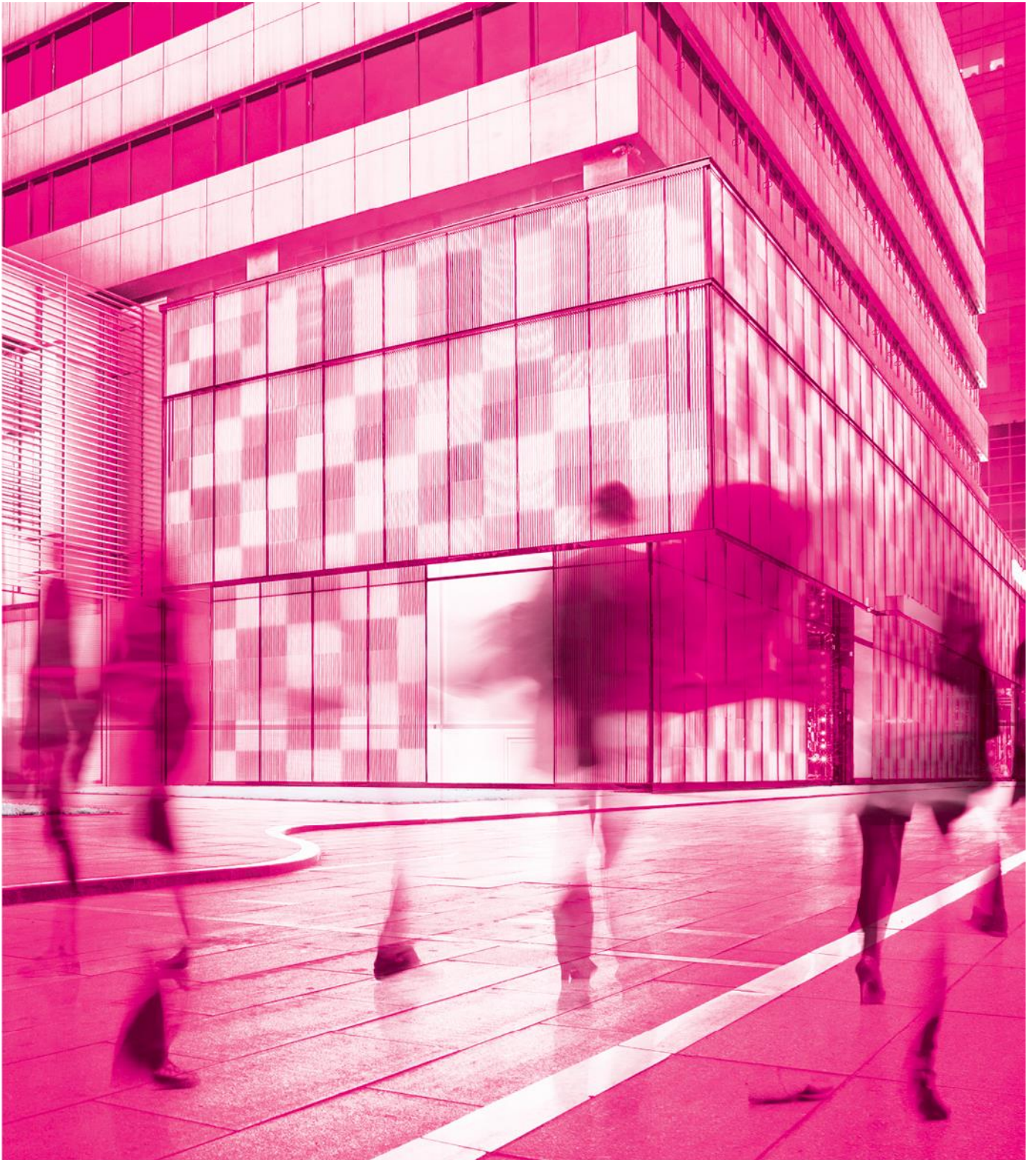




**green
travel
plan;**

Penshurst Public School, Penshurst

For Perumal Pedavoli Architects
09 October 2018

**parking;
traffic;
civil design;
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1. Introduction

ptc. has been engaged to prepare a Green Travel Plan (GTP) to accompany a State Significant Development Application (SSDA) to the Department of Planning and Environment for the redevelopment of Penshurst Public School.

The project will commence in early 2019 and complete in mid 2020. During the construction of the new school, all Penshurst Public School teachers and students will be relocated to a “pop-up” school on the grounds of Peakhurst West Public School from Term 1, 2019¹.

1.1 What is a Green Travel Plan?

A GTP is a document that outlines how the school intends to make travel to and from their campus safer and more sustainable for students, families and staff. The GTP addresses the local traffic issues around the school and encourages active, safe and sustainable travel methods, such as walking, cycling, scooting, public transport or car sharing. A GTP correlates with the school’s overall aspirations and is a document that is monitored and reviewed annually.

A GTP is not just the installation bike racks or provision of end-of-trip facilities. A good GTP aims to promote and maximise the use of more sustainable modes of travel via a range of actions, promotional campaigns and incentives. The plan includes site management tools which encourage students, parents and staff to make more sustainable transport choices. A GTP requires ongoing implementation, monitoring and review. As such, nominating an individual or a team to oversee the implementation of a travel plan is a crucial component of success, as well as gaining support from the senior management.

