

Jindabyne Education Campus

Preliminary School Transport
Plan

School Infrastructure NSW

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Document control record

Document prepared by:

Aurecon Australasia Pty Ltd

ABN 54 005 139 873

Level 5, 116 Military Road

Neutral Bay NSW 2089

PO Box 538

Neutral Bay NSW 2089

Australia

T +61 2 9465 5599

F +61 2 9465 5598


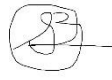
E sydney@arecongroup.com

W arecongroup.com

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Author signature		Approver signature	
Name	Yaser Almafraji	Name	Sarah Zhang
Title	Senior Civil Engineer	Title	Integrated Transport & Mobility Practice Lead, NSW & ACT

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1. Introduction

1.1 Summary

This draft School Transport Plan is prepared for the new Jindabyne Education Campus. This report presents measures to promote active and sustainable transport and outlines the transport management required for daily school operation.

1.2 School characteristics

The Jindabyne Education Campus (the school) will be located along Barry Way, approximately 2km south of the Jindabyne Town Centre, and adjacent to the Sport and Recreation Centre. The new school location will accommodate up to 925 students, with 515 primary school and 410 high school students, over approximately 9.5 hectares of land.

The proposed layout of the school is shown in Figure 1, below.

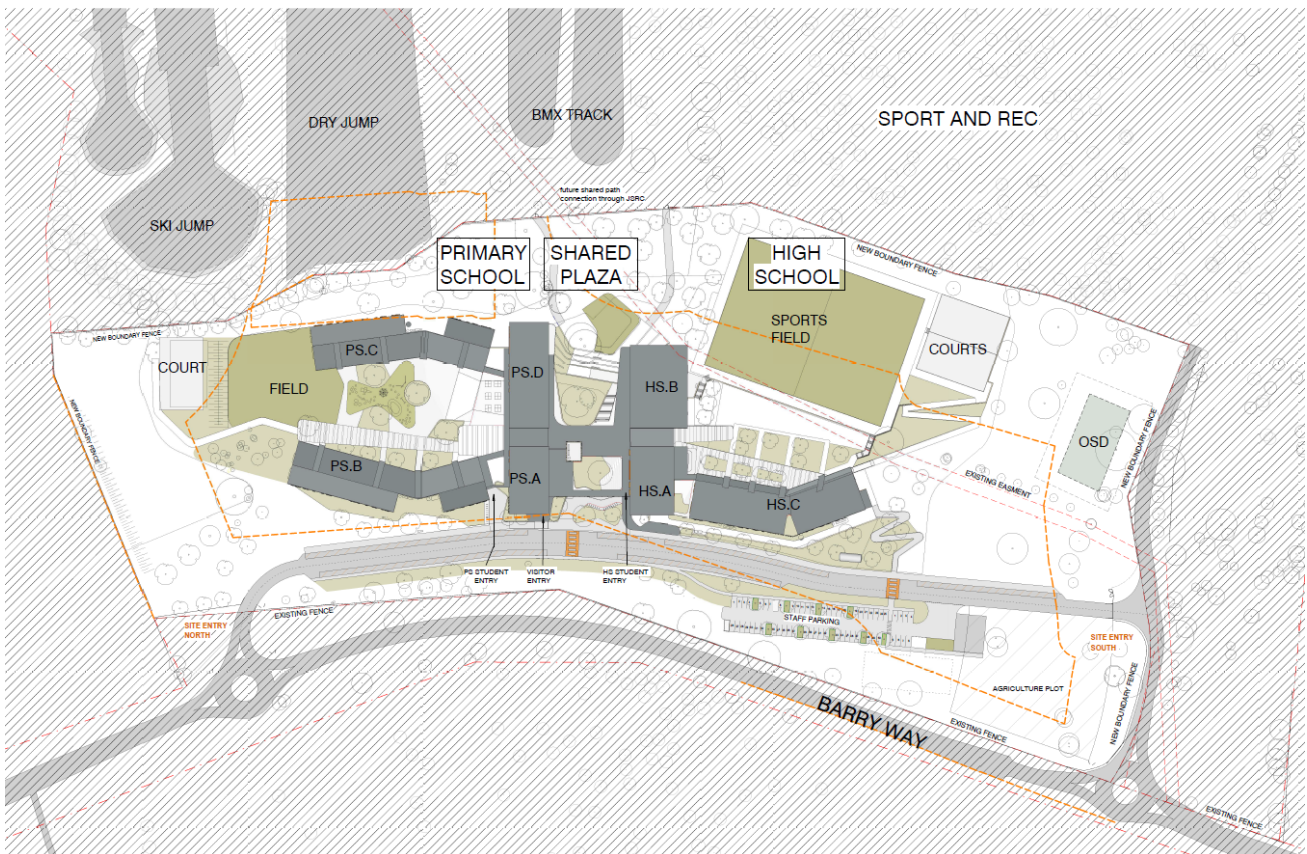


Figure 1: School layout (Source: DJRD)

