

Schools Infrastructure NSW  
**Alexandria Park Community  
School**  
Green Travel Plan

Issue 2 | 24 June 2020

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It is not intended for and should not be relied upon by any third party and no responsibility is undertaken to any third party.

Job number 256193

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**ARUP**



# Document verification

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# 1 Introduction

Arup has been commissioned by the Department of Education to prepare a Green Travel Plan (GTP) for the redevelopment of Alexandria Park Community School, to address the planning condition D9 of the Development Consent (Application no: SSD 17\_8373) under the State Significant Development (SSD) assessment criteria.

The Green Travel Plan has been prepared to support the Operational Transport and Access Management Plan (OTAMP) for the School.

A draft Green Travel Plan was prepared as part of the documentation submitted for the development application (Application no: SSD 17\_8373). This report forms part of the Pre-Operating Report required by the SSDA. All sub-sections of Condition D9 is outlined in Table 1.

Table 1: Condition D9

Condition D9		Section
<i>“Prior to the commencement of operation, a Green Travel Plan (GTP), must be prepared and be submitted to the Secretary to promote the use of active and sustainable transport modes.”</i>		
(a)	<i>be prepared by a suitably qualified traffic consultant in consultation with Council and Transport for NSW;</i>	Prepared by Arup, details on front page and control sheet
(b)	<i>include objectives and modes share targets (i.e. Site and land use specific, measurable and achievable and timeframes for implementation) to define the direction and purpose of the GTP;</i>	Chapter 2
(c)	<i>include specific tools and actions to help achieve the objectives and mode share targets;</i>	Chapter 3
(d)	<i>include measures to promote and support the implementation of the plan, including financial and human resource requirements, roles and responsibilities for relevant employees involved in the implementation of the GTP; and</i>	Chapter 3 and Section 4.1, 4.2
(e)	<i>include details regarding the methodology and monitoring/review program to measure the effectiveness of the objectives and mode share targets of the GTP, including the frequency of monitoring and the requirement for travel surveys to identify travel behaviours of students and staff to and from both schools at appropriate times throughout the academic year.</i>	Section 4.3

## 1.1 Site Description

The proposed redevelopment consists of the demolition of existing and construction of new buildings at the Alexandria Park Community School Park Road Campus. The school is bounded by Buckland Street in the north, Park Road in the east and a shared pedestrian path connecting Belmont Street and Buckland Street in the west. Alexandria Park is located just east of the school which is segregated by Park Road. The site location is shown in Figure 1.