An effective GTP can offer many benefits such as reduced parking costs, less congestions on the public road networks, health and environmental benefits which generally result a healthier and happier campus with fewer sick days for staff and students.

1.2 Why is a Green Travel Plan Required?

Development of a Green Travel Plan is widely accepted as one of the best ways to increase active travel around schools. A successful Green Travel Plan offers many benefits for the school community, including:

- improving social interaction by walking and/or cycling with other students;
- assisting schools to implement any health, fitness and wellbeing programs;
- improving safety around the school by reducing traffic and local road congestion;
- improving the environment by reducing air pollution from private vehicles;
- creating opportunities for healthier lifestyles and more vibrant, cohesive and accessible communities; and
- providing student leadership opportunities.

It is likely that students with a good understanding of active and sustainable modes of transport will follow a healthy and active lifestyle in their adult lives. This will create a generation of professionals who will care about the environment and prioritise location and lifestyle over car ownership.

¹ Source: <https://www.schoolinfrastructure.nsw.gov.au>

2. Steps to Develop a School Green Travel Plan

The five (5) key steps to develop a Green Travel Plan are as follows.

2.1 Step 1 – Set up an Advisory Committee

- appoint an interested member of staff to coordinate specific actions and to track the progress of this work;
- develop a School Working Group that involves representatives from the whole school community (i.e. Principal/Assistant Principal, staff, parents, students etc.);
- in a meeting discuss current and potential school travel trends to identify the main issue/s to be addressed; and
- identify ways for the whole school community to be involved and informed of the work (e.g. regular articles in the school newsletter).

2.2 Step 2 – Data Collection & Review Existing Situation

A school audit will reveal the existing constraints and opportunities for active modes of transport including current crossing facilities and missing links, school facilities such as bicycle/scooter parking, car parking, drop off areas and key areas of concern etc.

Consultation should take place with students, teachers and parents to collect baseline travel data, their current and preferred travel habits, as well as possible barriers and incentives relating to the school travel journey. Using online survey tools is the best way to gather information on existing travel mode. Subsequently, the data can be analysed to provide a useful tool for benchmarking and developing a realistic and achievable travel plan.

The data should be updated on an annual basis, in addition to reviewing objectives and targets.

2.3 Step 3 – Prepare School Travel Plan

Based on the existing data, an overall vision for the school travel mode should be considered with establishment of clear objectives. The GTP is then prepared based on these objectives, notably to:

- build a school culture that supports active travel by motivating, encouraging and educating students and their families;
- set specific SMART (Specific, Measurable, Achievable, Relevant, Timed) targets for staff and students travelling to and from school other than by private vehicles;
- develop an action plan that lists activities and strategies that eliminates the school community's barriers to active travel to meet the objectives and targets (e.g. establish a calendar of regular active travel events at the school, deliver bicycle education to teachers and students, organise fun run and celebrate annual work to work day etc.);
- estimate the budget required to meet the objectives, identify funding source and develop implementation strategies; and
- review and consult the GTP with the school working group and school community.

2.4 Step 4 - Deliver & Implement

Once developed, the school should launch the GTP. Regular monitoring is part of the implementation strategy. Staff and student travel mode data should be collected and reviewed each term (minimum annually).

2.5 Step 5 - Recognise Process

The successes of the GTP should be celebrated regularly, minimum annually but preferably at the beginning of School Term 1 & 3. The plan should be reviewed regularly and incorporate new ideas, targets and benchmarks.

3. Site Audit

A site audit has been undertaken as part of the parking and traffic assessment for the redevelopment which has been referenced to this GTP. The transport accessibility and existing pedestrian connectivity in close proximity to the school has been analysed.

3.1 Public Transport

The locality has been assessed in the context of available forms of public transport that may be utilised by staff and students of the school.

3.1.1 Bus

The site is well serviced by buses that operate from the following 10 bus stops in close proximity to the site

- Penshurst Street: Routes – 940, 941, 943 and 945, and
- Cambridge Street: Route M91

The locations of bus stops are shown in Figure 1:



Figure 1 – Bus Stops (Source: Google map 2018)

These bus stops offer access to five (5) bus routes with regular services (Table 1).

Table 1 - Bus Services Summary²

Bus Route	Coverage	Frequency (approx.)	Services Operate (approx.)
940	Hurstville to Bankstown via Riverwood	Weekdays Every 30 minutes	Weekdays 6:13am – 6:13pm
941	Hurstville to Bankstown via Greenacre	Weekdays Every 30 minutes	Weekdays 5:54am – 9:12pm
943	Hurstville to Lugarno	Weekdays Every 30 minutes	Weekdays 6:45am – 9:14pm
945	Hurstville to Bankstown via Mortdale	Weekdays Every 30 minutes with additional services at peak times	Weekdays 6:10am – 10:10pm
M91	Hurstville to Parramatta via Padstow & Chester Hill	Weekdays Every 15 minutes with additional services at peak times	Weekdays 6:18am – 9:38pm

As shown above, these services run between 5:54am and 10:10pm and provide access from the local area to western (e.g. Bankstown and Parramatta etc.) and southern (Lugarno) suburbs at approximately 15-30 minute intervals, with additional services at peak times.

