

Lake Cathie Public School

Out of Hours Event Management Plan

(School Use & Community Use)



Prepared for: Schools Infrastructure NSW Level
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Sydney NSW 2000

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1 EXECUTIVE SUMMARY

This report has been developed by AW Edwards for the Department of Education, School Infrastructure NSW. The report is in preparation post construction of the upgrade of Lake Cathie Public School upgrade under SSD 9491 conditions E1 and E3 of the consent.

This Out of Hours Event Management Plan (School Use & Community Use) is prepared for the upgrade of Lake Cathie Public School at 1240 Ocean Drive, Bonny Hills, NSW 2445. The development is approved under the State Significant Development Application Number SSDA 9491, which was granted by the NSW Government on 30th January 2020.

Condition E1 to E3 of the Development Consent relates to the preparation of an Out of Hours Event Management Plan (School Use & Community Use) for the subject development.

2 INTRODUCTION

2.1 Project Details

Name	Role
Project name:	Lake Cathie Public School Upgrade
Project address:	1240 Ocean Drive, Bonny Hills, NSW 2445
Project application number:	SSD 9491

Lake Cathie Public School, part of Port Macquarie Hastings Council is bounded by Ocean Drive (West) and Wallum Drive (East) as per Figure 1.



Figure 1 - Site Location

2.2 Project Description and Activity Summary

The upgrade of Lake Cathie Public School proposes the provision of 17 new flexible learning spaces, including 2 specialist learning spaces.

The project included an upgrade to core facilities inclusive of the library, hall, and new bus bay.

Stage 1 and 2 of the project has been completed with stage 3 scheduled for late 2021. The date of commencement of the occupation or commencement of use of the development at Lake Cathie Public School is Tuesday 14 September 2021.

2.3 Key Project Personnel

The below table sets out the key project personnel involved with the upgrade of Lake Cathie Public School who are responsible for the environmental management of the development.

Name	Role	Company	Email
Jock Garven	LCPS Principal	Department of Education	jock.garven@det.nsw.edu.au
David Wheeler	Project Director	SINSW	david.wheeler26@det.nsw.edu.au
Robert Ward	Project Manager	Currie & Brown	Robert.ward@curriebrown.com
Craig McIlveen	Project Manager	AW Edwards	cmcilveen@awedwards.com.au

Table 1 - Key Project Personnel

3 DEVELOPMENT CONSENT

This Out Hours Event Management Plan for School Use addresses several conditions within the Development Consent issued by the NSW Government, dated 30 January 2020. These conditions are outlined as follows:

Out of Hours Event Management Plan

Out of Hours Event Management Plan

- E1. Prior to the commencement of the first out of hours events (school use) run by the school that involve 100 or more people, the Applicant is to prepare an Out of Hours Event Management Plan (School Use) and submit it to the Council and Planning Secretary in consultation with Council. The plan must include the following:
- (a) the number of attendees, time and duration;
 - (b) arrival and departure times and modes of transport;
 - (c) where relevant, a schedule of all annual events;
 - (d) demonstrate measures to encourage non-vehicular travel to the school and promote and support the use of alternate travel modes (i.e. public transport);
 - (e) details of the use of the hall, outdoor sports fields and courts, where applicable, restricting use before 8am and after 10pm;
 - (f) measures to minimise localised traffic and parking impacts; and
 - (g) include measures to minimise noise impacts on any sensitive residential receivers, including the preparation of acoustic management plan.
- E2. The Out of Hours Event Management Plan must be implemented by the Applicant for the duration of the identified events or use.
- E3. Prior to the commencement of out of hours events (community use) run by the external parties that involve 100 or more people, the Applicant is to prepare an Out of Hours Event Management Plan (Community Use) in consultation with Council and submit it to the Council and Planning Secretary. The plan must include the following:
- (a) the number of attendees, time and duration;
 - (b) arrival and departure times and modes of transport;
 - (c) where relevant, a schedule of all annual events;
 - (d) demonstrate measures to encourage non-vehicular travel to the school and promote and support the use of alternate travel modes (i.e. public transport);
 - (e) details of the use of the hall, outdoor sports fields and courts, where applicable, restricting use before 8am and after 10pm;
 - (f) measures to minimise localised traffic and parking impacts; and
 - (g) include measures to minimise noise impacts on any sensitive residential receivers, including the preparation of acoustic management plan.

Figure 2 – Consent Condition

4 NUMBER OF ATTENDEES, TIME AND DURATION

The following schedule of Out Hours School Events has been based on the consultation with the School Principal and complies with SSDA Condition E1 (a) and E3 (a). The schedule outlines the number of attendees, time and duration of each event that occurs out of school hours and involve 100 or more people.

Event Description	Occurrence	Number of Attendees	Time	Duration (Hrs and Mins)
Before and After School	Weekdays during terms	Max 90	6.00am-	3Hrs 15 Mins
Care – Active OOSH			8.45am 2.45pm- 6.00pm	
Vacation Care – Active OOSH	All school holiday weekdays	Max 90	6.00am – 6.00pm	12Hrs
P&C Meetings	Twice per term on Tuesday nights	20-40	7pm-9pm	2 Hrs
Karate – Community User	Monday nights – School terms only	10-40	6pm-9pm	3Hrs
Camden Have Anglican Church – Community User	Sundays throughout the year	60-100	8.30am- 11am	2Hrs 30 Mins
Salt Community Church – Community User	Sundays throughout the year	60-100	2pm-5pm	3 Hrs
Annual concert	Early to mid-December	500-700	6pm-9pm	3 Hrs
Year 6 Farewell	December	90-100	6pm-9pm	3 Hrs
P&C student discos	Wk.. Terms 1, 2 and 3	200-250	5:00pm- 7.30pm	2 Hrs 30 Mins
Meet the teacher evening	week 3-4 Term 1	400-500 but staggered	5pm-7:30pm	2 Hrs 30 Mins
Parent/teacher interviews	End term 1 & end term 3	80-120 but staggered	3:30pm-8pm	4 Hrs 30 Mins
End of year award ceremony	Mid December	80-100	9am-10am	1 Hr
Trivia Night	Mid October	150-200	5.30pm – 10.00pm	4 Hrs 30 Mins

Table 2

In accordance with condition E1 (e) and E3 (e) no out of hours events are to occur prior to 8.00 am and after 10.00pm.

ARRIVAL AND DEPARTURE TIMES AND MODES OF TRANSPORT

The following schedule of Out Hours School Events has been based on the consultation with the School Principal and complies with SSDA Condition E1 (b) and E3 (b). The schedule is an extension to the above Table 1 which outlines the arrival & departure times and modes of transport of each event that occurs out of school hours and involve 100 or more people.

Event Description	Number of Attendees	Time	Arrival Time	Departure Time	Modes of Transport
P&C – Twice per term on Tuesday nights	20-40	7pm-9pm	15 minutes before	15 minutes after	Car

Before and After School Care – Active OOSH	Max 90	6.00am-8.45am 2.45pm-6.00pm	Within this time-frame	Within this time-frame	Car
Vacation Care – Active OOSH	Max 90	6.00am – 6.00pm	Within this time-frame	Within this time-frame	Car
Karate – Community User	10-30	6pm-9pm	15 minutes before	15 minutes after	Car
Camden Have Anglican Church – Community User (Sundays)	60-100	8.30am-11am	15 minutes before	15 minutes before	Car
Salt Community Church – Community User (Sundays)	60-100	2pm-5pm	15 minutes before	15 minutes before	Car
Annual concert - Early to mid-December	500-700	6pm-9pm	15 minutes before	15 minutes after	Car
Year 6 Farewell - December	90-100	6pm-9pm	15 minutes before	15 minutes after	Car
P&C student discos - Wk9 Terms 1, 2 and 3	200-250	5:00pm-7.30pm	15 minutes before	15 minutes after	Car
Meet the teacher evening - week 3-4 Term 1	400-500 but staggered	5pm-7:30pm	15 minutes before	15 minutes after	Car
Parent/teacher interviews – end term 1 – end term 3	80-120 but staggered	3:30pm-8pm	15 minutes before	15 minutes after	Car
End of year award ceremony	80-100	9am-11am	15 minutes before	15 minutes after	Car

Table 3

5 MEASURES TO ENCOURAGE NON-VEHICULAR TRAVEL TO THE SCHOOL AND PROMOTE ALTERNATE TAVEL MODES

Under the Condition D9 of the Lake Cathie Public School (SSDA 9491), the following document has been submitted to the department for acknowledgment. The School Travel plan outlines measures to promote and support sustainable travel modes to the school. The proposed strategies include promoting walking, cycling, public transport, and carpooling. These are identified within section 4.2.6 (walking), 4.3.6 (cycling), 4.4.6 (public transport) and 4.5.6 (carpool) of the school travels plan.

5.1 Green Travel Plan

Condition D9 - The School Travel Plan (STP) submitted to the Department on 12 August 2021 under

Condition D9 of the Lake Cathie Public School (SSDA 9491). The Planning Secretary's acknowledgment, was provided on 12 August 2021. Please refer to attached Appendix A – School Travel Plan.

6 MEASURES TO MINIMISE LOCALISED TRAFFIC AND PARKING IMPACTS

Under the Condition D10 of the Lake Cathie Public School (SSDA 9491), the Operational Transport and Access Management Plan has been submitted to the department on 12 August 2021 for approval. The document outlines the measures to minimise the localised traffic and parking impacts. The proposed strategies include use of school nominated parking for out of hour events as defined in the document under section 3.7 Community Use.

6.1 Operational Transport and Access Management Plan (OTAMP)

Condition D10 - The Operational Transport and Access Management Plan (OTAMP) submitted to the Department on 12 August 2021 under Condition D10 of the Lake Cathie Public School (SSDA 9491). The Planning Secretary's response was provided on 12 August 2021. Please refer to attached Appendix B – OTAMP

7 ACOUSTIC MANAGEMENT PLAN

This acoustic management plan has been prepared to address Condition E1(g) and E3(g) –

Include measures to minimise noise impacts on any sensitive residential receivers, including the preparation of acoustic management plan.

This section has been prepared by AW Edwards, in consultation with the School.

7.1 Aim

The actions and tasks identified in this section of the report will seek to minimise the acoustic effect of events on the surrounding residential area adjacent to Lake Cathie Public School. The actions identified have been agreed in consultation with the school.

7.2 Actions

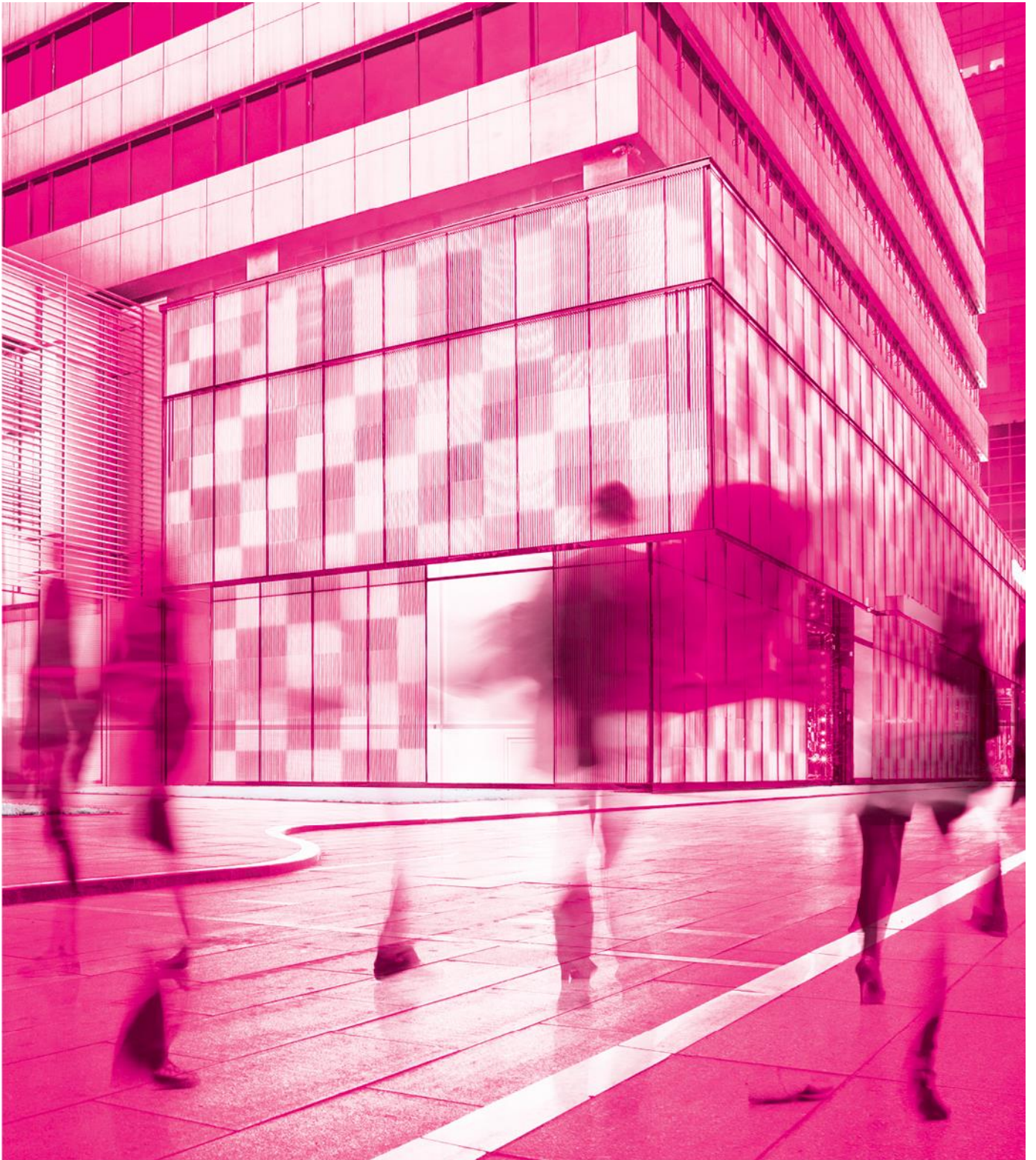
The actions that will be undertaken by the school include, but are not limited to:

- Instructing patrons to respect the amenity of surrounding residents by limiting noise;
- Include signage throughout building egress points and site access reminding patrons to minimise noise and respect the amenity of residents;
- Providing staff members along travel paths to “usher” patrons which are leaving the event;
- Providing staff, instructing patrons to prevent loitering of patrons outside the venue; and
- Limiting thoroughfare and access of areas which are in proximity of residential receivers.

7.3 Monitoring

In line with other operational plans to be implemented for the development, the intention is for these actions to be regularly reviewed and amended to suit requirements of the school and surrounding residential area. Lake Cathie Public School staff will evaluate the acoustic management plan on an annual basis.

8. APPENDIX A – GTP & TRAVEL ACCESS GUIDE



School Travel Plan

Lake Cathie Public School,
1240 Ocean Drive, Lake
Cathie

For SINSW
22 September 2021

parking;
traffic;
civil design;
wayfinding;
ptc.

Document Control

Lake Cathie Public School, 1240 Ocean Drive, Lake Cathie, School Travel Plan

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1. Introduction

ptc. has been engaged to prepare a School Travel Plan (STP) for the operation of Lake Cathie Public School, post redevelopment of Lake Cathie Public School.

Lake Cathie Public School (the School) is located at 1240 Ocean Drive, Lake Cathie, NSW 2445, as shown in Figure 1 .



Figure 1 - Lake Cathie Public School

The proposed redevelopment at the School involves the construction of 17 new flexible learning spaces, including 2 specialist learning spaces, a new school hall, a new bus bay, refurbishment of the existing school hall into a new library and a special programs unit.

1.1 Response to Conditions of Consent, SSD 9491

This report has been prepared as a response to Condition D9 of the development consent for the redevelopment of Lake Cathie Public School.

D9. Prior to the commencement of operation, a School Travel Plan (STP), must be submitted to the satisfaction of the Planning Secretary to promote the use of active and sustainable transport modes. The plan must:

- (a) be prepared by a suitably qualified traffic consultant in consultation with Council and Transport for NSW;
→ Consultation with Council and TfNSW has been completed, refer to the consultation notes
- (b) 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 STP;
→ Section 4 and Section 5
- (c) include specific tools and actions to help achieve the objectives and mode share targets;
→ Section 4
- (d) 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 STP; and
→ Section 3.1 and Section 4
- (e) include details regarding the methodology and monitoring/review program to measure the effectiveness of the objectives and mode share targets of the STP, including the frequency of monitoring and the requirement for travel surveys to identify travel behaviours of users of the development.
→ Section 5

1.2 Purpose of this Report

This School Travel Plan (STP) has been prepared to present available transport options and to define a sustainable transport plan for the redeveloped Lake Cathie Public School (LCPS or “the School”).

The purpose of the STP is to provide a package of measures with the aim of increasing the opportunities for people to travel to and from the LCPS by transport modes other than private cars and to encourage and support more sustainable ways to travel to the School (see Figure 2). This may be achieved through the review of existing policies and identifying programmes to encourage staff, students and visitors to adopt more active and sustainable forms of transport.

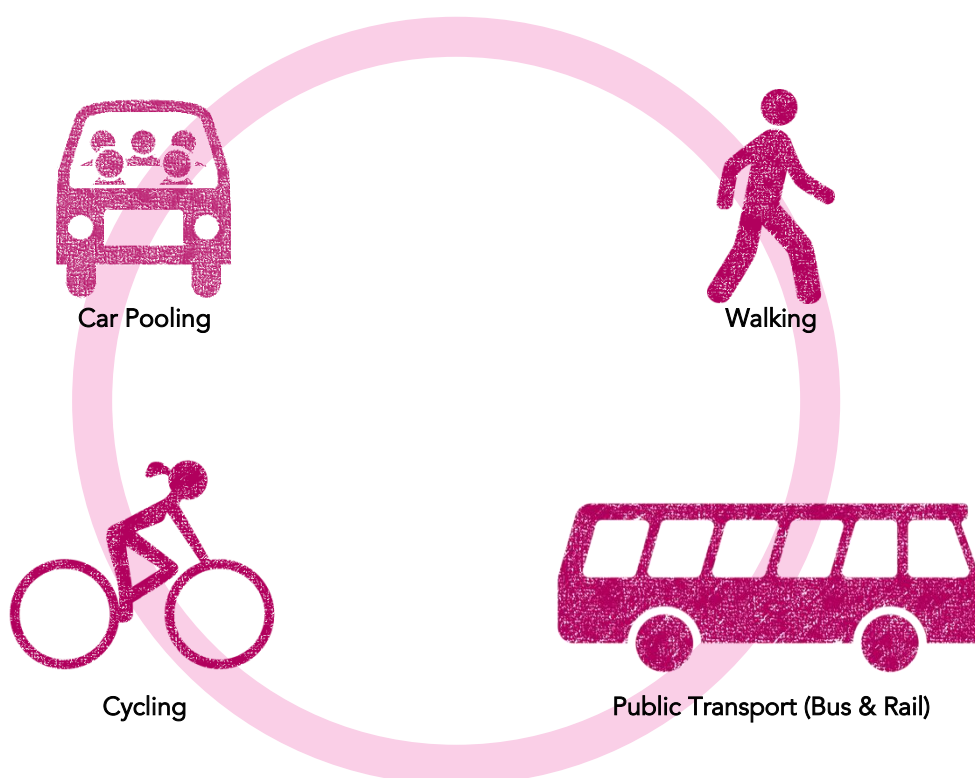


Figure 2 – Transport options

The STP contains information for the management of the ongoing transport needs of the School. It includes strategies to achieve the sustainable transport targets established in this document; However, it does not directly communicate to users of the School. This information is envisioned to be passed on to parents, students, staff and visitors of the School via measures recommended in the supporting information. The flow of information is illustrated in Figure 3 below.

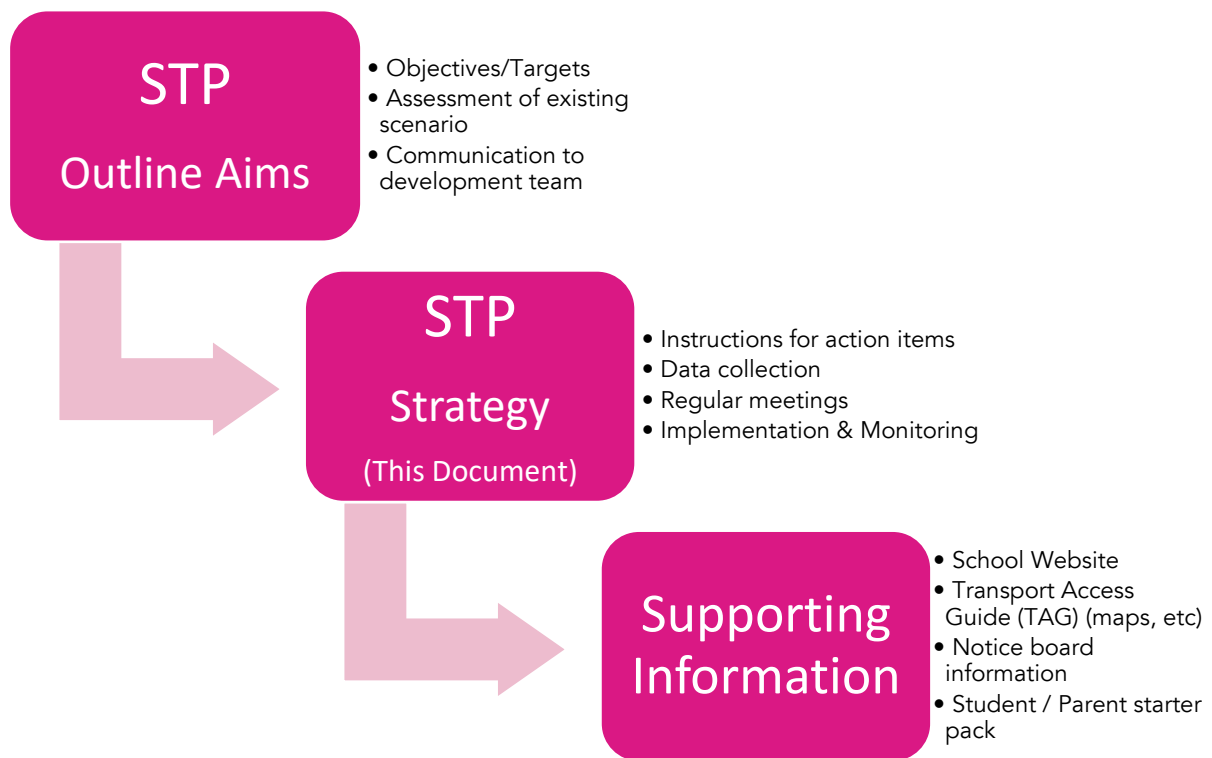


Figure 3 – Flow of information of the STP

This document presents the following:

- Existing public transport infrastructure and future transport options;
- Current travel patterns to and from the School;
- A travel mode share target for students and staff;
- A framework to identify and respond to travel demand associated with the School;
- Strategies to implement post development; and
- The monitoring strategy to track the performance of the STP.

