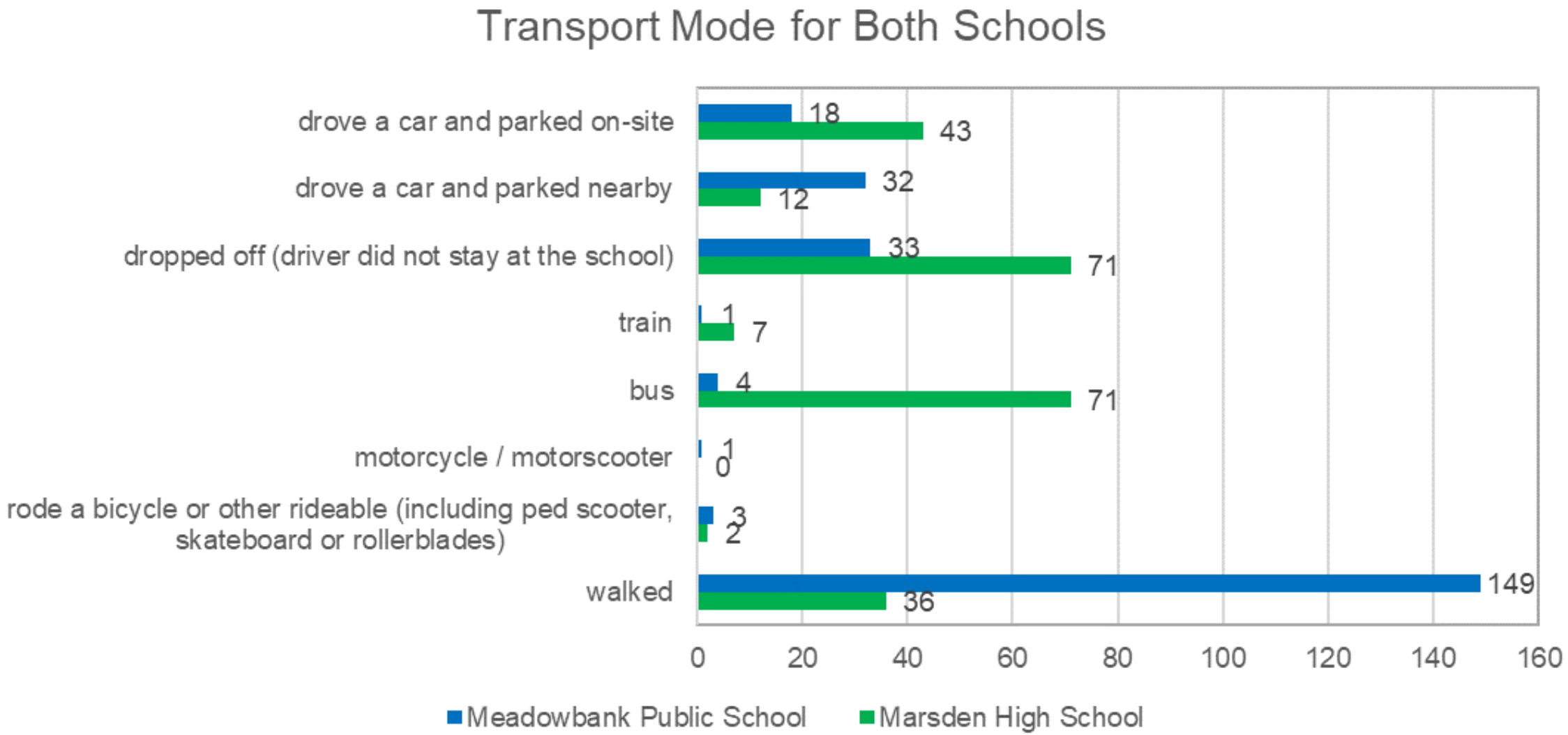
Meadowbank Schools Community Travel Survey



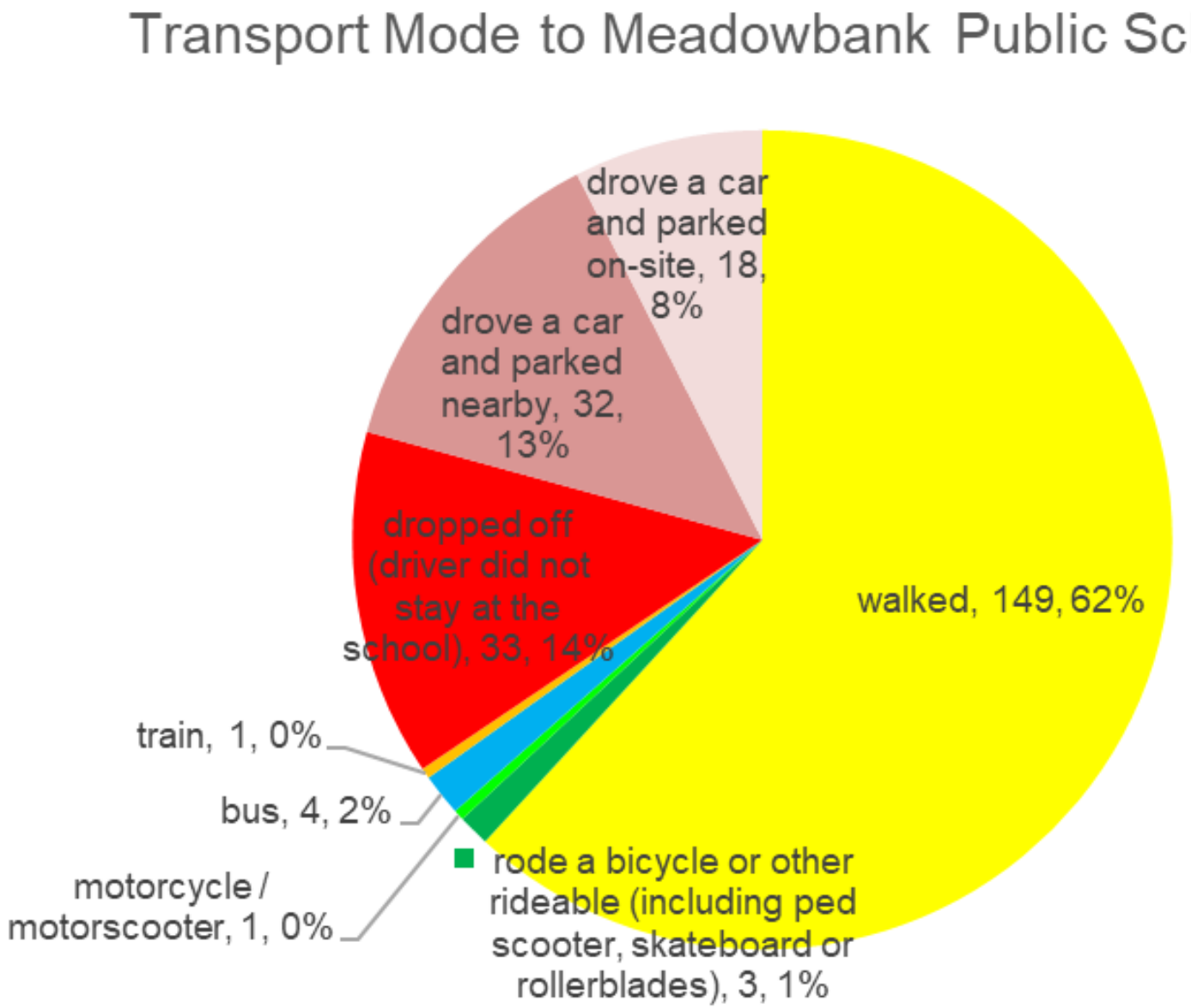
Meadowbank Schools Community Travel Survey



Meadowbank Schools Community Travel Survey



Meadowbank Public School Transport Mode Shares



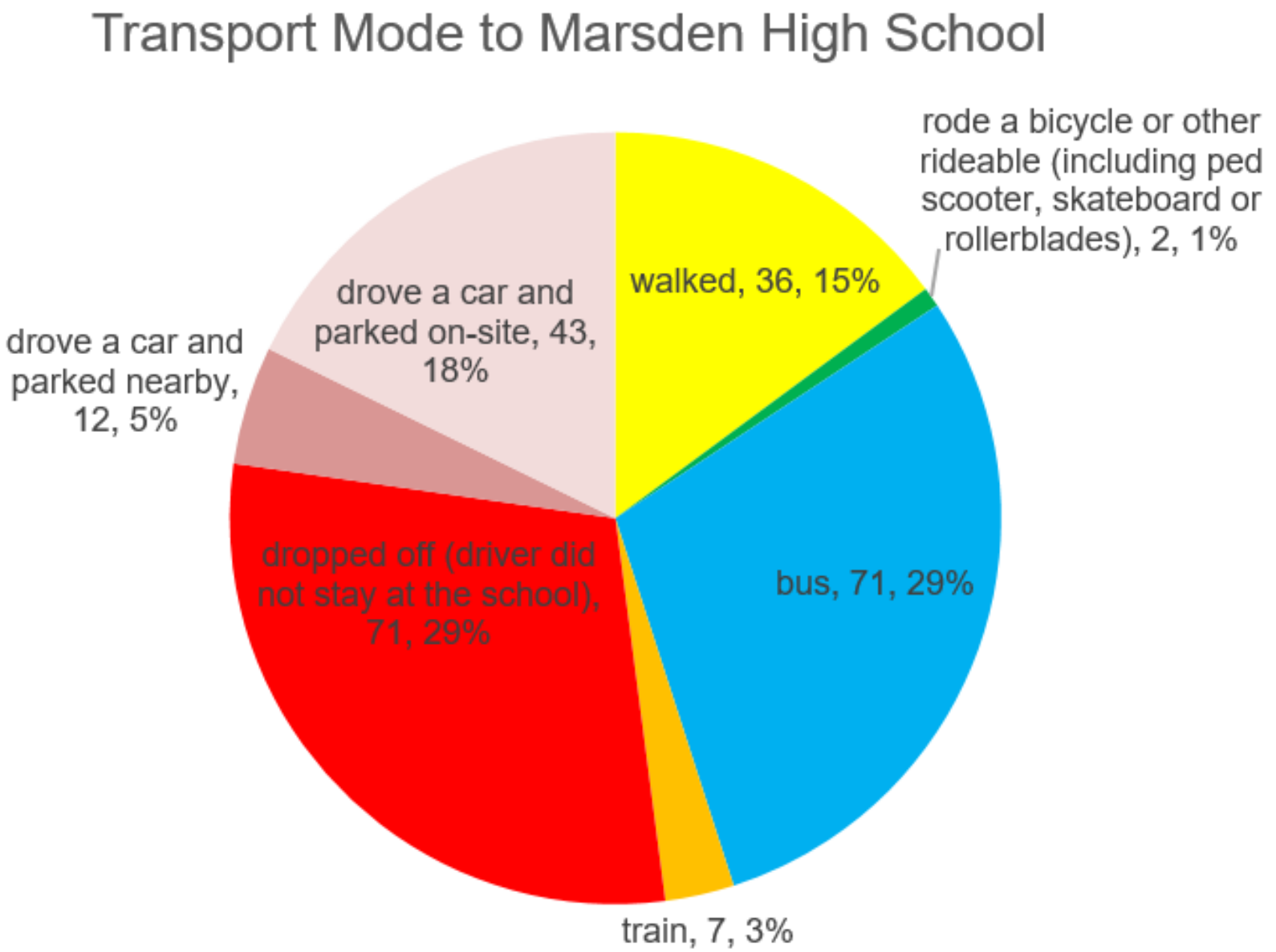
Base Case Mode Shares

Mode	Staff	Student
Car	75%	40%
School Bus	0%	0%
Public Bus	0%	0%
Train	10%	0%
Walk	15%	60%
Cycling	0%	0%
Total	**100%**	**100%**

New School Location Mode Share Targets (Moderate)

Mode	Staff	Student
Car	40%	30%
Bus or Train	38%	0%
Walk	15%	60%
Cycling	7%	10%
Total	**100%**	**100%**

Marsden High School Transport Mode Shares



Base Case Mode Shares

Mode	Staff	Student
Car	75%	33%
School Bus	0%	26%
Public Bus	0%	2%
Train	10%	3%
Walk	15%	22%
Cycling	0%	14%
Total	**100%**	**100%**

New School Location Mode Share Targets (Moderate)

Mode	Staff	Student
Car	40%	20%
Bus or Train	38%	40%
Walk	15%	25%
Cycling	7%	15%
Total	**100%**	**100%**

Meadowbank Schools Community Travel Survey

How did you travel to school on the survey day?	Marsden High School	Meadowbank Public School	Grand Total
parent / carer	**120**	**214**	**334**
bus	32	3	35
dropped off (driver did not stay at the school)	59	29	88
drove a car and parked nearby	4	26	30
drove a car and parked on-site	2	11	13
motorcycle / motorscooter		1	1
rode a bicycle or other rideable	1	2	3
train	1	1	2
walked	21	141	162
staff - casual	**2**		**2**
drove a car and parked on-site	1		1
walked	1		1
staff - permanent	**28**	**11**	**39**
bus	2	1	3
drove a car and parked nearby	1	4	5
drove a car and parked on-site	24	5	29
rode a bicycle or other rideable		1	1
walked	1		1
staff - temporary	**17**	**1**	**18**
drove a car and parked nearby	1	1	2
drove a car and parked on-site	16		16
student	**75**	**15**	**90**
bus	37		37
dropped off (driver did not stay at the school)	12	4	16
drove a car and parked nearby	6	1	7
drove a car and parked on-site		2	2
rode a bicycle or other rideable	1		1
train	6		6
walked	13	8	21
Grand Total	**242**	**241**	483

