



# Moriah College Transport and Accessibility Impact Assessment

Prepared for:  
Moriah College

7 November 2019

The Transport Planning Partnership

# Moriah College

## Transport and Accessibility Impact Assessment

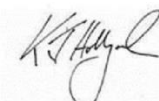
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## APPENDICES

- A. GHD EXISTING CONDITIONS ROAD SAFETY AUDIT
- B. SWEPT PATH ANALYSIS
- C. GREEN TRAVEL PLAN

# 1 Introduction

## 1.1 Background

The Transport Planning Partnership (TPPP) has prepared this Transport and Accessibility Impact Assessment report on behalf of Moriah College (the 'College'). The report accompanies an Environmental Impact Statement (EIS) in support of State Significant Development Application (SSD-10352) for new school buildings on the existing campus of Moriah College, Queens Park (the site).

## 1.2 Purpose of the Assessment

This report sets out an assessment of the anticipated transport implications of the proposed development including consideration of the following:

- existing traffic and parking conditions surrounding the site
- suitability of proposed parking in terms of quantum and layout
- the traffic generating characteristics of the proposed development
- suitability of proposed access arrangements for the site
- the transport impacts of the proposed development on the surrounding road network.

## 1.3 Secretary's Environmental Assessment Requirements

On 15 July 2019, the Department of Planning and Environment (DoPE) issued the Secretary's Environmental Assessment Requirements (SEARS) for SSD-10352. Specifically, a traffic and accessibility impact assessment is required as part of the Environmental Impact Statement (EIS), in accordance with the SEARs for the proposed development.

The issues raised in the SEARs have been considered during the preparation of this report and are summarised in Table 1.1.

Table 1.1: Review of Compliance with SEARs

SEARS Transport, Traffic, Parking and Access	Report Reference
Transport and Accessibility Include a transport and accessibility impact assessment, which details, but not limited to the following:	
<ul style="list-style-type: none"> <li>• accurate details of the current daily and peak hour vehicle, existing and future public transport networks and pedestrian and cycle movement provided on the road network located adjacent to the proposed development</li> </ul>	Refer to Section 3.3 and 7.1
<ul style="list-style-type: none"> <li>• details of estimated total daily and peak hour trips generated by the proposal, including vehicle, public transport, pedestrian and bicycle trips</li> </ul>	Refer to Section 3.3, 7.1 and 7.2

SEARS Transport, Traffic, Parking and Access	Report Reference
<ul style="list-style-type: none"> <li>the adequacy of existing public transport or any future public transport infrastructure within the vicinity of the site, pedestrian and bicycle networks and associated infrastructure to meet the likely future demand of the proposed development</li> </ul>	Refer to Section 7
<ul style="list-style-type: none"> <li>measures to integrate the development with the existing/future public transport network</li> </ul>	Refer to Section 5
<ul style="list-style-type: none"> <li>the impact of trips generated by the development on nearby intersections, with consideration of the cumulative impacts from other approved developments in the vicinity, and the need/associated funding for, and details of, upgrades or road improvement works, if required (Traffic modelling is to be undertaken using SIDRA network modelling for current and future years)</li> </ul>	Refer to Section 7
<ul style="list-style-type: none"> <li>the Transport and Accessibility Impact Assessment must respond to the findings of the road safety audit and provide recommended actions to address the findings of the audit.</li> </ul>	Refer to Section 4
<ul style="list-style-type: none"> <li>the identification of infrastructure required to address any impacts on traffic efficiency and road safety impacts associated with the proposed development, including details on improvements required to affected intersections, additional school bus routes along bus capable roads (i.e. minimum 3.5m wide travel lanes), additional bus stops or bus bays</li> </ul>	Refer to Section 7
<ul style="list-style-type: none"> <li>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</li> </ul>	Refer to Section 8 and TPP's Green Travel Plan provided in Appendix C.
<ul style="list-style-type: none"> <li>the proposed walking and cycling access arrangements and connections to public transport services</li> </ul>	Refer to Section 5
<ul style="list-style-type: none"> <li>the proposed access arrangements, including car and bus pick-up/drop-off facilities, and measures to mitigate any associated traffic impacts and impacts on public transport, pedestrian and bicycle networks, including pedestrian crossings and refuges and speed control devices and zones</li> </ul>	Refer to Section 5
<ul style="list-style-type: none"> <li>proposed bicycle parking provision, including end of trip facilities, in secure, convenient, accessible areas close to main entries incorporating lighting and passive surveillance</li> </ul>	Refer to Section 6.3
<ul style="list-style-type: none"> <li>proposed number of on-site car parking spaces for staff and visitors and corresponding compliance with existing parking codes and justification for the level of car parking provided on-site</li> </ul>	Refer to Section 6.1
<ul style="list-style-type: none"> <li>an assessment of the cumulative on-street parking impacts of cars and bus pick-up/drop-off, staff parking and any other parking demands associated with the development</li> </ul>	Refer to Section 6 and 7
<ul style="list-style-type: none"> <li>an assessment of road and pedestrian safety adjacent to the proposed development and the details of required road safety measures and personal safety in line with CPTED</li> </ul>	Refer to Section 4
<ul style="list-style-type: none"> <li>emergency vehicle access, service vehicle access, delivery and loading arrangements and estimated service vehicle movements (including vehicle type and the likely arrival and departure times)</li> </ul>	Refer to Section 5.3
<ul style="list-style-type: none"> <li>the preparation of a preliminary Construction Traffic and Pedestrian Management Plan to demonstrate the proposed management of the impact in relation to construction traffic</li> </ul>	Refer to TPP's Preliminary Construction Traffic and Pedestrian Management Plan (dated 30/09/19)

## 1.4 References

In preparing this report, reference has been made to the following:

- an inspection of the site and its surrounds
- traffic surveys undertaken by Trans Traffic Survey
- Moriah College Transport Traffic and Parking Plan
- Waverley Development Control Plan 2012 (DCP)
- Waverley Local Environmental Plan 2012 (LEP)
- Roads and Maritime Guide to Traffic Generating Developments
- other documents as referenced in this report.

## 1.5 Report Structure

The remainder of this report is set out as follows:

- Chapter 2 examines the existing conditions surrounding the school
- Chapter 3 presents a summary of the existing travel and parking patterns of the school
- Chapter 4 discusses findings of the road safety audit undertaken at the school
- Chapter 5 outlines the proposed school expansion
- Chapter 6 assesses the parking implications of the proposal
- Chapter 7 assesses the transport implications arising from the proposed development
- Chapter 8 outlines travel demand management measures to minimise the impact on general traffic and bus operations
- Chapter 9 presents a summary of the traffic assessment and implications of the proposal.

## 2 Existing Conditions

### 2.1 Site Description

The site is legally described as 101 York Road, Queens Park/ Lot 22 DP 879582, 1 Queens Park Road, Queens Park/ Lot 1 DP 701512 and 3 Queens Park Road, Queens Park/ Lot 3 DP 701512.

The location of the site and surrounding road network are shown in Figure 2.1.

Figure 2.1: Site Location

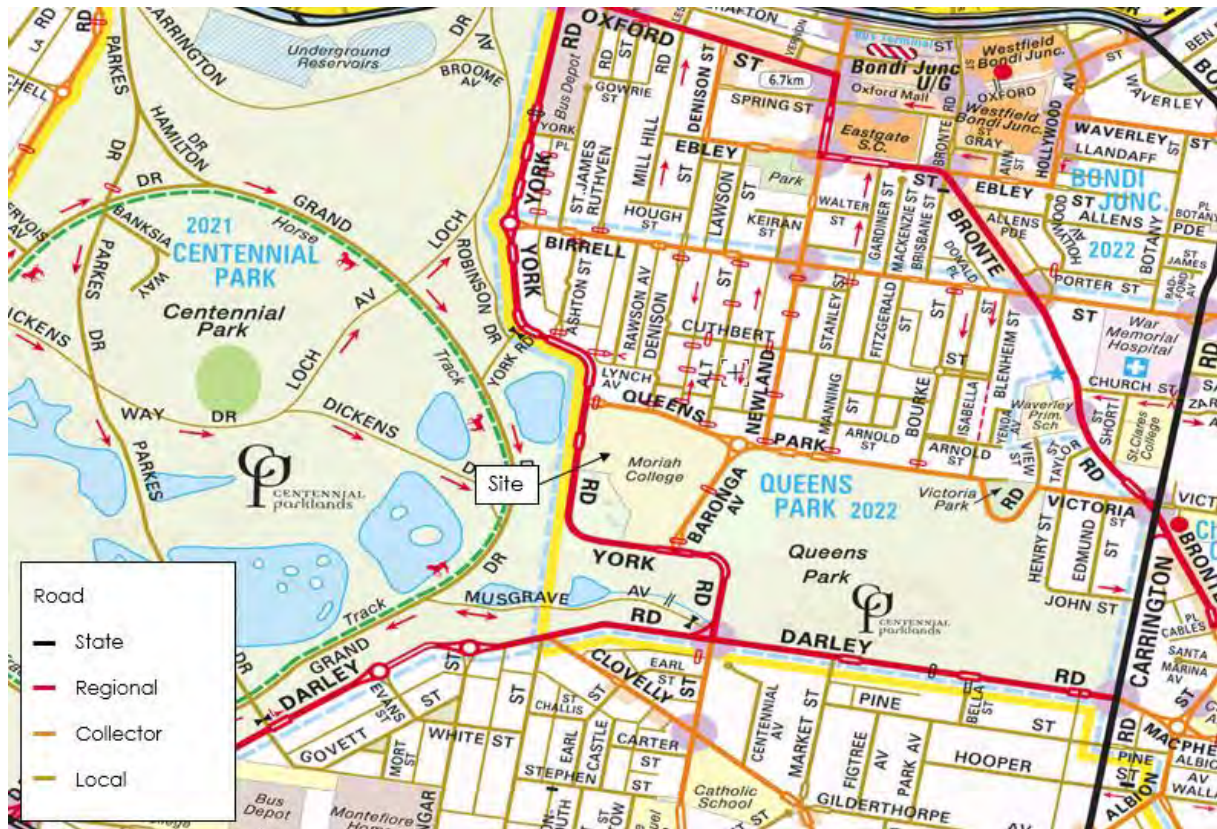


Source: Google Maps Australia

### 2.2 Surrounding Road Network

The site is surrounded by a network of regional and local roads, including York Road, Baronga Avenue and Queens Park Road along the south-west, west and north boundaries respectively, as shown in Figure 2.2. A brief description of these roads is provided below.

Figure 2.2: Surrounding Road Network Map



Source: Street Directory Australia

### 2.2.1 York Road

York Road is a regional road, generally aligned in a north-south direction between Oxford Street / Syd Einfield Drive and Darley Road. This road travels along the south and west boundary of the site. It is generally configured as a two-way, two-way road across a 11.5-wide road carriageway (kerb to kerb). Kerbside car parking provided on some section of the north end of the road.

Vehicle access to the primary school car park and high school and Early Learning Centre car park is provided off York Road via Gate 1 and Gate 4 respectively. The road has a posted speed limit of 50km/h, with 40km/h school zone restrictions that apply between 8:00am and 9:30am and between 2:30pm and 4:00pm Monday to Friday.

### 2.2.2 Baronga Avenue

Baronga Avenue functions as a local collector road, generally aligned in a north-south direction between York Road and Queens Park Road. This road is configured as a two-way, two-lane road, with kerbside car parking provided on either side of the road across a varied 7.0m to 11.5-wide road carriageway (kerb to kerb). This road predominately services school bus services, along the east boundary of the site, as well as local traffic in the area. No vehicle access to the school is currently provided off Baronga Avenue.

It has a posted speed limit of 50km/h, with 40km/h school zone restrictions that apply between 8:00am and 9:30am and between 2:30pm and 4:00pm Monday to Friday.

### 2.2.3 Queens Park Road

Queens Park Road functions as a local collector road, aligned in an east-west direction between York Road and Victoria Street. This road is configured as a two-way, two-lane road across an approx. 12.3-wide road carriageway (kerb to kerb). Kerbside car parking is generally provided on both sides of the road between York Road and Bourke Street. Vehicle access to the north car park is provided off Queens Park Road via Gate 2.

A dedicated cycle lane is also provided on the north side of the road between York Road and Bourke Street. The road has a posted speed limit of 50km/h, with 40km/h school zone restrictions that apply between 8:00am and 9:30am and between 2:30pm and 4:00pm Monday to Friday.

## 2.3 Current Site Provisions and Vehicle Access

The College currently provides education services from early learning through Kindergarten to Year 12. At present, the College currently has 1,535 enrolled students and 286 staff (as of 2019). The approved student population cap of the entire College (including the early learning centre) is 1,680 students.

The existing and approved student enrolment numbers are summarised in Table 2.1.

Table 2.1: Existing and Approved Student Enrolment Numbers

Facility	Existing Enrolments	Approved Cap
Primary	595	1,600
Secondary	860	
Early Learning Centre (ELC)	80	80
TOTAL	1,535	1,680

The site currently provides three (3) vehicle access gates along the York Road and Queens Park Road. No vehicle access gates are provided off Baronga Avenue.

The existing vehicle access gates are referred to as Gate 1, 2 and 4 and provide vehicle access to the existing three car parks along the York Road (west), Queens Park Road and York Road (south) site frontages respectively, as shown in Figure 2.3. It is noted that there is an existing Gate 3 on Baronga Avenue, but this is restricted as pedestrian access only.

Figure 2.3: Existing Vehicle Access Arrangements



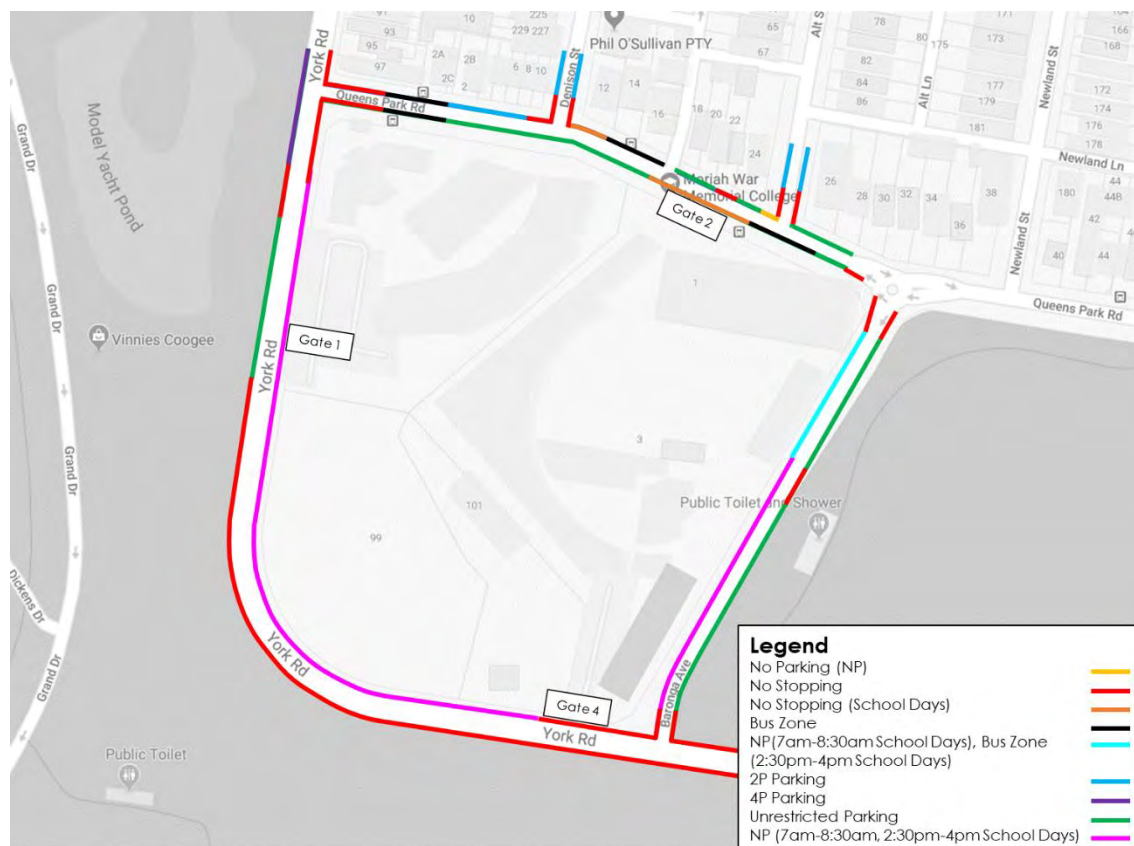
Source: nearmap Australia

## 2.4 Parking Provisions

### 2.4.1 On-Street Parking

The existing on-street parking restrictions within the immediate vicinity of the site are shown in Figure 2.4.

Figure 2.4: On-Street Parking Restrictions



Source: Google Maps Australia

Based on site observations, parking demand within the immediate vicinity of the site is high, generally with limited spare parking vacancies available during the day.

## 2.4.2 On-Site Parking

The site currently provides a total of 201 on site parking spaces, including four motorcycle spaces. A total of 171 staff parking spaces including four motorcycle spaces are currently provided on-site.

The existing car parking breakdown is outlined in Table 2.2 (overleaf).

Table 2.2: Existing Car Parking Provision

Car Park Area	Number of Spaces								Total
	Staff	Motorbike (Staff)	Visitors	Accessible (Staff)	Contractors/ Canteen (Staff)	College Vehicles	Buckle-up Bay	ELC Parent Drop off	
Queens Park Road (Gate 2)	17	0	2	1	0	0	0	0	20
York Road (west) – Gate 1	75	4	0	1	1	4	0	13	98
York Road (south) – Gate 4	69	0	5	2	1	4	2	0	83
Total	161	4	7	4	2	8	2	13	201

Based on on-site observations, the existing car parks are generally well utilised throughout the day, with limited spare parking capacity available. All visitor car parking spaces are managed by the College through a booking system prior to their arrival to ensure appropriate allocation of the visitor spaces accordingly. All visitors are required to present a copy of the pre-registered barcode provided by the College when accessing the site.

Similarly, all parent drop-off/pick-up activities are managed by the College such that all parents are required to pre-register their vehicle to obtain a “number” to be displayed on their vehicle when accessing the designated drop off/pick up area. This system is used to enable site personnel to assist children in and out of the vehicle as efficiently as possible.

## 2.5 Existing Drop-Off/Pick-Up Activities

All parents dropping off and/or picking up their child at the College are required to display their designated “number” on their vehicle to access the drop-off/pick-up areas. Site personnel are deployed in the designed drop-off/pick-up areas to call out to students and assist them in and out of the vehicle to ensure safe and efficient operations during school peak periods.

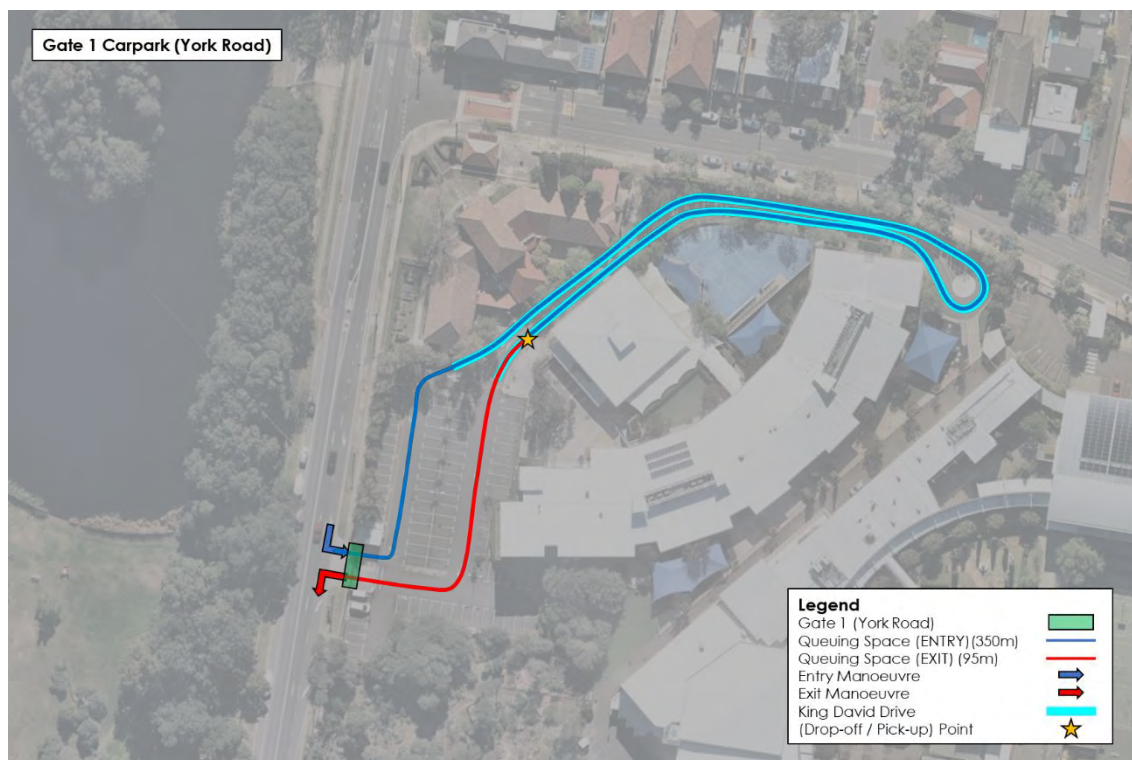
### 2.5.1 Primary School

The College currently provides a designated drop-off/pick-up area (referred to as ‘Go With the Flow’ arrangements) within the site to cater for drop-off/pick-up activities associated with the primary school. All vehicles are required to display their pre-registered “number” on their vehicle to access the site. Approximately six parking bays are currently provided and managed by site personnel to assist children in and out of the vehicle.

Access to the designated drop-off/pick-up area is provided directly off York Road via Gate 1.

Queues on approach to the designated parking bays are wholly stored within the site via a loop road through the car park, as shown in Figure 2.5. This loop road can cater approximately 48 vehicles.

Figure 2.5: GWTF vehicle paths at Gate 1 Carpark, York Road



Based on site observations, the existing drop-off/pick-up arrangements generally operates satisfactory (i.e. queues are wholly stored within the site). It is however noted that parents do experience delays when accessing the loop road, particularly during the PM peak, but this is not unusual for schools.

The existing AM and PM school peak internal queue lengths within the site are outlined in Figure 2.6 and Figure 2.7 respectively.

Figure 2.6: GWTF AM Peak Queue Lengths



Figure 2.7: GWTF PM Peak Queue Lengths

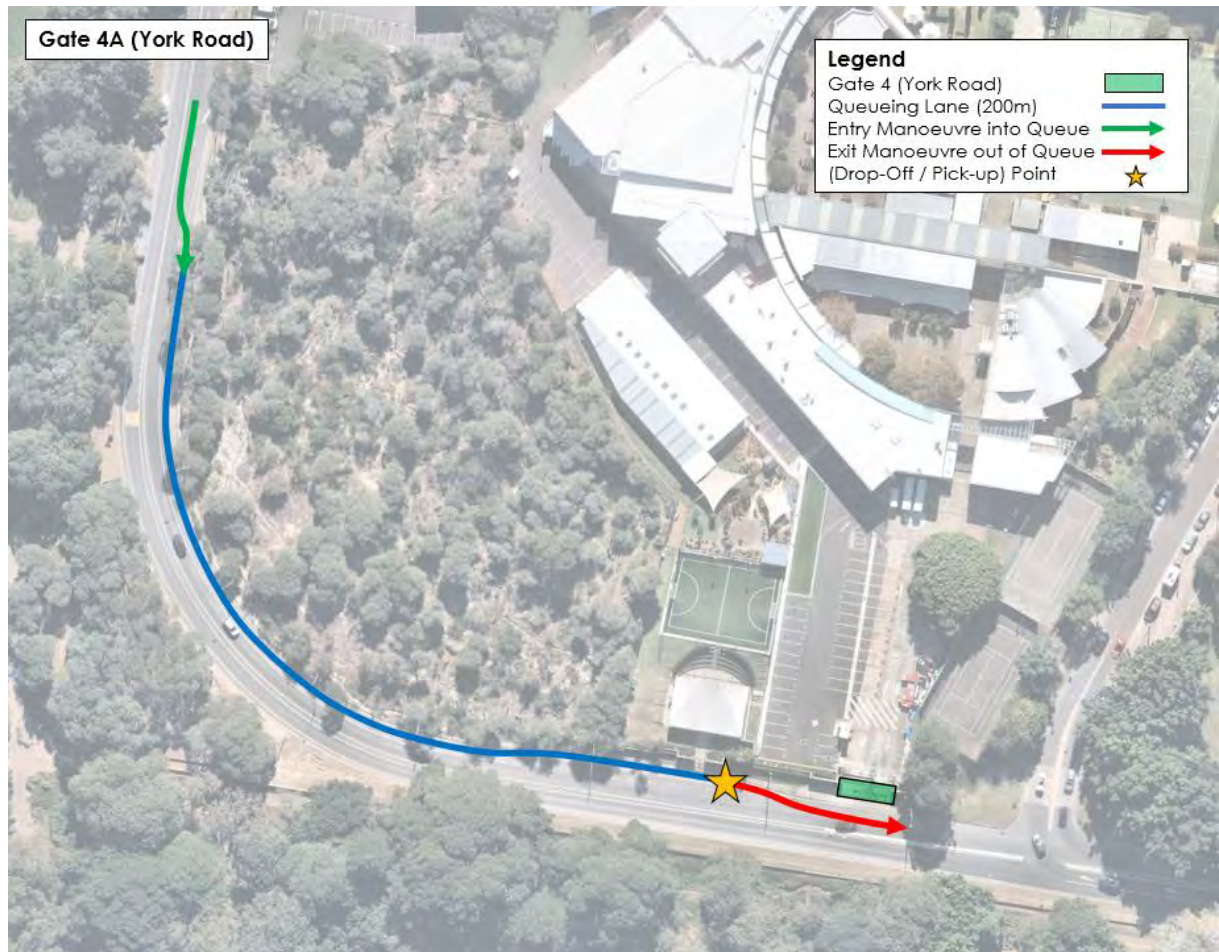


On this basis, it is clear that there is some spare capacity to accommodate additional vehicles within the site, if required.

## 2.5.2 Secondary School

An indented parking area is provided on York Road, along the south boundary of the site. This area is used for drop-off/pick-up activities associated with the College. It is understood that drop-off/pick-up activities associated with the secondary school are undertaken within this zone, as shown in Figure 2.8.

Figure 2.8: Gate 4 York Road pick-up arrangements



The indented parking area accommodates about four to five vehicles at any one time. Queues on approach to this parking area are stored within the shoulder lane on York Road, which extends up to Gate 1.

Based on site observations, drop-off/pick-up activities are carried out at the front of queue, where vehicles must wait until they are at the front of the queue before dropping off / pick up their child. Queues were observed overspill into the shoulder lane during the school PM peak period (less so during the school AM peak).

The existing observed school PM queue length is shown in Figure 2.8.

Figure 2.9: York Road Drop-Off/Pick-Up Area (PM)



### 2.5.3 Early Learning Centre (ELC)

All drop-off/pick-up activities associated with the ELC are undertaken within the designed car parking bays within the south car park off York Road via Gate 4. At present, a total of 13 spaces are designated for ELC drop-off/pick-up activities between 7:00am and 6:00pm.

TTPP understands that the majority of ELC drop-off and pick-up activities occur between 7:30am and 8:30am in the morning and between 4:30pm and 6:00pm in the evening.

The existing ELC designated parking areas are shown in Figure 2.10.

Figure 2.10: Existing ELC designated parking area



#### 2.5.4 Baronga Avenue

Baronga Avenue currently provides existing indented No Parking during school hours along the west side of the road, as shown in Figure 2.11. This area is generally used by school buses during the school PM peak period. Based on site observations, some drop-off/pick-up activities associated with the College were undertaken along Baronga Avenue during the school AM peak, with no more than four vehicles queued along this zone at any one time.

Figure 2.11: Gate 3 (Baronga Avenue) Drop-off arrangements



Figure 2.12 shows a photograph of the traffic conditions during the AM at 7:35am along Baronga Avenue.

Figure 2.12: Gate 3 (Baronga Avenue) Drop-off area



## 2.6 Public Transport Facilities

The site is generally serviced by bus services operated by Sydney Buses. The nearest railway station is located more than 1.2km north of the site at Bondi Junction.

Bus route 357 travels along Queens Park Road and York Road within the immediate vicinity of the site and provides connectivity between Mascot and Bondi Junction via Kingsford and Randwick. There are a number of bus stops servicing bus route 357 along the north boundary of the site along Queens Park Road, generally operating every 15 minutes during peak periods and every 30 minutes during off-peak periods.

The College currently has arrangements with the State Transit Authority for special school bus services to deliver and pick up students in the morning and afternoon. In addition to this, the College provides shuttle bus services between the Bondi Junction/Maroubra area and the site. This shuttle bus services (Moriah Shuttle Bus, MSB) supplements the regular bus services each school day. Students can be collected from any bus stop along the designated route.

