



**green
travel
plan;**

Roseville College SWELL Centre

For EPM Projects Pty Ltd
25 October 2019

**parking;
traffic;
civil design;
wayfinding;
ptc.**

Document Control

Roseville College SWELL Centre, Green travel plan

Issue	Date	Issue Details	Author	Reviewed	For the attention of
1	26/09/2019	Draft	EL/FL	AM	EPM Projects Pty Ltd
2	25/10/2019	Final	EL	AM	EPM Projects Pty Ltd
3					

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1. Introduction

ptc. has been engaged to prepare a Green Travel Plan (GTP), as requested in the Planning Secretary's Environmental Assessment Requirements (SEARs), to accompany a State Significant Development Application (SSDA) to the Department Planning and Environment for the SWELL Centre redevelopment within Roseville College at 27 Bancroft Avenue, Roseville. The proposed development involves:

- Demolition of the existing sports courts and the property at 37 Bancroft Avenue,
- Construction of a new semi-recessed three / four storey building including a 25m swimming pool and associated facilities,
- Construction of a two-storey car park comprising a basement level and semi-basement level,
- Construction of rooftop sports courts above the new car park,
- Construction of a new access way to the new car park via Recreation Avenue.

This GTP has been prepared to address part of Requirement 7 set out in the SEARs:

"Details of travel demand management measures to minimise the impact on general traffic and bus operations, including details of a location-specific sustainable travel Plan (Green Travel Plan and specific Workplace travel plan) and the provision of facilities to increase the non-car mode share for travel to and from the site."

1.1 What is a Green Travel Plan?

A GTP is a document that outlines how Roseville College 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 College and encourages active, safe and sustainable travel methods, such as walking, cycling, scooting, public transport or car sharing. A GTP correlates with the College's overall aspirations and is a document that is monitored and reviewed annually.

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 congestion 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 with other staff members;
- Assisting schools to implement any health, fitness and wellbeing programs;

- Improving safety around the College by reducing traffic and local road congestion;
- Improving the environment by reducing air pollution from private vehicles; and
- Creating opportunities for healthier lifestyles and more vibrant, cohesive and accessible communities.

It is likely that staff with a good understanding of active and sustainable modes of transport will act as role models for their students and colleagues, thus creating a workplace which prioritises the environmental and health benefits of opting for sustainable transport modes.

2. Steps to Develop a School Green Travel Plan

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

2.1 Step 1 – Set up an Advisory Committee

- Appoint an enthusiastic 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 staff to collect baseline travel data, their current and preferred travel habits, as well as possible barriers and incentives relating to the school travel journey. The use of online survey tools is the best way to gather information on the existing travel mode characteristics. 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 College 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, teachers, and other school users;
- Set SMART (Specific, Measurable, Achievable, Relevant, Timed) targets for staff 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 staff, organise fun run and celebrate annual walk 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 greater 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 travel mode data should be collected and reviewed each term (or annually, at minimum).

2.5 Step 5 - Recognise Process

The successes of the GTP should be celebrated regularly and a minimum annually but preferably at the beginning of the School Terms 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 referred to in this GTP. The transport accessibility and existing pedestrian connectivity in close proximity to the College 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 working at the College.

3.1.1 Railway Service

Roseville Station is located approximately 300m walking distance from the Bancroft Avenue entrance and is situated on the T1 North Shore Line, providing access to the College from Northern, Southern and Western suburbs (via interchange at Sydney CBD stations).