The school will contain the following:

- Shared path access to and from the school
- 50 bicycle spaces on Day 1, including space for scooter and e-bike parking
- Eight student end of trip facilities (EOT)
- Two staff EOT
- Four bus bays located adjacent to the primary and high school buildings

2 Transport Goals

As part of the Premier's Priorities, five key pillars support the ability for students to walk, ride and use public transport to travel to school, which reduces the reliance on private vehicle travel to school, and decongests the local road network.

The five pillars are outlined below.

Safe



- To minimise pedestrian and vehicle conflict
- To ensure a safe, accessible environment for people attending or visiting the school
- To identify and implement new transport and safety measures as required

Efficient



- To reduce local traffic congestion and parking impacts
- To ensure required infrastructure and operations are delivered prior to occupancy
- To adopt, implement and communicate context-sensitive transport policies and programs
- To resolve issues early in the school master planning, functional design and business cases

Sustainable



- To increase sustainable transport mode share to school
- To minimise car parking and kiss-and-drop provision on-site and near site
- To integrate the school transport facilities within the nearby community

Collaborative



- To identify opportunities to work with state and local government transport agencies
- To share identified travel demand and transport opportunities early in the process
- To inform transport agencies about (and seek to rectify) existing transport deficiencies

Replicable



- To gauge the utility of this process and the efficacy policies and programs
- To inform subsequent school master planning, the ESFG transport requirements, this practice note/ reporting requirements

This draft School Transport Plan is developed to promote active and sustainable travel to school for students, parents and school staff.

2.1 Vision and objectives

The school's vision and objectives identify items aligned with the school's sustainable and transport goals, for which the school stands and is willing to promote and advocate for. These objectives will be reviewed and amended, as required, and reviewed each year.

Sample objectives include:

- 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 the school
- To increase active travel to and from school in a safe transport environment
- To enhance school connectivity 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 Department of Education'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
- To reduce the administrative burden on the school principal (i.e. managing Kiss and Drop behaviour, parent and community complaints, bus companies) by reducing the time and effort for schools to coordinate and liaise with council and TfNSW to create a safe, connected transport environment around their school

2.2 Mode share target

A high active transport and public transport mode share target is proposed. This aligns with the 2020 Principal Survey (Rapid Transport Assessment, GHD, 2021) showing that currently 76% of primary school students travel to school via walking, cycling and bus. 75% of high school students travel to school via walking, cycling and bus. This is shown in Figure 3, below.

The proportion of primary and high school students being dropped off at school by private vehicle is fairly low, 24% primary school and 20% high school.

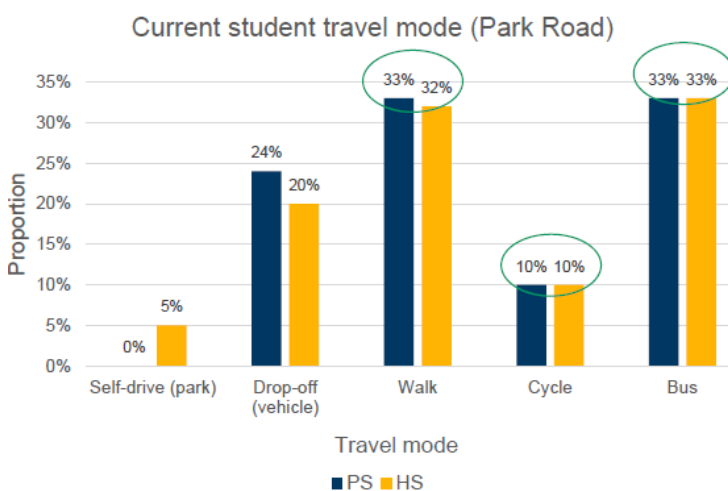


Figure 3: Principal's survey on travel mode (Source: Rapid Transport Assessment, GHD, 2021)

To maintain the current high proportion of walking, cycling and bus mode share at the new school location, the following mode split target is proposed. This target aligns with the vision to maximise active transport and access to the school.