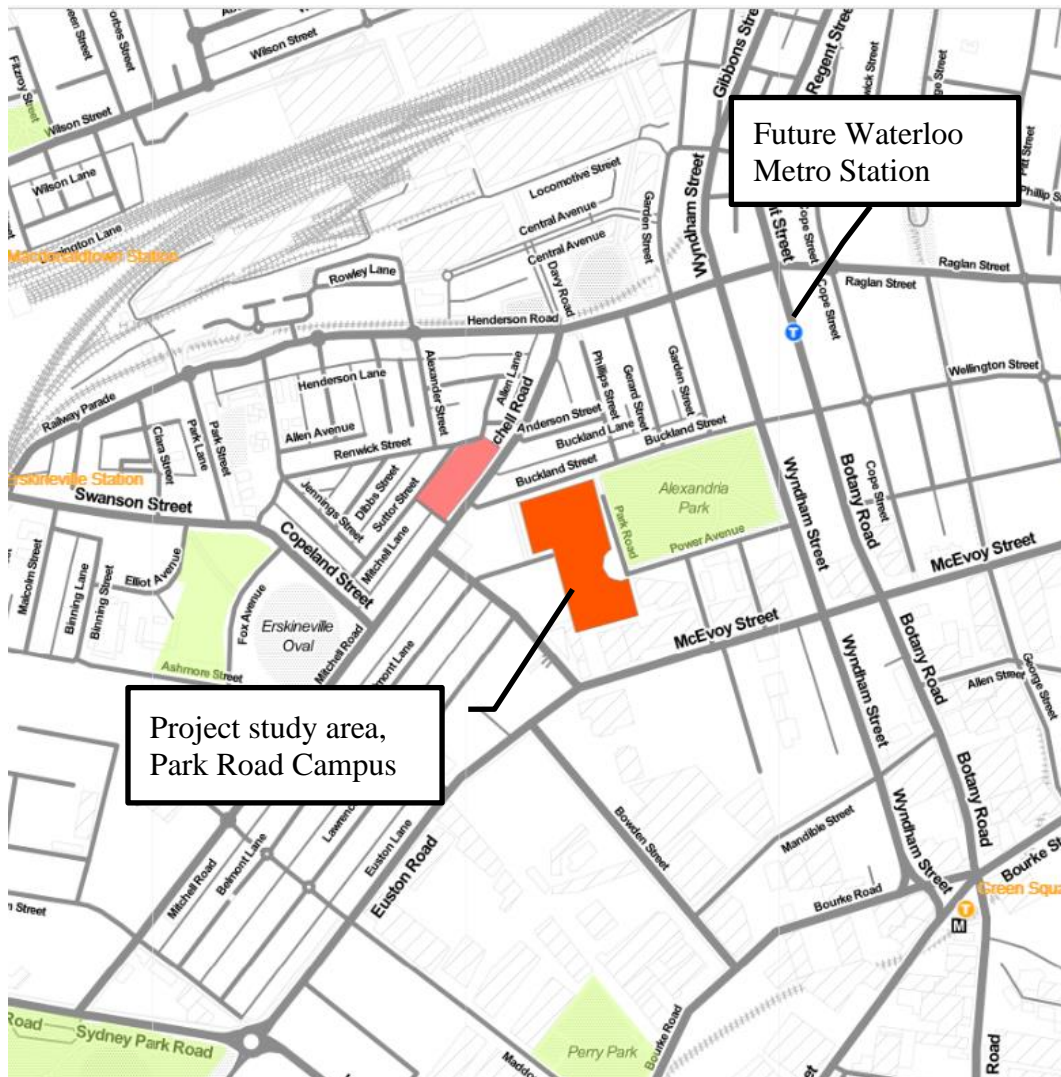


Figure 1: Site location map

The current population of the school is approximately 900 students and 110 staff. This is proposed to increase to 2,200 students and 200 staff. The primary school will have a population of 1,000 including an Opportunity Class (OC) and the secondary school a population of 1,200 which is partly selective. Students in the OC and selective classes are likely to travel from outside of the local school's catchment.

## 1.2 School enrolments

The school catchment is shown in Figure 2, this area is bounded by Darlington to the north, Zetland to the east, Erskineville to the west and Saint Peters to the south. As shown in Figure 3, a large proportion of students live within the catchment, but there are a number of students living a significant distance from the school in suburbs as far as Newcastle.

Students that live within the school catchment are well placed to use active travel modes or public transport for longer distance trips to access the school. Older



students who live outside the catchment may also use public transport as their main mode of transport.



Figure 2: APCS catchment

The school enrolment map (Figure 3) indicates there a number of students who live a long way outside the catchment. It is likely these students are from the Opportunity or selective classes and given the length of their journeys, they are more likely to use private car or train.

Analysis was undertaken by postcode to ascertain how many students lived within a 15-minute walk or cycle of the school. The school also has reviewed student addresses and it is assumed that approximately 531 students out of the current 892 enrolled are living within the school catchment. This equates to a balance of 361 students being eligible for the School Student Transport Scheme (SSTS).

In addition, 392 students are within a 15-minute walk and 645 students are within a 15-minute cycle. It should be noted that this analysis was based on the centroid point of each postcode. In practice the actual addresses of students may impact these numbers.