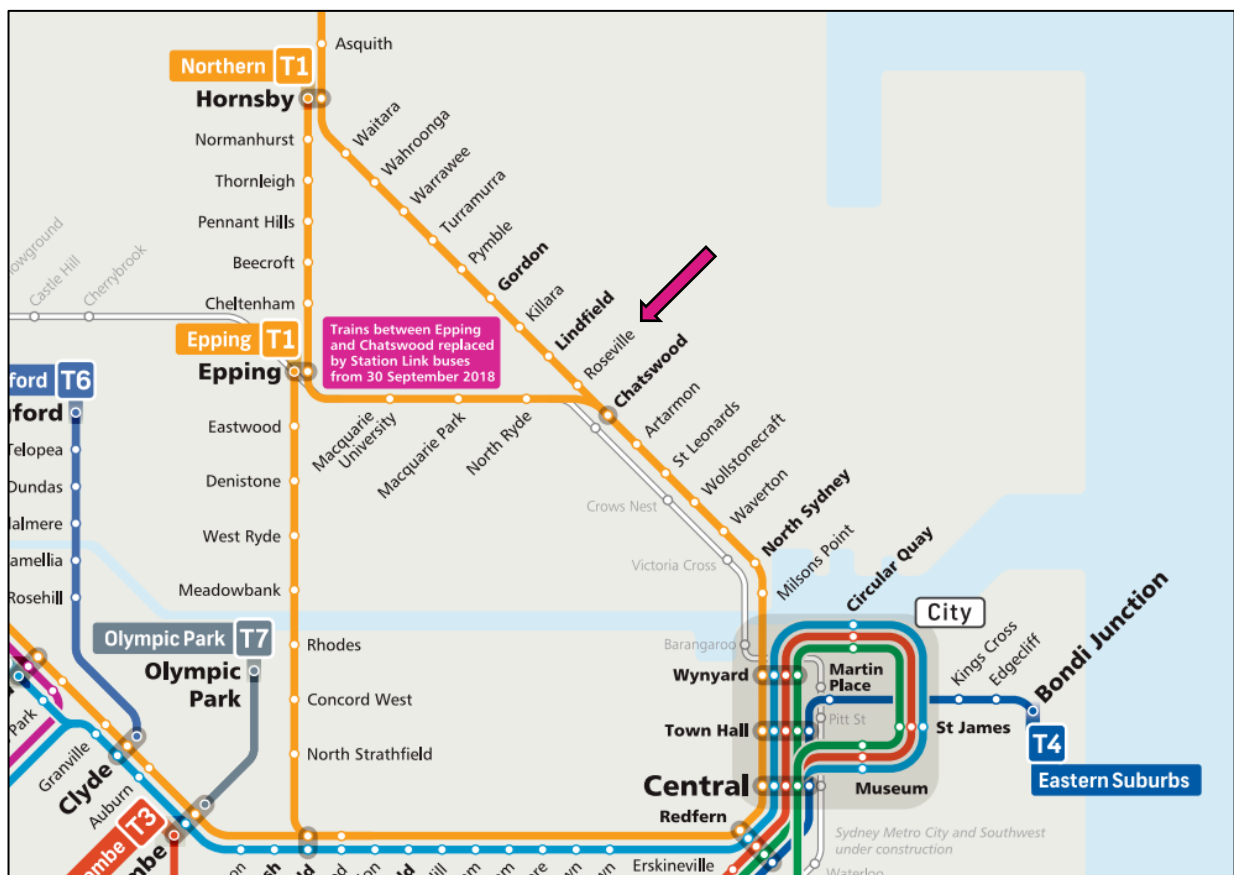


Figure 3.1: Sydney Trains network map (Source: TfNSW, 2018)

During peak periods the frequency of services increases with some trains operating with a 6-9 minutes headway. Excellent connectivity to Chatswood (interchange with Sydney Metro) and the city circle stations makes travel to and from the College via train an attractive option, particularly for those who reside further away.

Table 3.1 – Rail Services

Rail Route	From	To	Frequency on Weekdays (approx.)
Northern Line (Southbound)	Berowra/Hornsby	Parramatta (via Central)	Arrive every 15 minutes (morning peak and afternoon school peak)
Northern Line (Northbound)	Parramatta (via Central)	Hornsby/Berowra	Arrive every 6-9 minutes (morning peak) Depart Every 6-9 minutes (afternoon school peak)

Services via the North Shore/Northern Line are frequent and provide excellent availability throughout the day, especially during peak hours.

3.1.2 Bus

Although there is no bus service directly operating in the frontage of the College along Bancroft Avenue and Victoria Street, frequent bus services, operated by Forest Coach Lines, are available along Boundary Street Corridor connecting between Chatswood interchange and Frenchs Forest and Terry Hills area. The buses Routes servicing along Boundary Street include 278, 279, 280, 281, 282, 283 and 284.

The eastbound bus stop is located approximately 2 min walk (120m) from the College at the corner of Boundary Street and Spearman Street. The westbound bust stop can be accessed via the signalised crossing at the intersection of Boundary Street and Archer Street.

Route 558, operated by Transdev, is servicing between Chatswood Interchange and Lindfield with a general one-hour frequency during day time via Hill Street.