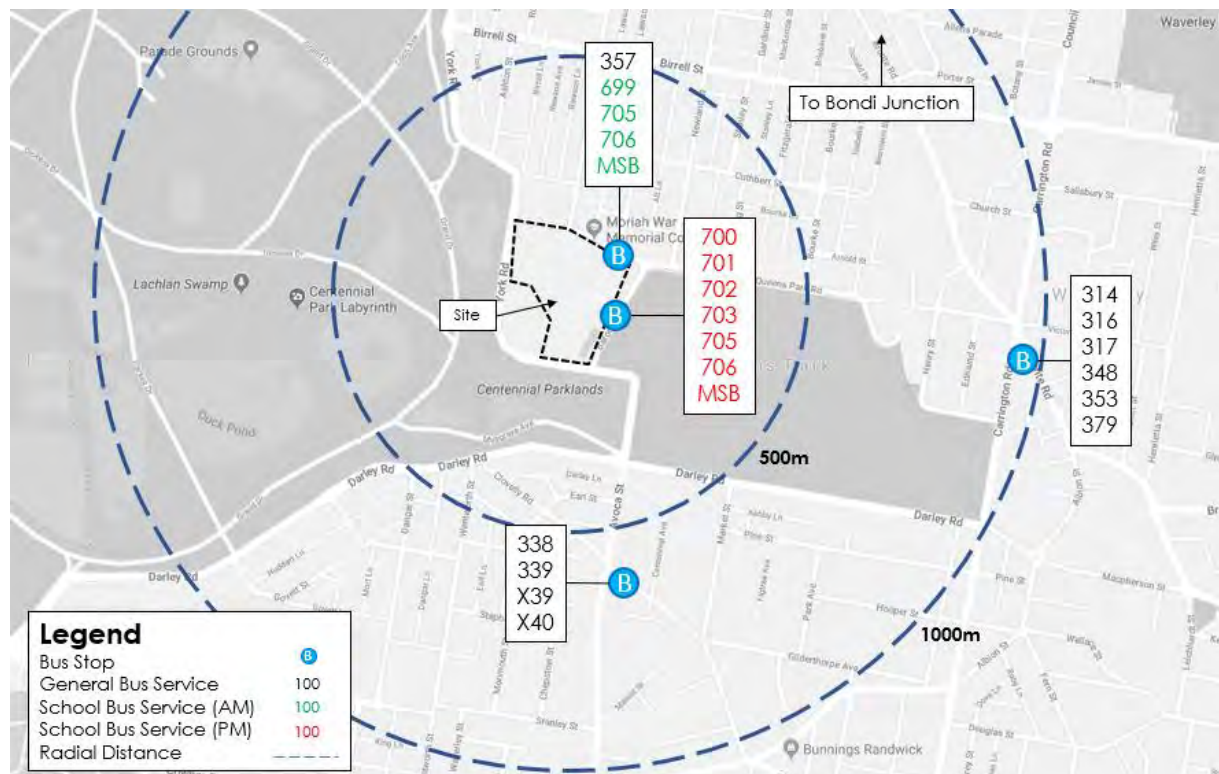
A summary of the existing bus services and their associated frequencies within the immediate vicinity of the site is provided in Table 2.3.

Table 2.3: Existing Bus Services and Associated Frequencies

Route Number	Description	Bus Stop Location	Frequency
357	Mascot to Bondi Junction via Kingsford	Queens Park Road (Gate 2), Queens Park	15 minutes (peak) 30 minutes (off-peak)
699E	Watsons Bay to Moriah College Queens Park	Queens Park Road (Gate 2), Queens Park	1 service (AM)
700E	Moriah College Queens Park to Watsons Bay	Baronga Avenue	1 service (PM)
701E	Moriah College Queens Park to Watsons Bay	Baronga Avenue	1 service (PM)
702E	Moriah College Queens Park to Dover & New South Head Roads	Baronga Avenue	3 services (PM)
703E	Moriah College Queens Park to Bondi Junction	Baronga Avenue	2 services (PM)
704E	Moriah College Queens Park to Maroubra Beach	Baronga Avenue	2 services (PM)
705E	Moriah College Queens Park to Dover Heights	Baronga Avenue	1 service (AM) 3 services (PM)
706E	Moriah College Queens Park to South Head Cemetery	Baronga Avenue	2 services (AM) 4 services (PM)
MSB (pick-up)	Moriah College to Bondi Junction	Baronga Avenue	1 service (PM)
MSB (drop-off)	Maroubra Beach to Moriah College	Queens Park Road (Gate 2), Queens Park	1 service (AM)

Figure 2.13 presents a map of the key existing bus stops and services within the immediate vicinity of the site. This map also indicates additional bus services located 500 to 1,000m from the site.

Figure 2.13: Bus Services within Close Proximity of Site



Source: Google Maps Australia  
\*MSB = Moriah Shuttle Bus

Figure 2.14 shows existing school buses lining up along Baronga Avenue in the school PM peak.

Figure 2.14: Buses queueing along shoulder lane on Baronga Avenue (school PM)



Based on on-site observations, the existing bus services generally operate below capacity, with spare capacity available.

The existing bus bays on Baronga Avenue can accommodate some nine buses at any one time (four buses north of the pedestrian crossing and five buses south of the pedestrian crossing). No more than four buses were observed at any one time during the school AM and PM peak periods. The frequency and operation of school bus services were observed to be busier during the school PM peak compared to the school AM peak. Notwithstanding this, the existing bus bay was observed to operate satisfactory, with spare capacity to accommodate additional bus services if required.

## 2.7 Pedestrian and Cyclist Infrastructure

Well established pedestrian facilities are provided within the immediate vicinity of the site. Sealed pedestrian footpaths are provided along the site frontage, with dedicated pedestrian facilities provided along York Road, Queens Park Road and Baronga Avenue in the form of pedestrian refuges or pedestrian (zebra) crossings. At present, these pedestrian facilities are heavily used during school peak drop off and pick up times.

The existing pedestrian access gates and pedestrian facilities surrounding the site are shown in Figure 2.15.

Figure 2.15: Existing Pedestrian Facilities



Source: nearmap Australia

Further to this, a good cycle network is currently provided within the immediate vicinity of the site. A dedicated on-road cycle path is currently provided on the north side of Queens Park Road, which provides good connectivity to the wider cycle network in the area. The existing cycle network is shown in Figure 2.16.

Figure 2.16: Cycle Paths within the Vicinity of the Site



Source: Extract of the Waverley Bike Plan, Waverley Council

## 2.8 Existing Traffic Volumes

### 2.8.1 Site Access Counts

Traffic surveys were conducted at the existing site access gates and on Tuesday, 28 June 2019 between 7:00am and 9:00am and between 2:00pm and 4:00pm to determine the existing traffic generated by the school during school peak periods. Traffic volumes were also collected to record vehicles accessing to/from the designated drop-off/pick-up areas along York Road and Baronga Avenue.

A summary of the existing traffic volumes generated at the site access gates and York Road and Baronga Avenue drop-off/pick-up areas is provided in Table 2.4.

Table 2.4: Vehicle Counts at School Access Gates

Gate	AM (7:00am-9:00am)			PM (2:00pm-4:00pm)		
	In	Out	Two-Way	In	Out	Two-Way
York Road west access (Gate 1)	321	297	618	148	165	313
Queens Park Road access (Gate 2)	14	19	33	0	15	15
York Road south access (Gate 4a)	110	55	165	39	58	97
York Road (on-street)	89	88	177	86	80	166
Baronga Avenue (on-street)	79	79	158	27	30	57
Total	613	538	1,151	300	348	648

Table 2.4 indicates at the existing site currently generates 1,151 trips and 648 trips during the AM and PM surveyed periods respectively. These trips are associated with staff and parent drop-off/pick-up activities. Further to this, it is expected that minimal traffic would generally be generated outside of typical school peak periods based on the existing use of the site. The exception to this would however be pick-up drips associated with the ELC which generally occur between 4:30pm and 6:00pm.

Notwithstanding this, it is noted that Baronga Avenue was used more frequently during the AM period compared to the PM period by cars. During the PM period after 3:00pm, the majority of trips made to/from Baronga Avenue was by bus. One bus was recorded during the AM survey period and 21 buses (or 42 two-way bus movements) during the PM survey period.

## 2.8.2 Intersection Counts

Traffic counts were conducted on Tuesday, 28 June 2019 between 7:00am and 9:00am and between 2:00pm and 4:00pm at the following key locations:

- York Road-Queens Park Road
- Queens Park Road-Baronga Avenue
- York Road-Baronga Avenue

The surveyed intersection locations are outlined in red in Figure 2.17.

Figure 2.17: Intersection Survey Locations



Source: Google Maps Australia

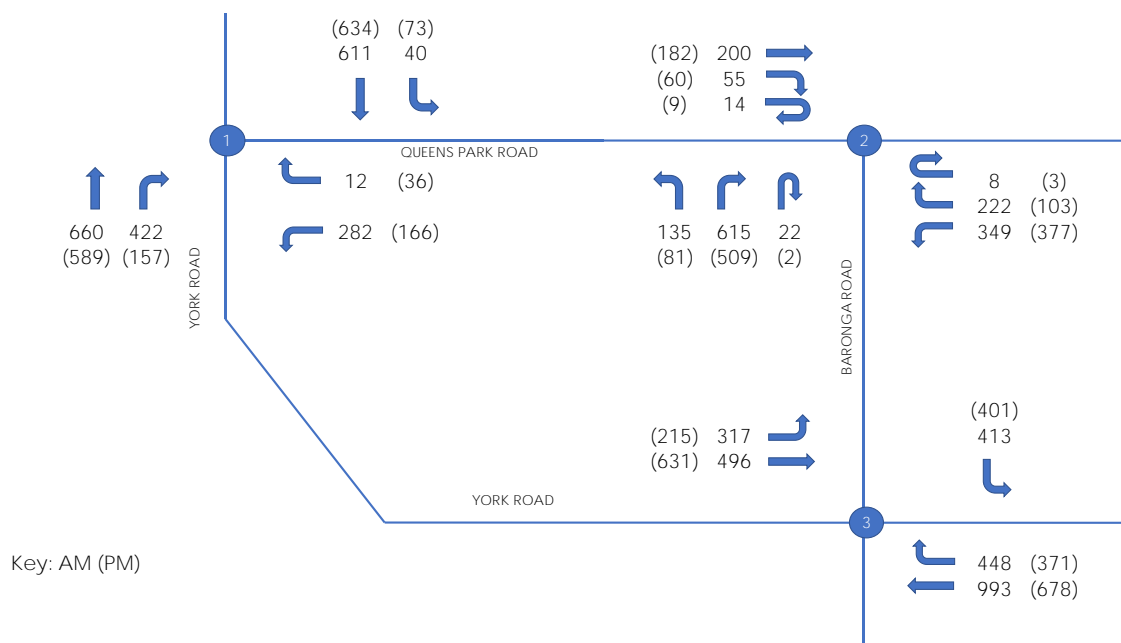
The existing peak hours at the surveyed intersections were identified as follows:

- AM Peak: 7:45am-8:45am
- PM Peak: 3:00pm-4:00pm.

The existing intersection peak hour traffic volumes are shown in Figure 2.18.

Figure 2.18: Peak Hour Traffic Volumes

AM Peak: 7:45am-8:45am  
PM Peak: 3:00pm-4:00pm



## 2.9 Existing Intersection Performance

Intersection capacity analysis has been undertaken using SIDRA Intersection 8 modelling software to ascertain the intersection performance of the key intersections surrounding the site as outlined in Section 2.8.2.

### 2.9.1 Level of Service Criteria

Roads and Maritime uses level of service as a measure of performance for all intersection types operating under prevailing traffic conditions. The level of service ranges from LoS A to LoS F which is directly related to the average intersection delays experienced by traffic travelling through the intersection. LoS A to LoS D are considered to provide acceptable performance with LoS A providing better performance than LoS D. LoS D is the long-term desirable level of service. LoS E and LoS F are considered to provide unsatisfactory intersection performance.

At signalised intersections, the average delay is the volume weighted average of all movements. For roundabouts and priority (give way and stop sign) controlled intersections, the average delay relates to the worst movement.

Table 2.5 shows the criteria that SIDRA Intersection adopts in assessing the LoS.

Table 2.5: Roads and Maritime LoS Criteria

Level of Service (LoS)	Average Delay per vehicle (secs/veh)	Traffic Signals, Roundabout	Give Way & Stop Sign
A	Less than 14	Good operation	Good operation
B	15 to 28	Good with acceptable delays and spare capacity	Acceptable delays and spare capacity
C	29 to 42	Satisfactory	Satisfactory, but accident study required
D	43 to 56	Near capacity	Near capacity, accident study required
E	57 to 70	At capacity; at signals incidents would cause excessive delays. Roundabouts require other control mode	At capacity, requires other control mode.
F	Greater than 70	Unsatisfactory, requires additional capacity	Unsatisfactory, requires other control mode or major treatment

## 2.9.2 Modelling Results

A summary of the school AM and PM school peak hour traffic modelling results is provided in Table 2.6.

Table 2.6: Existing Peak Hour Intersection Analysis Results

Intersection	Control	AM Peak (7:45am-8:45am)			PM Peak (3pm-4pm)		
		Average Delay (sec)	Level of Service	95 <sup>th</sup> %tile Queue Length (m)	Average Delay (sec)	Level of Service	95 <sup>th</sup> %tile Queue Length (m)
York Rd-Queens Park Rd	Priority	65	E	27	39	C	7
Queens Park Rd-Baronga Ave	Roundabout	13	A	85	10	A	31
York Rd-Baronga Ave	Priority	32	C	94	57	E	121

\*The above reported results relate to the worst movement of the intersection

Based on the results presented above, the York Road-Queens Park Road intersection operates at LoS E during the AM Peak, while the York Road-Baronga Avenue Road intersection operates at LoS E in the PM peak with delays experienced by right-turn movements from Queens Park Road onto York Road in the AM peak and the right-turn movement from York Road to Baronga Avenue in the PM peak.

It is however noted that the overall intersection operation (i.e. LoS based on the weighted average delay of all movements and not based on the delay of the worst movement) at the key surrounding intersections operate satisfactory at LoS A during both AM and PM peak periods.

## 3 Existing Travel Patterns

### 3.1 Travel Questionnaires

Online questionnaires were distributed to school staff and parents via email in June 2019 to determine their travel mode choice and behaviour.

A summary of existing staff and student travel modes is provided in Table 3.1.

Table 3.1: Summary of Existing Staff and Student Travel Modes

Mode	Staff	Primary Students		Secondary Students	
		Arrival	Departure	Arrival	Departure
Car Driver (no passengers)	71%	-	-	6%	6%
Car Driver (with passenger)	22%	-	-	0%	0%
Dropped Off (only passenger)	1%	22%	16%	19%	10%
Dropped Off (with other passengers)	1%	64%	41%	42%	19%
Walk	1%	2%	1%	1%	2%
Public Bus	3%	1%	3%	1%	2%
School Bus	0%	11%	39%	31%	61%
Train	1%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%

Based on the travel survey questionnaires, the following average car occupancy numbers were recorded:

- staff: 2.6 persons per vehicle (including driver)
- primary school: 2.65 passengers per vehicle
- secondary school: 2.62 passengers per vehicle

A summary of the staff and student arrival and departure travel patterns is shown in Figure 3.1 and Figure 3.2 respectively.

Figure 3.1: Student and Staff Arrival Times

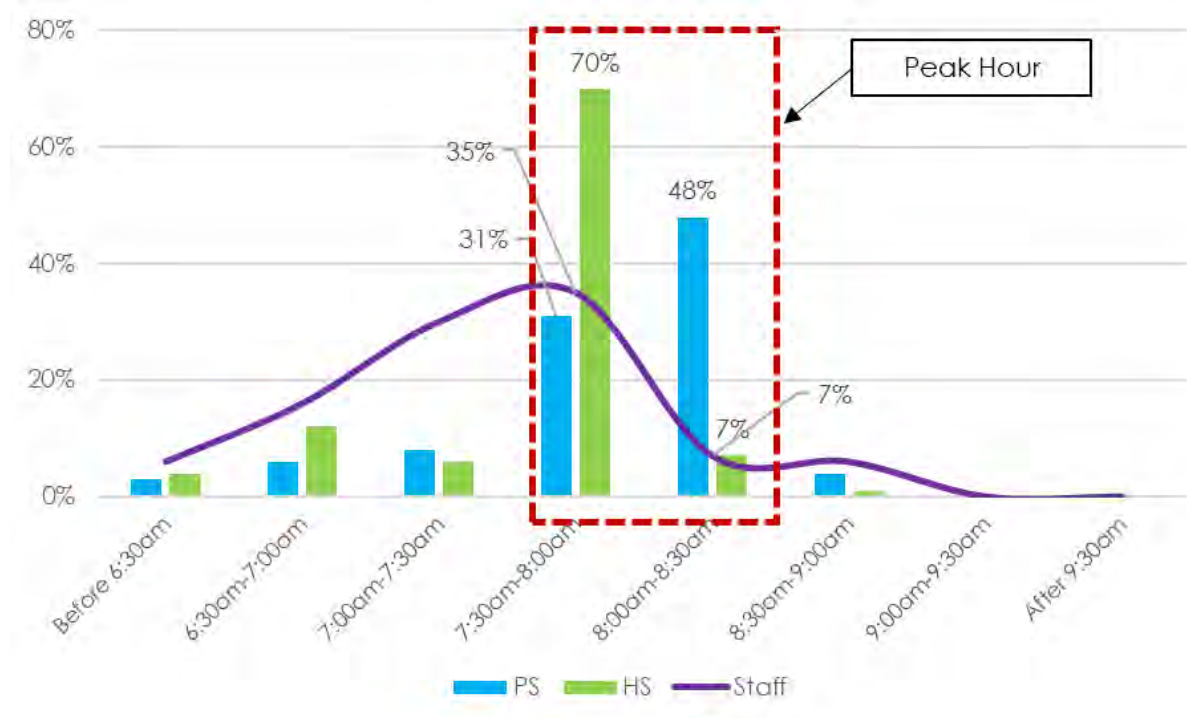
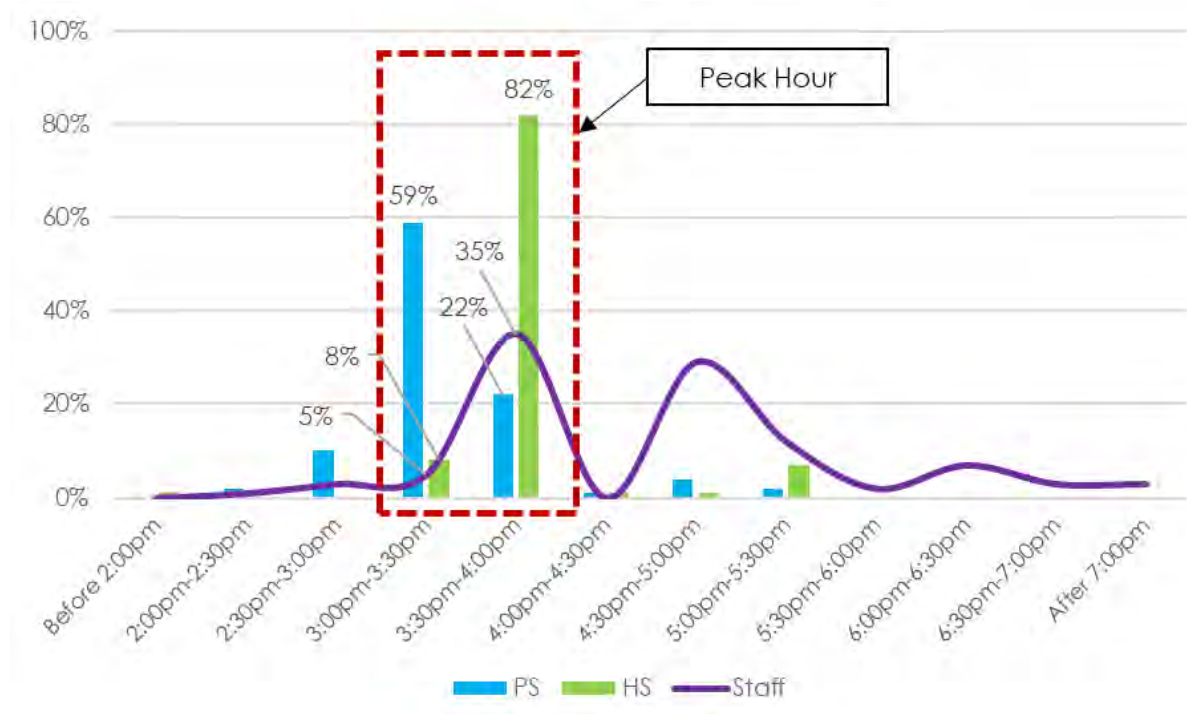


Figure 3.2: Student and Staff Departure Times



Based on the above, it is clear that the overall school arrival patterns peak between 7:30am and 8:30am, where staff and student arrival times generally coinciding between 7:30am and 8:00am. Similarly, the overall school departure patterns generally peak between 3:00pm and

4:00pm, with the majority of staff generally leaving after student departure times (i.e. after 4:00pm).

## 3.2 Early Learning Centre

Information provided by the Client indicates that approximately 97 per cent of children are currently driven to/from the ELC. The remaining 3 per cent walk with their parent or caretaker as they live close by.

In addition to this, the following information has provided:

- Existing ELC children population: 80
- ELC children with at least one sibling in the Centre: 14
- ELC children with at least one sibling in Primary School: 40
- ELC children with at least one sibling in High School: 1
- ELC children who have parent(s) working in the School: 1

Based on the above, this equates to an average of 1.37 passengers per vehicle.

## 3.3 Existing Mode Trip Generation

Based on the travel questionnaires undertaken and information provided by the Client, an estimate of the existing site traffic generation for each mode is shown in Table 3.2.

Table 3.2: Estimated Existing Staff and Student Trips for Each Mode (Existing Enrolments)

Mode	Staff (286)	ELC (80)	Primary Students (595)		Secondary Students (860)	
			Arrival	Departure	Arrival	Departure
Car Driver (no passengers)	203	0	0	0	51	52
Car Driver (with passenger)	62	0	0	0	0	0
Dropped Off (only passenger)	3	24	131	95	163	86
Dropped Off (with other passengers)	3	54	381	244	361	164
Walk	3	2	12	6	9	17
Public Bus	9	0	6	18	9	17
School Bus	0	0	65	232	267	525
Train	3	0	0	0	0	0
Total	286	80	595	595	860	861

Table 3.2 indicates that the existing site could generate circa 990-1,436 car trips, 26-28 walking trips, 24-44 public bus trips, 332-757 school bus trips and three train trips.

Further to this, Table 3.3 estimates the anticipated site traffic generation for each mode under the existing approved school population cap of the College of 1,600 students and 80 ELC children based upon the existing travel survey questionnaire responses outlined above. It is noted that the current primary and secondary student enrolment proportions of the College have been adopted for the purpose of this assessment.

Table 3.3: Estimated Staff and Student Trips for Each Mode (Existing Approved School Cap)

Mode	Staff (286)	ELC (80)	Primary Students (654)		Secondary Students (946)	
			Arrival	Departure	Arrival	Departure
Car Driver (no passengers)	203	0	0	0	57	57
Car Driver (with passenger)	62	0	0	0	0	0
Dropped Off (only passenger)	3	24	144	105	180	94
Dropped Off (with other passengers)	3	54	419	268	397	180
Walk	3	2	13	6	9	19
Public Bus	9	0	6	20	9	19
School Bus	0	0	72	255	294	577
Train	3	0	0	0	0	0
Total	286	80	654	654	946	946

Table 3.3 indicates that the existing approved capacity of the College could theoretically generate about 1,054-1,545 car trips, 27-31 walking trips, 25-48 public bus trips, 365-832 school bus trips and three train trips.

### 3.3.1 Peak Hour Trip Generation Rate

It is noted that arrival and departure trips are generally distributed during the AM and PM periods as not all trips associated with the school occur within one hour as some students are dropped off or picked up earlier or later than school bell times.

Based on the travel questionnaire surveys, the following peak hour proportions for each school group was identified:

- Staff: AM Peak – 42% and PM Peak – 40%
- Primary school: AM Peak – 79% and PM Peak – 81%
- Secondary school: AM Peak – 42% and PM Peak – 19%

In addition to this, it is understood based on information provided by the Client that the majority of ELC drop-off generally occurs between 7:30am and 8:30am whilst pick-up occurs between 4:30pm and 6:00pm. Therefore, it is assumed that all drop-off activities associated with the ELC school would occur within the same one hour in the AM Peak (i.e. 100 per cent of trips occurring in the AM Peak), while all pick-up activities would occur outside of the PM Peak (i.e. 0 per cent of trips occurring in the PM Peak).

On this basis, a summary of estimated existing peak hour traffic generation estimates is presented in Table 3.4.

Table 3.4: Existing Peak Hour Traffic Generation Estimates

Group	Population	AM Peak Trips			PM Peak Trips			AM Trip Rate	PM Trip Rate
		In	Out	Two Way	In	Out	Two Way		
ELC Children	80	27	27	54	0*	0*	0*	0.67	-
Primary School Students	595	217	217	434	152	152	304	0.73	0.51
High School Students	860	246	232	478	134	151	285	0.56	0.33
Staff	286	113	0	113	0	108	110	0.40	0.38

\* Trips generated by ELC would occur outside the PM peak hour and has been excluded in the above assessment

### 3.4 Roads and Maritime Traffic Generation Studies at Schools (2014)

Roads and Maritime has collected recent traffic generation data from schools across NSW. A total of 22 schools were surveyed over a typical school day, including metropolitan primary and secondary schools.

A comparison of the trip generation rates calculated above, and the Roads and Maritime survey results is provided in Table 3.5.

Table 3.5: Comparison of Person and Vehicle Trip Generation Rates

	AM Vehicle Trip per Student	PM Vehicle Trip per Student
Primary School		
Roads and Maritime Survey Data (Average)	0.67	0.53
Moriah Primary School	0.73	0.51
Secondary School		
Roads and Maritime Survey Data (Average)	0.51	0.28
Moriah Secondary School	0.56	0.33

Table 3.5 indicates that the vehicle trip generation rates for the College are slightly higher compared with the average Roads and Maritime trip rates, but slightly less during the AM peak for the primary school.

## 4 Road Safety Aspects

### 4.1 Audit Findings and Recommended Actions

In accordance with SEARs requirement (no. 7), GHD undertook a road safety audit of the existing conditions surrounding the site. This is documented in their Existing Conditions Road Safety Audit report dated August 2019. A summary of the recommended actions to address the road safety audit findings is provided in Table 4.1.

Table 4.1: Summary of Recommended Actions

Item	Finding	Risk	Category	Recommended Action
3.1	Visibility of signage	High	Traffic Signs	Whilst it is generally Council's responsibility to maintain existing line-marking and signage within the LGA, it is recommended that the School consider contributing to the identified existing faded line-marking and signage as part of the proposed development.
3.2	Linemarking / Delineation deterioration	Medium	Delineation	
3.3	Deterioration of pavement	Medium	Road Pavement	
3.4	York Road – Pedestrian Refuge	-	-	It is recommended that traffic surveys be undertaken to determine whether the existing pedestrian refuge meets the RMS warrants for a children's crossing or pedestrian crossing. If so, Council/RMS approval would be required to upgrade the existing pedestrian refuge. Refer to Section 4.1.1 for further details.
3.4.1	Pedestrian Refuge Layout	High	Pedestrian Infrastructure	
3.4.2	Pedestrian refuge crossing operation	Intolerable	Pedestrian Infrastructure	
3.5	Baronga Avenue – Raised pedestrian crossing	-	-	It is recommended that the existing pedestrian crossing on Baronga Avenue be extended across the kerbside travel lane. A kerb build-out is also recommended to remove the dual through lanes and improve visibility on approach to the pedestrian crossing.
3.5.1	Change in priority at Baronga Avenue pedestrian crossing	High	Pedestrian Infrastructure	
3.5.2	Dual through travel lanes – visibility obstruction	High	Pedestrian Infrastructure	
3.5.3	Lighting	High	Lighting	It is recommended that the School liaise with relevant authorities to address the identified lighting issues.
3.6	Gate 4A pick up operation	-	-	It is recommended that the Applicant educate all staff and parents to address the identified road safety concerns (i.e. do not queue earlier than the designated pick-up times and do not walk on the roadway).
3.6.1	Gate 4A vehicle queue	Medium	Network Effects / Roadside Hazard	
3.6.2	Traffic controller safety	High	Traffic Management and Operation	
3.6.3	Safety to waiting people with the vehicle queue	High	Traffic Management and Operation	
3.7	Gate 4 access operation	Medium	Traffic Management and Operation	

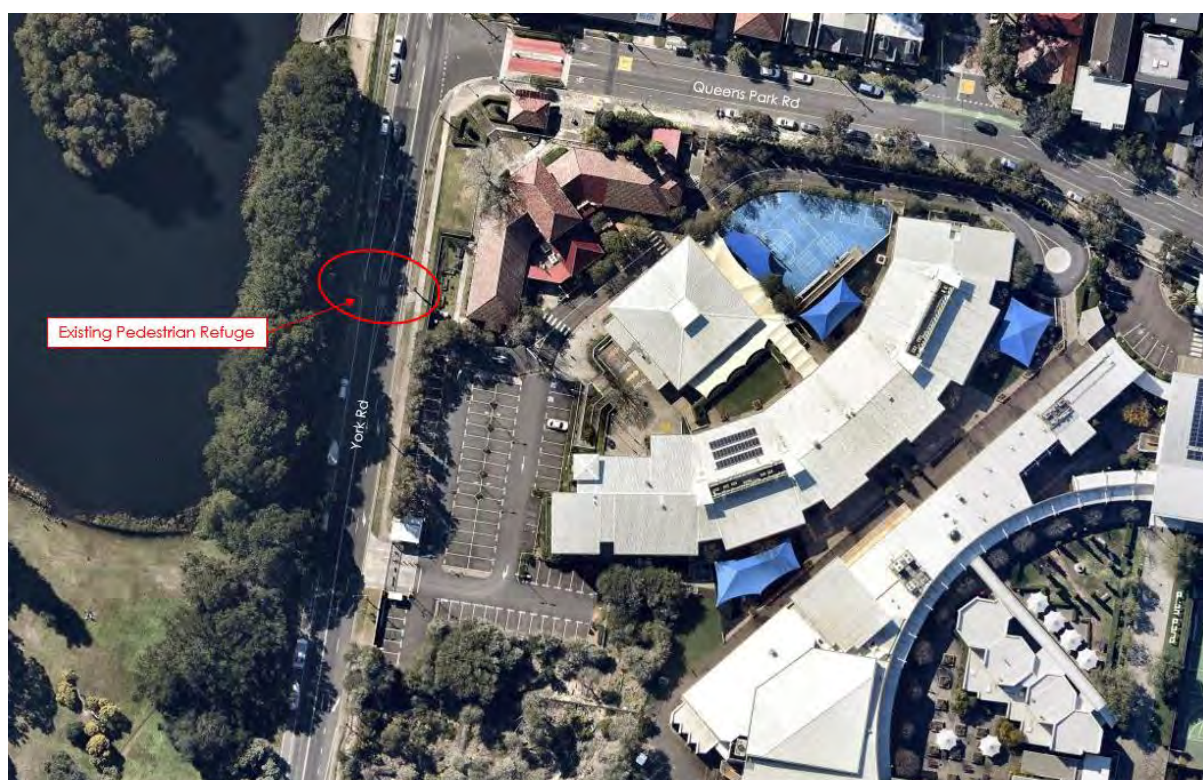
Item	Finding	Risk	Category	Recommended Action
3.8	Baronga Avenue – Existing barrier end treatment	Medium	Roadside Hazard	Whilst it is generally Council's responsibility to maintain existing line-marking and signage within the LGA, it is recommended that the Applicant consider contributing to the upgrade/maintenance of the identified existing barrier end treatment as part of the proposed development.
3.9	Temporary traffic management devices	Low	Traffic Management and Operation	It is recommended that any temporary traffic management devices used on-site are upgraded as per current standards (i.e. cones with reflective bands).