Therefore, bus transport will provide an attractive mode share option for school attendees serviced by these routes.

3.1.2 Train

The school is served by heavy rail. Penshurst railway station is located approximated 700m walking distance from the site, which lies within the comfortable walking distance guideline. As shown in Figure 2, Penshurst railway station is served by the T4 Eastern Suburbs & Illawarra Line which provides excellent connections to Sydney's southwest, east and the CBD.

² Source: <https://transportnsw.info>



Figure 2 – Penshurst Train Line Map (Source: Sydney Train Network Map)

Generally, Penshurst station offers frequent train services (every 10 minutes during morning and afternoon peaks and every 10-15 minutes off-peak). Therefore, heavy rail would be an attractive mode of transport to the school occupants.

3.2 Bicycle Network

The school is accessible to bicycles from all directions, due to the good road network. Designated bicycle lanes and bicycle-friendly roads are very limited in the vicinity of the school. The nearest cycling paths are located along Penshurst Street, providing dedicated lanes between Stoney Creek Road and Forest Road.

However, according to NSW Road Transport Act³, children up to the age of 16 and adult riders (riding with and supervising these children) are allowed to ride on footpaths, which makes cycling more attractive for students.

A map of the cycling paths surrounding the school is shown in the map below:

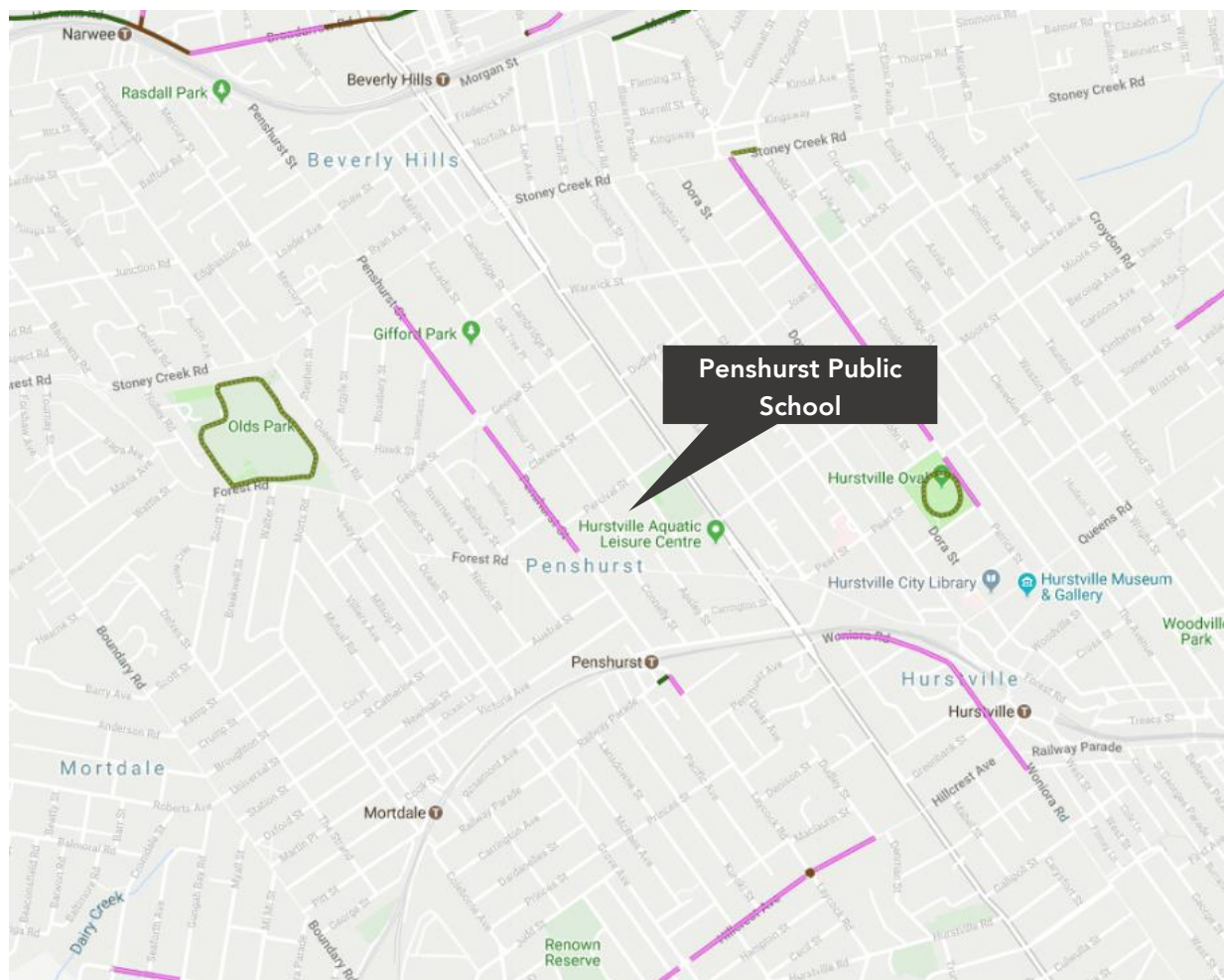


Figure 3 – Local Bicycle Network (Source: http://www.rms.nsw.gov.au/maps/cycleway_finder)

3.3 Pedestrian Network

The existing pedestrian connectivity in close proximity to the school has been analysed. When defining accessibility, the NSW Guidelines to Walking & Cycling (2004) suggest that a 400m-800m catchment represents a comfortable walking distance.