Another bus Route 565, also operated by Transdev, is servicing between Chatswood Interchange and Macquarie University with a general one-hour frequency during day time via Pacific Highway.

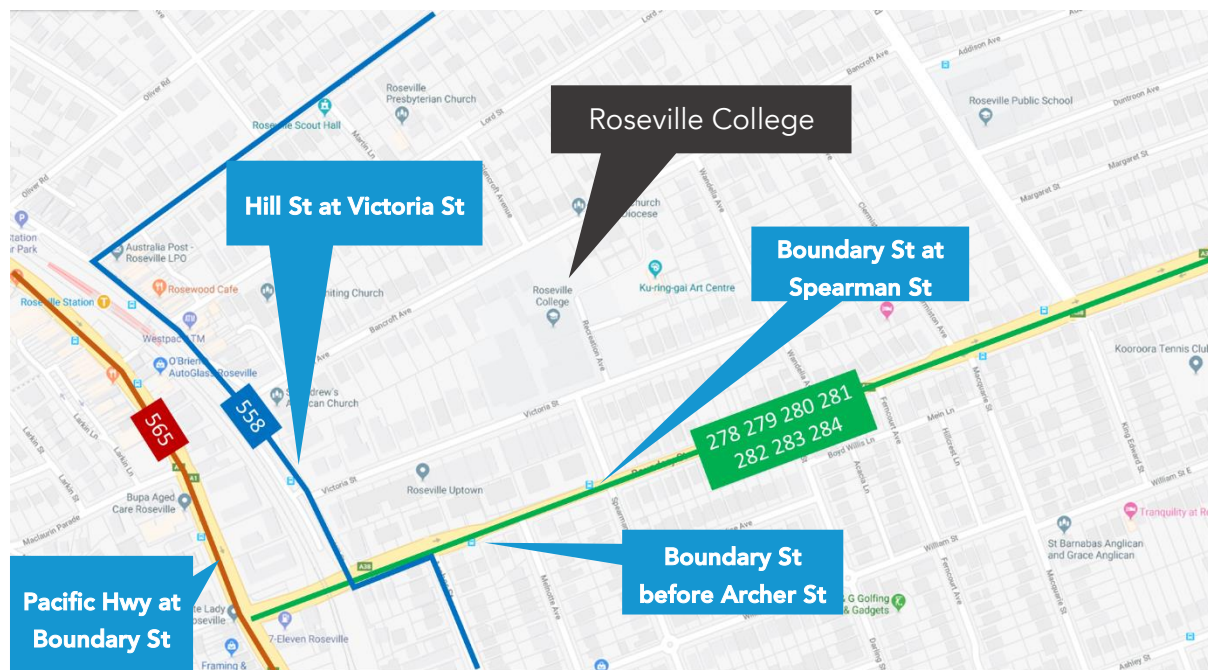


Figure 3.2 – Surrounding Public Transport (Bus and Train Services)

3.2 Active Travel

In addition to public transport, the locality has been assessed for its active transport potential.

3.2.1 Walking

The existing pedestrian connectivity in close proximity to the College has been analysed. When defining accessibility, the NSW Guidelines to Walking & Cycling (2004) suggest that a 400m-800m catchment represents a comfortable walking distance. Almost all streets within this radius of the College typically have footpaths on both sides, except for Recreation Avenue, which is mainly accessed by vehicles to the existing and proposed car park accesses.

Due to the College's location in a low-density residential area, there are excellent pedestrian networks around the College including footpaths on both sides along all the roads fronting the College (Bancroft Avenue and Victoria Street).

Marked pedestrian crossings are located at the main College entry on Bancroft Avenue, while the other on Victoria Street near Spearman Street. The pedestrian crossings, illustrated in Figure 3.3 and Figure 3.4, provide a high level of pedestrian safety and amenity in the vicinity.



Figure 3.3 – Zebra crossing on Victoria St near Spearman St.