Meadowbank Schools Community Travel Survey

If you drive your student to school, where do you go next:	Marsden High School	Meadowbank Public School	Grand Total	Percentage
drive to do errands	10	9	19	5%
drive to public transport	1	2	3	1%
drive to work	72	59	131	37%
return home	**72**	**130**	**202**	**57%**
Grand Total	**155**	**200**	**355**	**100%**

If you drove a car, how many passengers were in the car?	Marsden High School	Meadowbank Public School	Grand Total	Percentage
0 - just me	53	28	81	22%
1 - 1 passenger, 1 driver	65	70	135	36%
2 passengers	35	52	87	24%
more than 2 passengers	28	39	67	18%
Grand Total	**181**	**189**	**370**	**100%**

Meadowbank Schools Community Travel Survey

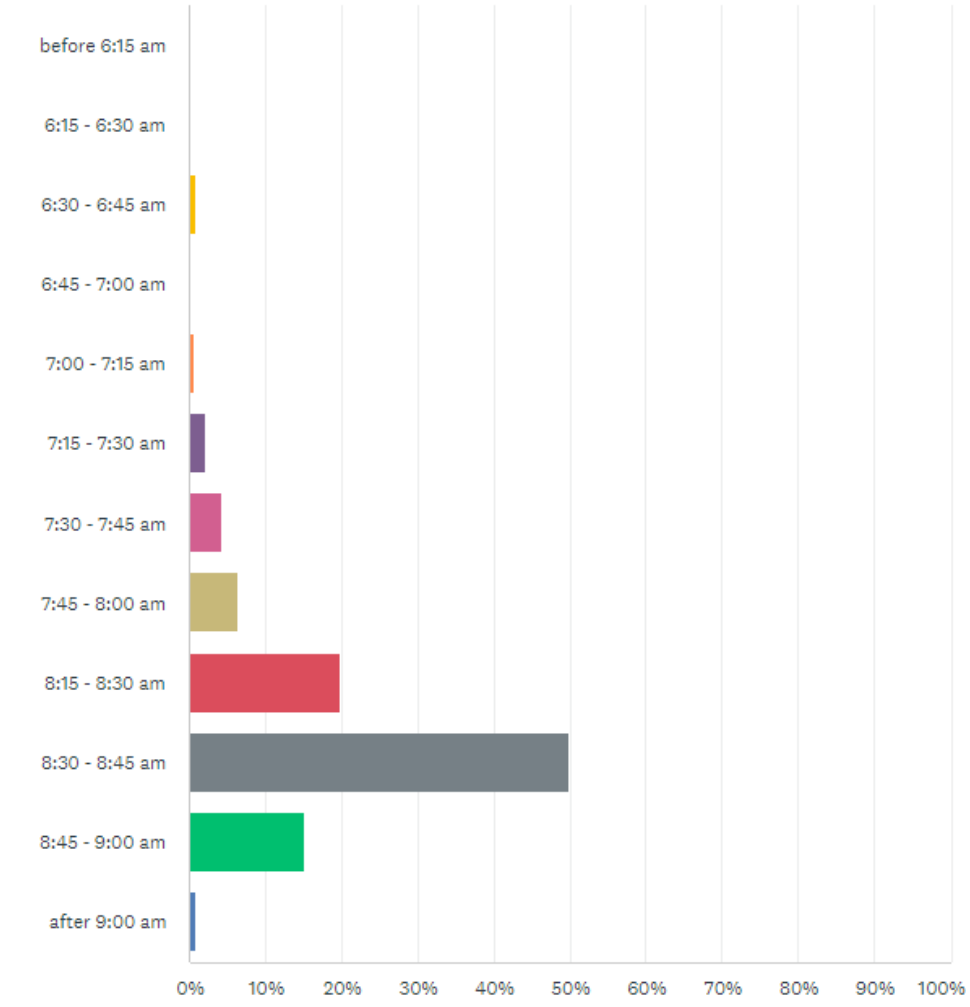
If you drove, what is your primary reason for doing so?	Marsden High School	Meadowbank Public School	Grand Total	Percentage
convenience	28	13	41	11%
did not drive	31	30	61	17%
dropping off / picking up children	56	81	137	38%
lack of transport options (ie, no bus service or footpath)	20	12	32	9%
need the car to drive elsewhere before school (ie, sport, work or an appointment)	19	22	41	11%
worried about road safety and busy traffic	10	11	21	6%
worried about weather variation (rain, hail, wind)	16	15	31	9%
Grand Total	**180**	**184**	**364**	**100%**

Meadowbank Schools Community Travel Survey

MEADOWBANK SCHOOLS TRAVEL COORDINATOR

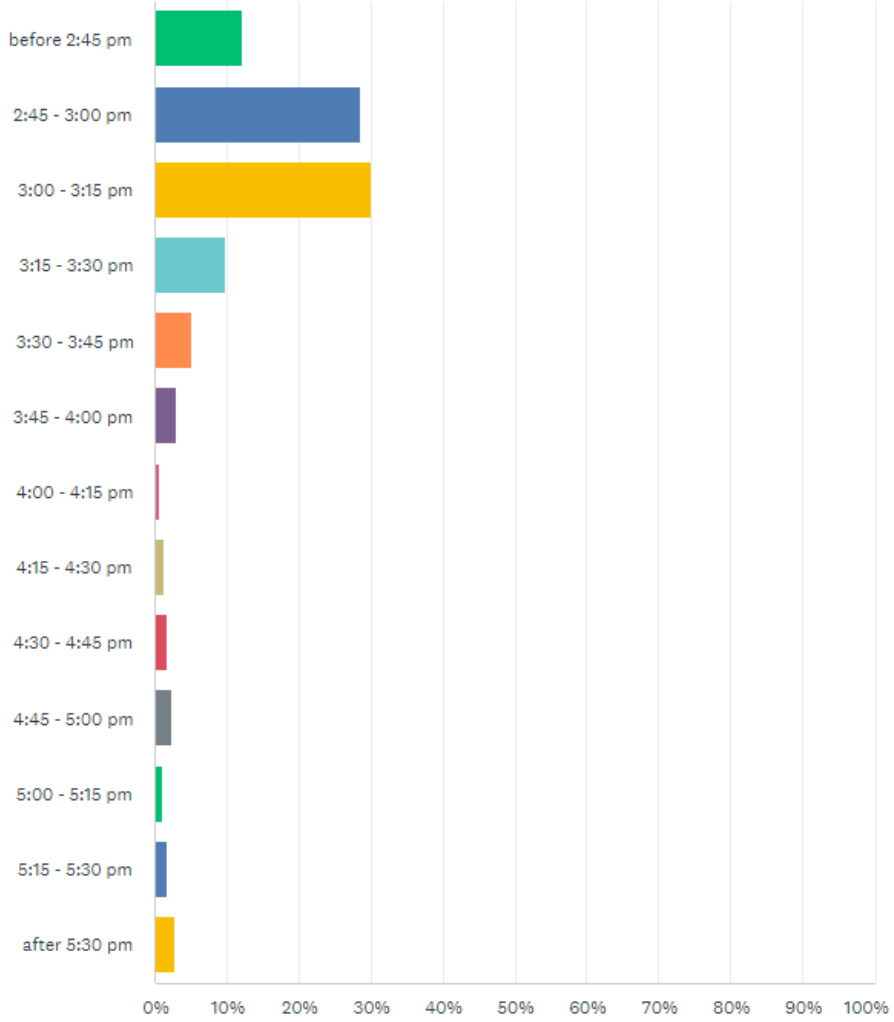
What time do you arrive at school?

Answered: 471 Skipped: 140



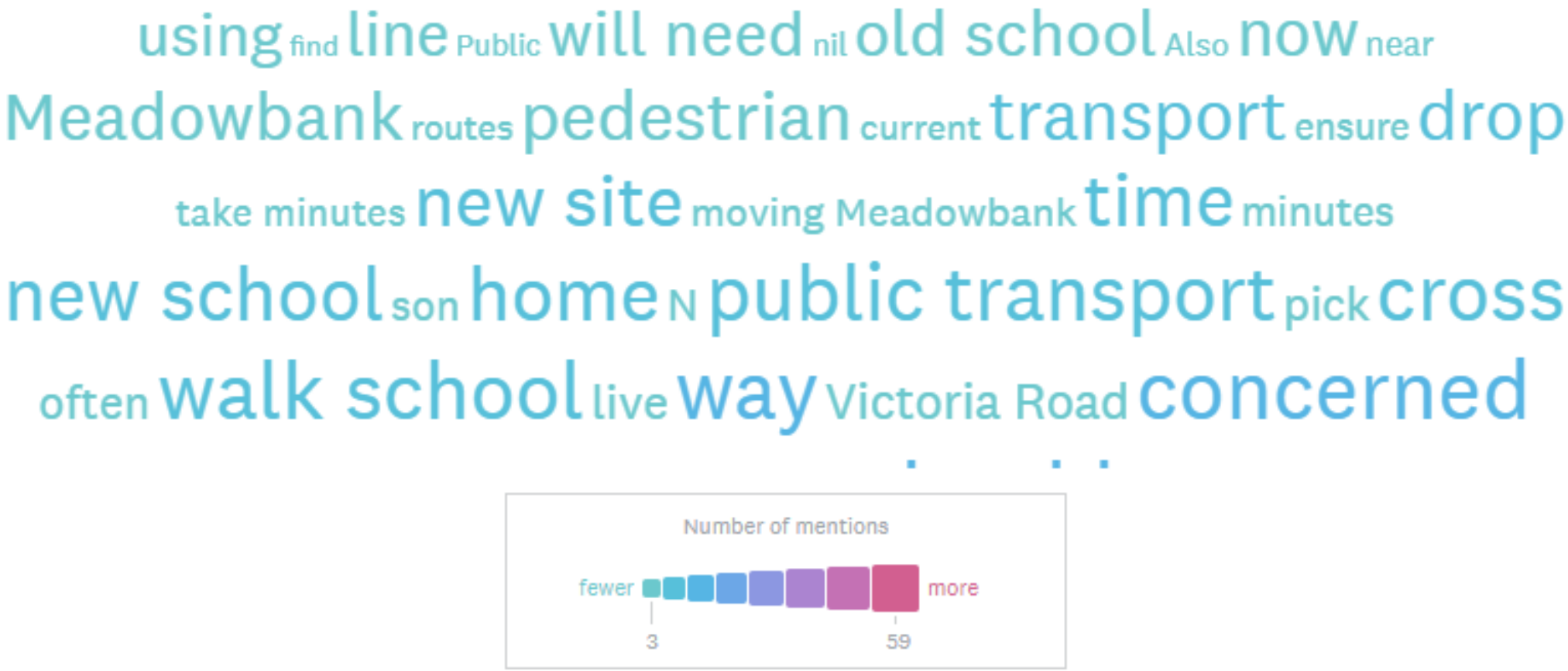
What time do you leave school?

Answered: 470 Skipped: 141



Meadowbank Schools Community Travel Survey

Key words from the comments question are shown in this Word Cloud.



Appendix B Implementation Strategy

The Implementation Strategy that comprises the Sustainable Travel Action Plan and Communication Plan for the Meadowbank Schools are provided in Table B.1 and Table B.2.

B.1 Sustainable Travel Action Plan

Strategy	Action	Target Audience	Timeframe	Responsibility
Enabling active travel through resourcing				
Travel Coordinator	Progress the appointment of a Travel Coordinator for the Meadowbank Schools. This includes determining the role and procuring a contractor, or other to promote, coordinate and monitor the implementation of the sustainable travel initiatives.	Not applicable	Prior to school opening in Term 2 in 2022	Department of Education led by Project Director and School Principal
Recurrent funding submission	Department of Education to confirm a budget for recurrent funding to enable mode shift from car to sustainable travel which would fund Travel Coordinator and associated program costs (communications, participation costs).	Not applicable	Prior to school opening in Term 2 in 2022	Department of Education led by Project Director and School Principal
Sustainable Transport Programs to be coordinated by a Travel Coordinator				
Ride-to-School day	School participates in Ride-To-School day. This provides an opportunity for students, parents and teachers to try riding, walking, skating or scooting to school as well as celebrating the regular walkers and riders. Further information: www.bicyclenetwork.com.au	Staff, parents and students (both schools)	In first year of opening and then annually	Travel Coordinator
Walking School Bus (WSB) scheme	Scope and map potential walking school bus routes and prepare an appropriate communication to parents and carers, seeking volunteers for the annual 195 school days. This concept is an organised group who walk to schools guided by two adults.	Parents and primary school students	In first year of opening and ongoing	Travel Coordinator
Walk Safely to School Day	Promote and take part in 'Walk Safely to School Day'. Further information: www.walk.com.au	Staff and primary school students	In first year of opening and then annually	Travel Coordinator
School Student Transport Scheme (SSTS)	Promote this scheme among the school community. Applications to the SSTS, for subsidised school term bus pass (students living beyond 2.3km (PS) or 2.9 km (HS) walking distance from the schools), are used as an indicator for demand for dedicated school buses by Transport for NSW. Therefore, an uplift in applications to the scheme is needed to support the continued provision of school buses to help achieve the school travel targets.	Parents and students (both schools)	Prior to opening and ongoing	Travel Coordinator
Year 6 transport options promotion	Promote and communicate the range of transport options available to Year 6 students as they progress to high school in the following year	Parents and high school students	Term 4 annually	Travel Coordinator
Reduce Car Travel				
Communications Plan	Discuss and refine the Communications Plans and key messages with the School Principals and TfNSW to encourage a higher usage of non-private vehicle modes from staff, parents and students.	Staff, parents and students (both schools)	In first year of opening and then annually	Travel Coordinator