- 15% walk to school
- 20% cycle to school
- 30% take the bus to school
- 35% are driven to school by private vehicle

The above target is described in detail in the Jindabyne Education Campus Transport Assessment (Aurecon, 2021).

2.3 Links to other documentation

The following documents will support the School Transport Plan for active and sustainable transport:

- ESD report for 4-star Green Star achievement
- Consultation Plan
- Change Management Plan
- Risk Assessment

3 Policies and Procedures

In order to achieve the transport and access goals and objectives for the school, the School Transport Plan needs to be underpinned by a school sustainable transport policy that effectively communicates transport expectations to increase active and public transport use to school, reduce rates of Kiss and Drop to school, meet ESD/ 4-star Green Star requirements, and manage risks.

Components of this policy and its associated procedures should include:

- Prioritise multi-modal transport access
- Stagger school start/ end times
- Provide multiple Kiss and Drop locations
- Provide parking allocation and location
- Promote parking management system operations
- Provide school access policies for access via pedestrian gate, bicycle cage, driveways and parking at arrival/ end times, during OOSH, school day and outside hours
- Share our space

The above will be determined in detail with the school principal.

4 School Transport Operations

4.1 Site transport access

Access to the school will be along Barry Way. A new northern roundabout will provide access into the north of the school site, and a southern roundabout will provide access into the south of the school. The southern roundabout access will be shared with the Sport and Recreation Centre.

4.1.1 Active transport access

Shared path connectivity from Jindabyne Town Centre into the school will be via the eastern side of the school, allowing students to walk and cycle to the school. This shared path will also be used to access the Sport and Recreation Centre. The shared path connects directly to the bicycle and scooter parking, which will initially accommodate 50 bicycle spaces, including scooters and e-bikes. This is shown in Figure 4, below.

The internal school road will have a posted 10km/h speed limit and there will be two raised pedestrian crossings to facilitate safe crossing in to the school.

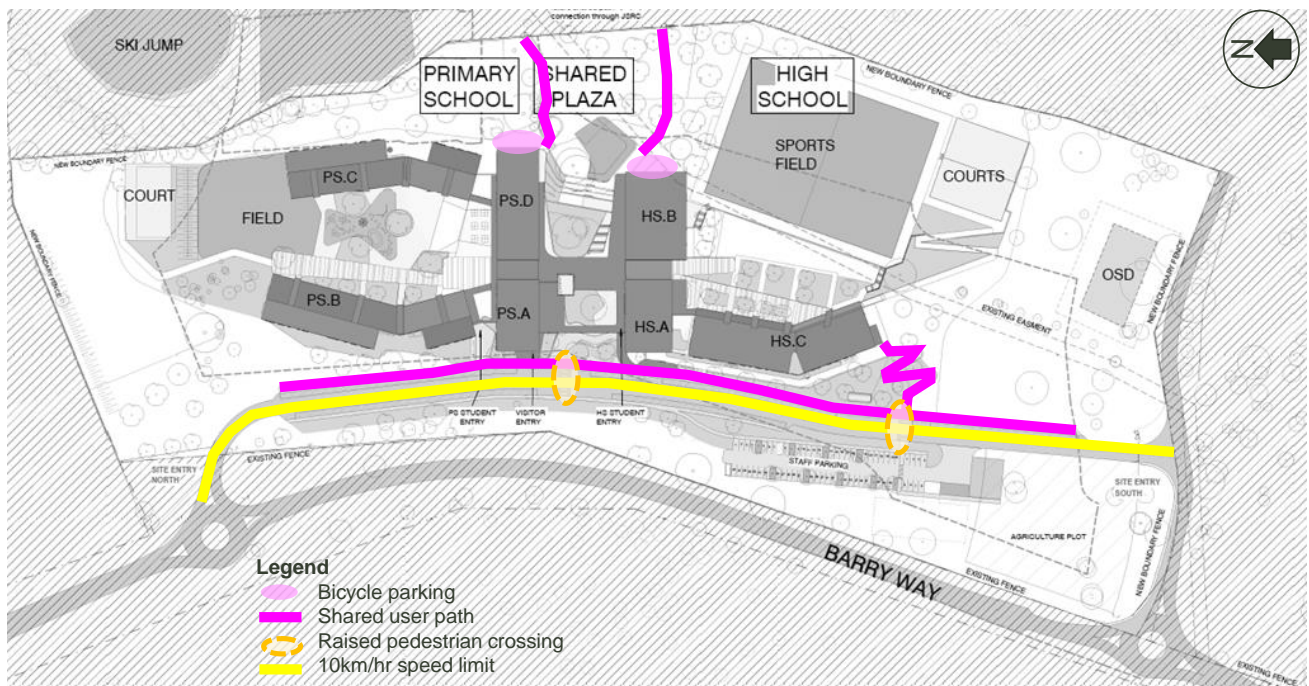


Figure 4: Active transport site access

4.1.2 Active transport infrastructure improvements

To meet the travel mode targets outlined in Jindabyne Education Campus Transport Assessment (Aurecon 2021), walking and cycling infrastructure is required to drive mode share towards active transport and achieve mode share targets for students and staff.

