



St Matthews High School, Mudgee Green Travel Plan

Prepared for:
TSA Management

21 April 2020

The Transport Planning Partnership

St Matthews High School, Mudgee

Green Travel Plan

Client: TSA Management

Version: V01

Date: 21 April 2020

TTPP Reference: 18142

Quality Record

Version	Date	Prepared by	Reviewed by	Approved by	Signature
V01	21/01/20	Santi Botross	Ken Hollyoak	Ken Hollyoak	

Table of Contents

1	Introduction	1
1.1	Background.....	1
1.2	Role of a Green Travel Plan.....	1
1.3	Drivers of the Travel Plan.....	2
1.3.1	Car Parking	2
1.3.2	Environmental Impacts	2
1.3.3	Health Benefits	2
1.3.4	Social Equity	2
1.3.5	Staff and Student Attraction	3
1.3.6	Education and Leadership	3
1.4	Transport Objectives	3
2	Existing Transport Context	4
2.1	Summary of Existing Transport Services	4
2.1.1	Public Transport Facilities	4
2.1.2	Existing Pedestrian and Cycling Infrastructure	8
3	Existing Travel Patterns and Mode Share	10
4	Mode Share Targets	3
5	Methods of Encouraging Modal Shift.....	2
5.1	Site Specific Measures.....	2
5.2	Off-site Measures	3
5.3	Transport Access Guide	4
5.4	Information and Communication	4
5.5	Actions	5
6	Management and Monitoring of the Plan	7
6.1	Management.....	7
6.2	Green Travel Plan Working Party	8
6.3	Consultation	8

Tables

Table 4.1: Mode Share General Categories	3
Table 4.2: Future Mode Share Targets	1
Table 5.1: Site Specific Measures	2
Table 5.2: Framework Action Table.....	5

Figures

Figure 2.1: Regional Coach Service Map	4
Figure 2.2: Local Bus Network Map	5
Figure 2.3: AM Bus Route	6
Figure 2.4: PM Bus Route.....	7
Figure 2.5: Pedestrian Catchment	8
Figure 2.6: Cycling Catchment	9
Figure 3.1: Existing Modal Splits – Staff and Students	10
Figure 3.2: Students' Place of Origin	1
Figure 4.1: School Student Transport Scheme Eligibility Zone	1

APPENDICES

- A. TRAVEL SURVEY RESULTS
- B. PLACE OF ORIGIN SUMMARY
- C. TRANSPORT ACCESS GUIDE (TAG)

1 Introduction

1.1 Background

A Masterplan is being prepared which seeks to increase the current capacity of the High School component of St Matthews Catholic College in Mudgee from 373 students (in 2019) to 680 students (by 2026). The proposed additional students would be split across all year groups.

The proposed increase requires the high school portion of St Matthews Catholic College to be relocated from the existing school site at No. 4 Lewis Street, Mudgee to a greenfield site at No. 48 Broadhead Road, Spring Flat.

A State Significant Development (SSD 9872) Application is to be lodged with the NSW Department of Planning & Industry (DPI) for the relocation of the high school and construction of new facilities at the site in Spring Flat. As part of the SSD Application, a Green Travel Plan (GTP) is required to be prepared for the new development.

The Transport Planning Partnership (TPPP) has been appointed to prepare this GTP on behalf of TSA Management to manage travel demand at the proposed St Matthews Catholic College high school campus.

1.2 Role of a Green Travel Plan

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

Active transport presents a number of interrelated benefits including:

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

As assessed in the Traffic, Parking and Transport Assessment as part of the SSD Application, it is estimated that the proposed development would generate in the order of 380 car trips in the AM peak and 376 car trips in the PM peak periods by staff, senior students and parents dropping-off/ picking-up students. Managing travel demand in favour of sustainable modes is challenging but would be critical particularly when considering the future development of St Matthews Catholic College.

1.3 Drivers of the Travel Plan

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

1.3.1 Car Parking

Car parks on campus utilise valuable land resources and impact campus amenity. If the campus continues to grow and there is no modal shift towards non-car transport modes, the car parking demand could increase into the future. As it is proposed to provide a new bus bay that can accommodate three buses at one time, there would be a driver for increased bus services and manage car parking provision to reduce car trips. Furthermore, the cost to provide parking is significant and therefore, there are economic imperatives to manage car parking demand to an amount that is required (i.e. not providing an oversupply) by incentivising non-car travel modes.

1.3.2 Environmental Impacts

The transport sector (road, rail, air and ship) is Australia's third largest source of greenhouse gas emissions (GHG), accounting for 18 per cent of emissions in Australia in 2015 (Climate Council of Australia, 2016). Mitigating this impact is a key driver of the GTP. Within Australia, the transport sector has the highest rate of growth of GHG emissions per year having risen by 51 per cent since 1990 with private vehicles responsible for almost half of transport emissions. In comparison, travel modes such as walking and cycling have the lowest emissions while public transportation has significantly lower impact than private vehicles.

1.3.3 Health Benefits

Use of sustainable transport modes can have wide-ranging health benefits due to a corresponding reduction in greenhouse gas emissions and increase in physical activity from walking and cycling. The shift from private cars to sustainable transport "can yield much greater immediate health "co-benefits" than improving fuel and vehicle efficiencies" (World Health Organisation, 2011). The potential benefits can include reduced respiratory diseases from better air quality, prevention of heart disease, some cancers, type 2 diabetes and some obesity-related risks.

1.3.4 Social Equity

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

1.3.5 Staff and Student Attraction

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

1.3.6 Education and Leadership

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

1.4 Transport Objectives

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

Objectives:

1. Improve access, safety, amenity and convenience of sustainable transport modes for travel to/from the campus
2. Establish a culture of active and public transport use by incentivising sustainable transport modes
3. Achieve modal shift away from car usage by limiting car parking provision to an amount that is required on a daily basis (i.e not providing an oversupply)
4. Maximise use of proposed bus infrastructure (e.g. bus bay) to support modal shift away from car usage.

2 Existing Transport Context

2.1 Summary of Existing Transport Services

2.1.1 Public Transport Facilities

The proposed high school site is located south-east of the Mudgee township. The area is serviced by a mix of regional coach services, local bus services and school bus services. There are no train services in the Mudgee region. A summary of the bus services is provided herein.

Regional Coach Services

On weekdays and weekends Countrylink operate long-distance coach services between Coonabarabran, Baradine, Gulgong and Lithgow train station which stop at Gulgong, Mudgee and Ilford. The regional coach route map is shown in Figure 2.1.

Figure 2.1: Regional Coach Service Map



Source: Transport for NSW Regional Trains and Coaches Network map

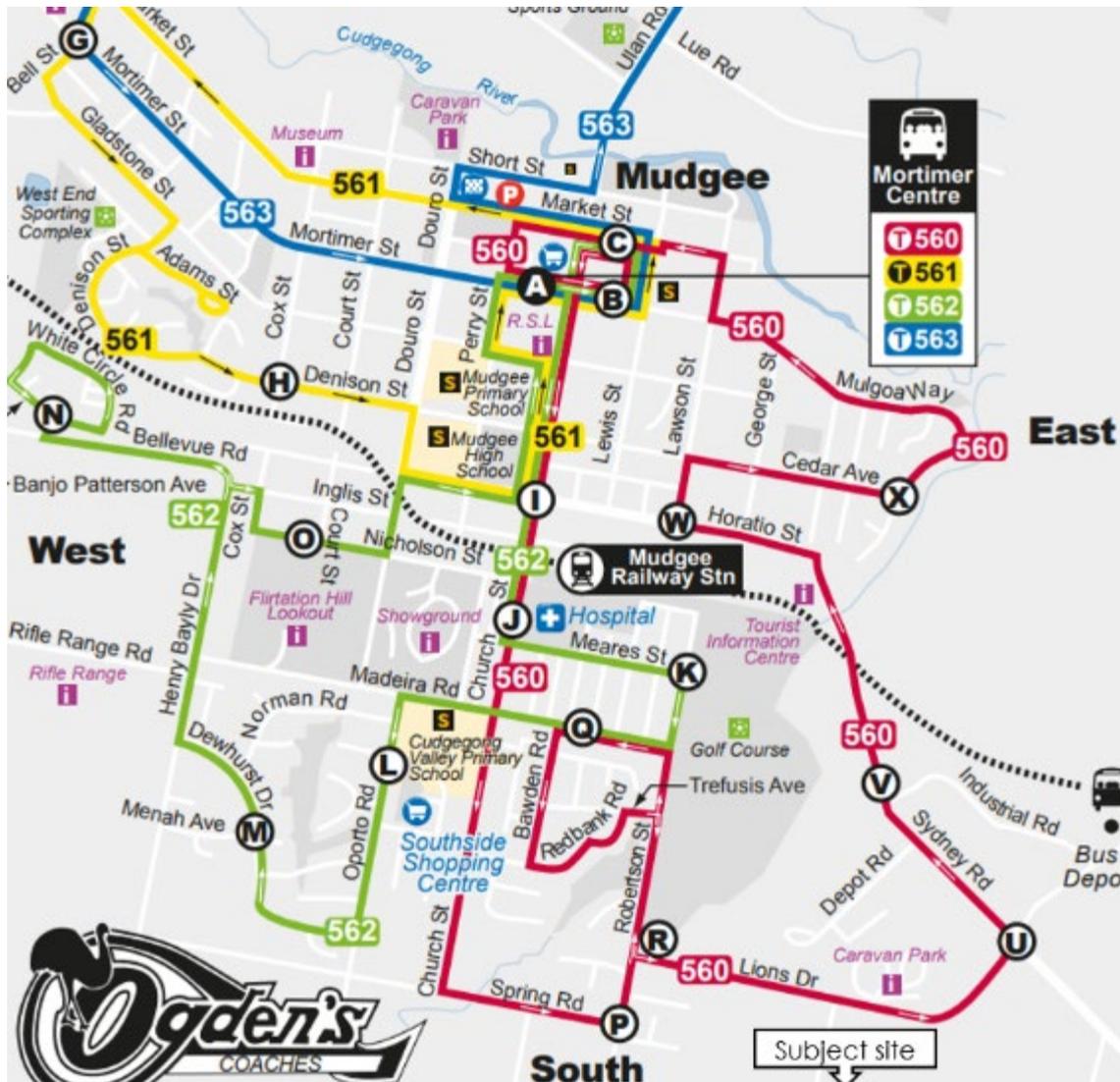
Local Public Bus Services

Local bus services in Mudgee township include:

- 560 – Mudgee east loop
- 561 – Mudgee west loop
- 562 – Mudgee south loop
- 563 – Mudgee north loop.