Strategy	Action	Target Audience	Timeframe	Responsibility
Staff car-pooling	Establish and organise a car-pooling scheme that enables staff to share their car trip to the school with more than one person in the car, reducing cars travelling to the school.	All staff (both schools)	In first year of opening and ongoing	Travel Coordinator
Parking management plan	Liaise with the Principals of both schools and the City of Ryde to develop policies to manage the demand for staff parking using the 60 on-site spaces and on-street parking in the surrounding streets.	All staff (both schools)	In first year of opening and ongoing	Travel Coordinator and City of Ryde
Infrastructure and environmental elements to encourage active travel to school				
Pedestrian crossing facilities	Deliver the recommended pedestrian crossing facilities identified in Section 1.7.1 at the following locations: • Hermitage Road at Rhodes Street • Constitution Road at Bowden Street	Students and parents (both schools)	Within five years after school opening	City of Ryde Council and/or Transport for NSW to investigate
Cycling infrastructure	Deliver off-road cycling infrastructure, as per the 'moderate' (Figure 1.29 and 'reach' (Figure 1.30) scenarios, creating a viable network for students to safely cycle to and from school.	Students and parents (both schools)	Within five years after school opening (moderate); Over ten years plus (reach)	City of Ryde Council to investigate with Sydney Trains
Additional Actions				
Inspire the school community towards using active and public transport to travel to school	Communicate to Staff and Students key messages to promote sustainable travel including targets and actions outlined in the School Transport Plan in the Communications Plan as provided in Appendix B.2.	Staff, students and parents (both schools)	Per communication plan	Travel Coordinator to prepare messaging for the School Principals to send out
School Crossing Supervisor	Submit a School Crossing Supervisor application request for the new school site	Students (both schools)	Prior to school opening in Term 2 in 2022	Travel Coordinator in concert with the School Principals
Travel Access Guide (TAG)	Distribute the travel access guide for both schools and publish on the school website and other school communication mediums so that it is easy to understand the options to travel to school using active modes or public transport. See Appendix C for the TAG.	Staff, students and parents (both schools)	Per communication plan	Travel Coordinator to prepare for the School Principals to send out

Strategy	Action	Target Audience	Timeframe	Responsibility
Other incentives for staff to use active and public transport	Propose and discuss the following initiatives with the School Principals to consider and implement: • Pre-loaded Opal cards during orientation. • School subsidised panniers or backpacks for staff committed to active travel. • Salary sacrifice options for purchases of bikes or other micro-mobility options. • Time in staff meetings to share tips and support for staff wanting to start cycling. • Wayfinding at the school with directions to the End of Trip facilities. • A role for a school sustainable travel champion that focuses on modelling the desired behaviours and positive communication around active and public transport.	Staff at both schools	From November 2021 to March 2022 prior to the school opening in April 2022	Travel Coordinator
End of Trip facilities	With a higher target for cycling for staff and students, the End of Trip facilities, including the bike racks, showers and change rooms will be promoted to staff and students. A resource for End of Trip facilities is available at: http://data.mysydney.nsw.gov.au/Travel+Choices/EOT+Guidance.pdf	Staff, students and parents (both schools)	On-going	School Infrastructure
Travel Surveys for staff and students	• Design bespoke travel surveys to be issued to staff and students to obtain workforce data analysis (including staff residential postcodes) to identify the actual staff/student travel origin and destination patterns, to inform strategies that help to reduce car parking demand for staff and students to get to and from the site. A school community travel survey developed for the Marsden High School and Meadowbank Public School is included in Appendix D . • Collaborate with the School Principals on the method and timing to circulate the travel surveys to staff and students as appropriate.	Staff, students and parents (both schools)	In February 2022 in advance of the Term 2 2022 school opening and for each term in conjunction during the week when the field surveys conducted	Travel Coordinator

B.2 Communications Plan

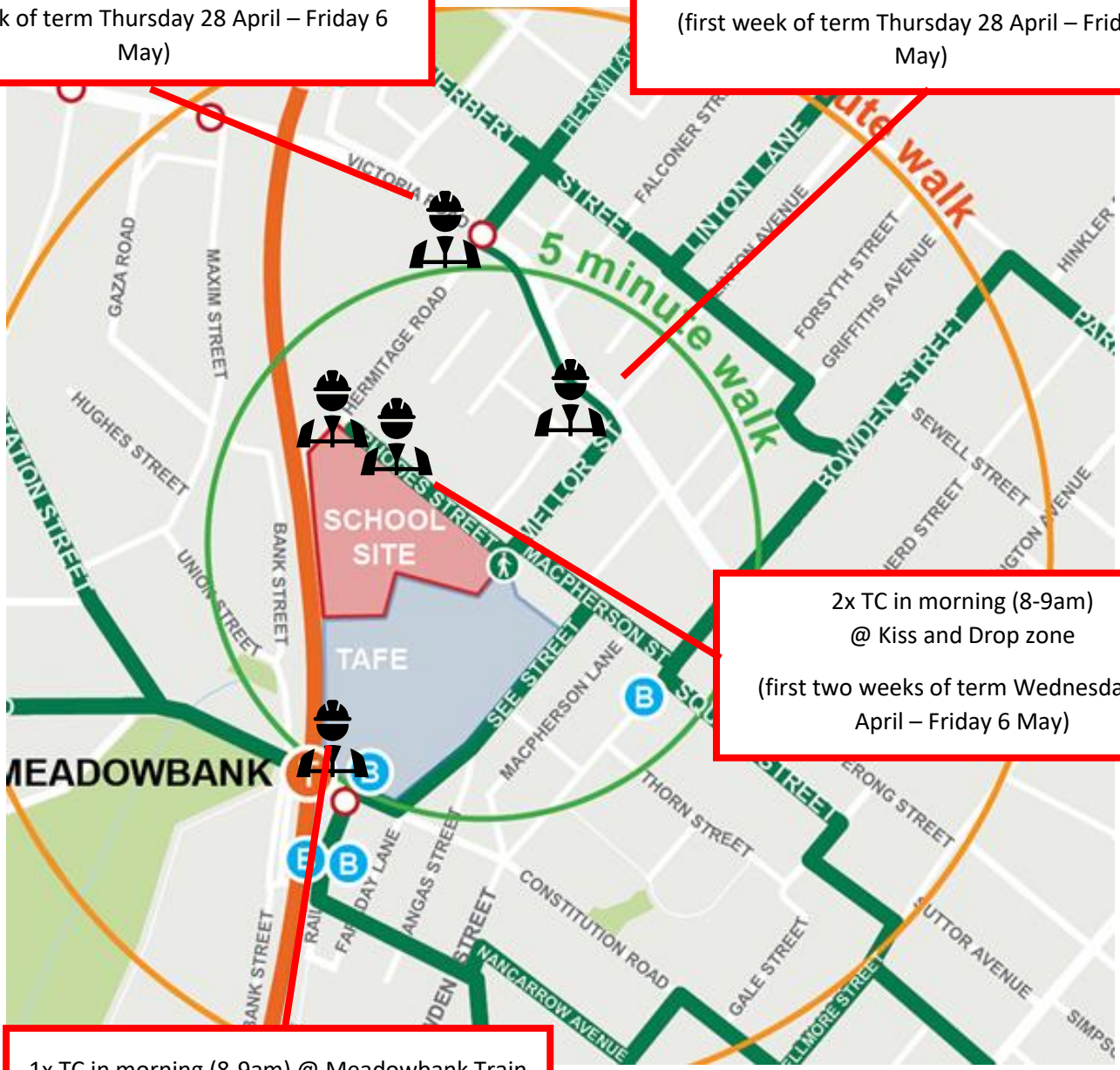
What	When	Which Channel	To Whom
Share the vision and targets for the number of students targeted to walk, ride or take public transport to school.	Before school opens and periodically throughout the year	Online school communication channels (e.g. Facebook page, newsletters)	Staff, parents and students
Share the walking, cycling, train and bus transport options to travel to the schools, drawing from the TAG. Note: Public school websites have standardised transport information available to parents and students.	On the school website at all times	Facebook group(s) School website Email newsletters	Staff, parents and students
Promote and encourage students to use discounted or free travel by signing up to the SSTS to encourage use of public transport as a sustainable travel option.	Regular periodic updates, including at the start of each term in 2022	Facebook Newsletters	Students and parents
Promote and encourage participation in National Ride2School Day.	Prior to the annual event in March.	Facebook	Staff, parents and students
Promote Walk Safely to School Day. Materials available at www.walk.com.au	Prior to the annual event in May	Facebook	Staff, students and parents (targeted at primary school)
Communicating expected standards of behaviour for Kiss n Drop and Road Safety (using available road safety information supplied by City of Ryde).	Regularly, multiple times each term	Facebook	Students and parents
Conduct discussions with Road Safety officers and School Principals about the access and operations at the Kiss and Drop zone.	Before school opens and periodically throughout the year	School website Notices and signage in the school	Students and parents
Communicate links to NSW Department of Education Road Safety Website, which is typically included in all public school websites.	Regularly, multiple times each term	School website Facebook	Students and parents
Communicate road safety education YouTube video links including: Safety – youtu.be/OcNgdmniL8E School Zone – www.youtube.com/watch?v=l7Le_k0R0PY&feature=youtu.be School Crossings – youtu.be/ih0rXAqxSZg	Regularly, multiple times each term	School website Facebook	Students and parents
Communicate the policies in the parking management plan to school staff	Before school opens and periodically throughout the year	Internal staff communications, such as an email from the Principals of each school and posters in staff common areas	Staff

1x TC in morning (8-9am) @ northern end of Hermitage Road to direct students to use Mellor Street

(first week of term Thursday 28 April – Friday 6 May)

1x TC in morning (8-9am) @ northern end of Mellor St to assist students crossing Mellor Street

(first week of term Thursday 28 April – Friday 6 May)



2x TC in morning (8-9am)
@ Kiss and Drop zone

(first two weeks of term Wednesday 27 April – Friday 6 May)

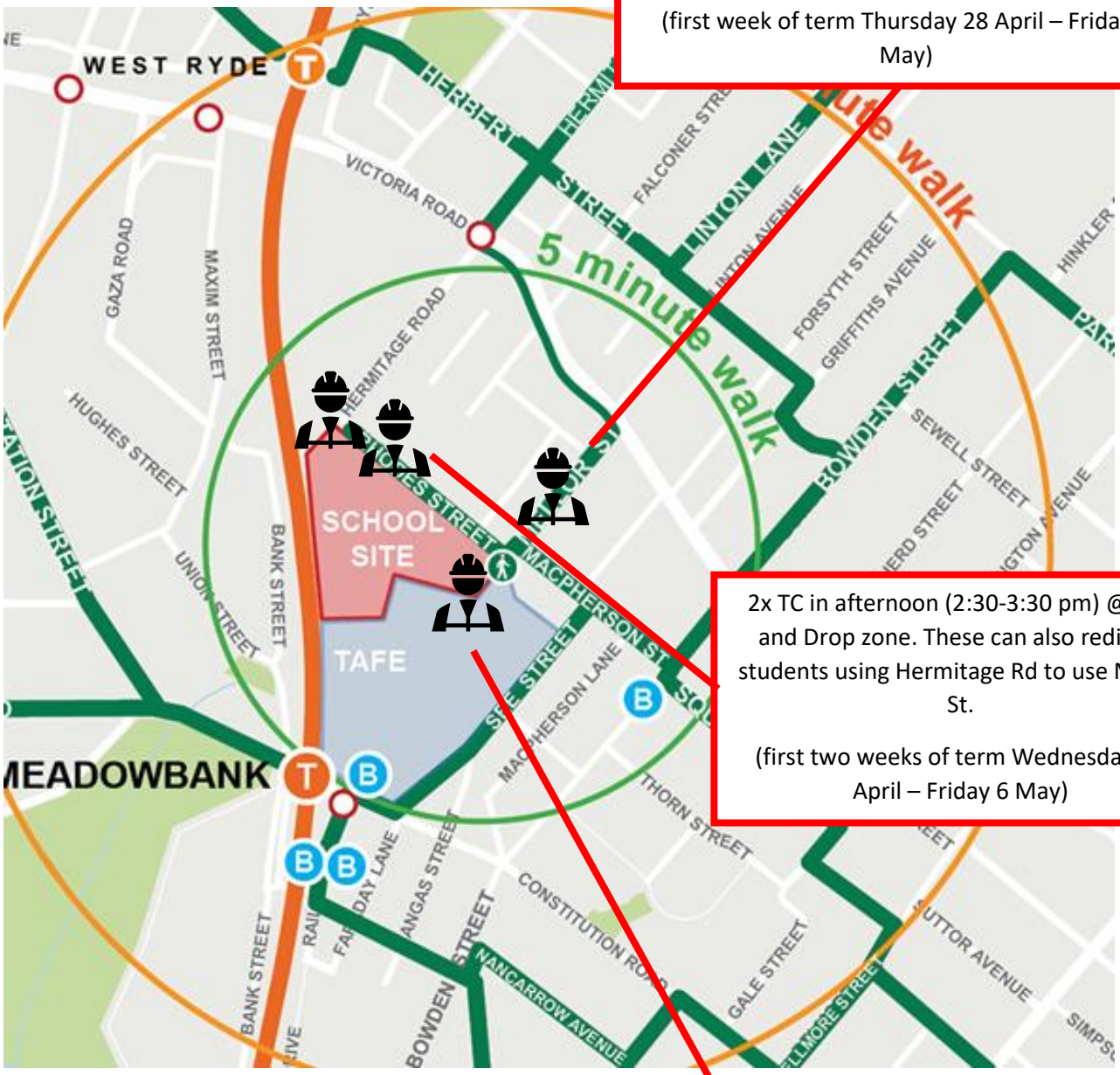
1x TC in morning (8-9am) @ Meadowbank Train Station to direct students to use See Street