2. School Travel Plan

2.1 What is a School Travel Plan?

A STP is a document which outlines how a development intends to make travel to and from the site safer and more sustainable for employees and visitors. The STP addresses local traffic issues around the site and encourages active, safe and sustainable travel methods, such as walking, cycling, motor cycling, public transport or carpooling.

A STP is not just the installation of bike racks or provision of end-of-trip facilities. A good STP aims to promote and maximise the use of more sustainable modes of travel via a range of actions, promotional campaigns and incentives. The plan includes site management tools that encourage students, staff and visitors to make more sustainable transport choices. A STP requires ongoing implementation, monitoring and review. As such, nominating an individual or a team to oversee the implementation of a STP is a crucial component of success.

An effective STP can offer many benefits¹ such as health and environmental benefits, increased safety by reduction of vehicles on the roads and less congestion on the public road network.



2.2 Why is a School Travel Plan required?

The development of a STP is widely accepted² as one of the most effective ways to increase sustainable transport to and from employment and public facilities. A successful STP offers many benefits for students, staff and visitors, including:

- Building confidence and improving social interaction by walking and/or cycling;
- Assists in the implementation of health, fitness and wellbeing programs;
- Provides opportunities for student education in relation to environment, road rules and safety;
- Helps students to become more independent by enabling safe journey to and from school;
- Improving social interaction within the community to be more interested and involved within the Lake Cathie area as they walk or cycle;
- Improving safety by reducing traffic and local road congestion;
- Improving the environment by reducing air pollution from private vehicles;
- Creating opportunities for healthier lifestyles and more vibrant, cohesive and accessible communities; and

¹ NSW Healthy Eating and Active Living Strategy 2013-2018

² Workplace Travel Plan Guidance, Premier's Council for Active Living; Draft Travel Planning Guidelines, City of Sydney

- Providing individuals with leadership opportunities in promoting and driving STP strategies.

It is likely that staff and students / parents with a good understanding of an active and sustainable mode of transport will follow a healthy and active lifestyle, care about the environment and prioritise location and lifestyle over car ownership.

2.3 Relevant Priorities from Local Policies

No documents have been found relating to Council or localised STPs or any active and public transport targets and initiatives. However, the Port Macquarie-Hastings Development Control Plan 2013 indicates that Pedestrian and Cycleways Infrastructures should be provided to offer a clear and safe pedestrian and cycleway system that links residential areas, open spaces, schools, social and cultural facilities, town centres and neighbourhoods. Development Provisions should include the following:

- a) Development for the subdivision for land or major residential development should provide footpaths on both sides of all collector and arterial roads.*
- b) Footpaths should be provided on one side of the street for access places and local streets in accordance with Council's adopted AUSPEC design specification documents.*
- c) Off street share-ways and on road cycle ways should be provided.*
- d) Footpaths and cycleway are to have regard for Crime Prevention Through Environmental Design (CPTED) principles.*
- e) The choice of direction and possible routes should be maximised, with streets and footpaths substantially capable of surveillance by residents.*

3. STP Development Methodology

There are five key steps to follow to commence its operation:

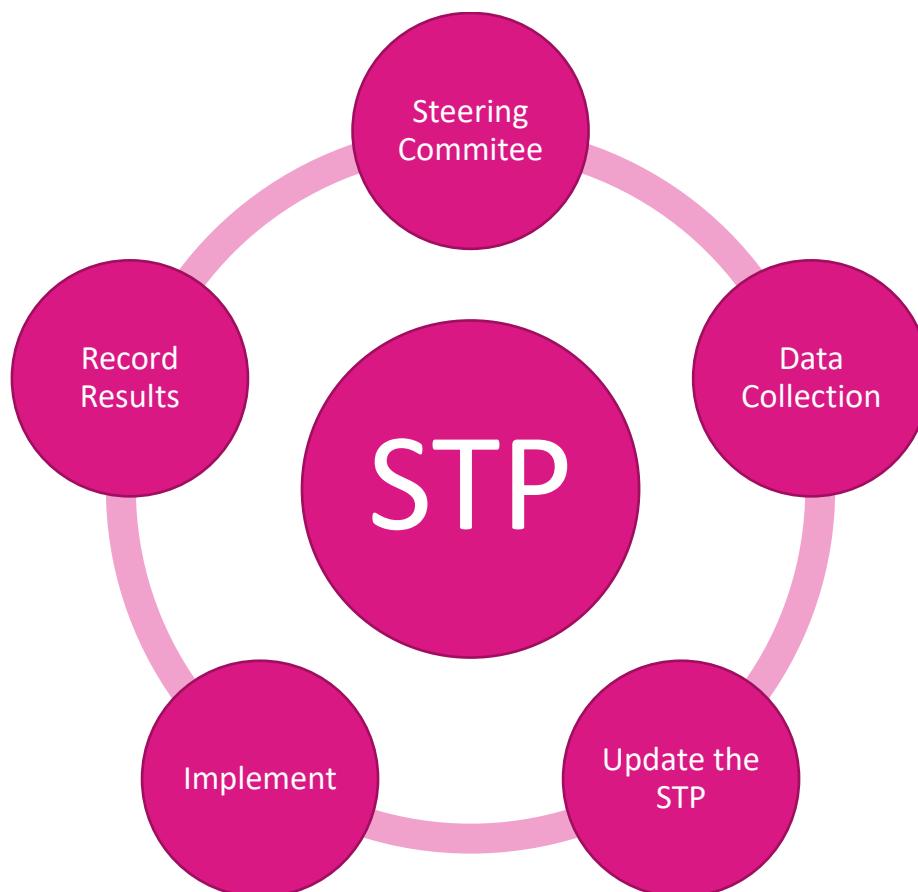


Figure 4 – Steps to develop and implement a STP

The progress of STP implementation in Lake Cathie Public School is summarised in Table 1 and discussed in more detail in the following subsections.

Table 1 – STP Implementation Progress at Lake Cathie Public School

Actions required	Progress
Step 1 – Set up a Steering Committee	In progress, to be finalised within 1 month following commencement of Term 1 in 2021
Step 2 – Data Collection & Review	To be undertaken within 3 months following commencement of Term 1 in 2021. To be repeated annually.
Step 3 – Prepare/update the travel plan	In progress
Step 4 – Deliver & Implement	To be undertaken following commencement of Term 1 in 2021
Step 5 – Record Results / Recognise Process	Ongoing, once the STP is in place

3.1 Step 1 – Set up a Travel Plan (TP) Coordinator and a Steering Committee

The success of a STP depends on the initiatives developed, but perhaps more importantly the ongoing management and implementation of the plan. This is achieved through the establishment of a TP Coordinator and a Steering Committee, which might develop the plan for ongoing management by the School or remain as a key group of ongoing stakeholders once the plan is implemented.

3.1.1 Steering Committee

Examples of who might be represented on the Steering Committee include:

- School Head
- School staff member
- Representative from the Parent-Teacher Association
- Council officer
- Bus operator

The Steering Committee for the Lake Cathie Public School (as at January 2021) comprises:

Table 2 – Lake Cathie Public School Steering Committee

Name	Title
Jock Garven	Principal
Karin Haleblan	Assistant Principal
Rebecca Bouldin	President P&C Association LCPS

General enquiries or suggestions can be made to members of the Steering Committee.

3.1.2 TP Coordinator

The TP coordinator will coordinate specific actions and track the progress of implementation of the STP. S/He will be appointed within one month from the commencement of operations, and requires to fulfill the following criteria:

- Background in travel planning, the traffic and transport field or similar
- Strong consultation and negotiation skills
- Strong communication and inter-personal skills
- Strong planning and organisational skills
- Good analytical skills
- Understanding of marketing
- Passionate about sustainable transport
- Submission of resume and two references

The cost of the TP Coordinator should be equivalent to that of a part time role of 4-8 hours a fortnight (approximately \$1,200-\$2,400 (excl. GST) per fortnight).

3.2 Step 2 – Data Collection & Review of Existing Situation

As part of the redevelopment of the school, it is expected that there will be an influx in new students and staff travelling to and from the site on a daily basis. It is anticipated that the new commuters will adopt a similar travel mode split to the existing staff and students.

Travel mode data assists with developing and reviewing travel planning schemes and how the existing facilities can be improved around the site area and beyond. It also helps contribute to the goal of encouraging more sustainable modes of transport.

No travel mode surveys have been undertaken to date. It is noted that the consent for the development was obtained in January 2020, after which COVID-19 had an impact on travel behaviour. However, the principal has a sound understanding of the travel behaviour of his students and staff and has provided initial travel mode shares as a basis for this STP, which are as follows:

Table 3 – Current Travel Mode Split

Travel Mode	Students	Staff
Walking	0%	0%
Cycling	0%	0%
Public Transport	65%	0%
Carpool	5%	5%
Car	30%	95%

The low active transport utilisation can be attributed to the surrounding areas not yet being developed. The majority of staff live in the Port Macquarie area, which contributes to the high car utilisation.

New travel surveys will need to be undertaken within three months of commencement of operation and the targets developed for this STP will need to be assessed and adjusted as required. The results of the survey will assist with developing travel planning schemes and how existing facilities are able to improve around the site area and beyond. It will also help contribute towards the Port Macquarie-Hastings Council DCP vision to encourage more sustainable modes of transport.

Travel surveys will be conducted at least every 12 months on-line via a platform such as Survey Gizmo. As a minimum, questions presented in Attachment 1 shall be included.

Once the survey findings are available, methods to achieve specific targets will be identified with proposed time frames. This will include adopting relevant strategies outlined in Section 4, which will be undertaken by the Steering Committee. These methods and targets will then be available for monitoring by the Department of Education and Council (refer to Section 5).

3.3 Step 3 – Prepare the Travel Plan

This travel plan includes information for the TP Coordinator and SINSW to communicate to the respective attendees of the development and it includes instructions on how to undertake these via recommended strategies and a respective action plan.

Based on the mode share splits, an overall vision on the modal travel has been considered with clear objectives. The STP has been prepared based on those objectives, notably:

- Build a precinct culture that supports active travel by motivating and encouraging students, parents and staff to get involved;
- Set specific SMART (Specific, Measurable, Achievable, Relevant, Timed) targets;
- Develop an action plan that lists activities and strategies that eliminates the community's barriers to active travel to meet the objectives;
- Estimate the budget required to meet the objectives, identify funding source and develop implementation strategies; and
- Review and consult with SINSW.

This STP represents the preparation of the plan, although when adopted it will need to be updated and monitored to ensure that the targets are being met and/or adjusted.

3.4 Step 4 – Deliver & Implement

After the launch of this STP, regular monitoring every 6 to 12 months is required by the Steering Committee and SINSW as part of the implementation strategy. This is to be done with an appointed TP Coordinator who is employed by the Department of Education.

The implementation of the STP will occur on commencement of term 1 in 2021. This is the responsibility of the Steering Committee.

3.5 Step 5 – Record Results / Recognise Process

It is recommended that the student/parent and staff travel survey be completed by the School once a year (as a minimum) to monitor and track mode share and to adjust targets and incentives where necessary.

The successes of the STP will be celebrated regularly, for example at key events. The plan will be reviewed annually and appropriate new ideas, targets and benchmarks will be included. This should be undertaken by the TP Coordinator.

3.6 Opportunities and Targets

A STP is not a one-off document – it is a process of ongoing implementation, review and improvement. As such, setting out the objectives and targets are the first step in preparation of a STP. When developing objectives, site context is important.

Targets must be specific, reasonable and achievable, and should be associated with measurable improvement in mode share. They need to be realistic but ambitious and must be time-bound so that progress is assessed against targets.

Objectives and targets should also consider any overarching Council policies; However, it is noted that no government targets or policies for sustainable transport have been found.

Opportunities and targets for students and staff of LCPS have been developed in consideration of the master plan for the Lake Cathie area. The timing of full development is unknown; therefore, the targets have been divided in short-term and medium/long-term. Short-term targets are seen to be achievable independently from the proposed developments, i.e. based on the existing arrangements. Medium/long-

term targets are bound to the progress of the residential developments, in particular those to the east of the School. The medium/long-term targets should be triggered upon subdivision of the eastern area, which is envisaged to occur in the next two years. Some of the long/medium-term should commence upon beginning of Term 1 in 2021 to achieve the goals for the future.

Generally, it is proposed that the use of public transport be strengthened in the short-term, considering the lack of pedestrian and cycling infrastructure around the school. In the medium/long-term, it is envisaged that public transport use will be proportionally reduced in favour of walking and cycling.

An analysis of the existing active and public transport infrastructure within the enrolment catchment, gaps in the infrastructure and the proposed future land zones and infrastructure have been undertaken as a basis to derive targets and strategies to achieve a travel mode shift.

The results of this analysis for individual travel modes have been presented in Section 4.2, Section 4.3, Section 4.4 and Section 4.5. The targets and strategies are presented in the individual subsections for the different travel modes, as well as in Section 4.7, where general strategies have been summarised.

4. Transport Analysis

4.1.1 Overview

According to myschool.edu.au the school has the following number of students and staff (Information from 2019):

- School Staff:
 - Teaching Staff – 16
 - Full Time Equivalent (FTE) Teaching Staff – 17.2
 - Non-Teaching Staff – 3
 - (FTE) Non-Teaching Staff – 3
- 307 student enrolments
- School bell times:
 - 8.45am in the morning and
 - 2.45pm in the afternoon.
- OOSH provides before and after school as well as vacation care services. The timetable are as follows:
 - Before School: 7:00am-9:00am
 - After School: 2:00pm-6:00pm, and
 - Vacation Care: 7:00am-6:00pm.

4.1.2 Enrolment Catchment

The current student enrolment catchment for LCPS extends to Lake Innes to the north, Queens Lake State Forest to the west and up to Bonny Hills to the south, as presented with the red boundary in Figure 5.

Bonny Hills used to be part of the LCPS enrolment catchment, but with the recent revisions, this precinct is no longer eligible to enrol at the School. Current students from Bonny Hills can continue attending LCPS.

The vast majority of students currently enrolled at LCPS reside within the area hatched in blue in the below figure.

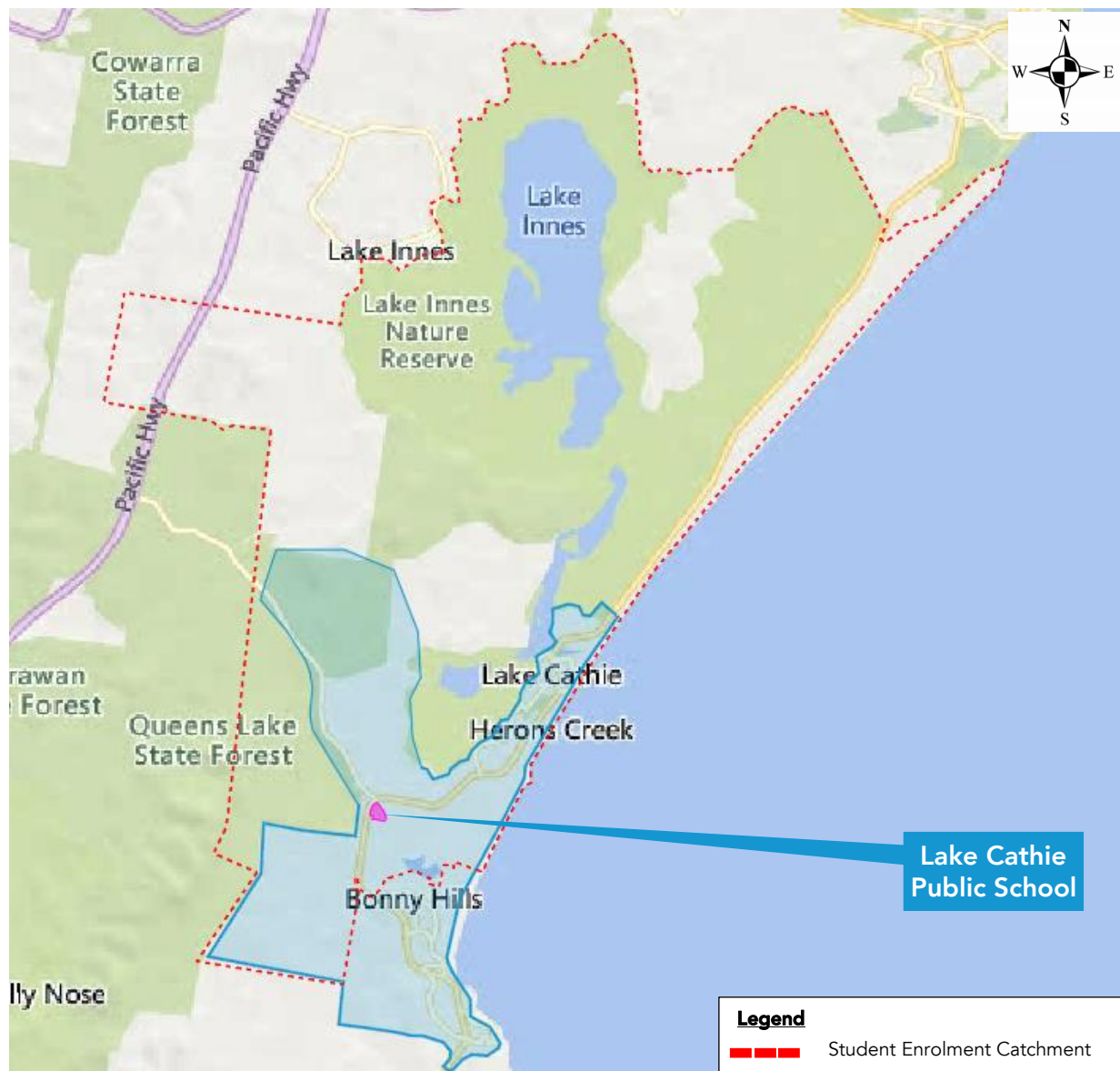


Figure 5 – Student Enrolment Catchment

4.1.3 Current Mode Split

The current mode split is as follows:

Table 4 – Current Travel Mode Split

Travel Mode	Students	Staff
Walking	0%	0%
Cycling	0%	0%
Public Transport	65%	0%
Carpool	5%	5%
Car	30%	95%

4.1.4 Site Access

Map of the direct surroundings of the school showing access points, car parks, pick-up / drop-off area bicycle amenities and the bus stop location is shown in Figure 6.



Figure 6 – Site Access

4.2 Walking

Walking is a viable transport option for distances under one kilometre (approximately 15-20min) and is often quicker for short trips door to door. Walking is also the most space efficient mode of transport for short trips and presents the highest benefits. Co-benefits where walking replaces a motorised trip include improved health for the individual, reduced congestion on the road network and reduced noise and emission pollution.

The NSW Guidelines to Walking & Cycling (2004) suggests that 400-800m is a comfortable walking distance when considering the distance to public transport, which equals a 5-10 minute walk. 1.2km is also considered an acceptable walking distance (15min walking).

4.2.1 Walking Catchment Area

LCPS walking catchments (400m, 800m and 1,200m), including the "As crow flies" and actual walking catchment along the road network are presented in Figure 7 and Figure 8.

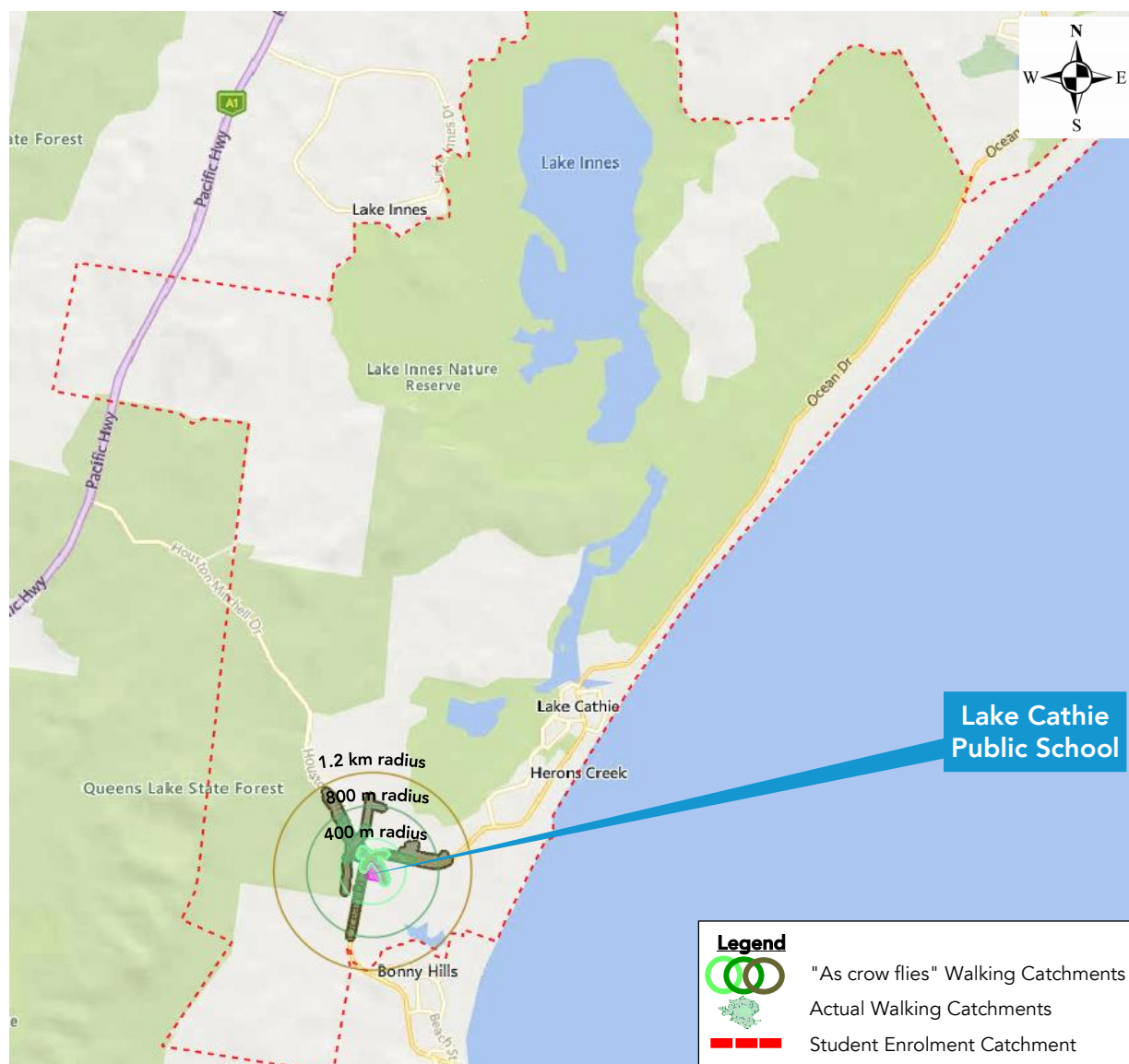


Figure 7 – "As Crow Flies" and Actual Walking Catchment including the Student Enrolment Catchment

