Green Travel Plan;

St Hillers - Kent Road Public School

For St Hillers
20 January 2021

ptc.

Document Control

St Hillers - Kent Road Public School, Green Travel Plan

Issue	Date	Issue Details	Author	Reviewed	For the attention of
1	10.03.2020	Draft	JM	SW	Leighton Stock
2	14.04.2020	Draft	JM	SW	Leighton Stock
3	24.04.2020	Final	JM	DS	Mo Zrieka
4	11.06.2020	Final – Rev 1	JM	KB	Mo Zrieka
5	11.12.2020	Final – Rev 2	JM	KB/AM	Eric Koolbanis
6	18/12/2020	Final – Rev 3	JM	KB/AM	Anne Warren
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8	20/01/2021	Final – Rev 5	KB	AM	Anne Warren

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Contents

1. Introduction

1.1 Project Summary

ptc. has been engaged by St. Hillers to prepare a Green Travel Plan (GTP) for the proposed redevelopment of Kent Road Public School, located at 120 Kent Road, Marsfield. The existing school provides education for 792 students and jobs for 47 full time equivalent staff.

The location of the subject site is outlined in Figure 1.

Figure 1 – Site Location (Source: Google Maps)

The development seeks to accommodate up to 1200 students and 76 staff through the following works:

- Construction of three new two to three storey buildings to allow for increased student population, containing:

    o   34 new permanent flexible teaching spaces;

    o   Canteen;

    o   Administration facilities;

    o   Staff facilities

    o   Special program/ counselling rooms

- Construction of new Covered Outdoor Learning Area (COLA)

- Reconfiguration of car pick-up/ drop off arrangements on Kent Road;

- landscaping and fencing; and

- Tree removal[1]

1.2 State Significant Development (SSDA) Conditions

This GTP addresses the DA condition D9 of the Conditions of Consent for the State Significant Development (SSD 9344).

Condition	Condition requirements and response
D9	*Prior to the commencement of operation, a Green Travel Plan (GTP), 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 City of Ryde Council and Sydney Coordination Office Transport for NSW;* **TfNSW Consultation** **10th December 2020** The Green Travel Plan does not propose any amendments or strategies which would involve the input from TfNSW. However, City of Ryde Council was contacted to discuss the Green Travel Plan. **18th December 2020** TfNSW was invited by email to comment on the Green Travel Plan Rev3. **24th December 2020** TfNSW commented on the GTP, which included the following points in summary: • Further details regarding future student numbers and trip generation • Provision of e-charging stations • Further details on achieving mode share targets • Further details on annual surveys, review and GTP update • Provision of a TAG **8th January 2021** The GTP was updated, and a "For Review Only" GTP with track changes was issued for comment. **11th January 2021** The updated "For Review Only" version was internally forwarded to Michell Ryan for comment. **13th January 2021** TfNSW was issued with Rev4 of the GTP, which includes a TAG

[1] Source: State Significant Development Assessment (SSD 9344) (DPIE), 2019

19th January 2021
As at 19th January no additional comments have been received from TfNSW – the GTP will be further updated if required following receipt of any additional comments from TfNSW.

City of Ryde Council Consultation
10th December 2020
City of Ryde Council advised ptc. that consultation is not required at this stage. It was also advised that the Travel Plan Guidelines 2015 is to be used as the framework for the Green Travel Plan. Council will review and comment on the strategies and targets proposed within the Green Travel Plan upon submission of the document.

18th December 2020
Council was invited by email to comment on the Green Travel Plan Rev3.

5th January 2021
The GTP was forwarded to the Transport & Environment Team within Council.

8th January 2021
Phone call was made to follow up on the review.
An updated "For Review Only" GTP was sent. This issue includes amendments based on TfNSW comments.

