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Picton High School

Redevelopment

Green Travel Plan

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Picton High School

Redevelopment

Green Travel Plan

Quality Assurance Statement

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1. Executive Summary

TDG was engaged by the NSW Department of Education to prepare a Green Travel Plan for Picton High School. Travel plans are developed to manage travel demand at a workplace, school or other place where people gather. Their primary aim is to inform delivery and promotion of a variety of transport choices for people who travel, to mitigate against any negative effects of car use. A school travel plan aims to provide options for students, parents and teachers to counter excessive congestion at the school gate, and to promote healthy, active transport choices such as walking and cycling.

This travel plan has been prepared for Picton High School, which is to increase the enrolment capacity to 1,580 students.

This report summarises the travel plan actions that are recommended for the school. These recommendations have arisen based on discussions with the schools, a survey of parents and caregivers from the 2018 school community, and a desktop and field assessment of the road and transport environment in the vicinity of the school.

Feedback from the school community indicates a desire to adopt alternative transport modes in the event that they are made more readily available and/or safer. The main actions therefore relate to supporting and encouraging initiatives to support this behaviour, and building on the travel choices of students to encourage more staff to consider active transport. There are also actions related to engaging with Council and the local bus department to promote safe, attractive and convenient walking, cycling and public transport routes to the school from within its enrolment zone.

The recommended next stage is for this travel plan to be adopted by the schools Senior Leadership Team, so that actions can be prioritised. It is also recommended that the plan is reviewed regularly, particularly given the likely rapid growth in student numbers in coming years.

2. Introduction

The NSW Department of Education proposes to increase the capacity of Picton High School in order to meet the growing demand for public education in South West Sydney. The redevelopment will increase the capacity of the school to 1,580 students and 125 staff, and will involve a major upgrade to the existing core facilities.

The planned redevelopment will see replacement of a significant portion of the existing building stock, with any retained buildings to be re-purposed and refurbishment. It is to include the following:

■   The existing bus drop-off/pick-up facility adjacent to Argyle Street will be redesigned to improve safety and efficiency, separate different movement modes, and will continue to accommodate up to six buses;

■   The site boundary adjacent to Argyle Street will be realigned so that the bus drop-off/pick-up area will be located within the road reserve;

■   A right turn bay will be provided along Argyle Street to assist vehicles turning into the site, resulting in the relocation of the existing pedestrian refuge facility;

■   Entrance to the south-western staff parking area will be discontinued from the bus area and a new entry-only access will be provided from Argyle Street;

■   A new access will be provided via Wonga Road, which will connect with the south-western staff parking area;

■   A bus parking facility will be provided on Wonga Road adjacent to the site to accommodate up to four buses, including a turning facility to enable buses to turn around;

■   A total of 141 parking spaces are proposed on-site, including four accessible spaces; and

■   A loading area is provided at the southern end of the site adjacent to Building O, with service vehicles to access the site via the new Wonga Road access.

The purpose of this document is to establish the framework, objectives, targets, structure and systems for an operational Green Travel Plan for the school. The Green Travel Plan Initiatives are set out in the following sections.

3. Transport Environment

3.1 Site Location

Figure 1 shows the location of the site in relation to Picton and the surrounding transport network.

Figure 1: Site Location (Intramaps: http://maps.wollondilly.nsw.gov.au/intramaps80public/)

The school is located on the eastern side of Argyle Street, approximately 100 metres north of Wonga Road. The site has an area of 5.69 hectares. Vehicular access to the site is provided via separate entry and exit driveways that connect to Argyle Street, with the northern access accommodating entry movements and the southern access accommodating exit movements. The site also has frontage to Wonga Road and a partially formed paper road across the eastern site boundary.

Key features of the site and its surrounds are as follows:

- Established residential use occupies the land to the north of the site;

- Land to the west, south and east is predominantly un-developed at present;

- Some commercial / industrial uses are located on Wonga Road, including the Picton Bus depot which is the company operating the school services;

- A paper road extension of Wonga Road extends about half way across the rear (eastern) boundary of the site.