(first week of term Thursday 28 April – Friday 06 May)

TRAFFIC CONTROL - AM

1x TC in afternoon (2:45-3:45pm) @ corner of Macpherson and Mellor St to assist students crossing Mellor Street

(first week of term Thursday 28 April – Friday 6 May)



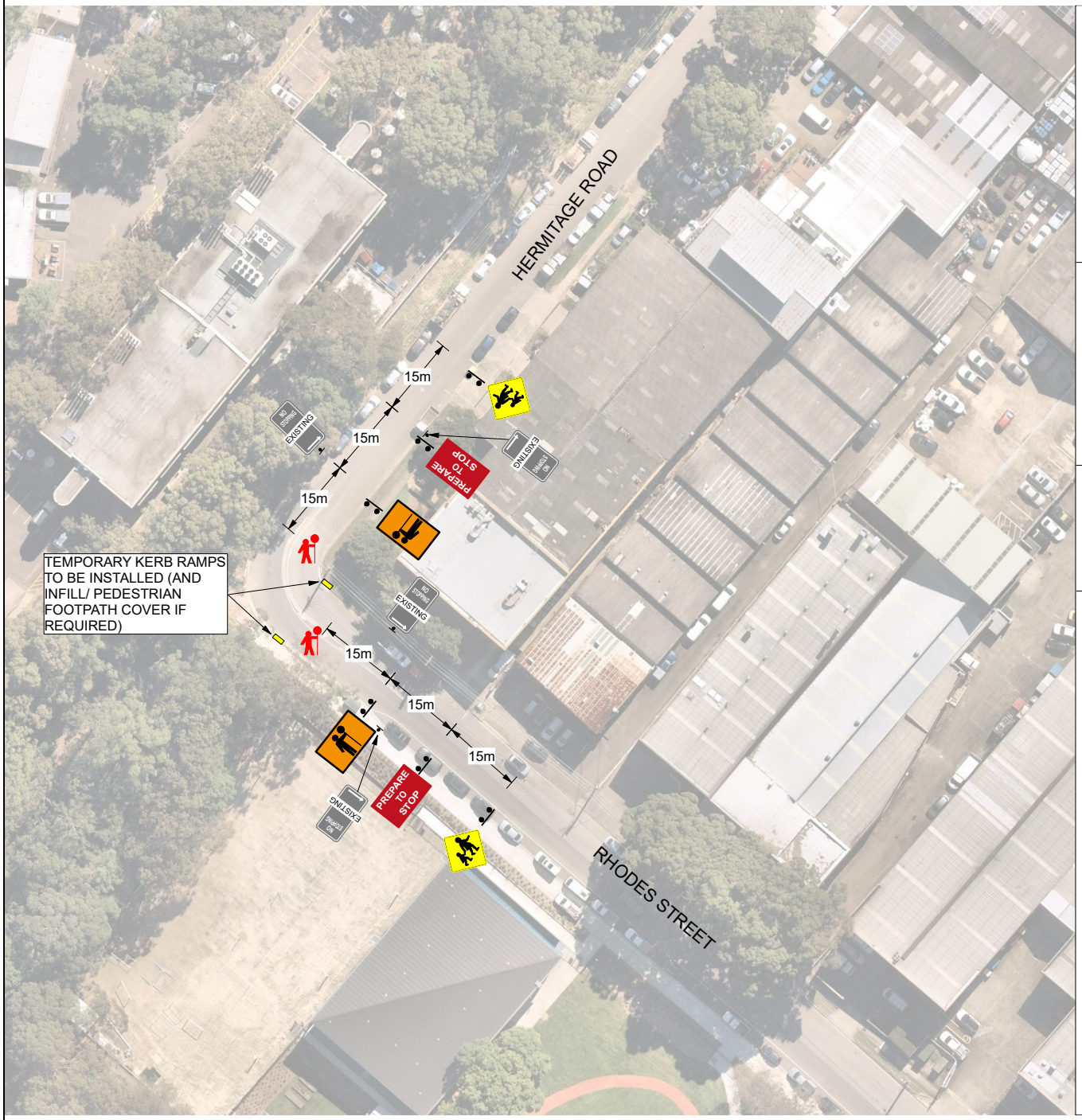
2x TC in afternoon (2:30-3:30 pm) @ Kiss and Drop zone. These can also redirect students using Hermitage Rd to use Mellor St.

(first two weeks of term Wednesday 27 April – Friday 6 May)

1x TC in afternoon (2:45-3:45pm) @ Marsden High School Entrance to direct students to use See Street

(first week of term Thursday 28 April – Friday 6 May)

TRAFFIC CONTROL - PM



Stantec

SCHOOLS AT MEADOWBANK EDUCATION AND EMPLOYMENT PRECINCT

PEDESTRIAN SAFETY MANAGEMENT STRATEGY
TRAFFIC GUIDANCE SCHEME

DATE: 15/04/2022
DRAWING NO. 301401106-01-P1

LEGEND

- TRAFFIC CONTROLLER
- TEMPORARY KERB RAMP
- SIGN POST

THE UNDERSIGNED HAS COMPLETED AND OBTAINED THE SAFEWORK NSW TRAFFIC CONTROL WORK TRAINING CARD:

NAME: MACKENZIE BRINUMS
CARD NO: TCT0044967

TRAFFIC MANAGEMENT NOTES:

1. NOT ALL DIMENSIONS SHOWN ARE TO SCALE.
2. LOCATION OF SIGNS ARE TO BE CONFIRMED ON-SITE TO ENSURE APPROPRIATE VISIBILITY.
3. ALL SIGNS TO BE MINIMUM SIZE A.
4. ALL SIGNS TO BE CLASS 1 RETROREFLECTIVE.
5. ALL TRAFFIC GUIDANCE SCHEMES ARE TO BE IMPLEMENTED IN ACCORDANCE WITH THE TFNSW "TRAFFIC CONTROL AT WORK SITES" MANUAL, VER 6.1 (TFNSW, 2022) AND AUSTRALIAN STANDARDS AS1742.3:2019 MANUAL OF UNIFORM TRAFFIC CONTROL DEVICES, PART 3: TRAFFIC CONTROL DEVICES FOR WORKS ON ROADS.
6. THIS TRAFFIC GUIDANCE SCHEME MUST BE SETUP BY A PERSON HOLDING TRAFFIC CONTROL WORK ACCREDITATION AND THE TFNSW TRAFFIC CONTROL AT WORK SITES CHECKLIST SHALL BE COMPLETED PRIOR TO IMPLEMENTATION.
7. THE ACCREDITED PERSONNEL SHALL IMPLEMENT THE APPROVED TGS BEFORE ANY PHYSICAL WORK COMMENCES AND ENSURE A COPY OF THE TGS IS KEPT ON-SITE. THE ACCREDITED PERSONNEL SHALL ALSO DRIVE THROUGH THE SITE BEFORE WORKS BEGIN TO ENSURE THAT THE TGS HAS BEEN IMPLEMENTED CORRECTLY AND THAT IT WILL WARN, INSTRUCT AND GUIDE ROAD USERS AS DESIGNED. ANY VARIATIONS MADE TO THE PLAN MUST BE MARKED ON THE PLAN AND INITIALLED BY THE ACCREDITED PERSONNEL.
8. IT IS THE RESPONSIBILITY OF AN ACCREDITED PERSONNEL WITH TRAFFIC CONTROL WORK ACCREDITATION TO ENSURE THE FOLLOWING:
- THE INTEGRITY OF ALL TRAFFIC CONTROL MEASURES THROUGH TO THE FINAL REMOVAL. THIS INCLUDES DAILY CHECKS OF ALL SIGNS AND DEVICES. THE CORRESPONDING RECORDS OF CHECKS SHALL BE KEPT ON FILE FOR AUDITING PURPOSES.
- VEHICULAR ACCESS AND SERVICING REQUIREMENTS ARE TO BE MAINTAINED AT ALL TIMES TO ADJACENT PROPERTIES AFFECTED BY TRAFFIC CONTROL MEASURES.
- AT ALL TIMES AN UP-TO-DATE COPY OF "TRAFFIC CONTROL AT WORK SITES" SHOULD BE AVAILABLE FOR REFERENCE AND IMPLEMENTATION AS REQUIRED ON-SITE.
9. IF THE SITE IS LEFT UNATTENDED IT IS THE CONTRACTOR'S DUTY TO ENSURE THAT THE APPROPRIATE MEASURES ARE TAKEN TO PROVIDE A SAFE ENVIRONMENT FOR VEHICLES AND PEDESTRIANS TO RELEVANT AUSTRALIAN STANDARDS.
10. TRAFFIC CONTROLLERS (T1-34) AND PREPARE TO STOP (T1-18) SIGNS ARE TO BE COVERED OR REMOVED WHEN TRAFFIC CONTROLLER/S ARE NOT ON SITE.
11. ALL SIGNAGE IS TO BE CLEAN, CLEARLY VISIBLE AND NOT OBSCURED.
12. ALL WORKERS MUST ADHERE TO THE APPLICABLE SAFE WORK DISTANCE AS DESCRIBED IN AS1742.3:2019.
13. ALL DISTANCES BETWEEN SIGNS ARE TO BE IN ACCORDANCE WITH SECTION 2.5.2 OF AS1742.3:2019. HOWEVER, MODIFICATIONS CAN BE MADE TO SUIT SITE CONDITIONS. SIGN LOCATIONS TO BE REVIEWED ON-SITE TO ENSURE CLEAR VISIBILITY TO ROAD USERS.

Appendix C Travel Access Guide

Meadowbank Public School and Marsden High School

Travel Access Guide

Effective: Tuesday 26 April 2022

Introduction

Our school community of parents, staff and students live within a reasonable walk, cycle or bus trip of the school. This Travel Access Guide provides suggested safe and accessible options for travelling to school.

Active ways to get to school

Walking to and from school

- Walking is a fun way to keep active and healthy.
- When walking, watch out for any potential hazards, including cars reversing out of driveways, bikes and other pedestrians.
- Remember to STOP, LOOK, LISTEN and THINK before you cross.

Ride your bike

- To support cycling to school, 16 staff and 262 visitor/student spaces with racks are provided for bicycles, and 42 scooter spaces for primary school students.
- Please wear a helmet!
- Reminder: children under the age of 16 are allowed to cycle on the footpath, keeping them safer and more protected from road traffic.

Kiss and Drop expectations

- For parents who drive their child/ren to school, the Kiss and Drop zone is located along Rhodes Street starting from Hermitage Road.
- This space is a 'No Parking' zone, meaning that you may stop for up to a maximum of 2 minutes.
- Parents/carers must remain within your vehicle in the Kiss and Drop zone **at all times**.

Message from our Principals

- Meadowbank Public School and Marsden High School support sustainably and environmentally friendly transport practices.
- We strongly encourage our school community to walk or ride a bicycle to school either independently or with parental supervision.