An analysis of shared path connectivity from Town Centre to the school site was undertaken, looking at three potential shared path options, shown in Figure 5, over page.

- Route A is a shared path along Barry Way, from Kosciusko Road to the school site
- Route B is a shared path following Park Road, Gippsland Road, to the Southern Connector Road pedestrian and cycle bridge, and connecting into the school site

- Route C is a shared path following Gippsland Road (on the eastern side of the Town Centre), to the Southern Connector Road pedestrian and cycle bridge, and connecting into the school site

Route B and C are split into two parts, before and after the Southern Connector Road bridge, to understand the uptake of students. These routes form the eastern shared path entrance into the school.

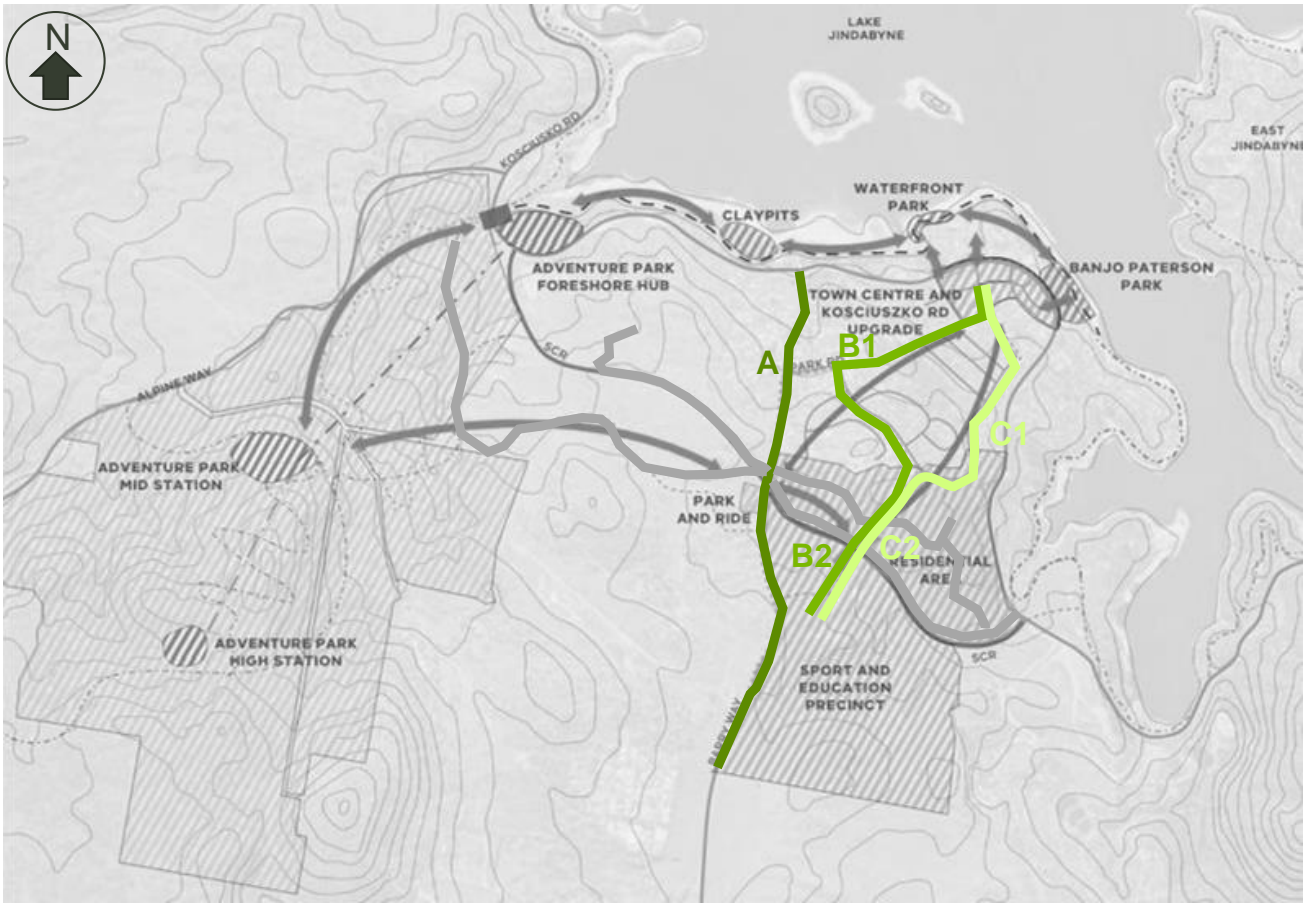


Figure 5: Shared path assessment

A 400m walking catchment along each route is assessed, with the results shown in Table 1.

Route B and Route C show higher student catchment demand. The provision of these two routes from the Town Centre to the school site will further encourage students to walk and cycle to school. These two route options are also located in existing residential areas, providing passive surveillance and safety for students walking and cycling to school.