An aerial photo view of the site in relation to the local road network is shown in **Figure 2**.

Figure 2: Aerial Photo of the Site

The site carries a R2 Low Density Residential zoning control, with the objectives of the zone including; *to enable other land uses that provide facilities or services to meet the day to day needs of residents*. Educational establishments are permitted with consent in the zone.

3.2   Road Environment

Argyle Street is identified as a Regional Classified Road in the vicinity of the site and is managed by Wollondilly Shire Council. It runs in a north-south alignment and has a carriageway width of 13.0 metres kerb to kerb, accommodating one lane of traffic in each direction and parallel parking on both sides of the road.

Continuous double white centreline markings are established across the whole of the site frontage. In effect, these impose a no right turning restriction either to or from the driveway crossings. These current controls are somewhat impractical as established and evidence from site observations are that the control is ignored in the present environment.

A school speed zone control is imposed along Argyle Street that reduces the permissible speed limit to 40km/h between 8:00-9:30am and 2:30-4:00pm on school days, which extends from Wood Street in the north to a location about 90 metres north of Wonga Road. This covers the entire school frontage area and extends north over the marked kerbside parking environment.

The on-street parking controls on Argyle Street comprise the following elements:

■   On the western side of Argyle Street, five spaces with a P2: 8:00-9:30am and 2:30-4:00pm control;

- ■ On the immediate school frontage, a P2 drop-off zone of about 50 metres in length, catering for up to about eight vehicles at a time;

- ■ A bus layover area is established about 20 metres north of the school's northern driveway crossing on the east side of Argyle Street. Its defined operating times are: 8:30-9:30am and 3:00-4:00pm on school days;

- ■ Otherwise, generally time un-restricted parking controls are provided.

Wonga Road is a local road that runs in an east-west alignment extending from Argyle Street and runs in a north-south alignment to abut the eastern boundary of the site. It has a carriageway width of 13.0 metres kerb to kerb and accommodates one lane of traffic in each direction. Unrestricted parking is provided on both sides of the road.

Wonga Road intersects Argyle Street at a Stop controlled intersection. Argyle Street has a painted right turn bay and left turn deceleration lane established to facilitate access to Wonga Road.

Cycling is currently provided for within the carriageway of Argyle Street, under the school speed zone controlled environment, with no cycle facilities provided along Wonga Road.

A continuous concrete footpath is established along Argyle Street on the school side of the road. It extends north from the southern school boundary connecting the school with the Picton town centre. No pedestrian facilities are provided along Wonga Road.

Existing sight distances have been measured on-site. These are summarised in **Table 1**.

Site Location	Sight Distance to the South (m)	Sight Distance to the North (m)	Austroads ASD / DSD (m) 60km/h Speed Zone with 40km/h School Zoning	Comment
Wonga Road	267	220		Complies with DSD
Southern School Driveway Crossing	225	142	ASD for 70km/h Design Speed: 95m DSD for 70km/h Design Speed: 165m	Complies with DSD
Existing School Pedestrian Crossing Islands	220	290		Significantly exceeds DSD, measured to top of kerb on median islands

Table 1: Existing Measured Sight Distances

3.3   Existing Traffic Environment

Turning movement surveys were commissioned on Thursday 26 July 2018, between 7:30-10:00am and 2:00-5:30pm, at the intersection of Argyle Street and Wonga Road. The results of the survey are presented below in **Figure 3**.
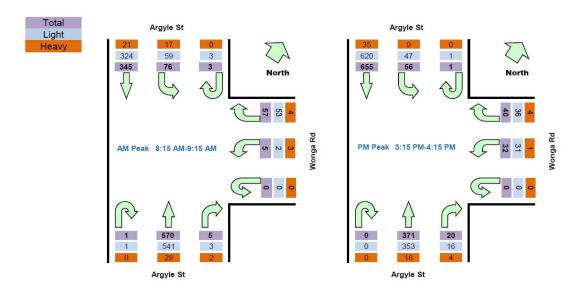
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Figure 3: Peak Wonga Road Turning Movements (AM and PM Peak)

The survey results indicate that Wonga Road currently carries a low level of traffic, with 143 and 148 vehicle movements recorded in the AM and PM peak periods, respectively.