13th January 2021
Council was issued with Rev4 of the GTP, which includes a TAG

15th January 2021
Council provided comments to the GTP

20th January 2021
The GTP was updated to address some of Council comments, and a letter was prepared to respond to those comments that have not been addressed. It is believed that some of the requested information does not generally build part of a GTP and should have been requested / discussed at the SSDA stage. The letter is attached to consultation notes.

b)	*Include objectives and modes share targets (i.e. Site and land use specific, measurable and achievable and time frames for implementation) to define the direction and purpose of the GTP;*
	➔ Document reference: Section 6
c)	*Include specific tools and actions to help achieve the objectives and mode share targets;*
	➔ Document reference: Section 7 and Section 8

	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 GTP;* ➜ Document reference: Section 4 and Attachment 1
	e)	*Include details regarding the methodology and monitoring/review program to measure the effectiveness of the objectives and mode share targets of the GTP, including the frequency of monitoring and the requirement for travel surveys to identify travel behaviours of uses of the development.* ➜ Document reference: Section 7.3

2. Background

2.1 Purpose of the Plan
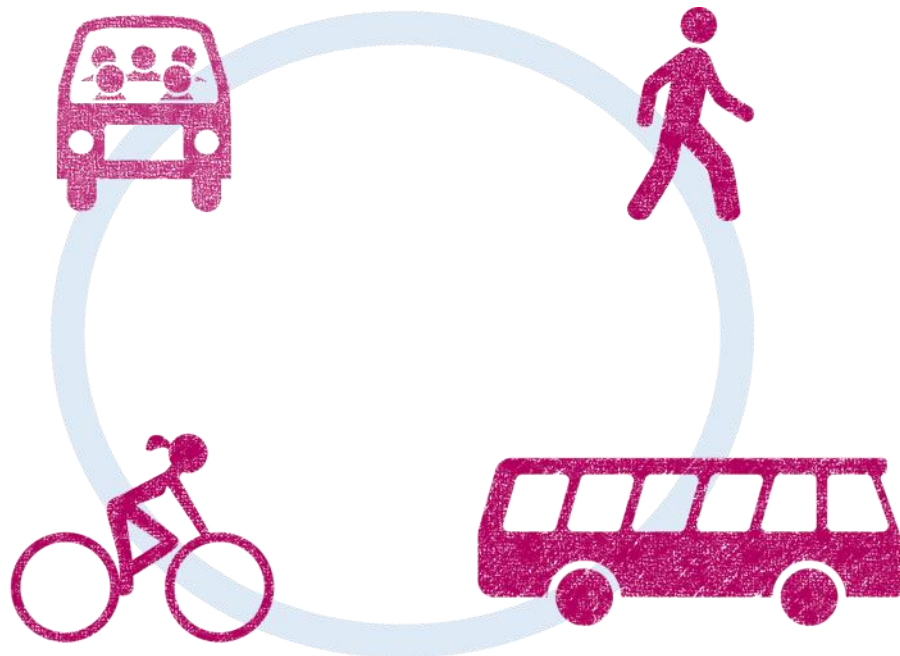
This document identifies the following:

- Review of existing public transport infrastructure and future transport options;

- Assessment of existing travel patterns within the area;

- A modal share target for the development;

- A framework to identify and respond to travel demand from the development and surrounding area;

- Strategies to implement prior and during occupancy; and

- The monitoring strategy to track performance of the GTP.

2.2 Government Policy

City of Ryde Council Travel Plan Guidelines 2015 mandates for all developments that exceed 10,000sqm new floor space that a Framework Travel Plan (FTP) (also known as a GTP) is to be submitted to Council. The objectives of the FTP include:

- Adopt strategies and procedures to meet 40% public / active transport, 60% private transport target for journey to work (JTW) trips, to minimise drive-alone vehicle trips and to encourage transport choice to and within the Macquarie Park Corridor;

- Demonstrate how on-site parking provision and built form design will contribute to the Framework Travel Plan and assist meet the 40% public transport/60% private transport target for the development for the journey-to-work;

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- Demonstrate infrastructure connections (e.g. footpath, bicycle paths, public transport networks); and

- Provide an outline of supportive infrastructure, if required, for public transport of passengers, taxi drop off areas, car share opportunities, walking and cycling including end of trip facilities.