The GHD Road Safety Audit is provided in Appendix A.

#### 4.1.1 York Road Pedestrian Surveys

TTPP commissioned pedestrian volume counts at the existing York Road pedestrian refuge between 6am and 6pm on Tuesday 17 September (heavy rain) and Friday 20 September 2019 (light showers). The location of the pedestrian counts is circled in red in Figure 4.1.

Figure 4.1: Location of Pedestrian Counts



A summary of the pedestrian volume counts is provided in Figure 4.2. It is also noted that the majority of pedestrians crossing at the existing pedestrian refuge were generally found to be students.

Figure 4.2: Summary of York Road Pedestrian Counts

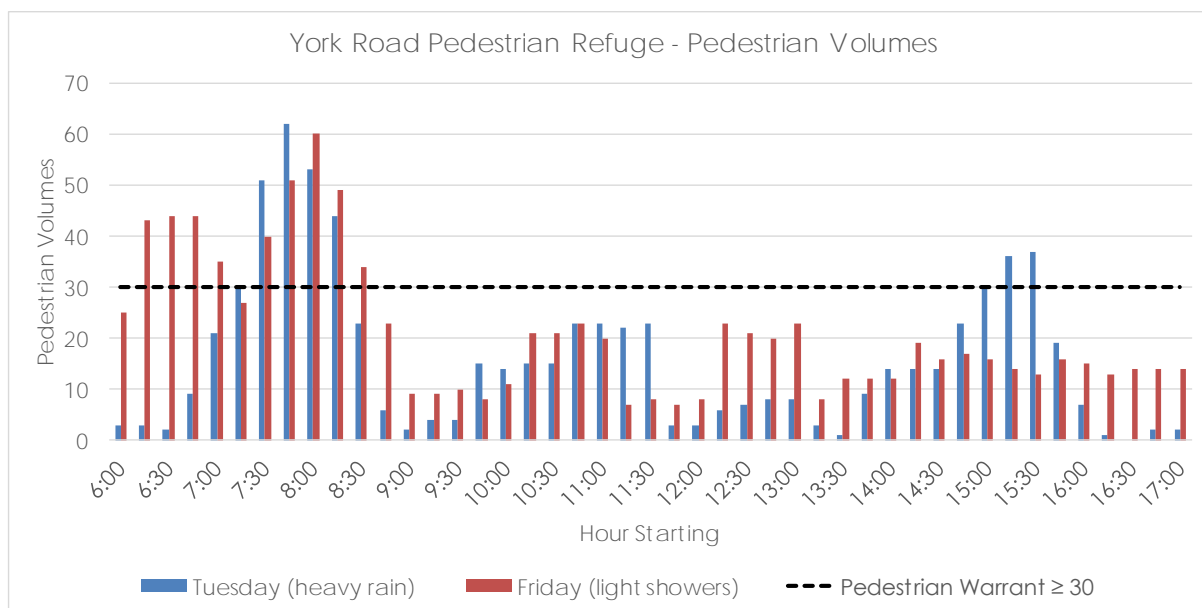
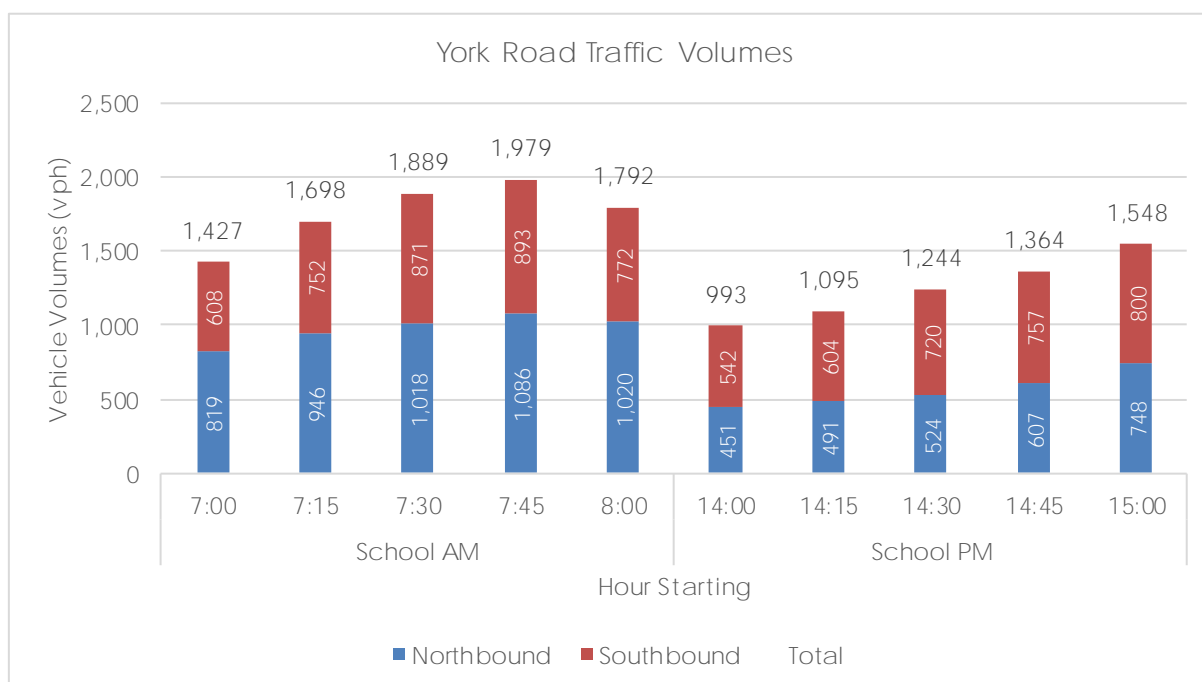


Figure 4.2 indicates that there are generally more than 30 pedestrians crossing at the York Road pedestrian refuge before and after school hours (i.e. between 6:15am and 9:30am and between 3:00pm and 4:30pm). Based on the pedestrian counts, the peak number of pedestrians crossing at the York Road pedestrian refuge is some 62 pedestrians between 7:45am and 8:45am.

Similarly, based on the traffic volume surveys as outlined in Section 2.8, a summary of the traffic volumes along York Road, near the pedestrian refuge, is shown in Figure 4.2.

Figure 4.3: Summary of York Road Traffic Volumes



#### 4.1.1.1 Pedestrian Crossing Warrants

##### Children's Crossing

The RMS practice for locating Children's Crossings on local lightly trafficked roads are determined by:

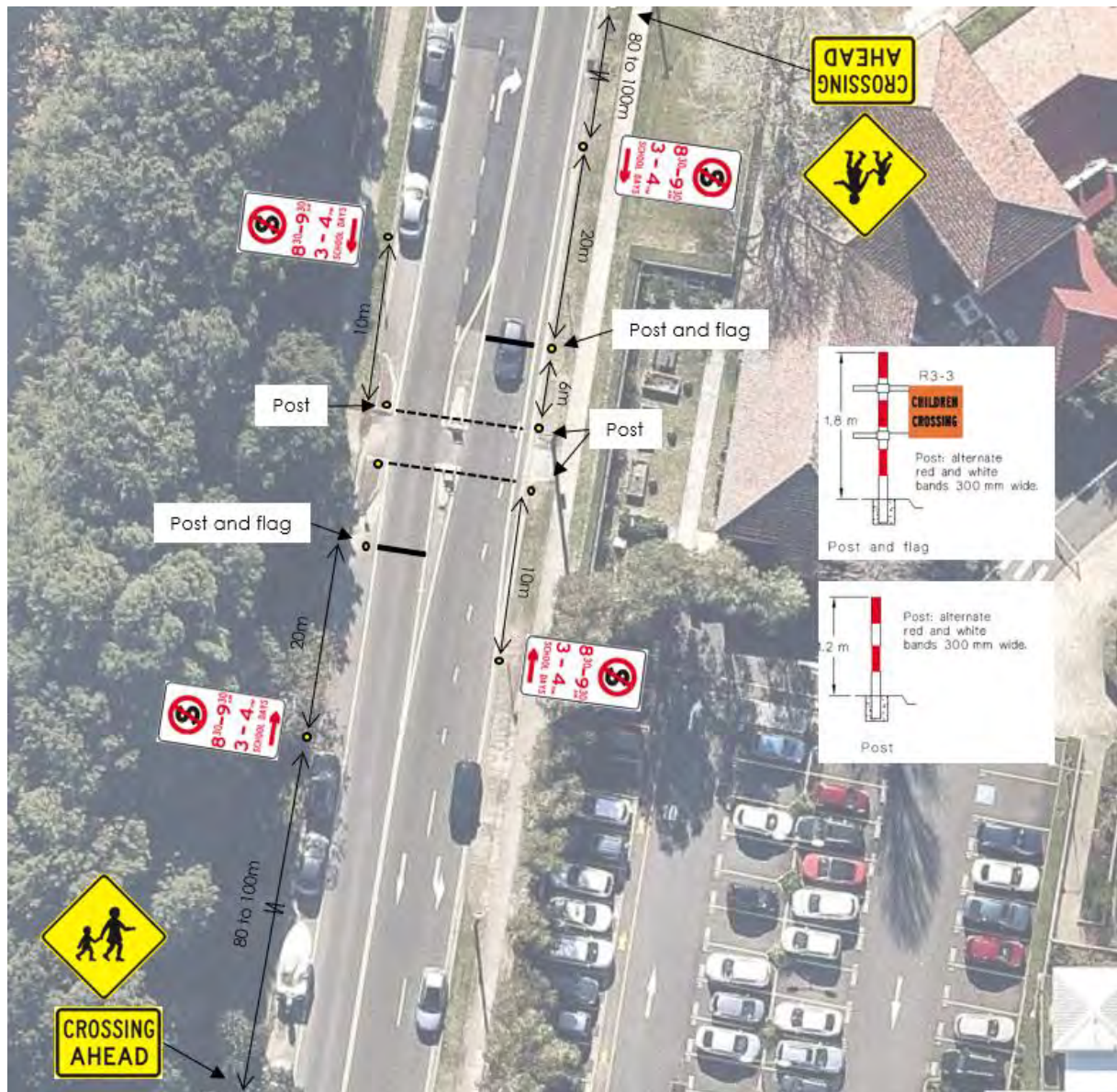
- Traffic one hour duration immediately before and after school hours the traffic flow exceeds 50 vehicles per hour in each direction
- One hour duration immediately before and after school hours 20 or more children cross the road within 20m of the proposed crossing location
- The 85% percentile speed of traffic must not exceed 60km/h one hour before or after school hours.

Based on the above, a Children's Crossing is considered suitable at the existing pedestrian refuge on York Road. The provision of a Children's Crossing would need be subject to approval by the Waverley Traffic Committee.

Based on the road safety audit findings outlined above, it is recommended that the existing pedestrian refuge on York Road be upgraded to a Children's Crossing.

A concept plan of a proposed Children's Crossing is shown in Figure 4.4.

Figure 4.4: **Proposed Concept Plan of Children's Crossing**



Source: nearmap Australia

### Pedestrian (Zebra) Crossing

If a Children's Crossing is deemed not suitable by the Traffic Committee, RMS also sets out numerical warrants for the implementation of pedestrian (zebra) crossings, which is also referred to in Austroads Guide to Traffic Management Part 8 Section 7.5.6.

As per the RMS Supplement to Australian Standard 1742, RMS stipulate the following warrants for a pedestrian crossing:

- Reduced Warrant (for sites used predominately by children and by aged and impaired pedestrians).

If the crossing is used predominately by school children, is not suitable site for a Children's Crossing and in two counts of one hour duration immediately before and after school hours:

a)  $P \geq 30$

AND

b)  $V \geq 200$

A pedestrian (zebra) crossing may be installed.

A summary of the existing pedestrian and vehicular flow per hour on York Road before and after school hours is provided in Table 4.2: .

Table 4.2: Thursday Pedestrian Crossing Assessment – Special Warrant

Time	Pedestrian flow per hour (P)		Vehicular flow per hour (V)	
	P	$\geq 30$	V	$\geq 200$
7:45am-8:45am	62	Yes	1,979	Yes
3:30pm-4:30pm	37	Yes	1,319	Yes

On the above basis, a formal pedestrian (zebra) crossing is also considered suitable at the existing pedestrian refuge on York Road.

Furthermore, based on the pedestrian counts outlined in Figure 4.2, there is generally a constant stream of pedestrians crossing at the existing pedestrian refuge on York Road. On this basis, the provision of a formal pedestrian (zebra) crossing at this location will provided pedestrians with right of way at all times when crossing York Road, which is considered beneficial from a pedestrian safety perspective.

The concept plan of a formal pedestrian (zebra) crossing is shown in Figure 4.5.

Figure 4.5: Proposed Concept Plan of Pedestrian Crossing



Source: nearmap Australia

In recognition of the above, it is recommended that the existing pedestrian refuge on York Road be upgraded to either a Children's Crossing or formal pedestrian (zebra) crossing. Indeed, there are also locations where zebra crossings are provided but also operate as School Crossings at AM and PM peak periods. This upgrade will address the road safety audit finding for items 3.4, 3.4.1 and 3.4.2 outlined in Table 4.1. Any proposed upgrade to the existing pedestrian refuge will require approval by the Waverley Traffic Committee.

On this basis, ongoing discussions with Council will continue to be undertaken to seek approval for the proposed upgrade of the existing pedestrian refuge on York Road.

## 4.2 Road and Personal Safety (CPTED Principles)

A number of potential design measures should be considered to maintain road and personal safety in line with the Crime Prevention through Environmental Design (CPTED) principles of surveillance, access control and space and activity management.

It is however noted that the College currently provides the following design measures:

- provision of appropriate lighting at pedestrian access points, parking areas and footpaths
- provision of Closed Circuit Television (CCTV) to maximise surveillance opportunities out of school hours
- provision of boom gates, secured access control devices to regulate and restrict vehicle movements to/from the schools for authorised personnel only
- provision of security on pedestrian access points to the school to reduce opportunities for perpetrators to enter the school undetected
- provision of crime awareness training with staff to identify any potential suspicious behaviour and reporting procedures within or near the schools
- provision of a mixture of long-term and short-term car parking to enhance natural/passive surveillance of the area, where practical.

In addition to this, the following design measures should be considered as part of the proposed development in consultation with relevant authorities such as Council:

- provision of safety signage in different languages around designated drop-off and pick-up areas to enhance awareness for a larger audience and thus mitigate the risk of any safety issues around the schools
- trim or remove foliage blocking sight lines and ensure there is minimal obstruction to lines of sight near key pedestrian facilities and pedestrian access points
- ensure regular maintenance is in place including rubbish removal, repair of light fixtures, trimming of vegetation and/or regular patrols, where feasible.

## 5 Proposed Development

### 5.1 Proposal Description

The development proposal seeks approval to deliver a new STEAM and ELC building to facilitate new teaching spaces across two key stages. The proposed site layout plan is shown in Figure 5.1 and Figure 5.2.

Figure 5.1: Proposed Site Layout Plan – Upper Ground



Source: FJMT Architects

Figure 5.2: Proposed Site Layout Plan – Lower Ground



Source: FJMT Architects

The proposal seeks to increase the number of primary and secondary students from the existing approved population cap of 1,600 to 1,840 students (i.e. increase of 240 students). It is however noted that the existing school population (as of 2019) is 1,455 students. In addition to this, it is proposed to increase the number of ELC students from 80 to 130 children.

It is noted that the proposed student numbers would generally be incrementally staged each year up to Year 2036. It is expected that the potential student number incremental increase would be as shown in Figure 5.3.

Figure 5.3: Proposed Student Numbers

Year	ELC	K-12	Total	Difference
Current Student Cap	80	1,600	1,680	-
Proposed 2023 (completion of stage 1)	80	1,760 (+160)	1,840 (+160)	Additional 160 students in K-12
Proposed 2030 (completion of Stage 2)	130 (+50)	1,800 (+40)	1,930 (+90)	Additional 40 students in K-12 Additional 50 ELC students
Proposed 2036+	130	1,840 (+40)	1,970 (+40)	Additional 40 students in K-12

Additionally, the proposed estimated changes to the student and staff numbers across each stage are summarised in Table 5.1. For the purpose of this assessment, it has been assumed that the future primary and secondary school student population would increase as per existing proportions for each stage. Furthermore, the staff numbers for each stage has been interpolated based on the existing approved and proposed ultimate staff numbers for the purpose of this assessment.

Table 5.1: Proposed Future Population Cap

Group	Existing Population (Year 2019)	Approved Population	Stage 1 (Year 2023)	Stage 2 (Year 2030)	Ultimate Stage (Year 2036)
Early Learning Centre Children	80	80	80	130	130
K-12 Students	1,455	1,600	1,760	1,800	1,840
Primary School Students	595	654	720	736	752
High School Students	860	946	1,040	1,064	1,088
Total Students	1,535	1,680	1,840	1,930	1,970
Primary School and High School Staff	276	276	293	298	302
Early Learning Centre Staff	10	10	10	13	13
Total Staff	286	286	303	311	315

## 5.2 Proposed Access and Car Park Arrangements

Vehicle access to the site would largely remain the same as per existing conditions. Access to the site would continue to be provided off the three existing vehicle access gates along York Road and Queens Park Road.

Pedestrian access would continue to be provided as per existing pedestrian site access gates with an enhanced pedestrian access via Baronga Road (Gate 3).

As part of the proposed development, it is proposed to provide an additional 17 on site car parking spaces to cater for the increased staff numbers and ELC provisions. No on-site car parking would be provided for College students as per existing conditions.

In addition to this, it is proposed to provide a new dedicated drop-off/pick-up area to relocate the existing York Street designated drop-off/pick-up area within the site. Access to this designated drop-off/pick-up area will be provided off York Road via Gate 4, as shown in Figure 5.1. The proposed Gate 4 parking layout and drop-off/pick-up area will ensure that queues on the road are not significantly worse than the present conditions.

### 5.3 Service Vehicle and Emergency Vehicle Access

Service and emergency vehicle access will continue to be provided as per existing conditions. A new loading area is proposed within the south car park on York Road to service the new STEAM building. Swept path analysis has been undertaken and demonstrates that all anticipated service vehicles can enter and exit the site in a forward direction. This is provided in Appendix B. This loading area will be managed by the College to ensure servicing requirements are undertaken outside of school peak times to minimise interactions between vehicles and pedestrians.

## 6 Parking Assessment

### 6.1 Car Parking Requirements

#### 6.1.1 State Environmental Planning Policy (Educational Establishments)

There is no specific car parking rate under the Education State Environmental Planning Policy (SEPP). However, generally, any car parking must not reduce the number of car parking spaces provided and/or must not contravene any existing condition of the most recent development consent relating to car parking.

#### 6.1.2 Waverley Council Development Control Plan

The latest DCP (Amendment 6), effective 1 November 2018, outlines that development applications for centre-based child care facilities are to comply with the provisions of the Child Care Planning Guideline 2017 (CCPG).

The CCPG recommends car parking to be provided at a rate of 1 space per 4 children in the absence car parking rates in the DCP. It is however noted that the former DCP (Amendment 5) contained car parking rates for child care centres at a rate of 1 parking space per 4 employees, plus 1 per 8 children.

On this basis, the proposed ELC (130 children, 13 staff) would require 33 spaces under the CCPG, or 20 spaces (i.e. 16 drop off spaces and four staff car spaces) under the former DCP (Amendment 5). TTPP is of the view that the lesser car parking requirement as outlined in the former DCP is appropriate for the site to manage car parking use to/from the site, as well to promote non-car travel (e.g. walking and public transport) or carpooling to/from the site. Further to this, the existing ELC operations have been based on the former DCP car parking rates and operate satisfactory.

On this basis, it is proposed to provide 20 car parking spaces (four staff spaces and 16 visitor/drop off spaces) to serve the proposed expansion of the ELC site. This is considered satisfactory and complies the child care car parking requirements outlined in the former DCP (Amendment 5).

#### 6.1.3 Existing Car Parking Provision

There are no specific car parking rates for educational establishments for primary and secondary schools under the Waverley Council Development Control Plan (DCP) 2012.

Based on the existing on-site car parking provision of 158 spaces for 276 staff (minus three staff spaces for the 10 existing ELC staff), this equates to a car parking provision of 0.57 spaces per staff. It is proposed to provide an additional 26 staff as part of the proposed development

(primary and secondary school expansion). On this basis, an additional 15 staff car parking spaces would be required based on existing on-site car parking provisions.

It is proposed to provide an additional 15 car parking spaces to cater for the proposed increase in staff numbers. This is considered satisfactory based on the existing car parking provisions for staff.

## 6.2 Accessible Parking Requirements

The Building Code of Australia (BCA) requires accessible car parking spaces to be provided for school developments at a rate of one space for every 100 car parking spaces or part thereof. Based on the proposed additional provision of 17 car parking spaces, the proposal would require at least one space designed as an accessible space. It is proposed to provide eight accessible spaces, which complies with BCA requirements.

In addition, Council DCP requires 10% of all car spaces to be provided as accessible car parking spaces. Based on this rate, the additional parking supply would require include two accessible parking spaces. Therefore, the proposed provision of eight accessible spaces also comply with Council requirements.

## 6.3 Bicycle Parking Requirements

The bicycle parking requirements for the proposed development has been assessed in accordance with Council's DCP and is outlined in Table 6.1.

Table 6.1: Bicycle Parking Assessment

Land Use	Size	DCP Rate		Requirement		
		Staff	Student / Visitor	Staff	Student / Visitor	Total
Education (primary and secondary)	+26 staff and +240 students	0.3 spaces per staff	0.4 spaces per student	8 spaces	96 spaces	104 spaces
Childcare (ELC)	+3 staff and +50 students	0.1 spaces per staff	0.05 spaces per visitor	1 space	3 spaces	4 spaces
Total				9 spaces	99 spaces	108 spaces

Table 6.1 indicates that the proposed additions to the site would require 108 additional bicycle spaces (i.e. nine staff and 99 student/visitor spaces). It is proposed to comply with these bicycle parking requirements. The bicycle parking spaces are proposed to be designed in accordance with AS2890.3:2015.

## 6.4 Motorcycle Parking Requirements

Council's DCP requires motorcycle parking to be provided at a rate of 1 motorcycle parking bay per 3 car parking bays (including visitors). Based upon an additional provision of 15 spaces, five motorcycle parking spaces would be required. It is proposed to comply with these motorcycle parking requirements and provide five spaces, designed as 1.2m wide by 2.5m long motorcycle spaces in accordance with AS2890.1:2004.

## 6.5 Proposed Drop-Off/Pick-Up Facilities

It is proposed to maintain existing drop-off/pick-up arrangements for the primary school and ELC within the site. It is however proposed to relocate the existing on-street drop-off/pick-up facilities on York Street within the site in the south car park off York Road. This new drop-off/pick-up area is proposed to be allocated for secondary students via a loop road system, similar to the existing drop-off/pick-up area provided for the primary school (GWTF). This loop road will enable queues to be maximised within the site to minimise on-street queueing.

All drop-off/pick-up activities will be managed by the College as per existing conditions to minimise traffic and parking impacts on the surrounding road network in consultation with Council. All parents will be required to pre-register their vehicle to access the designated drop-off/pick up areas as per existing conditions.

## 7 Traffic Assessment

This section outlines the traffic assessment associated with the proposed development assuming that there would be no modal shift away from car (or other mode) in future stages. It is however noted that travel demand strategies are proposed to be implemented at the school, as detailed in Section 7, which aim to influence the way people move to/from the school to encourage sustainable travel and reduce traffic and parking impacts within communities. Such measures could facilitate a modal shift away from car and an increased uptake in more sustainable transport options.

On this basis, the below assessment generally represents a very conservative assessment assuming that there would be no modal shift away from car (or other mode) in future stages.

### 7.1 Future Estimated Modal Splits

Based on the existing modal splits at the school outlined in Section 3, the estimated future additional modal splits generated by proposed development is summarised in Table 7.1. As indicated previously, these figures assume that there would be no modal shift away from car (or other modes) in future stages. Additionally, these future modal split figures have been based upon the net additional provisions compared to the existing approved cap of the school (i.e. a net additional 240 students, 50 ELC children and 29 staff).

Table 7.1: Staged Development Summary – Modal Splits

Mode	Staff (+29)	ELC (+50)	Primary Students (+98)		Secondary Students (+142)	
			Arrival	Departure	Arrival	Departure
Car Driver (no passengers)	21	0	0	0	9	8
Car Driver (with passenger)	7	0	0	0	0	0
Dropped Off (only passenger)	0	15	21	16	27	14
Dropped Off (with other passengers)	0	34	63	40	60	27
Walk	0	1	2	1	1	3
Public Bus	1	0	1	3	1	3
School Bus	0	0	11	38	44	87
Train	0	0	0	0	0	0
Total	29	50	98	98	142	142

Based on the above, the proposed development is expected to result in a net increase of 55-125 students catching the school bus. As indicated previously, there is some spare capacity on the existing school bus, which may be able to accommodate this additional bus demand. However, it is expected that two to three buses would be required to cater an additional 125 students. Further detailed review would be required to determine how many and what bus routes would be required based on the expected student intake each year and their associated catchment radius from the school.

## 7.2 Future Case Scenario with Proposed Expansion

By applying the vehicle trip generation rates in Table 3.4, the net additional peak hour traffic associated with each stage is estimated in Table 7.2 to Table 7.4.

Table 7.2: Stage 1 Proposed Additional Peak Hour School Traffic Generation

Group	Net Increase in Population	AM Trip Rate	PM Trip Rate	AM Peak Trips (veh/hr)			PM Peak Trips (veh/hr)		
				In	Out	Two Way	In	Out	Two Way
ELC Children	0	0.67	-	0	0	0	0	0	0
Primary School Students	+66	0.73	0.51	24	24	48	17	17	34
High School Students	+94	0.56	0.33	27	25	52	15	17	31
Staff	+17	0.40	0.38	7	0	7	0	6	6
Total				58	49	107	32	40	71

Table 7.2 indicates that the Stage 1 proposal is expected to generate an additional 107vph and 71vph during the school AM and PM peak periods respectively. It is noted that the net increase in traffic associated with Stage 1 development have been calculated based on the estimated trip generation of the approved cap of the College.

Similarly, after the completion of the Stage 1 works, the net additional traffic associated with Stage 2 works is estimated in Table 7.3.

Table 7.3: Stage 2 Proposed Additional Peak Hour School Traffic Generation

Group	Net Increase in Population	AM Trip Rate	PM Trip Rate	AM Peak Trips (veh/hr)			PM Peak Trips (veh/hr)		
				In	Out	Two Way	In	Out	Two Way
ELC Children	+50	0.67	-	17	17	34	7	7	13
Primary School Students	+16	0.73	0.51	6	6	12	4	4	8
High School Students	+24	0.56	0.33	7	6	13	4	4	8
Staff	+8	0.40	0.38	3	0	3	0	3	3
Total				33	29	62	15	18	32

Following the completion of Stage 1 works, Table 7.3 that the Stage 2 proposal is expected to generate an additional 62vph and 32vph during the school AM and PM peak periods respectively. It should also be noted that additional ELC trips are expected in the PM Peak, but this would occur outside of the PM Peak, as outlined in Section 3.3.