Buses operate on weekdays only offering two mid-morning services and two afternoon services. Bus stops nearest to the subject site are located approximately 1.6km away, and are indicated as 'P' and 'R' in Figure 2.2.

Figure 2.2: Local Bus Network Map



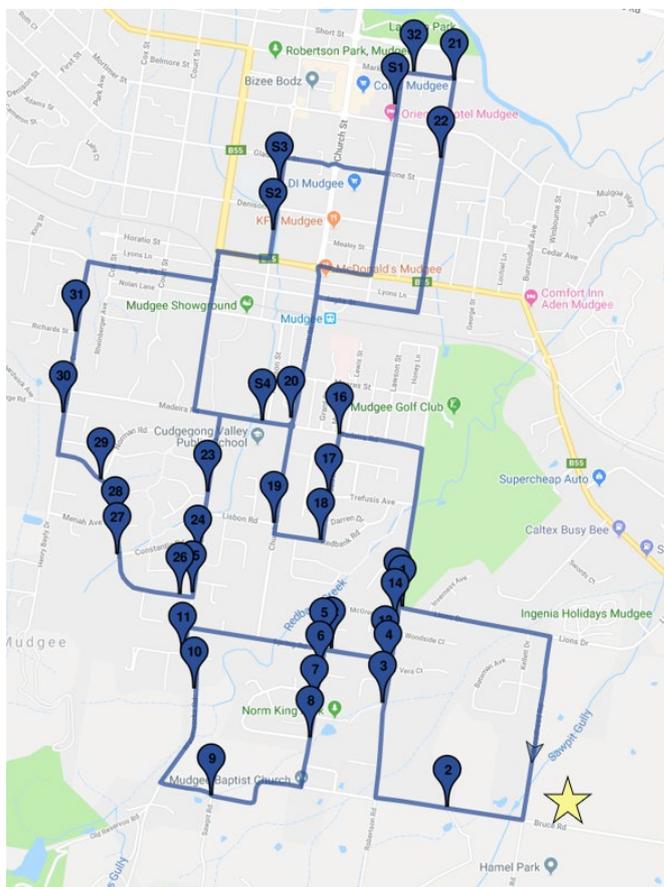
Source: Ogden's Coaches – Mudgee Bus Timetable

School Bus Services

Ogden's Coaches also provides private bus services for schools in Mudgee. Figure 2.3 and Figure 2.4 illustrate existing morning and afternoon school bus routes in the vicinity of the subject site. Currently, bus services travel southbound on Broadhead Road along the western site frontage and turn right onto Bruce Road.

The AM bus route commences at the corner of Robertson Road/Lions Drive and travels towards Broadhead Road. The route proceeds into town and arrives at the existing Mudgee Catholic school campus at 8.44am. The PM bus route commences in town, collecting students at the existing school campus at 3.33pm and proceeds towards the south-western areas of Mudgee.

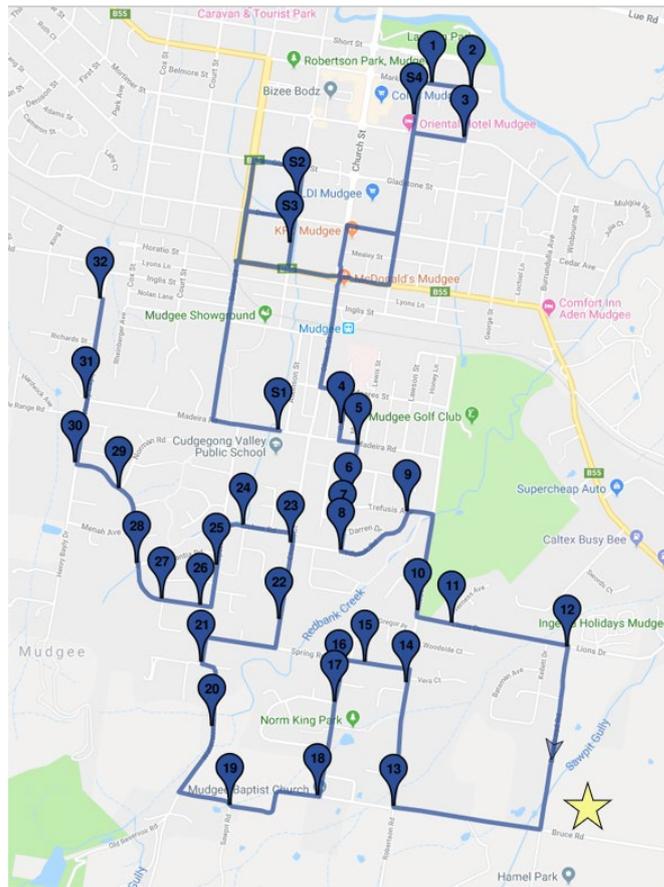
Figure 2.3: AM Bus Route



1	Cnr Robertson St/Lions Drive	8:00am
2	Bruce Rd	8:07am
3	Cnr Robertson St/Doug Gudgeon Dr	8:08am
4	140 Robertson Street	8:09am
5	Cnr Spring/Melton Roads	8:10am
6	Cnr Chappell/melton Rds	8:10am
7	25 Melton Road	8:11 am
8	Cnr Macquarie Rd/Melton Rd	8:12am
9	Cnr Bruce/Sawpit Rds	8:13am
10	14 Waterworks Rd	8:15am
11	Cnr Palermo/Oporto Rds	8:15am
12	Cnr Spring Rd/Hermitage Cl	8:17am
13	Cnr Spring Rd/Robertson St	8:17am
14	Cnr Robertson St/McGreggor Pl	8:18am
15	Cnr Robertson St/Lions Dr	8:18am
16	Cnr Maderia Rd/Bawden Rd	8:20am
17	Cnr Bawden Rd/Trufusis Ave	8:21am
18	Cnr Bawden/Redbank Rds	8:22am
19	Cnr Church/Lisbon Sts	8:23am
20	Church Street Scout Hall	8:24am
S1	St Matthews Catholic School	8:27am
21	Cnr Market/Lawson Sts	8:29am
22	31 Lawson Street	8:30am
23	Oporto Road Shops	8:34am
24	29 Oporto Road	8:35am
25	39 Oporto Road	8:35am
26	53 Dewhurst Drive	8:35am
27	25 Dewhurst Drive	8:36am
28	21 Dewhurst Drive	8:36am
29	Cnr Dewhurst Dr/Norman Rd	8:37am
30	Cnr Henry Bayly Dr/Flinders Ave	8:38am
31	Cnr Henry Bayly Dr/Richards St	8:38am
S2	Mudgee High School	8:41 am
S3	Mudgee Public School	8:42am
S1	St Matthews Catholic School	8:44am
32	20 Market Street	8:45am
21	Cnr Market/Lawson Sts	8:45am
S4	Cudgong Valley Public School	8:50am
S2	Mudgee High School	8:53am
S3	Mudgee Public School	8:55am