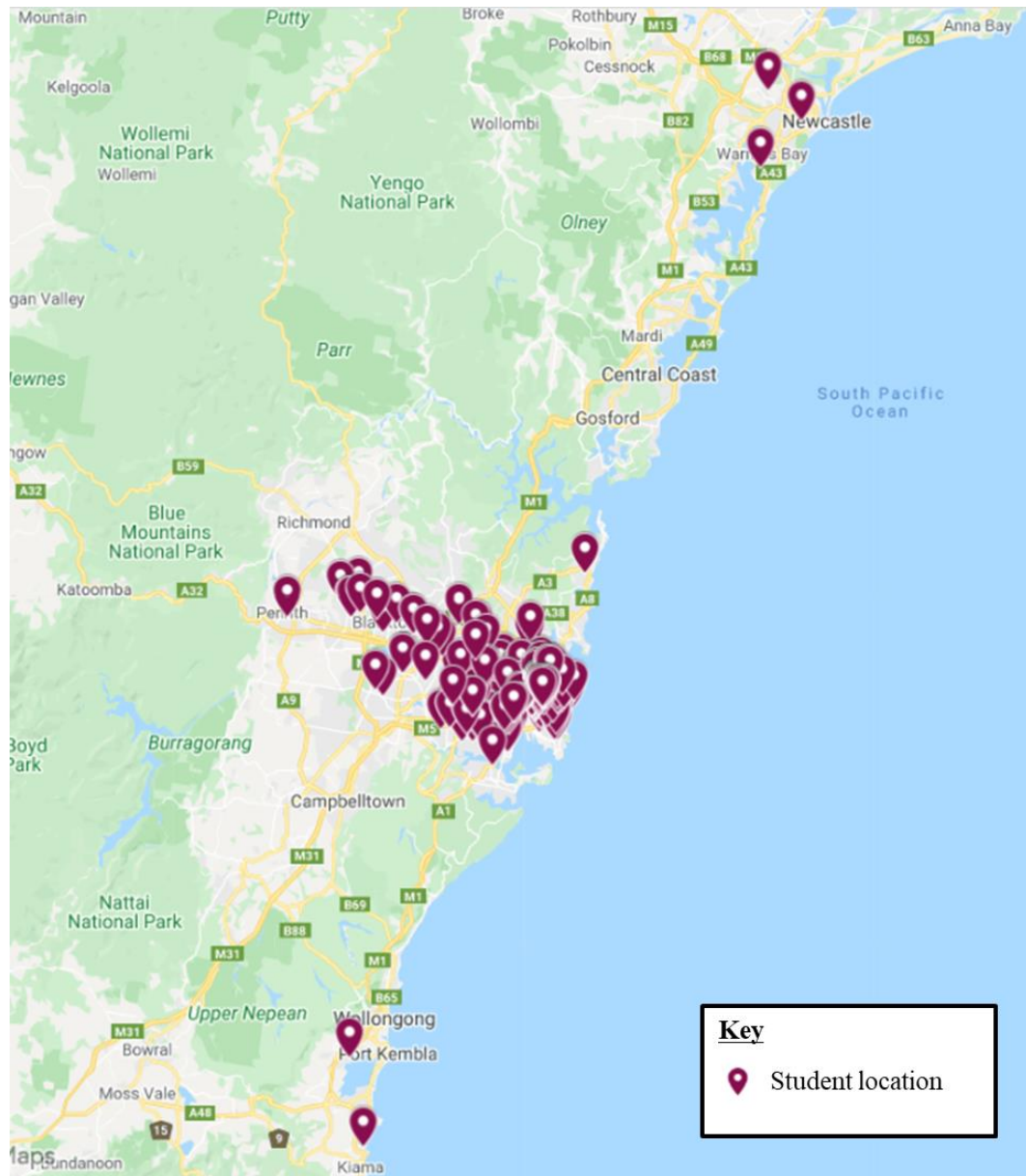


Figure 3: School enrolment map



### 1.3 Staff

The places of residence of the 110 staff that work at the school have been mapped, this presented on Figure 4.