**Table 7.4: Ultimate Stage Proposed Additional Peak Hour School Traffic Generation**

Group	Net Increase in Population	AM Trip Rate	PM Trip Rate	AM Peak Trips (veh/hr)			PM Peak Trips (veh/hr)		
				In	Out	Two Way	In	Out	Two Way
ELC Children	0	0.67	-	0	0	0	0	0	0
Primary School Students	+16	0.73	0.51	6	6	12	4	4	8
High School Students	+24	0.56	0.33	7	6	13	4	4	8
Staff	+4	0.40	0.38	2	0	2	0	2	2
Total				15	12	27	8	10	18

Table 7.4 indicates that with the completion of the ultimate stage in 2036, the site would generate an additional 27vph and 18vph during the school AM and PM peak periods respectively.

Ultimately, the proposed scheme combined (i.e. Stages 1, 2 and ultimate stage) is expected to generate an additional 196vph and 121vph during the school AM and PM peak periods respectively.

The proportions of inbound and outbound trips for students have been assumed to be generally 50% inbound and 50% outbound to account for arrival and departure trips occurring in the same hour during both school peak periods. For staff, it has been assumed that 100% are inbound trips in the school AM peak and 100% are outbound trips in the school PM peak.

### 7.2.1 ELC Trip Generation Estimates

The existing ELC use has been estimated to generate 0.67 trips per student (two-way). This trip rate assumes that both inbound and outbound trips occur in the same hour. In addition to this, for the purpose of this assessment, it has been assumed that 100 per cent of ELC trips in the same hour in the AM Peak, as outlined in Section 3.3.

However, for the PM Peak, it is understood that ELC pick-up activities occur between 4:30pm and 6:00pm. Assuming that trips are generally evenly distributed across the two-and-a-half-hour period, this could equate to a trip rate of 0.27 trips per student per hour in the PM Peak.

Using this metric and the proposed ELC additions (+50 children), this could equate to an additional 14 trips in the PM Peak. This level of development traffic is considered low and could not be expected to register any material change in the performance of nearby

intersections. On this basis, the traffic implications associated with ELC trips during the PM Peak are not expected to result in any adverse impact on the surrounding road network.

## 7.3 Network Capacity Analysis

### 7.3.1 Stage 1 Proposed Development

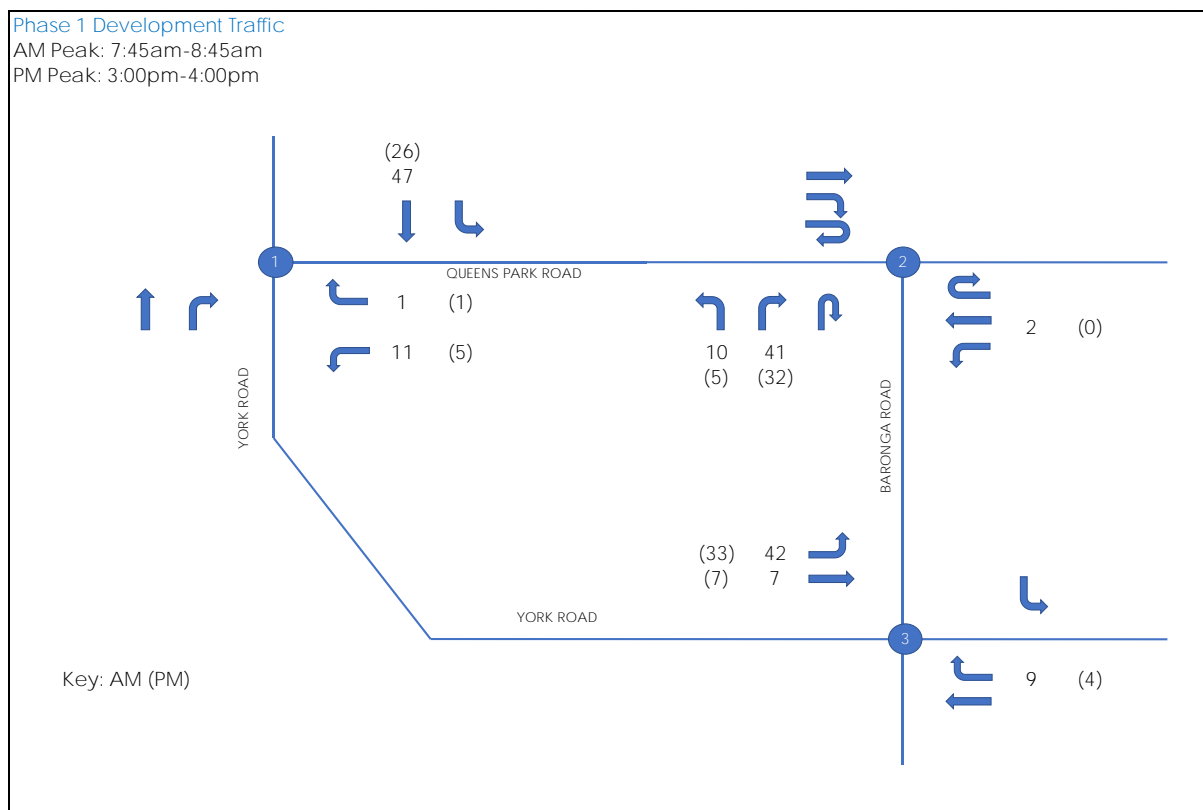
The proposed development will be delivered in three stages, with Stage 1 of the development proposed to provide 303 staff (including 10 ELC staff) and 1,760 students by Year 2023. This equates to an additional 17 staff and 160 students compared to the existing approved school capacity.

Future background growth figures up to Year 2023 have been applied to the background traffic models based on future traffic growth predictions extracted from Roads and Maritime's Sydney Strategic Traffic Forecasting Model.

It is noted that the existing traffic volumes obtained from the intersection count surveys only captured the development trips generated by the existing school population (i.e. 1,455 students). Thus, the net traffic associated with the approved school enrolment numbers (i.e. 1,600 students) have been added to the base model to account for any variation in the school population within the model year.

The Stage 1 development traffic volumes is shown in Figure 7.1.

Figure 7.1: Phase 1 Development Peak Traffic Volumes



A comparison between the future base Year 2023 and the Stage 1 development scenario during the school AM and PM peaks is provided in Table 7.5 and Table 7.6 respectively.

Table 7.5: Stage 1 School AM Peak Comparison (7:45am-8:45am)

Intersection	Control	Future 2023 – No Dev			Future 2023 – Stage 1 Dev		
		Average Delay (sec)	Level of Service	95 <sup>th</sup> Percentile Queue Length (m)	Average Delay (sec)	Level of Service	95 <sup>th</sup> Percentile Queue Length (m)
1 York Rd -Queens Park Rd	Priority	78	F	31	93	F	35
2 Queens Park Rd-Baronga Ave	Roundabout	16	B	113	19	B	151
3 York Rd-Baronga Ave	Priority	65	E	170	131	F	304

Table 7.6: Stage 1 School PM Peak Comparison (3:00pm-4:00pm)

Intersection	Control	Future 2023 – No Dev			Future 2023 – Stage 1 Dev		
		Average Delay (sec)	Level of Service	95 <sup>th</sup> Percentile Queue Length (m)	Average Delay (sec)	Level of Service	95 <sup>th</sup> Percentile Queue Length (m)
1 York Rd -Queens Park Rd	Priority	48	D	9	53	D	10
2 Queens Park Rd-Baronga Ave	Roundabout	10	A	34	11	A	37
3 York Rd-Baronga Ave	Priority	121	F	235	194	F	347

Traffic modelling results indicate that the York Road-Baronga Avenue intersection would operate at LoS E/F during both AM and PM peak periods even without the additional development traffic. This intersection is expected to be tipped to operate from LoS E to F in the AM peak as a result of the increased left-turn movements from York Road onto Baronga Avenue, which will impact right-turn movements into Baronga Avenue. In addition to this, the York Road-Queens Park Road intersection would continue to operate at LoS F in the AM peak with minimal additional delays due to the increase in school traffic.

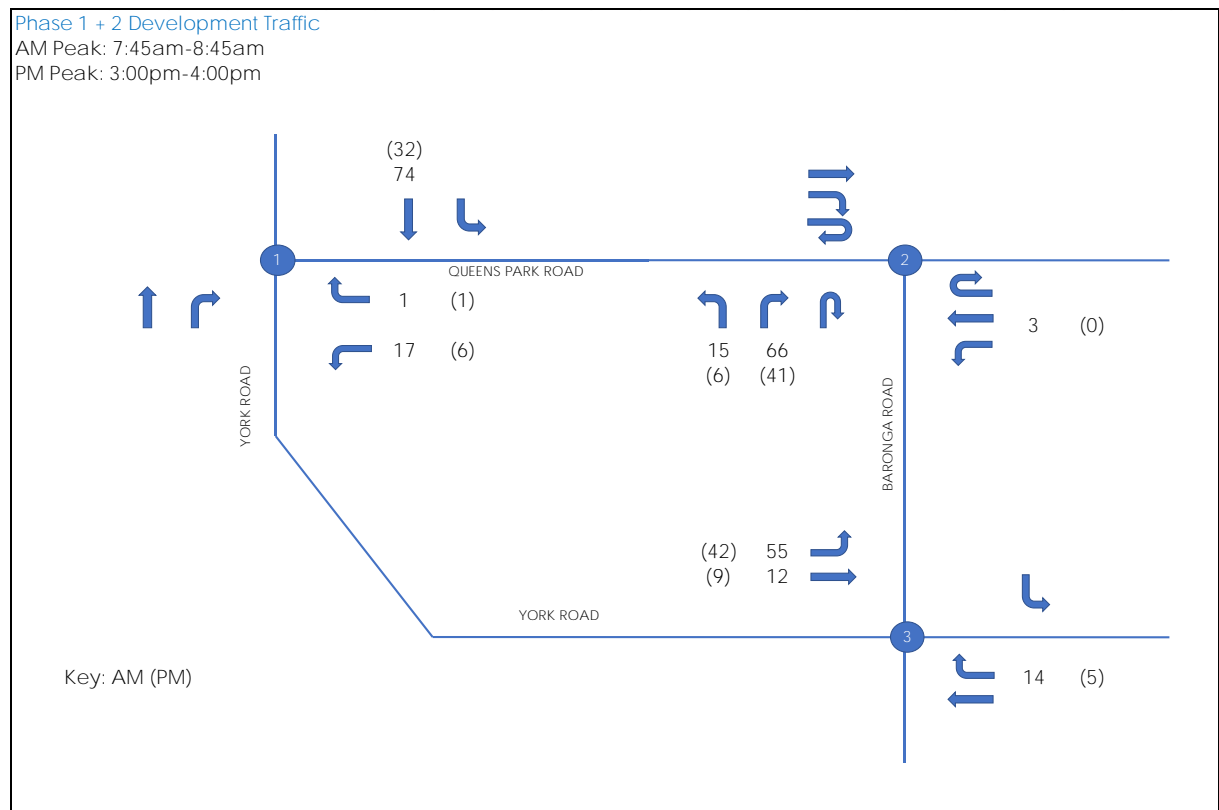
Notwithstanding this, it is noted that the overall intersection performance at the surrounding key intersections will operate at an acceptable performance at LoS D or better during both AM and PM peak periods and that above intersection performance only relates to the worst movement (i.e. right-turn movements).

### 7.3.2 Stage 2 Proposed Development

Stage 2 of the development proposes to increase the ELC provisions to accommodate 13 staff and 130 students (i.e. net increase of three staff and 50 students) by say Year 2030. It is also proposed to increase the primary and high school population to 1,800 students and say 298 staff. Future background growth figures up to Year 2030 have been applied to the traffic models accordingly.

The combined Stage 1 and 2 development traffic volumes are shown in Figure 7.2.

Figure 7.2: Ultimate Development Peak Traffic Volumes



A comparison between the future base Year 2030 (under existing approved student numbers), future Year 2030 plus Stage 1 development and combined Stage 1 and Stage 2 scenario during the school AM and PM peaks is provided in Table 7.5 and Table 7.6 respectively.

Table 7.7: Stage 1 + Stage 2 Development School AM Peak Comparison (7:45am-8:45am)

Intersection	Control	Future 2030 – No Dev			Future 2030 – Stage 1 Dev			Future 2030 – Stage 1 +2 Dev		
		Ave. Delay (sec)	LoS	95 <sup>th</sup> %tile Queue Length (m)	Ave. Delay (sec)	LoS	95 <sup>th</sup> %tile Queue Length (m)	Ave. Delay (sec)	LoS	95 <sup>th</sup> %tile Queue Length (m)
1 York Rd -Queens Park Rd	Priority	90	F	34	108	F	39	121	F	42
2 Queens Park Rd-Baronga Ave	Roundabout	18	B	129	24	B	180	30	C	227
3 York Rd-Baronga Ave	Priority	83	F	208	156	F	355	196	F	424

Table 7.8: Stage 1 + Stage 2 Development School PM Peak Comparison (3:00pm-4:00pm)

Intersection		Control	Future 2030 – No Dev			Future 2030 – Stage 1 Dev			Future 2030 – Stage 1 +2 Dev		
			Ave. Delay (sec)	LoS	95 <sup>th</sup> %tile Queue Length (m)	Ave. Delay (sec)	LoS	95 <sup>th</sup> %tile Queue Length (m)	Ave. Delay (sec)	LoS	95 <sup>th</sup> %tile Queue Length (m)
1	York Rd -Queens Park Rd	Priority	58	E	10	66	E	11	66	E	12
2	Queens Park Rd-Baronga Ave	Roundabout	10	A	34	11	A	38	11	A	39
3	York Rd-Baronga Ave	Priority	197	F	357	283	F	476	309	F	508

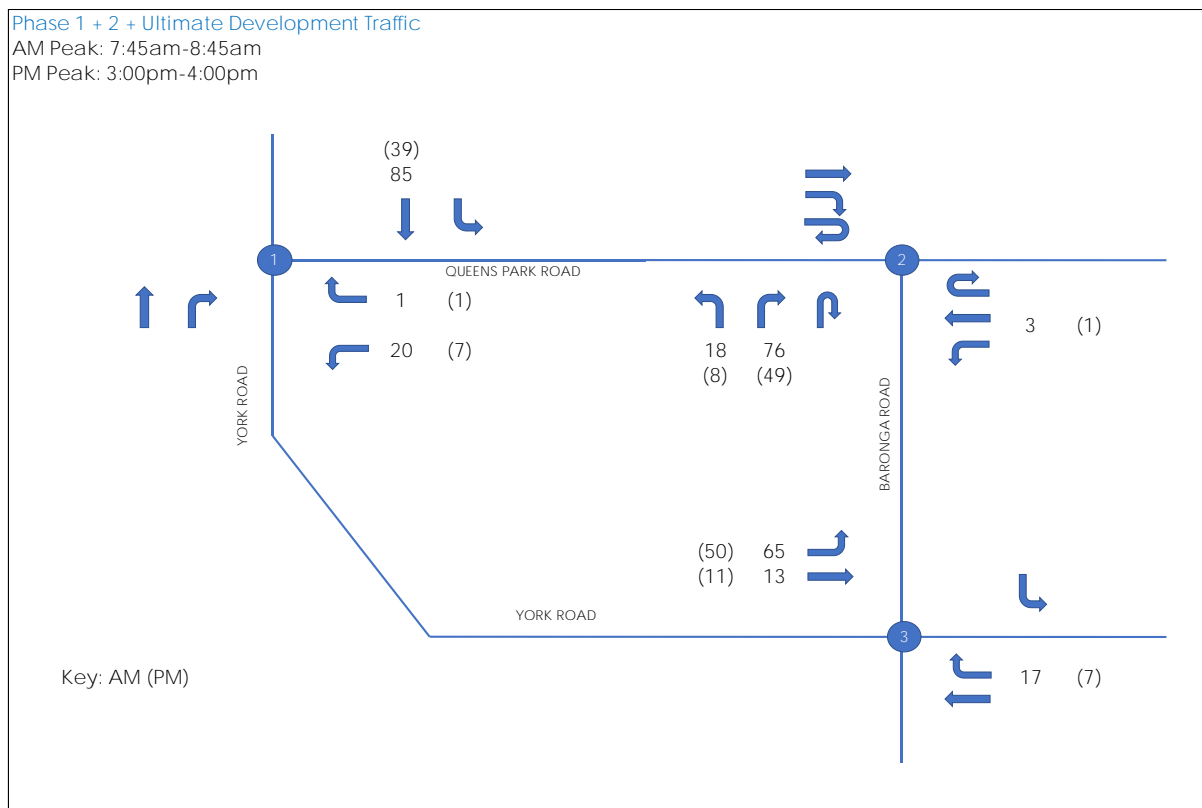
Based on the above, both York Road-Queens Park Road and York Road-Baronga Avenue intersections would continue operate with LoS E/F during the AM and PM peak periods with the completion of Phase 2 development. Similar to the Stage 1 traffic modelling results, it should be noted that the overall intersection performance at the surrounding key intersections will operate at an acceptable performance at LoS D or better during both AM and PM peak periods and that above poor intersection performance only relates to the worst movement (i.e. right-turn movements).

### 7.3.3 Ultimate Stage Proposed Development

The ultimate stage of the development is expected to increase the school enrolment numbers to 1,840 primary and high school students and 302 staff by Year 2036. The ELC population and staff numbers will be maintained as per the Stage 2 development outlined above.

The ultimate development traffic volumes are shown in Figure 7.2.

Figure 7.3: Ultimate Development Peak Traffic Volumes



A comparison of the intersection performance between the future base Year 2036 (under existing approved student numbers), and all future development stages during the school AM and PM peaks is provided in Table 7.9 and Table 7.10 respectively.

Table 7.9: Ultimate Development School AM Peak Comparison (7:45am-8:45am)

Intersection		Control	Future 2036 – No Dev			Future 2036 – Stage 1 Dev			Future 2036 – Stage 1 +2 Dev			Future 2036 – Stage 1 +2 +Ultimate Dev		
			Ave. Delay (sec)	LoS	95 <sup>th</sup> %tile Queue Length (m)	Ave. Delay (sec)	LoS	95 <sup>th</sup> %tile Queue Length (m)	Ave. Delay (sec)	LoS	95 <sup>th</sup> %tile Queue Length (m)	Ave. Delay (sec)	LoS	95 <sup>th</sup> %tile Queue Length (m)
1	York Rd -Queens Park Rd	Priority	101	F	37	124	F	43	140	F	48	147	F	51
2	Queens Park Rd-Baronga Ave	Roundabout	21	B	148	30	C	216	40	C	278	45	D	311
3	York Rd-Baronga Ave	Priority	102	F	246	184	F	401	223	F	470	247	F	511

Table 7.10: Ultimate Development School PM Peak Comparison (3:00pm-4:00pm)

Intersection		Control	Future 2036 – No Dev			Future 2036 – Stage 1 Dev			Future 2036 – Stage 1 +2 Dev			Future 2036 – Stage 1 +2 +Ultimate Dev		
			Ave. Delay (sec)	LoS	95 <sup>th</sup> %tile Queue Length (m)	Ave. Delay (sec)	LoS	95 <sup>th</sup> %tile Queue Length (m)	Ave. Delay (sec)	LoS	95 <sup>th</sup> %tile Queue Length (m)	Ave. Delay (sec)	LoS	95 <sup>th</sup> %tile Queue Length (m)
1	York Rd -Queens Park Rd	Priority	71	F	12	82	F	14	84	F	14	88	F	14
2	Queens Park Rd-Baronga Ave	Roundabout	10	A	35	11	A	38	11	A	39	11	A	40
3	York Rd-Baronga Ave	Priority	274	F	469	371	F	588	399	F	620	429	F	654

Intersection modelling results of Year 2036 scenarios indicate that the background traffic growth by Year 2036 would tip the performance of York Road-Queens Park Road and York Road-Baronga Avenue to LoS F during both AM and PM peak periods even without the school expansion.

The delays at York Road-Queens Park Road and York Road-Baronga Avenue intersections would increase during the AM and PM peak periods with the completion of ultimate development stage.

In addition to this, the Queens Park Road-Baronga Avenue intersection is expected to be tipped to operate from LoS C to D in the AM Peak with the completion of the ultimate development stage. This however is still considered an acceptable intersection performance.

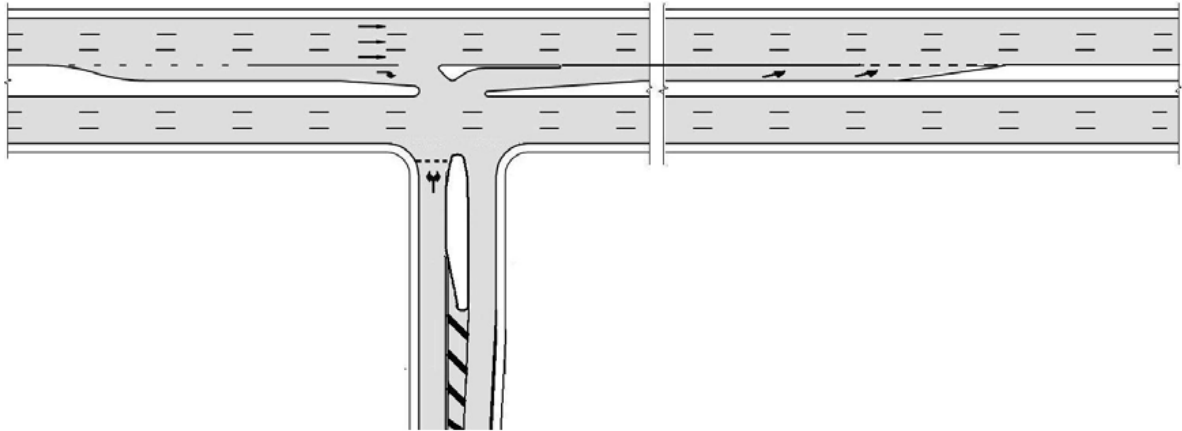
Similar to the traffic modelling results of other scenarios, the overall intersection performance at the surrounding key intersections will operate at an acceptable performance at LoS D or better during both AM and PM peak periods and that above poor intersection performance only relates to the worst movement (i.e. right-turn movements).

#### 7.3.4 Potential Mitigation Measures

Traffic modelling results indicate that the York Road-Queens Park Road and York Road-Baronga Avenue intersections are expected to operate at LoS F during the AM peak in the future irrespective of the proposed development. With the proposed development traffic, both these intersections would experience higher delays during both AM and PM peak periods as a result of right-turn delays at these intersections.

These results suggest that the current intersection control should be investigated to improve intersection capacity. A possible improvement measure at the York Road-Queens Park road intersection would be to upgrade this intersection to a seagull intersection, such that right-turn traffic from Queens Park Road would be able to turn onto York Road in two stages, as shown in Figure 7.4.

Figure 7.4: Typical Seagull Treatment Layout



Under such seagull arrangements, right-turn movements would have to first give way to one direction of traffic (i.e. southbound traffic on Queens Park Road) to travel into the “merge lane”, before merging onto Queens Park Road in the northbound direction.

A concept layout plan of the proposed seagull intersection improvements is shown in Figure 7.5.

Figure 7.5: Concept Seagull Intersection Treatment



It is noted that the York Road-Baronga Avenue would continue to operate at LoS F in the future case as a result of traffic turning right from York Road into Baronga Avenue during school peak periods. Limited road infrastructure improvement works can be accommodated based upon existing site constraints. A possible solution may however be the provision of a left-turn slip lane on York Road to improve right-turn movements, as shown in Figure 7.6 and Figure 7.7.

Figure 7.6: York Road (looking to the east)



Figure 7.7: Concept Slip-lane Treatment

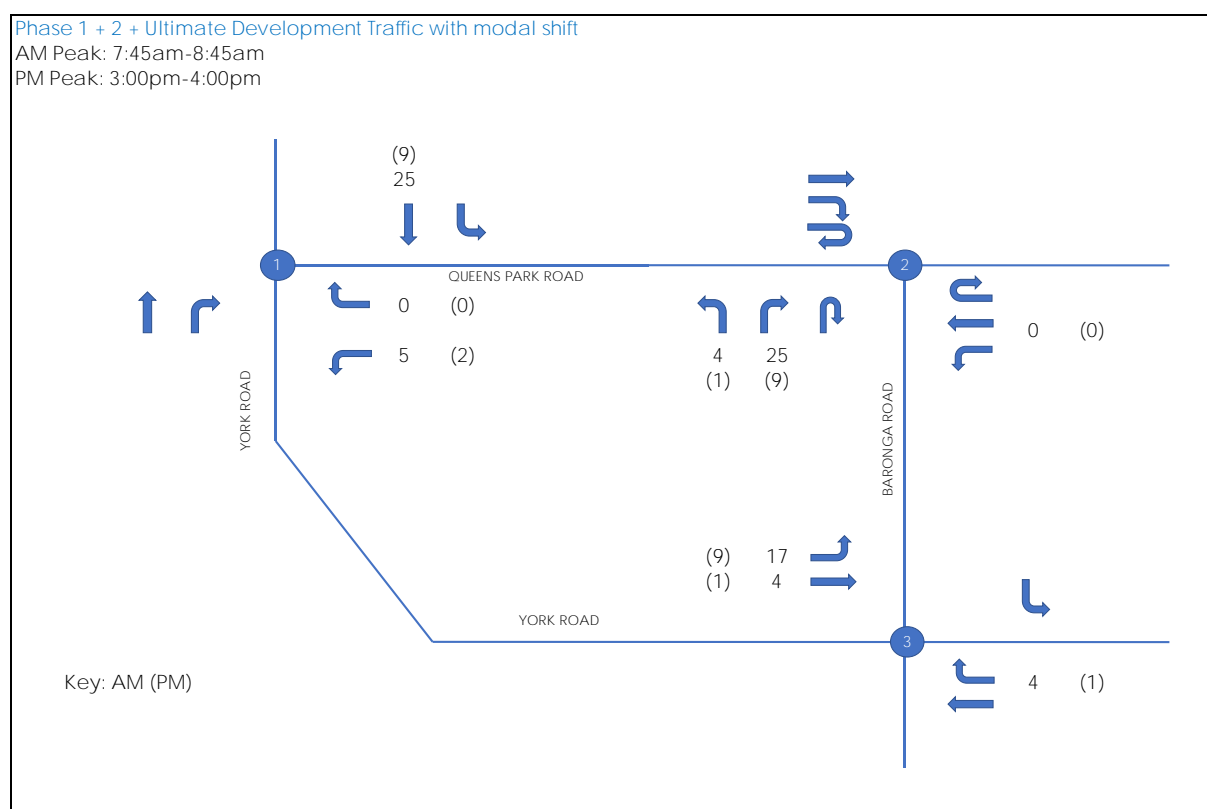


In addition, travel demand management measures will be implemented to reduce the overall school traffic to manage the traffic impacts during school peak periods and reduce its impacts on the surrounding road network. Travel demand management measures that could be implemented by the school are presented in Section 8.

It is anticipated that the proposed management measures could result to 10% modal shift away from car use therefore reducing the overall car trips generated by the school. Overall, the additional vehicle trip generation of the proposed scheme combined (i.e. Stages 1, 2 and ultimate stage) could decrease from 196vph to 59vph during the school AM peak and from 108vph to 22vph during school PM peak period.

The ultimate development traffic volumes with the 10% reduction in car use are shown in Figure 7.8.

Figure 7.8: Ultimate Development Peak Traffic Volumes with 10% Modal Shift



A summary of the traffic modelling results at the York Road-Queens Park Road and York Road-Baronga Avenue intersections, with the proposed intersection treatments and modal shift, is shown in Table 7.11 and Table 7.12.

Table 7.11: Ultimate Development School AM Peak (7:45am-8:45am) – With Improvements

Intersection		Control	Future 2036 – No Dev, No Upgrade			Future 2036 – Stage 1 +2 + Ultimate Dev			Future 2036 – Stage 1 +2 + Ultimate Dev (with modal shift)			Future 2036 – Stage 1 +2 + Ultimate Dev (with modal shift + intersection upgrade)		
			Average Delay (sec)	Level of Service	95 <sup>th</sup> Percentile Queue Length (m)	Average Delay (sec)	Level of Service	95 <sup>th</sup> Percentile Queue Length (m)	Average Delay (sec)	Level of Service	95 <sup>th</sup> Percentile Queue Length (m)	Average Delay (sec)	Level of Service	95 <sup>th</sup> Percentile Queue Length (m)
1	York Rd - Queens Park Rd	Upgraded Seagull	101	F	37	147	F	51	112	F	40	18	B	40
2	Queens Park Rd-Baronga Ave	No Upgrades	21	B	148	45	D	311	25	B	180	25	B	180
3	York Rd-Baronga Ave	With LT slip lane	102	F	246	247	F	511	135	F	311	9	A	38

Table 7.12: Ultimate Development School PM Peak (3:00pm-4:00pm) – With Improvements

Intersection		Control	Future 2036 – No Dev, No Upgrade			Future 2036 – Stage 1 +2 + Ultimate Dev			Future 2036 – Stage 1 +2 + Ultimate Dev (with modal shift)			Future 2036 – Stage 1 +2 + Ultimate Dev (with modal shift + intersection upgrade)		
			Average Delay (sec)	Level of Service	95 <sup>th</sup> Percentile Queue Length (m)	Average Delay (sec)	Level of Service	95 <sup>th</sup> Percentile Queue Length (m)	Average Delay (sec)	Level of Service	95 <sup>th</sup> Percentile Queue Length (m)	Average Delay (sec)	Level of Service	95 <sup>th</sup> Percentile Queue Length (m)
1	York Rd - Queens Park Rd	Upgraded Seagull	71	F	12	88	F	14	74	F	12	13	A	10
2	Queens Park Rd-Baronga Ave	No Upgrades	10	A	35	11	A	40	10	A	36	10	A	36
3	York Rd-Baronga Ave	With LT slip lane	274	F	469	429	F	654	297	F	499	14	A	37

The above results suggest that there would be a substantial reduction in the delays at York Road-Queens Park Road and York Road-Baronga Avenue intersections due to the anticipated modal shift away from car use.