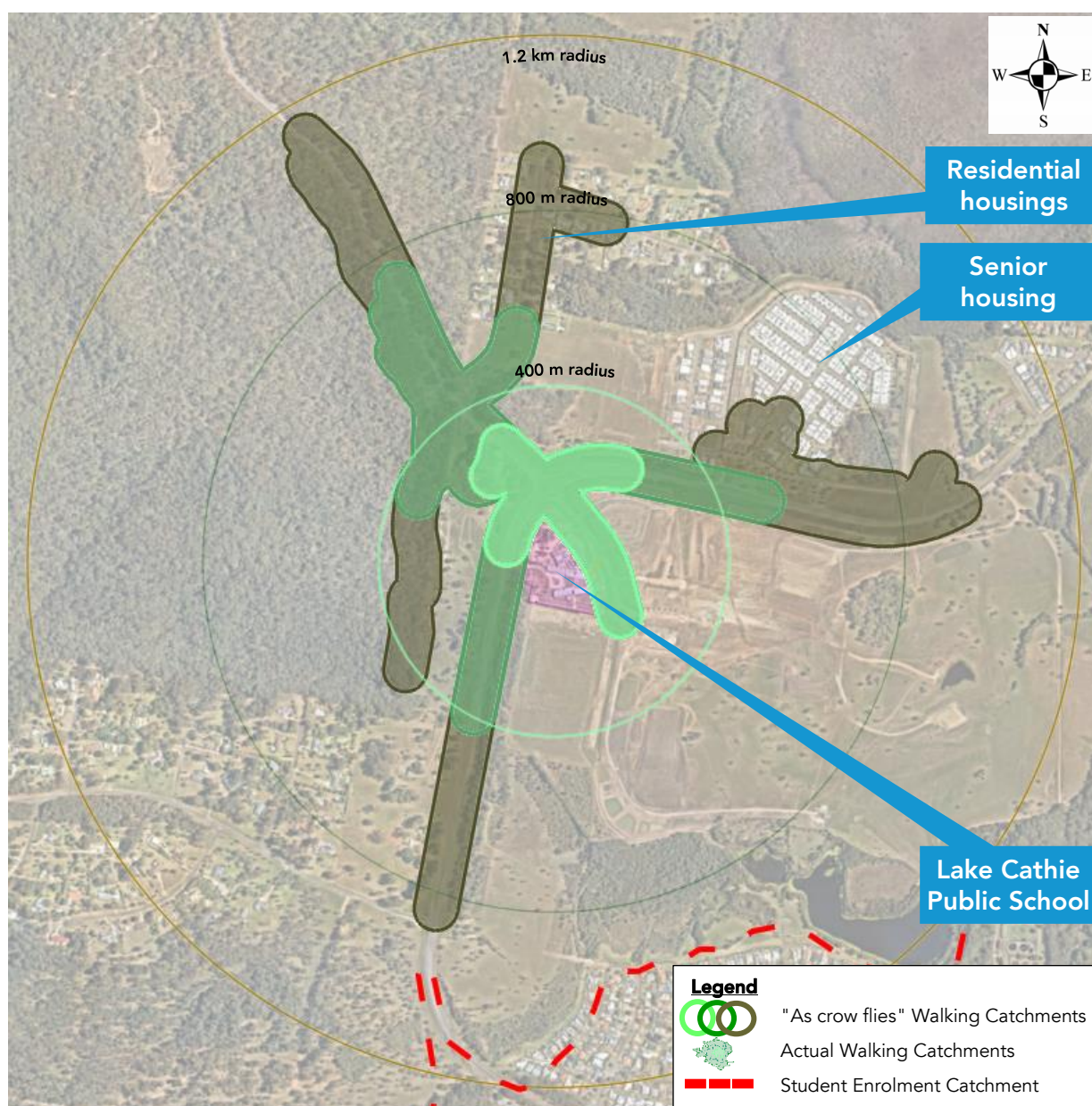


Figure 8 – “As Crow Flies” and Actual Walking Catchment

As shown in Figure 7, the walking catchment covers only a small proportion of the enrolment area. As shown in Figure 8, only a small residential area lies within the 1,200m actual walking catchment.

4.2.2 Existing Infrastructure

The locality has been reviewed for features that would attract walking to school. Existing pedestrian infrastructure within the 1,200m walking catchment is presented in Figure 9.

The figure shows that pedestrian infrastructure is almost non-existent in the vicinity of the school. There are no pedestrian crossings at any of the existing intersections; the Ocean Drive / Wollum Drive roundabout provides only pedestrian islands as a means to cross the road. However, it is noted that Ocean Drive has a posted speed limit of 70km/h and is therefore unsuitable for primary school students to be crossed on their own.

Considering the small amount of residential areas and the lack of pedestrian amenities within the 1.2km catchment, it is not envisaged or recommended that students walk to school under the current arrangement.

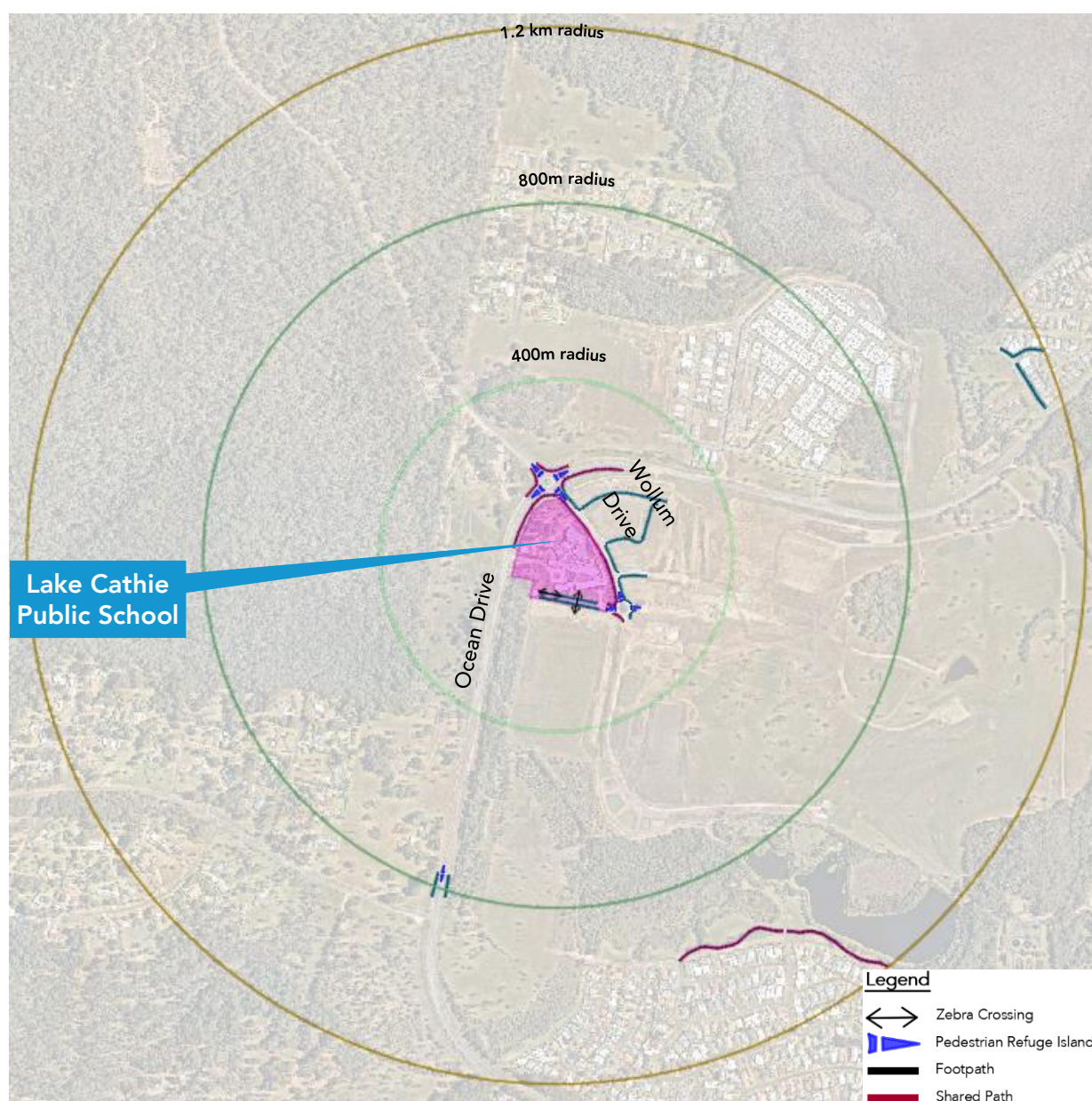


Figure 9 – Walking infrasturctures within the 1200m catchment of LCPS

4.2.3 Future Infrastructure

The area around Lake Cathie is planned to undergo major growth in the future. A master plan has been developed for the area, and this is presented in the Port Macquarie-Hastings Council DCP Part D9 for Lake Cathie – Bonny Hills. The Precinct where the School is located is also called Rainbow Beach or Area 14. The proposed development precincts within Rainbow Beach are presented in Figure 10.

The figure shows that the LCPS lies in Precinct C within the Rainbow Beach area and the future plan involves a construction of 1,000 dwellings within this precinct. Other precincts B and C are estimated to accommodate 500 dwellings each.



Figure 10 – D9.1 Rainbow Beach Precinct Areas (Source: Port Macquarie-Hastings Council DCP Part D9)

Ocean Drive is a major arterial road servicing the Rainbow Beach area and it separates the future Precinct A and Precinct C. Pedestrian connectivity as marked with a blue arrow in the above figure would need to be established to create a safe walking environment between residential areas in the north and the school.

Pedestrian and cycling facilities are subjected to future planning of Rainbow Beach area. This is to provide a clear and safe pedestrian and cycleway system that links residential areas, open spaces, schools, social and cultural facilities, town centres and neighbourhoods. The plan is shown in Figure 11.

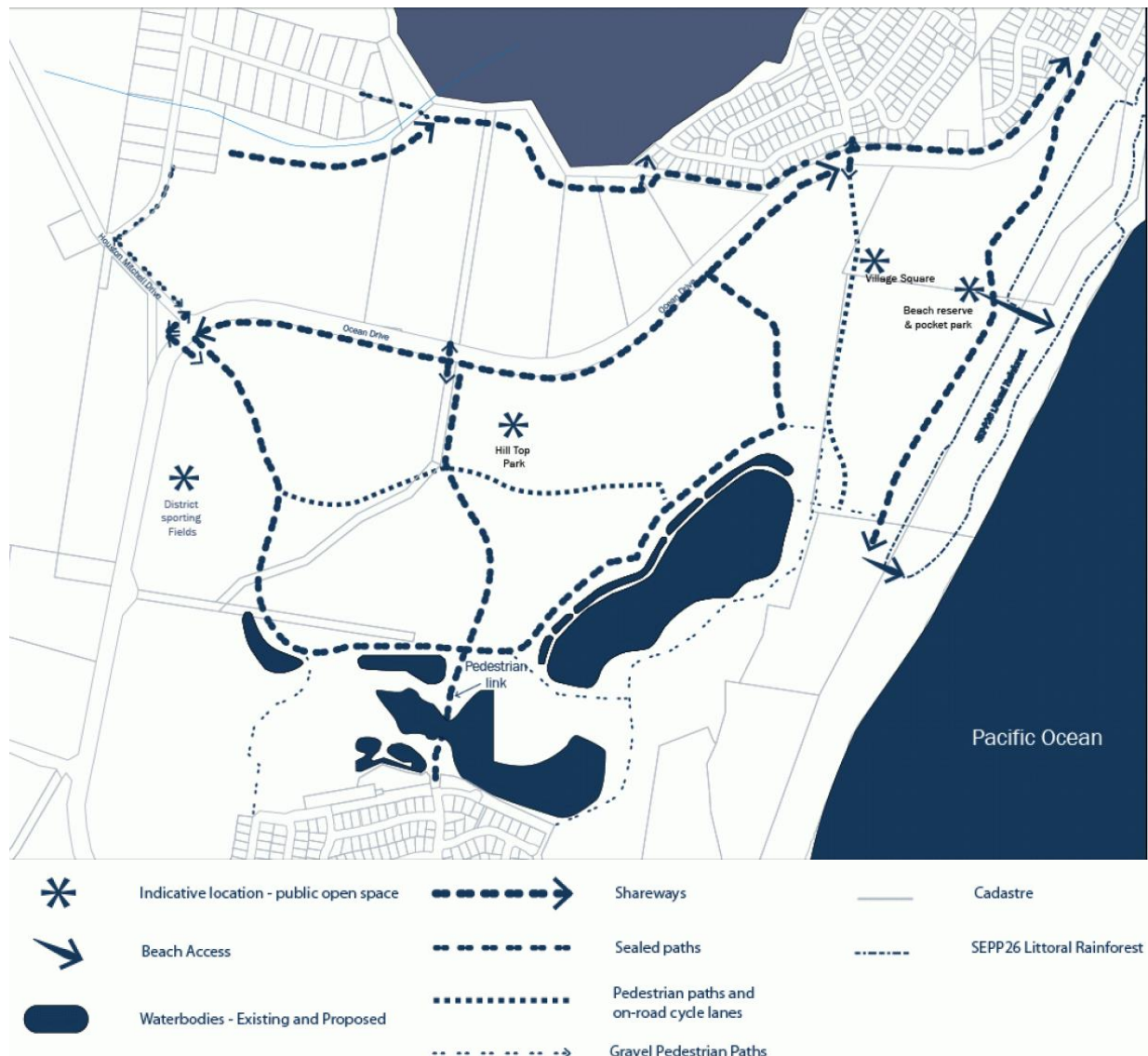


Figure 11 – Open Space and Pedestrian Movement (Source: Port Macquarie-Hastings Council DCP Part D9)

The Rainbow Beach transport and movement plan is presented in Figure 12.



Figure 12 – Transport and Movement (Source: Port Macquarie-Hastings Council DCP Part D9)

It is noted that currently there are no residential buildings located on the east and south of LCPS; however, these areas are under planning. It is recommended that infrastructure supporting active transport such as footpaths, shared paths, cycleways, ramps and crossings be constructed to create a safe environment for walking and cycling for young students in the future.

Further, Figure 12 shows that Wollum Drive, which is adjacent to the School, is planned to become a collector or a significant road. Considering that Ocean Drive on the west is an arterial road, the school has been planned to be located between two major roads (Ocean Drive and the new collector/significant road).

This means that all students living in a walking / cycling distance would need to cross a potentially busy road, which will likely discourage students from active transport.

New collector/significant roads will be constructed towards the east between the school and Precinct B. Consideration should be made for provision of adequate pedestrian and cycling connectivity between the school and Precinct B (marked by a blue arrow in the above figure) to motivate students to walk and cycle.

4.2.4 Facilities at and around the School

Existing pedestrian infrastructure and facilities at and around LCPS is presented in Figure 13.

The figures shows that pedestrian facilities including footpaths, shared paths and pedestrian crossings are provided at and around the school. However, it is recommended that relevant authorities (Council and TfNSW) provide dedicated pedestrian crossings across Ocean Drive and Wollum Drive to provide a safe crossing environment.

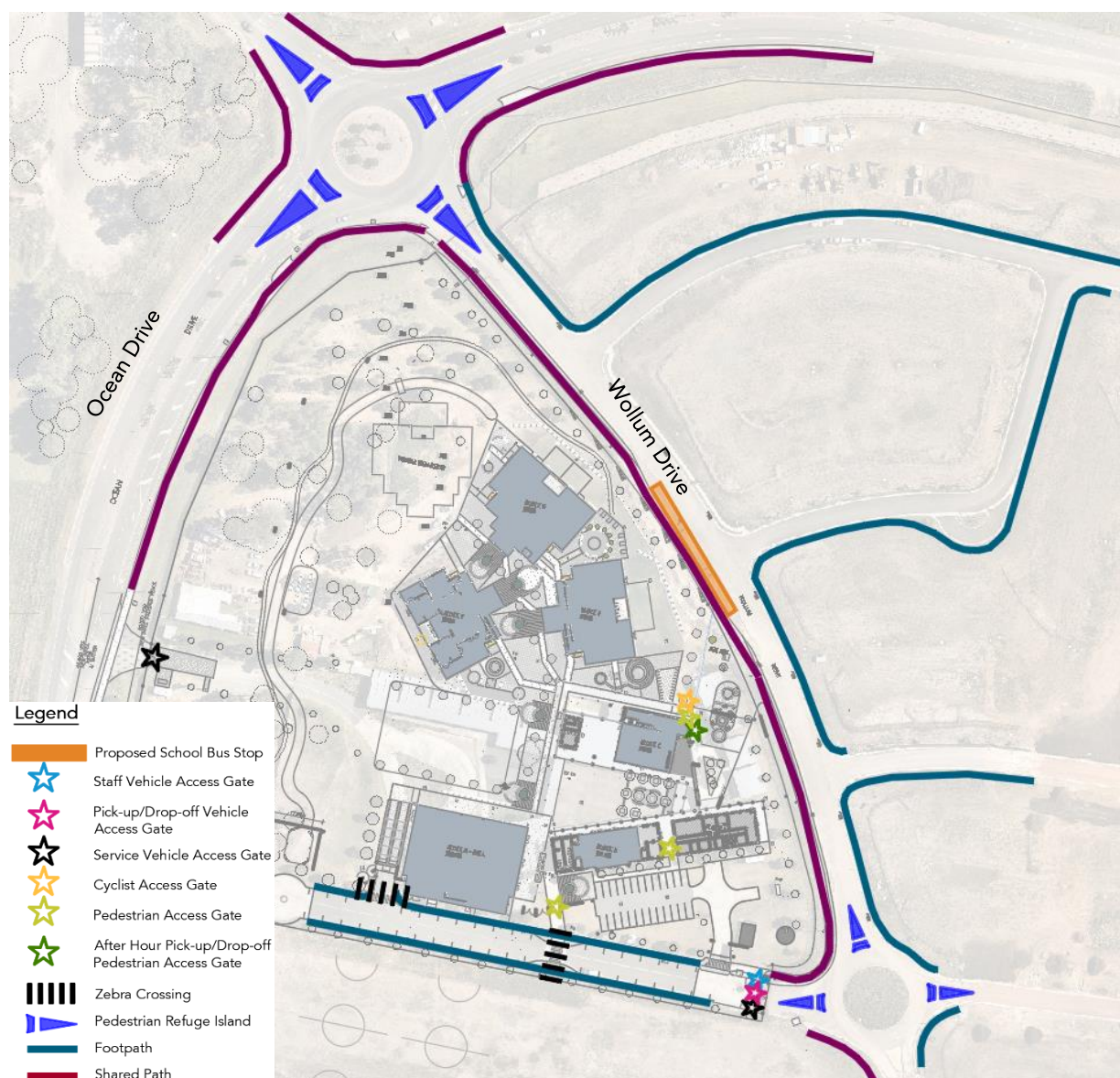


Figure 13 – Walking facilities at and around the LCPS

4.2.5 Targets

Targets for walking are presented in Table 5.

Table 5 – Walking Targets

User	Current Travel Mode Share	Short-term Target	Long/Medium-term Target
Students	0%	0%	30%
Staff	0%	0%	20%

While in the short-term it is neither expected nor recommended that students and staff walk to school, with the planned residential developments on the eastern side of the School it is envisaged that many of the students will be able to choose this transport mode.

4.2.6 Strategies

Although no mode shift towards walking is expected in the short-term, some strategies can already be implemented to build a basis for the future. In particular, educational programs will help create the active transport culture and will build up confidence for when walking becomes a viable option.

Short-term Strategy: Road Safety program, current and localised

Why	Allows students to be more informed about any dangers of being a pedestrian and provides ease of mind to parents/carers.
How	Pedestrian safety can be taught during class and reinforced by teachers and parents. Information can also be provided in the 'information pack'. Excursions around the schools could be organised to show potential dangers and ways to behave on a local example.
Who	Teachers and TP Coordinator
When	After completion of redevelopment with reinforcement every 6 months to a year.
Resources	Information pack, brochures, excursions

Short-term Strategy: Education and Environmental programs

Why	Motivates students and staff to use active transport
How	Environmental programs can be toughed at school assembly and information can be provided in the 'information pack'
Who	TP Coordinator, teachers
When	Every 6 months
Resources	Assembly, information pack and brochures

Short-term Strategy: Scooter training

Why	Reaches out to students who would like to participate in scooting
How	Providing courses to teach how to ride a scooter and traffic rules
Who	TP Coordinator, teachers
When	Courses starting twice a year
Resources	Information packs, scooters

Short-term Strategy: Implement E-charging stations for scooters

Why	To promote the use of electric scooters
How	Provision of charging stations at secure locations
Who	SINSW
When	Within the first year of operation
Resources	Charging stations

Short-term Strategy: Implement scooter parking and wayfinding

Why	To navigate the scooter users and provide safe and secure place to leave their scooters while at school/work.
How	Including additional scooter spaces on an "as required basis" in an easily accessible space with passive surveillance. Provide clear wayfinding signage.
Who	SINSW and TP Coordinator
When	Within the first year of operation and completion of redevelopment and as required in the future
Resources	Directional signage and scooter parking spaces

Short-term Strategy: Provide sufficient storage for bulky goods (for staff)

Why	To provide storage for staff to reduce the requirement of carrying bulky goods home
How	Implementation of storage facilities in a convenient location such as staff or classrooms
Who	SINSW
When	With the growth of the new development on the east of the school
Resources	Storage facilities

Short-term Strategy: Provide options to work at school after school hours (for staff)

Why	To let staff finish their work at school and avoid carrying work/bulky items home
How	Provide an after school hour working area, arrange for after hours entry / exit for staff
Who	TP Coordinator and SINSW
When	Upon analysis of the staff work demand
Resources	Working space

Long/Medium-term Strategy: Seek dialogue with Council

Why	To provide a pedestrian crossing across Wollum Drive, ideally as a raised zebra crossing and a crossing supervisor. This is to create a safe environment for students to cross Wollum Drive
How	Meetings and communication via email and phone
Who	TP Coordinator and Steering Committee to consult with Council, Council to provide the crossing
When	Discussions should commence immediately
Resources	Discussions

Long/Medium-term Strategy: Seek dialog with Council

Why	To implement comprehensive pedestrian infrastructure within Lake Cathie, in particular while developing the area east of the school
How	Meetings and communication via email and phone
Who	TP Coordinator, Steering Committee
When	Discussions should commence immediately and should continue throughout the development of the Rainbow Beach Precinct Master Plan
Resources	Discussions

Long/Medium-term Strategy: Seek dialog with authorities

Why	To revise the precinct's Master Plan. Currently it is proposed that the school will be enclosed between two major roads (Ocean Drive and a new collector road), which will significantly impact on the walkability to the school from the east.
How	Meetings and communication via email and phone
Who	TP Coordinator, Steering Committee
When	Discussions should commence immediately and should continue throughout the development of the Rainbow Beach Precinct Master Plan
Resources	Discussions

Long/Medium-term Strategy: Seek dialog with Council and TfNSW

Why	To create a safe environment for students to cross Ocean Drive by signalling the Ocean Drive / Houston Michell Drive intersection and providing pedestrian crossings at all four arms. Pedestrian phasing should provide convenient crossing time
How	Meetings and communication via email and phone
Who	TP Coordinator to engage with the authorities, authorities to provide the facility
When	Discussions should commence immediately
Resources	Discussions

Long/Medium-term Strategy: Pedometer based programs

Why	To promote active transport and healthy competition
How	Providing a cheap pedometer for each student and recording each student total for a month. Can be introduced as part of Steptember. Can be run on a participation basis for individual students or pedometer based for entire classes / years
Who	Teachers, TP Coordinator
When	For example during the month of Steptember, but also choosing a different month to the 'classroom competitions' action to encourage students and staff all year round.
Resources	Pedometer and a progress board to tally the progress of each class.