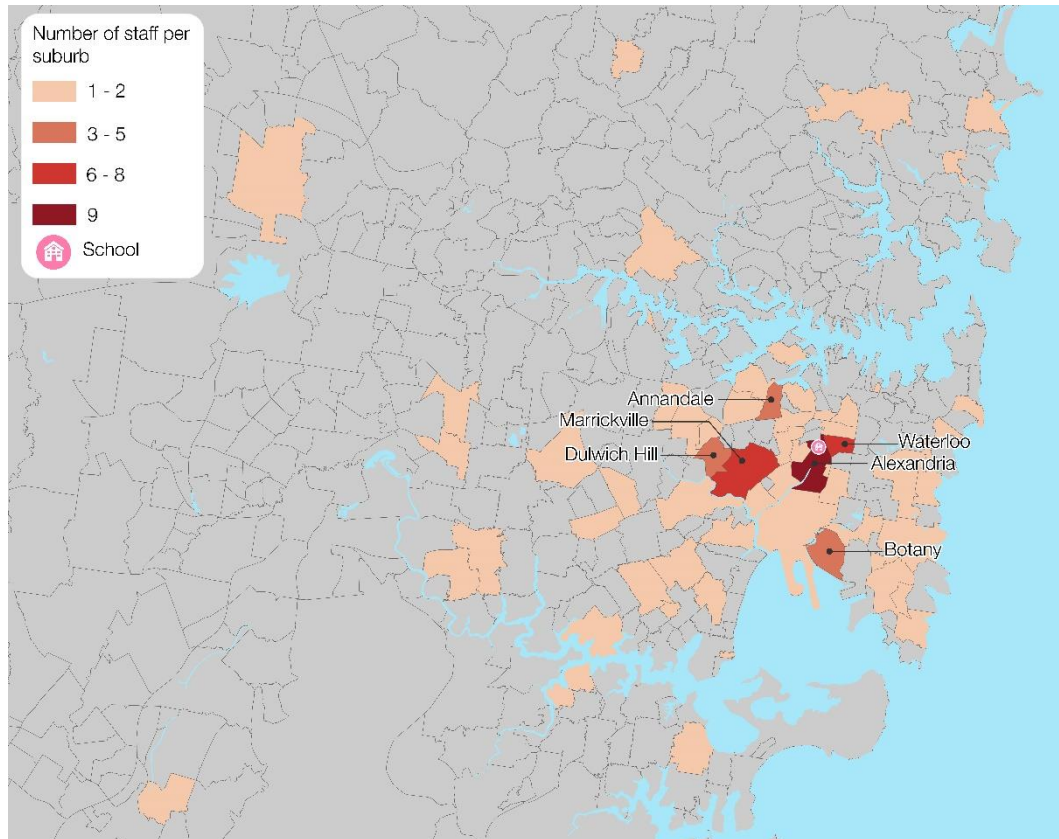


Figure 4: Places of residence of staff

A large proportion of staff live in the area surrounding the school where walking, cycling and public transport could be considered to access the school. There are several staff who live in suburbs that are a considerable distance from the school and it is expected that these staff would drive.



## 2 Consultation

To satisfy Condition D9 of the development consent, consultation with City of Sydney and TfNSW was undertaken for this plan.

### 2.1 City of Sydney

City of Sydney responded in May 2020 with no comments and confirmed they were satisfied with that the document addressed Condition D9.

### 2.2 TfNSW

TfNSW responded in June 2020 and had comments on the document. Each comment and the Arup responses are outlined in Table 2.

Table 2: TfNSW comments

Comment	Response
Information on staging of student enrolments - including current enrolments and forecasted increases;	Section 1 has been amended with information from the OTAMP
Consideration of the impacts of the increase in student numbers on surrounding transport infrastructure such as crossings	It is not expected that impact assessments be addressed in a GTP at this late project stage given this is requested in the response to submissions and forms part of the Transport Impact Assessment.
Include the school enrolment catchment and analysis of proportion of students within walking and cycling distance within the GTP	Analysis undertaken and outlined in Section 1.2
Greater details on measures to encourage sustainable transport choices amongst parents, students and staff for example information on walking routes, walking groups, cycling routes and information packs for parents and students	Further information on the contents of information packs has been provided in Section 4.1
Consider wayfinding measures such as local street signage to identify direction and distance to school	<p>The school remains in the same location and these measures are generally more appropriate for larger precincts (e.g. Barangaroo) rather than a school which has an identity in the local community.</p> <p>In addition, there is an approval pathway hurdle with Council who have not requested this and may not approve or fund it now.</p> <p>This item is therefore deferred with the intent that the School may undertake this consultation with Council and TfNSW at a later date post-occupation.</p>



Comment	Response
Proportion of students who are eligible for SSTS and promotion of the SSTS and School Term Bus Pass	Analysis undertaken and included in Section 1.2
Consider storage facilities (for large items and to reduce daily trips with these items) for students	There are no lockers in the design for this purpose, noting there are no requirements from Department of Education or conditions of consent requiring them.  The school has indicated that if a student has an unusual item (e.g. an oversized musical instrument) which needs to be stored, a teacher or the office can place this in an appropriate and secure location.
Include details (as shown in the OTAMP) of end of trip facilities including number of bike parking spaces, e-charging stations, number of change rooms	Appendix A contains information on cycle and scooter parking locations
Include a behaviour change program to encourage greater sustainable transport choices that target specific student groups e.g. encourage early sustainable behaviours through Bike Ed in primary years; and provide more specific targeted programs for high school students	Programs to be identified post-occupation by the School in consultation with service providers and Council.
Details on the appointment of a Travel Coordinator role and responsibilities once the school is fully operational	School consultation and this plan confirms that the School Principal is responsible for all travel plan responsibilities.
Identify how annual travel surveys will be conducted, an evaluation process and how any mitigations or changes will be implemented	Reference made to an online travel survey conducted annually including sample questions in Appendix B.
Identify how any increase of enrolments will be managed within the Green Travel Plan and evaluation process	The GTP relates to the final occupation for the whole school (i.e. total population in consent). Given it is a live document, further refinements could occur later by the School.
Information on how travel for special event trips for school activities such as school carnivals, swim school, excursions etc. will be managed	Section 4.6 includes information about event travel and special arrangements
Incorporate any council run programs that promote active travel to school	Please note that City of Sydney have reviewed the OTAMP and are happy with the report contents. However, we have added reference to a few safety programmes
Prepare a Travel Access Guide including examples of material to be provided, relevance to target age groups and how it will be distributed	A Draft Travel Access Guide is presented in Appendix C. This document would be tailored by the school post-occupation



## 3 Objectives and Targets

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A GTP is a package of measures put in place aiming to encourage more sustainable travel whilst commuting and also during the course of activities. It is a means for an organisation to demonstrate a commitment and take a pro-active step towards improving the environmental sustainability of its activities.

