



Catherine McAuley Catholic College

Diocese of Maitland-Newcastle

2022 Operational Transport
and Access Management Plan

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SECAsolution 

Catherine McAuley Catholic College

Medowie Road, Medowie

Operational Transport and Access Management Plan 2022

Author: Cathy Thomas

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Ground Floor, 161 Scott Street Newcastle NSW 2300
Ph (02) 4032-7979
www.secasolution.com.au

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1. Introduction and Summary

1.1 Purpose of Report and Study Objectives

1.1.1 Background

The Catherine McAuley Catholic College Operational Transport and Access Management Plan (OTAMP) has been prepared to satisfy the NSW Department of Planning and Environment in consultation with Transport for New South Wales.

The project involves construction of the initial stages of educational facilities, including a Secondary School, Primary School and Early Learning Centre. It includes the following in this initial stage of construction:

- Interim secondary school – Years 7 -9 (470 students)
- Early learning centre (40 spaces, 15 staff)

The development will cater for parking and pick up / drop off demands on site with access to the site via a newly completed signalised intersection onto Medowie Road.

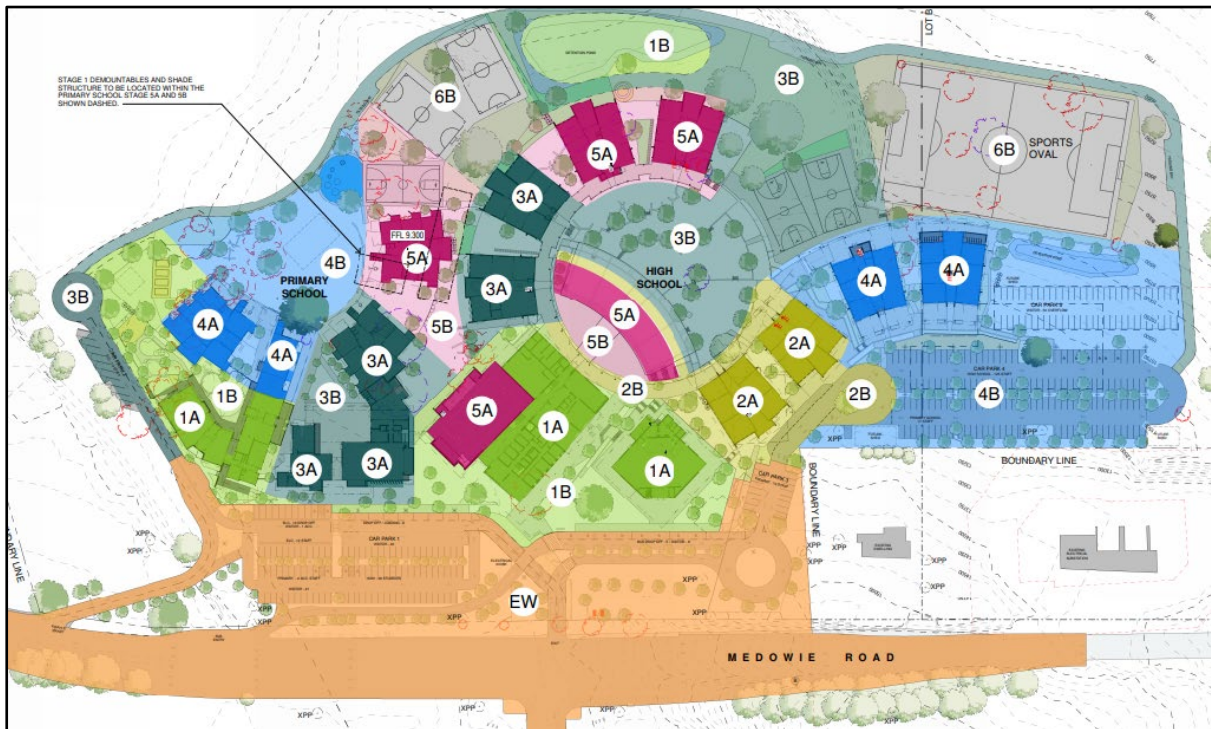


Figure 1-1 Masterplan and Staging of Development

1.2 Scope of Report

The various tasks identified and completed have included:

- 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;
- the location of all car parking spaces on the school campuses and their allocation (i.e. staff, visitor, accessible, emergency, etc.);

- (c) the location and operational management procedures of the pick-up and drop-off parking, including staff management/traffic controller arrangements.
- (d) the location and operational management procedures for the pick-up and drop-off of students by buses and coaches for excursions and sporting activities during the hours of bus lane operations, including staff management/traffic controller arrangements;
- (e) delivery and services vehicle and bus access and management arrangements;
- (f) management of approved access arrangements;
- (g) 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;
- (h) car parking arrangements and management associated with the proposed use of school facilities by community members; and
- (i) a monitoring and review program

1.2.1 Issues and Objectives of the study

The traffic assessment completed to support the approval for this stage of the new development outlines the proposed infrastructure to cater for the traffic and parking demands for the development. The traffic projections allow mode share for students accessing the site by bus. The purpose of this plan is to so ensure that there are no barriers to sustainable travel and that the demand for parking and private vehicle travel can be managed within the site during the implementation of this stage of the precinct development.

The management measures outlined in this plan can be included on the school's web site to direct families, staff and visitors to follow the on-site operational plan. This should also be included in new staff and student welcome packs and induction discussions to broadly outline the parking and access expectations.

1.2.2 Planning Context

In developing this Operational Transport and Access Management Plan, the following documents have been considered:

- Port Stephens Council LEP and DCP;
- Guide to Traffic Management Part 11: Parking;
- Austroads Guides to cycling (various);
- Austroads Guide to Road Design Part 6A: Pedestrian and Cycling Paths; and
- NSW Planning Guidelines for Walking and Cycling.

1.3 Methodology

The methodology applied to the development of this plan focussed on the following key questions:

1. What travel options are available in the local area?
2. What are the future travel needs of the staff and visitors to the development?
3. How does site access allow for the safe and effective movement of staff and students?