Safe, signalised pedestrian crossings should be provided if students are required to cross high-volume intersections. Adequate street lighting and shelter should also be provided for student travel.

Table 1: Shared path 400m catchment assessment

	Route A	Route B1	Route C1	Route B2/C2
Primary School Students	31	98	90	40
High School Students	20	65	62	34
Total Students	51	163	152	74

The proposed Route B and C shared paths will need to be provided as part of the Snowy Mountains Special Activation Precinct or as part of future planning. These proposed shared paths will need to be constructed and in operation prior to the opening of the school, Day 1 2023.

4.1.3 Bus access

Four bus bays will be located directly outside the front of the school, within close proximity to the primary school and high school building. This provides a home door to school door service for students taking the bus to school.

Buses will enter into the school from the northern roundabout and exit via the southern roundabout. This one directional movement will provide priority for buses. This is shown in Figure 6, below.

Bus stops will have bus shelters and seating, to cater for students waiting for the bus under all types of weather conditions.

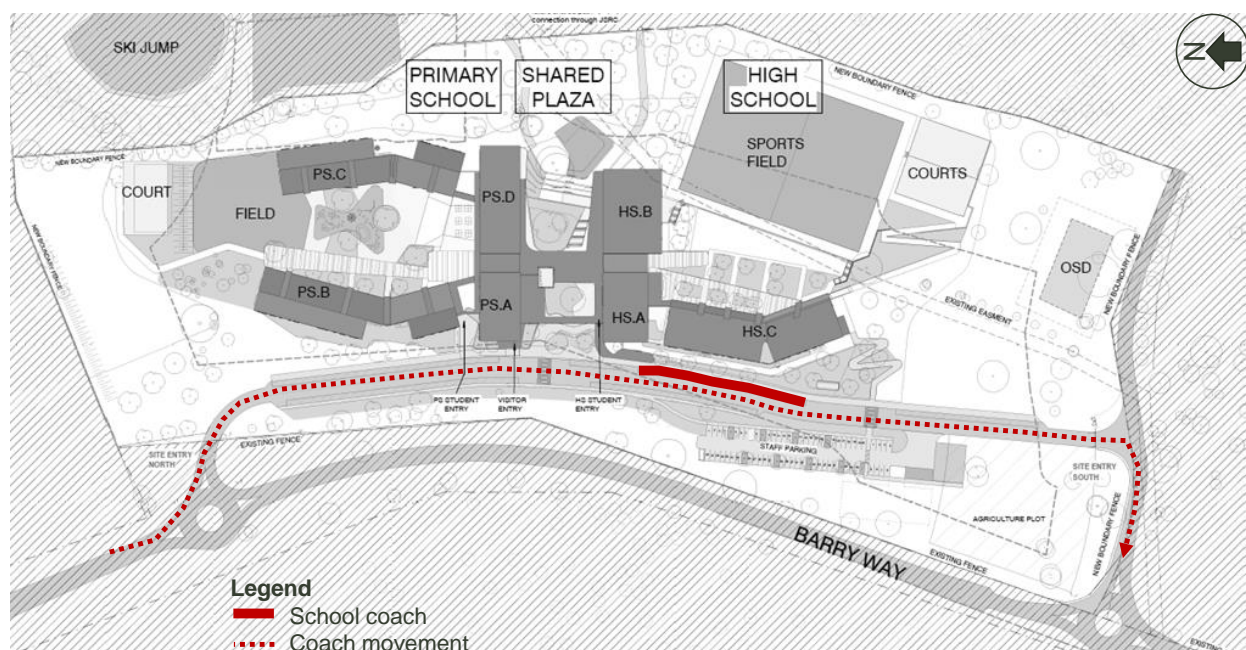


Figure 6: Public transport access

4.1.4 Vehicle access

Figure 7, over page, shows the vehicle access for the proposed school site:

- 53 Kiss and Drop spaces will be provided on both sides of the internal school road
 - Spaces for Kindergarten and Year 1 students will be provided closest to the main school entry
- Four visitor parking spaces are located near the School Administration building, just before the bus bays. Of the four visitor spaces provided, two spaces will have EV charging facilities available
 - EV spaces will give priority use to EV vehicles, but will not be only limited for EV vehicle use
- Two DDA spaces located directly outside the School Administration Office
- 50 staff parking spaces are provided in a separated location away from the internal school road
- Six Year 12 student parking is provided adjacent to the staff parking

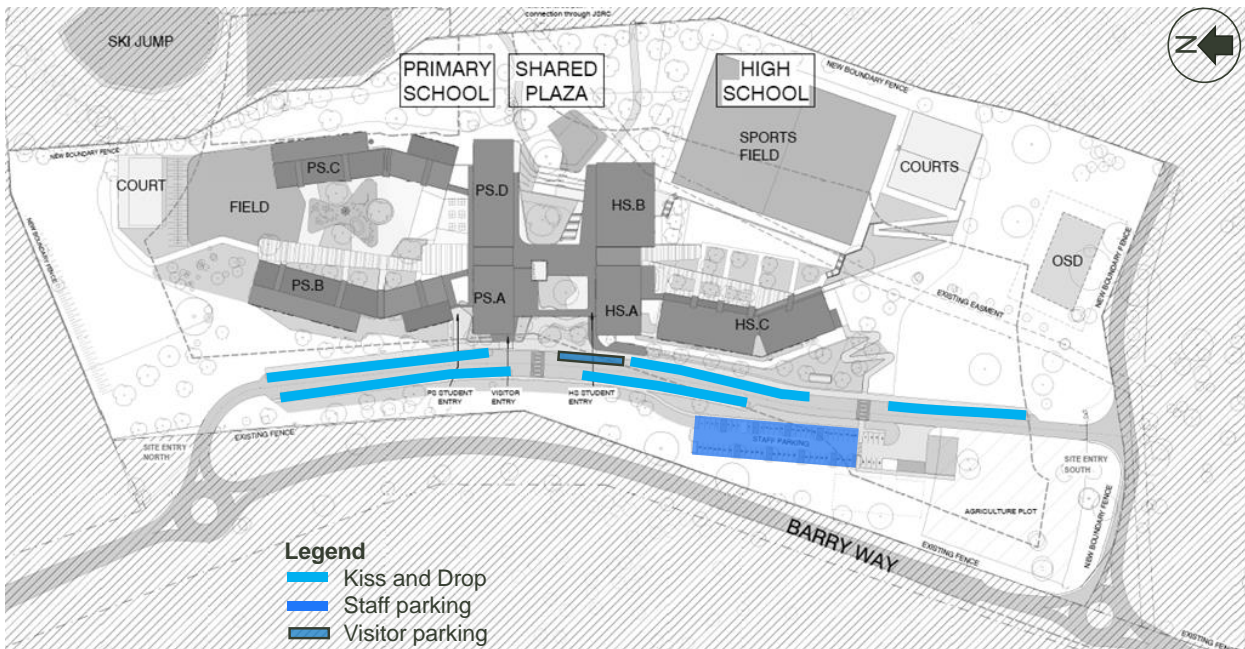


Figure 7: Vehicle access

4.1.5 Deliveries and service vehicle

Deliveries and service vehicles will access the school outside of the peak drop-off and pick-up times. These vehicles can park in the Kiss and Drop locations along the internal school road.

Further details on waste collection is provided in the Operational Waste Management Plan (Elephant's Foot Recycling Solutions, July 2021).

4.2 Day-to-day operations

The day-to-day operational measures are outlined Table 2, below.

Details of the day-to-day operations will be provided after further consultation with the school principal and stakeholders. Management measures will be confirmed in future revisions of this draft School Transport Plan after further consultation with the school principal and stakeholders. .