Turning movement count surveys were also commissioned at the school driveways. The peak hour survey results are presented in **Figure 4**. The left image shows the peak movement counts for the northern access, and the right image shows the movement counts for the southern access.
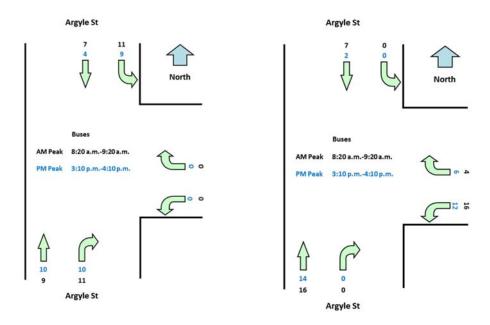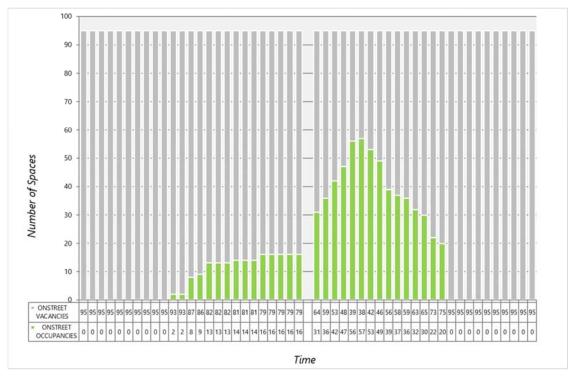

Figure 4: Peak Driveway Turning Movements (Buses)

3.4   Existing Parking Environment

Parking surveys were commissioned on Thursday 26 July 2018 to coincide with the traffic counts. The extent of the survey area and detailed survey results are provided within **Appendix A**. The key findings from the survey are summarised below:

■   The on-street environment indicates some surplus capacity, reaching 60% of the area surveyed. That said, utilisation closer to the school frontage is higher, although there is not an undue impact on the street parking environment;

■   The parking demand profile indicates the PM period generates a higher demand than the AM, building to a peak afternoon demand at about 2:30pm;

■   There was a minimum of 73 and 33 available parking spaces during the AM and PM peak, respectively.

Graph 1: On-Street Parking Demand

3.5   Travel Mode Split

Travel mode interview surveys have been undertaken for both students and staff at the school. The surveys involved a sample of the school population. These were undertaken on 30 June 2017. The surveys identified the following travel mode distributions:

Mode of Travel	Student Totals	Student Mode Split %	Staff Totals	Staff Mode Split %
Walk	13	6.2%	1	1.6%
Bus	140	66.7%	0	0.0%
Train	1	0.5%	0	0.0%
Bicycle	1	0.5%	0	0.0%
By car - dropped off in the morning	46	21.9%	0	0.0%
Passengers in another student's car	2	1.0%	0	0.0%
Passengers in a car driven by a member of staff	2	1.0%	2	3.2%
Car as a driver	5*	2.4%	59	95.2%
Other	0	0.0%	0	0.0%
Total respondents (apparent number in class)	210	100.0%	62	100.0%

Table 2: School Travel Mode Splits

Note: The number of students driving has been estimated based on the student parking demand due to Year 12 students not being surveyed on the survey date.

Table 2 is relatively self-explanatory. The following characteristics are of particular note:

■ About 68% of all student arrivals were by bus;

■ Student drop-off by car accounted for 22% of arrivals;

■ Accessible (walking/cycling) modes accounted for 6.2% of student arrivals, noting that cycling represents a very low (0.5%) utilisation. This is perhaps a function of the wide and rural nature of the area serviced; and

■ By contrast, 98.4% of the staff arrived by car, either as the driver or passenger.