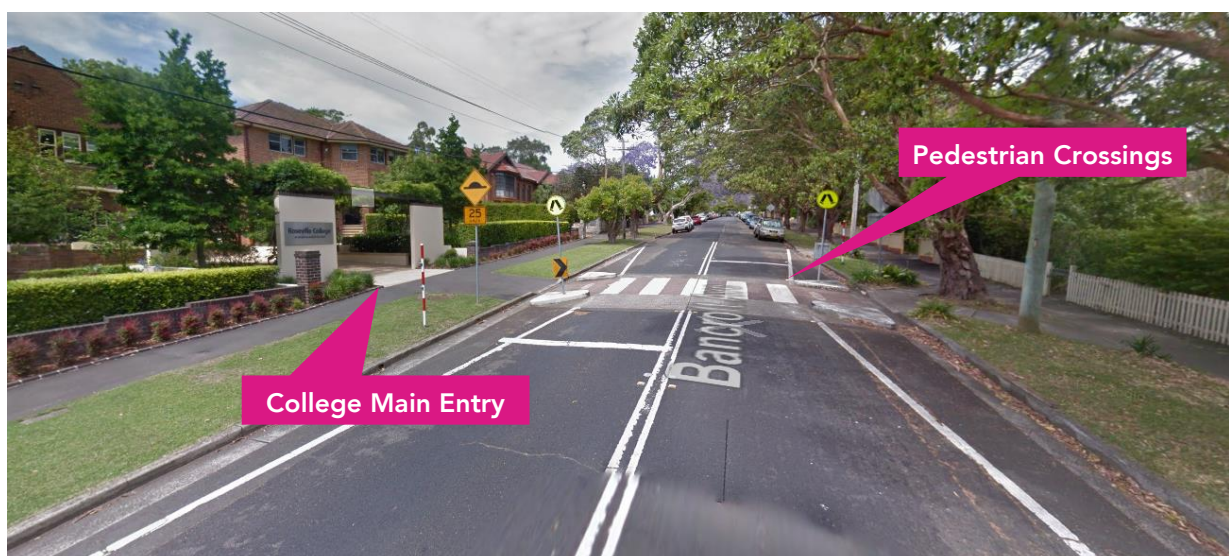


Figure 3.4 – Wombat crossing on Bancroft Ave St at College Main Entry

3.2.2 Cycling

The College is located within a well-connected bicycle network with the planned upgrade works. Figure 3.5 presents a screenshot of the cycle map published by Council. This will encourage and promote cycling as an alternative mode of transport for its occupants which is a healthy, low cost and environmentally-friendly method of travel.

Grades in the surrounds are generally minor, hence cycling is presented as a relatively attractive option, particularly for those seeking an active transport option.