The principles of a GTP are applied to all people travelling to and from a site. Government authorities are placing increasing emphasis on the need to reduce the number and lengths of motorised journeys and in doing so encourage greater use of alternative means of travel which have less environmental impact than the car.

### 3.1 Green Travel Plan Objectives

The main objectives of the GTP are to meet travel demands in a safe and efficient manner and the promotion of sustainable and active means of transport. This also aligns with the 2020/21 Walking and Cycling Program. The more specific objectives include:

- High modal share for public transport, cycling and walking to school journeys;
- To ensure adequate facilities are provided at the site to enable staff, visitors and students to commute by sustainable and active transport modes;
- To promote the various kinds of benefits of travelling to school by sustainable and active modes, including health and economic benefits;
- To reduce the number of car journeys associated with travel by staff and visitors; and
- To raise awareness of sustainable transport amongst staff, students and visitors.

### 3.2 Green Travel Plan Targets

The existing mode share was determined by the travel surveys undertaken by staff at the school in late 2017 prior to the SSDA being submitted, as presented in Table 3. Significantly more parking was available within the School when these surveys were undertaken.

For staff, the current car mode is 82% which is higher than the 2016 JTW data for this area (59%). This indicates that there is potential for more staff to use alternative modes of travel. Furthermore, as there is no change in car parking supply, the car mode share target is set as 24%; also taking into account that carpooling will allow for higher occupancy. The majority of staff that are currently travelling by will be shifted to travelling by public transport, with minor increases in active transport modes targeted.

Staff travel initiatives will be required for school opening. It is recommended that the school initiate measures to be ready for new staff inductions.



Similarly, initiative aimed at reducing car dependence for student drop-off and pick-up need to be adopted in the early stages of student number increases at the school. The tailoring of the GTP by the school will need to take into account those measures considered most beneficial and achievable.

The proposed mode share targets are presented in Table 3, showing a comparison with the existing situation.

Table 3: Staff travel mode

<b>Mode</b>	<b>Staff existing</b>	<b>Staff existing (%)</b>	<b>Staff proposed</b>	<b>Staff proposed (%)</b>
Car Driving	45	81.8%	48	24.0%
Car pool	-	-	20	10%
Walk	2	3.6%	10	5.0%
Cycle	2	3.6%	10	5.0%
Public transport	6	10.9%	112	56.0%
<b>Total</b>	<b>55</b>	<b>100.0%</b>	<b>200</b>	<b>100.0%</b>



## 4 Measures and Action

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This section outlines the measures and actions which could be undertaken by the School to implement the GTP.

These initiatives aim to improve the existing and future conditions of campus population increase by:

- Reducing private vehicle usage from staff and therefore parking demand
- Reducing private vehicle usage (pick-ups and drop-offs) from students
- Reducing traffic congestion and improving intersection performance on surrounding streets

The modal shift associated with these travel methods aim to reduce car trips to the development so there is no net impact from School population and proposed development increases on existing traffic conditions.

### 4.1 General Marketing and Promotion

The objectives of the GTP will only be achieved with the support of staff and student's parents. Marketing the benefits and promoting the sustainable alternatives available are therefore crucial in encouraging staff and students to adopt the GTP measures. It is important that all users at the school are made aware of the need for the GTP at an early stage, and that the measures are to support and encourage people to use cars more wisely.

Information on cycle parking and useful links to public transport websites specific to the school location can be published on both the school website and intranet for ease of access by regular/non-regular users.

The School can support and promote events such as National Bike Week, Bike2Work Days, walk to work day to staff through lunch time presentations or students during assembly, notice board posters, newsletters intranet and email. Prized competitions such as pedometer challenge can be recommended to staff and students as an interactive way to promote the benefits of active travel.

An example Transport Access Guide (**Appendix C**) has been developed and this can be refined before issuing to all parents and students by appropriate age groups prior to the opening of the school.

In addition to raising general awareness, any successes achieved will be fully publicised on websites and/or social media to motivate students and staff to continue adopting sustainable and active modes of transport; as well as engaging with the parents on the benefits on active travel and encourage mode shifts. .