School Bell Times

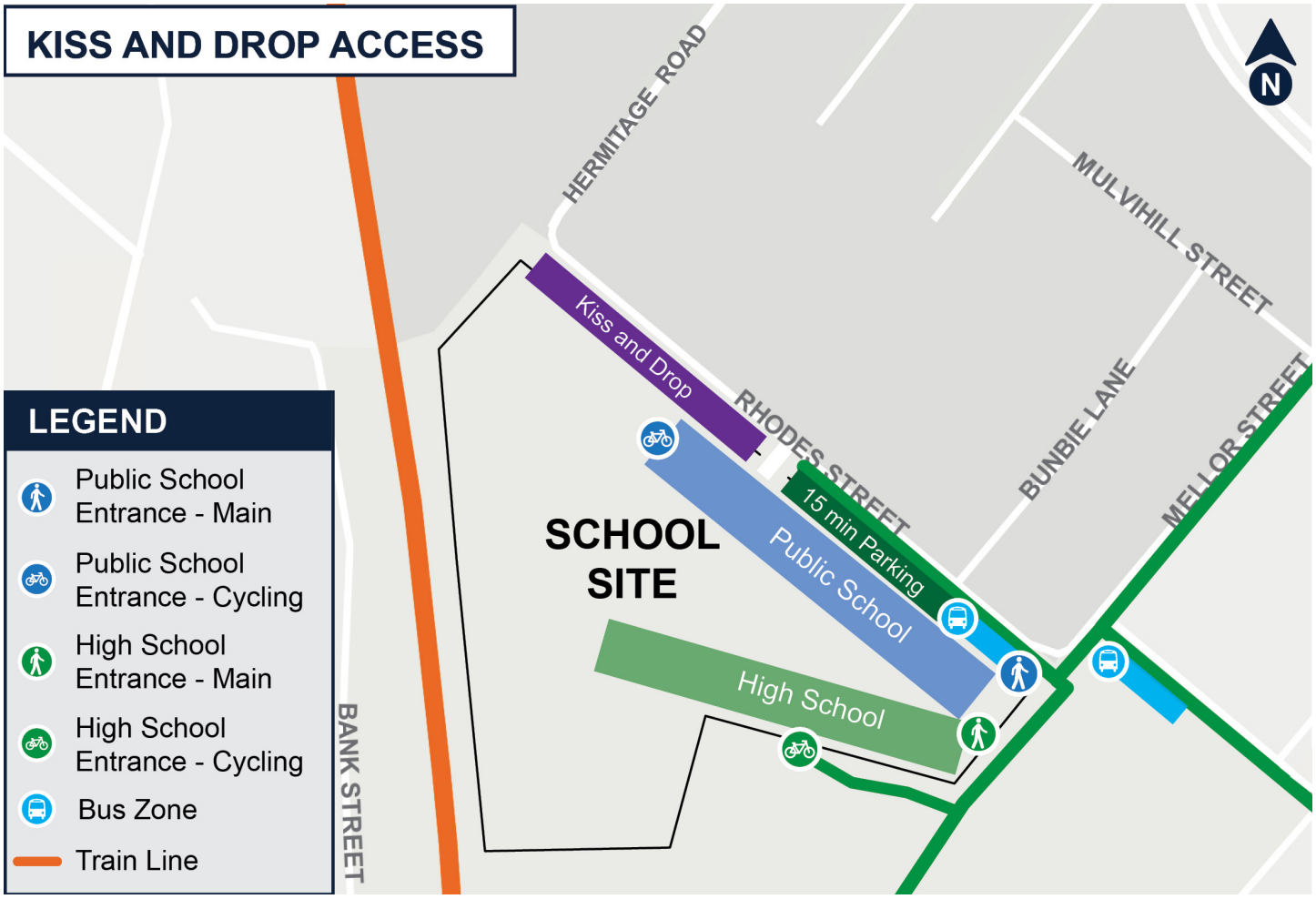
School	Start Time	End Time
Meadowbank Public School	8:45 am	2:45 pm
Marsden High School	9:00 am	3:00 pm

The outside school hour times for the primary school are: 7:00 am - 8:45 am and 2:45 pm - 6:00 pm.

For more information contact:

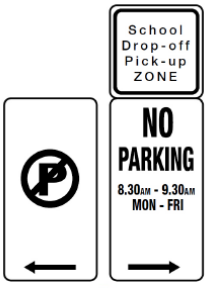
School Infrastructure NSW
Email: schoolinfrastructure@det.nsw.edu.au
Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au

NSW GOVERNMENT



Safety tips for drivers using the Kiss and Drop zone

- Always drop off or pick up your child from the designated zone and follow the school's procedures.
- Drivers should remain in their vehicles **at all times** in the Kiss and Drop zone.
- Make sure children use the Safety Door (the rear footpath side door) to get in and out of the car.
- Always park legally.
- U-turns and three-point turns are banned **at all times** in Rhodes Street in front of the school.



Safety tips for students

- Always get in and out of the vehicle through the Safety Door, the rear footpath-side door.
- Stay buckled up until the vehicle has stopped in the Kiss and Drop area.
- Make sure your school bag and other items are in a safe position, such as on the floor.
- Be ready to get out of the vehicle with your belongings when the car has stopped and you have unbuckled your seatbelt

Kids and Traffic Safety Door sticker RTA45091021K

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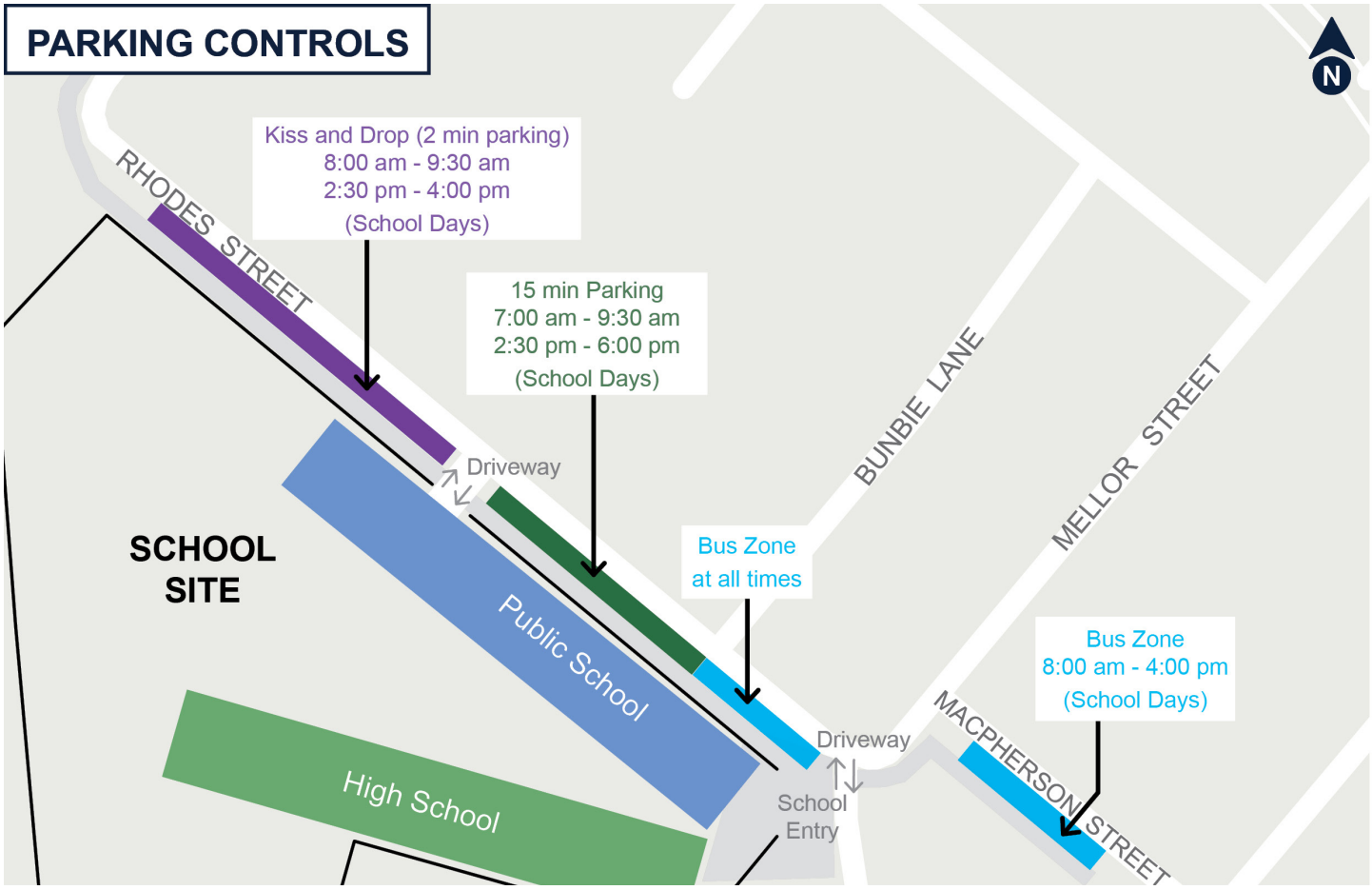
NSW GOVERNMENT



- In addition to the scheduled bus services using the bus zone in Macpherson Street, the bus zones in Rhodes Street and Macpherson Street will be used by buses for school excursions.

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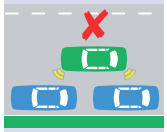
NSW GOVERNMENT

Parking and traffic rules in school zones

You need to take extra care when driving and parking in school zones. Make sure that you and your child understand the road rules. If you break the traffic rules in a school zone you are putting not only your child but other children at risk. The parking and traffic rules around our schools are there to protect your children. If you break the rules you will be fined. **Please choose safety over convenience.**

QUICK REFERENCE GUIDE TO IMPORTANT SAFETY TRAFFIC RULES

ZONE	WHAT DOES IT MEAN?	WHY IS IT THERE?	PENALTY	DEMERIT POINTS*
	You cannot stop in a **NO STOPPING** zone for any reason (including queuing or waiting for a space). 	Keeps clear sight lines between drivers and children / pedestrians.	EXCEEDS **$349**	(School Zone) **2**
	You can stop in a **NO PARKING** zone for a max. of two minutes to drop off and pick up passengers. If no spaces are available you cannot queue on the road way or in any other zones while waiting for a space. You will need to drive away and park elsewhere, only returning when there is space to pull up. You must stay within 3 metres of your vehicle at all times and cannot leave your vehicle unattended.	Provides a safe place for children / pedestrian set down and pick up.	EXCEEDS **$194**	(School Zone) **2**
	You must not stop or park in a **BUS ZONE** for any reason (including queuing or waiting for a space) unless you are driving a bus. If times are shown on the sign, you are not allowed to stop during those times.	Provides a safe place for large buses to set down and pick up school children.	EXCEEDS **$349**	(School Zone) **2**
	You must not stop on or within 20 metres before a **PEDESTRIAN CROSSING** or 10 metres after a crossing unless there is a control sign permitting parking.	So drivers can clearly see pedestrians on the crossing.	EXCEEDS **$464**	(School Zone) **2**
	**DOUBLE PARKING** You must not stop on the road adjacent to another vehicle at any time even to drop off or pick up passengers.	Double parking blocks visibility and forces other cars to go around you.	EXCEEDS **$349**	(School Zone) **2**
	You must not stop on any **FOOTPATH** or **NATURE STRIP**, or even a **DRIVEWAY** crossing a footpath or nature strip for any reason.	You could easily run over a child or force pedestrians onto the road to get around you.	EXCEEDS **$194**	(School Zone) **2**

Please note: The above information is current as of 1 January 2020.
Penalties set by NSW State Government and reviewed on 1 July each year.

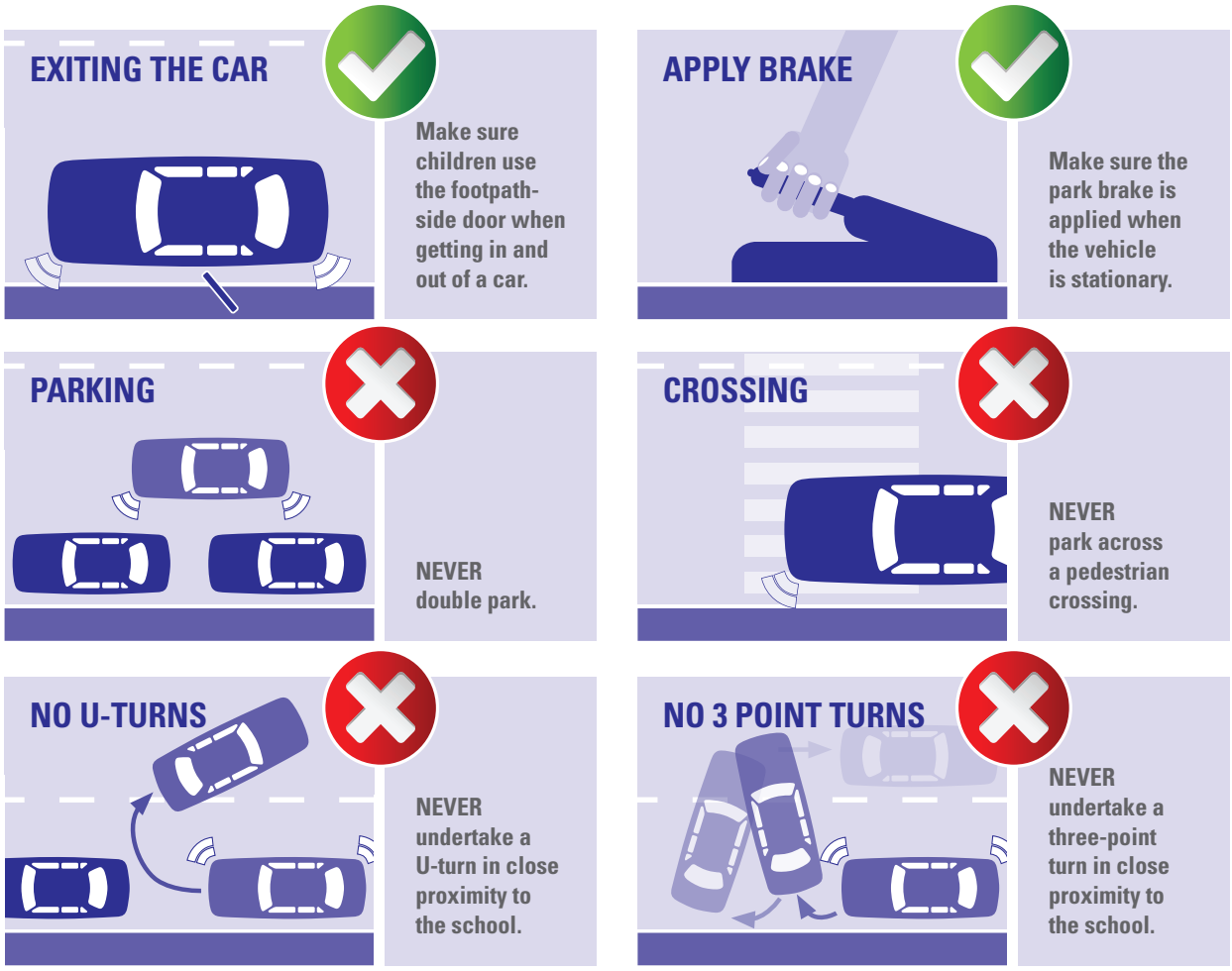
City of Ryde

NSW Police Force

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

NSW GOVERNMENT

Safety tips for school zones:



Safety tips for students:

Demerit Points:

* The **Demerit Points** Scheme is a national program that allocates penalty points (demerits) for a range of driving offences. A driver who has not committed any offences has '**zero**' points. If you commit an offence that carries demerit points, the points are added to your driving record.
If you incur the threshold number of demerit points within a three-year period, a licence suspension or refusal is applied. The three-year period is calculated between the dates the offences were committed. It ends on the day your most recent offence was committed.