1.4 Site Location

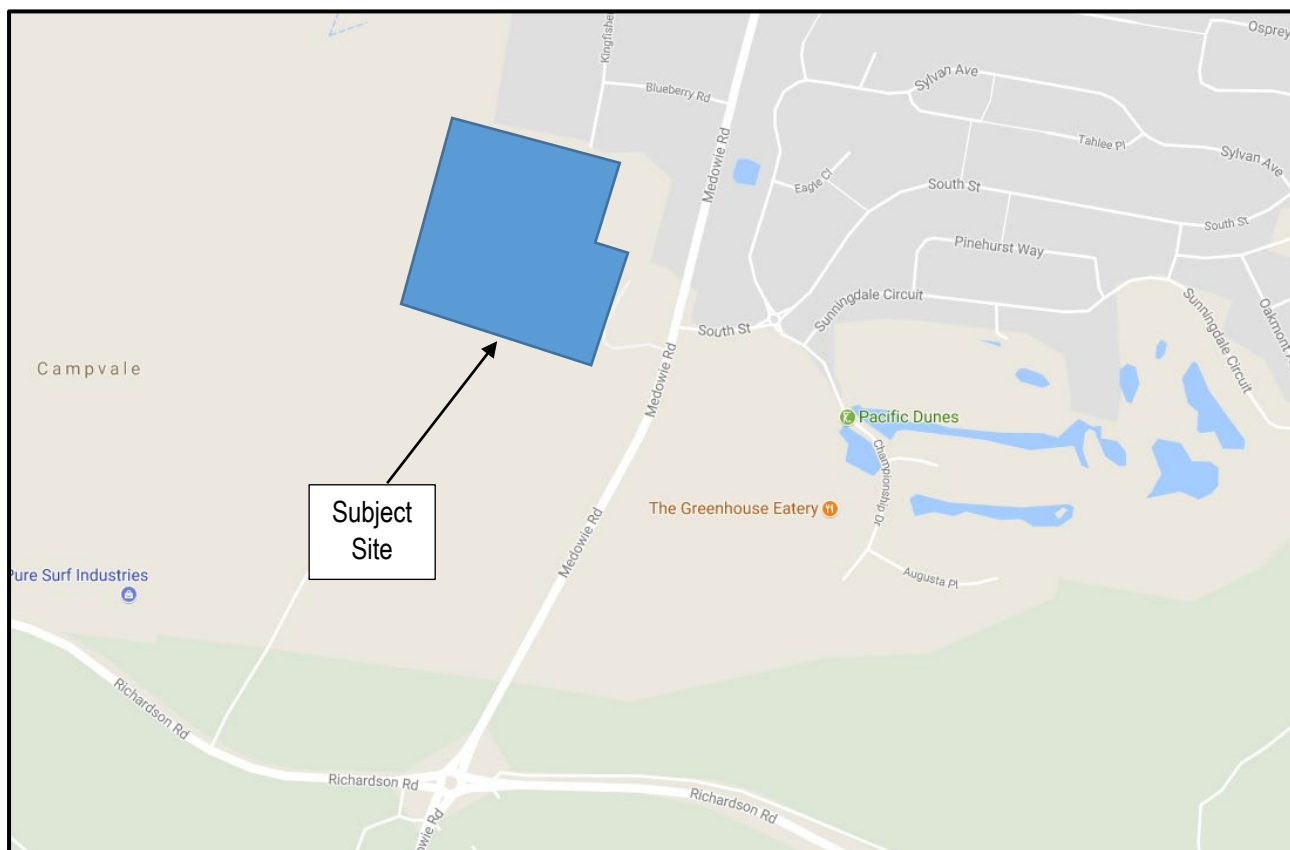


Figure 1-2: Subject site in the context of the local road network

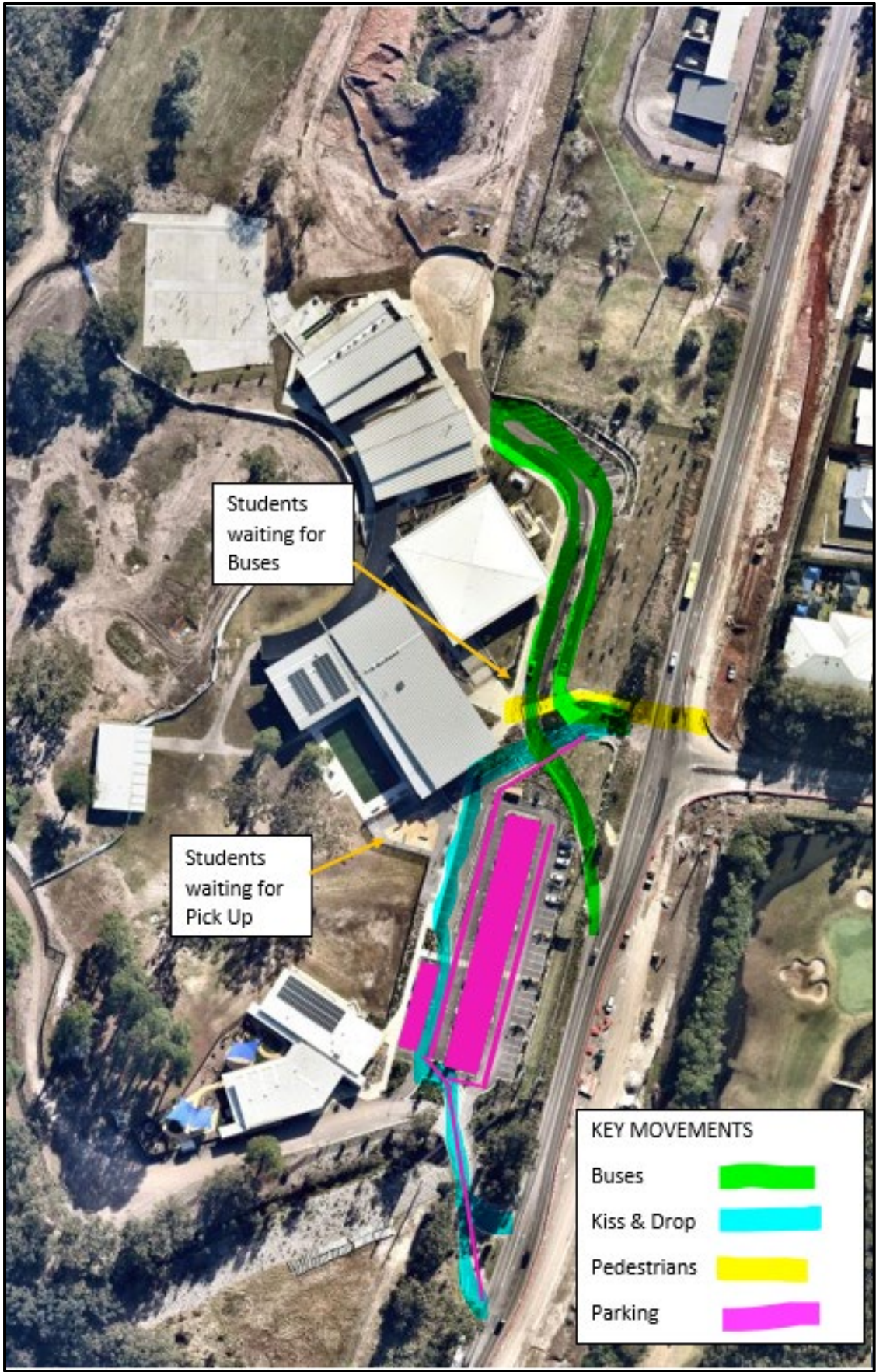


Figure 1-3: Site Plan showing vehicle and pedestrian movements (Nearmap base prior to completion of signals)

2. Pedestrian and Cycling Access

Pedestrian access is permitted for visitors, staff or students with pedestrian phases included in the signalised crossing of Medowie Road at the site exit connecting with the pathway on the northern side of this intersection.

An assessment of pedestrian demands shows that these demands shall predominantly be via South Street and potentially via Medowie Road and shall coincide with the start and finish of the school day.

A review of the School Handbook 2021 advises that “bicycles are required to be walked on and off the school grounds and stored at the designated storage area. Helmets must be worn correctly when riding to and from school”. It is expected that riders will also use the signalised crossing to cross Medowie Road from the east and enter via this main pathway.

Observations on site show students, both pedestrian and cyclists, being walked as a group to the traffic signals in the afternoon to cross Medowie Road. It is anticipated in the morning that students would use these signals independently.

Operational management procedures outlined in the Parent Handbook require that all pick up and drop off of students is to occur within the school site. No students are to be collected from Medowie Road.

Morning

No vehicles are to stand in this area.

Should drivers need to leave the vehicle they should use the parking spaces in the far side of the carpark rather than the Kiss and Drop.

Drivers remain in the vehicle.

Students exit the vehicle from the passenger side only to avoid doors opening in the through lane.

The most efficient Kiss and Drop operates when vehicles move forward through the Kiss and Drop zone in a single line rather than pulling out before other cars which creates delays for others.

Afternoon

The Kiss and Drop area will be available once the bell has gone and children are available to be picked up.

Drivers arriving prior to the school bell are to use available parking spaces in preference to queuing in the Kiss and Drop zone. This is to avoid queues within the school access whilst parking is empty.

Vehicles can display the Surname on the passenger sun-visor to assist with the prompt loading of students.

Drivers are to remain in the car and students are to load into the car from the passenger side only.

Students walking to parked vehicles in the carpark are to remain on designated pedestrian walkway areas rather than walk through the carpark.

A teacher shall manage students near the pedestrian entry to the carpark to ensure they cross in groups to maximise traffic flow in this location. Vehicles will be given the most time possible with students waiting to cross.