Basemap source: Ogden's Coaches Mudgee School, viewed online 17/06/19

Figure 2.4: PM Bus Route



S1	Cudgong Valley Public School	3:25pm
S2	Mudgee Public School	3:29pm
S3	Mudgee High School	3:31 pm
S4	St Matthews Catholic School	3:33pm
1	20 Market Street	3:36pm
2	Cnr Market/Lawson Streets	3:36pm
3	Cnr Lawson/Mortimer Streets	3:37pm
4	11 Grant Street	3:41 pm
5	Cnr Bowden/Maderia Rds	3:42pm
6	Cnr Bowden Rd/Trefusis Ave	3:43pm
7	Cnr Bowden/Darren Dr	3:43pm
8	Cnr Bowden/Redbank Rds	3:44pm
9	Cnr Redbank Rd/Trefusis Ave	3:44pm
10	Cnr Robertson St/Lions Dr	3:46pm
11	9 Lions Drive	3:47pm
12	Cnr Lions/Broadhead Drives	3:48pm
13	Cnr Bruce Rd/Robertson St	3:50pm
14	140 Robertson Street	3:52pm
15	17 Spring Road	3:53pm
16	Cnr Melton Rd/Chappell Cl	3:53pm
17	Cnr Melton Rd/Macquarie Dr	3:54pm
18	Cnr Melton/Bruce Rds	3:55pm
19	Cnr Bruce/Sawpit Roads	3:56pm
20	26 Waterworks Rds	3:57pm
21	Cnr Oporto/Palermo Rds	3:58pm
22	278 Church Street	3:59pm
23	Cnr Church St/Redbank Rd	4:00pm
24	Cnr Lisbon St/Lynwood Ave	4:01pm
25	29 Oporto Road	4:01pm
26	53 Dewhurst Drive	4:02pm
27	Cnr Avisford Ct/Dewhurst Dr	4:03pm
28	Cnr Constantia/Dewhurst Dr	4:03pm
29	Cnr Norman Rd/Dewhurst Dr	4:04pm
30	Cnr Dewhurst/Henry Bayly Drives	4:05pm
31	Cnr Henry Bayly Dr/Maderia Rd	4:06pm
32	Cnr Henry Bayly/Baskerville Dr	4:07pm

Basemap source: Ogden's Coaches Mudgee School, viewed online 17/06/19

It should be noted that a new bus bay would be proposed at the future high school on the north side Bruce Road parallel to the roadway. Review of proposed new bus routes and bus stops would be undertaken with Ogden's and TfNSW as part of a transport route assessment and review. This is further discussed in Chapter 4.

Notwithstanding the above, there may be potential public transport improvements in the future as a result of future residential development in Spring Flat and surrounding suburbs. As such, it is expected that there would be an opportunity to incentivise sustainable modes, particularly when considering future urbanisation and development of the southern region.

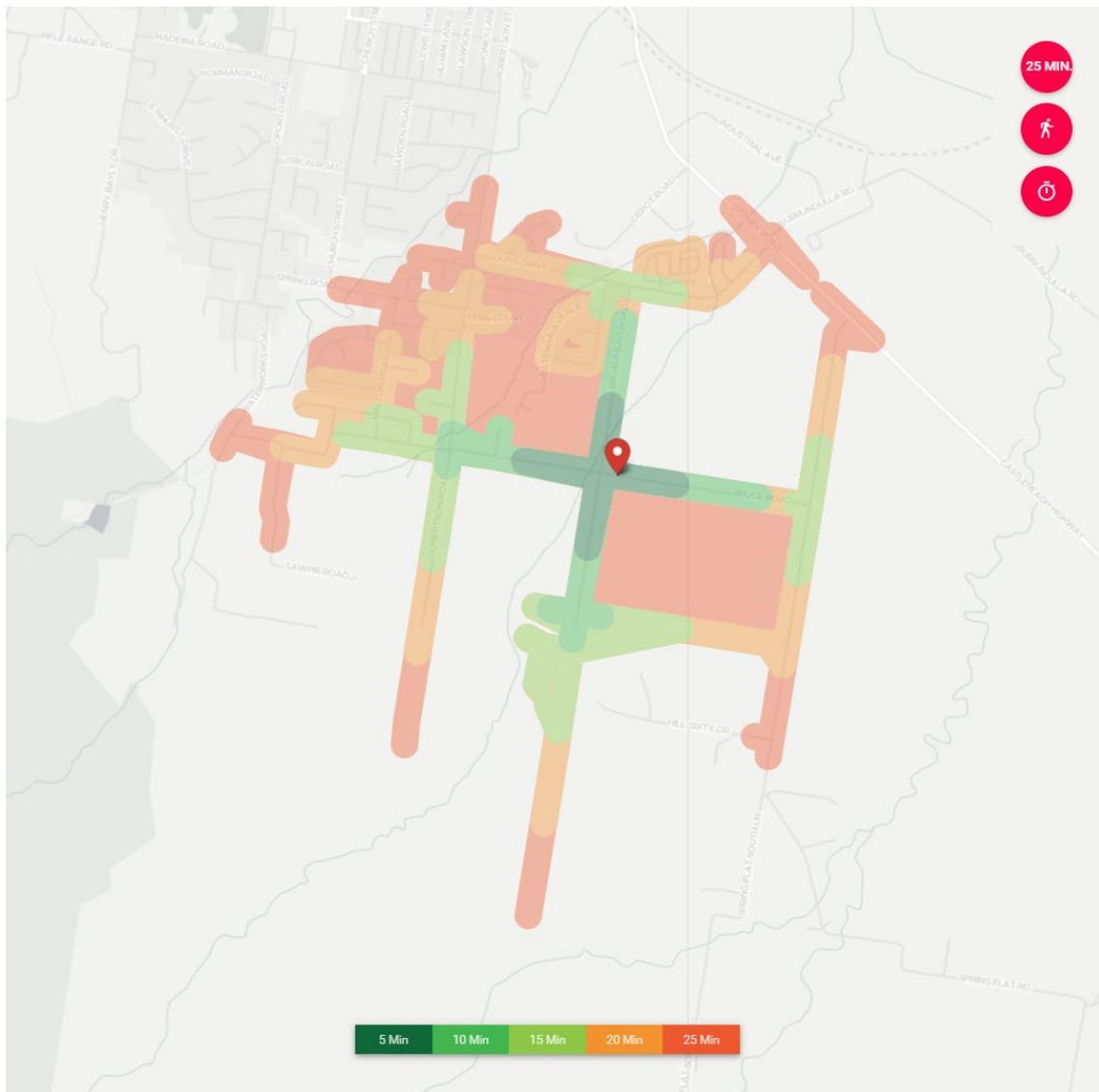
2.1.2 Existing Pedestrian and Cycling Infrastructure

The subject site is currently a greenfield site. As such, there are no existing pedestrian and cycling facilities surrounding the future school site. The nearest footpath connections are located 400m north and west of the subject site adjacent to residential dwellings.

The pedestrian catchment within a 25-minute walking distance from the site is shown Figure 2.5. This approximate half hour journey each way represents the recommended minimum daily physical activity for children and young people (Australian Government Department of Health, 2019). It is noted that these walking routes rely on utilising the existing road network.

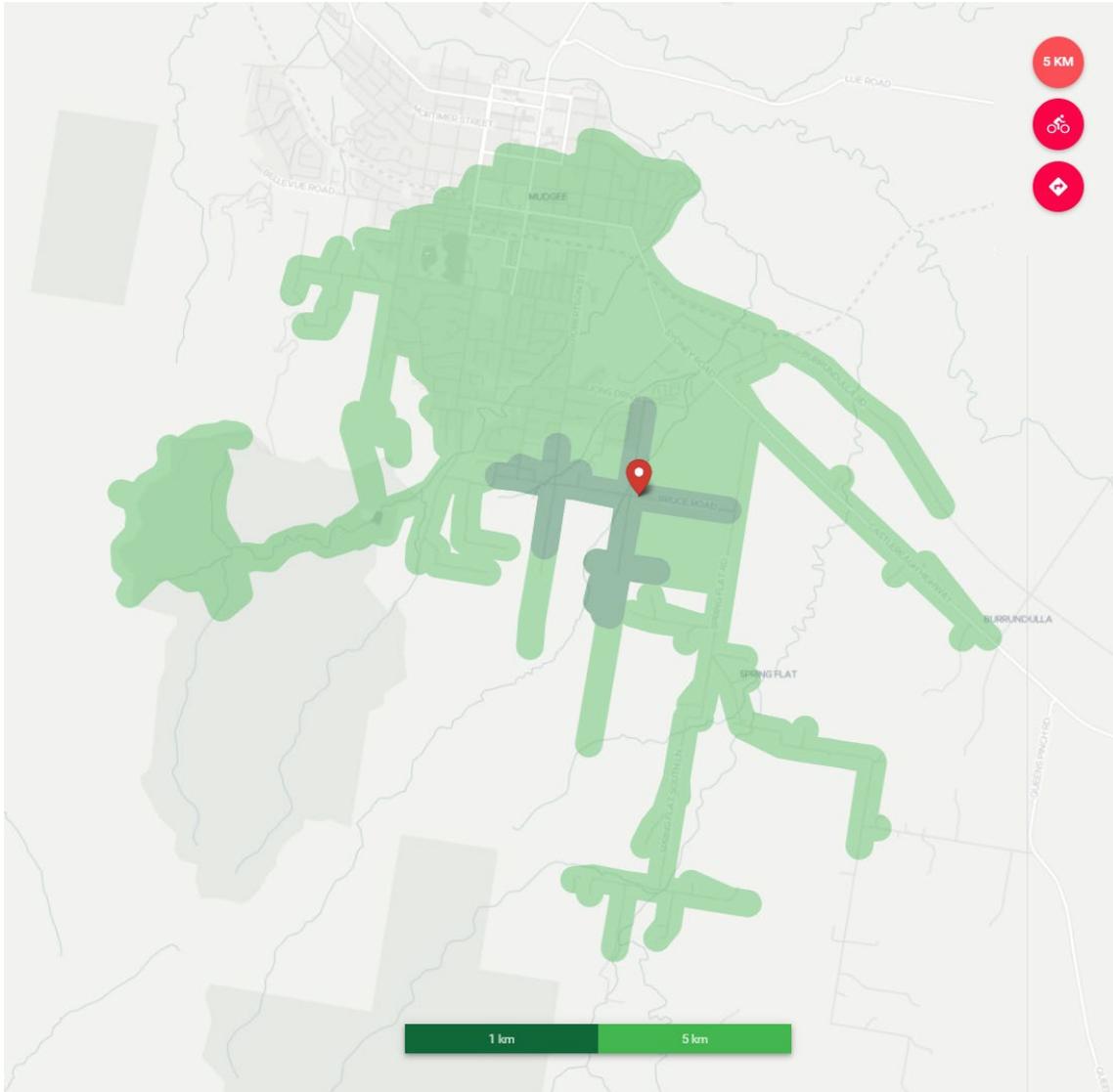
The cycling catchment within a 5-km bike ride from the site is shown in Figure 2.6. Similarly, the majority of the cycling routes would rely on utilising the existing road network.