Notwithstanding this, intersection upgrade works would be necessary at the York Road-Queens Park Road and York Road-Baronga Avenue intersections to ensure an acceptable intersection performance at LoS A/B is achieved during school peak periods. These proposed upgrade works will assist improve the key right-turn movements at the York Road-Queens Park Road and York Road-Baronga Avenue intersections, which is already an existing traffic deficiency.

Furthermore, based on recent discussions with Council held on Wednesday 10 October 2019, Council has also noted that a slip lane option on York Road could assist improve right-turn movements from York Road onto Baronga Avenue, which is a known existing traffic issue.

On this basis, ongoing discussions are proposed to continue to be undertaken with Council to further investigate the feasibility of the proposed slip lane on York Road and/or any other appropriate measures to improve the operation of the York Road-Baronga Avenue intersection as part of the proposed development. This may involve modifications to the current location of the vehicle access (Gate 4) on York Road to facilitate the potential slip lane option on York Road, subject to ongoing Council discussions. It is expected that any agreed changes and/or upgrades to the York Road-Baronga Avenue intersection would be conditioned as part of any development consent for the proposed development.

## 8 Travel Demand Measures

Travel demand management is a term for strategies to encourage a modal shift from single occupant private vehicle trips and influence the way people move to/from a site to deliver better environmental outcomes to encourage sustainable travel and reduce traffic and parking impacts within communities.

A key element of travel demand management is the preparation of a Green Travel Plan (GTP). The primary purpose of GTPs at schools is to encapsulate a strategy for managing travel demand that embraces the principles of sustainable transport whilst recognising the unique context of travel planning at education facilities. In its simplest form, GTPs encourage travel 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.

In the case of GTPs for schools, this is of vital importance as schools are often located in local residential areas which can negatively impact local traffic and parking amenity during the concentrated peak periods of school pick up and drop off times. Furthermore, on-site car parking is often a luxury as schools cannot afford to apportion limited land resources due to teaching space and play space requirements.

Therefore, the implementation of a GTP would assist manage travel demand at the school, particularly with consideration to the future expansion of the school. It is expected that the GTP document would target staff and parents at the school.

It is however noted that the College already carries out a number of green travel measures for members of staff, parents/caregivers and students. These include:

- Provision of a Transport Access Guide (TAG) (or Transport Management Plan) which is given to all staff, students and parents/ caregivers
- Provision of information at the School and on the School's website to make staff and students more aware of the alternative transport options available to them
- Provision of bicycle facilities including bicycle parking and shower and change room facilities
- Regular updates on active travel in the School's newsletter to staff and visitors to help promote local travel initiatives.

### 8.1 School Feedback

As part of the survey questionnaire distributed to both staff and students at the school, staff and students were asked why they chose drive to the school. The majority of responses related to convenience, as shown in Figure 8.1 and Figure 8.2.

Figure 8.1: Reasons for Travel Choices – Staff

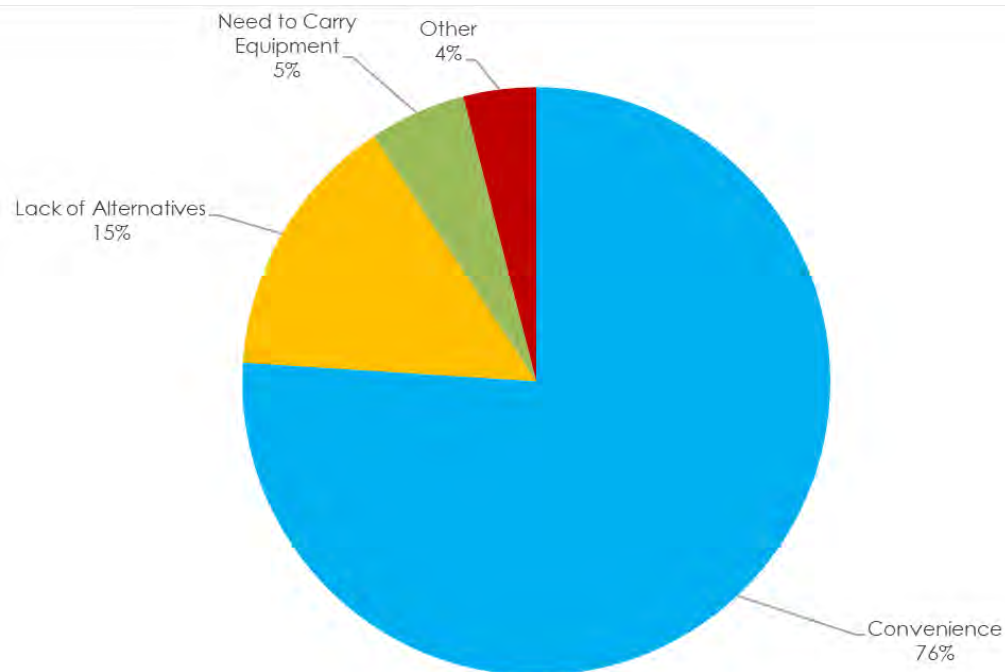
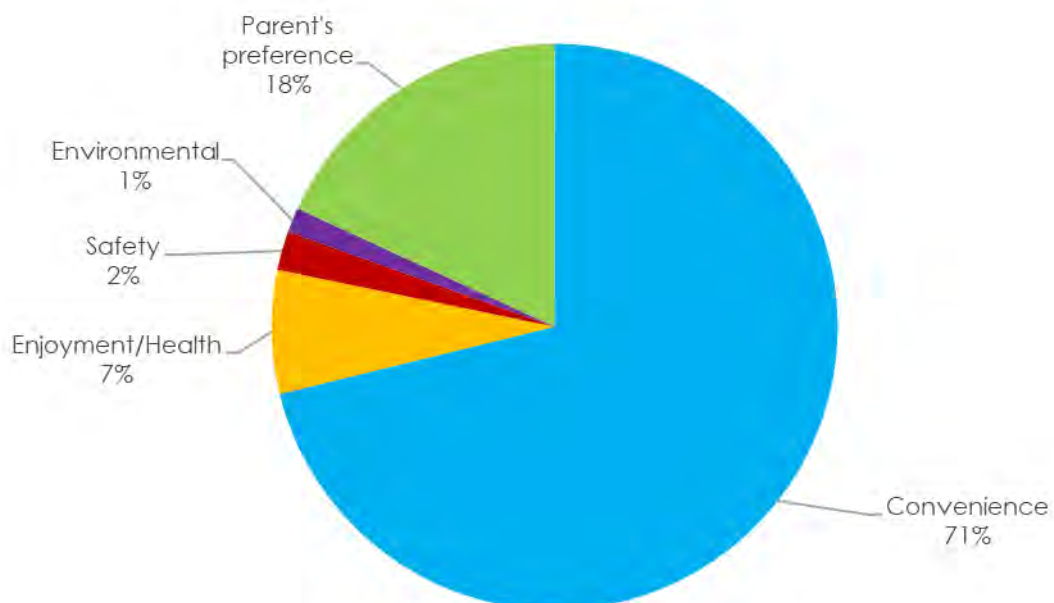


Figure 8.2: Main reason for travelling this way – Students



On this basis, one of the underlying measures to reduce car travel would be to reduce the convenience (i.e. reducing / restricting car parking provision on-site).

## 8.2 Green Travel Plan Initiatives

Based on the above, the following general travel strategies will be considered for implementation in the GTP to encourage more sustainable travel:

- organise a carpool system/registry which could reduce single private vehicle car trips to and from the school
- provision of public transport timetable, car share vehicle locations and cycle maps on noticeboards to make staff more aware of alternative transport options
- organise a walking/cycling group, or similar, to promote walking/use of bicycles of staff and students living in the same area
- organise lessons to teach students and staff to ride a bike
- provision of appropriate uniform for students to ride to school
- enhance existing bicycle repair tools and end-of-trip facilities including shower and changing rooms as well as bicycle infrastructure
- arrange activities and promotions to encourage staff and students to use public transport
  - hosting and participating on active travel events such as Ride2Work Day and National Bike Week
  - provision of Opal card or GoGet car share discounts or incentives
  - affiliation to local bicycle retailer and service centre to provide discounts for staff and students
- provision of a dedicated car share bay within the school grounds to promote staff use of such car share facilities.

The above measures should be considered as part of the GTP for the school.

### 8.2.1 Monitoring of the GTP

For the GTP to be effective, it is recommended that the GTP be monitored on a regular basis, e.g. per term or yearly, through travel surveys, staff meetings, parent consultations or similar. Travel surveys would show how staff, students and parents travel to/from the site and assist identify whether the proposed initiatives and measures outlined in the GTP are effective or are required to be replaced or modified to ensure that the best outcomes are achieved. Regular consultation with staff, students and parents would also be beneficial to help **understand people's reasons** for travelling the way they do and help identify any potential barriers to change their travel behaviours.

In order to ensure successful implementation of the GTP, a Travel Plan Coordinator (TPC) should be appointed to oversee the measures and resultant impacts of the GTP.

## 8.3 Staggering Arrival and Departure Times

At present, primary and secondary start and finish times are staggered. However, it may be desirable to further stagger start and finish times for each year group. Staggering drop off and pick up times for school children can help alleviate congestion during peak periods. It is therefore recommended that the start and finish times be amended for each year group to assist distribute school related trips during school drop off and pick up times.

In addition to this, schemes can also be easily implemented by the schools through the School News Bulletin (or similar) to provide parents with a general guideline as to what time they should drop off and pick up their child for each year group. This however may raise some concerns for parents who have more than one child in different year group at the school.

Further detailed consultation with staff and students/parents would need to be conducted to understand if amending the existing start and finish times are viable. It may become necessary that an “after class” room be established with a supervising teacher to accommodate any students who are waiting for their sibling in a different year group at the school.

A more detailed Green Travel Plan has been prepared as part of the SSD package of works and is provided in Appendix C. It is however envisaged that that any consent of the approval would require a commitment to prepare an Operational Transport Management Plan prior to Construction Certificate to outline the proposed traffic management measures to be implemented at the school, including mode share targets and proposed travel strategies to reduce private vehicle trips.

## 9 Conclusion

This study details our assessment of the traffic and transport implications associated with the proposed expansion of the school. The key findings of this report are presented below.

- It is proposed to deliver a new STEAM building to facilitate new teaching spaces across two stages.
- The proposal seeks to increase the number of primary and secondary students from the existing approved population cap of 1,600 to 1,840 students (i.e. increase of 240 students). It is however noted that the existing school population (as of 2019) is 1,455 students. In addition to this, it is proposed to increase the number of ELC students from 80 to 130 children.
- It is anticipated that the Stage 1 (Year 2023) proposal would generate additional 107vph and 71vph during the school AM and PM peak periods respectively.
- The Stage 2 (Year 2030) proposal is expected to generate an additional 62vph and 32vph during the school AM and PM peak periods respectively.
- The ultimate development stage (Year 2036) is anticipated to generate additional 27vph and 18vph during the school AM and PM peak periods respectively.
- Overall, the proposed scheme combined (i.e. Stages 1, 2 and ultimate stage) is expected to generate an additional 196vph and 121vph during the school AM and PM peak periods respectively.
- The intersections of York Road-Queens Park Road and York Road-Baronga Avenue currently operates at LoS E/F in the AM peak and PM peak respectively.
- Traffic modelling results indicate that both York Road-Queens Park Road and York Road-Baronga Avenue intersections would operate with LoS F by year 2036 regardless of the additional school traffic.
- Queens Park Road-Baronga Avenue intersection would still continue to operate satisfactorily at LoS D or better during the AM and PM peak periods even with the completion of ultimate development stage.
- It is recommended that the existing York Road-Queens Park Road intersection be upgraded as a seagull intersection to improve the existing and future operations of the intersection. A slip lane at York Road-Baronga Avenue intersection could also significantly improve the intersection performance.
- To manage the impacts associated with the proposal, the school will implement travel demand management measures to minimise its impact on the surrounding road network, including the:
  - provision of a green travel plan for the school
  - introduction of staggered arrival and departure times for each year group and ELC.

- The proposed travel demand measures are expected to reduce the school car use by 10%.
- The achievement of 10% modal shift will ensure that traffic levels post development are similar to those currently achieved.
- With these proposed upgrade works and modal shift, the intersections of York Road-Queens Park Road and York Road-Baronga Avenue would operate satisfactorily with LoS A/B.

Overall, it is concluded that the traffic and parking aspects of the proposed scheme could be managed and would generally be acceptable. With the implementation of green travel strategies, the vehicle trip generation of the proposed scheme would significantly be reduced such that it would be comparable with that generated by the approved school capacity.

Thus, the surrounding key intersections would not be unreasonably affected by the proposed school expansion.

Regular management and extensive education/consultation with key stakeholders of the schools, including staff and parents, would need to be conducted to ensure the success of the proposed mitigation measure and green travel strategies/initiatives.

## Appendix A

### GHD Existing Conditions Road Safety Audit



# Moriah War Memorial College Association

## Moriah War Memorial College

### Existing Conditions Road Safety Audit

August 2019

# Disclaimer

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# 1. Introduction

## 1.1 Background

On 15 July 2019 the Secretary's Environmental Assessment Requirements (SEARs) (SSD10352) for the project were received from the Department of Planning Environment and Industry (DPIE). At Section 7 the SEARs required:

*"a road safety audit of existing conditions, during the AM and PM school peak periods, along the following sections of road:*

- York Road, between Queens Park Road and Baronga Avenue
- Queens Park Road, between York Road and Baronga Avenue
- Baronga Avenue, between Queens Park Road and York Road

*Note: any road safety audit would need to be undertaken by a suitably qualified audit team that is independent from the project team."*

This Road Safety Audit Report has been prepared to provide information for the Planning Agency Head to assist them in determining the application.

- The proposed state significant development at Moriah War Memorial College includes the following:
- Staged construction of new school buildings. Including a new part 3 and part 4 storey STEAM building and construction of a 3 storey Early Learning Centre (ELC) building and administration offices.
- Staged student population increase from 1680 students on the site to 2020 students across ELC primary and high school.

This report outlines the Existing Conditions Road Safety Audit undertaken and associated findings.

## 1.2 Purpose of this report

This report has been prepared to document the safety deficiencies identified during the Existing Conditions Road Safety Audit (RSA) (Austroads 2019) for the road network adjacent to Moriah War Memorial College as defined in the study extent. This audit aims to identify potential safety conditions with respect to user interaction within the road environment.

The audit may identify unusual features that may or may not lead to safety deficiencies, but inconsistent or unexpected road features can be a hazard to users and therefore engineering judgment is to be applied.

The RSA is carried out by a team of independent auditors who can provide an unbiased and objective safety review.

## 1.3 Road safety audit process

The RSA followed the process below:

- A commencement meeting was undertaken on Tuesday 6 August 2019 to identify project history and outline the RSA process. The meeting was attended by:
  - Kate Lyons (Aver Development and Project Management C/- Moriah War Memorial College Association – Senior Project Manager)

- Michael Carbone (Aver Development and Project Management C/- Moriah War Memorial College Association – Project Manager)
- Sean Clarke (GHD – Lead Road Safety Auditor),
- A site inspection was carried out by the audit team during the AM and PM School Zone periods on Thursday 8 August 2019.
- An audit report was produced by the audit team following the site inspection.
- A completion meeting would be held where the findings were discussed.

#### 1.4 Project location

Moriah War Memorial College is located in Queens Park east of Centennial Parklands. The Road Safety Audit study area incorporated the adjacent road network as shown in Figure 1-1 which includes:

- York Road, between Queens Park Road and Baronga Avenue.
- Queens Park Road, between York Road and Baronga Avenue.
- Baronga Avenue, between Queens Park Road and York Road.



Figure 1-1 Road Safety Audit Study Area

Source: Google maps – modified by GHD

##### 1.4.1 Existing road network

The existing road network adjacent to the Moriah War Memorial College include the following site conditions.

### York Road

York Road is a local collector road orientated in a north-south direction, providing a link between the suburb of Randwick to the south and Syd Enfield Drive, Bondi Junction to the north. Within the study area, York Road has the key characteristic as outlined in Table 1.

Table 1 York Road key characteristics

Feature	Description
Carriageway	Two-way undivided carriageway with a single travel lane in each direction.  Left turn lane southbound into Gate 1 during the school periods via the implantation of No Parking 7:00 am – 8:30 am and 2:30 pm – 4:00 pm School Days restriction.
Parking	Eastern kerbline: Typically No Parking 7:00 am – 8:30 am and 2:30 pm – 4:00 pm School Days. Western kerbline: Typically 4P 8 am – 6 pm Daily.
Speed Limit	50 km/h with 40 km/h School Zone 7:00 am – 8:30 am and 2:30 pm – 4:00 pm School Days.
Pedestrian Facilities	Pedestrian path on the eastern kerb and pedestrian refuge north of Gate 1 providing access to Centennial Parklands.
Bicycle Facilities	On-road mixed environment.
Public Transport	No dedicated facilities.
School Access	Gate 1 provides secure pedestrian and vehicle access with a link to an internal drop off pick up facility within the school ground.  Gate 4A provides secure pedestrian access to the school, and link to the school pick up drop off facility along the northern kerb of York Road.  Gate 4 provides secure vehicle access to the school.

### Baronga Avenue

Baronga Avenue is a local road orientated in a north-south direction, providing a link between York Road to the west and Council Street to the east. Within the study area, Baronga Avenue has the key characteristic as outlined in Table 1.

Table 2 Baronga Avenue key characteristics

Feature	Description
Carriageway	Two-way undivided carriageway with a single travel lane in each direction.
Parking	Eastern kerbline: Typically No Parking 7:00 am – 8:30 am School Days or Bus Zone 2:30 pm – 4:00 pm School Days (within a designated lay-by). Western kerbline: Unrestricted parking
Speed Limit	50 km/h with 40 km/h School Zone 7:00 am – 8:30 am and 2:30 pm – 4:00 pm School Days.
Pedestrian Facilities	Pedestrian paths on the eastern and western kerb and raised pedestrian zebra crossing opposite Gate 3 providing access to Queens Park (sporting oval).
Bicycle Facilities	On-road mixed environment.

Feature	Description
Public Transport	Bus Zone on the western kerb within a designated lay-by (utilised by school bus services only).
School Access	Gate 3 provides secure pedestrian access with a link to the drop off pick up/bus zone facility located within the designated layby. Gate 3A provides secure pedestrian access with a link to the drop off pick up/bus zone facility located within the designated layby.

### **Queens Park Road**

Queens Park is a local road orientated in an east-west direction, providing a link between York Road to the south and Queens Park Road to the north. Within the study area, Queens Park Road has the key characteristic as outlined in Table 1.

**Table 3 Queens Park Road key characteristics**

Feature	Description
Carriageway	Two-way undivided carriageway with a single travel lane in each direction.
Parking	Northern kerblines: Typically 2P 8 am – 6 pm Daily (Permit Holders Exempted as part of the Resident Parking Scheme) Southern kerblines: No Stopping 7:00 am – 8:30 am and 2:30 pm – 4:00 pm School Days
Speed Limit	50 km/h with 40 km/h School Zone 7:00 am – 8:30 am and 2:30 pm – 4:00 pm School Days.
Pedestrian Facilities	Pedestrian paths on the northern and southern and pedestrian zebra crossing opposite Gate 2.
Bicycle Facilities	On-road designated cycle lane in both directions.
Public Transport	Bus Zone on the northern and southern kerb (utilised by public bus services).
School Access	Gate 2 provides secure pedestrian access. Although this access is restricted to staff only. Adjacent to the pedestrian gate is a secure gated system to a staff parking area.

## 2. Objectives, process and evaluation criteria

### 2.1 Objectives of the road safety audit

A RSA is “a formal examination of a future road or traffic project or an existing road, in which an independent, qualified team reports on the project’s crash potential and safety performance” (Guide to Road Safety, Part 6A: Implementing Road Safety Audits - Austroads 2019).

### 2.2 Process of the road safety audit

The RSA followed standard practice in identifying safety related issues. It involved a site visit during day and night period. Standard issues such as sight distance, speed zones, lighting, safety barriers, approach road alignment, delineation, line marking and signage, intersection layout and conditions (amongst others) were assessed with respect to safety. The audit is structured around a standard checklist provided in the “Guide to Road Safety, Part 6A: Implementing Road Safety Audits”, Austroads 2019 and Roads and Maritimes Services “Guidelines for Road Safety Audit Practices, July 2011”.

### 2.3 Criteria used to assess the levels of risk

Risk levels have been assigned for each deficiency identified along the route by the audit team and are based on the criteria set out in the Austroads guide. These risk levels have been determined based on the deficiency’s frequency and severity. Definitions of the different levels of frequency and severity have been reproduced in Table 4 and Table 5 below from Austroads Guide to Road Safety, Part 6A: Implementing Road Safety Audits, 2019.

Table 4 Summary of frequency descriptions

Frequency	Description
Frequent	Once or more per week
Probable	Once or more per year (but less than once a week)
Occasional	Once every five or ten years
Improbable	Less often than once every ten years

Table 5 Summary of severity descriptions

Severity	Description
Catastrophic	Likely multiple deaths
Serious	Likely death or serious injury
Minor	Likely minor injury
Limited	Likely trivial injury or property damage only

Austroads Guide to Road Safety, Part 6A: Implementing Road Safety Audits, 2019, provides definitions for four different levels of risk, namely, “intolerable”, “high”, “medium” or “low”. Extracts of the risk assessment matrix from Austroads are provided below in Table 6.

Table 6 Summary of levels of risk

	Frequency				
		Frequent	Probable	Occasional	Improbable
Severity	Catastrophic	Intolerable	Intolerable	Intolerable	High
	Serious	Intolerable	Intolerable	High	Medium
	Minor	Intolerable	High	Medium	Low
	Limited	High	Medium	Low	Low

It is noted that as a consequence of the Austroads guide not adopting a more objective risk ratings process, the risk rating reported in all Road Safety Audits are subjective. As a result, the audit findings can be skewed towards reporting risks as “high” and “intolerable”. Care should be taken by the appropriate decision maker when using these results to justify an outcome.

Care should be taken by the appropriate decision maker when using these results to justify an outcome.

Of the four possible risk rating levels (i.e. Intolerable, high, medium or low) a description of their priority are defined below in Table 7.

Table 7 Priority to levels of risk

Level of Risk	Description of Priority to Risk Rating
Intolerable:	A significant road safety risk requiring immediate urgent attention.
High:	A high road safety risk requiring immediate or urgent attention.
Medium:	A road safety risk that may lead to crashes and that requires attention as soon as reasonably practicable.
Low:	A lower road safety risk that requires attention. Remedial action may be carried out on a non-urgent basis, such as in conjunction with routine road maintenance or other planned work.

## 2.4 Road safety categories

RSA categories are utilised to assist the management of corrective actions and the monitoring of road safety deficiency trends. A list of the available categories is scheduled in Table 8 below which has been derived from the Roads and Maritime Services road safety categories information sheet.

Table 8 Road safety audit categories

Category	Examples
Access Impact	Property developments, traffic generators, rest areas, emergency vehicles, service vehicles, maintenance, vehicles breakdowns, etc.
Auxiliary Lanes	Overtaking lanes, passing lanes, tapers, merges, etc.
Bridge Structures	Road bridge, pedestrian bridge, rail bridges etc.
Bus Infrastructure	Bus lanes, bus facilities, bus stops etc.
Cycle Infrastructure	Cycleways, on-road facilities, off-road facilities, cycle routes etc.
Delineation	Guide posts, pavement markings, reflectors, warning signs etc.
Heavy Vehicle Infrastructure	Inspection bays, facilities, provisions, routes etc.
Intersection	Roundabouts, T-junctions, cross junctions etc.
Landscaping	Shrubs, trees etc.
Lighting	Street lighting, tunnel lighting etc.
Miscellaneous	Matters not covered by categories listed.
Network Effects	Road function, traffic composition, traffic volume, traffic characteristics, route choice, impact of continuity with the existing network etc.
Special Road User Infrastructure	Trains, ferries, trams, equestrian, stock, special events etc.
Pedestrian Infrastructure	Pathways, pedestrian crossings, pedestrian fencing etc.
Road Alignment and Cross Section	Sight distance, visibility, readability by drivers, glare, widths, shoulders, crossfalls, batter slopes, drains etc.
Road Pavement	Pavement defects, skid resistance, ponding, loose stones material etc.
Roadside Activities	Roadside advertising, road side designs, vending etc.
Roadside hazards	Clearzones, utility poles, culverts, bridge structures, trees etc.
Speed Zones	Speed limits, speed zones, design speed, school zones etc
Traffic Management and Operation	Staging of works, temporary traffic control, detours, peak tidal flows, clearways, parking etc.
Traffic Management Devices	Threshold treatments, road humps, kerb extensions, slow points etc.
Traffic Signals	Signal phasing, bus signals, bicycle signals pedestrian signals etc.
Traffic Signs	Regulatory signs, warning signs, guide signs etc.
Tunnel Structures	Road tunnels, pedestrian tunnels, cycle tunnels etc.

## 2.5 Road safety audit team

The RSA team comprised of the following accredited auditors with the NSW Centre for Road Safety's Register of Road Safety Auditors:

### Audit Team Leader

Sean Clarke	GHD Pty Ltd, Sydney.
Auditor ID:	RSA-02-0891
Level of Certification:	3

### Audit Team Member

Mazyar Razmavar	GHD Pty Ltd, Sydney.
Auditor ID:	RSA-1378
Level of Certification:	2

## 2.6 Site inspection and audit

### 2.6.1 Commencement meeting

A project commencement meeting was undertaken on Tuesday 6 August 2019 between Kate Lyons and Michael Carbone (Aver Development and Project Management, representatives of Moriah War Memorial College Association) and Sean Clarke (Road Safety Audit Team).

The purpose of the meeting was to be inducted into the project and discuss the project scope, status, limitations, safety and any other relevant project information. The background information for the project was provided by Michael Carbone.

### 2.6.2 Time and date

A day inspection and audit were undertaken by the audit team to incorporate the AM and PM school peak periods. The inspections were undertaken on 8 August 2019 during the following times:

- 7:15 am to 9:00 am
- 2:00 pm to 4:00 pm

### 2.6.3 Weather conditions

The weather conditions during the site visit were clear skies and a dry road surface.

### 2.6.4 Completion meeting

A completion meeting was held on the 20 August 2019 at Moriah War Memorial College to discuss the issues identified during the road safety audit as outline in section 3. The following people were in attendance:

- Rabbi Smukler (Moriah War Memorial College)
- Roberta Goot (Moriah War Memorial College)
- Trevor Johnson (Moriah War Memorial College)
- Kate Lyons (Aver Development and Project Management)
- Michael Carbone (Aver Development and Project Management)
- Ken Hollyoak (The Transport Planning Partnership)

- Jessica Ng (The Transport Planning Partnership)
- Sean Clarke (GHD)

## 2.7 References

- Roads and Maritime Guidelines for Road Safety Audit Practices, July 2011.
- Austroads “Guide to Road Safety, Part 6: Road Safety Audit”, 2009.
- Austroads “Guide to Road Safety, Part 6A: Implementing Road Safety Audits”, 2019.

## 2.8 Documentation audited

The audit was in reference to background information provided by Aver Development and Project Management including:

- High level sketch of the works area of “Site Opportunities and Constraints” extract from fjmt studio figure dated 17.06.19.
- Planning Secretary’s Environmental Assessment Requirements (SSD-10352) Section 7.
- Development Application Stamped consent (DA-163/2017) and approved Plan of Management dated 18 September 2017.
- Existing and future staff and student numbers.

## 2.9 Previous road safety audits

No previous road safety audits were provided

## 2.10 Limitations of this audit

The following limitations are associated with this audit and report:

- Any background information subsequent to the commencement of the RSA.
- Traffic volume and crash data were not used for assessment.
- Occupational Health and Safety limitations (site inspections were completed from the road reserve only).
- Visual conditions witnessed on site at the time of the audit.

### 3. Road safety audit findings

#### 3.1 Visibility of signage




The site inspection identified a number of existing signs were made of a non-reflective material, damaged or were obstructed by vegetation. Such issues may interfere with advance warning or traffic conditions to be conveyed to the driver, resulting in a variety of crash types involving vehicles, pedestrians or cyclists.

Risk Rating	
Severity	Serious
Frequency	Occasional
Risk	High

Special Road User Infrastructure
Traffic Signs

Table 9 outlines (but not limited to) the signs identified as part of this finding.

Table 9 Outline of signage visibility

Location	Finding	Photo
York Road – eastern kerb	Non reflective material on sign	
York Road – eastern and western kerb	No advance warning sign of pedestrian refuge	
York Road – eastern kerb	Signs obstructed by vegetation. “School Beware of Queuing Vehicles” sign not place in advance of the potential end of queue.	