Queues associated with the Kiss and Drop are to be monitored to ensure queues do not extend towards the main road. If this occurs then alternate arrangements are to be made within the site to increase queuing capacity.

3.5 Community Use

The school is unlikely to be used by the community during this initial stage of development whilst facilities such as the school hall and playing fields are not yet constructed.

The chapel will be operational and is intending on running mass twice a week in the evening (outside of school hours) as well as one day on the weekend. Typical numbers associated with this could be up to 40 people. Parking demands for this can be contained within the site using the carpark and pedestrian facilities.

4. Bus Services

Buses will enter the site between 8:20am and 9:00am. Afternoon services are between 3:00pm to 3:30pm. Routes servicing the broader catchment will be incorporated into other school pick up and drop off services.

School buses shall enter the school using the designated bus entry and approach the bus loading areas within the school. Once loaded buses undertake a U-turn and exit using the signalised intersection.

Advice from the bus providers is as follows:

- Port Stephens Coaches anticipate 1-2 buses per drop off and pick up
- Busways anticipate 1
- Hunter Valley Buses anticipate 4-5.

On site management

As this is a high school the requirement for direct supervision is less than for a primary school cohort.

Students catching buses will be aware of their bus arrival time and shall ensure they are within the bus pick up area prior to the bus arrival.

Teachers shall be allocated for general supervision of the bus area to ensure safety is maintained.

The school may look to implement a system where older students are nominated as bus monitors to assist younger students.

On site bus and vehicle traffic management

Bus movements within the school are to have priority over vehicles to ensure efficient and timely movement for these services.

The internal road network has been designed to require vehicles exiting the carpark to give way to buses through the inclusion of a give way sign and road markings.

There is adequate queueing available for buses on the bus entry road approaching the bus loading zone with buses able to move forward as buses exit the four loading bays.

5. Site Servicing

Waste removal from the site can be coordinated out of peak school hours and be arranged to occur at times to ensure buses and light vehicles do not need to interact with garbage trucks. The occasional demands for the gas refill truck will occur using the fire trail loop or shall service the tank out of hours when internal roads are available.

6. Approved Access Arrangements

The traffic impacts associated with the approved access have been assessed by Seca Solution Pty Ltd as part of the approval process and observations have been undertaken in the afternoon pick up on Thursday 3rd February 2022 with the following findings:

Access controls

The access allows for all turning movements inbound with all outbound movements accommodated at the signalised intersection. There is a short-left turn deceleration lane for vehicles entering the site, together with a sheltered right turn lane on Medowie Road for drivers entering the site from the north. This layout has been designed to allow for access by the largest design vehicle (bus) although buses now use a dedicated entry into the school.

Queuing impacts

This OTAMP has been developed taking into consideration the necessary steps to minimise queuing associated with vehicles accessing the pick up and drop off within the site.

The layout of the carpark and internal roadways has been designed to enable traffic to flow freely in and out of the carpark.

Monitoring of queuing will ensure on site modifications to the plan where necessary to mitigate queuing if required. Such modifications can include directing Kiss and Drop vehicles to turn left prior to the main carpark and undertake a conga line past the Early Learning Centre (as per the ultimate plan) or in the interim could be diverted if necessary, into the carpark to undertake a circuit to lengthen the queuing capacity.

Maintenance of Line markings

Ongoing review and maintenance of line markings and relevant signage within the site shall be undertaken by the school to ensure access controls are clearly visible and appropriate for road users.

7. Monitoring and Review

This OTAMP is subject to ongoing monitoring and review to provide for the ongoing implementation for the site and to support changing circumstances.

Advice from the school is that there have been no concerns or issues raised by staff or students in the implementation of the Stage 1 and 2 OTAMPs.

As this stage of the school sees the activation of the signalised crossing and exit roadway, monitoring shall continue with regular reviews to consider any concerns observed by staff or raised by parents.

The review should include where appropriate consultation with bus providers, staff and the school community.

Once the school is complete and the plan has been fully implemented then an annual review is appropriate.