Figure 2.5: Pedestrian Catchment



Source: <https://www.targomo.com/en/>

Figure 2.6: Cycling Catchment



Source: <https://www.targomo.com/en/>

3 Existing Travel Patterns and Mode Share

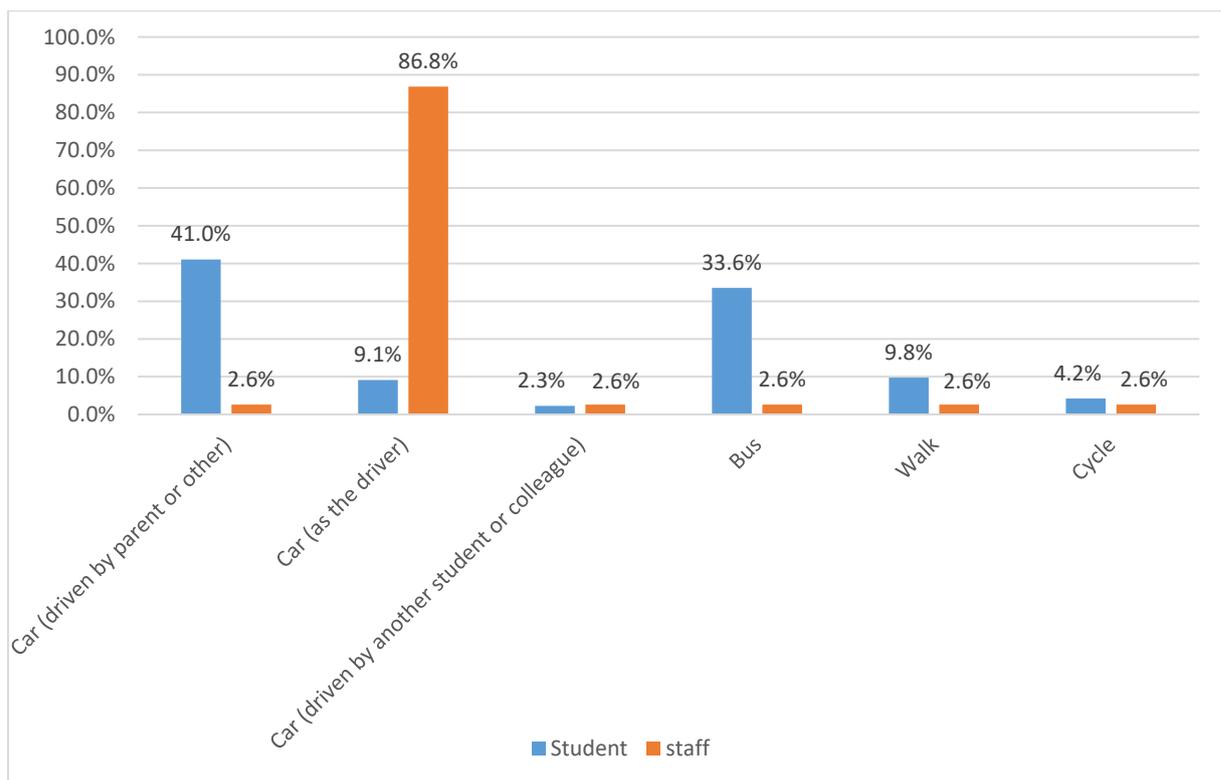
All high school students and staff participated in an online questionnaire in March 2019. The key objective of the data collection was to understand travel behaviour of students and staff.

A total of 347 completed responses were received for this survey comprising:

- 309 responses from students (representing an 83% student respondent rate)
- 38 responses from staff (representing an 86% staff respondent rate).

Figure 3.1 provides a summary of the existing modal splits for students (blue) and staff (orange) for travel to school. Based on the results, it can be seen that private car travel (i.e. as the driver or passenger) is the primary mode of travel for both students and staff. The proportion of students and staff travelling by car is the sum of the first three categories as shown in Figure 3.1 and equates to 52.4% and 92.0% respectively.

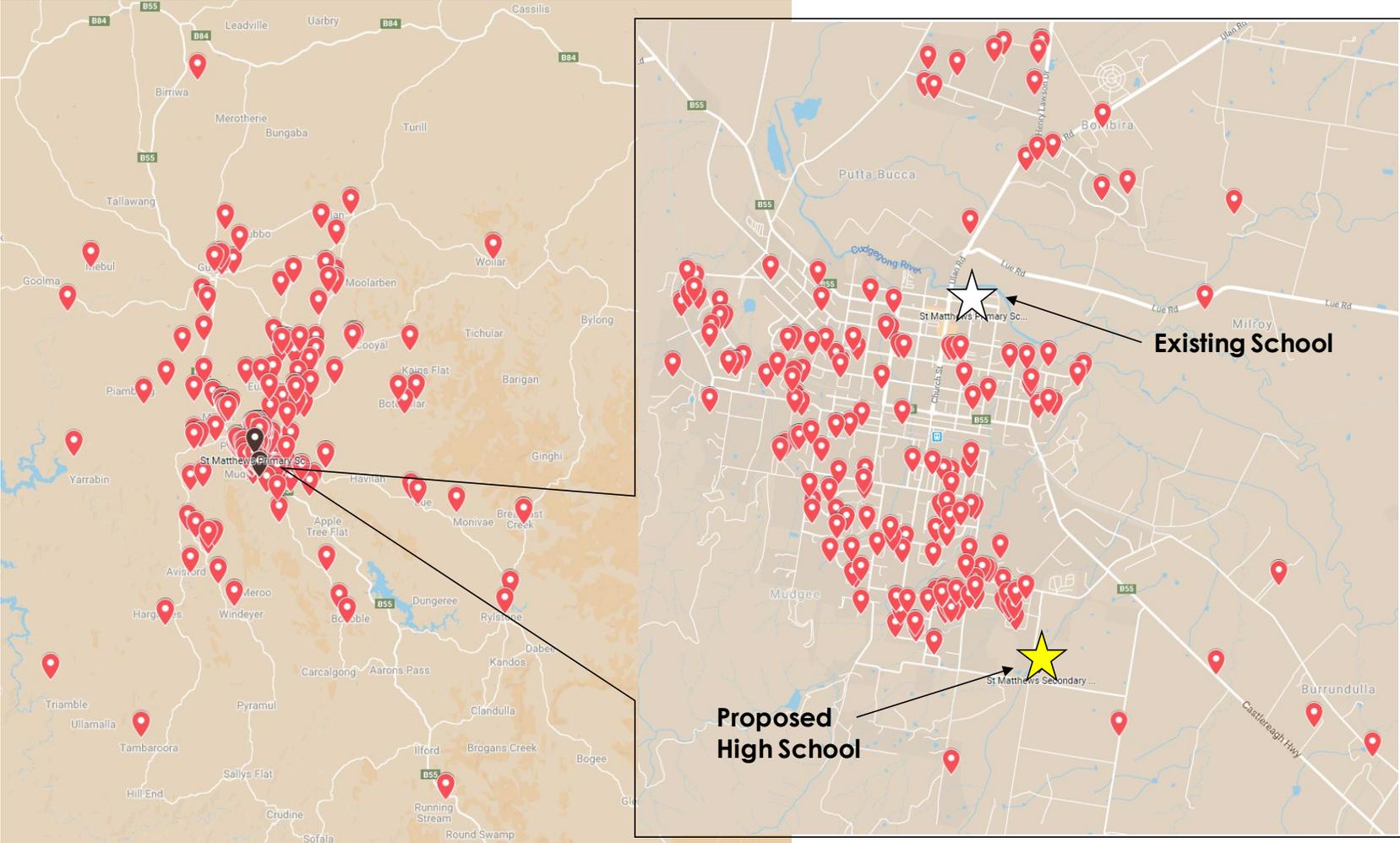
Figure 3.1: Existing Modal Splits – Staff and Students



The results indicate a high dependency on car usage for staff and students. This data suggests that there is an opportunity to increase bus travel, walking and cycling. Providing parking to an amount which is required on a daily basis (i.e. not providing an oversupply) would form one of the key drivers to discourage car travel and generate a modal shift away from car trips towards greater use of public transport and active travel.

Currently, the majority of high school students reside within the Mudgee township while the remaining students live in surrounding towns. Students' general place of residence is illustrated in Figure 3.2 while a full list of towns is provided in Appendix B.