³ <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/road-safety-education/news/announcements/children-under-16-can-now-ride-on-the-footpath>

Almost all roads and streets within this radius of the school typically have footpaths on both sides. Due to the school's location in a low density residential area, there are excellent pedestrian networks around the school including footpaths on both sides along all the roads bordering the school (Forest Road, Penshurst Street, Percival Street and Arcadia Street).

To the North-west, zebra pedestrian crossings are provided at the intersection of Percival Street and Penshurst Street.

To the East, at the main entrance to the school, there is a wombat pedestrian crossing on Arcadia Street, which is managed by RMS appointed school crossing supervisors during the morning and afternoon school peak hours.

To the south-east, signalised pedestrian crossings are provided on three approaches (north, west and east) at the intersections of King Georges Road/Forest Road and King Georges Road/Bridge Street.

To the south-west, there are signalised pedestrian crossings on all four approaches at the intersection of Forest Road and Penshurst Street. In addition, wombat pedestrian crossings are also provided on Austral Street (outside Georges River Girls College) and at the Penshurst Street/Victoria Road and Penshurst Street/Bridge Street intersections (near the train station).

The existing footpaths and crossing facilities near the School are shown in Figure 4.



Figure 4 - Existing Footpaths and Pedestrian Crossing

3.4 Car Parking

Current on-street parking is available in the vicinity of the school⁴ as summarised below:

Table 2 – Existing On Street Parking Provisions

Parking Restriction	Location	Current Approximate Number of Spaces
Unrestricted	Arcadia Street, Percival Street	53 spaces
1P (8:30am-6pm Mon-Fri, 8:30am-12:30pm Sat)	Arcadia Street, Penshurst Street	7 spaces
No Parking (8am-9:30am, 2:30pm-4pm School Days)	Penshurst Street	16 spaces
No Parking (3pm-6pm Mon-Fri)	Forest Road	3 spaces
Drop off & Pick Up (8am-9:30am, 2:30pm-4pm School Days)	Arcadia Street, Penshurst Street	21 spaces

3.5 School Zone

40km/h School Zone is provided in Arcadia Street, Forest Road, Penshurst Street and Percival Street.

⁴ On-street parking in Arcadia St (between Forest Rd and Percival St), Percival St (between Arcadia St and Penshurst St), Penshurst St (between Percival St and Forest Rd) and Forest Rd (between Arcadia St and Penshurst St)

4. Recommended Green Travel Plan

4.1 Review of policies and planning documents

A GTP is not a one-off document – it is a process of ongoing implementation, review and improvement. As such, setting out the objectives and targets are the first step in preparation of a GTP. When developing objectives, site context is important.

Targets must be specific, reasonable and achievable, and should be associated with a measurable improvement in mode share. They need to be realistic but ambitious and must be time-bound so that progress can be assessed against targets.

Objectives and targets should also consider any overarching State Government or Georges River Council policies or plans such as the State Government's mode share target in the area.

The proposed objective of this travel plan is to reduce single occupant private vehicle trips and encourage the adoption of sustainable transport modes aimed at reducing congestion and emissions and promoting the health and wellbeing of the school community.

4.2 Role of travel plan coordinator/committee

The next step would be to nominate a Travel Plan Coordinator or form a Committee for GTP activities. This might be a single person who can act as a Travel Plan Coordinator, or a Committee of people who can work together to implement the travel plan. Appointment of an external Travel Coordinator has also proven to be effective (such as the recent appointment of external Travel Coordinators by Pendle Hill and Northmead High Schools). The Coordinator or Committee will be required to oversee the implementation of the actions of the travel plan. The responsible person/s must be an enthusiastic and high-quality communicator/s in order to promote measures that will encourage students, parents and staff members of the school to think about sustainable mode of travel other than a single occupancy car driving.

The key responsibilities of the Co-ordinator/Committee are as follows:

- conducting surveys or other data collection processes to measure progress;
- communicating the travel plan with the stakeholders;
- coordinating implementation efforts;
- coordinating events to promote awareness of the plan and associated initiatives; and
- coordinating marketing and promotional programs.

The Coordinator/Committee will also be responsible for monitoring, reviewing and updating the travel plan over time. It is likely that the Coordinator/Committee will require assistance from 'champions' to promote specific actions and encourage the uptake of initiatives.

The GTP will require funding to support implementation. As such, senior level support and commitment are essential. Commitment of resources, including financial support and human resources to allow for implementation, monitoring, review and continual improvement of the travel plan are the key components for success of the GTP.