4.   Current Travel Behaviour and Attitudes

4.1   Survey of Parents and Caregivers

A web survey for parents and caregivers of students who currently attend Picton High School was opened on 22 August 2018 and closed on 11 September 2018 with 202 responses. The purpose of the web survey was to find out the main reasons for current travel behaviour, and to pinpoint the most likely levers for change, particularly away from sole-occupancy car travel where practical.

Respondents could select more than one travel mode, meaning that the sum of responses in the groups "usually walk, scoot or cycle" and "usually travel by car" discussed below sum to greater than the number of responses overall. This may also be because many parents or caregivers have more than one child at the school, and their different children may travel in different ways.

4.2   Respondents' Distance from School and Current Travel Behaviour

Most respondents lived on an urban road with a 50km/h speed limit (75%), and 28% live within 5km of the school. Up to 66% of respondents stated that their child had access to a bicycle and helmet at home, and 28% had neither a bicycle nor scooter available at home.

In terms of current travel behaviour, most respondents stated that their child(ren) travel in a variety of ways to school. The survey results reflect the earlier Travel Mode Survey, whereby the majority of students travel to school by bus, with some being dropped off and some choosing to walk. In summary the results showed:

- 65% of students had never walked or cycled to school;

- 7% of students usually or always walk to school;

- 67% of students usually or always take the bus to school;

- 30% of students are always driven or drive to school;

- 46% of students often or sometimes are driven or drive to school, indicating it is not necessarily the only travel option.

The results indicate that students adopt a variety of ways to access the school. This suggests that there is an opportunity to encourage additional use of the alternative transport modes and less reliance on private vehicle use.

4.3   Attitudes and Preferences of Parents and Caregivers

Of those who **_usually or always walk, scooter or cycle_** to school (about 44 respondents), the top three reasons for traveling this way were:

- He/she cannot get to school any other way (35% major reason);

- Convenience (31% major reason);

- It is healthy / encourages them to be active (29% major reason).

Of those who *usually or always travel by car* (around 107 respondents), the top three reasons for traveling this way were:

- Distance: too far to walk/scoot/cycle (74% major reason);

- Convenient (43% major reason);

- Safety of my child - personal/road safety (42% major reason);

In contrast, the least common reasons for traveling by car were:

- Cost efficient (5% 'major reason');

- We spend more time together if I drive my children to school (12% 'major reason');

- Weather (17% 'major reason').

Of those who *usually or always travel by bus* (around 141 respondents), the top three reasons for traveling this way were:

- Distance: too far to walk/scoot/cycle (92% major reason);

- Convenient (73% major reason);

- He/she cannot get to school any other way (64% major reason).

4.4   Levers for Travel Behaviour Change

Parents and caregivers were asked how likely it would be for these child(ren) to travel to school differently, under different conditions. The top five levers for change selected were:

(i)   We lived closer to the school (77% very likely or quite likely);

(ii)   Safe environment on the route to school (34% very likely or quite likely);

(iii)   A bus service on or near to my street (35% very likely or quite likely);

(iv)   More frequent/reliable bus service (32% very likely or quite likely);

(v)   More secure cycle parking at school (19% very likely or quite likely).

Conversely the least likely levers to change behaviour were:

(i)   They could complete a cycle skills training course (75% not very likely or not at all likely);

(ii)   They were more confident walking/cycling on their own (73% not very likely or not at all likely);

(iii)   Cheaper fares on public transport (52% not very likely or not at all likely).

The top three levers for change relate to the proximity to the school, providing a safe alternative (safer environment), and the provision of additional bus services to new areas. The survey results relating to these travel behaviour changes are discussed further below:

4.4.1   Proximity to School

Approximately 72% of students live further than 5km from the school. Sustainable transport modes such as walking, cycling, or scooter are not available for these students given the distance required to travel to access the school. The preferred alternative transport modes for children and parents who live further away are by car and by bus.