An information pack would be provided to students containing information such as key cycling routes, cycle parking locations within the school, initiatives for cycling to school. This pack could include:

- A print-out of the TAG for the student
- Information of key transport events (e.g. Ride to Work Day)



- Information about benefits of walking and cycling
- Council programs and contacts
- Links to relevant websites and the information below to encourage sustainable transport

## 4.2 Cycling

The school have good access to the cycling network and will provide onsite facilities for cyclists (i.e. easily accessible bike room/shelter, changing rooms and showers, lockers etc.). In total 144 cycle and scooter spaces will be provided. The location of these facilities are presented in **Appendix A**. In Phase 1 when the changing rooms may not be finished a disabled toilet with a shower could be used as changing facilities. In order to activate and promote cycling, the following sets out a number of measures that can be considered:

- The School could supply a Green toolkit at the school (funded by the Establishment grant) – this can consist of puncture repair equipment, a bike pump, a spare lock and lights;
- The school principal could assign a staff member to contact local cycle retailers to discuss opportunities for cheap servicing of student and staff bikes. If the school cohort purchase enough bikes from the retailer, they may agree to service them for free;
- Provide cycle maps to staff and students that shows safe / leisure cycle routes to the school;
- Participate in annual events such as ‘Ride to Work Day’;
- Notice boards could have news of events / generic posters promoting cycling;
- Developing a ‘Cycling to school’ webpage specific for their school containing details of storage areas, shower facilities and links on the intranet containing useful links to journey planning websites in Sydney;
- Make staff and students aware of public transport cycling carriage policies and cycle storage facilities at rail stations;
- Staff and students who cycle could be encouraged to form a Bicycle User Group in order to provide a body of regular cyclists who can discuss on issues relating to the provision of on-site cycling facilities and the maintenance of off-site cycle routes;
- Consider setting up a ‘Bike Buddies’ scheme for less confident people interested in cycling; and

## 4.3 Public Transport

To promote the use of public transport for travel to school and school-related journeys during the day. The measures include:

- Provide minimal parking spaces for staff within the school sites to encourage the use of public transport travel;
- Manage the student drop-off and pick-up areas surrounding the school;



- Continue to discourage high school students from being dropped off or picked up surrounding the school;
- Set up an intranet public transport page to provide useful links to journey planning websites in NSW;
- Provide useful public transport maps and promotional items to potential and current public transport users in the existing induction pack for new employees;
- Provide information on how to obtain discounted travel with NSW's School Student Transport Scheme using School Opal card or free school travel pass;
- Encourage the use of public transport for school excursions;
- Advertise to parents and students that if they do not qualify for the SSTS they may be able to purchase a School Term Bus Pass which provides discount on travel between home and school (on school days only) via the most direct route;
- Provide notice boards that could have news of events / generic posters promoting public transport; and
- Encourage the use of online TfNSW trip planning tools that provide real time public transport information and quickest/cheapest routes between the school and other origin/destinations.

## 4.4 Walking

Aligned with the TfNSW 2020/21 Walking and Cycle Program released in 2019, the following sets out some specific measures designed to encourage more walking trips to and from the school by staff and students living within a reasonable distance:

- Provide a map showing the most direct route connecting the transport interchange and school, along with the estimated walking time;
- Produce walking related articles for inclusion in the school newsletters focussing on 'walking champions' to highlight best practise in walking;
- Create and maintain an intranet 'useful walking routes' containing useful routes to key areas;
- Encourage the use of online trip planning tools provided by Transport for NSW that outlines the quickest/step-free walking routes between the school and other origin/destinations;
- Consider holding prized walking competitions to encourage participation;
- Participate in Walk to Work day and consider holding a 'healthy breakfast' as a reward to all those who participate; and
- Support and provide posters relating to the City of Sydney initiatives 'No apologies, No excuses!' and 'Hold my hand' which aim to ensure safety for school children walking to school.
- An information pack would be provided to students containing information such as key walking routes, dates of walking competitions and initiatives and links to City of Sydney programmes.



## 4.5 Pool cars, taxi share and shuttle bus service

In order to reduce the number of car trips and especially trips made to common destinations the following measures can be considered:

- Set up a journey to/from school car share system for all staff who are willing to participate in the scheme and dedicate at least one car space for this use. The system would inform participants of other staff who live in the same area or who pass through the area on their way to the school. The participants either share the costs or alternate in driving to the school;
- Consider utilising a range of free apps are currently available online to assist with the operation of this initiative. The school will need to investigate the most appropriate app that aligns with its Child Protection Policies before promoting this initiative; and
- Introduce a taxi or pool car share system for trips during the day for staff.

## 4.6 Special events

The school has various special arrangements for events held outside the school campus:

- When sporting carnivals are held at the nearby Alexandria Park or Erskineville Oval students walk to these events supervised by teachers;
- Prince Alfred Park swimming pool is used for swimming carnivals and swim school. High School students are encouraged to walk or catch public transport. The school charts a bus to take Primary School students to this venue; and
- For any other excursions relating to the High School public transport will be the preferred mode of transport. For locations not served by public transport the school would charter a bus.