Location	Finding	Photo
		
York Road – central median	Sign not correctly positioned	
Baronga Avenue – northern and southern kerb	Non reflective material on sign and obstructed by vegetation	 
Baronga Avenue – northern kerb	Non reflective material on sign	
Baronga Avenue – southern kerb	Non reflective material on sign	

Location	Finding	Photo
Queens Park Road – southern kerb	Damaged and non reflective material on sign	
Queens Park Road – southern kerb	Damaged and non reflective material on sign	
Queens Park Road – southern kerb	School Zone sign partially obstructed by pole	
Queens Park Road – southern kerb	Dislodged sign	
Queens Park Road – southern kerb	Deterioration of sign visibility and reflectivity	
Queens Park Road – central median	Non-standard sign type	

### 3.2 Linemarking / Delineation deterioration

The site inspection identified some of the existing delineation (linemarking) has deteriorated (not clearly visibly) or missing. Such issues may result in drivers not appreciating the road environment and not follow the intended path of travel and bring about a variety of crash types.

The following outlines (but not limited to) the delineation/linemarking identified as part of this finding.

Risk Rating		Special Road User Infrastructure	
Severity	Minor	Delineation	
Frequency	Occasional		
Risk	Medium		

Table 10 outlines (but not limited to) the delineation identified as part of this finding.

Table 10 Outline of linemarking / delineation deterioration areas

Location	Finding	Photo
York Road – southbound right turn lane into Queens Park Road	Deterioration of arrow linemarking	
York Road – southbound	Deterioration of 40 km/h School Zone patch	
Baronga Avenue – southern end	Hump missing “piano keys” to warn motorists	
Baronga Avenue – southern end	Missing Give Way line (TB) to advise motorists of intersection priority and appropriate vehicle waiting location	

Location	Finding	Photo
Baronga Avenue – mid block	Hump and pedestrian zebra crossing delineation deteriorating.	
Queen Park Road – mid block	Pedestrian zebra crossing and advance zig-zag delineation deteriorating.	 
Queen Park Road – western end	Hump missing “piano keys” to warn motorists	

### 3.3 Deterioration of pavement




The site inspection identified that some of the existing pavement areas has deteriorated resulting in cracking and subsidence within the roadway. Such issues may result in drivers, particularly motorcycles and cyclist potentially losing control of their vehicle on impact of the degraded pavement areas. Such pavement areas are susceptible to further degradation due to water penetration into the pavement and vehicle movements.

Additionally trip hazards are evident as a result of pavement subsidence of repairs along pedestrian paths. This can result in pedestrian injuring themselves on the trip hazards created.

Risk Rating		Special Road User Infrastructure
Severity	Minor	Road Pavement
Frequency	Occasional	
Risk	Medium	

Table 11 outlines (but not limited to) the delineation identified as part of this finding.

**Table 11** Outline of determination of pavement areas

Location	Finding	Photo
York Road – Right turn lane into Queens Park Road	Road pavement degradation	
York Road – Southbound on curve	Road pavement degradation	
York Road – Southbound within School drop off pick up area (Gate 4A)	Footpath pavement degradation	

Location	Finding	Photo
Baronga Avenue – southern end	Road pavement and pit degradation	
Queens Park Road – southern kerb	Footpath pavement degradation	
Queens Park Road – southern kerb (western end)	Footpath pavement degradation in front of bus stop	

## 3.4 York Road – Pedestrian Refuge

### 3.4.1 Pedestrian Refuge Layout

The site inspection identified the pedestrian refuge was not aligned to the current design from Roads and Maritimes Services Technical Direction for a pedestrian refuge, in that the island width is narrower than outlined in the Technical Direction (refer to Figure 3-1). It was evident at the inspection that a large amount of school children utilise this pedestrian refuge location to cross between the school and the Centennial Parklands opposite.

The narrowed pedestrian width, is not sufficient to accommodate the volume of school children resulting in an alternate pedestrian/vehicles control operation (refer to section 3.4.2 for further details) with potential risk to children and teachers colliding with through travelling vehicles.

Additionally, the narrow width would not accommodate the width required for people with bicycles or prams, resulting in bicycles or prams protruding into the through travel lane, while waiting within the refuge area.

Risk Rating	
Severity	Serious
Frequency	Occasional
Risk	High

Special Road User Infrastructure
Pedestrian Infrastructure



Figure 3-1 York Road Pedestrian refuge

### 3.4.2 Pedestrian refuge crossing operation

Typical operation of a pedestrian refuge is that pedestrians are to give way to through travelling vehicles, with the refuge island providing a waiting area mid-way to offer opportunity for the pedestrian to give way to one direction of traffic at any one time.

The site inspection identified that a large volume of students were required to cross at the pedestrian refuge to travel between the school and Centennial Parklands (refer to Figure 3-2). Due to the number of students, it was observed that a single teacher would stop traffic to allow students to cross York Road in groups.

The following safety issues are identified with this alternate pedestrian/traffic operation at the pedestrian refuge:

- The priority of vehicles and pedestrians is manually altered by the teacher (traffic controller) which is different from typical operational procedures. There is risk drivers may not be aware of the alternate operation (as there are no advance warning) and continue to travel in the through travel lane as a teacher steps out from the kerb, resulting in pedestrian / vehicle conflict.
- There is no advance warning to drivers (i.e. advanced signage) of the alternate operations undertaken or traffic control within the road environment, resulting in pedestrian / vehicle conflict.
- A single teacher is controlling both directions of traffic flow without operating signage. There is risk drivers may not observe the teacher, resulting in pedestrian / vehicle conflict.
- The teacher is not wearing high visibly clothing and is controlling traffic movement through the area. There is risk drivers may not observe the teacher, resulting in pedestrian / vehicle conflict.
- Teachers may not be appropriately trained and qualified to control traffic within public roads. There is certifications and requirements for traffic controllers to manage traffic movement within the road environment. Such training outlines safety and operational procedures permitted. Teachers may not be aware, unless suitably trained, in the appropriate traffic management procedure, resulting in potential injury to the teacher or students and impact on vehicles through the area.

Risk Rating	
Severity	Catastrophic
Frequency	Occasional
Risk	Intolerable

Special Road User Infrastructure
Pedestrian Infrastructure

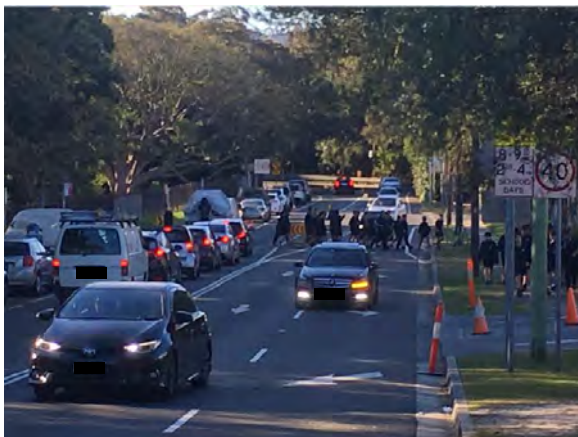


Figure 3-2 York Road pedestrian refuge – Alternate operation

### 3.5 Baronga Avenue – Raised pedestrian crossing

#### 3.5.1 Change in priority at Baronga Avenue pedestrian crossing

There is currently a through travel lane and an adjacent through travel lane within a layby facility at the pedestrian zebra crossing on Baronga Avenue (refer to Figure 3-3).

The pedestrian zebra crossing is evident only in the through travel lane on Baronga Avenue and not the adjacent lay-by facility. There is risk that pedestrians may not be aware of the change in priority (in that the pedestrian is required to give way to through vehicles) within the layby. There is risk that through travelling vehicles may collide with a pedestrian.

Risk Rating	
Severity	Serious
Frequency	Occasional
Risk	High

Special Road User Infrastructure
Pedestrian Infrastructure



Figure 3-3 Baronga Avenue pedestrian crossing – Change in priority

### 3.5.2 Dual through travel lanes – visibility obstruction

Notwithstanding the findings outlined in section 3.5.1, it was observed however, that typically vehicles (notably busses) travelling through the layby, would stop to give way to pedestrians crossing the layby and Baronga Avenue carriageway or stop in immediate approach to the crossing area crossing (i.e. within the pedestrian crossing “No Stopping” restriction), while waiting in queue to collect children north of the pedestrian (refer to Figure 3-4).

The position of the vehicle (notably buses) within the layby would restrict visibility between pedestrians and drivers of northbound through travelling vehicles on approach to the pedestrian crossing. There is risk that through travelling drivers along Baronga Avenue carriageway may not clearly identify a pedestrian approaching the pedestrian crossing (and visa-versa), due to the stop vehicles adjacent, resulting in pedestrian/vehicle conflict.

Risk Rating		Special Road User Infrastructure	
Severity	Serious	Pedestrian Infrastructure	
Frequency	Occasional		
Risk	High		



Figure 3-4 Baronga Avenue – Visibility obstruction to pedestrians

### 3.5.3 Lighting

The site inspection was only carried out during the daylight period during the school peak AM and PM peak pick up and drop off times, therefore current operation of the lighting was not able to be observed. However, it was identified at the pedestrian zebra crossing on Baronga Avenue had lighting for crossing on angle that may create artificial glare to southbound vehicles on approach to the pedestrian zebra crossing (refer to Figure 3-5). Such glare may affect the visibility of opposing approaching vehicles or pedestrians on the pedestrian zebra crossing resulting in potential pedestrian/vehicles impact or head on crash of approaching vehicles.

Risk Rating	
Severity	Serious
Frequency	Occasional
Risk	High

Special Road User Infrastructure
Lighting

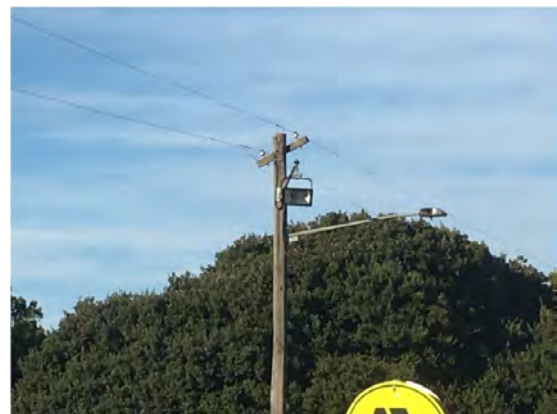


Figure 3-5 Baronga Avenue – Lighting

## 3.6 Gate 4A pick up operation

### 3.6.1 Gate 4A vehicle queue

It was observed at the site inspection, that vehicles were in queue from 2:40 pm to pick up students from gate 4A on York Road, with pick up operations commencing at 3:15 pm. This resulted in:

- An extended period of time for the queuing of vehicles prior to the release of school students.
- The vehicle queue was in advance of the “School Beware of Queuing Vehicles” advanced warning sign located on the southbound travel lane on York Road and therefore did not provide advance warning of the queue to approaching traffic (refer to Figure 3-6).
- It was also observed at the site visit that vehicles within the queue did not always position close to the rear of vehicle in front. This resulted in:
- A longer than necessary queue of vehicles.
- Vehicles attempting to “jump the queue”, causing the rear of the vehicle to be within the through traffic lane (refer to Figure 3-7).

There is risk that such queue operation may result in rear end type crashes on the curve or longer vehicle queue, adversely impacting on traffic movement.

Risk Rating		Special Road User Infrastructure	
Severity	Minor	Network Effects / Roadside Hazard	
Frequency	Occasional		
Risk	Medium		



Figure 3-6 Gate 4A vehicle queue – Vehicle queue reaching the queue advance warning sign



Figure 3-7 Gate 4A vehicle queue – Vehicles jumping the queue

### 3.6.2 Traffic controller safety

It was observed at the site inspection a traffic controller was positioned to assist in the egress of vehicles from the pickup facility at Gate 4A to merge into the through travel lane. The traffic controller, while wearing high visibility clothing, was positioned between the pickup vehicles and the through traffic (to manoeuvre traffic cones). Refer to Figure 3-8. This position of the traffic controller adjacent to through traffic flow will have restricted emergency egress path in the event of an errant vehicle. Additionally there is no advance warning to approaching traffic that a traffic controller is within the road area.

There is risk a vehicle may impact the traffic controller and an emergency egress path may not be available for the traffic controller in the event of an errant vehicle.

Risk Rating	
Severity	Serious
Frequency	Occasional
Risk	High

Special Road User Infrastructure
Traffic Management and Operation



Figure 3-8 Gate 4A vehicle queue – Traffic controller safety

### 3.6.3 Safety to waiting people within the vehicle queue

It was observed at the site inspection, that as a result of drivers arriving prior to the released of students, time was available for drivers to alight from their vehicle to talk to other drivers while waiting. Conversations occurred adjacent to the through traffic lane (refer to Figure 3-9).

There is risk, especially on the curve, that through travelling vehicles may collide with people adjacent to the queued vehicles and there is no means of emergency egress path in the event of an errant vehicle.

Risk Rating	
Severity	Serious
Frequency	Occasional
Risk	High

Special Road User Infrastructure
Traffic Management and Operation



Figure 3-9 Gate 4A vehicle queue – Waiting people safety

### 3.7 Gate 4 access operation

It was observed at the site inspection, that to gain vehicle access through Gate 4, drivers were required to alight from their vehicles in order to insert a pin number to open the gate. Such operation created delays, with other vehicles waiting to access through Gate 4 required to queue within the through travel lane on York Road (refer to Figure 3-10).

There is risk of a rear end type crash to vehicles within the queue.

Risk Rating	
Severity	Serious
Frequency	Improbable
Risk	Medium

Special Road User Infrastructure
Traffic Management and Operation



Figure 3-10 Gate 4 vehicle queue

3.8 Baronga Avenue – Existing barrier end treatment

It was observed at the site visit, the existing barrier end treatment on Baronga Avenue at the intersection with Queens Park Road was damaged (refer to Figure 3-11).

There is risk the current condition of the barrier end treat may not operate as intended during impact, resulting in injury to the occupants within the vehicles.

Risk Rating		Special Road User Infrastructure
Severity	Serious	Roadside Hazard
Frequency	Improbable	
Risk	Medium	



Figure 3-11 Baronga Avenue – Barrier end treatment

### 3.9 Temporary traffic management devices

It was observed at the site inspection that temporary traffic control devices (i.e. cones and bollards) were utilised on the public road to manage temporary pick up and drop off operations or to prevent parking in areas (i.e. as in front of school gates). Some of the devices utilised were not in line with current standards for temporary traffic control devices. Such items include:

- Bollards that did not contain reflective bands and were cut shorter and now less than the minimum 750 mm height (refer to Figure 3-12).
- Cones without non reflective bands (refer to Figure 3-12).

Utilising temporary traffic control equipment not to the current standard may not be visible to drivers and therefore be impacted and become a hazard.

This was observed on one occasion on site at Gate 3A where a driver exiting from the lay-by did not see the bollard in front of the vehicle and run directly over it, moving it closer to the traffic lane.

Risk Rating	
Severity	Limited
Frequency	Occasional
Risk	Low

Special Road User Infrastructure
Traffic Management and Operation



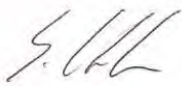
Figure 3-12 Temporary traffic control devices

## 4. **Audit Statement**

We certify that the audit was carried out by a team of independent auditors who can provide an unbiased and objective safety review.

We certify that in carrying out this audit we have reviewed the available information and have endeavoured to identify features in order to improve safety, although it must be recognised that safety cannot be guaranteed since no road can be regarded as absolutely safe.

The issues identified have been noted in this report and readers are urged to seek further specific technical advice on matters raised and not rely solely on the report.


Signed 

Date: 21 August 2019

Audit Team Leader

Sean Clarke GHD Pty Ltd, Sydney.

Auditor ID: RSA-02-0891

Signed 

Date: 21 August 2019

Audit Team Member

Mazyar Razmavar GHD Pty Ltd, Parramatta

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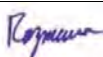

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Document Status

Revision	Author	Reviewer		Approved for Issue		
		Name	Signature	Name	Signature	Date
Rev 0	S. Clarke	M. Razmavar		B. Prinsloo		21/8/2019

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## Appendix B

### Swept Path Analysis



LEGEND	
	CONSTRUCTION WORKS AREA
	ACCESS GATE

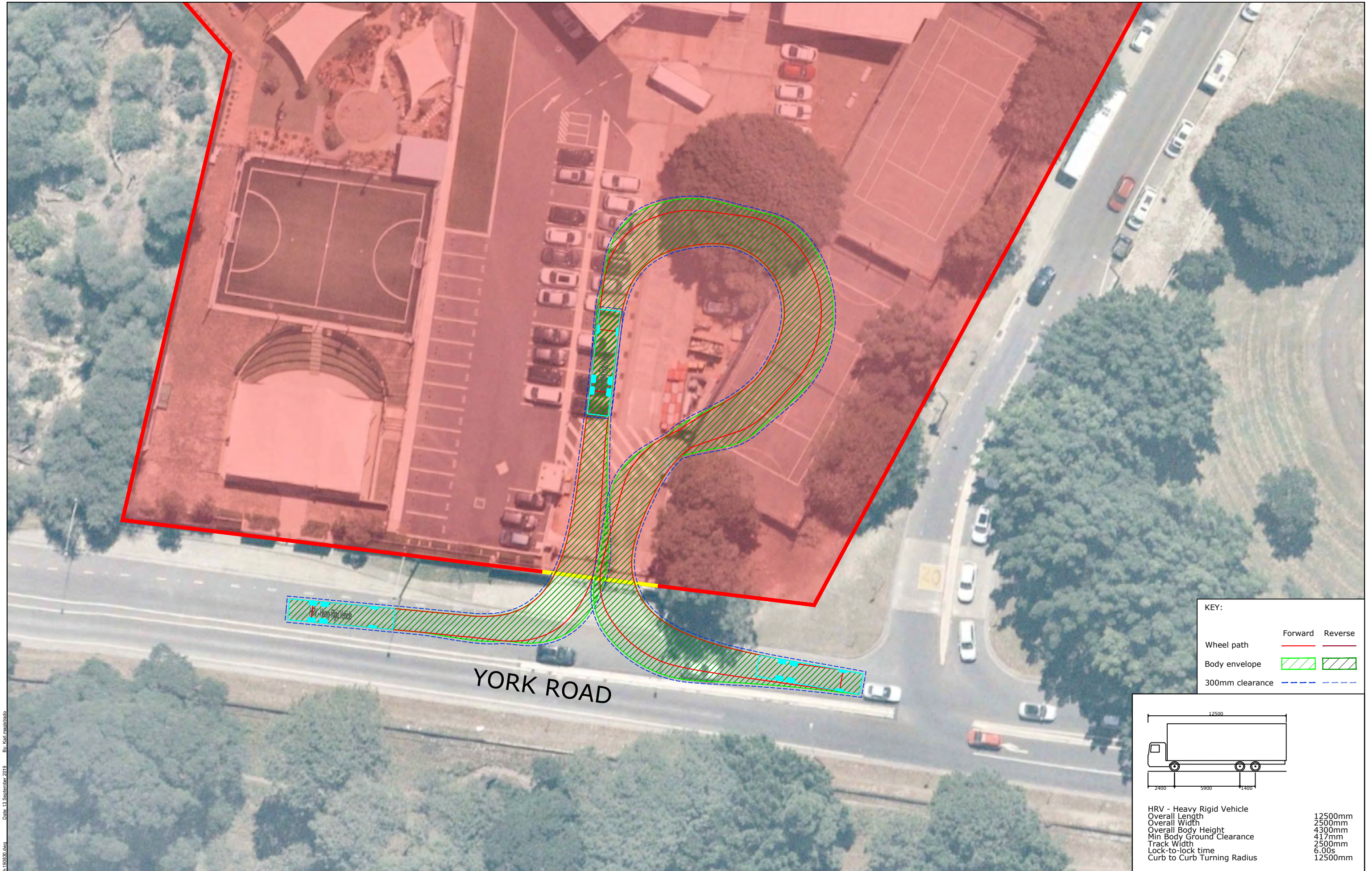
REV.	DESCRIPTION	DRAWN	CHECK	APP'D	DATE
A	ISSUE FOR DISCUSSION	KM	JN	KH	13/09/19



PROJECT	MORIAH COLLEGE	
TITLE	SITE OVERVIEW	

DWG No.		19143CAD011	
		FIGURE 1	
DATE STAMP			
13 SEPTEMBER 2019			
PROJECT No.	SCALE	REV.	
19143	1:1300 @A3	A	

Filename: 19143CAD011-SWEEP PATH-190930.dwg By: Karl Imatitnado Date: 13 September 2019



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Body envelope	<span style="color: green;">▨</span>	<span style="color: green;">▨</span>
300mm clearance	<span style="color: blue;">---</span>	<span style="color: blue;">---</span>

HRV - Heavy Rigid Vehicle	
Overall Length	12500mm
Overall Width	2500mm
Overall Body Height	4300mm
Min Body Ground Clearance	417mm
Track Width	2500mm
Lock-to-lock time	6.00s
Curb to Curb Turning Radius	12500mm

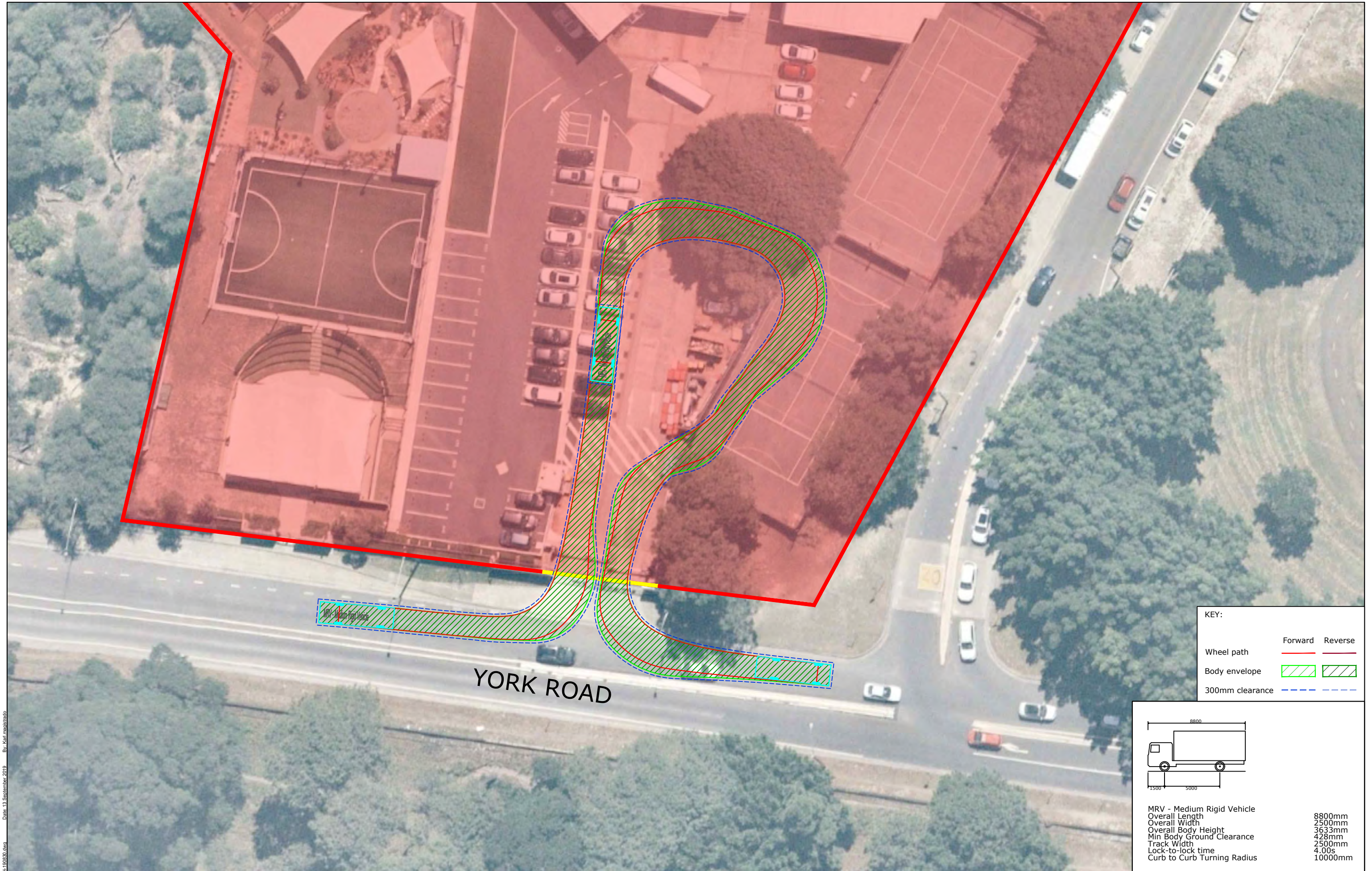
REV.	DESCRIPTION	DRAWN	CHECK	APP'D	DATE
A	ISSUE FOR DISCUSSION	KM	JN	KH	13/09/19



PROJECT	MORIAH COLLEGE
TITLE	SWEPT PATH ANALYSIS AS2890.2 12.5m HEAVY RIGID VEHICLE - GATE 4 - YORK ROAD - ALL DEMOLITION STAGES

DWG No. 19143CAD011 FIGURE 2		
DATE STAMP 13 SEPTEMBER 2019		
PROJECT No. 19143	SCALE 1:400 @A3	REV. A

Filename: 19143CAD011-SWEPT PATH-190830.dwg By: Karl Matthias Date: 13 September 2019



REV.	DESCRIPTION	DRAWN	CHECK	APP'D	DATE
A	ISSUE FOR DISCUSSION	KM	JN	KH	13/09/19

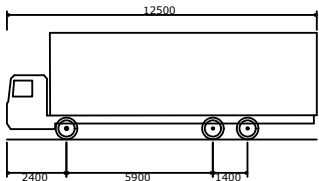


PROJECT	MORIAH COLLEGE
TITLE	SWEPT PATH ANALYSIS AS2890.2 8.8m MEDIUM RIGID VEHICLE - GATE 4 - YORK ROAD - ALL DEMOLITION STAGES

DWG No.	19143CAD011
FIGURE 3	
DATE STAMP	13 SEPTEMBER 2019
PROJECT No.	19143
SCALE	1:400 @A3
REV.	A



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Body envelope	<span style="color: green;">▨</span>	<span style="color: green;">▨</span>
300mm clearance	<span style="color: blue;">- - -</span>	<span style="color: blue;">- - -</span>



HRV - Heavy Rigid Vehicle	
Overall Length	12500mm
Overall Width	2500mm
Overall Body Height	4300mm
Min Body Ground Clearance	417mm
Track Width	2500mm
Lock-to-lock time	6.00s
Curb to Curb Turning Radius	12500mm

REV.	DESCRIPTION	DRAWN	CHECK	APP'D	DATE
A	ISSUE FOR DISCUSSION	KM	JN	KH	13/09/19

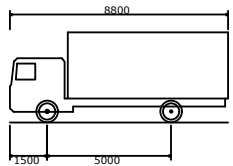


PROJECT	MORIAH COLLEGE
TITLE	SWEPT PATH ANALYSIS AS2890.2 12.5m HEAVY RIGID VEHICLE - GATE 4 - YORK ROAD - PHASE 1 & PHASE 2

DWG No.	19143CAD011
FIGURE 4	
DATE STAMP	13 SEPTEMBER 2019
PROJECT No.	19143
SCALE	1:400 @A3
REV.	A



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Body envelope	<span style="color: green;">▨</span>	<span style="color: green;">▨</span>
300mm clearance	<span style="color: blue;">---</span>	<span style="color: blue;">---</span>



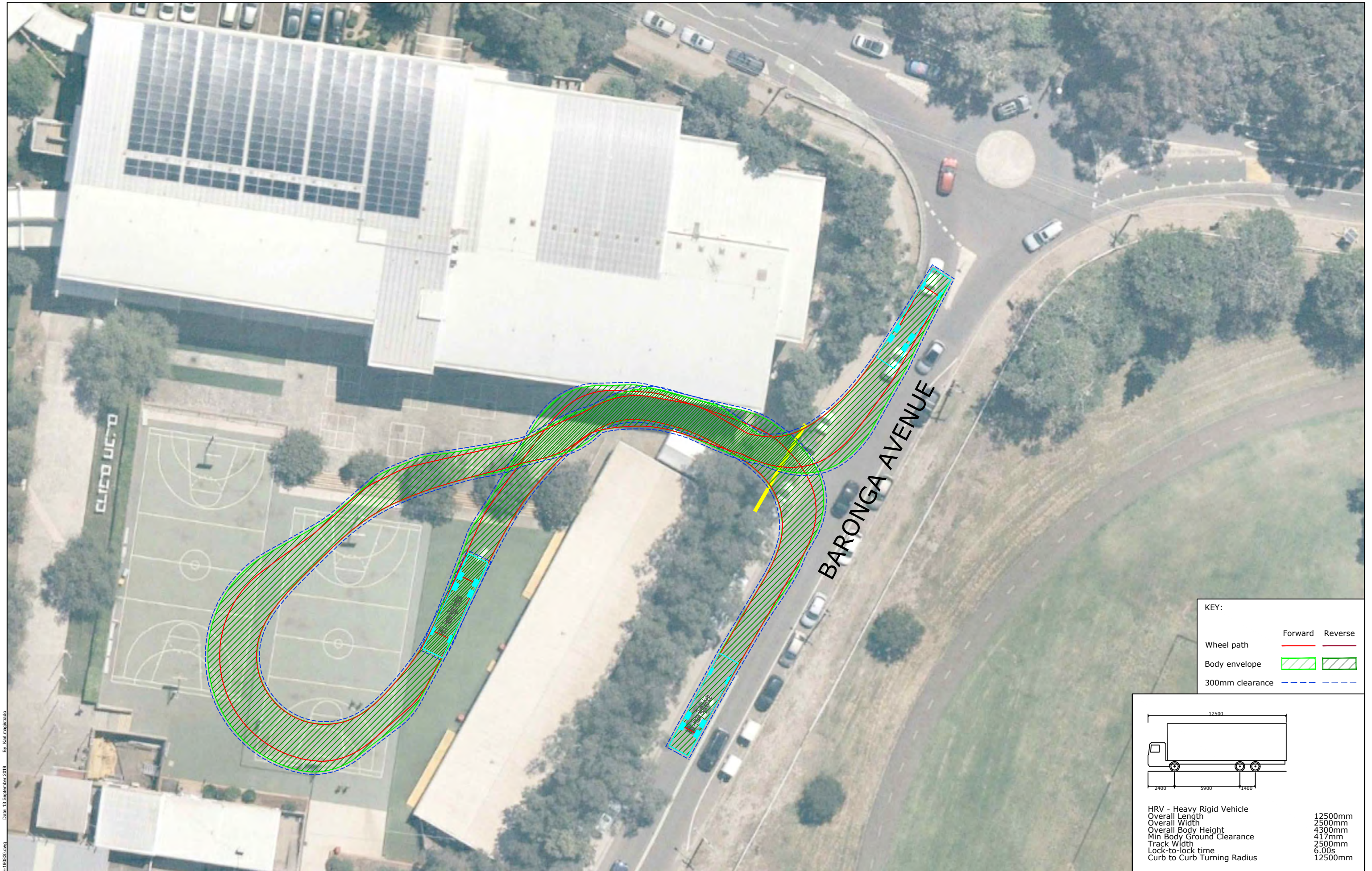
MRV - Medium Rigid Vehicle	
Overall Length	8800mm
Overall Width	2500mm
Overall Body Height	3633mm
Min Body Ground Clearance	428mm
Track Width	2500mm
Lock-to-lock time	4.00s
Curb to Curb Turning Radius	10000mm