For further information regarding demerit points please visit: **rms.nsw.gov.au/roads/safety-rules/demerits/**

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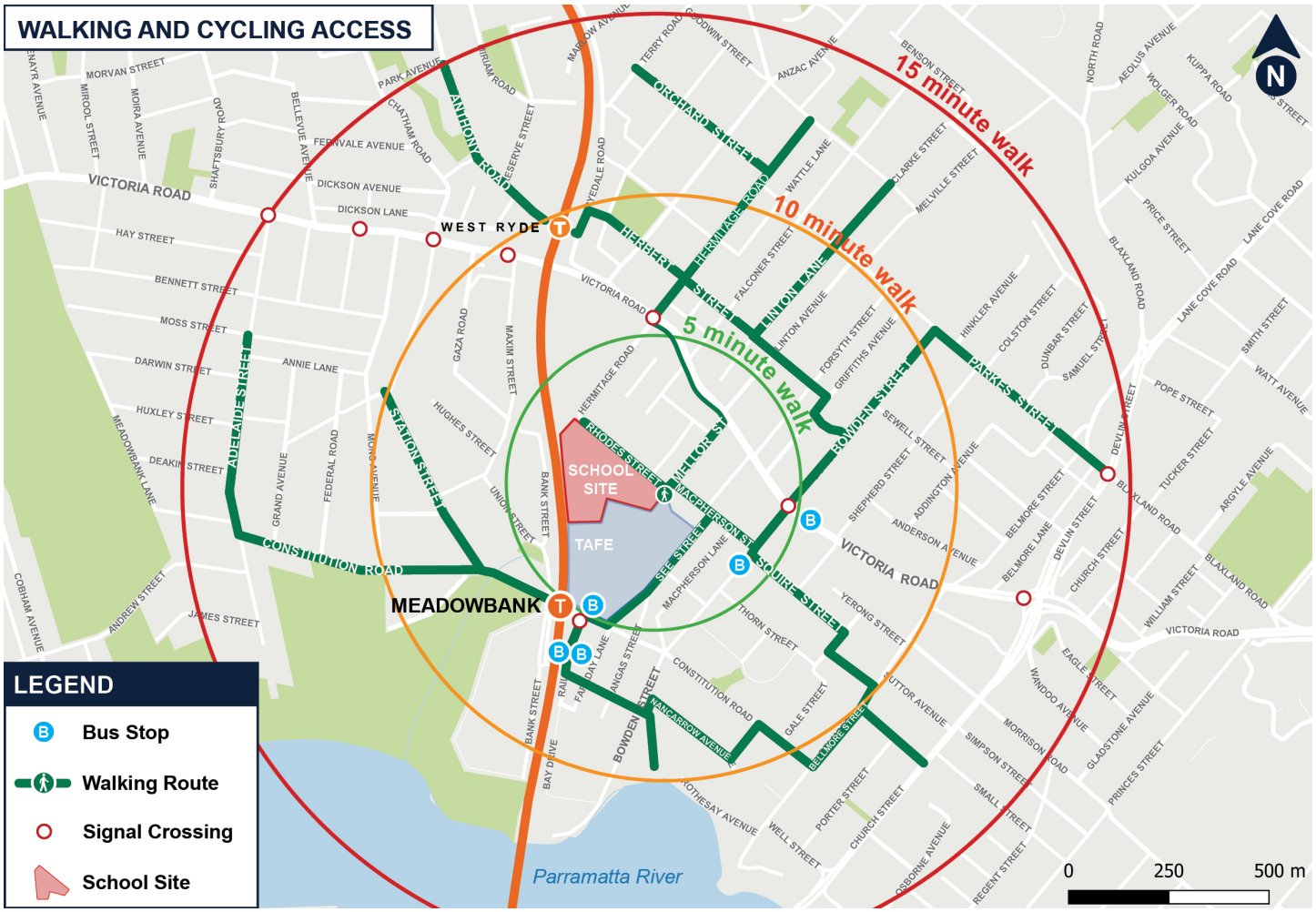
NSW GOVERNMENT

WALKING AND CYCLING ACCESS



Please use the Trip Planner at transportnsw.info/ additional information about cycling routes to the school.

Something broken on the way to school?

Report issues such as illegally parked vehicles, graffiti, broken footpaths or damaged park equipment online, 24/7, via City of Ryde's Report an Issue form.

Visit **www.ryde.nsw.gov.au/report** to report online or if your request is urgent, contact Council 24/7 on 9952 8222 for assistance.

Did you know

Walking as a group along these safe routes to and from school is more fun as you can meet others along the way. Parents can participate in these walks.

If you or a member of your family joins Bicycle NSW, you have access to many benefits, such as 15% discounts on bicycle insurance and news about bicycle events in NSW.

Please contact Bicycle NSW at:

www.bicyclensw.org.au

Email: info@bicyclensw.org.au

Phone: (02) 9704 0800

For more information contact:

School Infrastructure NSW
Email: schoolinfrastructure@det.nsw.edu.au
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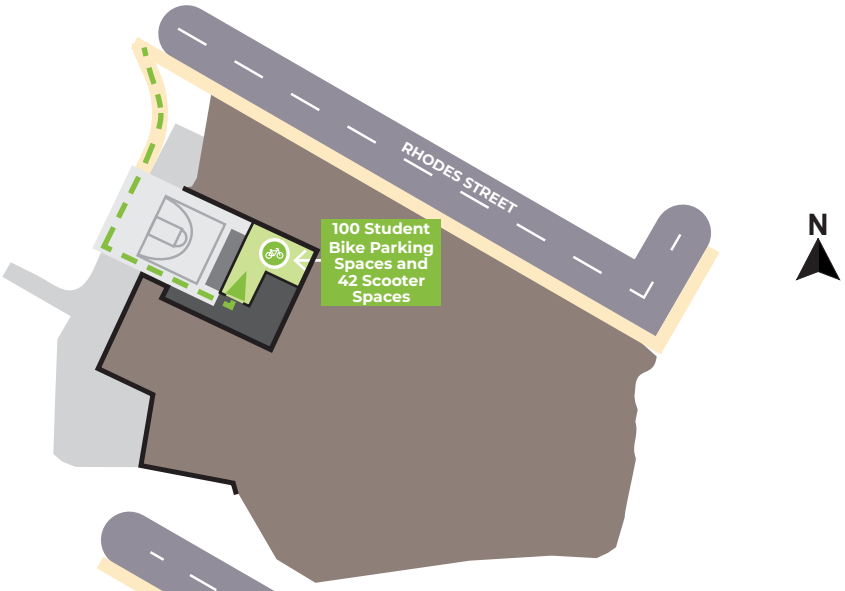
www.schoolinfrastructure.nsw.gov.au

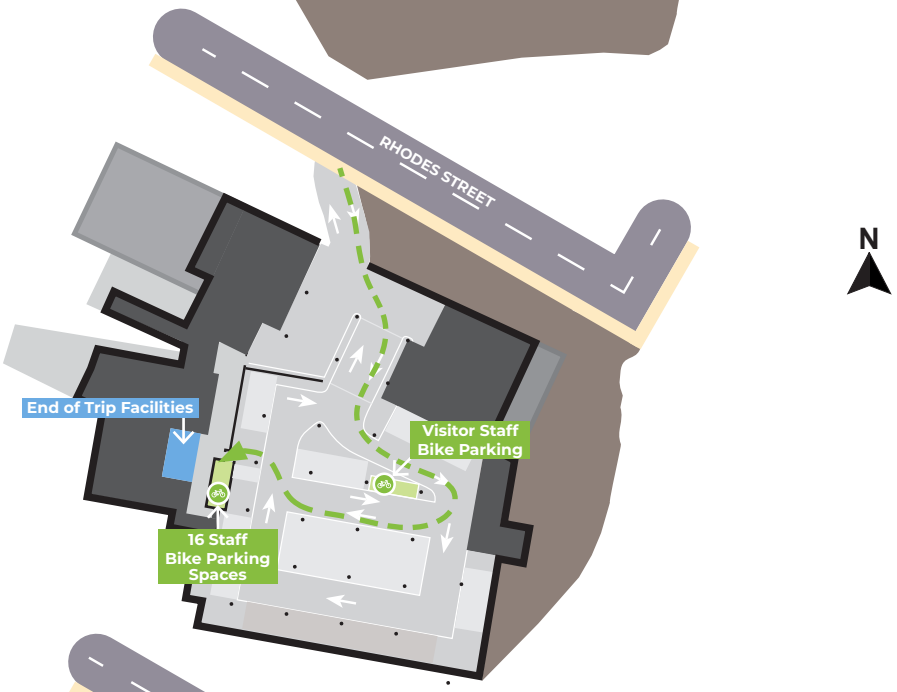
NSW GOVERNMENT

End of Trip Facilities

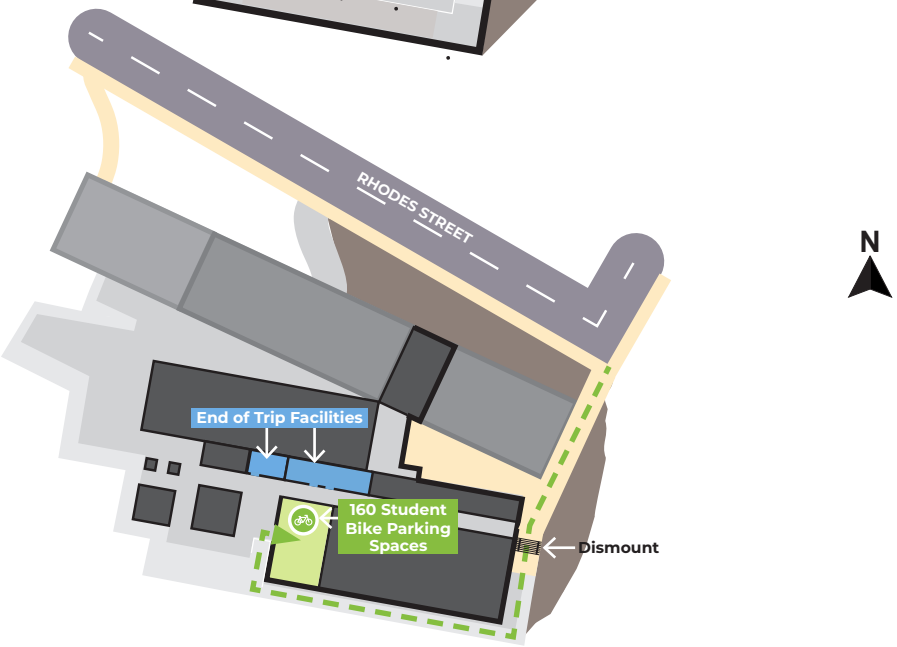
Playground Level:
For students attending Meadowbank Public School



Car Park Level:
For staff and visitors to Meadowbank Public School and Marsden High School



Lower Car Park Level:
For students attending Marsden High School



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Where do you ride?

Footpath/shared path/cycleway:

- Only children under 16 can ride on a footpath.
- Adults supervising children under 16 can also ride on the footpath.
- Be careful of cars entering and exiting driveways.
- Watch out for other riders, pedestrians and animals.

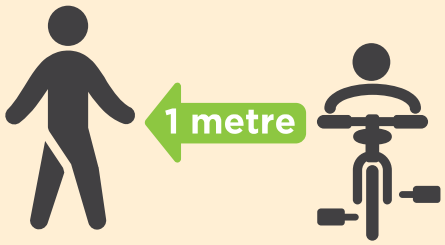
Look out for pedestrians on shared paths.

Crossing the road:

- Be extra careful.
- Walk your bicycle when you cross at a pedestrian crossing.

Give a metre:

Give pedestrians 1 metre of space when riding past.



3 steps to follow when riding a bike:

Clip, check, chime.

Clip your helmet

1

You must always wear a helmet when riding your bike.

Check your brakes

2

Make sure your brakes are working.

Chime your bell

3

If you pass another rider or pedestrian, chime your bell.

Things to remember

- Always ask your parents permission to ride.
- Loose clothing and items can get caught in your wheels. Make sure you wear **bright, fitted** clothing and secure any loose items, like backpack straps.
- Consider wearing a bright high visibility orange vest over your uniform.

- Shoes with a good tread on the soles will help you grip the pedals and protect your feet. Make sure your laces are tied.

Always remember to watch out for hazards

1. Wet leaves
2. Big puddles
3. Storm grates
4. Gravel or rocks
5. Little kids
6. Animals
7. Changes in the road/ footpath/cycleway surfaces

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NSW GOVERNMENT

Using public transport to get to school

As shown on the bus route access map, these services are provided:

- By train to Meadowbank Station.
- By bus to Eastwood Station and train to Meadowbank Station.
- By regular bus routes and school special services as listed on the following page.

Safety at the Bus Stop

- Keep a path clear on the footpath to allow others to walk past the bus stop safely.
- Allow passengers to get off before you get on.
- Watch your step when getting on and off the bus.
- Use the handrail when boarding.