Figure 3.2: Students' Place of Origin



Data Source: St Matthews Catholic College, Mudgee
 Basemap Source: Google Maps 2019

Key findings from the survey questionnaire are as follows:

- There is a low uptake of carpooling to/from school – only 2.3% of students and 2.6% of staff carpool to school. Of students that car-pool, a car occupancy rate of 1.4 students per car has been observed. For staff, car occupancy is one staff member per car.
- The top four locations which students come from are as follows:
 - Mudgee – 69.6%
 - Bombira – 2.8%
 - Gulgong – 2.6%
 - Menah – 1.9%.
- The majority of students live within a 5-km cycling radius of the school (i.e. 72%) yet 4.2% of students identified as cycling to school (equivalent to 16 students). As noted in Section 2.1.2, it is appreciated that majority of cycling routes would rely on utilising the existing road network.
- Approximately 70% of students live within a 2-km walking distance (or 25-minute walk) of the school yet only 9.8% of survey participants identified as walking to school (equivalent to 37 students). Similarly, walking routes would likely rely on utilising the existing road network where there is a lack of footpaths.
- Whilst there is no off-street parking provided for senior students currently, 9.1% of students identified as driving (and parking) at school (equivalent to 34 students).
- Aspects that may contribute to the number of walking and cycling amongst students and staff at present include:
 - Lack of facilities or discontinuous pathway connections outside of town centre, causing pedestrians to walk on grass verges or on the road and cyclists to ride on-street with mixed traffic.
 - Broad intersection crossings causing exposure to traffic.
 - Proximity to traffic can be noisy and creates perception of reduced safety.
 - Lack of passive surveillance in non-residential and undeveloped areas.
 - Lack of trees which can make it uncomfortably hot in the summertime
 - Lack of end-of-trip facilities
 - Inconvenience.
- There is capacity to increase the number of staff and students travelling by public transport, potentially by increasing the number of services for timing convenience (staff members who leave school later than 3.15pm) and have services to areas that are not currently serviced including west Mudgee and north Mudgee (Bombira).

- There is capacity to encourage carpooling amongst students and staff. Assistance in finding a car-pooling partner could increase the number of students and staff who rideshare.

Taking the above into consideration, TTPP notes the following salient points from the survey:

- Providing car share facilities on-site could provide a better alternative for staff who require a car for another purpose after class. This however would need to be support by the provision of secure staff lockers/ storage rooms to enable staff to store teaching material and resources.
- Increasing the use of carpooling may be challenging as staff and students generally come from locations which are largely spaced from each other. However, staff and students could be willing to carpool if such facilities were made readily available. This means increased education and promotion of carpooling would need to be carried out to incentivise carpooling to reduce single vehicle occupancy trips.
- Providing discounted public transport fares would help to incentivise public transport use to the campus and most likely generate a modal shift away from car-use.

The findings of this survey questionnaire have been used as a basis to develop the site-specific measures to encourage a modal shift away from private vehicles. This is further detailed in Section 5.

4 Mode Share Targets

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

A summary of general mode share categories and the corresponding splits for staff and students is given in Table 4.1.

Table 4.1: Mode Share General Categories

Mode Share	Staff*	Students*
Private Car ^(a)	92%	52%
Public Transport ^(b)	3%	34%
Active Travel ^(c)	5%	14%
Total	100%	100%

Notes:

*Percentages rounded to the nearest whole number.

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

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

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

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

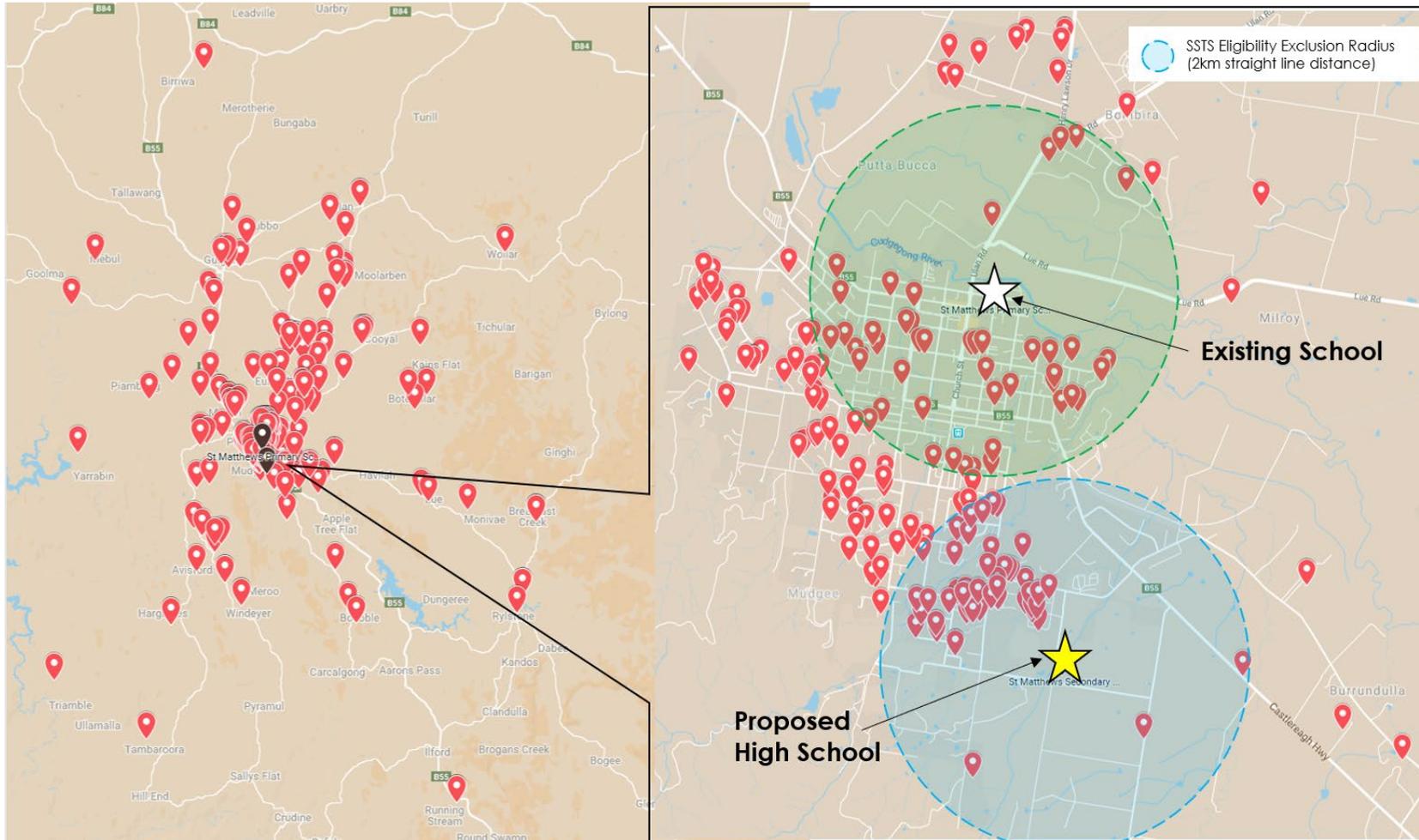
- 92% for staff, and
- 52% for students.

It is noted that a modal shift between 3-5 per cent is typically considered to be a significant achievement (based on knowledge of local and international GTPs, and as stated by experts in Land Environment Court proceedings). On this basis, it is considered that the mode share target for car driver should be in the range as follows:

- Between 87% and 89% for staff, and
- Between 47% and 49% for students.

Further to this, an assessment of travel pass eligibility for current and future students has been undertaken. The School Student Transport Scheme (SSTS) gives eligible students free or subsidised travel between home and school on NSW public transport, including buses. Students must live a minimum distance from school to be eligible for a free school travel pass. The minimum distance varies according to the year/grade. For high school students (Years 7-12), students must live a minimum of 2 km straight line distance or 2.9 km walking or further to be eligible for a free travel pass. The SSTS boundaries for the existing and proposed high school are shown in Figure 4.1.

Figure 4.1: School Student Transport Scheme Eligibility Zone



Data Source: St Matthews Catholic College, Mudgee
Basemap Source: Google Maps 2019

Due to the proposed relocation of the high school away the Mudgee town centre, there would be a rise in the number of high school students eligible for a free travel pass as more students would reside beyond the SSTS prescribed boundary. It would result in an increase of approximately six per cent more students who will be eligible for a free travel pass. On this basis, the mode share target for public transport considers a modal shift increase of 3-6 per cent for students.

A summary of the future mode share targets for the school is provided in Table 4.2.

Table 4.2: Future Mode Share Targets

Mode Share	Existing		Future Target	
	Staff	Students	Staff	Students
Private car ^(a)	92%	52%	87% - 89%	47% - 49%
Public transport ^(b)	3%	34%	5% - 6%	37%-40%
Active travel ^(c)	5%	14%	6% - 7%	15% - 16%
Total	100%	100%	-4%	-6%

A bus bay would be proposed on the north side Bruce Road parallel to the roadway at the proposed high school.

Ogden's, who is the school bus service provider in Mudgee, was consulted during the design process of the bus bay layout design. Ogden's has reviewed the proposed site plan and provided its endorsement for the layout.

TfNSW has overarching authority on the operation of school bus services that Ogden's operate on its behalf, and as such, have some discretion over the routes which currently operate. Ogden's identified that a Route Assessment Review for the re-route of existing bus services and new bus stops would likely be required by TfNSW. The new School site would become a new stop along 16 existing school bus routes. Therefore, a review of school bus services, with regarding to driving routes and service times would be assessed separately at the discretion of TfNSW.