Respondents were asked *If you live too far for your children to walk to school, would you consider car sharing with other parents?* Approximately 5% of parents indicated that they currently car share and a further 30% have indicated that they would consider the option. Respondents were also asked *Which of the following would you be interested in helping with?* A total of 3 respondents (7%) indicated that they would be interested in being part of a school carpool.

The above indicates an interest amongst parents to start a carpool system and sufficient interest for this to be an effective means of reducing the number of car trips generated by the school.

4.4.2   Safe Alternative

In terms of the safer environment, several locations within the schools' enrolment zone were named as particularly difficult for students to negotiate independently. These were typically roundabouts or busy arterial roads with no protected crossing opportunity (that is, traffic signals or grade separation (underpass or overbridge). Respondents were asked to note one location in particular that they consider unsafe by answering the following question: *Are there any places where you find it difficult or dangerous for your children to cross the road or difficult to walk, scooter or cycle on their school journey? If so, please list here.*

There were 74 responses to this question, with the following noted a number of times:

■   In general, Thirlmere Way and Remembrance Driveway were noted;

■   The existing crossing and general pedestrian safety in front of the school;

■   Streets are too narrow and busy for cyclists.

A number of additional comments were also provided that suggested a shared path along Argyle Street should be provided in the vicinity of the school, linking with key residential areas.

4.4.3   Bus Services

Respondents were asked *Do you have any concerns about the journey to school? Are there any improvements that could be made?* The largest proportion of responses related to buses, with the following two comments regularly repeated:

■   Safer reliable buses and roads with a safer pick up/ drop off zone; and

■   More reliable buses and more services.

As noted previously, 35% of respondents noted that they would be very or quite likely to use a bus if there were services on or near their streets. The response in relation to buses

indicates a desire to utilise bus services, with additional services being required in order to fully realise use of public transport for the journey to school.

5. Aim

This travel plan has been developed to help Picton High School to proactively manage travel demand. Its primary aim is to inform delivery and promotion of a variety of transport choices for people who travel to and from the school, so that any negative effects of excessive car use are mitigated. The actions within the plan also aim to provide options for students, parents and teachers to counter excessive congestion at the school gate, and to promote healthy, active transport choices such as walking and cycling.

The objectives of this travel plan are to:

■   Promote actions to raise awareness of students, staff, parents and caregivers of their *transport choices* for travel to and from the school;

■   Identify priority actions to *maintain and increase* the numbers of students traveling to the school on foot, and by bus;

■   Identify priority actions to *encourage school staff* to consider traveling to school by walking, bicycle, public transport or using these as a component of their journey to and from the school;

■   To recommend methods for Senior Leaders from the school to engage with Council to *improve safety and convenience of walking, cycling and public transport options*; and

■   To document recommended monitoring methods, to continue to promote transport choice among the school community in years to come.

The overall aim of the Green Travel Plan is to limit the number of private motor vehicle movements by facilitating alternatives such as public transport, cycling, walking and car sharing.

6.   Green Travel Planning Initiatives

The following sections develop the Green Travel Plan for the site. This Travel Plan outlines potential actions that the school community can consider to promote and provide for travel to the school by bus, walking, skateboard, scooter and bicycle. The actions are those considered most likely to be successful, given feedback from the school community. Actions are grouped according to whether they are school-led initiatives that can be wholly delivered by leadership within the school itself, or community infrastructure issues that require collaboration with Council as appropriate.

The Plan is to establish a Travel Plan Management Group who will meet regularly, adopting ownership and accountability for the actions, target setting and deliverables. The Plan is expected to be a living document, developed and progressed with the actual performance of the activities, measured and reviewed against the key targets.

6.1   School-led Initiatives

Potential school-led initiatives are described in **Table 3** below.