Table 2: Day-to-day school operations

	On-site	Adjacent to Site	Management Measures
Site entries, pedestrian and vehicle	Y	N	To be confirmed
Kiss and Drop including Assisted School Transport Program	Y	N	To be confirmed
Buses	Y	N	To be confirmed
Parking including carpool, carshare pod	Y	N	To be confirmed
Deliveries and service vehicles	Y	N	To be confirmed

4.3 Event transport operations

Buses of varying sizes may be used to transport students to and from excursions. Detailed operation of the buses at the new school location will be discussed in consultation with Alpine Charters and Cooma Coaches.

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

4.4 Transport programs

To increase the uptake of walking, cycling and public transport access to school for students, the following are sample transport encouragement programs:

- SSTS tap on
- New starter kit with transport policies, transport access options for student induction (prep and mid-term new starters)
- Independent travel training to walk/ ride or travel with a buddy (after Year 4)
- Walk to School day and Walk Part Way to School programs
- Ride to School day
- Walk and Wheel Wednesdays (an example from City of Sydney)
- RideScore (an example from We Ride Australia and Sunshine Coast Council)
- GoGet sign up
- Carpool matching app/ incentives
- Remote car parking
- Road safety
- PRG-generated programs

5 Communications Plan

A communication plan is required to model best practice, access systems, outline operational methodology, provide civic participation opportunities, and grow local community responsibility. It is important that this communication plan is well communicated with the local community and has buy-in support from stakeholders.

5.1 Channels

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

The following channels will be implemented:

- Starter kit for new students, parents and staff – this kit will include formal information on transport options to/ from the school, including bus route maps and timetables, information on how to obtain an SSTS pass, information on appropriate behaviour during pick-up and drop-off
- Schoolbiz newsletter – the purpose of the newsletter is to provide up-to-date information on transport options and send reminders of programs
- Skoolbag app – this communication tool can be used to individually target students and parents to promote public transport or carpooling options
- School website – the website will contain comprehensive information on active and public transport options to the school. The website should be frequently monitored and updated to provide the most current transport and access information
- Facebook group – this is an information option to remind parents of active transport options and bus schedules or changes, and any other transport programs organised by the school
- P&F and P&C meetings – engage in regular meetings with the community to discuss issues and resolution options

5.2 Messages

The school will regularly distribute information using a combination of the above channels to inform parents of the following:

- School start and end times
- OOSH start end-times
- Principal's message about transport goals and expectations
- Transport access modes with links for more information
 - BNSW insurance and membership
 - Discounts e.g. 99 bikes 10% off
 - Road Safety
 - Signing up for the SSTS and School Term Bus Pass
 - On-site transport access, including bicycle/ scooter parking areas
- Correct behaviour for parents and students at pick-up and drop-off
- How to report transport issues using Send Snap Solve

- Contacting the governance committee,
- Any other transport items that may arise

5.3 Travel Access Guide

A detailed Travel Access Guide will be prepared before Day 1 2023, prior to the opening of the school. The Travel Access Guide will be distributed on the school website, at school inductions (new starters, returning students), and through print and e-newsletters, with communication on the following:

- Transport policies
- Transport access (footpaths, separated bicycle infrastructure, public transport, local and regional road network)
- Encouragement programs (transport encouragement programs)
- Issue reporting to Send Snap Solve or school transport email address
- Monitor the Transport.JSPS@det.nsw.edu.au email address (or similar) and transmit issues to external stakeholders

Maps showing entries, footpaths, public transport, school bus stops and stations, bus routes and train lines, including transport infrastructure at school (on-site and adjacent-to-site) including:

- Pedestrian scooter parking
- Bicycle parking
- PUMP tracks
- Carpool parking
- Parking management
- End-of-trip facilities (for students and staff)
- Flexible and reconfigurable spaces
- Provision of bubblers and taps to encourage water drinking and less waste

Sample messages for parents/ careers include:

- Get involved in using active and public transport to school with your student
- Help your student practice the active and public transport they are learning (try for part trip or whole trip)
- Speak to staff and government transport stakeholders about travel to school programs and infrastructure
- Use active and public transport from school drop-off to work
- Report transport issues as the concern arises (e.g. Send Snap Solve app, Council email, phone number)
- Improved quality of life (increased healthy lifestyles, wellbeing, physical activity)
- Life long learning opportunities
 - Transport as a learning and resilience building opportunity
 - Additional learning opportunities
 - Educational opportunities for parents and community
 - Joint/ community use for transport programs

6 Data Collection and Monitoring

Regular data collection and monitoring is recommended, especially to achieve the student and staff mode share targets. This will be key to realise the transport goals and objectives and enable policy implementation to occur to mitigate unplanned behaviour or mode share.