Long/Medium-term Strategy: WWW - Walk and Wheel Wednesday

Why	Promote active transport
How	Announcements through posters and newsletters
Who	Teachers, TP Coordinator
When	One Wednesday per month
Resources	Promotional material

Long/Medium-term Strategy: Classroom competitions

Why	Promote healthy competition between students.
How	Classroom with the most children (can include the teacher) who take sustainable forms of transport will win an incentive. Should be done as a tally over a month as children can decide to take the "greener option". Can also be combined with Strategy: WWW – Walk and Wheel Wednesday and Strategy: Pedometer-based walking competition.
Who	Teachers, TP Coordinator
When	A program will be conducted every 3 to 6 months.
Resources	Information sheets and a progress board to tally the progress of each class.

Long/Medium-term Strategy: Scooter Club (for students)

Why	Motivates students to use active transport more often by offering fun and social activities
How	Regular meetings for excursions on scooters and fun activities to motivate students to use scooters
Who	TP Coordinator, teachers
When	Weekly
Resources	Excursions, fun activities

Long/Medium-term Strategy: Walking Bus

Why	To motivate students to walk to school
How	Prepare walking bus routes and coordinate with students and parents
Who	TP Coordinator
When	Review the routes every six months
Resources	Student residential data

4.3 Cycling

The locality has been reviewed for features that would attract active transport trips with reference to the NSW Guidelines for Walking and Cycling (2004). The comfortable cycling distance is defined by the Guide to be between 800m-1.5km, which equals a 5-10 minute cycle. SINSW considers distances up to 3.6km as acceptable for cycling. As LCPS is a primary school, distances up to 2.4km have been considered acceptable.

4.3.1 Catchment Area

LCPS cycling catchments of up to 2.4km, including the "As crow flies" and actual cycling catchment along the road network are presented in Figure 14 and Figure 15.

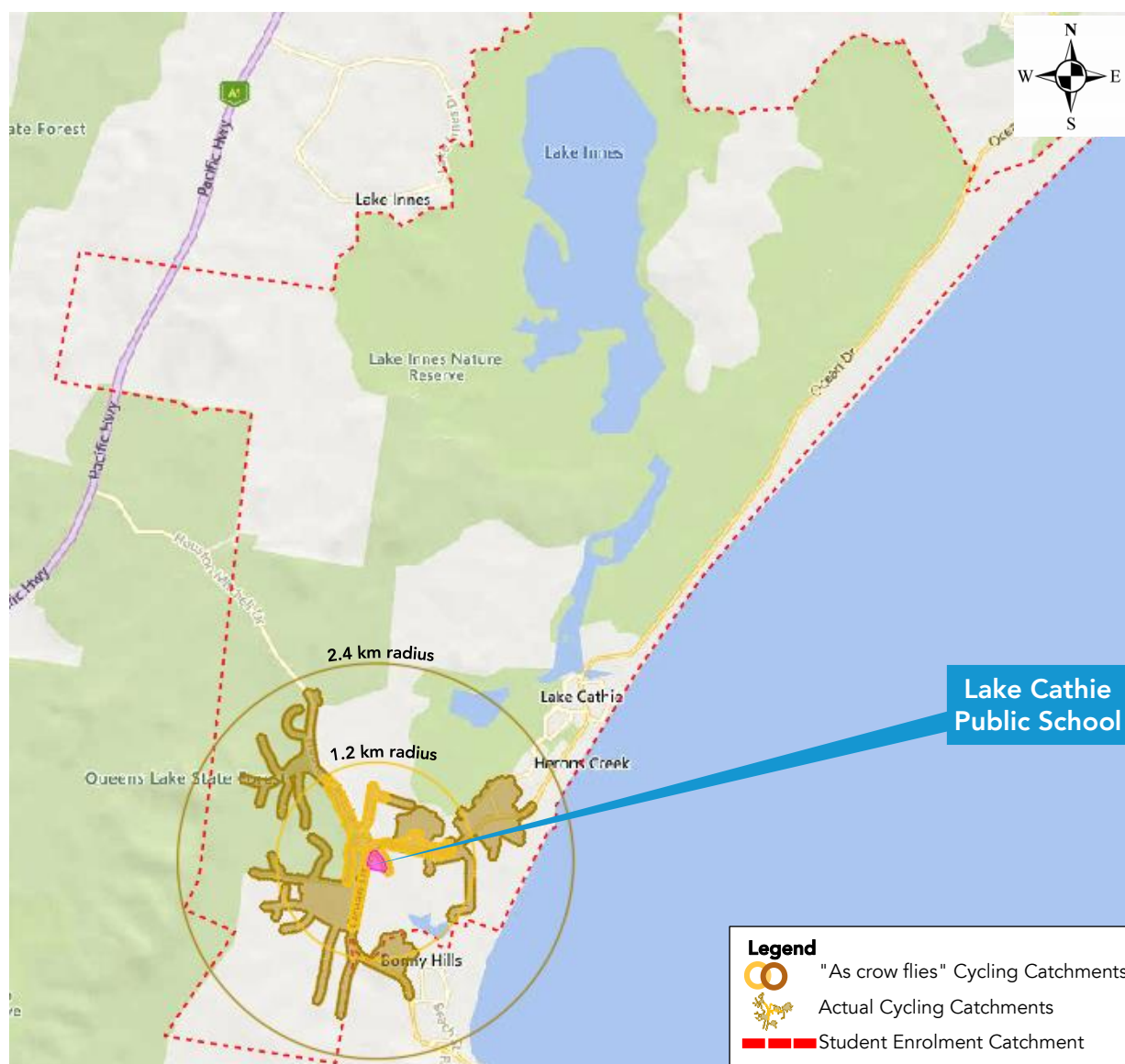


Figure 14 – "As Crow Flies" and Actual Cycling Catchment including the Student Enrolment Catchment

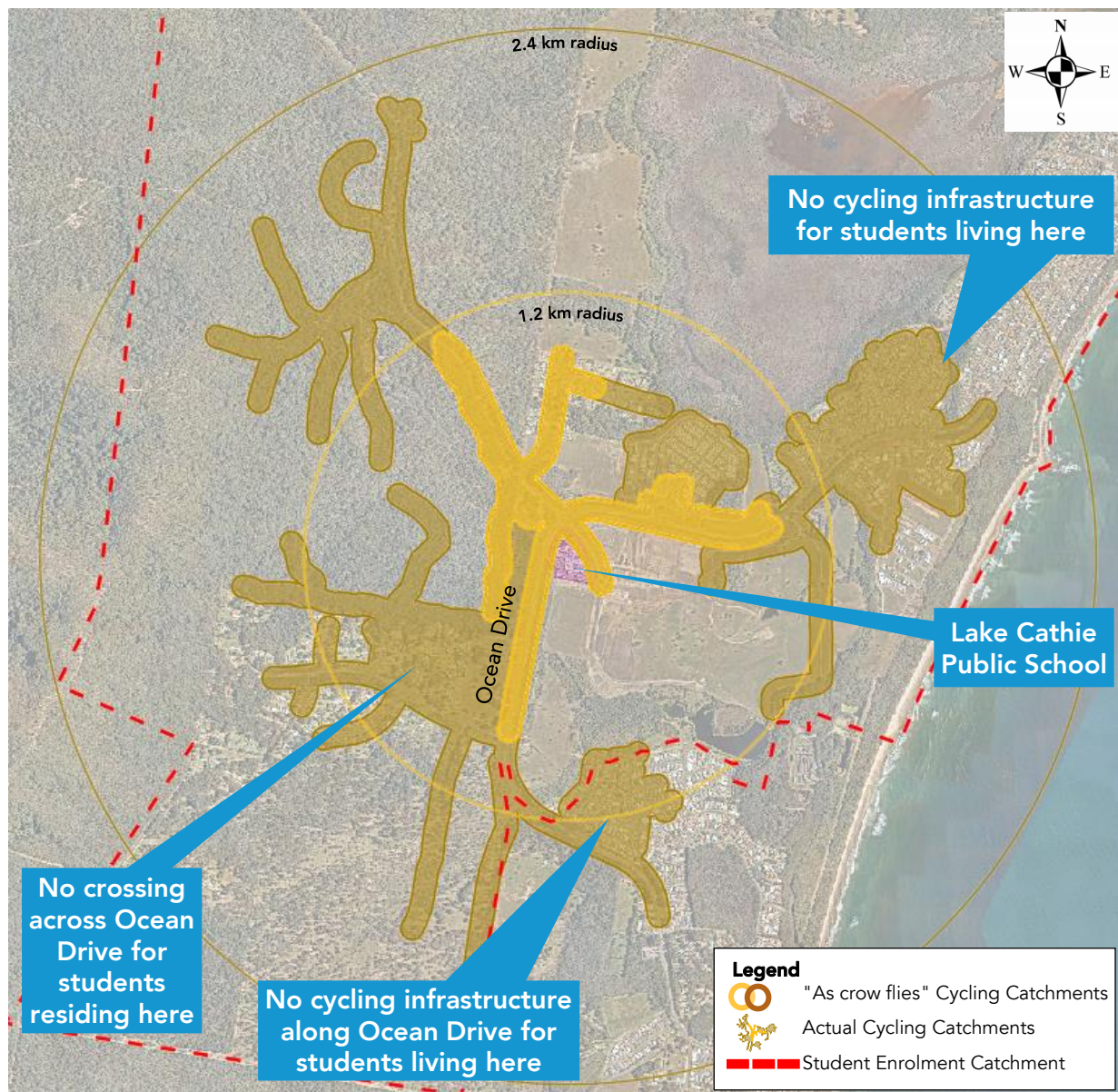


Figure 15 – "As Crow Flies" and Actual Cycling Catchment

4.3.2 Existing Cycling Infrastructure

The information for the existing cycleways has been obtained from Open Data website. A map with the existing cycling infrastructure within the cycling catchment off the School is shown in Figure 16.

Currently, a mixed traffic cycling path and a shared path are provided along a section of Ocean Drive on the northern side. The existing infrastructure lacks a direct connectivity to the school on the northern side and there is no cycling connectivity to the western and southern side. It is also noted that the existing mixed traffic cycling infrastructure is not suitable for primary school students. Overall, the existing cycling infrastructure within the cycling catchment in combination is underdeveloped, and with a lack of safe pedestrian crossings across Ocean Drive it is not expected or recommended that students cycle to and from school.

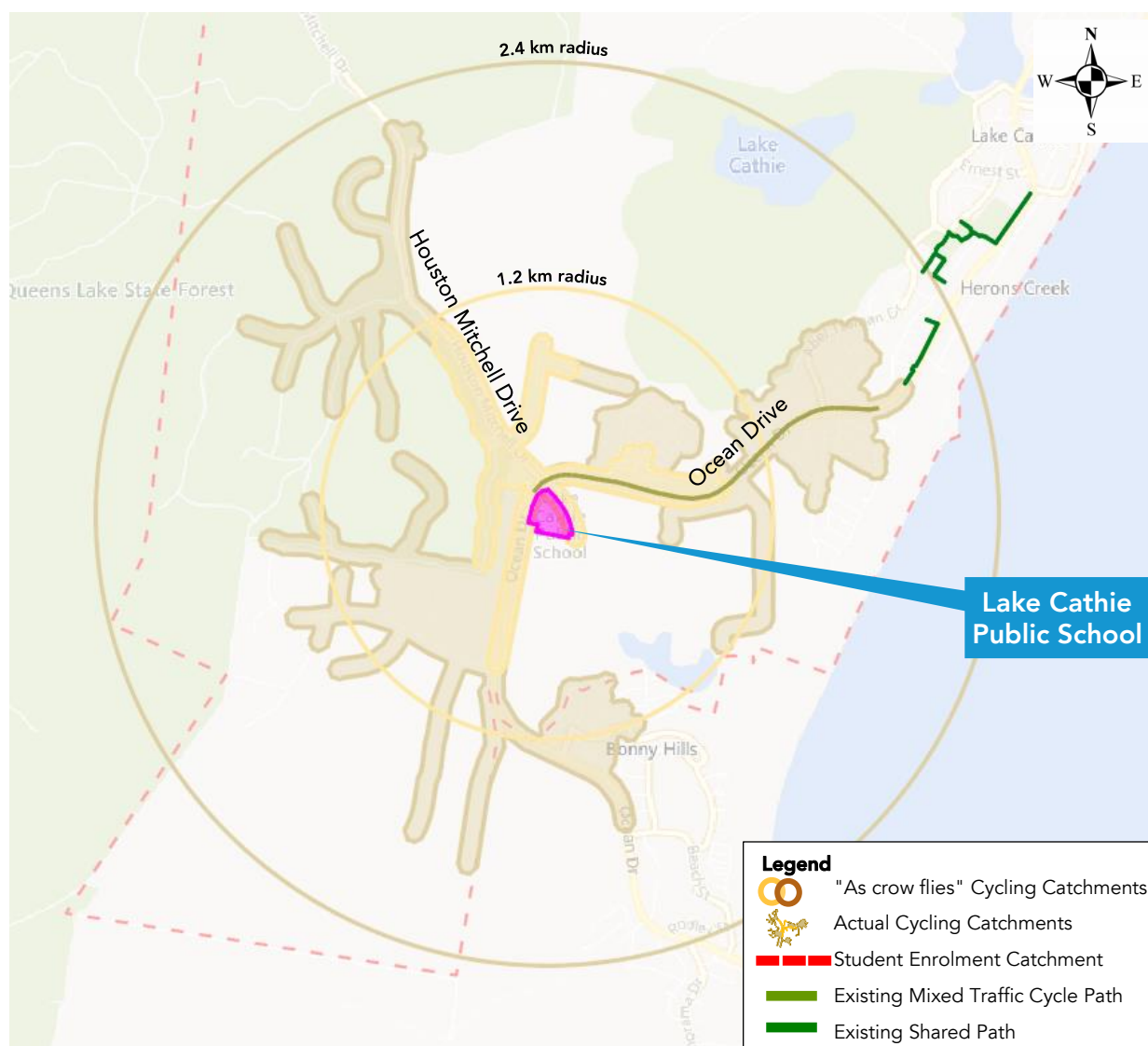


Figure 16 – Existing Cycling Infrastructure

4.3.3 Future Cycling Infrastructure

The information for future cycleways has been obtained from Open Data website. The map of future cycling infrastructure within the cycling catchment is shown in Figure 17.

It is planned to provide a shared path along Ocean Drive and to extend the existing mixed traffic cycle path to the south. While a shared path would be a suitable facility for primary school students, it is noted that the path is not proposed to connect all the way to the Lake Cathie. It is not proposed to construct cycle facilities to the west or north along Houston Mitchell Drive.

Further infrastructure related to cycling is still in planning phase as part of the Master Plan for the Rainbow Beach area. The extent, gaps and opportunities are described in Section 4.2.3 of this report, which is referenced from the Port Macquarie-Hastings Council DCP Part D9.

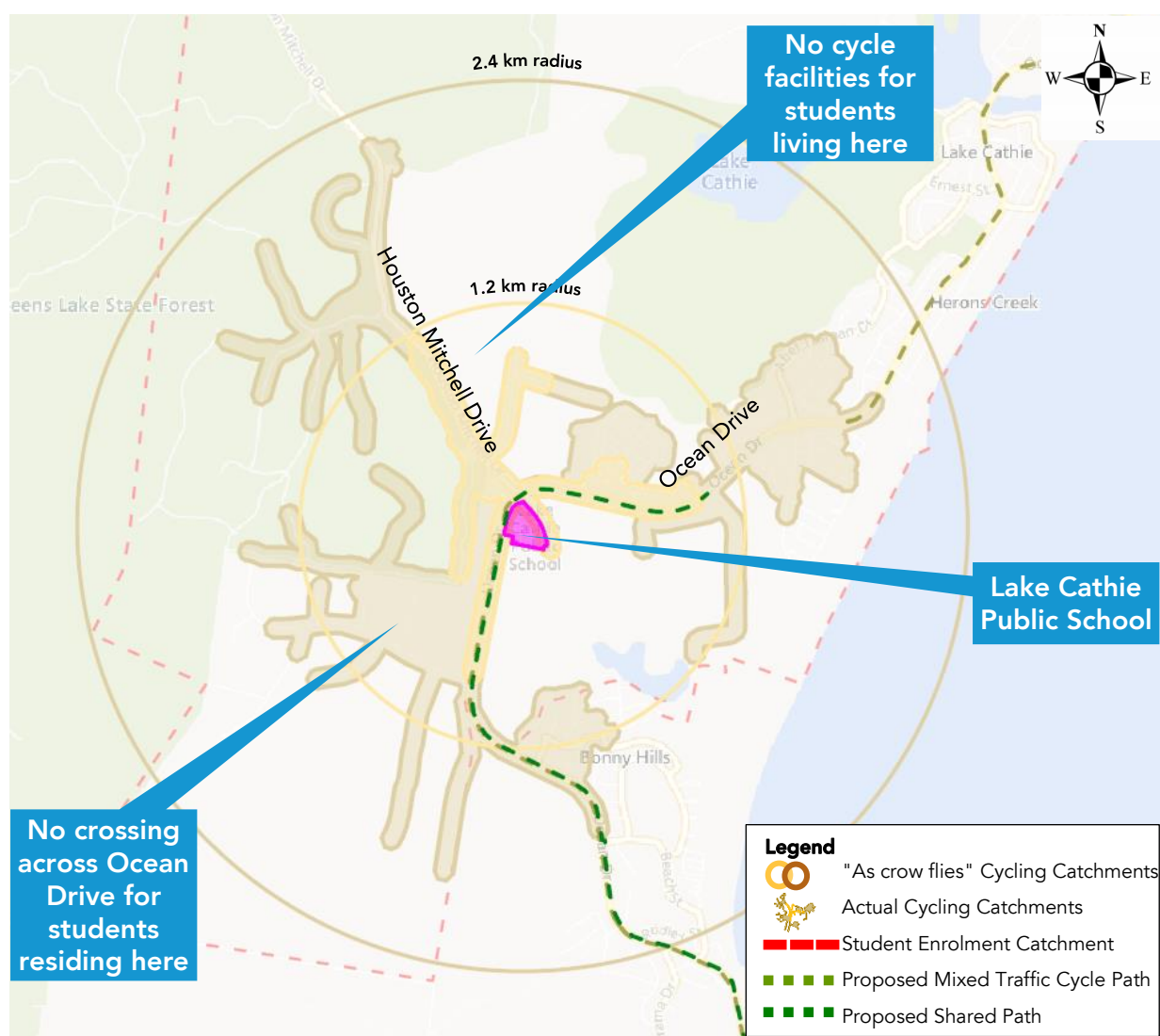


Figure 17 – Proposed Cycling Infrastructure

4.3.4 Facilities at and around the School

Existing cycling infrastructure and facilities at and around LCPS is presented in Figure 13.

Shared paths are provided around the school and bicycle parking is provided within the school grounds with access from Wollum Drive. However, no safe crossings are currently present across either of the roads surrounding the school. This presents a gap in cycling infrastructure and therefore, students are not recommended to use tris transport mode to commute to and from school.

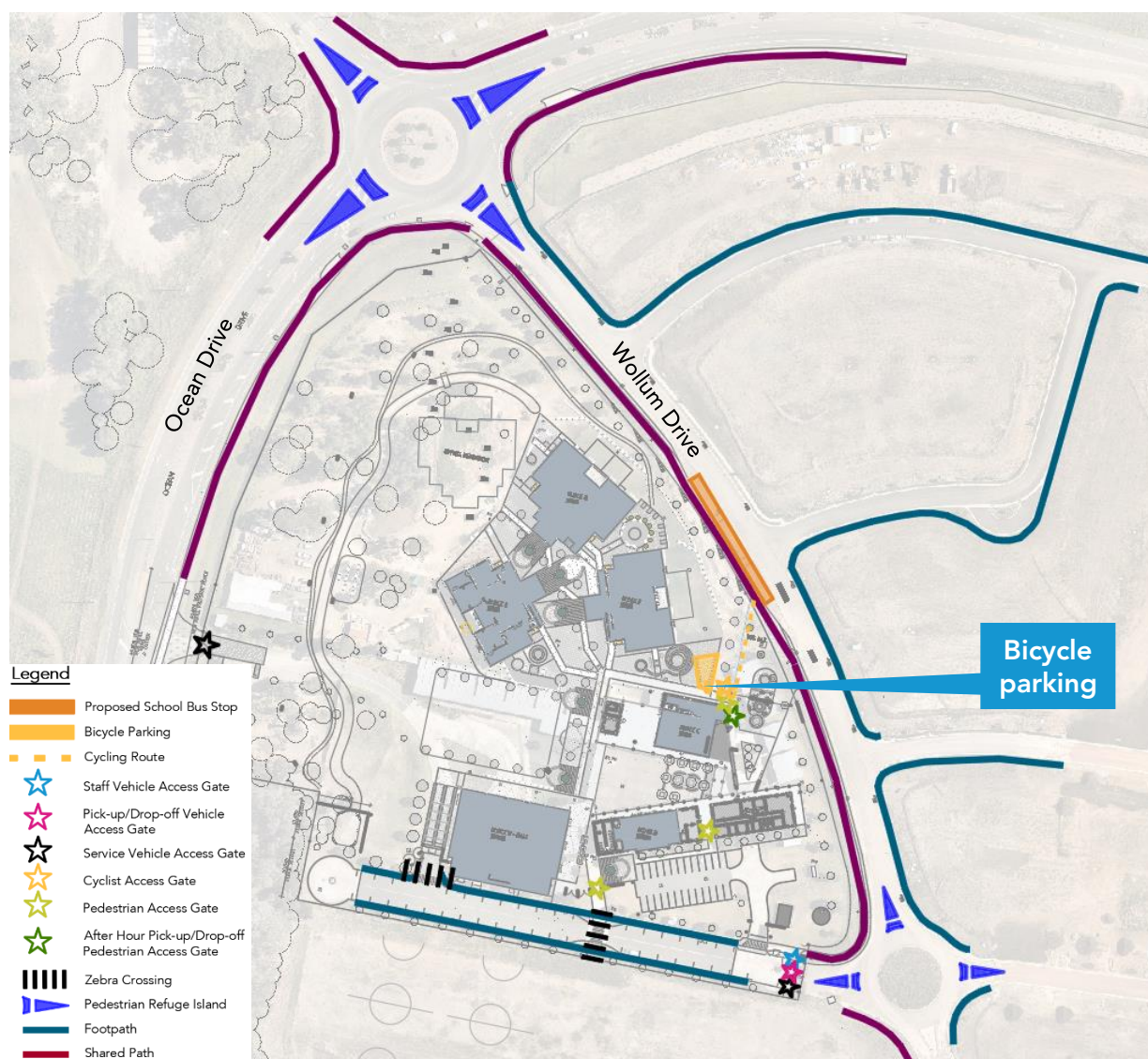


Figure 18 – Cycling facilities at and around LCPS

4.3.5 Targets

Targets for cycling are presented in Table 6.