REV.	DESCRIPTION	DRAWN	CHECK	APP'D	DATE
A	ISSUE FOR DISCUSSION	KM	JN	KH	13/09/19



PROJECT		MORIAH COLLEGE
TITLE		SWEPT PATH ANALYSIS
		AS2890.2 8.8m MEDIUM RIGID VEHICLE - GATE 4 - YORK ROAD - PHASE 2 COMPOSITE

DWG No.		19143CAD011
		FIGURE 5
DATE STAMP		13 SEPTEMBER 2019
PROJECT No.	SCALE	REV.
19143	1:400 @A3	A



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Body envelope	<span style="color: green;">▨</span>	<span style="color: green;">▨</span>
300mm clearance	<span style="color: blue;">---</span>	<span style="color: blue;">---</span>

HRV - Heavy Rigid Vehicle  
Overall Length 12500mm  
Overall Width 2500mm  
Overall Body Height 4300mm  
Min Body Ground Clearance 417mm  
Track Width 2500mm  
Lock-to-lock time 6.00s  
Curb to Curb Turning Radius 12500mm

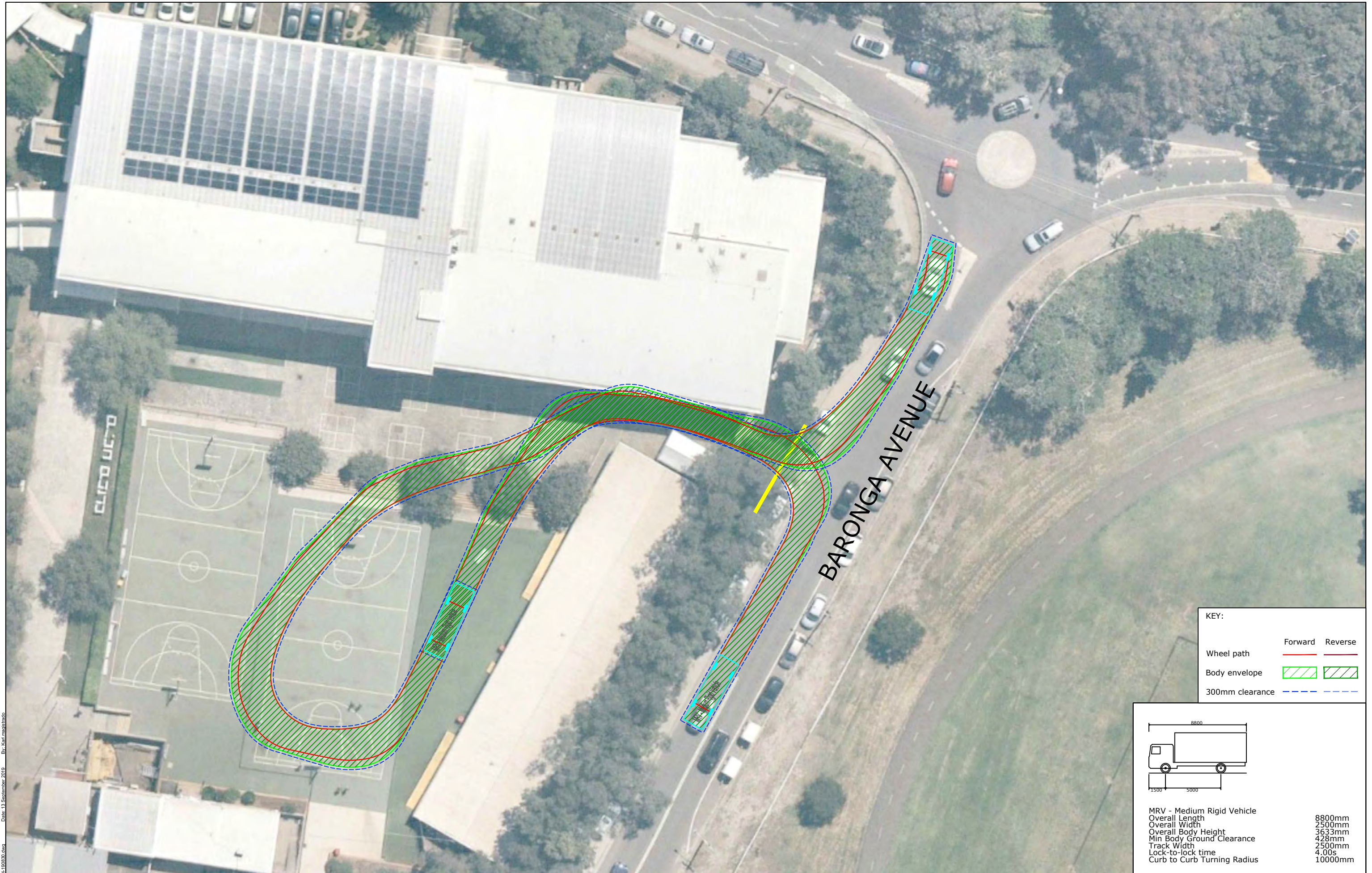
REV.	DESCRIPTION	DRAWN	CHECK	APP'D	DATE
A	ISSUE FOR DISCUSSION	KM	JN	KH	13/09/19



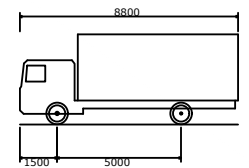
PROJECT	MORIAH COLLEGE
TITLE	SWEPT PATH ANALYSIS AS2890.2 12.5m HEAVY RIGID VEHICLE - GATE 3A - BARONGA AVENUE

DWG No.	19143CAD011
FIGURE 6	
DATE STAMP	13 SEPTEMBER 2019
PROJECT No.	19143
SCALE	1:400 @A3
REV.	A

Filename: 19143CAD011-SWEPT PATH-190830.dwg Date: 13 September 2019 By: Karl Imatjine



KEY:		
	Forward	Reverse
Wheel path	<span style="color: red;">—</span>	<span style="color: red;">—</span>
Body envelope	<span style="color: green;">▨</span>	<span style="color: green;">▨</span>
300mm clearance	<span style="color: blue;">---</span>	<span style="color: blue;">---</span>



MRV - Medium Rigid Vehicle	
Overall Length	8800mm
Overall Width	2500mm
Overall Body Height	3633mm
Min Body Ground Clearance	428mm
Track Width	2500mm
Lock-to-lock time	4.00s
Curb to Curb Turning Radius	10000mm

REV.	DESCRIPTION	DRAWN	CHECK	APP'D	DATE
A	ISSUE FOR DISCUSSION	KM	JN	KH	13/09/19



PROJECT	MORIAH COLLEGE
TITLE	SWEPT PATH ANALYSIS AS2890.2 8.8m MEDIUM RIGID VEHICLE - GATE 3A - BARONGA AVENUE

DWG No.	19143CAD011
FIGURE 7	
DATE STAMP	13 SEPTEMBER 2019
PROJECT No.	19143
SCALE	1:400 @A3
REV.	A

Filename: 19143CAD011-SWEPT PATH-190830.dwg Date: 13 September 2019 By: Karl Matthias

## Appendix C

### Green Travel Plan



# Moriah College Green Travel Plan

Prepared for:  
Moriah College

18 October 2019

The Transport Planning Partnership

# Moriah College

## Green Travel Plan

Client: Moriah College

Version: V03

Date: 18 October 2019

TPP Reference: 19143

### Quality Record

Version	Date	Prepared by	Reviewed by	Approved by	Signature
V01	20/09/19	Theo Jones	Jessica Ng	Ken Hollyoak	Ken Hollyoak
V02	30/09/19	Theo Jones	Jessica Ng	Ken Hollyoak	Ken Hollyoak
V03	18/10/19	Theo Jones	Jessica Ng	Ken Hollyoak	

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## APPENDICES

### A. TRAVEL ACCESS GUIDE

# 1 Introduction

## 1.1 Background

The Transport Planning Partnership (TPPP) has been appointed to prepare this Green Travel Plan (GTP) on behalf of Moriah College (the 'College') to manage travel demand at the existing site of Moriah College, Queens Park. Specifically, this GTP responds the Secretary's Environmental Assessment Requirements (SEARs) dated 15 July 2019 (SSD-10352) for the following item:

- *"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."*

This GTP is envisaged to primarily target staff, primary and secondary students.

## 1.2 Organisational Context

The College currently provides education services from early learning through Kindergarten to Year 12. At present, the College currently has 1,535 enrolled students and 286 staff (as of 2019). The approved student population cap of the entire College (including the early learning centre) is 1,680 students.

A summary of the existing and proposed site provisions at the College is provided in Table 1.1.

Table 1.1: Existing and Proposed Site Provisions

Group	Existing Population (Year 2019)	Approved Population	Proposed Future Population
Early Learning Centre Children	80	80	130
Primary School Students	595	1,600	752
High School Students	860		1,088
Total Students	1,535	1,680	1,970
Primary School and High School Staff	276	-	302
Early Learning Centre Staff	10		13
Total Staff	286		315

This GTP has been prepared to provide a package of measures aimed at promoting sustainable travel within the College, with an emphasis on reducing reliance on single occupancy car travel, particularly in cognisance of the reduced car parking provision as part of the future redevelopment of the site.

## 1.3 The Role of Travel Plans

The purpose of a green travel plan 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 at education facilities. In its simplest form, this GTP encourages travel to and from the College 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 health benefits
- reduced traffic congestion, noise and air pollution caused by cars
- greater social connections with communities
- cost savings to the economy and individual.

In order to ensure that the GTP meets its intended objectives, a review of '*best practice*' guidelines such as the City of Sydney '*Guide to Travel Plans*' and '*The Essential Guide to Travel Planning*' prepared by the United Kingdom Department of Transport, has been undertaken.

From the above review, the key themes applicable to the GTP include:

- **Site audit and data collection:** A site audit has been undertaken in order to identify and document the existing issues and opportunities relevant to site and its accessibility particularly by non-car modes. Opportunities to improve amenity, incentivise non-car travel and remove barriers to use of sustainable transport modes are then dealt with under the Site-Specific Measures, detailed in Section 5.1.
- **Audit of Policies:** An audit of key policy documents has been undertaken to assist define the direction and purpose of the GTP, aligned with the key targets and objectives from a local and regional perspective.
- **Bicycle Parking and Car Parking Management:** This GTP provides a strategy for management of both bicycle parking and car parking moving forward, and how they interact with travel choices.
- **Local Alliances:** The development of relationships between the College and various stakeholders (such as Waverley Council and Transport for NSW) will assist the College in delivering improved transport options.

The College generates a large number of trips from various modes from staff, students and visitors. Managing that travel demand in favour of sustainable modes is challenging but would be critical particularly when considering the future redevelopment of the site.

## 1.4 Travel Plan Pyramid

The GTP will need to be tailored to the College to ensure appropriate measures are in place for the different users (e.g. students, staff, parents and visitors) to promote a modal shift away from car usage.

The key elements of the GTP are shown in the Travel Plan Pyramid in Figure 1.1.

Figure 1.1: Travel Plan Pyramid

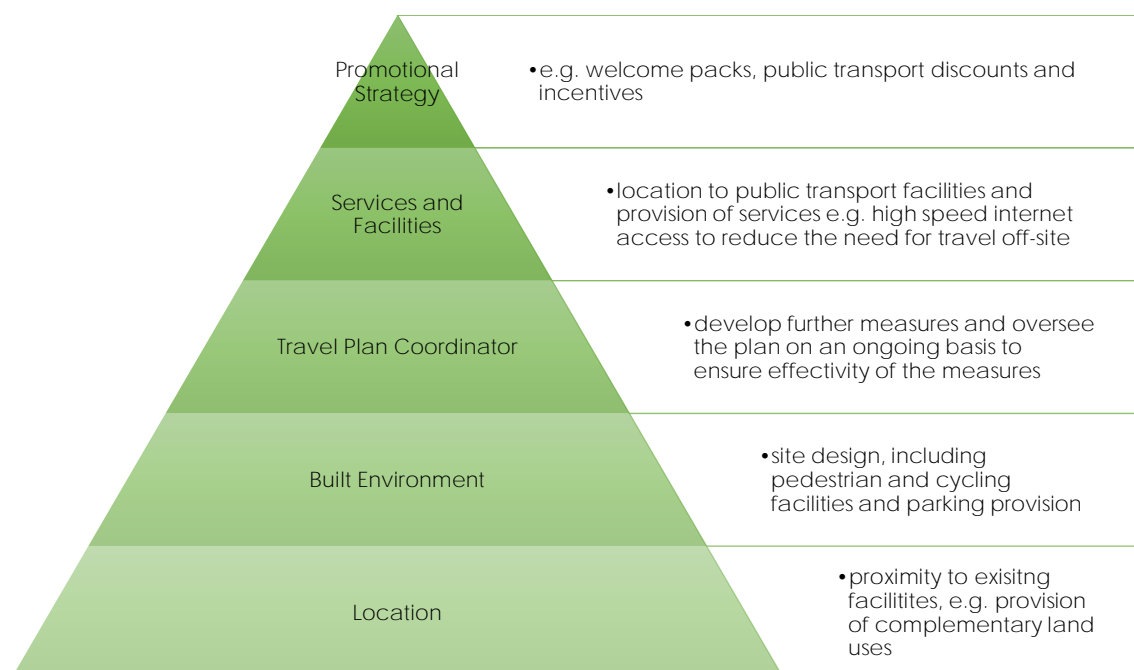


Figure 1.1 demonstrates that the key foundations to ensure the success of a GTP are:

- Location – i.e. proximity to existing public transport services and proximity to mixed land uses, e.g. shops and services, such that walking or cycling becomes the natural choice
- Built Environment – i.e. provision of high-quality pedestrian and cycling facilities, end-of-trip facilities and reduced car parking provision to encourage sustainable transport choices.

## 1.5 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.

### 1.5.1 Car Parking

Car parks utilise valuable land resources and impact amenity. If the area continues to grow and there is no modal shift towards non-car transport modes, the car parking demand could increase significantly. As such, the provision of car parking must reflect the site's proximity to

public transport to influence a modal shift to sustainable transport modes. Furthermore, the cost to provide parking is significant and therefore, there are strong economic imperatives to reduce car parking demand by incentivising non-car travel modes.

### 1.5.2 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.

### 1.5.3 Health Benefits

The 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.

### 1.5.4 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 women, children, young people, the aged, persons with disabilities and the poor, who have less access to private vehicles, thereby enhancing social equity.

### 1.5.5 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 an education facility. 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.

### 1.5.6 Education and Leadership

Educational facilities would have a great number of new persons 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 organisation. 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.

## 1.6 Transport Objectives

The following objectives have been identified in order to achieve the vision of the GTP:

Objective 1: Facilitate a modal shift towards more sustainable transport modes

- Improve access, safety, amenity and convenience of sustainable transport modes for travel to/from and within the College.
- Incentivise sustainable transport modes and establish a culture of active and public transport use.
- Limit convenience of car access and parking within the College.

Objective 2: Make the College a great place to study, work and visit

- Improve access and mobility within the College to key attractions and public transport hubs and enhance the sense of place.
- Reduce the need to travel by co-locating complementary land uses and/or promoting flexible learning and teaching environments.

Objective 3: Minimise the impact of travel on the built form of the College

- Prioritise road space allocation and priority decisions towards more sustainable transport modes (e.g. walking and cycling).
- Facilitate more efficient use of existing assets, such as parking management/policies and guidance.

## 2 Existing Transport Policy Context

The review of existing relevant policy clearly demonstrates a number of themes that should inform the approach to ongoing management of transport demand, and investment in the transport network. These themes include:

- provision of high quality local transport infrastructure and improved bike paths and networks and improving accessibility and connectivity
- address car parking issues in key locations, including residential and business districts and encouraging active transport
- create connected, liveable communities where people can walk, cycle and use public transport to promote healthier, active communities.

A summary of the existing policy framework documents is provided in Table 2.1.

Table 2.1: Summary of Policy Framework

Policy/Strategy	Key Aims/Objectives/Goals
Waverley Council	
Waverley Community Strategic Plan 2018-2029	<p>The Waverley Community Strategic Plan sets out Council's provides an integrated planning and report framework in order to identify the community's main priorities and aspirations for the future.</p> <ul style="list-style-type: none"> <li>▪ With regard to transport and parking, the Strategic Plan sets the following objectives:</li> <li>▪ Enable people to walk and cycle easily around the local area</li> <li>▪ Improve accessibility to public transport, and ride sharing</li> <li>▪ Reduce the need to own and travel by private motor vehicle.</li> </ul>
Waverley's People, Movement and Places (2017)	<p>This strategic report sets out a number of key recommendations to Council in order to improve the full range of transport options for the community.</p> <p>The report sets out a range of short, medium and long-term actions to be undertaken between 2017 and 2030, including priority bus routes along key roads and cycling superhighways between key destinations. Among several benefits, it is hoped that the plan will help to establish safe routes that enable walking and cycling to school.</p>
NSW State Government	
New South Wales Long Term Transport Masterplan (NSW State Government, 2012)	<p>The NSW Long Term Transport Masterplan guide the NSW Government's transport funding priorities over the next 20 years. As part of this Plan, short- and medium-term actions will focus on a more efficient and reliable bus network to be better integrated with the wider public transport system.</p>
Future Transport Strategy 2056	<p>The Strategy aims to increase the mode share of public transport services and reduce the use of single occupant vehicles. The proposal will look to reduce private vehicle travel and aligning with the objectives of the Strategy.</p>
Greater Sydney Region Plan: A Metropolis of Three Cities – Connecting People	<p>The Greater Sydney Region Plan aims to deliver a 30-minute city where jobs, services and quality public transport spaces in easy reach of people's home. The site is well located to contribute towards creating a 30-minute city. The close proximity of the site to public transport facilities, as well as residential areas, means that students and staff can access easily access the site via public transport modes or walking. The site thus aligns with the objects of the Plan in creating jobs near public transport, including education precincts, to contribute towards a 30-minute city.</p>

Policy/Strategy	Key Aims/Objectives/Goals
Sydney's Cycling Future, Cycling for Everyday Transport (NSW State Government, 2013)	<p>Sydney's Cycling Future has targeted the 70% of residents in NSW who have indicated that they would cycle if it were safer to do so. Based on this, improving cycling infrastructure is a key focus of the strategy.</p> <p>The Three Pillars of Sydney's Cycling Future include:</p> <ul style="list-style-type: none"> <li>▪ investing in separated cycleways</li> <li>▪ providing connected bicycle networks to major centres and transport interchanges promoting better use of our existing network; and,</li> <li>▪ engaging with our partners across government, councils, developers and bicycle users.</li> </ul>

## 2.1 Summary of Existing Transport Context

### 2.1.1 Public Transport Facilities

The site is generally serviced by bus services operated by Sydney Buses.

Bus route 357 travels along Queens Park Road and York Road within the immediate vicinity of the site and provides connectivity between Mascot and Bondi Junction via Kingsford and Randwick. There are a number of bus stops servicing bus route 357 along the north boundary of the site along Queens Park Road, generally operating every 15 minutes during peak periods and every 30 minutes during off-peak periods.

The College currently has arrangements with the State Transit Authority for special school bus services to deliver and pick up students in the morning and afternoon. In addition to this, the College provides shuttle bus services between the Bondi Junction/Maroubra area and the site. This shuttle bus services (Moriah Shuttle Bus, MSB) supplements the regular bus services each school day. Students can be collected from any bus stop along the designated route.

A summary of the existing bus services and their associated frequencies within the immediate vicinity of the site is provided in Table 2.2.

Table 2.2: Existing Bus Services and Associated Frequencies

Route Number	Description	Bus Stop Location	Frequency
357	Mascot to Bondi Junction via Kingsford	Queens Park Road (Gate 2), Queens Park	15 minutes (peak) 30 minutes (off-peak)
699E	Watsons Bay to Moriah College Queens Park	Queens Park Road (Gate 2), Queens Park	1 service (AM)
700E	Moriah College Queens Park to Watsons Bay	Baronga Avenue	1 service (PM)
701E	Moriah College Queens Park to Watsons Bay	Baronga Avenue	1 service (PM)
702E	Moriah College Queens Park to Dover & New South Head Roads	Baronga Avenue	3 services (PM)
703E	Moriah College Queens Park to Bondi Junction	Baronga Avenue	2 services (PM)
704E	Moriah College Queens Park to Maroubra Beach	Baronga Avenue	2 services (PM)
705E	Moriah College Queens Park to Dover Heights	Baronga Avenue	1 service (AM) 3 services (PM)
706E	Moriah College Queens Park to South Head Cemetery	Baronga Avenue	2 services (AM) 4 services (PM)
MSB (pick-up)	Moriah College to Bondi Junction	Baronga Avenue	1 service (PM)
MSB (drop-off)	Maroubra Beach to Moriah College	Queens Park Road (Gate 2), Queens Park	1 service (AM)

Figure 2.1 presents a map of the key existing bus stops and services within the immediate vicinity of the site. This map also indicates additional bus services located 500 to 1,000m from the site.



In addition to this, train services are available at Bondi Junction Station located 1.2km north of the site. The T4 Eastern Suburbs and Illawarra Line operates from this station with connections to the CBD and further south to Sutherland Shire. Services are generally provided approximately every 3-6 minutes during the morning and evening peak periods.

The existing rail network map is displayed in Figure 2.2.

Figure 2.2: Existing Rail Network Map



Source: TfNSW Sydney Trains Network Map (accessed online on 30/09/19)

Bus occupancy data has been obtained from Transport for NSW collected on 11 August 2016 to understand existing bus capacities within the immediate vicinity of the site (i.e. along Queens Park Road). It is noted that there is no other recent data available.

The bus patronage surveys have been derived from the following three main sources:

- PTIPS – Public Transport Information and Prioritisation System
- Opal
- Bus Fleet Capacity

The bus patronage surveys provide the following bus capacity classifications:

- MANY\_SEATS\_AVAILABLE
  - If occupancy on the bus is less than 50% of the seating capacity (e.g. less than or equal 22 bus patrons)
- FEW\_SEATS\_AVAILABLE
  - If occupancy on the bus is more than 50% of the seating capacity (e.g. more than 22 bus patrons)

- STANDING\_ROOM\_ONLY
  - If occupancy on the bus is more than the seating capacity of the bus (e.g. more than 45 bus patrons)

Based on the bus occupancy data, existing bus loads within the immediate vicinity of the site currently operate well below capacity, generally with many seats available, in both directions along Queens Park Road. As such, the existing bus facilities within the immediate vicinity of the site currently operate within capacity, with spare capacity for any additional bus trips generated by the College.

## 2.1.2 Existing Pedestrian Infrastructure

Well established pedestrian facilities are provided within the immediate vicinity of the site. Sealed pedestrian footpaths are provided along the site frontage, with dedicated pedestrian facilities provided along York Road, Queens Park Road and Baronga Avenue in the form of pedestrian refuges or pedestrian (zebra) crossings. At present, these pedestrian facilities are heavily used during school peak drop off and pick up times.

The existing pedestrian access gates and pedestrian facilities surrounding the site are shown in Figure 2.3.

Figure 2.3: Existing Pedestrian Facilities



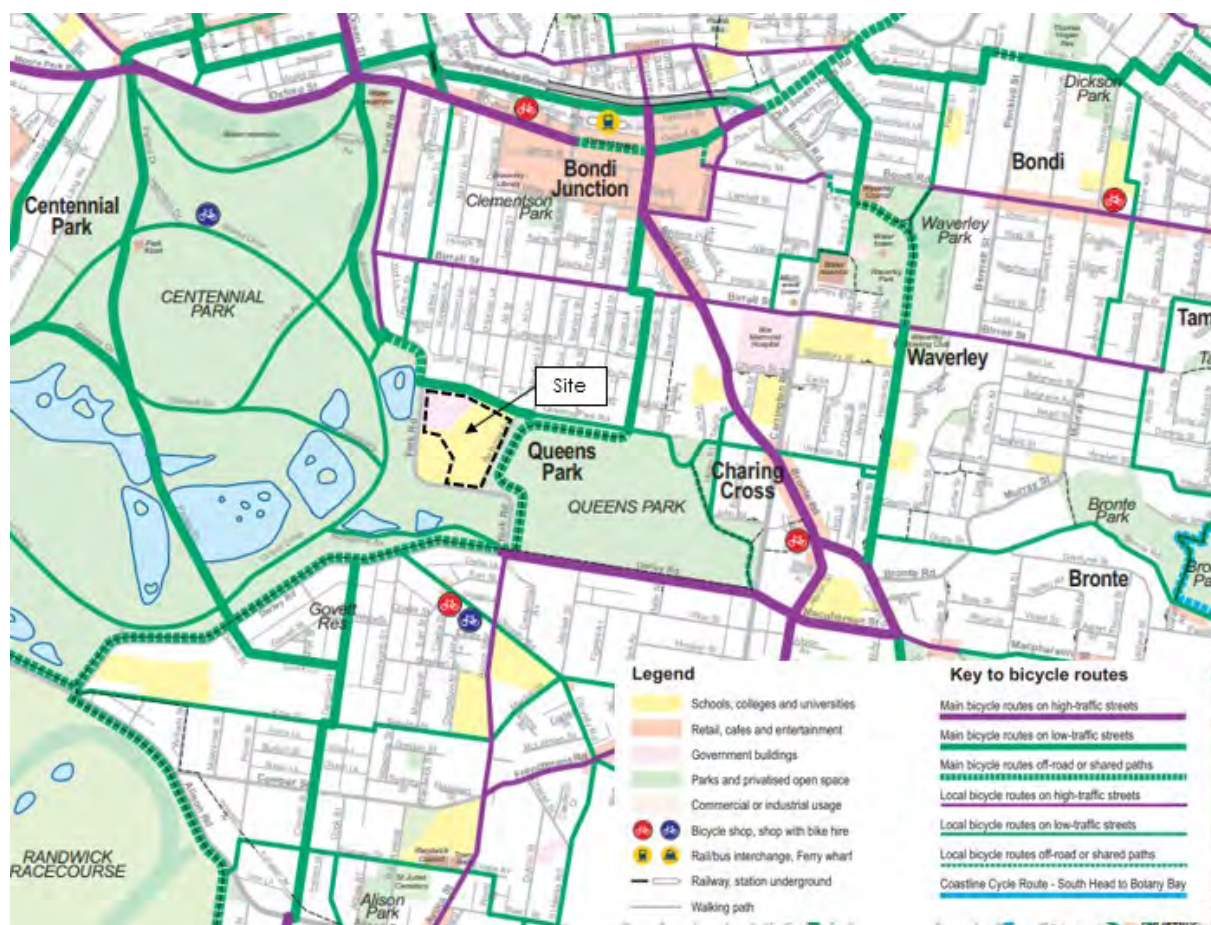
Source: nearmap Australia

### 2.1.3 Existing Cycling Infrastructure

A good cycle network is currently provided within the immediate vicinity of the site. A dedicated on-road cycle path is currently provided on the north side of Queens Park Road, which provides good connectivity to the wider cycle network in the area.

The existing cycle network is shown in Figure 2.4.

Figure 2.4: Cycle Paths within the Vicinity of the Site



Source: Extract of the Waverley Bike Plan, Waverley Council

### 2.1.4 Summary of Existing Car Share Facilities

Car share schemes are a flexible, cost effective alternative to car ownership and is a convenient and reliable way for staff or students to use a car when they need one. GoGet is a car share company operated in Australia, with numerous vehicles positioned within the Queens Park area.