Notwithstanding the above, the proposed new bus routes and bus stops would help to facilitate the desired target modal shift from private car usage to public transport use.

5 Methods of Encouraging Modal Shift

To achieve the objectives and targets of the GTP measures would be implemented to influence travel patterns to/from school with a view to encourage modal shift away from cars.

5.1 Site Specific Measures

It is recommended that St Matthews Catholic College implements the following on-site measures to encourage more sustainable travel use as outlined in Table 5.1.

Table 5.1: Site Specific Measures

Item	Description of Measure
1. Managing on-site car parking provision	<p>It is recommended to providing on-site car parking spaces in-line to an amount that is required on a daily basis (i.e not providing an oversupply). This has been estimated in the Traffic, Parking and Transport Assessment for this project based on current mode share data for staff and students attending this school.</p> <p>For students, this could include restricting senior students from driving and parking at school to only those who are required to due to special circumstances (e.g. disability, travelling far distance with no other means of travel to school, no bus routes and car-pool options). Circumstances would need to be reviewed by the school.</p> <p>Off-street parking for staff who live within 5 km of the school may be prohibited from having a parking space in order to increase active travel and reduce short-distance car trips.</p> <p>Similarly, for students living within a 2-5km distance of the school walking and cycling should be encouraged.</p>
2. Bicycle Parking	<p>It is recommended that sufficient bicycle parking facilities are provided on campus in the short-term (1-2 years) and increased bicycle parking in the medium to long-term (2+ years). Bicycle parking is to be provided in areas of passive surveillance by people walking around on campus. Visibility of bicycles would also encourage staff and students to cycle to school.</p> <p>To encourage cycling, students (and staff) should be educated about the health benefits of riding and how to be a safe rider.</p> <p>In addition, necessary walking infrastructure must be provided to/from the school as part of the development, such as a shared path.</p>
3. Walking Groups	<p>Staff employed at the school would be encouraged to walk by implementing a '10,000 steps per day initiative'. This involves encouraging staff to use their existing smart devices (mobile phones, watches, activity trackers etc.) that measure the number of steps they have walked. Staff members who have achieved the 10,000-step goal over the school term could be rewarded.</p>
4. Bicycle User Groups	<p>A cycling group could be established to promote the use of bicycle route/ shared path and allow people to enjoy cycling with the company of others. This would also teach beginner cyclists the necessary skills required whilst cycling on-road. It would be necessary that staff member/ teacher who cycles be appointed to oversee and organise bicycle events and communication regularly to promote cycling.</p> <p>Student and staff participation in cycling events, such as the annual National Ride 2 School Day, could be encouraged and incentivised with a muffin-day or barbeque breakfast hosted by the School. More frequent events could be organised to increase opportunities for cycling, for example, the first Friday of the month.</p>
5. School Noticeboards	<p>Noticeboards should be provided at key locations and on the school's website to make staff, students and parents more aware of the sustainable transport options when travelling to/from school.</p>

Item	Description of Measure
6. Provision of showers, changing rooms and lockers	<p>End of trip facilities such as lockers and shower facilities (for staff) to be provided to encourage more staff and students to walk and cycle to school. The locations of the bicycle parking would be included as part of the travel access guide posted at key locations on noticeboards, made available on the school's website and distributed via email etc. This would enable staff and students to store teaching material/resources in a safe and secure location.</p> <p>It is proposed to provide two shower and change cubicles in the Administration Building for staff.</p> <p>To encourage cycling, students (and staff) should be educated about the health benefits of riding and how to be a safe rider. Information could be made available through incursions or excursions for students and advertisements (posters and pamphlets) in classrooms and staff rooms.</p> <p>Students and staff who live within a 2-5 km radius of the School would be strongly encouraged to cycle, while those living closer than 2 km would be strongly encouraged to walk to school (or cycle, if they choose).</p> <p>New staff who live within 5 km of the School may be prohibited from having a parking space in order to increase active travel and reduce short-distance car trips.</p>
7. School uniform options	<p>A school uniform which permits flexibility for students to ride and walk to school would encourage more students to do so. It is recommended that school uniform options are offered to all students which include pants and shorts.</p>
8. Public Transport Incentives/ Discounts	<p>St Matthew's Catholic College is listed as an education institution and would be eligible for discounted public transport for students. Posters detailing eligibility for public transport concessions (i.e. bus pass), bus services and other public transport information would be placed on noticeboards on campus and emailed to students/parents.</p> <p>It is recommended that the school investigate public transport fare subsidy to staff to encourage staff to use public transport more. Alternatively, this could be provided as a fringe tax benefit.</p>
9. Interest free loan scheme for travel by bus, rail and bicycle	<p>Depending on the effectiveness of the other "soft-measures", it may be necessary staff be provided with bus passes/ pre-loaded Opal cards during orientation week or induction so that travel patterns can be influenced from Day 1. Furthermore, the school should investigate interest free loan schemes for staff and students for travel by bus and bicycle (e.g. purchasing bicycles for staff, or a provision of a bus pass/ pre-loaded Opal card under an interest free loan scheme).</p>
10. Car Share Vehicle	<p>It is recommended that a car share vehicle be provided within the school car park for use by staff members. The initiative is predominately aimed at staff members who drive to school so that they are able to run errands during the day using their car. A freely accessible car share vehicle would allow staff to run errands during the day as required while using sustainable modes of transport to travel to/from school.</p>
11. Online car sharing forum/ Mobile app	<p>A carpooling forum could be developed on the school staff and student/ parent portal to encourage students and staff to travel in groups. The forum will provide a platform for people travelling on the same route to site to find each other and form groups. Existence of the forum will be advertised at information points/ noticeboards within the School, social media and/or on the School's Transport Access Guide (TAG).</p> <p>The 'Skoolbag' mobile app could be adopted which will provide more easily accessible information to students and parents. An extension to the mobile app could include an instant messaging service for parents of students using the mobile app to facilitate quick trip-planning and real-time communication.</p>

5.2 Off-site Measures

The school shall consult with Mid-Western Regional Council with a view to implement off-site measures to improve the transport connections to and from the new high school campus including:

- investigations with Mid-Western Regional Council to provide walking and bicycle routes that would be utilised by the school as well as future developments in the vicinity, and

- provision of signage to improve walking and cycling experience. Signage would include way finding for bicycle riders on the best and safest route to the new school site.

5.3 Transport Access Guide

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

TAGs provide customised travel information for people travelling to and from a particular site using sustainable forms of transport – walking, cycling and public transport. It provides a simple quick visual look at a location making it easy to see the relationship of site to bus stops, and walking and cycling routes. Such TAGs encourage the use of non-vehicle modes of transport and can reduce associated greenhouse gas emissions and traffic congestion while improving health through active transport choices.

They can take many forms such as a map or brochure. The information should be as concise, simple and site centred as possible and where possible provided on a single side/sheet. If instructions are too complex, people are likely to ignore them. The TAG should be available for pick up at various locations such as at front office and and posted on noticeboards.

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

5.4 Information and Communication

Connecting students and staff with information would help to facilitate journey planning and increase their awareness of convenient and inexpensive transport options which support change in travel behaviour. Provision of information through static measures (e.g. noticeboards on campus) and digital measures (e.g. websites and mobile apps) would encourage students and staff to use alternative transport means to private car.

The school should provide information on bus routes and timetables on noticeboards and via the school's website. Timetables would identify the route number, bus departure times and bus stop locations.

The school shall register public transport/ school bus transport information with the bus service provider for the region (Ogden's Coaches) with a link provided via the school's website. It is recommended that the school in conjunction with the bus service provider develops a real-time tracker for travellers to check current and subsequent bus services along the route. The website could be extended to include a journey planner for staff and students planning after-school activities, reducing reliance on car use.

Bus Service info

- Bus routes and timetables are provided by Ogden's Coaches through their website: <https://www.ogdenscoaches.com.au/>

Cycleway Finder

- The Roads and Maritime Services provides a map with detailed cycling route information to encourage people of all levels of experience to travel by bicycle:
https://www.rms.nsw.gov.au/maps/cycleway_finder

The above web links and mobile apps are to be included within the GTP/TAG.

5.5 Actions

A summary of the key strategy and framework action table is shown in Table 5.2. It should be noted that this framework action table would be updated as required. However, it is stressed that the availability of the suggested strategies from Day 1 of the term and/or during staff induction procedures is a key factor in influencing travel patterns.