Table 6 – Cycling Targets

User	Current Travel Mode Share	Short-term Target	Long/Medium-term Target
Students	0%	0%	20%
Staff	0%	0%	15%

While in the short-term it is neither expected nor recommended that students and staff cycle to school, with the planned residential developments on the eastern side of the School it is envisaged that many of the students will be able to choose this transport mode.

4.3.6 Strategies

Short-term Strategy: Provide weather protection over the bicycle spaces

Why	To protect bicycles from weather and therefore, to promote bicycle use
How	Provide roof structure over bicycle spaces
Who	TP Coordinator and SINSW
When	Within the first year of operation
Resources	Roof structure

Short-term Strategy: Implement wayfinding

Why	To navigate way to on-site bicycle parking spaces and EOTF
How	Provide clear wayfinding signage
Who	TP Coordinator and SINSW
When	Within the first year of operation
Resources	Directional signage

Short-term Strategy: Road safety program, current and localised

Why	Allows students to be more informed about any dangers of being a cyclist and provides ease of mind to parents/carers.
How	Cycle safety can be taught during class and reinforced by teachers and parents. Information can also be provided in the 'information pack'.
Who	Teachers and TP Coordinator
When	After completion of redevelopment with reinforcement every 6 months to a year.
Resources	Information pack and brochures

Short-term Strategy: Bike training

Why	Reaches out to students who would like to participate in cycling
How	Providing courses to teach how to ride a bike and traffic rules
Who	TP Coordinator
When	Courses starting each term
Resources	Bike activities, some bicycles for those that do not own one yet

Long/Medium-term Strategy: Seek dialogue with Council

Why	To improve and develop existing cycling infrastructure within Lake Cathie appropriate for primary school children
How	Meetings and communication via email and phone
Who	TP Coordinator and Steering Committee
When	Discussions should commence immediately
Resources	Discussions

Long/Medium-term Strategy: Seek dialogue with Council

Why	To ensure that satisfactory cycling infrastructure is provided within the new development areas to enable students to cycle safely to and from school
How	Meetings and communication via email and phone
Who	Steering Committee
When	Discussions should commence immediately and should continue throughout the development of the Rainbow Beach Precinct Masterplan
Resources	Discussions

Long/Medium-term Strategy: Implement more and secure bike parking

Why	To promote cycling
How	Provide weather protected bike parking
Who	TP Coordinator, SINSW
When	Upon completion of residential developments to the east Upon analysis of the yearly cycling demand
Resources	Travel Questionnaire, bike racks

Long/Medium-term Strategy: Implement end of trip facilities (for staff)

Why	Allows active transport commuters to shower and change to be comfortable at work.
How	Including a shower and change room in the school and informing staff about its availability
Who	SINSW
When	Upon completion of residential developments to the east
Resources	Shower and change room facilities

Long/Medium-term Strategy: Implement E-charging stations

Why	To promote the use of electric bicycles
How	Provision of charging stations
Who	SINSW
When	Upon completion of residential developments to the east
Resources	Charging stations

Long/Medium-term Strategy: Implement Bike Club (for students)

Why	Motivates people to use active transport more often
How	TP Coordinator should organise regular meetings for excursions on bicycles and fun activities to motivate students to cycle
Who	TP Coordinator
When	Weekly
Resources	Excursions, fun activities

Long/Medium-term Strategy: Buddy Scheme (for students)

Why	Motivates people to use active transport more often
How	TP Coordinator should buddy up students that live close by.
Who	TP Coordinator
When	Sent out every term to accommodate new students, review after 6 months
Resources	Student residential data

Long/Medium-term Strategy: Vouchers from a local bike shop

Why	To promote the use of bicycle and provide a discounted service for students
How	Liaise with local bicycle shops and discuss potential discounts for students
Who	TP Coordinator
When	Every six months
Resources	Promotional brochures and vouchers

Long/Medium-term Strategy: "RideScore" program

Why	To support and enable more children and young people to scoot and ride a bike to school
How	<i>"students will receive a personal sensor (beacon) that is attached to their bicycle or scooter. The school bicycle storage facility is fitted with a Bluetooth reader that detects the signal from the sensor, and immediately sends a notification to the nominated contact that the student has arrived at, or departed the school gate."</i>
Who	TP Coordinator
When	Sent out an invitation every term to accommodate new students and staff
Resources	Personal sensor (beacon) and a Bluetooth reader

4.4 Public Transport

4.4.1 Services and Network

Public bus route along with 400m walking catchment from the nearest bus stops is shown in Figure 19. Only one public bus route (334K) comes passed Lake Cathie Public School. However, it is noted that the bus stops are located some distance away, and together with a lack of appropriate pedestrian infrastructure connecting the bus stops and the School, public transport is not expected to be utilised by students or staff. Also, no public transport services are provided to areas marked in yellow in the following figure.

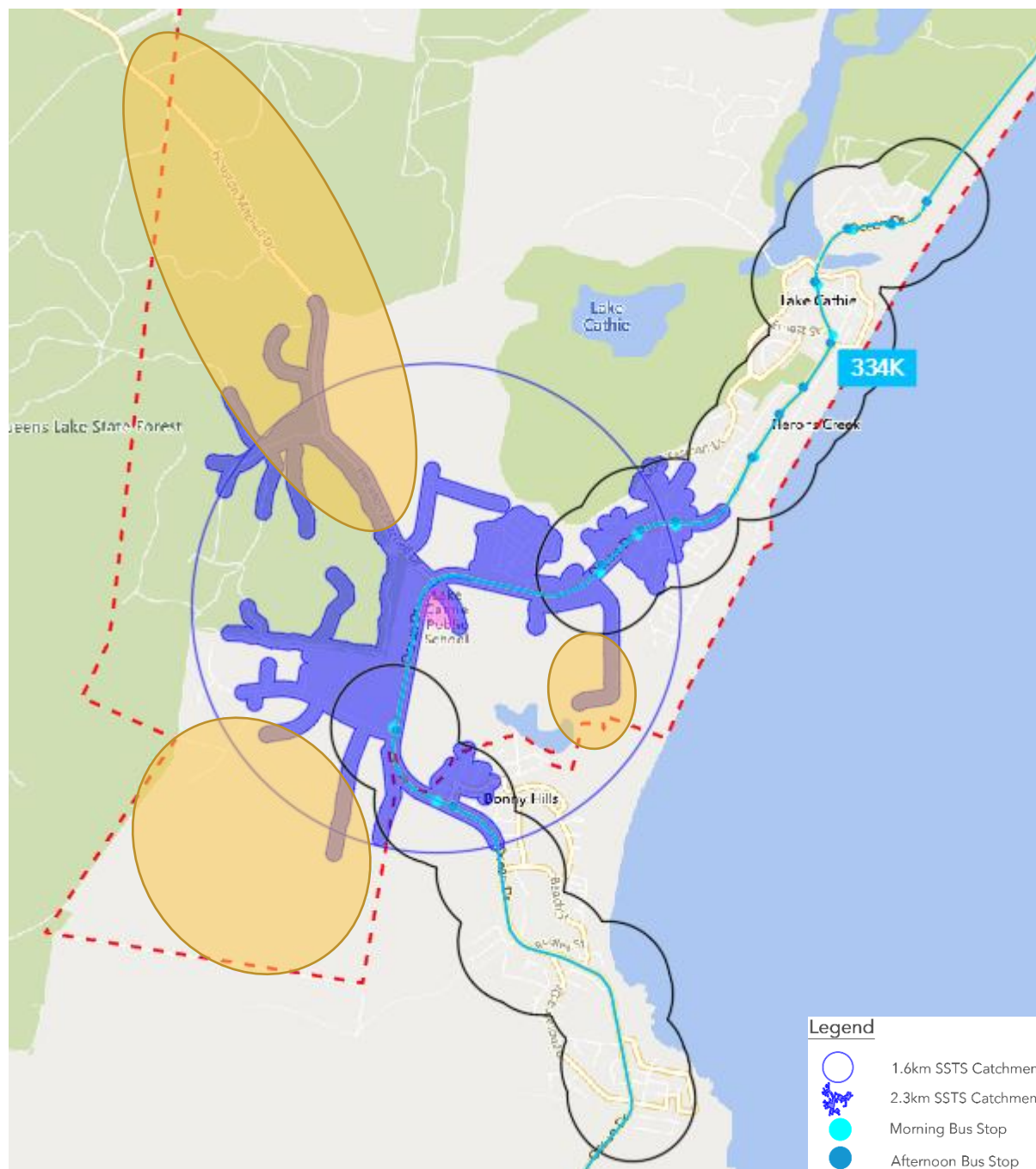


Figure 19 – Public Bus Service

The bus timetable for the public bus during school peak hours is presented in Table 7.

Table 7 – Public Bus Timetable during the School Peak

Bus Route	Coverage	Bus Stop	Morning Peak Hour	Afternoon Peak Hour
334K	Kendell to Port Macquarie via Laurieton	Ocean Drive at Bonny View Drive	7:06, 7:50, 9:30	12:30, 2:30, 4:27
334K	Port Macquarie to Kendell via Laurieton	Ocean Drive opposite Bonny View Drive	6:33, 9:06, 11:05	1:05, 3:07, 4:07

Considering the school bell times are 8.45am in the morning and 2.45pm in the afternoon, the public bus does not provide any suitable services for students and staff. It is recommended that additional services be provided.

4.4.2 School Bus

School buses servicing LCPS from Lake Cathie and Bonny Hills area. Bus routes 17, 39 and 61 operate during the morning peak hour and bus routes 71, 72 and 61 operates during the afternoon peak hour. School bus timetables and service routes are presented in Figure 20 and Figure 21 respectively.



SCHOOL TIMETABLE

PORT MACQUARIE REGION

Lake Cathie Public School

Timetable effective from Wednesday 21 February 2018

Amended 20/02/2018

(R) Bus Turns Right - (L) Bus Turns Left

MORNING				
Bus Number	Route Number	Time	Locations Serviced	Route Description
17	-	7:59 AM	Lake Cathie	Departs Lakeside Wy & Kenwood Dr via Lakeside Wy (R)2nd Fishermens Wy (L)Lakeside Wy (L)Kenwood Dr (L)Tallong Dr (L)Ocean Dr (L)Dirah St (8:10am) (L)Koribah Av (R)Evans St (R)Ocean Dr to School.
61	-	8:06 AM	Bonny Hills	Departs Ocean Dr & Panorama Dr via Ocean Dr (R)2nd Beach St (L)Seafront Ct (L)2nd Kendall Cr (R)Jasper Ct (L)Rainbow Beach Dr (L)Seawind Chase (R)Ocean Dr to Houston Mitchell Dr roundabout, turns around & returns Ocean Dr to School.
39	-	8:07 AM	Lake Cathie	LAST PICK UP ERNEST ST & MONICA PL Departs Ocean Dr & Abel Tasman Dr via Ocean Dr (L)Tallong Dr (L)Ernest St to Monica Pl (8:12am), then to School.

AFTERNOON				
Bus Number	Route Number	Time	Locations Serviced	Route Description
45	-	2:50 PM	Bonny Hills	Departs School Bus Bay via (L)Ocean Dr (L)Seawind Chase (R)Rainbow Beach Dr (R)Jasper Ct (L)Kendall Cr (R)Seafront Ct (R)Beach St (L)Ocean Dr to Third Av.
71	-	2:50 PM	Lake Cathie	FIRST SET OCEAN DR & FIONA CRES Departs School via (R)Ocean Dr with no set down until Fiona Cres (2:55pm), then continues Ocean Dr (L)Ernest St (R)Tallong Dr (L)Kenwood Dr (R)Lakeside Wy (R)2nd Fishermens Wy (L)Lakeside Wy (3:03pm) (L)Kenwood Dr (L)Tallong Dr (L)Ocean Dr (L)Evans St (L)Koribah Av (R)Dirah to Ocean Dr (3:11pm).
72	-	2:50 PM	Lake Cathie	Departs School via (R)Ocean Dr to Fiona Cres (2:57pm).

Figure 20 – School Bus Timetable

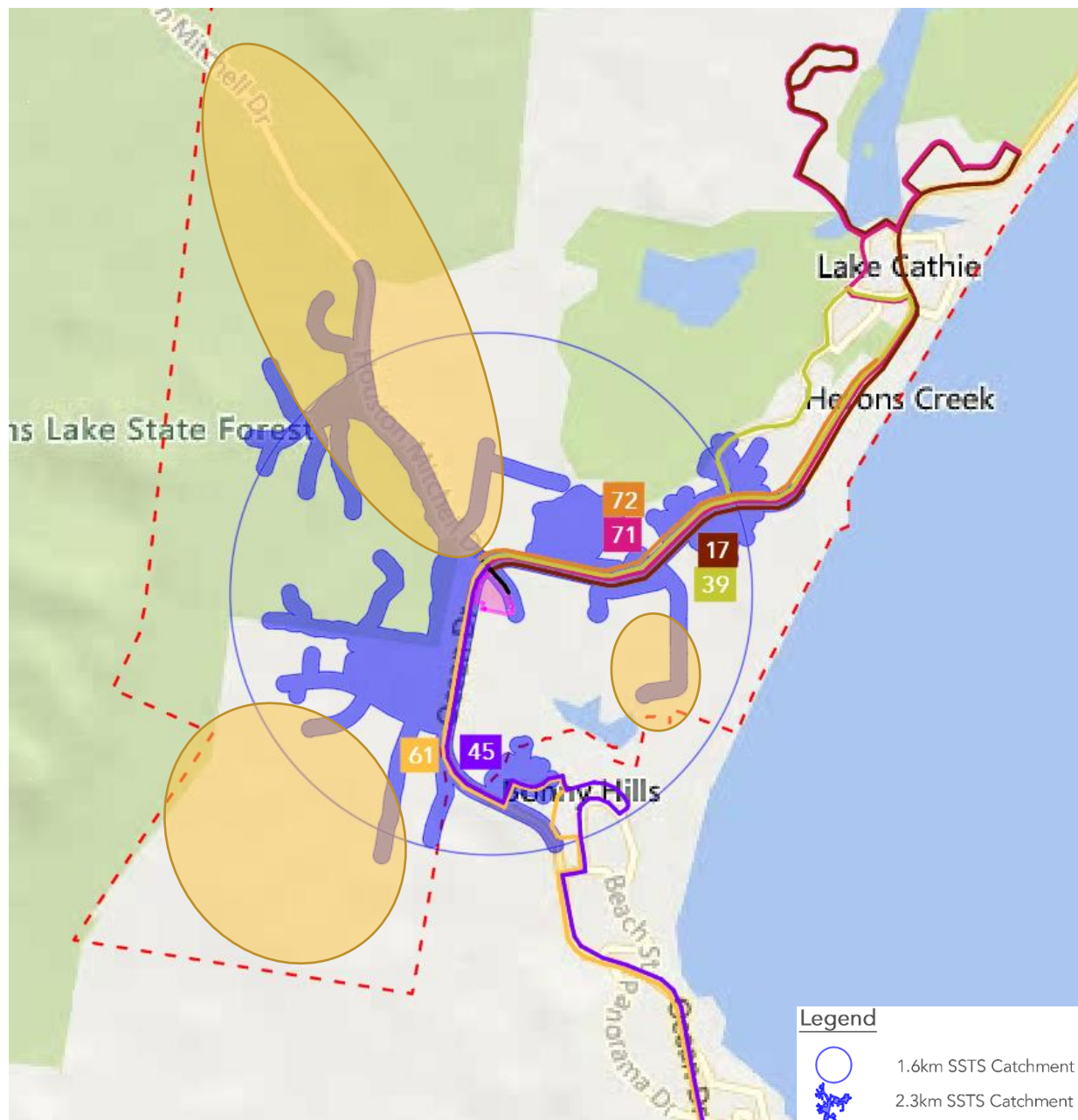


Figure 21 – School Bus Service

Generally, school bus services provide a good coverage within Lake Cathie and Bonnie Hills, with services running in the morning and in the afternoon, timely to meet the school bell times.

However, similar to public bus services, school buses do not services areas to the northwest, southwest and east, which account for approximately 60 students that have no other option than to be driven to and from school.

4.4.3 Future Infrastructure

No information has been found on any planned additions or upgrades to bus services or infrastructure.

4.4.4 Facilities at the School

A new bus stop has been constructed along Wollum Drive near the main pedestrian gate to the school. The existing bus facilities in the vicinity of LCPS are presented in Figure 22.

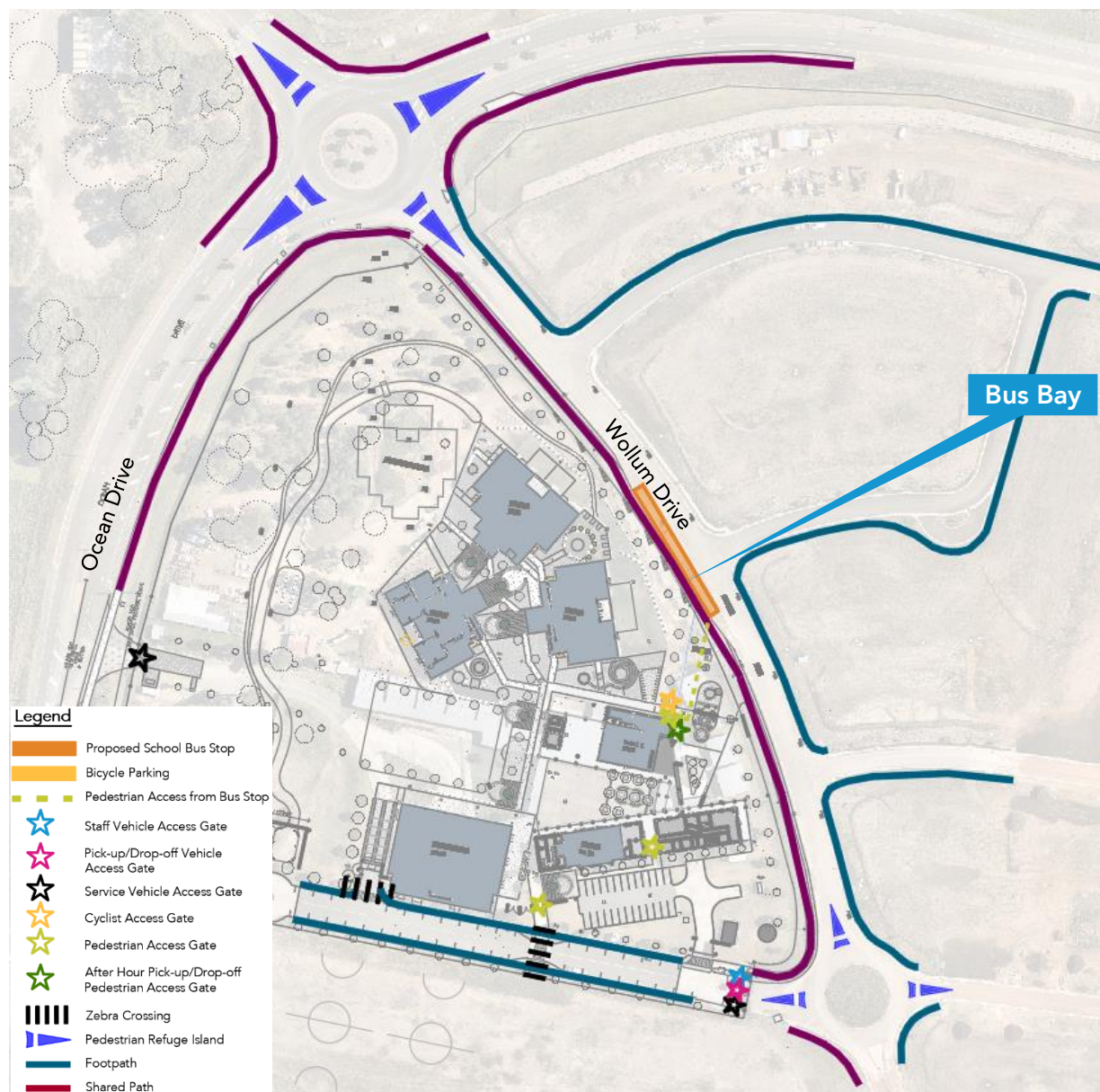


Figure 22 – Bus facility at and around LCPS

It is proposed that the school buses service the new bus stop at the school, which provides a safe and convenient public transport connectivity for students.

It is recommended that the public bus be amended to also stop at LCPS to offer some connectivity for staff.

4.4.5 Targets

Targets for public transport use are presented in Table 8.

Table 8 – Public Transport Targets

User	Current Travel Mode Share	Short-term Target	Long/Medium-term Target
Students	65%	75%	35%
Staff	0%	5%	10%

Students already utilise public transport to a large extent. This is mostly due to the lack of alternative transport modes such as walking or cycling, but also because all students receive an exemption from the SSTS exclusion zone and receive a free bus pass. The high public transport utilisation is excellent and should be further promoted. The public transport utilisation is expected to proportionally decrease in the long/medium-term with increased possibilities to walk and cycle.

Staff currently do not use public transport, which can be attributed to the lack of services and bus stops located some distance away from the school. With a success in adjusting the public service services, it is expected that some staff may choose to use buses to get to and from school.

4.4.6 Strategies

Short-term Strategy: Seek dialogue with TfNSW and the local bus operator

Why	To implement additional bus services before and after the school bell times, so that the connection is convenient for staff, which would allow staff to commute to school via bus instead of private transport
How	Communication with TfNSW and the bus service provider
Who	TP Coordinator
When	After completion of redevelopment, review demand yearly
Resources	Discussions

Short-term Strategy: Seek dialogue with the local bus operator

Why	To redirect school buses to stop at the new facility. This is to provide a safe and direct access to the bus stop.
How	Discussion with the bus operator
Who	TP Coordinator, Steering Committee
When	After completion of redevelopment
Resources	Discussions

Short-term Strategy: Seek dialogue with the local bus operator and TfNSE

Why	To implement additional bus routes for students living to the southwest (along Bonny View Drive and Houston Mitchell Drive)
How	Discussion with the bus operator
Who	TP Coordinator, Steering Committee
When	After completion of redevelopment
Resources	Discussions

Short-term Strategy: Access free / discounted bus passes

Why	To encourage more students to use public transport
How	Issuing a brochure within the 'Information Pack'. The brochure will show 1-seat trip routes and bus stops and explain the process of applying for the free / discounted bus pass
Who	TP Coordinator
When	At the beginning of each year an email or a physical copy should be provided to parents and students. A copy should also be found on the school website
Resources	Brochure

Short-term Strategy: Dynamic and passive timetables on site

Why	Provides information on approaching buses. Can be used in combination with providing distinct waiting areas for passengers of different buses
How	Provide electronic information boards with live arrival / departure data
Who	TP Coordinator
When	Within the first year of operation
Resources	Electronic boards, travel app (e.g. Trip View)

Long/Medium-term Strategy: Free / discounted travel for teachers

Why	To encourage staff to use public transport over private vehicle
How	Collaboration with TfNSW and / or SINSW
Who	TP Coordinator
When	Commence discussions immediately
Resources	Discussions

Long/Medium-term Strategy: Review demand and provision of public transport

Why	Ensure that public vehicles are sufficient and satisfactory to cater for existing and additional staff and students
How	Questionnaire mid-year to ask about the satisfaction of public transport provision and seek ideas how the services / availability can be improved. Then, seek discussion with the bus operator and adjust bus services if needed
Who	TP Coordinator
When	Once a year
Resources	Discussions and provision of additional services if and when required

4.5 Car Share / Car Pooling

4.5.1 Catchment Area

Students who live outside of the active transport catchment and the SSTS exclusion zone and are not within walking distance to a bus stop need to use private vehicles. The effected areas are shown in yellow circles in Figure 23. To promote sustainability, students should consider carpooling, particularly students who reside close to one another.