Apply for a School Opal Card

- The School Student Transport Scheme provides eligible school students with free or subsidised travel from home to school.
- A School Term Bus Pass offers discounted travel on buses between school and home for the whole school term.
- The current cost is $55 per term, however, the bus pass is free for all Year K-2 students, and Year 3-6 students beyond a 1.6km straight line distance from Meadowbank Public School and 2km straight line distance for Year 7-12 Marsden High School students.
- To get your pass, visit: https://apps.transport.nsw.gov.au/ssts/

Please scan this QR code:

Please tap on every time when you board the bus. Every tap helps Transport for NSW plan for new bus routes and more services when the buses are full.

Please use the Trip Planner at transportnsw.info for more details about bus routes and timetables.

For more information contact:
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Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au

NSW GOVERNMENT

Sydney Trains

WALK ROUTE TO MEADOWBANK TRAIN STATION AND VICTORIA ROAD BUS STOPS

For more information contact:
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Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au

NSW GOVERNMENT

T9 Northern Train Line

T9 Train Timetable for School Days at Meadowbank and Eastwood Stations

From Station	To Station	AM School Peak Train Times	PM School Peak Train Times
Eastwood (Platform 1 or 2)	Meadowbank	8:27 AM, 8:35 AM, 8:43 AM	N/A
Meadowbank (Platform 2)	Eastwood	N/A	3:16 PM, 3:36 PM, 3:46 PM

Bus Services

Timetables for Regular Bus Routes to the Meadowbank Schools

Route	Route Name	Closest Bus Stop to Schools	Walk Time to the School (minutes)	AM Arrival Times	PM Departure Times
500X	City Hyde Park to West Ryde (Express Service)	West Ryde Station, Ryedale Road	11 minutes	8:35 AM 8:45 AM	3:14 PM 3:24 PM
507	City Hyde Park and Gladesville to Meadowbank	Meadowbank Station, Constitution Road	4 minutes	8:23 AM 8:43 AM	3:18 PM 3:48 PM
518	Macquarie University to Meadowbank Wharf	Presbyterian Church, Bowden Street	5 minutes	8:22 AM 8:54 AM	3:34 PM 3:49 PM
524	Parramatta to Ryde via West Ryde	West Ryde Station (AM) Victoria Road at Bowden Street (PM)	14 minutes (AM) 5 minutes (PM)	8:00 AM 8:31 AM	3:13 PM 3:42 PM

Peak Bus Service for Routes with Transfers at Eastwood Rail Station

Route	Route Name	AM Arrival Times	PM Departure Times
515	Ryde to Eastwood	8:00 AM, 8:15 AM	3:22 PM, 3:42 PM
521	Parramatta to Eastwood	7:57 AM, 8:27 AM	3:35 PM, 4:05 PM
541	Epping to Eastwood	7:42 AM, 8:24 AM	3:25 PM, 4:10 PM
544	Macquarie Centre to Auburn via Eastwood	7:57 AM, 8:27 AM	3:28 PM, 4:00 PM
544	Auburn to Macquarie Centre via Eastwood	7:34 AM, 8:12 AM	3:57 PM, 4:19 PM
545	Macquarie Park to Parramatta	8:23 AM, 8:33 AM	3:17 PM, 3:27 PM
545	Parramatta to Macquarie Park	8:24 AM, 8:34 AM	3:17 PM, 3:33 PM

AM Peak School and Modified Public Bus Services Stopping at Macpherson Street

Bus Route	Route Description	Arrival Times at Macpherson Street
513 (public)	West Ryde to Carlingford	8:51 AM
523 (public)	West Ryde to Parramatta	8:53 AM
800w	Epping to Meadowbank School via Marsden Road	8:48 AM
802w	Dundas to Meadowbank School via Ermington and Melrose Park	8:50 AM

PM Peak School and Modified Public Bus Services Stopping at Macpherson Street

Bus Route	Route Description	Departure Times from Macpherson Street
501 (public)	Central Pitt Street to Parramatta via Victoria Road	3:12 PM
513 (public)	West Ryde to Carlingford	3:12 PM
523 (public)	West Ryde to Parramatta	3:08 PM
800w	Epping to Meadowbank School via Marsden Road	3:12PM
802w	Dundas to Meadowbank School via Ermington and Melrose Park	3:12 PM

Please tap on every time when you board the bus. Every tap helps Transport for NSW plan for new bus routes and more services when the buses are full.

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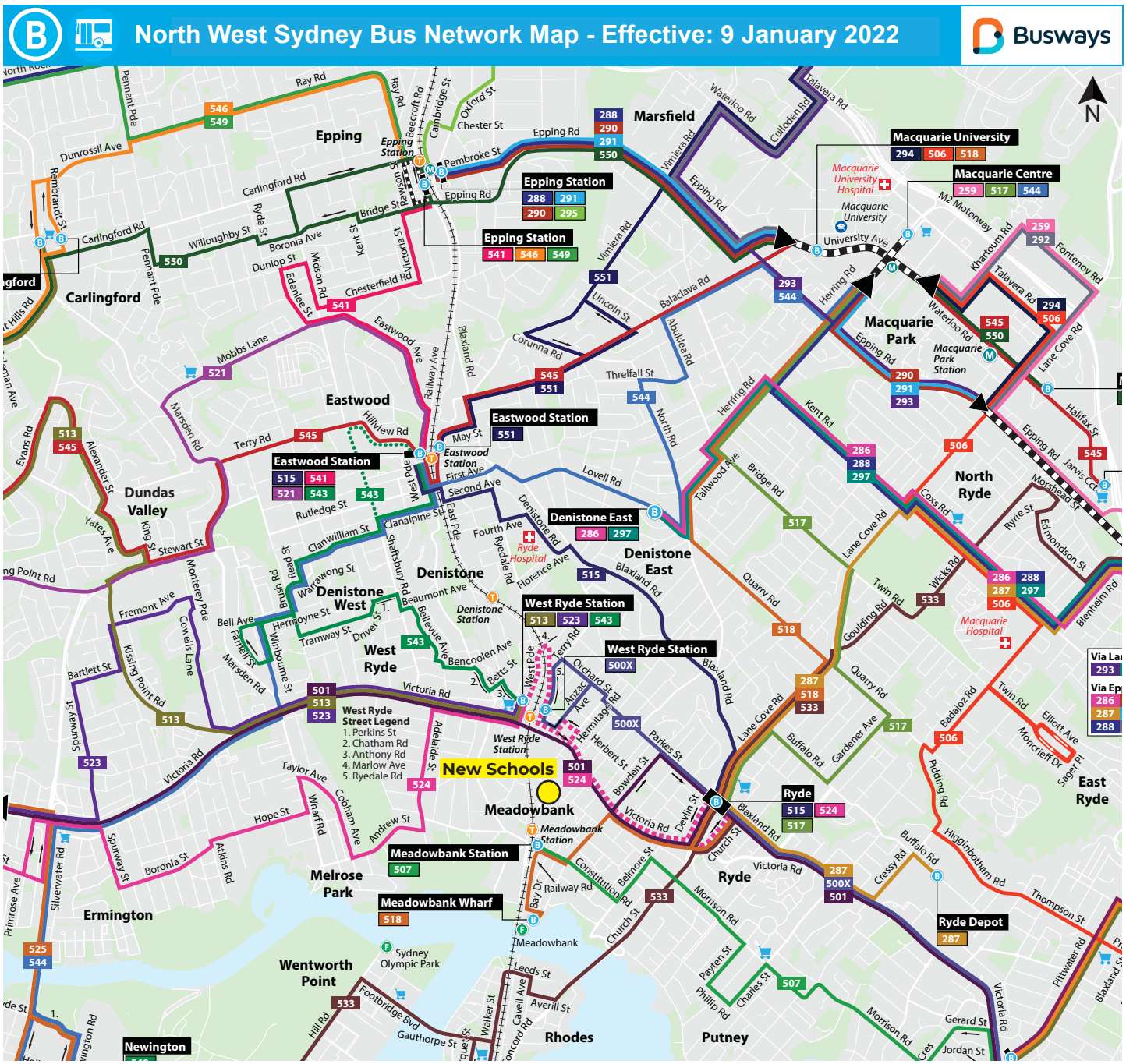
NSW GOVERNMENT



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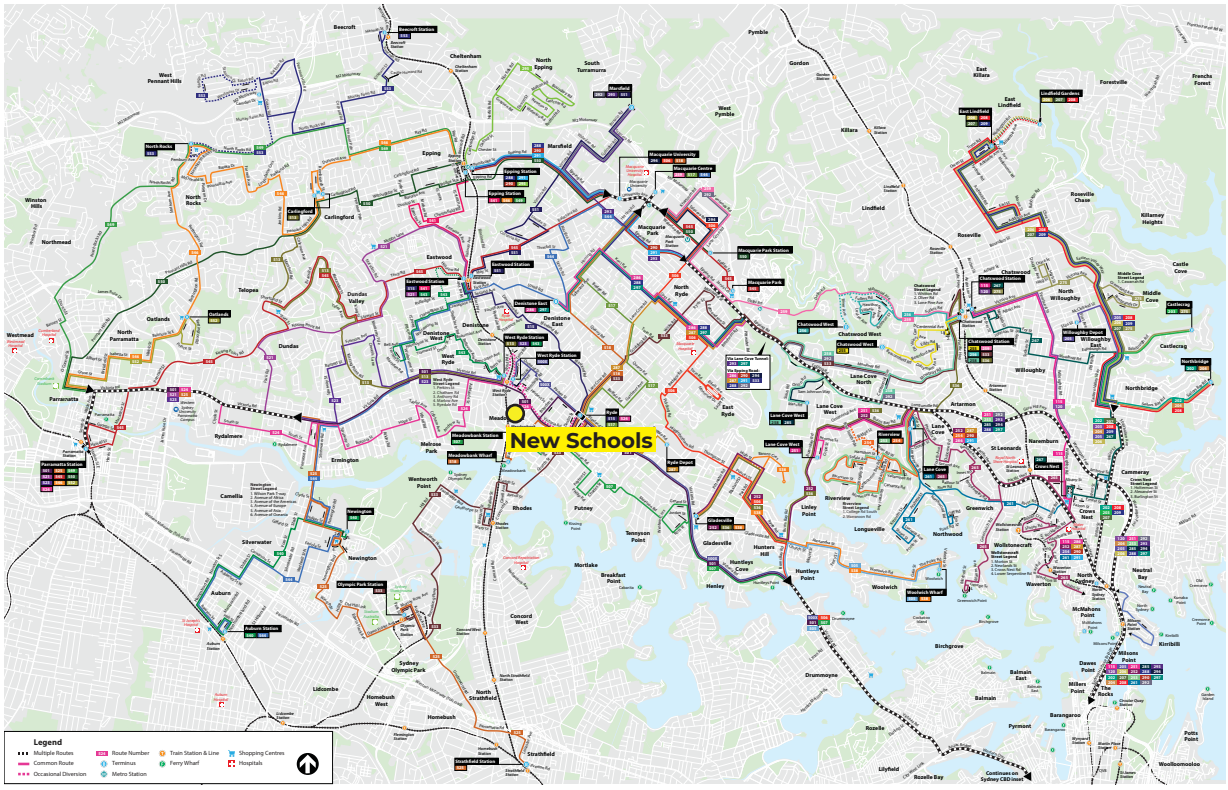
NSW GOVERNMENT