## 4.7 Staff Induction

All new staff members could be made aware of the GTP as part of their induction process. The GTP section of the induction could provide new starters with the following:

- A brief introduction to the GTP and its purpose;
- How/where to access the document and point of contact;
- Tour of the school to include cycle parking areas, showers and changing facilities; and
- Provision of Travel Information which would include information on incentives to use sustainable means of transport e.g. pool bikes and car/taxi share system.



## 5 Travel Plan Monitoring

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### 5.1 Management of the Plan

The School Principal will manage the Travel Plan with the help of other staff as required.

The Principal and staff who are assisting, will be responsible for promoting the measures to encourage staff/students to travel to/from the school using sustainable modes instead of single occupancy vehicles. The Principal, will also be managing the on-going development, delivery and promotion of the GTP. They will be the first port of call and provide a communication platform between the staff, students, parents and the school, as well as external organisations such as local groups, the Government or public transport operators. The Senior management support is critical to ensuring the success of any travel plan for a number of reasons such as to:

- Lead by example;
- Allow budget allocations to support the measures proposed; and
- Give support to changes or development of policy documentation.

Administration of the GTP involves the maintenance of necessary systems, data and paperwork, consultation and promotion.

### 5.2 Funding

The GTP will be funded by the School.

### 5.3 Review and Monitoring

The GTP is a strategy that will evolve over time and should remain a live document.

Target setting should reflect an ambition for continued progress year on year and there could be a mechanism to review targets in light of monitoring surveys. The monitoring measures could include collecting data on travel patterns for journeys to school and also during the school hours. The recorded data would inform modes of transport and distance travelled by each mode, from which energy consumption and emissions could be estimated. As the targets presented in this GTP are based on forecast, the first set of surveys will be conducted within three months post-occupation. Further surveys will be carried out on the first year, third year and fifth year post-occupation.

Once the GTP is operational, the school will meet annually to undertake a review of both the Travel Plan and Operational Travel Access Management Plan (OTAMP) measures in place for up to 5 years. The objective will be to measure their success and to identify the potential for refinements. To aid this review an online travel survey will be conducted each year. Example questions for this travel survey are presented in **Appendix B**.



Any emerging policies from the national or local governments can affect the proposed travel planning strategy. Public transport provision in the local vicinity as well as measures proposed in this GTP and the OTAMP such as bus subsidies might change; therefore, reviews and revision to both the documents will be required annually.

The school will further engage with the Government to assist in designing and operating services which best support the needs to the students and staff, and therefore promote high levels of sustainable transport modes.

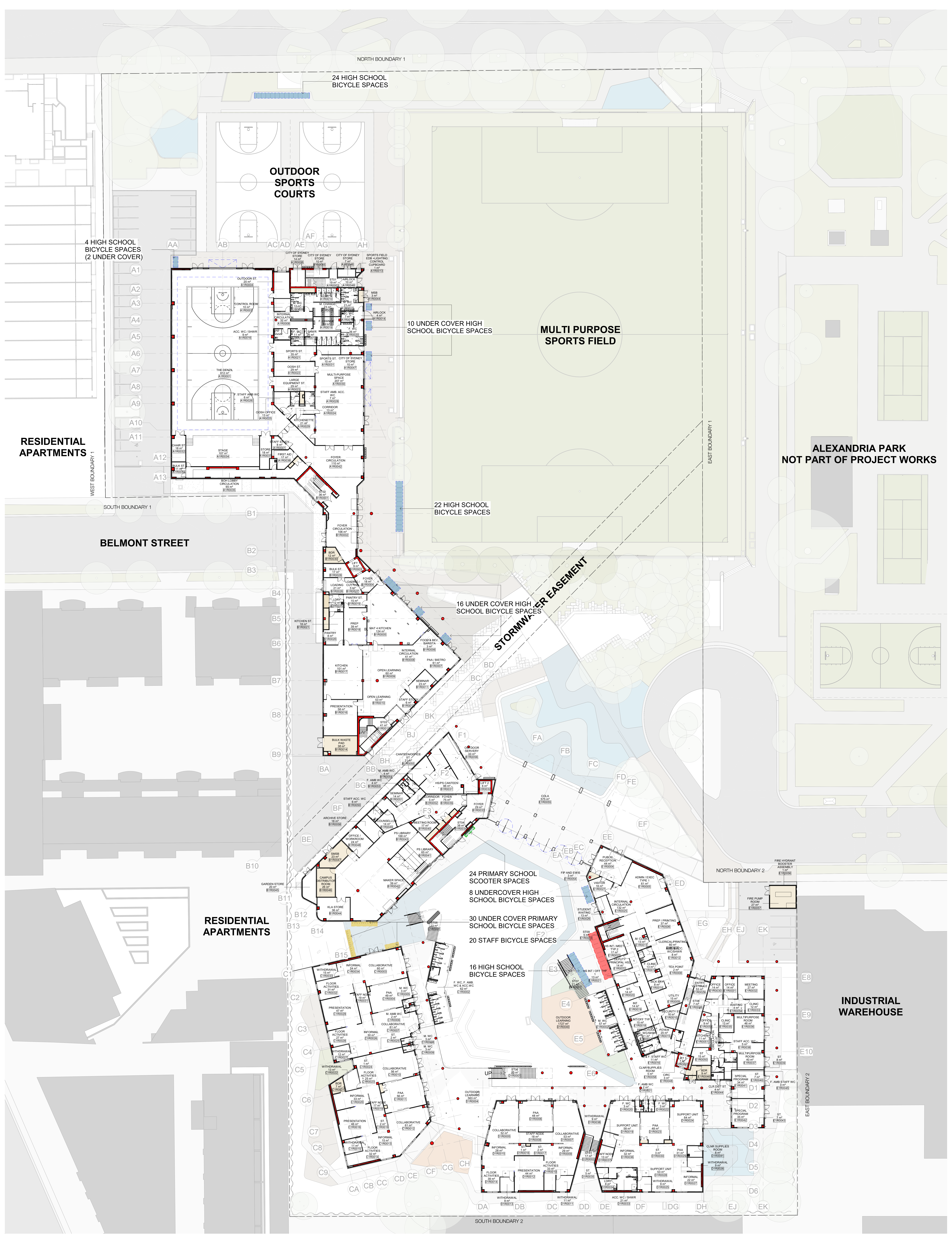
The school will then compile a review report outlining the results of the review, including any updated survey results. The report will also incorporate the results of on-going monitoring processes throughout each of the preceding periods.