4.3 Benchmark for future analysis

The current travel statistics of the school has been reviewed for both students and staff⁵. The mode share results are summarised below:

Table 3 - Current mode share - students

	Student AM	Student PM
Car	48%	45%
Train	0.3%	0.3%
Bus	0.5%	1%
Walk	51%	53%
Cycle	0.3%	0.3%

Table 4 - Current mode share - staff

	Staff
Car	83%
Other	17%
Park on site (% of car users)	37%
Park on street (% of car users)	63%

This information represents a benchmark for future data analysis to monitor progress. Surveys should be ongoing using paper or online tools (e.g. SurveyMonkey, SurveyGizmo etc.). A sample survey form for the school is shown in Attachment 1.

4.4 Target Mode Share

The target mode share for staff and students over a **five year** period is outlined below. 10% mode shift to sustainable mode of transport is targeted over 5 years, which is equivalent to 2% per annum. However, it is expected that the mode shift will be higher on initial years and will gradually flatten down on later years.

Table 5 – Current and Target mode share

	Staff			Student AM			Student PM		
	Current	Target	%	Current	Target	%	Current	Target	%
Car	83%	73%	-10%	48%	38%	-10%	45%	35%	-10%
Train & Bus	17%	27%	+10%	1%	6%	+5%	1%	6%	+5%
Walk & cycle				51%	56%	+5%	54%	59%	+5%

⁵ Travel mode data outlined in ttm traffic report, 2017, Table 2-2 and Table 2-3.

4.5 Proposed Action Items

In developing the GTP, it may not be possible implement all action items at the same time therefore a staged implementation should be considered. There may be some crucial actions that can be implemented immediately, while others might take longer to plan and develop.

Before implementing any actions, relevant stakeholders must be consulted and senior management of the school must approve the changes.

The flowing travel mode hierarchy is proposed for this GTP:

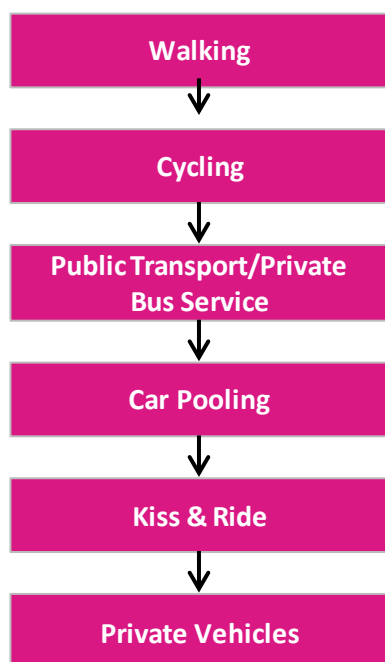


Figure 5: Mode Hierarchy

4.5.1 Walking

As stated in section 3.3, the existing pedestrian connectivity is generally good in all direction.

The following tasks are recommended to increase walk trips to/ from the school:

- staff and students living within 1km of the school campus could be targeted to walk/ scooter to the campus;
- a working partnership could be established with Georges River Council to provide a direct, comfortable and safe pedestrian access between the school campus and all transport hubs (e.g. Penshurst Train Station etc.) as per Disability Discrimination Act (DDA) requirements;
- staff could be encouraged to walk by implementing a '10,000 steps per day initiative'. This involves providing staff with trackers that measure the step number they have walked. Staff members who have achieved the 10,000 steps goal over 80% days of a month could be awarded with free/ discounted gym membership. Collaboration with Fitness Passport could be considered (<https://www.fitnesspassport.com.au/>);

- 'Walk to Work' day could be celebrated by the school community on an annual basis (<http://www.walk.com.au/wtw/homepage.asp>); and
- 'Kids Walk-to-school' program could be developed by the neighbourhood (school and council) not only to assist students learn healthy habits but also to help the whole community to connect with family and friends. (<https://www.walktoschool.vic.gov.au/>).

4.5.2 Cycling

As stated in section 3.2, the existing on-road bicycle route runs along Penshurst Road, providing access to nearby northern suburbs. Also, as students and adults (accompanying these children) are allowed to ride on footpaths, students living within 2 km from the school should be encouraged to choose cycling as the preferred mode of share, taking advantage of the good footpath infrastructure around the school (refer to Figure 4).

As part of the school redevelopment, the following bicycle facilities will be provided on campus:

- Bicycle racks for students and staff;
- End of trip facilities for staff (e.g. lockers and showers etc.) which comply with the requirements;

To increase the bicycle usage to the campus, the following measures could be considered:

- a working partnership could be established with Georges River Council, RMS and TfNSW to build the additional cycling infrastructure within the vicinity of the campus;
- a fully featured Cycling Map of the area could be printed and placed at prime locations on campus;
- information regarding appropriate cycling routes to the school campus could be provided to the staff members and parents to better inform about the many dedicated cycling facilities in the precinct;
- a bicycle buddy scheme could be considered to assist new cyclists taking up cycling to and from the school campus; and
- the existing way finding signage for the cyclists could be reviewed and discussed with Georges River Council.