TRAVEL PLAN: SCHOOL-LED INITIATIVES			
Action	**Description**	**Likely Resource Commitment**	**Likely Timeframe**
Measure and monitor travel behaviour	Collect data on how students and staff travel to school now, through sample survey days in each school term	Staff working group	Ongoing
Raise awareness of existing options with current and future students and parents / caregivers	Collect information about walking and cycling routes to school by talking with students and staff who currently travel in these ways. Map favoured walking and cycling routes. Share maps online and distribute paper copies.	Staff lead Printing costs for paper maps	One-off exercise to be repeated annually or as required
Provide more secure bicycle parking for students	Provide information about most secure ways to lock bicycles to existing racks; Conduct feasibility study for more secure bicycle / scooter parking for students (e.g. sheds); discuss with school senior leadership.	Staff working group	One-off exercise
Establish carpooling group	Establish a group of parents who are willing to carpool and co-ordinate this using relevant media avenues or apps.	Staff working group Parents	Ongoing

Table 3: Travel Plan Actions: School-led Initiatives

6.2   Partnerships

Potential partnership activities between the school and Council or bus operators are described in **Table 4** below. Beyond specific initiatives, building relationships with these organisations will help school leadership to be proactive in the future as the school community grows in conjunction with residential and commercial development of the surrounding land.

TRAVEL PLAN: PARTNERSHIPS		
Action	**Description**	**Likely Partners**
Promote bus routes and walking routes from nearest bus stops	Raise awareness about proximity of the school to the nearest bus routes, and the ways that students can access the school by bus.	Wollondilly City Council Bus operator
Identify possible new bus routes to service key areas	Provide additional bus services to increase the use of buses to access the school.	Bus operator
Identify barriers to walking and cycling in school enrolment zones	Discuss priorities for safe routes to school with Council, particularly at key barriers such as the locations discussed in Section 4.4.2. Consider extensions of quality walking and cycling paths in the vicinity of the school.	Wollondilly City Council

Table 4: Travel Plan Actions: School / Community Partnerships

6.3   Actions to Create an Active Travel Plan

To turn the initiatives and information in this Plan into an active programme of activities, it is recommended that the school establish a working group, and collect baseline data to begin travel planning in practice. The following table is provided as a worksheet that can be used to kickstart this process.

TRAVEL PLAN: INITIAL ACTIONS			
Action	**Responsibility**	**Likely Partners / People Involved**	**Timeframe**
Appoint Travel Plan Coordinator	Schools	Senior leadership Teams	One-off exercise
Convene Travel Plan Working Group of interested staff and students	Travel Plan Coordinator	Interested staff and students	
Establish performance indicators of interest (e.g. proportion of students / staff traveling by bus / walking in Summer / Winter)	Travel Plan Working Group	Staff and students	
Collect baseline data on indicators of interest			
Establish targets for maintaining or improving indicators of interest			
Liaise with partners to work on mutually beneficial activities		Wollondilly City Council Bus Operator	
Develop short term and long-term programme of activities to work towards targets		Staff and students	
Monitor progress and review action plans			Ongoing

Table 5: Travel Plan - Initial Actions

7. Monitoring and Review

7.1   Strategy for Promoting and Marketing the Actions

The Travel Plan Management Group appoints a Travel Plan Coordinator who is to prepare a promotional and marketing strategy, including actions to support and drive the Green Travel Plan. In particular, the key responsibilities of the Travel Plan Coordinator will include:

- Coordinating implementation efforts;

- Conducting surveys or other data collection processes to measure progress;

- Communicating the travel plan to stakeholders;

- Coordinating events to promote awareness of the plan and associated initiatives; and

- Coordinating marketing and promotional programs.

The Coordinator is also to be responsible for monitoring, reviewing and updating the travel plan over time. It is likely that coordinators will require assistance from 'champions' to promote specific actions and encourage the uptake of initiatives.

7.2   Monitoring and Review

Monitoring and review is a process that sets out a systematic approach to measuring the impact of the travel plan.