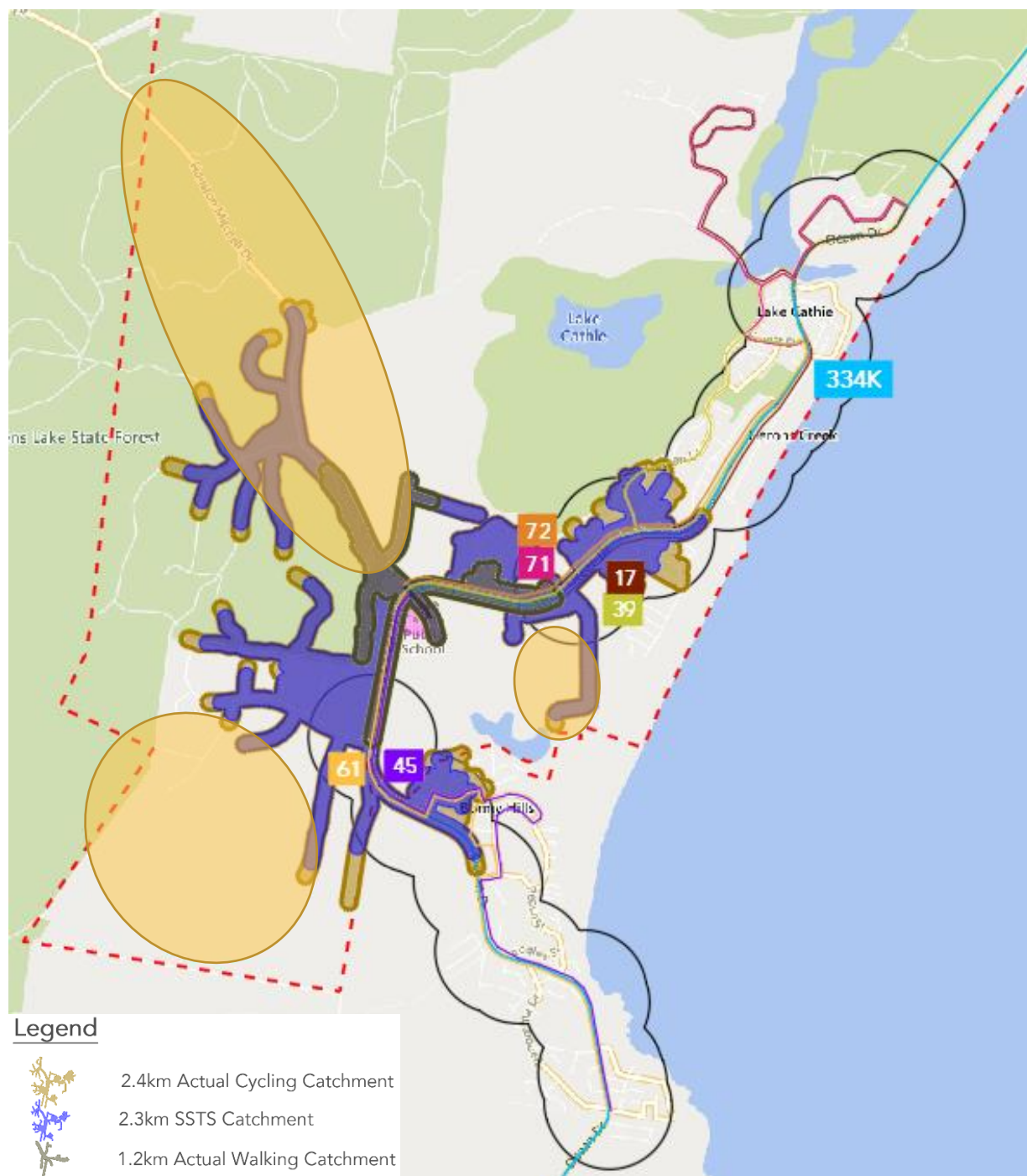


Figure 23 – Map of Areas Inaccessible by Active or Public Transport

4.5.2 Existing and Future Infrastructure

There are no car share providers in the Lake Cathie area.

4.5.3 Targets

Targets for carpooling are presented in Table 8.

Table 9 – Carpooling Targets

User	Current Travel Mode Share	Short-term Target	Long/Medium-term Target
Students	5%	10%	10%
Staff	5%	10%	20%

Some students and staff already carpool; However, an improvement is desirable. The strategies to achieve a mode shift are presented below.

4.5.4 Strategies

Short-term Strategy: Organise potential carpooling matches

Why	Motivates people who live in close proximity to use carpooling services
How	Analise residential data and buddy up students and staff
Who	TP Coordinator
When	Sent out once a year to accommodate new students and staff, review after 6 months
Resources	Residential data

Short-term Strategy: Allocate more convenient parking spaces to carpooling staff

Why	Encourages staff to use more sustainable forms of transport
How	Signpost or line mark spaces allocated to carpooling
Who	TP Coordinator, Steering Committee
When	Within the first year of operation, then as required
Resources	Carpark space

4.6 Summary of Targets

A summary of travel mode targets for both students and staff is presented in Table 10.

Table 10 – Summary of Mode Share Targets

Transport Mode	User	Current	Short-term	Long/Medium-term
Walking	Students	0%	0%	30% (+30%)
	Staff	0%	0%	10% (+10%)
Cycling	Students	0%	0%	20% (+20%)
	Staff	0%	0%	15% (+15%)
Public Transport	Students	65%	75% (+10%)	35% (-40%)
	Staff	0%	5% (+5%)	10% (+5%)
Car Share / Carpooling	Students	5%	10% (+5%)	10% (05%)
	Staff	5%	10% (+5%)	20% (+10%)
Private Car	Students	30%	15% (-15%)	5% (-10%)
	Staff	95%	85% (-10%)	45% (-40%)

4.7 General Strategies

Once the Travel Plan has been adopted, it is essential to maintain interest in the scheme. Each new initiative in the plan will need to be publicised by the TP Coordinator with effective marketing. The STP has a variety of actions that guide strategies relating to promotion, facilities and policies to create incentives for sustainable travel behaviour. A staging strategy may need to be outlined for any actions which may need it.

Greater awareness of initiatives through the promotion of the travel plan tend to result in higher uptake of sustainable travel modes. To ensure all users are aware of the initiatives it is important to seek assistance from Council, Bicycle NSW, Pedestrian Council Australia, TfNSW and other stakeholders from time to time.

Below is a summary of general strategies which will help promote and educate students, parents and staff about safe sustainable travel.

Strategy: Distribute a Transport Access Guide (TAG) to all students and staff

Why	To increase awareness of the location of public transport in the vicinity. To inform commuters of different modes of transport and the platforms/apps they can use to find sustainable transport options. It should also advise safety.
How	Issue an information package both in the mail and electronically.
Who	Steering Committee, TP Coordinator
When	Can be emailed to all students and teachers instantly, however a physical copy should be provided upon completion of the redevelopment. Should also be provided on the school's website.
Resources	TAG, see Attachment 3

Strategy: SSTS Information Pack

Why	Inform students who live outside the SSTS exclusion zone of the services available and how to apply for a free bus pass
How	Issuing a brochure within the 'Information Pack'. The brochure will show 1-seat trip routes and bus stops.
Who	Steering Committee, TP Coordinator
When	At the beginning of each year an email or a physical copy should be provided to parents and students. A copy should also be found on the school website.
Resources	Brochure

Strategy: Update website to include a school transport strategy

Why	To provide the school community with information on the school transport strategy and inform of the progress
How	Make the STP available on the school's website and provide links to the available online resources such the Centre for Road Safety and the Safety Town website. Include information on the progress of towards the goals
Who	Steering Committee, IT representative, TP Coordinator
When	Within the next three months and update regularly, or whenever changes to the STP are made
Resources	Website, STP

Strategy: Newsletter items and social campaigns

Why	Reinforces climate-friendly and active transport aspirations and targets
How	Principle or TP coordinator to incorporate information and articles in ongoing newsletters to parents and students. The information can include current topics on climate change etc. as a means to connect the public and active transport utilisation to an external goal
Who	Principle or TP Coordinator
When	At least once a term
Resources	Newsletters, website and campaigns

Strategy: Company brochures and cards

Why	Promotes the use of various wayfinding apps and carpooling/sharing services available.
How	Having brochures readily available in the school office and also giving each student and staff member
Who	TP Coordinator
When	Providing brochures each year and having them readily available at the school office and incorporating this information in the Travel Access Guide.
Resources	Brochures

Strategy: Consistent reminders through school assemblies

Why	Reinforces the idea of sustainable travel and can encourage discussion
How	Principle or TP coordinator to provide a concise presentation about the benefits of sustainable travel options.
Who	Principle or TP Coordinator
When	Once a term to show commitment to achieving targets
Resources	List of benefits and a PowerPoint

Strategy: Annual Assemblies to announce progress

Why	To inform students and staff about progress to achieving travel mode split targets. Will encourage healthy competition to beat the target.
How	Short presentation at annual assemblies
Who	Principle or TP Coordinator
When	At the beginning or end of each year
Resources	Survey results and PowerPoint

5. Monitoring and Evaluation

The STP does not only outline actions and strategies, but also ensures monitoring and evaluating of those initiatives. This is a crucial part of the travel planning process as it ensures maximum benefits are gained. A review of the mode share and targets will be undertaken after 3 months of the completion of the redevelopment, followed by yearly tracking and reassessment. There may be cases that new initiatives may need to be implemented or new targets may need to be set if they are exceeded or too ambitious.

The overall success of the travel plan is dependent on good communication between various entities such as the SINSW, the TP Coordinator, Principle, P&F, Council and TfNSW. The TP coordinator must ensure all parties including students and staff are well informed about reasons for adopting the plan, promote the benefits and provide information about alternatives and initiatives. It is also important to receive feedback through the annual travel surveys (refer to Attachment 1) to ensure staff, and students and their parents/carers are understanding and realising the benefits.

The survey should be set similarly to the one described in Section 3.2.

After the data collection from each travel survey, the TP coordinator can make subsequent changes to initiatives or to the targets. The review of the data should consider the following questions.

- Are the targets still realistic? Are they still ambitious? Should they be updated?
- Are there difficulties in achieving 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 ongoing cycle of the review process will ensure people's reasons for travelling are considered and understood. Any barriers to changes in their behaviour will be considered as it will help decide for the most effective actions to be identified. This review process is also an opportunity to communicate progress to the school community which can encourage more change from feedback of the results.

To ensure that all commuters to the school understand the benefits of sustainable travel, key elements to development and implementation must be practiced. These include:

- Communication – It is necessary to explain the reason for adopting the plan and all the benefits. Information on alternatives must also be readily available so it is easier for people to make the change.
- Commitment – The TP coordinator must ensure consistent action to help change established habits. Using communication and the provision of necessary resources impetus for commuters can be provided to switch from using private vehicles.
- Consensus – Broad support is necessary for the introduction of the TP. If it is not received well by the school community the targets will not be achieved.

Progress from the travel plan will also be presented to council by SINSW and TP Coordinator after each annual review for a recommended period of five years after the issue of the Occupation Certificate (OC). The progress to be presented includes:

- Number of students and staff
- Details of mode split (annual survey results)

- Progress towards the average mode split stated in the Council's LSPS and the progress towards any new targets
- Success of strategies as listed below, and
- Details of any rectification measures proposed.

A summary of all monitoring and evaluation strategies are presented below.

Strategy: Form an advisory committee involving staff and P&F members

Why	Monitor the progress of the STP
How	Email invitation for expression of interest
Who	TP Coordinator
When	Completion of the redevelopment
Resources	Emails

Strategy: Annual Survey

Why	Monitor, review and evaluate the progress towards the travel mode targets
How	Online surveys to all staff and students. Can be included as part of the information pack.
Who	Steering Committee and TP Coordinator
When	Beginning or end of each year
Resources	Email and letters

Strategy: Regular meetings

Why	Discuss the effectiveness of initiatives
How	In person meeting at a specified location within the school
Who	Steering Committee
When	Every 6 months
Resources	Meeting agenda and action plan

Strategy: Update all noticeboards

Why	Ensuring all information is accurate and up to date for those travelling through active and public transport
How	Updating information on boards
Who	Steering Committee
When	Every month (or more frequently if necessary)
Resources	Information boards

Strategy: Review and update of STP

Why	Evaluate the success of the STP implementation and to add any new objectives.
How	Meetings with advisory committee and SINSW to suggest any changes
Who	TP Coordinator
When	Every year for a 5-year period
Resources	STP objectives, targets and progress checklist

Strategy: Presentation of annual monitoring review results to council

Why	To present to Council the progress of the STP target and objectives
How	Submit monitoring report to Council
Who	TP Coordinator
When	Every year for a 5-year period
Resources	STP objectives, targets and progress checklist.

Attachment 1 - Travel Survey Questions

The following questions should be asked at a minimum. Site specific adjustments may be required.

- Are you a staff member, student, or parent / carer of a student?
- What is the postcode / suburb of your place of residence?
- How do you currently travel to work and what is the distance of travel?
 - Walk / run
 - Bicycle / scooter
 - Bus; provide number
 - Train; provide number
 - Combination of bus and train; provide bus / train number
 - Car (Driver)
 - Car (Passenger)
 - Other _____
- If you drove, how many other students were with you in the car? (students / parents only)
- If you drove, please answer the following:
 - Did you park on site today? If so where?
 - Did you park on-street? If so where?
- Were you dropped off by private vehicle? If so where?
- If you drove / were dropped-off, what other purpose is the car used for? (e.g. dropping off or collecting children from school/childcare, shopping on the way home, health reasons, worried about safety, convenience etc.)
- What time do you usually arrive at the school in the morning and how long is the trip?
- What time do you leave the school in the afternoon and how long is the trip?
- Which measures would encourage you to walk or ride a bicycle more? If you already walk or ride a bicycle - what measures would you like to see more? (e.g. lower speed roads, more bicycle / helmet storage, shower / change rooms, information on safe routes etc.)
- Which measures would encourage you to use public transport? If you already use public transport, what would you like to see more? (e.g. cheaper public transport, more frequent services, improved waiting area, better connections, information about public transport etc.)
- Have you heard of car share? Do you know where the nearby car share locations are? If yes, would you use it?
- If not, what are the barriers to you using car share to travel to and from the school?

- What would make you consider using car share as a form of transportation? (e.g. free / reduced parking cost, help finding someone to carpool etc.)
- Do you have any suggestion/recommendations to encourage sustainable modes of transport?

Attachment 2 - STP Guide for the TP Coordinator & SINSW

Steering Committee

- The formation of a Steering Committee will be coordinated by the PT Coordinator and SINSW upon opening the redevelopment
- The Steering Committee will assist in the progress and monitoring of the STP; and
- The Committee will ensure the notice board is updated regularly (monthly or when necessary) with up-to-date information on sustainable transport

SINSW / TP Coordinator

- Distribute information on sustainable transport options to students and staff (i.e. Transport Access Guide)
- Contribute to the promotion of car share and carpooling services
- Workshops to implement and modify initiatives on regular basis, and
- Incentives may be issued to students and staff to encourage public transport use (e.g. competition prizes)

Information Pack

- Annual Survey – via URL link
- Transport Access Guide
- Information on platforms/apps including sustainable transport information (i.e. TripView, etc), and
- Information on sustainable transport facilities available on-site and in the vicinity of the site (i.e car share (GoGet), carpool (CoHop), bicycle parking, etc)

Annual Survey

- An initial survey should be done 3 months after completion of the redevelopment to track progress. This can be done through websites such as Survey Gizmo. (<https://www.surveygizmo.com/>), and
- An annual survey should be conducted by the TP Coordinator to collect information on new travel patterns.

Regular Meetings

- Regular meeting should be held every 6 months involving SINSW, the TP Coordinator and the Advisory Committee members, and
- Sustainable transport is to be discussed including feedback from the initial survey data.

Attachment 3 - Transport Access Guide (TAG)



Travel Access Guide

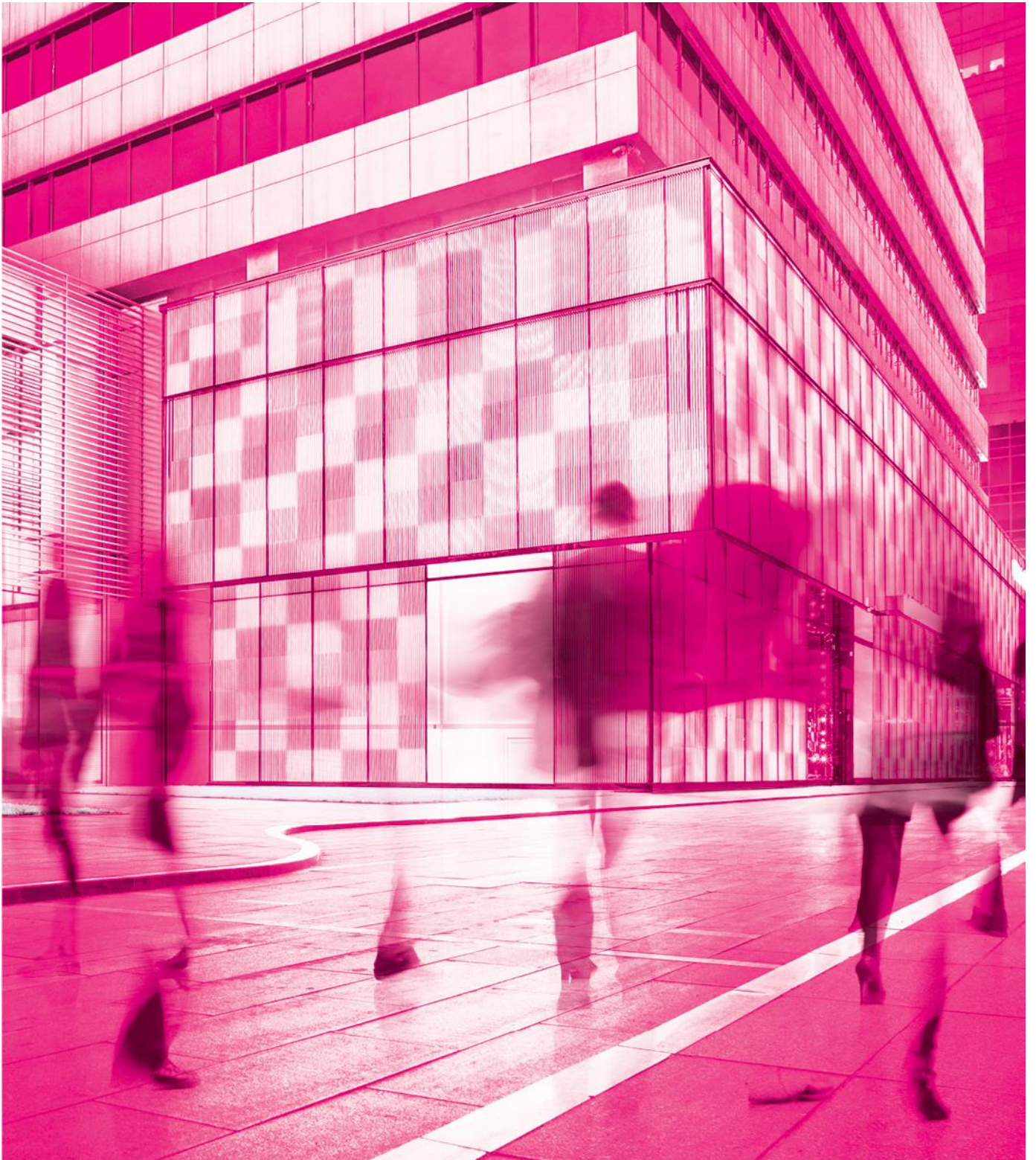
Students, staff and visitors are encouraged to use public and active transport when travelling to and from Lake Cathie Public School.

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

Bus Route	Coverage/ Locations Served	Arrives at LCPS	Departs from LCPS
334K	Kendell to Port Macquarie via Laurieton	7:06, 7:50, 9:30	12:30, 2:30, 4:27
334K	Port Macquarie to Kendell via Laurieton	6:33, 9:06, 11:05	1:05, 3:07, 4:07
17	Lake Cathie	7:59	-
61	Bonny Hills	8:06	-
39	Lake Cathie	8:07	-
45	Bonny Hills	-	2:50
71	Lake Cathie	-	2:50
72	Lake Cathie	-	2:50



8 APPENDIX B – OTAMP



Operational Transport and Access Management Plan

Lake Cathie Public School, 1240
Ocean Drive, Lake Cathie

For SINSW
22 September 2021

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

Document Control

Lake Cathie Public School, 1240 Ocean Drive, Lake Cathie, Operational Transport and Access Management Plan

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4	22/09/2021	Revision 2	KB	SW	Craig McIlveen

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1.2 Response to Conditions of Consent, SSD 9491

This report has been prepared as a response to Condition D9 of the development consent for the redevelopment of Lake Cathie Public School.