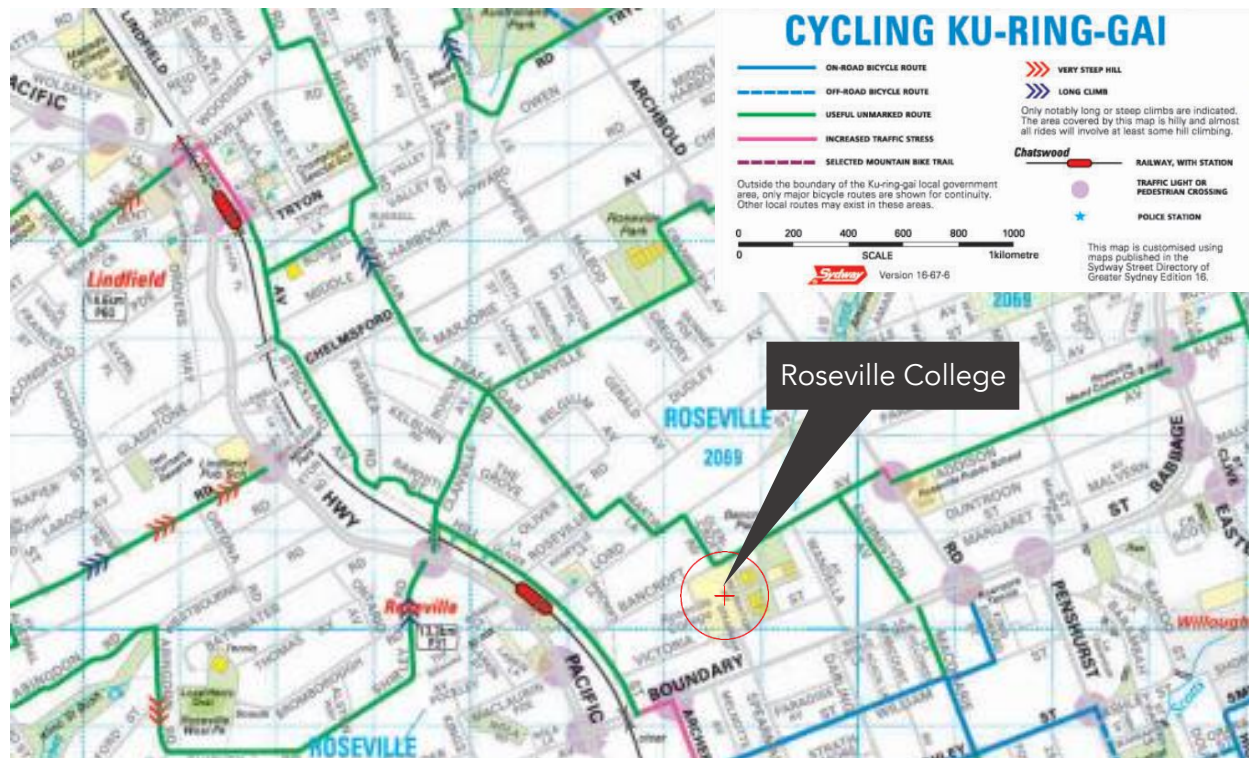


Figure 3.5: Surrounding cycle paths (Source: Ku-ring-gai Cycleways Map)

3.3 Car Parking

The College benefits from two road frontages comprising Victoria Street and Bancroft Avenue. Vehicular access to the basement car park is currently only available via two driveways off Recreation Avenue. There is another driveway off Bancroft Avenue, which is only used by emergency vehicles and garbage trucks for waste collection. Both of these roads are classified as “local roads” according to the RMS Road Classification map and are residential in character

The primary on-street drop-off and pick-up area is provided along the Victoria Street with timed “No Parking” restriction control during school peak hours.

3.3.1 On-Street Parking Controls

The College has two road frontages; Victoria Street and Bancroft Avenue, each providing some areas of on-street parking. The on-street parking provision is subject to time restrictions and ‘No Stopping’ restrictions. The various parking controls are presented in Figure 3.6 which comprise either unrestricted parking, ‘No Parking’, or ‘No Parking during student drop-off and pick-up periods’ (‘No Parking’ permits a driver to stop

for up to two minutes, however, drivers must remain within three metres of the vehicle) and 1/2P during school pickup and drop-off periods.



Figure 3.6 – Existing On-Street Parking Controls

3.3.2 On-Site Parking Supply

The current parking provision within the College comprises approximately 127 car parking spaces (including six disabled parking spaces), two parking spaces for College's minibuses and one loading bay. The parking spaces are provided for staff and Year 12 students and are located across multiple basement car parks and at-grade car parks with accesses via Bancroft Avenue, Recreation Avenue and Victoria Street.

The development application proposes 56 car spaces across the ground and basement levels of the new car park. Table 3.2 summarises the car parking provision within the College.

Table 3.2 – On-Site Parking Supply - Future

Car Park	Location	No. of Marked Spaces
19 Bancroft Ave	Bancroft Ave	16 general spaces (including dashed space) including 1 disabled space for students and staff and 2 spaces for contractors
24 Bancroft Ave	Bancroft Ave	2 spaces (a garaged space and a carport space)
29 Bancroft Ave	Bancroft Ave	2 spaces (tandem parking)
24 Victoria St Basement	Victoria St	37 general spaces
24 Victoria St Ground	Victoria St	4 spaces
Recreation Ave near Victoria St	Recreation Ave	36 general spaces including 2 disabled spaces

Car Park	Location	No. of Marked Spaces
Recreation Ave north	Recreation Ave	29 spaces including 2 disabled spaces and 3 spaces for maintenance
Minibus	Recreation Ave	2 minibus spaces
Loading Dock	Recreation Ave	1 space
Proposed Car Park	Recreation Ave	56 spaces including 2 disabled spaces
Total		182 car spaces including 7 disabled spaces
		2 minibus spaces
		1 space for loading

3.4 School Zone

A 40km/h School Zone is in operation during the typical school zone hours (8am – 9:30am and 2:30pm - 4pm school days) along Bancroft Avenue and Victoria Street.

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 Ku-ring-gai 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 Co-ordinator or form a Committee for GTP activities. This might be a single person who can act as a Travel Plan Co-ordinator, 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 Committee or Co-ordinator will be required to oversee the implementation of the actions of the travel plan. The responsible person or committee 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 Committee/Co-ordinator will also be responsible for monitoring, reviewing and updating the travel plan over time. It is likely that the Committee/Co-ordinator 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 College has been reviewed for both students and staff. Data has been collected and analysed from staff and student surveys as originally outlined in ptc's Traffic Impact Assessment (*ptc report – Roseville College SWELL Centre TIA, dated 03/09/2019*).