4.5.3 Public Transport/Private Bus Services

The campus is well connected by public transport within a reasonable walking distance. Walking routes to the train station and bus stops are considered appropriate. To increase the public transport uptake by the staff members, students and parents, the following measures could be considered:

- a comprehensive map of the available public transport network and private bus services could be prepared showing the nearby bus stops and train station with appropriate walking routes.
- parents could be notified that the public transport is free of charge for school children to/ from the school;
- improved wayfinding signage between the school campus and nearby train station / bus stops could be discussed with Georges River Council; and
- eligible staff members could be considered for opal card concession.

4.5.4 Travel Share

A carpooling forum could be developed to encourage staff members to travel in groups. This type of forum would provide a platform for staff travelling on the same route to the school campus finding each other and forming groups. Existence of the forum could be provided in school annual reports, other brochures and social media which is an effective publishing tool in modern days. Few on campus parking bays could be dedicated to car pool vehicles (free of charge).

4.5.5 Car Share Vehicles

One car share vehicle could be considered within the campus (e.g. GoGet, Flexicar, Popcar) which could be used by the staff members to attend external meetings and/or for emergencies.

4.5.6 Private Vehicles

As part of the school redevelopment project, on-site parking will be increased from 15 to 20 for 59 FTE (plus 31 additional part-time staff). A proportion of these parking spaces could be allocated for Small/ Hybrid/ Electric vehicles which would contribute to low carbon emission to the environment.

To discourage driving and to make public transport more competitive, on-campus parking should not be free. A reasonable fee will contribute reduced demand for on-campus parking and increased usage of other mode of transport.

Discussion could be held with Georges River Council to convert unrestricted on-street parking to time-restricted spaces within 800m radius of the school campus with a view to further discouraging car driving to the school campus (refer to Table 2). It would be necessary that council providing officers regularly patrol the school campus, especially during the afternoon peak hours.

4.6 Travel Access Guide (TAG)

The information provided within the GTP could be provided to staff and parents in the form of a package of easy to understand travel information known as a Travel Access Guide (TAG). This should be included in the information pack provided to students and staff as part of their school orientation in advance of day one of term. If necessary, the TAG should provide customised travel information for parents to/ from a particular area. The TAG should be available for pick up at various locations of the school campus such as front entrance, library, cafeteria etc.

ptc. has prepared a TAG for the school campus to assist students, parents and staff on sustainable mode of transport (Attachment 2). This TAG should be regularly reviewed and updated.

4.7 Promotion and Marketing Strategy

Once the plan has been adopted, it is essential to maintain interest in the scheme. Each new initiative in the plan will need to be publicised with effective marketing. Actions are the core of a GTP. Therefore, the GTP needs to have a variety of actions that guide strategies relating to promotion, facilities and policies to create incentives for sustainable travel behaviour. If actions are to be staged, a staging strategy should be outlined in the plan.

Strategic promotion of travel plans and associated initiatives tend to result in higher uptake of sustainable travel modes. It is imperative to ensure that all staff, students and parents are aware of the initiatives. From

time to time, assistance should be sought from Georges River Council, Bicycle NSW, Pedestrian Council Australia, RMS, TfNSW and other stakeholders.

Another way to promote non-vehicle mode of transport is to print a map on the back of business cards or brochures. Best practice suggests that the information should be as concise, simple and site specific as possible. If instructions are too complex, staff members or parents are likely to ignore them.

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

4.8 Monitoring & Review Strategy

A travel plan should not simply be a list of actions. Monitoring and reviewing a travel plan is one of the most critical components of the travel planning process. It is crucial to understand whether and how the travel plan is having an impact on the mode share.

The monitoring strategy should ensure that the GTP is achieving the desired benefits. As stated in section 4.3, it is essential to use the initial data collected of the existing mode share as a benchmark from which to measure results. Surveys will help to identify which actions are having an impact on occupant's travel behaviour and whether some are more effective than others. It may also help to identify ongoing or unresolved issues and barriers that are preventing greater improvement.

The overall success of the GTP will depend on good communication. It will be necessary to explain the reason for adopting the plan, promote benefits and provide information about alternatives to driving. It will also be necessary to provide feedback to students/ parents and staff members to ensure that they can see the benefits of sustainable transport.

Once data are updated, the targets and actions of the travel plan will need to be reviewed. The review should consider:

- are the targets still realistic? Are they still ambitious? Should they be updated?
- is the school struggling to achieve particular targets? What are the likely reasons for this?
- are there any gaps with regards to actions?
- what is preventing further improvement on mode share and how can this be addressed?

The steps outlined above should not be considered as a linear process, rather as an ongoing cycle. Travel planning requires regular review and adjustment which may reveal the need to reconsider objectives or targets or to add new actions to create greater incentives for the uptake of sustainable transport choices.

5. Conclusion

This GTP has been prepared for the redeveloped Penshurst Public School to encourage promotion of non-car mode of travel for its staff, parents and students. The school will accommodate up to 1,000 Kindergarten to Year 6 students. As such, the guidelines outlined in this GTP will be an important component of the school's transport management.

There are many benefits of non-motorised traffic to/ from the school. In summary, more staff and students actively travelling to school means:

- less vehicles around the school;
- more active students and staff;
- healthier students and staff;
- improved student concentration at school; and
- minimised impact on the environment.