Regular monitoring will also allow mode share targets to evolve and complement technology. Buy-in and endorsement from parents and the surrounding community will likely increase successful mode share target achievement.

The data collection for this school site can be established by:

- Staff and student travel demand and transport use (annual Journey to School questionnaires)
- Transport access and use audit. It is recommended to conduct the first audit after three months as the site is new and the user travel behaviours will stabilise within the three months

6.1 Data collection

To understand, monitor and evaluate travel behaviours and travel demand, the following will be undertaken to collect data:

- Regular Journey to School survey for staff and students. Recommend this survey to be taken a minimum of once per year
- Analysis of transport access and use (audits, program participation rates, counts, observations, hit rate on web-based communication strategies etc)
- Analysis of the transport catchment

The above data collection will assist with developing and reviewing school travel planning schemes and improve access to existing facilities around the school site. Data collection will contribute towards the school's vision to encourage more sustainable modes of transport.

6.2 Program evaluation

Once data collection has been captured, understanding and evaluation of the data will help inform and guide the development of the School Transport Plan. The review of the data will impact the following:

- Performance of the Travel Access Guide
- Student and Parent engagement with school transport articles and links
- Progress on mode share targets (including during construction and post-occupancy)
- Car park occupancy
- Public bus network and operations

The following questions will help the review of data and update of information:

- Are the targets still realistic? Should the targets be updated?
 - Existing targets will be compared to the responses obtained from the survey
- Are there difficulties in achieving particular targets? What are the likely reasons for this?
 - If there is no or minor shift in a particular transport mode despite a high potential reach, an analysis of challenges will be undertaken
 - Opportunity for subsequent questionnaires to ask more specific questions relating to the specific transport mode

- Are there any gaps with regards to actions?
 - A review of processes, information and marketing will be undertaken to fill gaps and improve targets
 - Participation in various programs will be analysed, which will inform whether any changes are required
- What is preventing further improvement on mode share and how can this be addressed?
 - An analysis of the infrastructure and consultation will be required

6.3 Report findings

A report outlining the findings and recommendations from the data collection and evaluation will be provided to Council and TfNSW to demonstrate the effectiveness of the School Travel Plan approach. This report will provide an opportunity to expand, revise strengthen or improve the use of the various transport infrastructure and communication plans.

Where required, updates to the Communications Plan and Governance arrangements will occur, to ensure issues and findings addressed in the report are actioned. Sample actions include:

- Adopt or revise programs to increase sustainable transport use (school)
- Install additional infrastructure to accommodate sustainable transport demand (school, council and/ or state government)
- Web tools or apps for the school community to report transport issues/ missing links (Send Snap Solve or Social PinPoint)

7 Governance Framework

7.1 Travel coordinator roles and responsibilities

A travel coordinator is required for the duration of construction and first year of post-occupancy and transport programs must be implemented to achieve travel behaviour change.

The role and responsibility of the travel coordinator will be established in consultation with the school principal and stakeholders. The following are example responsibilities:

- Document relationships with the school principal, Road Safety Education Officer, Council and TfNSW
- Communicate transport options via the various communication channels
- Collaborate with internal and external stakeholders
- Monitor and evaluate progress on the target and participation in programs
- Set accountabilities to deliver the School Transport Plan during construction and for the first year
- Propose time requirements starting prior to construction commencement and the Term launch

7.2 Internal school working group

The internal stakeholder group is formed with the school community prior to construction commencement and prior to school opening. This group is a sounding board for the travel coordinator and school leadership.

The Road Safety Education Officer, AMU and WHS will be participants of this group.

7.3 External transport working group

The external transport working group will govern transport issues and opportunities during the implementation of the travel plan. Feedback from this group will include:

- If students are spilling out onto the road, new footpaths or pedestrian crossings are required
- If road safety issues are raised by parents or staff, a Road Safety audit is required to address issues
- If buses are turning away students because the buses are full, new or additional bus services are required

The external transport working group will:

- Meet regularly i.e. monthly or quarterly
- Confirm annual travel demand changes
- Report transport usage
- Inform updates to the School Transport Plan
- Seek funding for reported missing links or operational issues
- Collaborate to respond to key issues

Document prepared by

Aurecon Australasia Pty Ltd

ABN 54 005 139 873

Level 5, 116 Military Road

Neutral Bay NSW 2089

PO Box 538

Neutral Bay NSW 2089

Australia

T +61 2 9465 5599

F +61 2 9465 5598

E sydney@arecongroup.com

W arecongroup.com

**aurecon**

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