The travel plan will be reviewed quarterly to track progress with regards to implementation of actions and achievement of goals.

An annual travel survey of staff and visitors will be undertaken to firstly establish a baseline level of performance. The results of successive surveys are to be maintained in the Appendices (Refer Appendix A example) to the Travel Plan for continued progress monitoring and evaluation.

Following surveys will then assess progress against the baseline data and toward the targets. Initially, the Travel Plan Coordinator will be responsible for implementing the survey however this will eventually become the responsibility of the Travel Plan Management Group.

The results of this survey will be published in an annual report to the Green Travel Plan Committee. It will detail progress against objectives and targets. The annual report will identify any modifications to the travel plan that are needed, such as revision of objectives or targets, or the addition or alteration of measures.

Once the travel plan has been prepared it should be ready to submit to Council for approval. The Transport Planning team is responsible for reviewing travel plans and may provide feedback or advice about how the plan could be improved, prior to being satisfied that it meets the intent of the development consent condition if one is established.

Monitoring and reviewing a travel plan is one of the most critical components of the travel planning process. It is crucial to understand whether and how the travel plan is having an impact on mode share.

Once the data has been updated, the targets and actions of the travel plan will need to be reviewed. The review should consider:

■   Are the targets still realistic? Are they still ambitious? Should they be updated?

■   Is the building struggling to achieve particular targets? What are the likely reasons for this?

■   Are there any gaps with regards to actions?

■   What is preventing further improvement on mode share, and how can this be addressed?

The steps outlined above should not be considered as a linear process, but rather an on-going cycle. Travel planning requires regular review and adjustment – a review may reveal the need to reconsider objectives or targets, or to add new actions to create greater incentives for the uptake of sustainable transport choices.

7.3   Governance Support

Governance support for the Travel Plan Coordinator is to be provided by the Green Travel Plan Committee. The committee is in effect a "Board". It shall therefore comprise:

■   Key persons with an interest in the school, its efficient and effective operation;

■   To enable the implementation of measures that may require works on the site, the committee should also include representation from the landlord or property owner representative;

■   To provide for the application of the Plan in an everyday operational sense, the Travel Plan Coordinator should ideally be a person with operational responsibility and/or interface; and

■   Specialist expertise may be incorporated within the committee, seconded as required or engaged in relation to specific tasks or undertakings.

The Green Travel Plan Coordinator or Management Group will be required to oversee the implementation of the actions of the Travel Plan. These might not all be implemented at the same time, but may be staged throughout time as appropriate. There may be some crucial actions that are implemented immediately, while others might take longer to plan and develop.

Before implementing actions, it is a key responsibility of the Green Travel Plan Coordinator to make sure relevant stakeholders are on board. For example, if the Green Travel Plan involves reviewing school policies and proposing changes, relevant members of the Senior Leadership Team will need to be on board to sanction and approve such changes.

8. Conclusion and Recommendations

The purpose of this document was to provide information to support evidence-based actions that might raise awareness among students, staff, parents and caregivers of their transport choices for travel to and from Picton High School, and in doing so, to build on the use of alternative transport modes. The following conclusions are taken from the exercise:

- There is currently a high level of car use;

- Parents have indicated a desire to establish a carpool system;

- A number of students currently walk to school, which could be increased with improvements to safety; and

- Bus use could be increased with the provision of additional services.

It is recommended that the school follow the action plan outlined in Table 5 / Section 6 of this report to transition from a plan 'on paper' to an active programme of activities and monitoring that supports continued success. The programme relies on a working group of interested staff and students to prioritise actions that might create a culture of alternative transport use. As well as initiatives that can be delivered by the school community itself, there are several potential actions that can be delivered in partnership with Council. It is also recommended that as part of the Travel Plan, rates of active and public transport are monitored as actions are implemented to find the most effective mix of interventions that align with school and community objectives into the future.

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Appendix A

Annual and Progress Monitoring, Survey and Review Results (to be appended)