Attachment 1 Sample Survey Questions

Penshurst Public School Staff Travel Survey

Introduction

This survey is being undertaken to determine the transport characteristics of Penshurst Public School.

All responses will be anonymous and only **one response per staff** is requested.

Your feedback to the following questions will greatly assist the School in managing its transport needs.

(untitled)

1. How do you travel to and from work on a typical day? *

- ☐ Car (as driver)
- ☐ Car (as passenger)
- ☐ Motorbike / Scooter
- ☐ Train
- ☐ Bus
- ☐ Cycle
- ☐ Walk

(untitled)

2. Why do you travel to & from school by car? (Tick all that apply) *

- ☐ I use the car as part of another trip (drop off children or partner to another place / shopping / gym etc.)
- ☐ Lack of convenient bus stop/train station close to home
- ☐ Lack of public transport services
- ☐ Takes longer by public transport
- ☐ No direct route (e.g. need to change buses, or from train to bus to complete the journey)
- ☐ Heavy bags / bulky items to carry (e.g. files, papers etc.)
- ☐ Other (please specify)

(untitled)

3. If you drive, where do you park? *

- ☐ Dropped off (do not park)
 - ☐ Allocated parking in the school grounds
 - ☐ Adjacent street, please specify street name
-

- ☐ Adjacent car park, please specify car park location

- ☐ Other (please specify)

(untitled)

4. In a typical week, when do you attend school? *

	Monday	Tuesday	Wednesday	Thursday	Friday
All Day	☐	☐	☐	☐	☐
Morning Only	☐	☐	☐	☐	☐
Afternoon Only	☐	☐	☐	☐	☐

(untitled)

5. What postcode do you live in?

(untitled)

6. Do you have any thoughts and ideas to reduce car dependency to the school campus?

Thank You!

Thank you for taking our survey. Your response is very important to us.

Penshurst Public School Student Travel Survey

Introduction

This survey is being undertaken to determine the transport characteristics of Penshurst Public School.

All responses will be anonymous and only **one response per student** is requested. Parents may complete this survey for the students, if necessary.

If you have more than one child in Penshurst Public School, please answer the questionnaire for each child.

Your feedback to the following questions will greatly assist the School in managing its transport needs.

(untitled)

1. What year group are you in? *

- ☐ Kindergarten
- ☐ Year 1
- ☐ Year 2
- ☐ Year 3
- ☐ Year 4
- ☐ Year 5
- ☐ Year 6

(untitled)

2. How do you travel to school on a typical morning? *

- ☐ Car (with parents)
- ☐ Car (passenger with another family)
- ☐ Train
- ☐ Bus
- ☐ Scooter
- ☐ Cycle
- ☐ Walk

(untitled)

3. If you travel to school by car, how many other Penshurst Public School students travel with you? *

A dropdown menu with a white background and a grey border. The menu is open, showing a list of options: "None", "1", "2", "3", "4", and "5+". The "None" option is currently selected and highlighted. To the right of the text options is a vertical scrollbar with a grey track and a black and white checkered pattern. The scrollbar has a small grey arrow at the top and a small grey arrow at the bottom.

(untitled)

4. If you travel to school by car, where are you dropped off in the morning? *

☐ Drop-off area in Arcadia St

☐ Adjacent street, please specify street name

☐ Adjacent car park, please specify car park location

☐ Other (please specify)

(untitled)

5. Does your parent/guardian walk with you to the school? *

☐ Yes

☐ No

☐ Sometimes

(untitled)

6. Why is the car your preferred method of transport to school? (Tick all that apply) *

- ☐ The car is used for more than one purpose (e.g. My parent/guardian drives to work after dropping me off)
- ☐ Lack of convenient bus stop/train station close to home
- ☐ Lack of public transport services
- ☐ Takes longer by public transport
- ☐ No direct route via public transport (e.g. need to change buses, or from train to bus to complete the journey)
- ☐ It is safe
- ☐ Heavy bags / bulky items to carry
- ☐ Other (please specify)

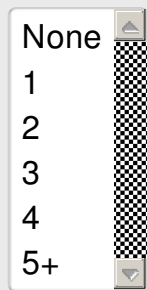
(untitled)

7. How do you travel from school on a typical afternoon? *

- ☐ Car (with parents)
- ☐ Car (passenger with another family)
- ☐ Train
- ☐ Bus
- ☐ Scooter
- ☐ Cycle
- ☐ Walk

(untitled)

8. If you travel from school by car, how many other Penshurst Public School students travel with you? *

A dropdown menu with a checkered border. The options are: None, 1, 2, 3, 4, and 5+. The 'None' option is currently selected.