North West Sydney Bus Network Map - Effective: 9 January 2022

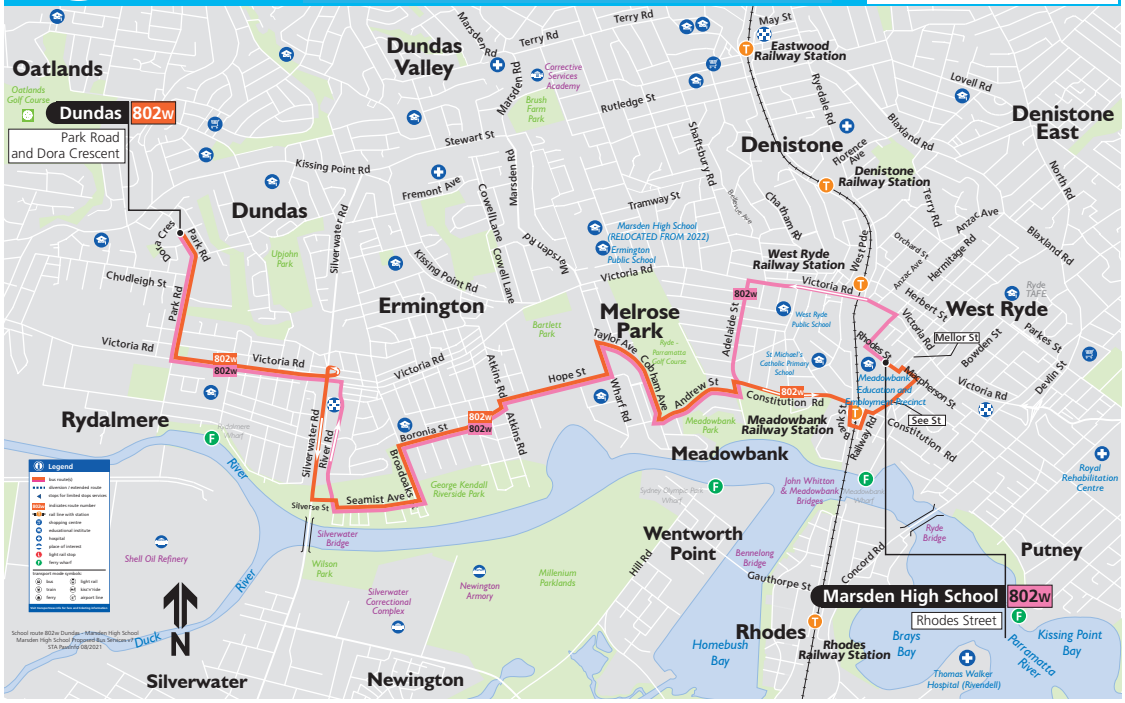
Busways

113 Chatswood to City, Bridge St via North Sydney	251 Lane Cove West to City, Wynyard via Freeway	267 Chatswood to Crows Nest	293 Marsfield to Wynyard via Lane Cove Tunnel & Freeway	517 Macquarie Centre to Ryde	541 Epping to Eastwood	S00N Parramatta to City, Hyde Park via Victoria Rd (Night Service)
120 Chatswood to City QVB (Loop Service)	252 Gladesville to City, King St Wharf via North Sydney	269 McMahon's Point (loop) via North Sydney Station & Kirribilli	294 Epping to Wynyard via Freeway	518 Macquarie University to Meadowbank Wharf	543 Eastwood to West Ryde	S002 West Ryde to City, Hyde Park (Express Service)
202 Northbridge to City, Bridge St via North Sydney	253 Riverview to City, Wynyard via Freeway	275 Castlecrag to Chatswood	295 North Epping to Epping (loop service)	521 Parramatta to Eastwood	544 Macquarie Centre to Auburn via Eastwood	N80 Hornsby to City, Town Hall via Strathfield (Night Service)
203 Castlecrag to Milsons Point via North Sydney	254 Riverview to McMahons Point	285 Lane Cove West, Mars Rd to City, Wynyard via Freeway	297 Denistone East to Wynyard via Tunnel & Freeway	523 West Ryde to Parramatta	545 Parramatta to Macquarie Park (Lachlan's Estate)	N81 Parramatta to City, Town Hall via Sydney Olympic Park (Night Service)
204 Northbridge to City, Bridge St via Freeway	255 Chatswood to Colwell Cres (loop service)	286 Denistone East to Milsons Point via St Leonards & North Sydney	501 Parramatta to Central, Pitt St via Victoria Rd	524 Ryde to Parramatta via West Ryde	546 Parramatta to Epping via Oatlands & North Rocks	N90 Hornsby to City, Town Hall via Chatswood (Night Service)
205 East Willoughby to City, Bridge St via Freeway	256 Chatswood to Fullers Rd (loop service)	287 Ryde to Milsons Point via St Leonards & North Sydney	505 Woolwich to City, Town Hall	525 Parramatta to Strathfield via Sydney Olympic Park	549 Parramatta to Epping via North Rocks	N91 Bondi Junction to Macquarie Park via City, Town Hall (Night Service)
206 East Lindfield to City, Bridge St via Freeway	258 Chatswood to Mars Rd	288 Epping to City, Erskine St	506 Macquarie University to City, Domain via East Ryde	533 Sydney Olympic Park to Chatswood via Rhodes & North Ryde	550 Parramatta to Macquarie Park via Epping	
207 East Lindfield & Garden Village to City, Bridge St via North Sydney	259 Macquarie Centre to Chatswood via North Ryde	290 Epping to City Erskine St via Macquarie University & North Sydney	507 Meadowbank to Gladesville & City, Hyde Park	536 Gladesville to Chatswood via Hunters Hill	551 Eastwood to Busaco Rd	
208 East Lindfield & Garden Village to City, Bridge St via North Sydney	261 Lane Cove to City, King St Wharf via Longueville Rd	291 Epping to McMahons Point	513 Carlingford to West Ryde	538 Gladesville to Woolwich	552 Parramatta to Oatlands	
209 East Lindfield to Milsons Point via North Sydney	265 Lane Cove to North Sydney via Greenwich	292 Marsfield to City, Erskine St via Macquarie Park	515 Eastwood to Ryde	540 Auburn to Newington	553 North Rocks to Beecroft	



School route 802w
Dundas - Marsden High School

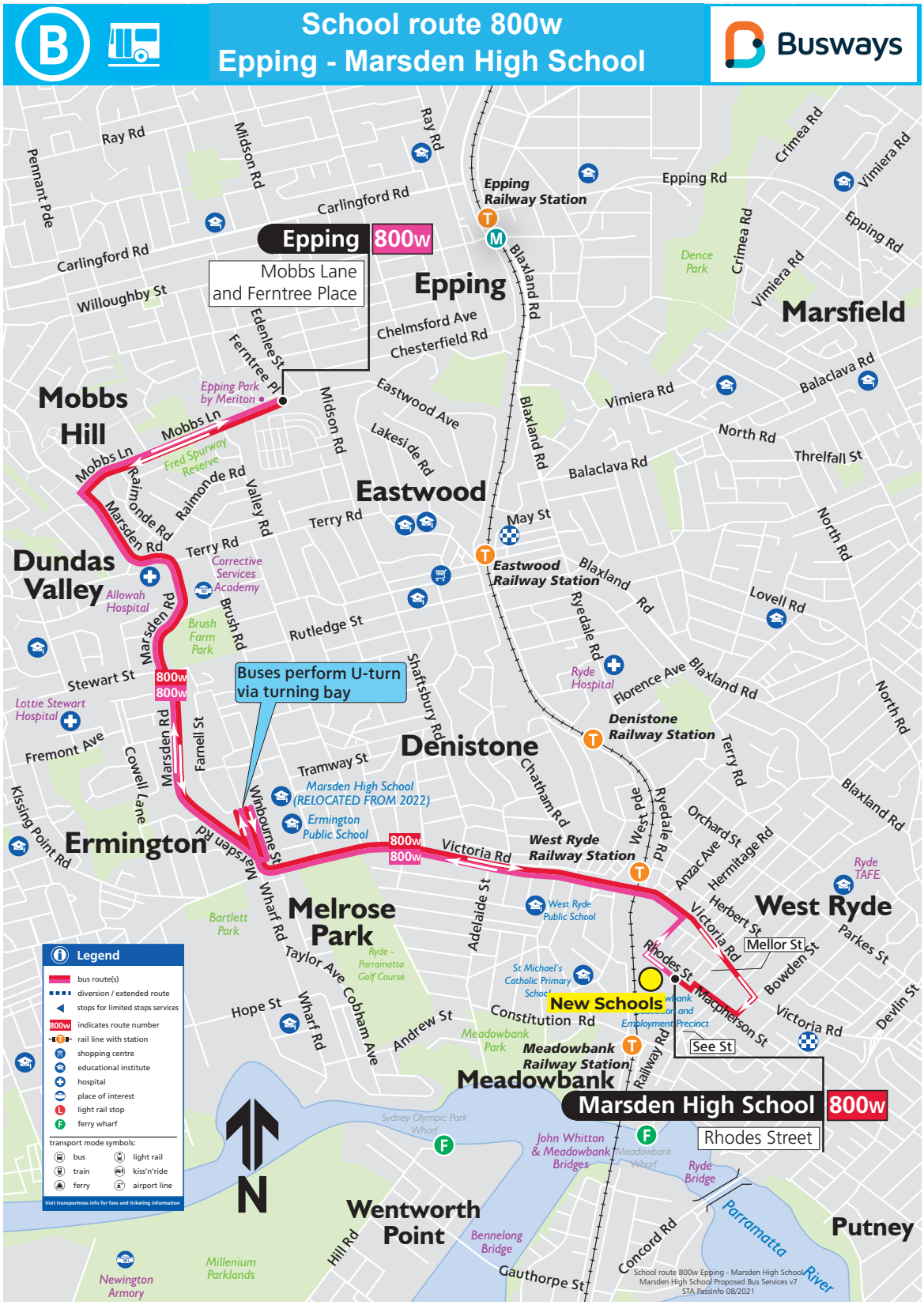
Busways



For more information contact:

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

NSW GOVERNMENT



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Appendix D Community Travel Survey for the Meadowbank Schools

Meadowbank Schools Community Travel Survey

1. Introduction

Please assist us with understanding the travel patterns to the school so that we can design programs to encourage higher usage of sustainable transport modes, such as walking, cycling, taking public transport, instead of using private vehicles. The following questions are about your travel to the school during the survey week and your view about the travel options available.

* 1. Are you staff, a student or a parent/carer of a student?

- ◯ staff - permanent
- ◯ staff - temporary
- ◯ staff - casual
- ◯ volunteeer
- ◯ student
- ◯ parent / carer

* 2. What school to you travel to?

- ◯ Marsden High School
- ◯ Meadowbank Public School

* 3. What year is you (or your child) in?

- ◯ K-2
- ◯ 3-6
- ◯ 7-10
- ◯ 11-12
- ◯ Not applicable
- ◯ If you are a parent/carer and have more than one student attending this school, please specify what school and years they are in?

Meadowbank Schools Community Travel Survey

2. Questions about your travel to and from school

* 4. Which post code did you travel from on the survey day?

* 5. Which suburb did you travel from on the survey day?

6. How did you travel to school on the survey day?

- ◯ drove a car and parked on-site
- ◯ drove a car and parked nearby
- ◯ dropped off (driver did not stay at the school)
- ◯ bus
- ◯ train
- ◯ walked
- ◯ rode a bicycle or other rideable (including ped scooter, skateboard or rollerblades)
- ◯ motorcycle / motorscooter

7. If you drive your student to school, where do you go next:

- ◯ return home
- ◯ drive to work
- ◯ drive to public transport
- ◯ drive to do errands

8. If you travelled by bus, which route did you use?

9. If you drove a car, how many passengers were in the car?

- ◯ 0 - just me
- ◯ 1 - 1 passenger, 1 driver
- ◯ 2 passengers
- ◯ more than 2 passengers

10. If you were dropped off by a car, where did the car go next? Please specify:

11. If you drove, what is your primary reason for doing so?

- ◯ dropping off / picking up children
- ◯ need the car to drive elsewhere before school (ie, sport, work or an appointment)
- ◯ health reasons
- ◯ convenience
- ◯ lack of transport options (ie, no bus service or footpath)
- ◯ worried about road safety and busy traffic
- ◯ worried about heat / shade
- ◯ worried about weather variation (rain, hail, wind)
- ◯ did not drive
- ◯ Other (please specify)

12. What time do you arrive at school?

- ◯ before 6:15 am
- ◯ 6:15 - 6:30 am
- ◯ 6:30 - 6:45 am
- ◯ 6:45 - 7:00 am
- ◯ 7:00 - 7:15 am
- ◯ 7:15 - 7:30 am
- ◯ 7:30 - 7:45 am
- ◯ 7:45 - 8:00 am
- ◯ 8:15 - 8:30 am
- ◯ 8:30 - 8:45 am
- ◯ 8:45 - 9:00 am
- ◯ after 9:00 am

13. What time do you leave school?

- ◯ before 2:45 pm
- ◯ 2:45 - 3:00 pm
- ◯ 3:00 - 3:15 pm
- ◯ 3:15 - 3:30 pm
- ◯ 3:30 - 3:45 pm
- ◯ 3:45 - 4:00 pm
- ◯ 4:00 - 4:15 pm
- ◯ 4:15 - 4:30 pm
- ◯ 4:30 - 4:45 pm
- ◯ 4:45 - 5:00 pm
- ◯ 5:00 - 5:15 pm
- ◯ 5:15 - 5:30 pm
- ◯ after 5:30 pm

14. Do you have anything else you would like to tell us about travelling to/ from school?

Meadowbank Schools Community Travel Survey

3. Questions about your travel choices

15. Which measures would encourage you to walk or ride a bicycle more? If you already walk or ride a bicycle -- what measures would you like to see more? Please choose 2.

- [ ] lower speed roads
- [ ] place to store my helmet
- [ ] place to store my scooter / skateboard
- [ ] better lighting
- [ ] more shade
- [ ] more weather protection (eg covered walkways)
- [ ] back up options in case of inclement weather (bus, train or car for rainy days or days when the weather changes)
- [ ] shower / change rooms
- [ ] safe bicycle parking
- [ ] information on safe routes
- [ ] bicycle group so I can ride with others
- [ ] walking group so I can walk with others
- [ ] loan / discount to buy a bicycle / helmet
- [ ] Other (please specify)

_____

16. Which measures would encourage you to use public transport? If you already use public transport, what would you like to see more?

- [ ] cheaper public transport
- [ ] more frequent public transport
- [ ] bus route to my neighbourhood
- [ ] improved waiting area at school (shade / weather protection)
- [ ] improved waiting area at home (shade / weather protection)
- [ ] better connections to other transport (train or bus)
- [ ] public transport group so I can ride with others
- [ ] information about public transport
- [ ] Other (please specify)

17. Which measures would encourage you to carpool?

- [ ] help finding someone to carpool with
- [ ] reduced parking cost
- [ ] know the driver personally
- [ ] free parking
- [ ] sharing driving responsibility
- [ ] certainty in finding a car space (ie dedicated car space for carpoolers)
- [ ] secure parking
- [ ] a ride home if I needed to assist with a sick child / personal responsibilities
- [ ] Other (please specify)

* 18. Please provide any other transport feedback to our team.

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Communities are fundamental. Whether around the corner or across the globe, they provide a foundation, a sense of belonging. That's why at Stantec, we always **design with community in mind**.

We care about the communities we serve—because they're our communities too. We're designers, engineers, scientists, and project managers, innovating together at the intersection of community, creativity, and client relationships. Balancing these priorities results in projects that advance the quality of life in communities across the globe.

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