Table 5.2: Framework Action Table

Strategy/Action	Objective	Timescale
Reduce on-site car parking	1, 3	2019/20
Provide a car share facility and dedicated bay within school car park	1, 2	2019/20
Establish a carpooling mobile app for staff and students to register and establish social/"meet and greet" events to promote social interaction between peers and carpooling	1, 2	Ongoing
Prepare a car parking policy plan to detail terms and conditions for use of the on-site car parking spaces by staff and senior students, including how to register for a car parking space.	1, 3	2019/20
Provide showers, changing rooms and lockers for staff	1	2019/20
Provide bicycle parking facilities in areas of passive surveillance	1	2019/20
Establish Walking Groups and Bicycle User Groups with associated online forums	1	Ongoing
Provide public transport noticeboard at key locations within the campus in the form of a travel access guide. This would also be posted on the school's website and included as part of all student enrolments and during staff induction.	1, 2	Ongoing
Provide interest free loan scheme for travel by bus and bicycle and public transport incentives/discounts (e.g. purchasing bicycles for staff, or provision of a bus pass/ pre-loaded Opal card under an interest free loan scheme).	1, 2	Ongoing
Promotion of the carpooling, walking and cycling user group forums to be distributed regularly via email to staff and students	1, 2, 3	Ongoing
Provide staff, students, parents and visitors with the GTP to encourage active travel.	1, 2, 3	Ongoing
Promote public transport concessions (i.e. bus pass), bus services and other public transport information by placing information on noticeboards on campus and emailed to students/ parents.	4	Ongoing
Provide a school uniform which permits flexibility for students to ride and walk to school.	1	Ongoing

Strategy/Action	Objective	Timescale
Provide staff, students and visitors with a TAG on day one of enrolment/ induction and post the TAG on noticeboards, at the front office and online via the school's website, etc.	1, 2, 3	Ongoing
Ongoing review of the GTP to introduce additional measures as required	1, 2, 3	Ongoing

6 Management and Monitoring of the Plan

6.1 Management

There is no standard methodology for the implementation and management of a GTP however the GTP would be monitored to ensure that it is achieving the desired benefits. The mode share targets set out in Section 4 are used in this regard to ensure there is an overall goal in the management of the GTP.

The monitoring of the GTP would require travel surveys to be undertaken with a focus to establish travel patterns including mode share of trips to and from the site.

The implementation of the GTP would need a formal Travel Plan Co-ordinator (TPC), who would have responsibility for developing, implementing and monitoring the GTP. The TPC would be an appointed staff member of St Matthews Catholic College or an independent expert.

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

There are several keys to the development and implementation of a successful GTP. These include:

- **Communication** – Good communication is an essential part of the GTP. It would be necessary to explain the reason for adopting the plan, promote the benefits available and provide information about the alternatives to driving alone.
- **Commitment** – GTPs involve changing established habits or providing the motivation for people to choose a travel mode other than relying on private vehicles. To achieve co-operation, it is essential to promote positively the wider objectives and benefits of the plan. This commitment includes the provision of the necessary resources to implement the plan, beginning with the introduction of the 'carrots' or incentives for changing travel modes from Day 1 of term and at staff induction/student enrolment.
- **Consensus** – It would be necessary to obtain broad support for the introduction of the plan from staff, students and parents.

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

6.2 Green Travel Plan Working Party

It is recommended that a committee known as the Green Travel Plan working party be set up to implement programs and initiatives within the campus to promote increased use of public transport, active transport and car-pooling opportunities. Such a working party may include staff and student representatives and active community/council representatives who could contribute to the process.

6.3 Consultation

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

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

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

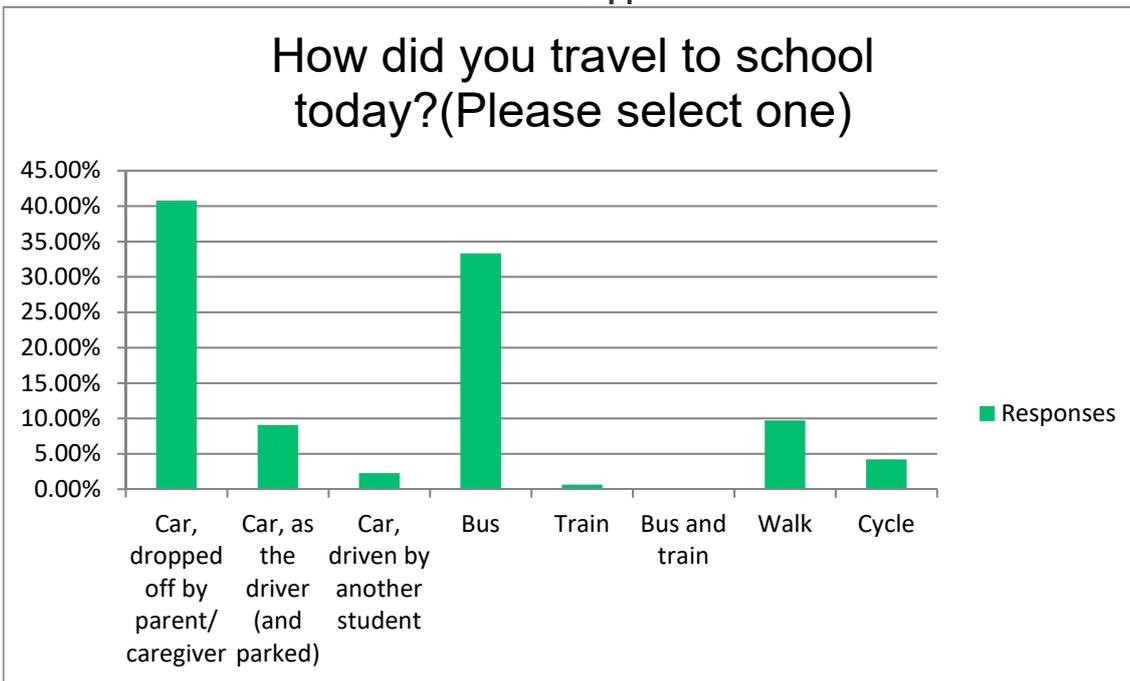
Appendix A

Travel Survey Results

St Matthews Catholic High School - Student Travel Survey

How did you travel to school today?(Please select one)

Answer Choices	Responses	
Car, dropped off by parent/ caregiver	40.78%	126
Car, as the driver (and parked)	9.06%	28
Car, driven by another student	2.27%	7
Bus	33.33%	103
Train	0.65%	2
Bus and train	0.00%	0
Walk	9.71%	30
Cycle	4.21%	13
Answered		309
Skipped		0

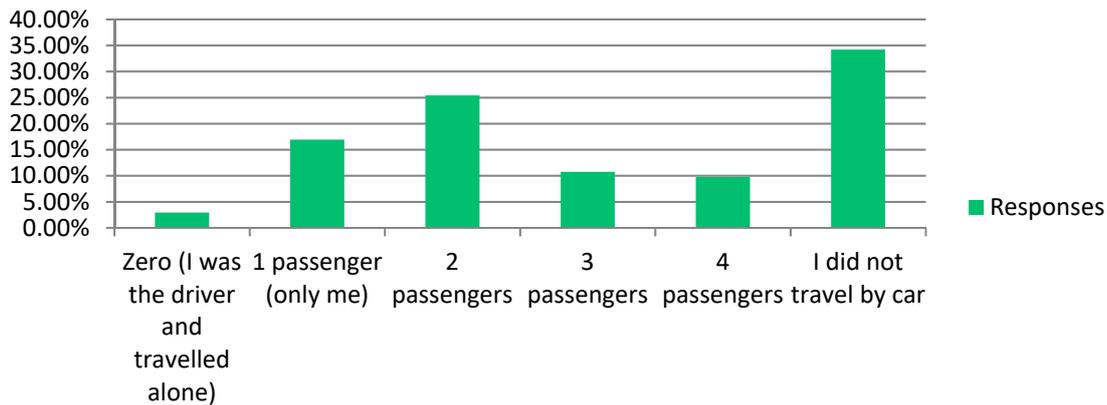


St Matthews Catholic High School - Student Travel Survey

If you travelled by car, how many passengers in the car were school students (ie. excluding the driver)?(Please select one)

Answer Choices	Responses	
Zero (I was the driver and travelled alone)	2.93%	9
1 passenger (only me)	16.94%	52
2 passengers	25.41%	78
3 passengers	10.75%	33
4 passengers	9.77%	30
I did not travel by car	34.20%	105
	Answered	307
	Skipped	2

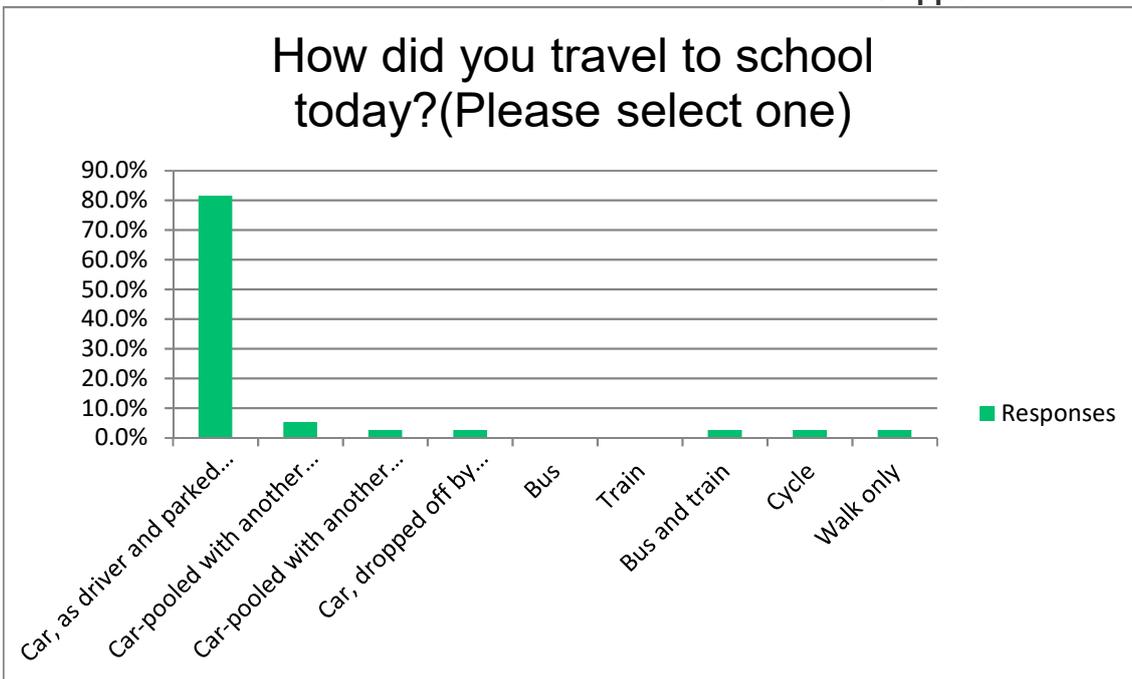
If you travelled by car, how many passengers in the car were school students (ie. excluding the driver)?(Please select one)