None
1
2
3
4
5+

(untitled)

9. If you travel from school by car, where are you picked up in the afternoon?

*

- ☐ Pick-up area in Arcadia Street
- ☐ Adjacent street, please specify street name
- ☐ Adjacent car park, please specify car park location
- ☐ Other, please specify

(untitled)

10. How do you get to the car? *

- ☐ Wait outside on Arcadia Street
- ☐ Wait outside on other streets (please specify street name)
- ☐ Wait inside school for parent/guardian

11. Why is the car your preferred method of transport from school? (Tick all that apply) *

- ☐ The car is used for more than one purpose (e.g. My parent/guardian drives somewhere else after picking me up (e.g. shops))
- ☐ Lack of convenient bus stop/train station close to home
- ☐ Lack of public transport services
- ☐ Takes longer by public transport
- ☐ No direct route via public transport (e.g. need to change buses, or from train to bus to complete the journey)
- ☐ It is safe
- ☐ Heavy bags / bulky items to carry
- ☐ Other (please specify)

12. Where do you live?



*

- ☐ Area 1 - Red area
- ☐ Area 2 - Yellow area
- ☐ Area 3 - Blue area
- ☐ Area 4 - Purple area
- ☐ Area 5 - Green area
- ☐ Other area (please specify)

(untitled)

13. Do you have any thoughts and ideas to reduce car dependency to the school campus?

Thank You!

Thank you for taking our survey. Your response is very important to us.

Attachment 2 Travel Access Guide (TAG)

The Penshurst Public School does not have car park facilities open to the general public and encourages staff and students to use active and public transport* when travelling to and from the school.

Plan your journey by accessing transport.info or calling 131500 for Transport for NSW up-to-date timetables and maps. For further information on location and transport, access:

penshurst-p.schools.nsw.gov.au/about-our-school/location-and-transport.html

www.schoolinfrastructure.nsw.gov.au/projects/p/penshurst-public-school.html

*Transport for NSW subsidy for students includes free travel to and from home and school on approved train, bus, ferry and light rail services.



Students and staff members who are located within 800m distance of the school are encouraged to walk.

The school is located in a low density residential area with excellent pedestrian networks including children's crossing on Arcadia Street and footpaths on both sides along all the roads along the school boundary (e.g. Forest Road, Penshurst Street, Percival Street and Arcadia Street).



In NSW, cyclists under the age of 16 and adults (accompanying these children) are allowed to ride on footpaths. Students living within 2km from school are encouraged to cycle to school, taking advantage of the footpath infrastructure around the school.



Penshurst Station is located 700m (10min walk) from the school and it is served by the T4 Eastern Suburbs & Illawarra Line which provides excellent connections to Sydney's southwest, east and the CBD.

The station offers services every 10 minutes during morning and afternoon peaks and every 10-15 minutes off-peak



There are 10 bus stops close to the Penshurst School, located at Penshurst Street (Routes – 940, 941, 943 and 945) and Cambridge Street (Route M91). The route services are:

Route	Coverage	Time and frequency (approx.)
940	Hurstville to Bankstown via Riverwood	Weekdays 6:13am – 6:13pm, every 30min
941	Hurstville to Bankstown via Greenacre	Weekdays 5:54am – 9:12pm, every 30min
943	Hurstville to Lugarno	Weekdays 6:45am – 9:14pm, every 30min
945	Hurstville to Bankstown via Mortdale	Weekdays 6:10am – 10:10pm, every 30min with additional services at peak times
M91	Hurstville to Parramatta via Padstow & Chester Hill	Weekdays 6:18am – 9:38pm, every 15min with additional services at peak times



Penshurst Public School

18 Arcadia Street
Penshurst NSW, 2222

02 9580 3400

penshurst-p.schools.nsw.gov.au

Transport Access Guide

Penshurst Public School

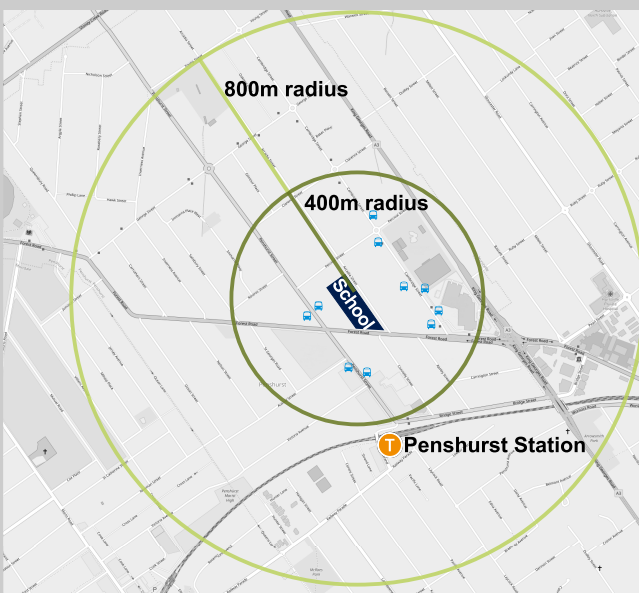




If active and public transport is not a feasible option, plan your journey before your arrival.

On-street parking is available in the vicinity of the school at Percival Street, Penshurst Street and Forest Road.

The school pick-up/drop-off scheme is located at Arcadia Street 8am-9:30am and 2:30pm-4pm during school days.



Main bus stops



Bus zone



Suggested pedestrian routes to and from public transportation



Kiss and Ride area



Unrestricted parking



P5 parking



P1 parking



Accessible parking



No stopping/Clearway

Transport Access Guide