D10. Prior to the commencement of operation, an OTAMP is to be prepared by a suitably qualified person, in consultation with Council, Transport for NSW and TfNSW (RMS), and submitted to the satisfaction of the Planning Secretary. The OTAMP must address the following:

- detailed pedestrian analysis including the identification of safe route options – to identify the need for management measures such as staggered school start and finish times to ensure students and staff are able to access and leave the Site in a safe and efficient manner during school start and finish;
→ Section 3.1 and the Green Travel Plan
- the location of all car parking spaces on the school campuses and their allocation (i.e. staff, visitor, accessible, emergency, etc.);
→ Section 2.3.4
- the location and operational management procedures of the pick-up and drop-off parking located within the southern section of the school site, including staff management/traffic controller arrangements;
→ Section 3.5
- the location and operational management procedures for the pick-up and drop-off of students by buses and coaches for excursions and sporting activities during the hours of bus operations along the public Collector Road, including staff management/traffic controller arrangements;
→ Section 3.4
- delivery and services vehicle and bus access and management arrangements;
→ Section 3.8 and Section 3.3
- management of approved access arrangements;
→ Section 2.2 and Section 3
- potential traffic impacts on surrounding road networks and mitigation measures to minimise impacts, including measures to mitigate queuing impacts associated with vehicles accessing pick-up and drop-off parking on the southern section of the school site;
→ The potential traffic impacts have been addressed in the Traffic Impact Assessment submitted as part of the DA. Mitigation measures are discussed in Section 3.5 and Section 3.6
- car parking arrangements and management associated with the proposed use of school facilities by community members; and
→ Section 3.7
- a monitoring and review program.
→ Section 4

2 School Access and Transport Facilities

2.1 Staff and Student Numbers

The school has the following number of students and staff (as of 2019):

- School Staff:
 - Full Time Equivalent (FTE) Teaching Staff – 17.2
 - (FTE) Non-Teaching Staff – 3
- 365 student enrolments
- School bell times:
 - 8.45am in the morning and
 - 2.45pm in the afternoon.
- OOSH provides before and after school as well as vacation care services. The timetable are as follows:
 - Before School: 7:00am-9:00am
 - After School: 2:00pm-6:00pm, and
 - Vacation Care: 7:00am-6:00pm.

2.2 School Access

The school site can be accessed by public from Wollum Drive and additionally via Ocean Drive by emergency vehicles.

There are 3 gates providing access to the School property. The purpose of each gate is as follows:

Gate 1

- Location: it is the northern of the two gates on the eastern side of the property off Wollum Drive
- Purpose: the main pedestrian access for anyone arriving by foot, on scooters, bicycles or by bus. This is the only after-hours pedestrian access. A bus stop is located just outside the gate and bicycle racks are provided just inside the property.
- Operation:
 - Weekdays: open between 7:00am – 6:00pm for school and OOSH operation and as required before and/or after school hours for events
 - Weekends: only upon arrangement with the School for events

Gate 2

- Location: it is the southern of the two gates on the eastern side of the property off Wollum Drive
- Purpose: vehicular access for all pick-up / drop-off, staff and waste / delivery vehicles. It also provides a secondary pedestrian gate, which provides pedestrian access from the car park and the pick-up / drop-off outside of the main pick-up and drop-off times.
- Operation times:
 - Weekdays: generally operational between 7:00am – 6:00pm for school and OOSH. Permanently open between 7:45-9:15am and 2:15-3:45pm for drop-off and pick-up respectively, otherwise accessible via a staff swipe card or intercom. Also, open as required before and/or after school hours for waste collection / deliveries / events.
 - Weekends: only upon arrangement with the School for deliveries / events

Gate 3

- Location: on the western side of the property off Ocean Drive
- Purpose: access for emergency vehicles only
- Operation times: when required

There are also 2 additional pedestrian access points within the school property:

Pedestrian Access 2

- Location: on the northern side of the internal road, near the zebra crossing
- Purpose: student access for those travelling by private vehicles. It is operational only during the main pick-up and drop-off times.
- Operation times:
 - Weekdays: open between 7:45-9:15am and 2:15-3:45pm for drop-off and pick-up respectively

- Weekends: only upon arrangement with the School for events

Pedestrian Access 3

- Location: north of the staff car park
- Purpose: staff access from the car park
- Operation times: accessible only with a swipe card

The operation of gates depends on user groups and these are described in more detail in the following subsections.

The access points to and within Lake Cathie Public School are shown in Figure 2.

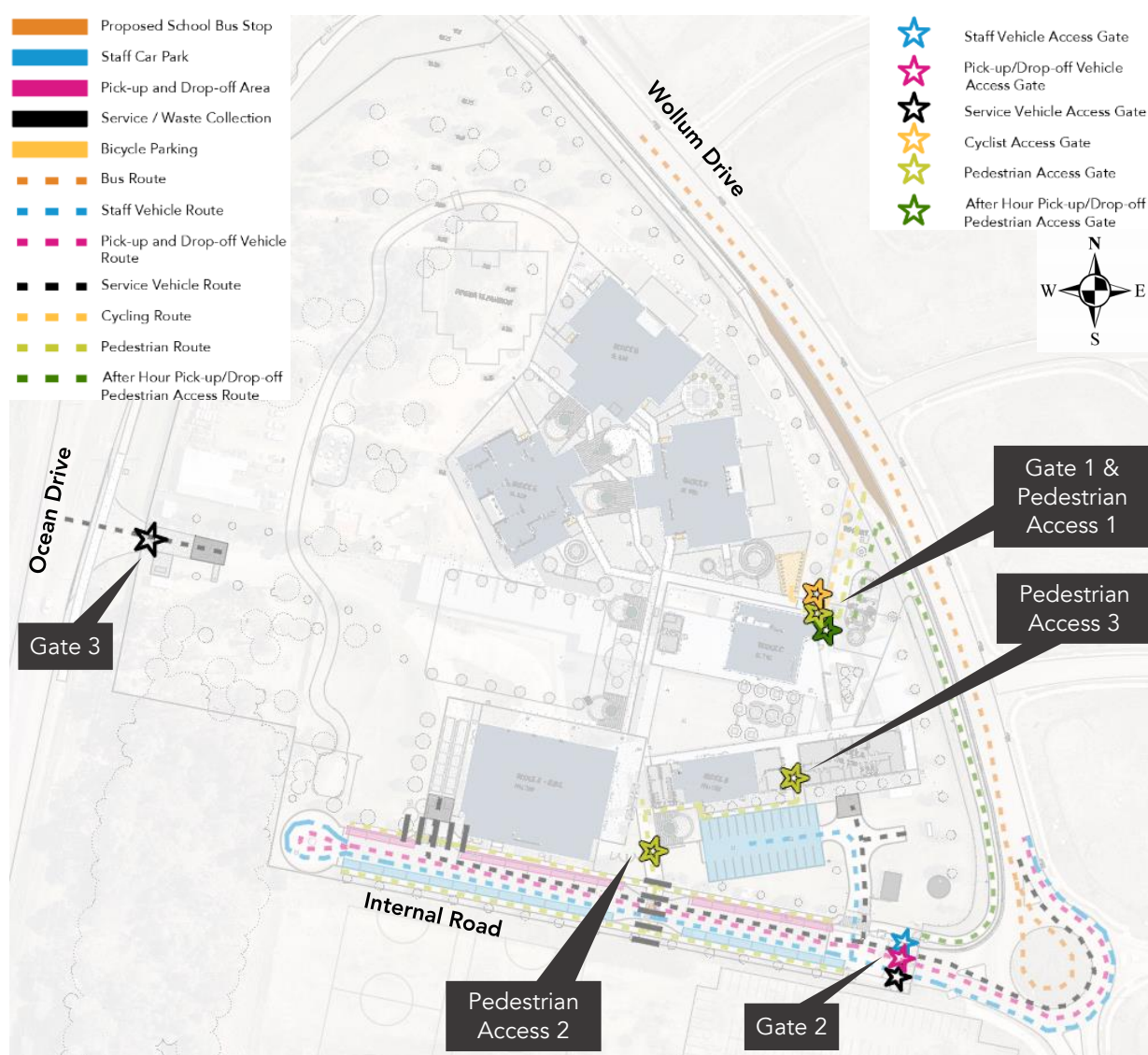


Figure 2: School Access Gates

2.3 Facilities and their Accessibility

2.3.1 Bicycle Parking and End of Trip Facilities

The 22 bicycle racks are located just inside the school property and are accessible through Gate 1, as shown in Figure 3.

The School currently does not have any End of Trip Facilities (EOTF).

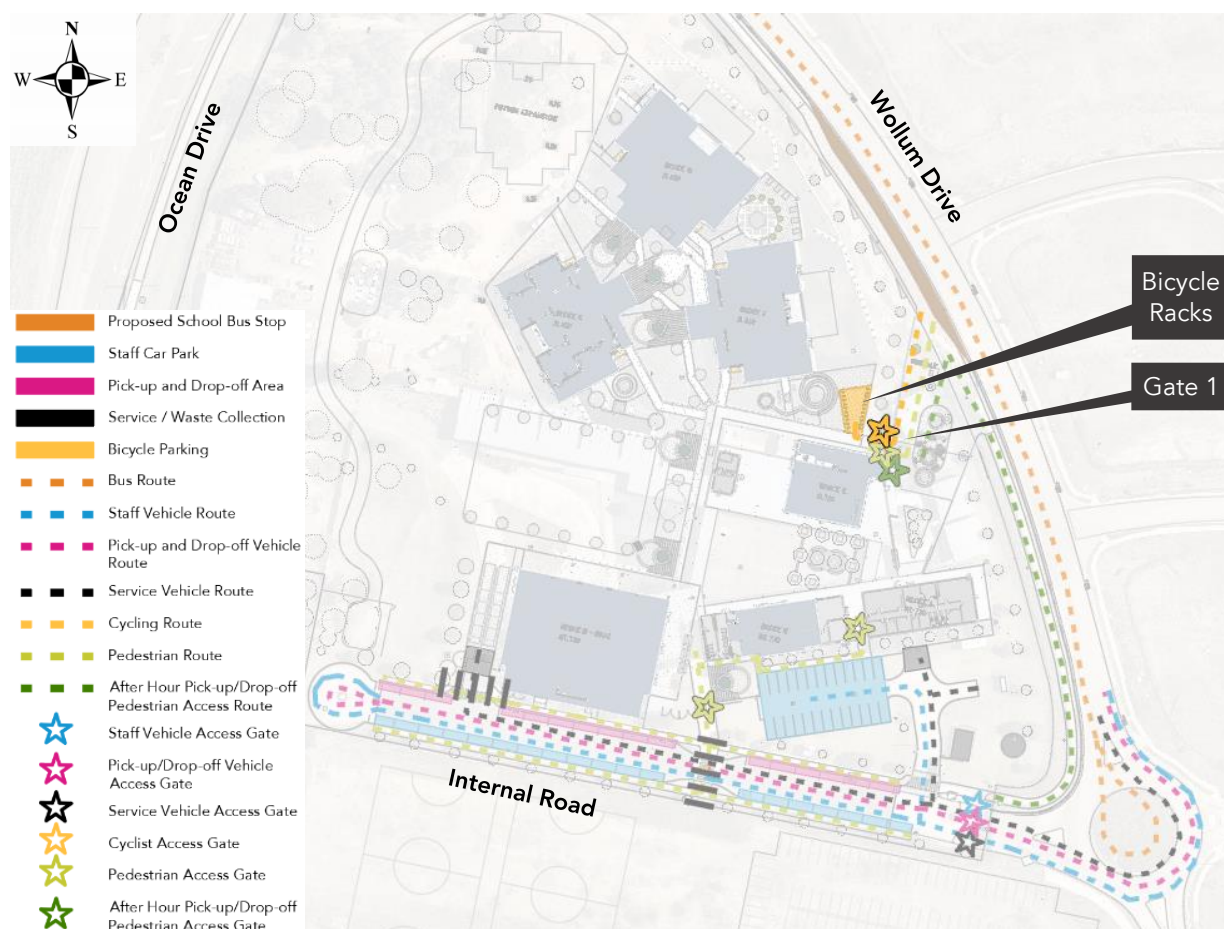


Figure 3: Bicycle Rack Location and Access

2.3.2 Bus Stop

The bus stop is located on the western side of Wollum Drive (refer to , meaning that students / staff do not need to cross the road to access the bus is either direction. Access to the School is provided via Gate 1.

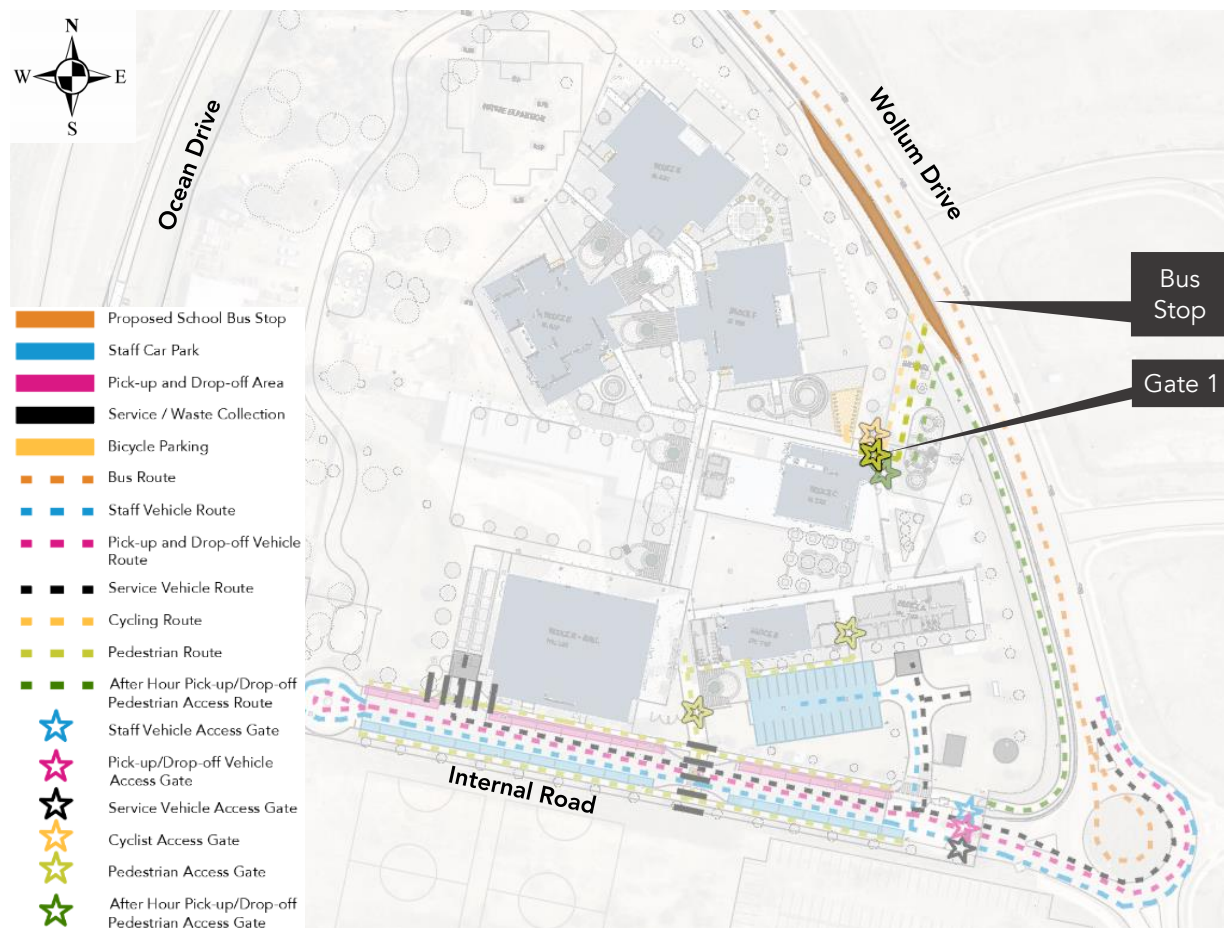


Figure 4: Bus Stop Location and Access

2.3.3 Pick-up and Drop-off

Pick-up and drop-off zone is located along the northern side of the internal road and is accessible by vehicles via Gate 2. Students can access the school through the Pedestrian Access 2 during the pick-up and drop-off times and through Gate 1 outside of these hours.

The location of the facility is shown in Figure 5, and the operational management of it is described in Section 3.5.

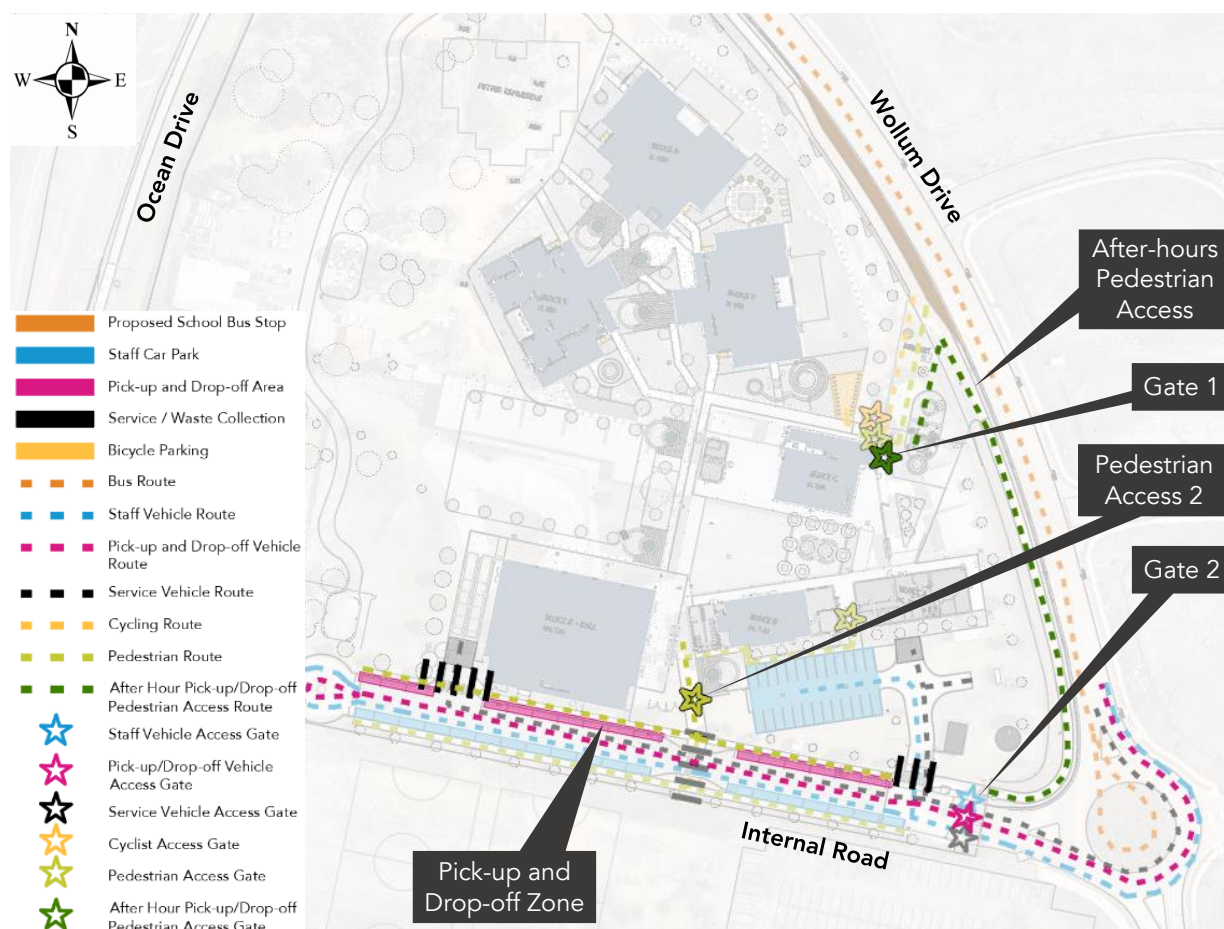


Figure 5: Pick-up and Drop-off Location and Access

2.3.4 Staff Car Parking

The staff car park areas are located on the southern end of the site, with access via Gate 2.

A 25-space car park is located between Block B and the internal road and can be accessed via a boom gate. Only staff with an appropriate swipe card have access to this parking area. Further 17 spaces are located along the southern side of the internal road. These spaces can be used by staff, visitors, deliveries and parents / guardians.

Staff can enter the School via a gated Pedestrian Access 3 located directly north of the car park by using a swipe card. Alternatively, Pedestrian Access 2 can also be used.

The location of the facility is shown in Figure 6 and a more detailed view of the parking areas is presented in Figure 7.

The operational management of it is described in Section 3.6.