St Matthews Catholic High School - Staff Travel Survey

How did you travel to school today?(Please select one)

Answer Choices	Responses	
Car, as driver and parked at School (travelled alone)	81.6%	31
Car-pooled with another staff member (as the driver)	5.3%	2
Car-pooled with another staff member (they as the driver)	2.6%	1
Car, dropped off by spouse/other	2.6%	1
Bus	0.0%	0
Train	0.0%	0
Bus and train	2.6%	1
Cycle	2.6%	1
Walk only	2.6%	1
	Answered	38
	Skipped	0



Appendix B

Place of Origin Summary

Town	Proportion of Population	Town (cont'd)	Proportion of Population (cont'd)
Mudgee	69.6%	Home Rule	0.4%
Bombira	2.8%	Running Stream	0.4%
Gulgong	2.6%	Ulan	0.4%
Menah	1.9%	Yarrowonga	0.4%
Grattai	1.6%	Apple Tree Flat	0.3%
Galambine	1.5%	Breakfast Creek	0.3%
Botobolar	1.3%	Cassilis	0.3%
Burrundulla	1.3%	Goolma	0.3%
Spring Flat	1.3%	Monivae	0.3%
Cooyal	1.1%	Rylstone	0.3%
Cooks Gap	1.0%	Wollar	0.3%
Budgee Budgee	0.9%	Cullenbone Via Mudgee	0.2%
Erudgere	0.9%	Kains Flat	0.2%
St Fillans	0.9%	Lue	0.2%
Frog Rock	0.8%	Riverlea	0.2%
Putta Bucca	0.8%	Sallys Flat	0.2%
Bocoble	0.6%	Two Mile Flat	0.2%
Hargraves	0.6%	Dunedoo	0.1%
Mt Frome	0.6%	Mebul	0.1%
Eurunderee	0.5%	Queens Pinch	0.1%
Piambong	0.5%	Stubbo	0.1%
Wilbetree	0.5%	Tambaroora	0.1%
Windeyer	0.5%	Yarrabin	0.1%

Appendix C

Transport Access Guide (TAG)



School Bus & Public Bus Services

School bus stop is located on Bruce Road

Route No.	Route Description	Route No.	Route Description
MA01	North Mudgee	MA09	Piambong
MA02	Wollar	MA10	Yarabin
MA03	Queen's Pitch	MA11	Hargraves
MA04	Carcalgong	MA12	Lue
MA05	Frog Rock	MA13	St Fillans
M006	Wilbetree Flat	MA14	Springfield
MA07	Gulgong	MA15	Windeyer (Pyamul)
MA08	Totnes		

Local town bus services are also provided in Mudgee. For more information please visit https://www.ogdenscoaches.com.au/files/mudgee_timetable.pdf

Public bus stop is located on corner of Lions Road & Robertson Road

Route No.	Route Description
560	Mudgee to Mudgee East via Hospital, Spring Rd, Bawden Rd, Redbank Rd, Lions Dr, Sydney Rd, Cedar Ave & Mulgoa Way.
562	Mudgee to Mudgee South via Hospital, Golf Club, Southside Shopping Centre, Bellevue Estate, Lawson Gardens Estate & Church St

See overleaf for route map for public bus services.



Kiss & Ride

- Drop-off and pick-up students in the Kiss & Ride zone on-site.
- 2-min maximum stay per car.
- **Drop-off, pick-up and parking off-site is not permitted.**



Cycling

- **Shared path** in Broadhead Road for all ages.
- **Footpath** for students who are ≤16 years of age (yo) & parents. accompanying children ≤16 yo
- **On-road** in local streets for >16 yo.

Travel Access Guide



St Matthew's Catholic School Mudgee



Travel Guide Map



St Matthew's Catholic School Mudgee
48 Broadhead Road, Spring Flat

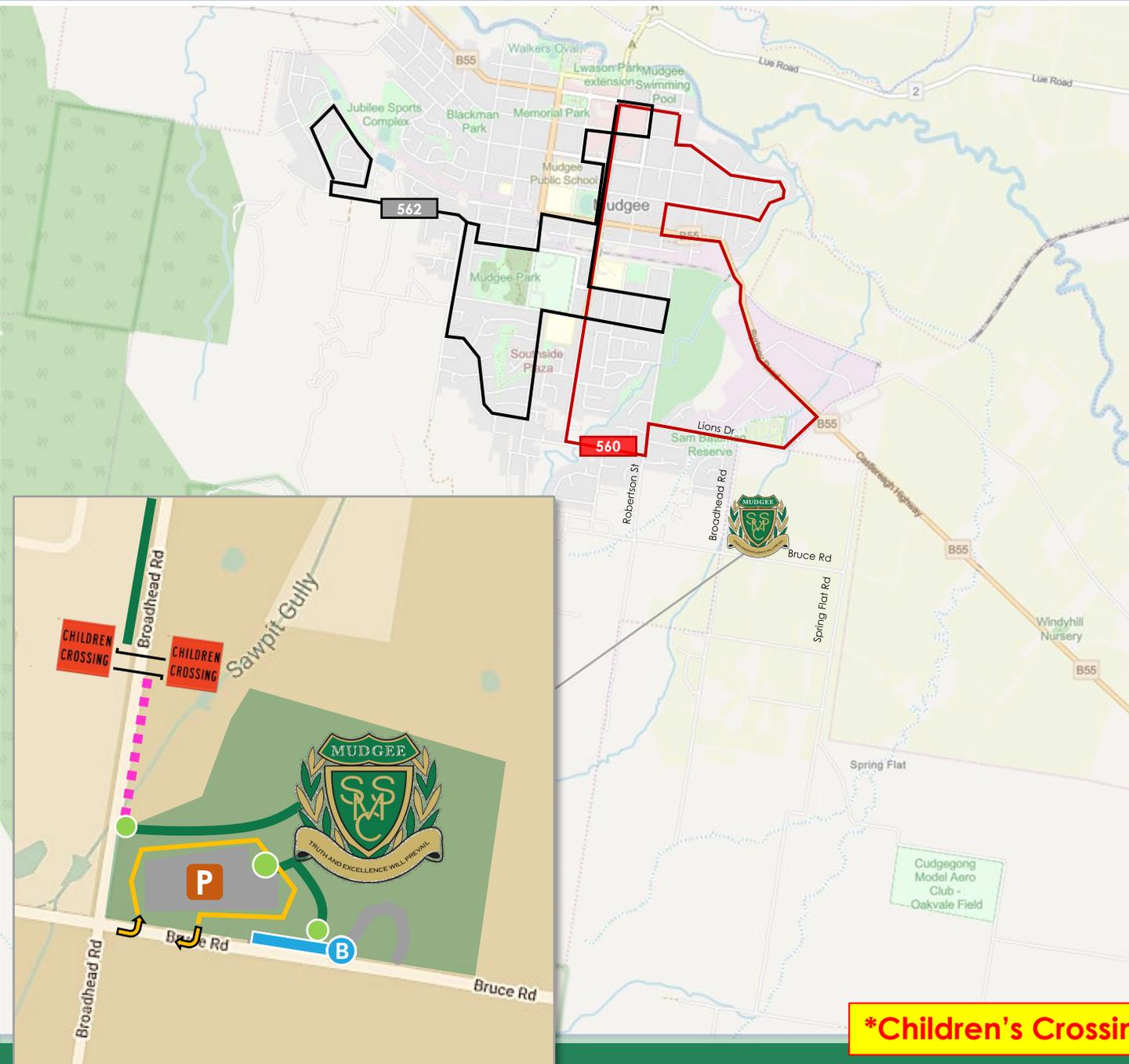
Key

-  Kiss & Ride
-  Staff & Visitor Parking
-  Pedestrian Access
-  Children's Crossing*
-  Bus Bay
-  Footpath (walking)
-  Shared Path (walking & cycling)

Public Bus Routes

-  560 Mudgee to Mudgee East
-  562 Mudgee to Mudgee South

***Children's Crossing subject to approval by TfNSW**



The Transport Planning Partnership
Suite 402 Level 4, 22 Atchison Street
St Leonards NSW 2065

P.O. Box 237
St Leonards NSW 1590

02 8437 7800

info@tpp.net.au

www.tpp.net.au