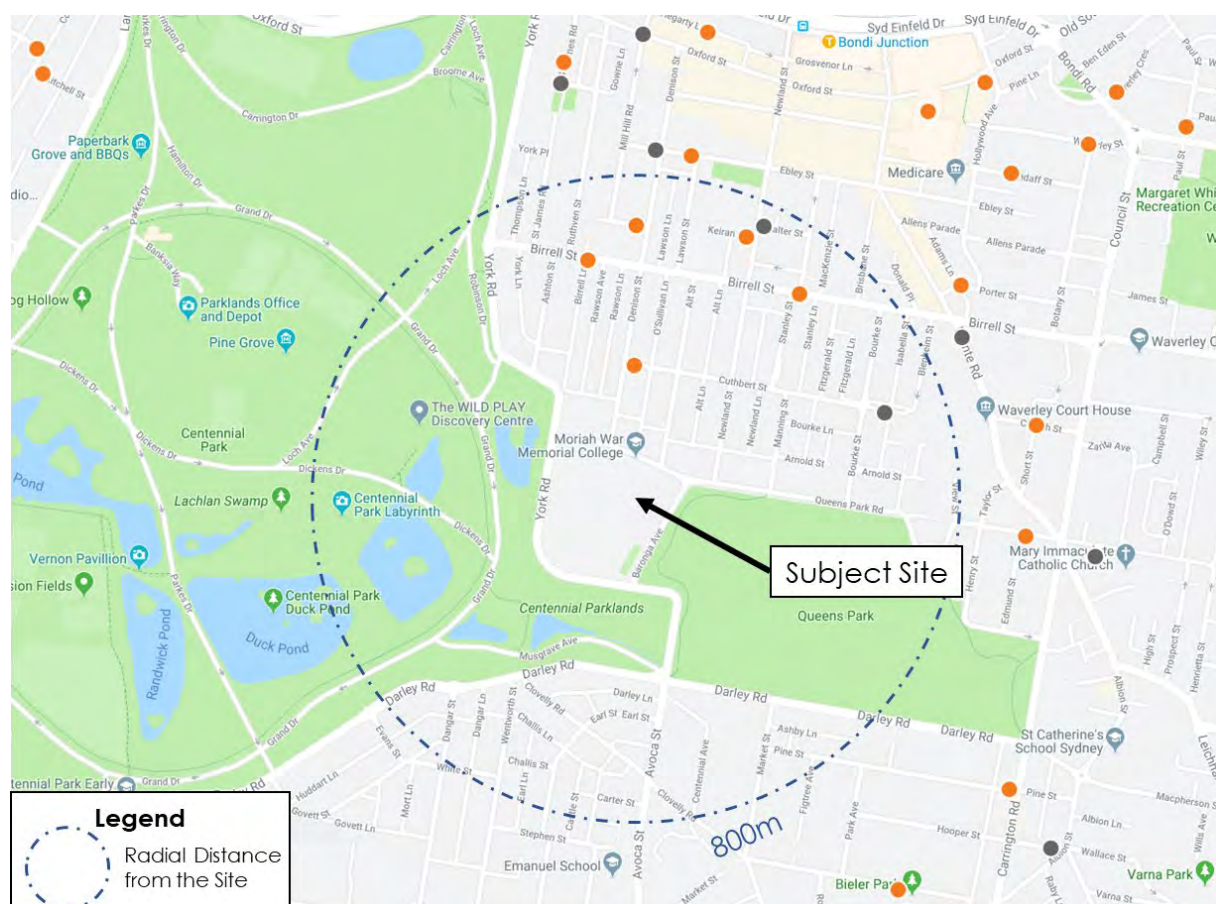
Car share is a concept by which members join a car ownership club, choose a rate plan and pay an annual fee. The fees cover fuel, insurance, maintenance and cleaning. The vehicles are mostly sedans, but also include SUVs and station wagons. Each vehicle has a home location, referred to as a "pod", either in a parking lot or on a street, typically in a highly-

populated urban neighbourhood. Members reserve a car by web or telephone and use a key card to access the vehicle.

Notably, the City of Sydney Council has reported that “a single car share vehicle can replace up to 12 private vehicles that would otherwise compete for local parking”. As such, the provision of car sharing facilities or the promotion of using existing car sharing facilities in the vicinity should be able to reduce both the parking demand for the site and the traffic generated by it.

Figure 2.5 shows the location of the existing GoGet vehicles within an 800m radius catchment of the site.

Figure 2.5: Location of Existing GoGet Vehicles



Source: GoGet Australia

GoGet allows those teachers who bring their car to school as they may need it in the day, the opportunity to come by non-car modes but use GoGet to do their midday trip.

### 3 Existing Travel Patterns and Modes Splits

An online questionnaire was distributed to school staff and students via email in June 2019 to determine their travel mode choice and behaviour. The key objective of the data collection was to understand travel behaviour of students and staff to the College.

A summary of existing staff and student travel modes is provided in Table 3.1.

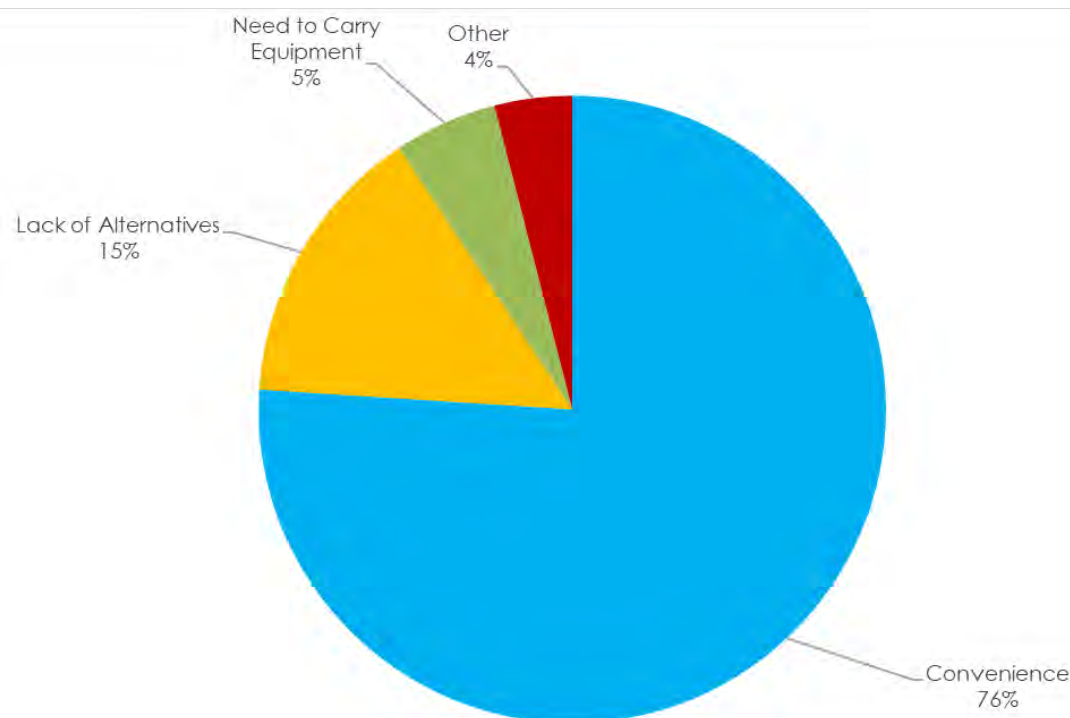
Table 3.1: Summary of Existing Staff and Student Travel Modes

Mode	Staff	Primary Students		Secondary Students	
		Arrival	Departure	Arrival	Departure
Car Driver (no passengers)	71%	-	-	6%	6%
Car Driver (with passenger)	22%	-	-	0%	0%
Dropped Off (only passenger)	1%	22%	16%	19%	10%
Dropped Off (with other passengers)	1%	64%	41%	42%	19%
Walk	1%	2%	1%	1%	2%
Public Bus	3%	1%	3%	1%	2%
School Bus	0%	11%	39%	31%	61%
Train	1%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%

The results indicate a high dependency on car usage for staff and students (more so primary students), despite the site's proximity to bus services. It is also noted that more students chose to use the school bus in the afternoon compared to the morning period, which may be attributed to more frequent buses during the school afternoon period compared to the morning, as shown in Table 2.2.

A summary of the main reasons why staff chose to drive to the site is provided in Figure 3.1.

Figure 3.1: Reasons for Travel Choices



Further to this, staff travelling to the site using private vehicles were also asked where they would usually park their car as part of the survey questionnaire. Based on this, 75 per cent of staff responded that they would park within the College car park, with the remaining 25 per cent of responses parking on-street in nearby streets.

This data suggests that further management of on-site car parking within the College (e.g. restricting/limiting access to car parking) could most likely be one of the key drivers to discourage car travel and generate a modal shift away from car trips to/from the College.

Other key findings from the survey questionnaire are as follows:

- There is a moderate uptake of carpooling to/from the site – with 22 per cent of staff driving to the College with another passenger and 41 to 64 per cent of students travelling with another passenger.
- The top four locations which staff travel from to the College are as follows:
  - Bondi
  - Dover Heights
  - Maroubra
  - Rose Bay
- The top four locations which students travel from to the College are as follows:
  - Dover Heights
  - Vaucluse

- Bellevue Hill
- Rose Bay
- In order to encourage sustainable travel, staff would like to see more reliable and frequent buses and safe crossings near the school. Staff may consider using a dedicated staff bus to travel to the College if available.
- In order to encourage sustainable travel, students would like to see less crowded buses and more reliable and frequent buses
- It was found that 61% of secondary students and 32% of staff already or are prepared to carpool, while 39% of students and 68% of staff are not willing.
- Students and staff would like the following options to encourage carpooling:
  - Know the driver personally
  - Help finding people to car pool with
- 64% of secondary students and 42% of staff who currently travel by car / drive to the College would consider trying an alternative form of transport if made available and attractive.

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

- Reviewing the current car parking allocation policy would be critical in order to remove the convenience of driving to the College to ensure the success of this GTP
- Increasing the use of carpooling may be challenging as staff and students generally come from various locations within Sydney – however staff and students are 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.
- Increasing the frequency of school bus services, particularly during the morning period, to provide good, reliable dedicated school bus services to/from the Campus. This however would need to be discussed with TfNSW.
- Providing safe, dedicated and better lit streets for walking and cycling would need to be considered within the College and on surrounding streets which connect to key attractions and destinations (such as Bondi Station) to generate a modal shift towards walking, cycling and public transport use
- Providing discounted public transport fares or more reliable, frequent school bus services (including a dedicated staff bus) will help to incentivise public transport use to the site 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.

The results of the existing staff and student modal splits indicate that car mode share (including drop offs) is generally as follows:

- Staff: 95 per cent
- primary school students: 86 per cent
- secondary school students: 67 per cent

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).

### 4.1 Proposed Mode Share Targets

On this basis, a summary of the existing and projected modal splits for each user type is provided in

Table 4.1. In our view, these proposed modal split targets are considered realistic and a significant achievement based on our previous experience at similar developments, subject to the implementation of green travel strategies and initiatives.

Table 4.1: Existing and Projected Modal Splits

Main method of Travel	Staff		Primary Students		Secondary Students	
	Existing	Proposed	Existing	Proposed	Existing	Proposed
Car Driver (no passengers)	71%	60%	-		6%	2%
Car Driver (with passenger)	22%	23%	-		0%	3%
Dropped Off (only passenger)	1%	1%	22%	10%	19%	8%
Dropped Off (with other passengers)	1%	1%	64%	66%	42%	44%
Walk	1%	3%	2%	5%	1%	3%
Cycling	0%	2%	0%	2%	0%	2%
Train / Bus	4%	10%	12%	17%	32%	38%
Total	100%	100%	100%	100%	100%	100%

The above represents a modal shift of some 10 per cent from car travel based on existing travel modes to/from the College. In addition to this, an increased uptake in carpooling should also be targeted in order to reduce single occupancy trips to/from the College.

## 4.2 Proposed Mode Trip Generation

Table 4.2 summarises the anticipated net additional site traffic generation for each mode associated with the proposed College redevelopment under the existing mode splits (assuming no mode shifts) and proposed mode share targets (as outlined in

Table 4.1). These additional figures are based upon the net additions from the existing approved school cap of 1,600 students.

Table 4.2: Estimated Student Trips for Each Mode (Ultimate Development Scenario)

Main method of Travel	Staff (+29)		Primary Students (+50)		Secondary Students (+98)	
	Existing Mode Splits	Mode Share Targets	Existing Mode Splits	Mode Share Targets	Existing Mode Splits	Mode Share Targets
Car Driver (no passengers)	21	17	-	0	6	2
Car Driver (with passenger)	6	7	-	0	0	3
Dropped Off (only passenger)	0	0	11	5	19	8
Dropped Off (with other passengers)	0	0	32	33	41	43
Walk	1	1	1	3	1	3
Cycling	0	1	0	1	0	2
Train / Bus	1	3	6	8	31	37
Total	29	29	50	50	98	98

As indicated previously, the above modal split targets, in our view, are considered realistic and a significant achievement.

Based on the Traffic Impact Assessment report, the additional vehicle trip generation of the proposed scheme could decrease from 196vph to 59vph during the school AM peak and from 108vph to 22vph during school PM peak period as a result of the modal shift.

Table 4.3: Additional Peak Hour School Traffic Generation

	Approved School Capacity		Ultimate Development (no modal shift)		Ultimate Development (with modal shift)	
	AM Peak	PM Peak	AM Peak	PM Peak	AM Peak	PM Peak
Traffic Generation (two way)	1,171	754	1,367 (+196)	862 (+108)	1,230 (+59)	776 (+22)

It is however noted that the ultimate goal of no net peak hour traffic increase on the road network compared with existing conditions will be targeted as part of this GTP. However, this would need to be a long-term goal for the school with extensive consultation with parents/caretakers, students and relevant authorities, including TfNSW (Sydney Buses) as such mode changes cannot be achieved overnight.

## 4.3 Case Study – Brisbane Active School Travel Programme

In 2004, Brisbane City Council implemented an Active School Travel (AST) programme at various schools to implement a number of initiatives to reduce the number of car trips made to and from Brisbane Schools.

Based on this programme, a summary of the key successes between 2008 and 2009 are as follows:

- 24.8 per cent decrease in car trips
- 19.1 per cent increase in students walking to the school
- 3.1 per cent increase in students cycling to school
- 2.5 increase in students carpooling with other families.

The key initiatives implemented include:

- Walking Wheeling Wednesday – a weekly campaign to encourage students to actively travel to school every Wednesday. This enabled a ‘spill over’ effect where students chose to actively travel to school for the whole week.
- Park and Stride – encourage students who have no alternative but to be driven to school to walk part of the way. A site was selected within a 5-10 minutes walking distance from the school and parents were encouraged to drop their children off there. This assisted to alleviate congestion experienced around the school gates.
- Walking School Bus – group of children walking to and/or from school with trained and approved Walk Leaders from the school community. This walking route include key bus stop to pick up and drop off children along the route as required.
- Car Pooling – encourage families to reduce the number of car trips from one family to provide some time and cost saving benefits by not having to do the ‘school run’ every day.
- RACQ ‘Streets Ahead; Road Safety Program’ – RACQ officers would visit schools to teach students how to be safe pedestrians and passengers. This presentation is interactive and engaging to encourage children to practice correct road safety behaviours, making it easier for them to learn how to be safe road users in real-life situations.
- Public Transport Orientation – this is an activity to education students how to use buses safely and how to behave safely at bus stops. This motivated some parents to allow their children to use public transport to school.
- Bike Skills Training – offered to students to improve their cycling competency, cycling confidence, safely cross the road, understand road rules and demonstrate to their parents they have attained sufficient skills to allow them to cycle to/from the school.
- Bike Cage Construction – provision of secure bike storage areas to alleviate student’s and parent’s fear or bicycle theft and/or vandalism.

- Active Travel Maps – specific active travel maps for each school to detail public transport services in the area, cycle and walking routes.
- Road Star and Assembly Presentations – a mascot who appears at launch events and school assemblies to promote active travel.
- Adopt a Cop – an initiative to pair a school up with their own police officer. This was found to provide reassurance to parents to allow their child to actively travel.
- Active School Travel (AST) E-News – a monthly newsletter to detail best practice models for initiatives and publishes the Walking Wheeling Wednesday statistics allowing schools to compare results and achievements.
- Legacy Program – provide schools with an additional two years of support in further developing and maintaining their travel plan.

A comprehensive evaluation was undertaken at the end of each year which highlights both successes and areas for improvement.

The above successful initiatives have been considered as part of this GTP.

## 5 Methods of Encouraging Modal Shift

To achieve the objectives of the GTP, measures will be put in place to influence the travel patterns to/from the site, with a view to encouraging modal shift away from cars.

### 5.1 Site-Specific Measures

It is recommended that the College implement 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. Reduction of on-site car parking provision	Reducing or limiting on-site car parking provision and introducing strict car parking policies to manage car parking allocation with the site. It is recommended that the number of staff allocated parking spaces be reduced to remove the "convenience" away from car travel, which was identified as one of the main reasons for driving to the site.
2. Designated carpool only spaces in centrally managed car parks	It is recommended that designated carpool only parking spaces be provided within the site to encourage carpooling within the College. In order to use the designated carpool only spaces, a pre-booking system will be required. Security will be required to patrol these spaces to ensure appropriate use and compliance with relevant car park policies.
3. Bicycle Parking	It is recommended that additional secure bicycle parking facilities within the College, particularly near buildings be provided. Notably, new bicycle parking for teachers and students are proposed on the site as part of the proposed development of the site. In addition to this, end of trip facilities are already present on-site and will be enhanced as part of the proposal. This will encourage staff and students to cycle to the College. All existing bicycle locker and parking locations will need to be posted on public transport noticeboards and/or the College website to ensure staff, students and visitors are aware of the existing cycling facilities.
4. Walking Groups / Walking School Bus	<p>Staff employed at the College will be encouraged to walk by implementing a '10,000 steps per day initiative'. This involves providing staff with trackers that measure the number of steps they have walked. Staff members who have achieved the 10,000-step goal over a set period could be rewarded with a free gym membership or similar.</p> <p>Similar program is also recommended for students where students who achieved 10,000 steps in three consecutive days for example be rewarded with a discount couple at the canteen within the College.</p> <p>In addition, a more comfortable walking experience must be provided within the College as part of the redevelopment of the College, which will need to include an improved internal walking network.</p> <p>A trained and approved Walk Leader from the school community should be employed to walk a group of children to and/or from school. This walking route should include key bus stop to pick up and drop off children along the route as required.</p>
5. Bicycle User Groups	A cycling group would need to be established to familiarise the nearby bicycle routes and allow people to enjoy cycling with the company of others. This will also teach beginner cyclists the necessary skills required whilst cycling on-road. It will be necessary that a staff member be appointed to oversee and organise all bicycle events and communication regularly to promote cycling.

Item	Description of Measure
6. Public Transport Noticeboards	Public transport noticeboards should be provided at key locations and on the College's website to make staff, students and visitors more aware of the alternative transport options available. The format of the noticeboards will be based upon the travel access guide (see Appendix A).
7. Provision of showers, changing rooms and lockers	End of trip facilities such as lockers and shower facilities to be provided to staff and students to encourage more staff and students to walk and cycle to the College. The locations of the end-of-trip facilities will need to be included as part of the travel access guide posted at key locations on noticeboards, distributed via email regularly etc. This will enable staff and students to store their teaching material/resources in a safe and secure location.
8. Public Transport Incentives/Discounts	Posters detailing eligibility for Opal Card concessions, bus services and other public transport information will be placed on noticeboards within the College and emailed to students. It is recommended that the College provide public transport fare subsidy to staff to encourage staff to use public transport more. Alternatively, this could be provided as a fringe tax benefit.
9. Interest free loan scheme for travel by bus, rail and bicycle	Depending on the effectiveness of the other "soft-measures", it may be necessary that staff be provided with pre-loaded Opal cards during their staff induction so that travel patterns can be influenced from Day 1. Furthermore, the College should investigate interest free loan schemes for staff and students for travel by bus, rail and bicycle (e.g. purchasing bicycles for staff and/or a \$50 pre-loaded opal card under an interest free loan scheme).
10. Car Share Vehicle	It is recommended that existing car sharing facilities be advocated to all staff and visitors. The initiative is predominately aimed at staff members who drive to the College so that they are able to run errands during the day using their car.
11. Online car sharing forum	A carpooling forum will be developed on the College staff and student 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 College, social media and/or on the College Transport Access Guide (TAG).
12. A targeted approach to stimulate carpooling amongst staff	It will be necessary to develop a targeted approach to stimulate carpooling amongst staff. Promotion of the carpooling forums would need to be carried out as part of any staff induction and regular reports distributed to all staff members. In addition to this, social events will go hand in hand with this approach to promote social interaction between the staff to reduce social barriers which may deter staff from carpooling with other staff members.
13. Provide well-lit and safe pedestrian and cyclist facilities within the College	It is recommended for all internal pedestrian and cycle facilities within the College be reviewed and upgraded with better lighting and with more security patrol to encourage more staff and students to walk/cycle to the site.  In addition, it is recommended for a liaison officer to be appointed to lobby Council and other government agencies to improve existing and/or provide more pedestrian and cyclist facilities on all approaching routes and pedestrian paths to and from the site.
14. Road Safety Awareness presentations	It is recommended that monthly presentations be held during school assemblies to promote active travel and generate interest and excitement amongst the staff and students. This presentation should also help students to understand the road rules, as well as teach them how to be safe road users in real-life situations.

Item	Description of Measure
15. Park and Stride Programme	It is recommended that the school consider implementing a Park and Stride programme to encourage parents to drive their children to an off-site location (e.g. Centennial Parklands) and walk to the school to alleviate traffic congestion on surrounding residential streets. This measure would however need to be discussed with Council as all drop offs are currently undertaken on-site.

## 5.2 Staggering Arrival and Departure Times

At present, primary and secondary start and finish times are staggered. However, it may be desirable to further stagger start and finish times for each year group. Staggering drop off and pick up times for school children can help alleviate congestion during peak periods. It is therefore recommended that the start and finish times be amended for each year group to assist distribute school related trips during school drop off and pick up times.

In addition to this, schemes can also be easily implemented by the schools through the School News Bulletin (or similar) to provide parents with a general guideline as to what time they should drop off and pick up their child for each year group. This however may raise some concerns for parents who have more than one child in different year group at the school.

Further detailed consultation with staff and students/parents would need to be conducted to understand if amending the existing start and finish times are viable. It may become necessary that an "after class" room be established with a supervising teacher to accommodate any students who are waiting for their sibling in a different year group at the school. It may also be the case that before and after school activities be reviewed and promoted in order to stagger to student levels to suit the proposed staggered start and finish times.

## 5.3 Off-site Measures

The College will consult with Waverley Council and/or TfNSW with a view to implementing several off-site measures to improve the transport connections to and from site including:

- investigations with Council to improve the existing bike routes surrounding the College as shown in Council's Bike Map
- improved signage and way finding from the surrounding local road network, to improve walking and cycling experience. Signage would include way finding for cyclists on the best and safest route to the College
- discussions with TfNSW to provide additional school bus services and more frequent services to/from the Campus, particularly during the school morning period.

## 5.4 Transport Access Guide

The information provided within the GTP will be provided to students 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 train stations, wharfs, bus stops and walking and cycling routes.

Such TAGs encourage the use of non-vehicle mode of transport and can reduce associated greenhouse gas emissions and traffic congestion while improving health through active transport choices.

They can take many forms from a map printed on the back of business cards or brochures. Best practice suggests that 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.

This TAG is to be available for pick up at various locations within the College such as, at front entrances and noticeboards.

A draft TAG has been prepared for the site and is provided in Appendix A.

## 5.5 Information and Communication

Several opportunities exist to provide students and staff with information about nearby transport options. Connecting students and staff with information will help to facilitate journey planning and increase their awareness of convenient and inexpensive transport options which support change in travel behaviour.

Transport NSW info

- Bus, train and ferry routes, timetables and journey planning are provided by Transport for New South Wales through their Transport Info website:

<http://www.transportnsw.info/>

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:

[http://www.rms.nsw.gov.au/maps/cycleway\\_finder](http://www.rms.nsw.gov.au/maps/cycleway_finder)

Similarly, phone apps such as TripView display Sydney public transport timetable data and shows a summary view showing current and subsequent services, as well as a full timetable viewer. This timetable data is stored on mobile devices, so it can be used remotely.

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

The above web links and any social media platforms are to be included within the GTP/TAG.

## 5.6 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 will be updated as required. However, it is stressed that the availability of the suggested strategies from Day 1 on 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	Responsibility	Timescale
Reduce on-site car parking	1	The College	2023/2024
Introduce designated carpool only spaces	1	The College	Ongoing
Review car parking policy and limit car parking allowances	1, 3	The College	Annually
Advocate existing car sharing facilities nearest the school buildings	1, 2	The College / TPC	Ongoing
Provide discounted GoGet memberships for staff and students	1, 2	The College / TPC	Ongoing
Establish a carpooling online forum for staff and students to register and establish social/"meet and greet" events to promote social interaction and carpooling	1, 2	TPC	Ongoing
Provide showers, changing rooms, drying rooms and lockers within the site which are easily accessible and near buildings/classes	1, 2, 3	The College	2023/2024
Provide secure bicycle parking	1, 2, 3	The College	2023/2024
Establish Walking Groups / Walking School Bus and Bicycle User Groups with associated online forums	1, 2, 3	TPC	Ongoing
Provide public transport noticeboard at key locations within the site in the form of a travel access guide. This will also be posted on the College's website and included as part of all student enrolments and during staff induction.	1, 2	The College / TPC	Ongoing
Provide interest free loan scheme for travel by bus, rail and bicycle and public transport incentives/discounts (e.g. \$50 pre-loaded opal cards for staff)	1, 2	The College / TPC	Ongoing
Promotion of the carpooling, walking and cycling user group forums to be distributed regularly via email to staff and students	1, 2, 3	TPC	Ongoing
Provide staff, students and visitors with the GTP to encourage active travel	1, 2, 3	The College / TPC	Ongoing
Provide staff, students and visitors with a TAG on day one of enrolment/induction and post the TAG on noticeboards, front entrances, the College's online website, etc.	1, 2, 3	The College / TPC	Ongoing
Provide well-lit and safe pedestrian and cyclist facilities within the College	1, 2, 3	The College / Council	Ongoing
Establish monthly Road Safety Awareness presentations	1, 2	The College / TPC	Ongoing
Park and Stride Programme	1, 2	The College / TPC	Ongoing
Ongoing review of the GTP to introduce additional measures as required	1, 2, 3	TPC	Ongoing

\*TPC = Travel Plan Coordinator

## 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 will 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 will require annual 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 will need a formal Travel Plan Co-ordinator (TPC), who will have responsibility for developing, implementing and monitoring the GTP. The TPC will be an appointed staff member or an independent expert.

It will 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 are an essential part of the GTP. It will 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 staff induction/student enrolment.
- Consensus – It will be necessary to obtain broad support for the introduction of the plan from the staff and students.

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 and marketing of the project as a whole will be important.

## 6.2 Remedial Actions

A continuous review will take place to identify remedial actions should the modal share targets not be achieved. At this stage, the following measures are proposed both as discrete measures (e.g. car share) and those being proposed as part of the redevelopment of the site:

- increased bicycle parking
- increased/ improved changing facilities/lockers
- improve pedestrian paths within the site
- increase use of car share (GoGet)

## 6.3 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 College to promote increased use of public transport services 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.

## 6.4 Consultation

The results of the GTP will be communicated with students, staff and to the wider community via the 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 3 and 5 years. This letter/report can be appended to the GTP.

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

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## 7 Conclusion

It is recommended that travel surveys be conducted each year to highlight both successes and areas for improvement.

The findings of these surveys should be reported every year after the recommended green travel initiatives have been adopted to measure the effectiveness of these measures. This GTP would need to be updated accordingly to reflect the findings of the updated travel surveys.

If required, additional measures may be required to achieve the modal split targets and to achieve the long-term aspiration of no net peak hour traffic increase on the road network compared with the 2019 counts.

# Appendix A

## Travel Access Guide



## Bus Services

Bus stops are located around the School for student, staff and visitor use.

357 Mascot to Bondi via Kingsford	706E Moriah College to Bondi Junction
699E Watsons Bay to Moriah College	338 Clovelly to Central Railway Square
700E Moriah College to Watsons Bay	339 Clovelly to City Gresham Street
701E Moriah College to Watsons Bay	X39 Clovelly to City Martin Place
702E Moriah College to Dover Heights	X40 Clovelly to City Museum
703E Moriah College to Bondi Junction	Moriah Shuttle Bus (Moriah College to Bondi Junction)
704E Moriah College to Maroubra Beach	Moriah Shuttle Bus (Maroubra Beach to Moriah College)
705E Moriah College to South Head Cemetery	



## Parking, Drop-off and Pick-up

- Staff parking area access via Queens Park Road (Gate 2) and York Road (Gate 1 and 4)
- Student drop-off and pick-up location at Gate 1 car park (Primary) and Gate 4 car park (ELC and High School)
- Parking on-site is limited and will need to be pre-arranged in advance. To park on-site, please call 02 9375 1600.



## Cycling

A number of bike routes are available in the area. Check [Waverley Bike Plan](#) for more information.



For more transport options, visit <https://transportnsw.info/>








# Travel Access Guide

Moriah College  
Queens Park

# Travel Guide Map



## Key:

-  Vehicle Access Gate
-  Pedestrian Gate
-  Pedestrian Crossing
-  Bus stop
-  Staff Allocated Parking
-  Drop-off / Pick-up Area
-  Bicycle Route

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](mailto:info@tpp.net.au)

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