4.3.1 Staff Travel Survey

An online questionnaire was prepared for the staff and distributed by the College. The survey was available for two weeks from 16th May 2019 to 28th May 2019 and 136 staff members completed the questionnaire. The results of this are outlined as follows:

Table 4.1 - Current mode share staff

Mode	Percentage
Car as driver	90.4%
Car as passenger	1.5%
Public Transport	6.6%
Active Transport	1.5%

The survey also indicates that approximately 92% of staff travelled to and from College by car, in 123 vehicles. Of these:

- 104 have allocated parking spaces within the College
- 9 parked on Bancroft Avenue
- 6 parked on Victoria Street
- 3 parked on Glencroft Avenue
- 1 parked on adjacent streets

The reasons for travelling by car were as follows:

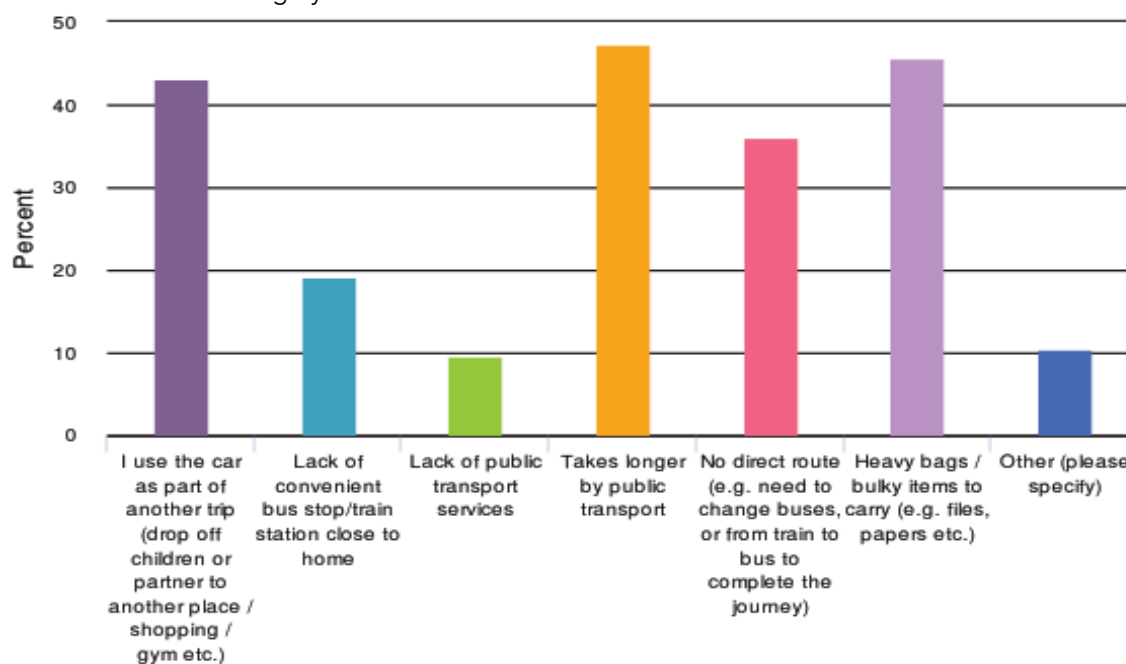


Figure 4.1 – Reasons for driving - Staff

4.3.2 Student Travel Survey

The questionnaire survey was completed by 657 students (approximately 68%). The survey was made available over the same time period as the staff survey. The results of the survey are outlined below:

Table 4.2 - Current mode share Student

Mode	Morning	Afternoon
Car (with parents)	33.3%	21.0%
Car (passenger with another family)	3.2%	1.2%
Car (as driver)	7.3%	6.7%
Train	29.4%	38.4%
Bus	18.3%	22.2%
Walk	8.6%	10.5%

The reasons for travelling by car for Student were as follows:

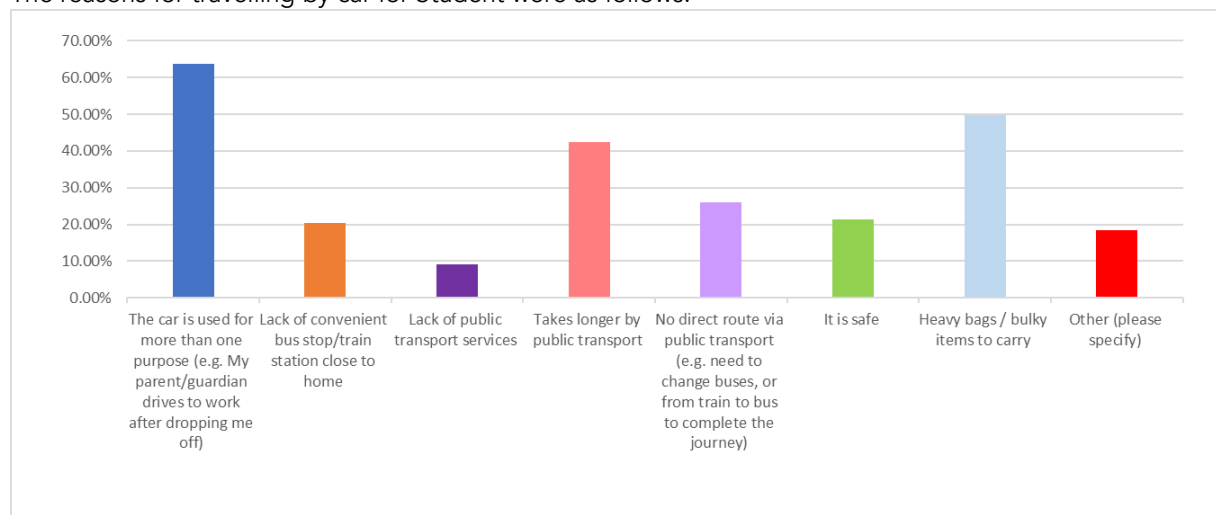


Figure 4.2 – Reasons for driving - Student

4.4 Target Mode Share

As indicated by the questionnaire results for both staff and student, there were approximately 2% of staff and 3% of students considering passenger car is the preferred mode travelling to and from the College because of the convenience and comfort. The target mode share over the next immediate three-year period after the completion of the SWELL project is to encourage these staff and students using public transport and active transport.

Table 4.3 - Target mode share

	Staff	% change	Students am	% change	Students pm	% change
Car	90.4%	-2%	7.3%	-2%	6.7%	-2%
Car as passenger	1.5%	no change	36.5%	-1%	22.2%	-1%
Public Transport	6.6%	+1%	47.7%	+1%	60.6%	+1%
Active Transport	1.5%	+1%	8.6%	+2%	10.5%	+2%

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 relevant senior management must approve the changes.

The flowing travel mode hierarchy is proposed for this GTP:

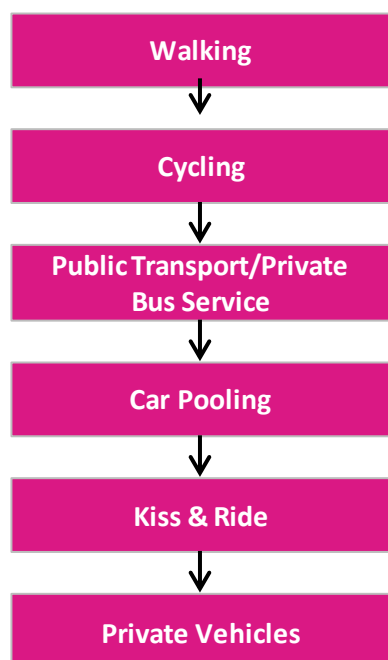


Figure 4.3: Mode Hierarchy

4.5.1 Walking

As stated in Section 3.2, the existing pedestrian connectivity is generally good within the vicinity of the College. The following tasks are recommended to increase walk trips to/ from the College:

- Staff and students living within 1km of the College campus could be targeted to walk/ scooter to the campus;
- A working partnership could be established with Ku-ring-gai Council to provide a direct, comfortable and safe pedestrian access between the College campus and all transport hubs (e.g. Roseville Train Station etc.) as per Disability Discrimination Act (DDA) requirements; and
- 'Walk to Work' day could be celebrated by the College community on an annual basis (<http://www.walk.com.au/wtw/homepage.asp>)

4.5.2 Cycling

As stated in Section 3.2.2, the existing on-road bicycle route runs along Bancroft Avenue, providing access to Roseville Train Station. Hence, staff living within 5km from the College should be encouraged to choose cycling as the preferred mode of share, taking advantage of the good cycling infrastructure surrounding the College and the following considerations:

- Promotion of the existing bicycle racks, for students and staff;
- End of trip facilities for staff;
- Provide bike repair tools and kits.