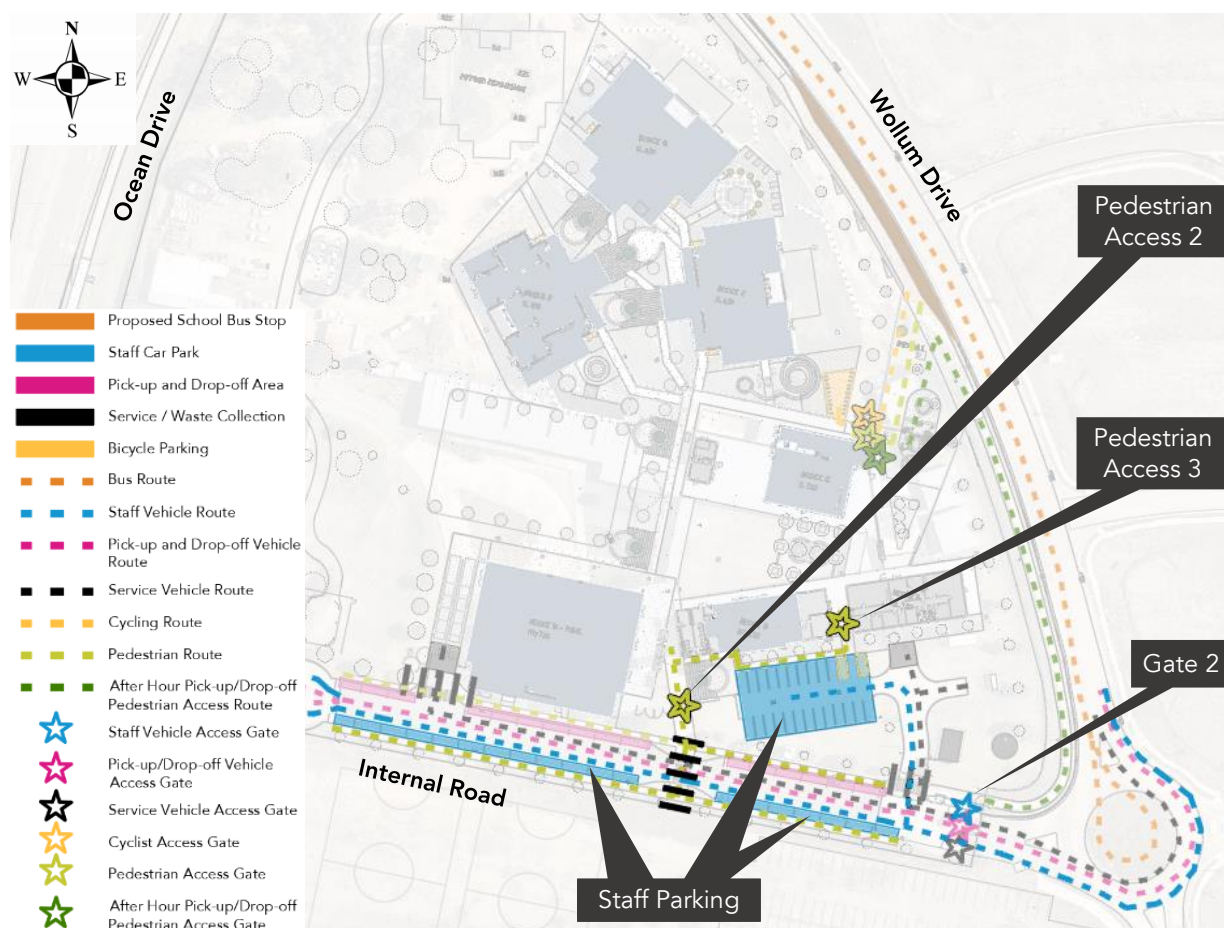


Figure 6: Car Parking Location and Access

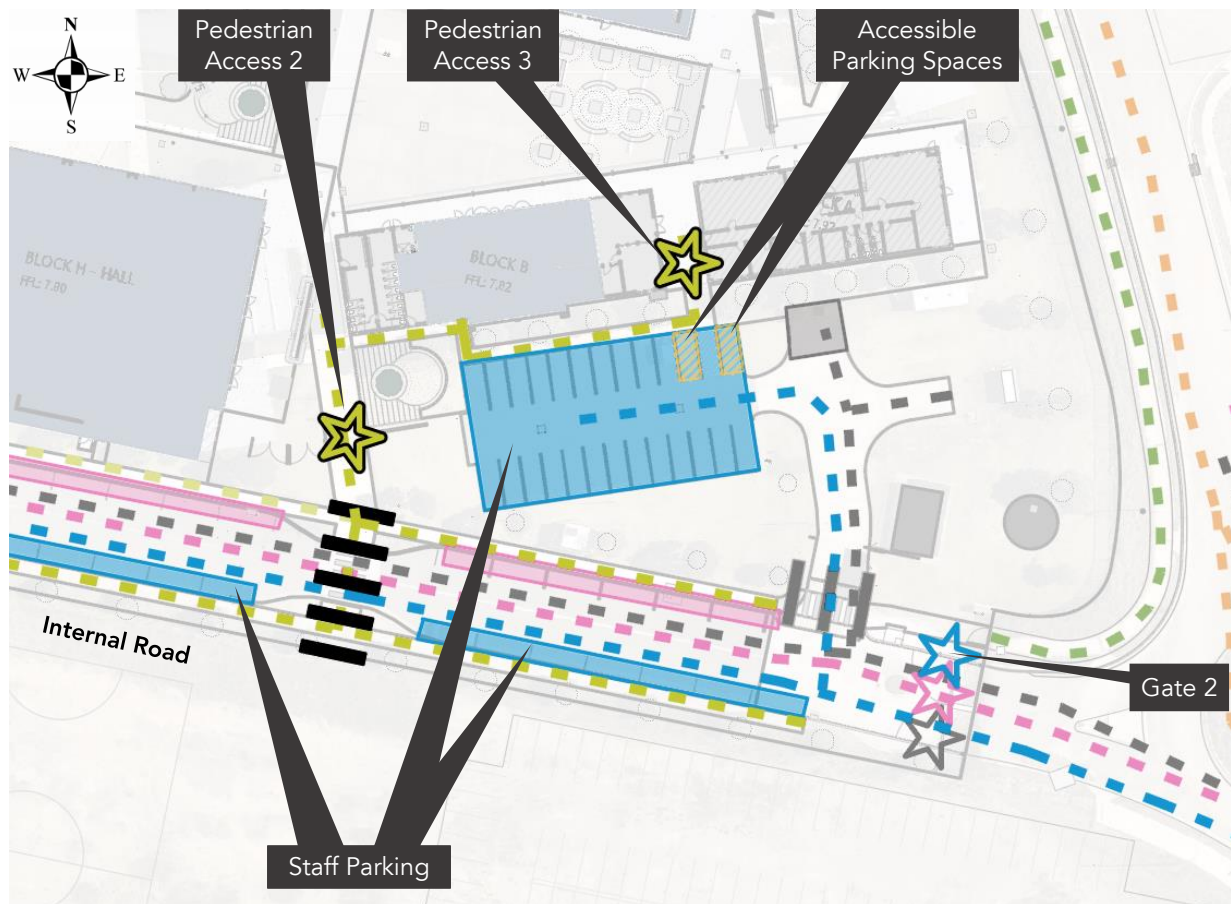


Figure 7: Car Parking Arrangement

3 Operational Transport and Access Management Plan

The OTAMP for Lake Cathie Public School is presented in Figure 8. The operational management of the individual user groups is described in the following subsections.

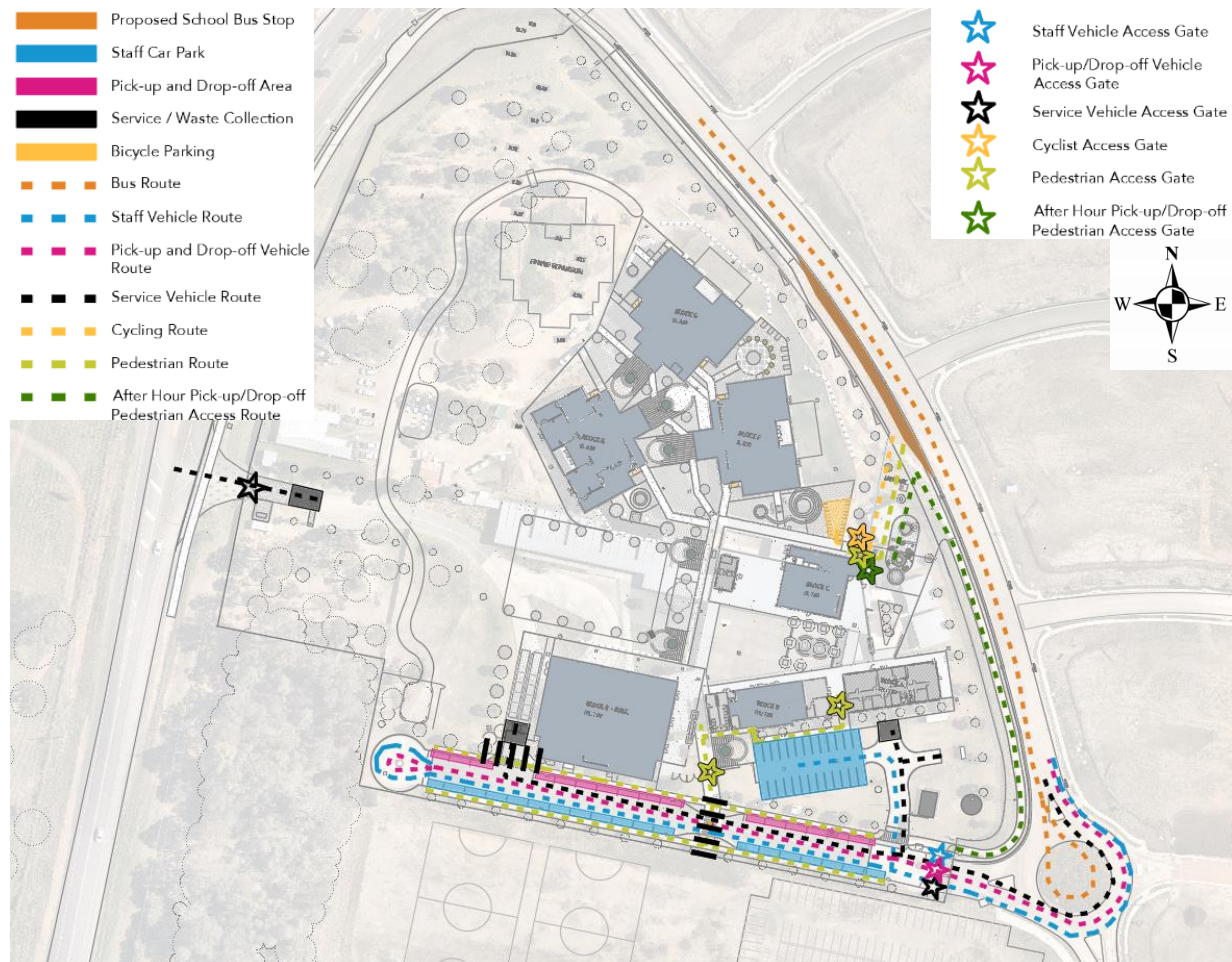


Figure 8: Operational Transport and Access Management Plan

3.1 Pedestrians

Walking is not a viable transport mode at the moment, as no residential areas are in walkable distance and the walking infrastructure is not appropriate for students.

With the residential developments to the east and north of the school, it will be necessary for Council to implement a zebra crossing across Wollum Drive and man it to support students.

3.2 Cyclists

Cycling is not expected to be a major transport mode at the moment, as only few residential areas are in cyclable distance and the cycle infrastructure is not appropriate for students.

With the residential developments to the east and north of the school, it will be necessary to implement a zebra crossing across Wollum Drive and man it to support students.

Additional bicycle racks on-site and End of Trip Facilities will be required in the future.

3.3 Public Transport Users

Students using public buses to travel to school will be dropped off at the bus stop along Wollum Drive. A staff member will be positioned at Gate 1 to oversee the process.

In the afternoon, two staff members will be positioned at Gate 1 to support students getting onto the right buses. Students should be grouped within school grounds according to the buses they need to take to enable a smoother process and shorten the time outside of the school gate.

3.4 Excursion Transportation

Buses of varying sizes may be used to transport students to and from excursions. The following management measures shall be implemented:

- Buses will arrive at the School 15min prior to student pick-up and depart 5min after the drop-off is completed. This is to eliminate potential conflicts between buses and students. The additional time needs to be considered upon booking of the bus.
- Small buses (up to 22 passengers) will park within the pick-up and drop-off area on the northern side of the internal road.
- Large buses (more than 22 passengers) will park at the bus stop along Wollum Drive. The public bus timetable needs to be considered to ensure that the bus stop is unobstructed throughout the pick-up / drop-off of students.
- At least two staff members will accompany the group of students to ensure that buses have arrived on time and that students board the buses in a good manner.

The transport procedure shall be explained to staff at the beginning of each year and documented in a controlled, easily accessible policy.

3.5 Student Pick-up and Drop-off

The following management measures shall be put in place:

- School caretaker will open the Gate 2 and Pedestrian Access 2 between 7:45-9:15am and 2:15-3:45pm for drop-off and pick-up respectively.
- 1-2 staff members will be present during drop-off and 2-3 staff members will be present during pick-up to assist students.
- In the afternoon, students are to be held back behind Pedestrian Access 2 until they are called out. This is to ensure a calm and a more managed process.
- Ideally, a stricter management of the pick-up process will be put in place, where parents / guardians have a name / number card in their vehicle and a staff member calls out the appropriate student. This would reduce the quantity of staff required as well as speed up the process and therefore reduce chances of queuing.
The name / number tags need to be legible for staff. Ideally, the School would provide appropriate tags and educate parents / guardians of the correct positioning.
- Parents / guardians are not to exit their vehicles to pick up students in order to speed up the process.
- Vehicles are not to undertake U-turns across the internal road, but continue on and use the turning circle at the end. This is to increase safety and to reduce potential queuing.

Staff and parents / guardians should be informed at the beginning of each year and receive a mid-year reminder about the correct pick-up and drop-off behaviour.

3.6 Staff Car Parking

The following management measures shall be put in place:

- Staff members shall be provided with a swipe card to enable access to the car park.
- Staff shall arrive and depart outside of the pick-up and drop-off peak times to reduce conflicts parents / guardians. Ideally, staff should not travel between 7:45-9:15am and 2:15-3:34pm.
- Staff shall not undertake U-turns along the internal road, but continue on and use the turning circle at the end.
- The car park should be filled before staff park on the southern side of the internal road in order to retain spaces for visitors and parents / guardians who wish to enter the school before / after the school bell.

Staff should be informed of these measures at the beginning of each year and shall be reminded throughout the year as required.

3.7 Community Use

Upon prior discussions and arrangements with the school Principal, the school car parking facilities may be used for other purposes such as after school performances or community use in the evenings or on the weekends.

Pedestrian access location and quantity may vary depending on the event. However, Gate 1 will be mostly the main pedestrian access point after hours.

The school caretaker or another person appointed by the Principal will be responsible to unlock and lock gates for events to allow vehicular and pedestrian access. Gate 2 and the previously chosen pedestrian access points will be opened 1 hour prior and locked 1 hour post the event.

Appropriate temporary / permanent signage shall be installed prior to any events to provide guidance for vehicles and pedestrians.

3.8 Waste and Deliveries

3.8.1 Location and Access

Waste collection/delivery areas are located at three different locations within the site, as shown in Figure 9. The access to these areas is provided via Gate 2 and Gate 3 off Wollum Drive and Ocean Drive respectively. Gate 2 leads to an internal road which provides access to areas 1 and 2. A summary of the access and usage of these areas is below.

Area 1

- Access: via Gate 2 off Wollum Drive, near the staff car park
- Purpose: general waste collection and small / medium deliveries in vans / small trucks

Area 2

- Access: via Gate 2 off Wollum Drive, near the hall
- Purpose: deliveries to the hall, in trucks

Area 3

- Access: via Gate 3 off Ocean Drive, on the west of the property
- Purpose: emergency vehicle access

A turning bay is provided adjacent to service vehicle area 1 to enable vehicles to enter and exit the area in a forward direction. Vehicles delivering to area 2 need to undertake a U-turn within the internal road.

3.8.2 Timing

Waste collection and larger truck deliveries to areas 1 and 2 shall be provided outside of school and OOSH hours – before 7:00am and/or after 6pm during the week – in order to eliminate potential conflicts between pick-up / drop-off, staff and service vehicles.

Waste collection

Occurs every _____ between _____am and _____am. Any changes need to be discussed with the School and recorded in this document. Access to the waste storage area will be provided by the School caretaker.

Large deliveries in trucks

Before 7:00am and/or after 6pm during the week, upon prior arrangement with the School. Access via Gate 2 will be provided by the School caretaker.

Small deliveries in vans

Can occur throughout the day, upon prior arrangement with the School. Delivery vehicles can use parking space along the internal road.

A sign stating delivery hours and a phone number of the School caretaker shall be placed on Gate 2.

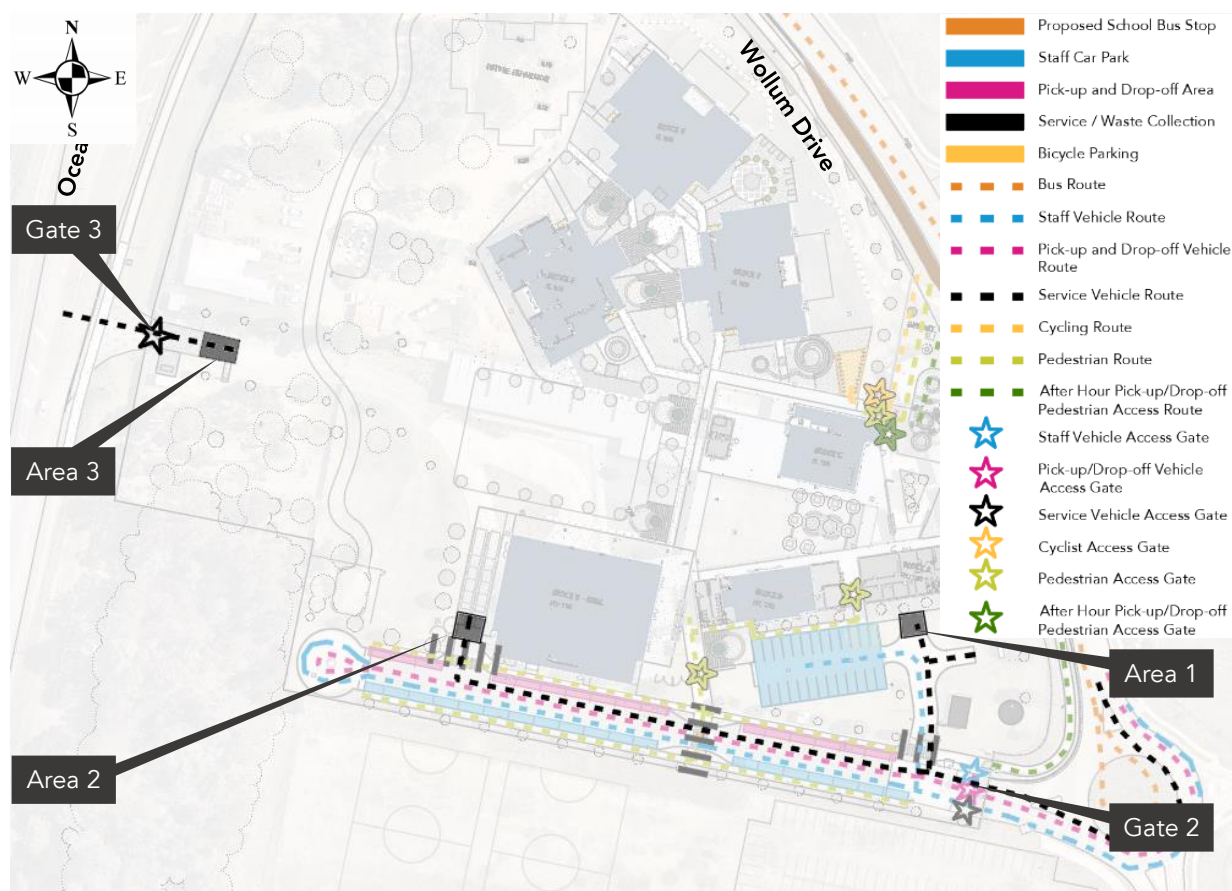


Figure 9: Waste and Deliveries Location and Access

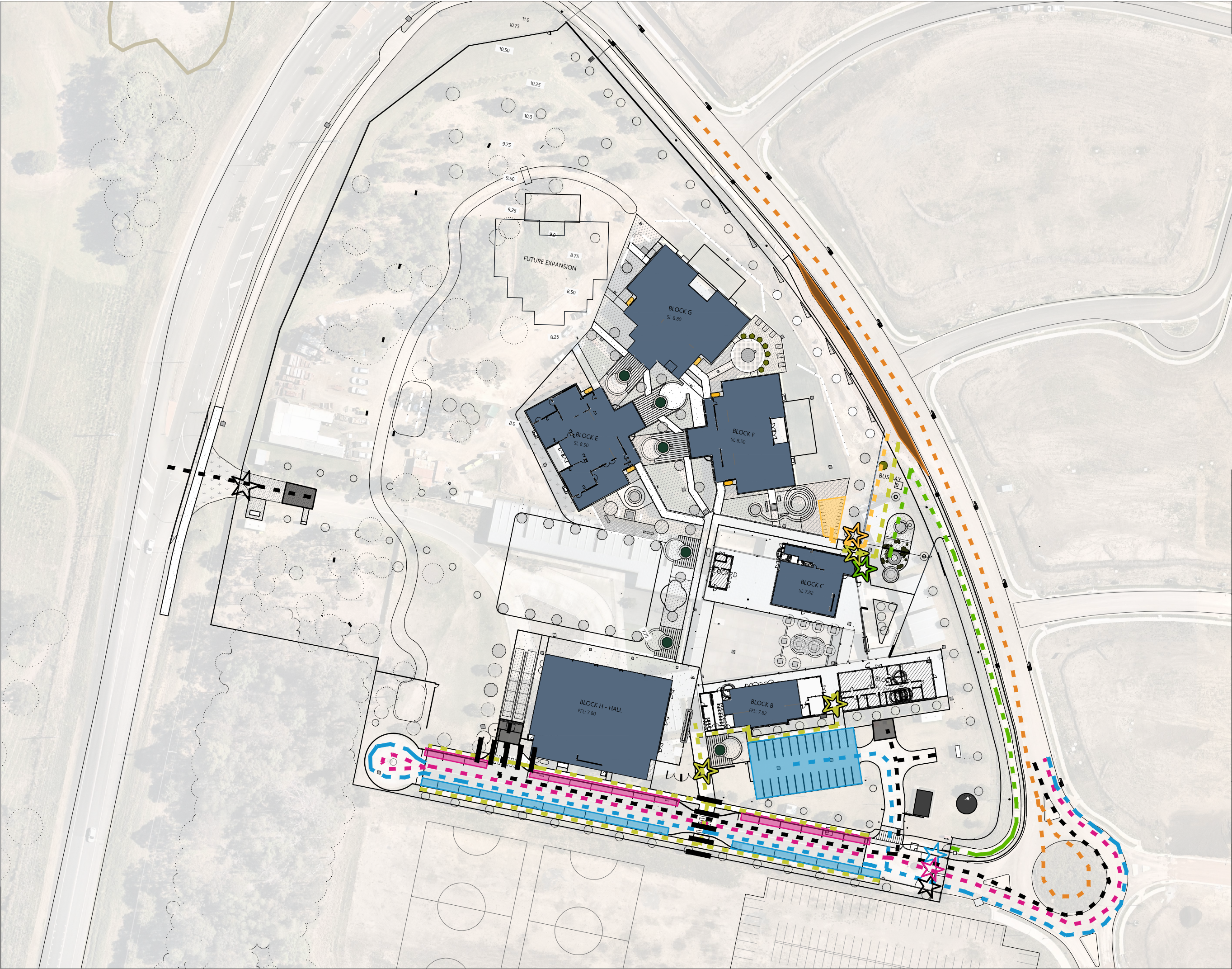
4 Monitoring and Review

This OTAMP shall be reviewed and updated upon commencement of each year by the Principal and the caretaker of the School. The yearly review process shall include consultation with Port Macquarie Hastings Council and TfNSW. If any changes occur throughout the year, this report shall also be amended accordingly.

Changes which trigger the requirement to update the OTAMP include, but are not limited to:

- Number of staff and students
- School operating hours, including OOSH programs
- Layout arrangement and the use of the individual components identified in this report (car park, pick-up and drop-off area, waste / delivery areas)
- Amendments / additions to bicycle and EOTF provisions
- Amendments / additions to pedestrian amenities in the direct surroundings of the school (zebra crossing, cycle paths, etc.)
- Changes in operational management, including the quantity / positioning of personnel at gates and other locations
- Gate operating hours for different users (students, staff, waste / deliveries)
- Waste collection timing
- Any request received from Council or TfNSW

Attachment 1 OTAMP



comments

A3

Proposed School Bus Stop

Staff Car Park

Pick-up and Drop-off Area

Service / Waste Collection

Bicycle Parking

Bus Route

Staff Vehicle Route

Pick-up and Drop-off Vehicle Route

Service Vehicle Route

Cycling Route

Pedestrian Route

After Hour Pick-up/Drop-off Pedestrian Access Route

Staff Vehicle Access Gate

Pick-up/Drop-off Vehicle Access Gate

Service Vehicle Access Gate

Cyclist Access Gate

Pedestrian Access Gate

After Hour Pick-up/Drop-off Pedestrian Access Gate

1	20/01/21	FOR INFORMATION		PS	KB
REV	DATE	COMMENT / DESCRIPTION		DRAWN	REVIEWED

PROJECT

Lake Cathie Public School

DRAWING TITLE

Operation Traffic and Access Management Plan

DRAWING KEY

ptc.

Suite 502, 1 James Place
North Sydney NSW 2060
t +61 2 8920 0800
ptcconsultants.co

CLIENT

SINSW

DRAWING #

PTC-001

PROJECT #

21-3005

SCALE

1 : 100

PRELIMINARY

REV

1