## Appendix A

### Cycle and Scooter facilities map







## Appendix B

### Example Travel Survey Questions



1. What year are you currently attending?
2. Do you have any brothers or sisters that attend APCS? Can you carpool together?
3. On a typical day, what time would you normally arrive at school? (i.e. on a day that you do not have sports or extracurricular activities before classes start)?
4. What postcode are you most likely to travel to school from in the morning? (This may be the suburb in which you live)
5. What postcode are you most likely to travel from school to in the afternoon? (This may be the suburb in which you live)
6. On a typical day, how are you most likely to arrive / travel to school?
7. When you get dropped off in the morning by private vehicle, where are you most likely to get dropped off?
8. If you travel to school by private vehicle and your parent/caretaker parks in a nearby location before walking with you to the appropriate school entrance, where is your parent/caretaker most likely to park their car?
9. Do you take a bus or train to school? (Please indicate if you take both)
10. On a typical day, how are you most likely to travel home/depart from school?
11. When you get picked up in the afternoon by a private vehicle, where are you most likely to get picked up?
12. What is the primary reason you were taken by private vehicle from school? i.e. if you do not walk home, cycle home, take the school bus home or take public transport home after school, what is the main reason for this?
13. If you take public transport please provide details of this trip i.e. location of bus or rail stops, departure and arrival time
14. Do you or your parents/caregivers have suggestions for how to reduce traffic congestion around APCS?



## Appendix C

### Draft Travel Access Guide



# Alexandria Park Community School

## Transport Access Guide

Travel to Alexandria Park Community School for staff and students is easy with convenient public transport in its surrounds. This guide provides information on the different travel options to the school for staff and students.



### Car Travel

#### Parking

Parking for staff is available in the staff car park, accessed by Belmont Street. For parents and other visitors there is street parking surround the school on Power Avenue, Belmont Street and Buckland Street.

Accessible parking is also available on Power Avenue for the community centre.

#### Drop off/Pick up

Drop off and pick up bays are located along Park Road and Belmont Street.

### Active Modes

#### Cycling

Throughout the area, there are various cycling facilities including off-road cycling paths and wayfinding signage.

Bicycle parking will be available at the staff car parks and one adjacent to Power Avenue.

#### Walking

Access to the school via all types of transport will require different levels of walking. The walk from train stations and the future Waterloo Metro station is well paved with signalised intersections and zebra crossings.

### Public Transport

#### Train

The school can be accessed from either Redfern, Green Square and Erskineville stations. Redfern station is a 12-minute walk away via Gibbons Street with services on the T1, T2, T3, T4, T8 and T9 lines. Green Square station is a 13-minute walk via Wyndham Street with services on the T8 line.

#### Bus

The bus service 355 runs from Bondi Junction and Marrickville during school peak hours with a total of 6 services. The bus stops directly outside the school on Power Avenue



For more information visit [transportsw.info](http://transportsw.info) or call 131500.