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

- A working partnership could be established with Ku-ring-gai 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 College campus could be provided to the staff members 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 College campus; and
- The existing way finding signage for the cyclists could be reviewed and discussed with Ku-ring-gai Council.
- Create cycling education / training programs to provide safe cycling technique and tips.
- Promote and/or support cycling events, such as Ride2School Day Event, MS Gong Ride, Spring Cycle and etc,

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, the following measures could be considered:

- A comprehensive map of the available public transport network, timetables and private bus services could be prepared showing the nearby bus stops and train station with appropriate walking routes.
- Improved wayfinding signage between the College campus and nearby train station / bus stops could be discussed with Ku-ring-gai 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 College campus finding each other and forming groups. Existence of the forum could be provided in College 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 proposed, a total of 182 on-site parking spaces (inclusive of 7 accessible parking spaces) will be provided for up to 152 FTE staff in 2030.

To discourage driving and to make public transport more competitive, on-campus parking should only be used by staff and visitors, rather than by students. This restriction will reduce demand for student driving to the College and increase usage of other mode of transport.

Discussion could be held with Ku-ring-gai Council to install resident parking scheme for the on-street parking within 500m radius of the College campus with a view to further discouraging car driving to the College. It would be necessary that responsible Council officers regularly patrol the vicinity of the College 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 staff as part of their induction process. If necessary, the TAG should provide customised travel information for staff to/ from a particular area.

ptc. has prepared a TAG for the College campus to assist staff on sustainable mode of transport (Attachment 1). 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 are aware of the initiatives. From time to time, assistance should be sought from Ku-ring-gai 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 are likely to ignore them.

4.8 Monitoring & Review Strategy

A travel plan should not simply be a list of actions. Monitoring and reviewing a travel plan are 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. 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 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 College 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 redevelopment of Roseville College to encourage promotion of alternative modes of travel for its staff members. The College proposes to increase population to 1250 students with 152 staff by Year 2030. As such, the guidelines outlined in this GTP will be an important component of the College's transport management.

There are many benefits of non-motorised travel to/ from the College. In summary, more staff actively travelling to the College means:

- less vehicles around the College;
- more active staff members;
- healthier staff members;
- minimised impact on the environment.

Attachment 1 Travel Access Guide



You can catch one of the many bus lines servicing Roseville College area. There are bus stops within walking distance from the school along Boundary Road, Hills Street and Pacific Highway.

Boundary Road

Frequent services connection between Chatswood interchange and Frenchs Forest and Terry Hills area. The routes include 278, 279, 280, 281, 282, 283 and 284

Hills Street

Route 558 operates with an one-hour frequency during the day between Chatswood Interchange and Lindfield.

Pacific Highway

The Route 565, between Chatswood Interchange and Macquarie University, has a general one-hour frequency during the day.



If active and public transport are not suitable alternatives for you, plan your journey before your arrival. There are limited on-street parking spaces available in the vicinity of the school.

The car park located at the new Sport and Wellbeing Centre (SWELL) is open to parents and visitors.

Access the car park via Recreation Avenue.



27 Bancroft Avenue, Roseville NSW 2069
02 9884 1100 | enquiries@roseville.nsw.edu.au

Transport Access Guide

Roseville College



Staff, students and visitors are encouraged to use public and active transport when travelling to and from Roseville College.

Plan your journey by accessing transport.info, downloading the Opal app for smartphones or calling 131500 for Transport for NSW up-to-date timetables and maps.



If your journey starts within 800m from Roseville College, consider walking as a mode of travel.

There are excellent pedestrian facilities in the area.



Cycling might be an option if you are located within 2km from the school.

There are on-road and off-road in the vicinity of the school.

In NSW, cyclists under the age of 16 and adults (accompanying these children) can ride on the footpath. Take advantage of the footpath infrastructure around the school.



Roseville College is located within a 6min walk from Roseville station, providing easy access for those travelling from Northern, Southern and Western suburbs.

During peak hours, services from Berowra/Hornsby and Parramatta arrive every 15min and on the opposite direction every 9min.