In addition to the City of Ryde Council guidelines, to prepare a state significant development application, the Secretary's Environmental Assessment Requirements (SEARs) need to be met. The requirement below directly relates to the Green Travel Plan which accompanies the development proposal.

- Roads and Maritime requires the EA report to assess the implications of the proposed development for non-car travel modes (including public transport use, walking, and cycling); the potential for implementing a location-specific sustainable travel plan (e.g.; Green Travel Plan, 'Travelsmart' or other travel behaviour change initiative); and the provision of facilities to increase the non-car mode share for travel to and from the site. This will entail an assessment of the accessibility of the development site by public transport

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3.   Green Travel Plan

3.1   What is a Green travel Plan?

A GTP is a document which outlines how a development intends to make travel to and from the site safer and more sustainable. The GTP addresses local traffic issues around the site and encourages active, safe and sustainable travel methods, such as walking, cycling, scooting, public transport or car sharing. A GTP correlates with the development's overall aspirations and is a document that is monitored and reviewed regularly.

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

An effective GTP can offer many benefits such as reduced parking costs, less congestions on the public road networks, health and environmental benefits which generally results in healthier and happier students and staff.

3.2   Why is a Green Travel Plan required?

Development of a Travel Plan is widely accepted as one of the best ways to increase active travel around the site. A successful GTP offers many benefits for the employees and visitors, including:

- Building confidence and improving social interaction by walking and/or cycling;

- Assists in implementation of health, fitness and wellbeing programs;

- Improving social interaction with others to be more interested and involved within the precinct 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

- Providing individuals with leadership opportunities.

The GTP will support students, staff and visitors with good understanding of an active and sustainable mode of transport to follow a healthy and active lifestyle, care about the environment and prioritise location and lifestyle over car ownership.

3.3 The purpose of a Green Travel Plan

The purpose of the GTP is to provide a package of measures with the aim of promoting use of alternative transport options and reducing the reliance of private car usage. Strategies are recommended to encourage and support the uptake of daily travel methods in a more sustainable way. This will be achieved through the review of existing policies and identifying programmes to encourage students, staff and visitors to adopt more active and sustainable forms of transport.

This document identifies the following:

- Review of existing public transport infrastructure and future transport options;

- Assessment of existing travel patterns within the area;

- A modal share target for the development;

- A framework to identify and respond to travel demand from the development and surrounding area;

- Strategies to implement prior and during occupancy; and

- A monitoring strategy to track performance of the GTP

The GTP will contain information for the management of the development through School Infrastructure New South Wales (SINSW). It contains strategies to achieve the sustainable transport targets established in the document and does not directly communicate to users of the development. However, this information is planned to be passed onto students, staff and visitors by SINSW via different measures recommended in the action plan. Subsequently, the flow of information resulting from the aforementioned intentions of this document is illustrated in

GTP
Outline Aims
- Objectives/Targets
- Assessment of existing scenario
- Communication to development team

GTP
Strategy
(This Document)
- Instructions for action items
- Data collection
- Regular meetings
- Implementation & Monitoring

Supporting Information
- School Website
- Transport Access Guide (TAG) (maps, etc)
- Notice board information
- Student / Parent starter pack

Figure 2 below.

GTP

Outline Aims

- Objectives/Targets
- Assessment of existing scenario
- Communication to development team

GTP

Strategy

(This Document)

- Instructions for action items
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Supporting Information

- School Website
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- Notice board information
- Student / Parent starter pack

Figure 2 – Flow of Information of the GTP

4. Steps to develop the Green Travel Plan

In developing the GTP for Kent Road Public School, five key steps were identified, within the constraints created by COVID-19 restriction, for its ongoing development:
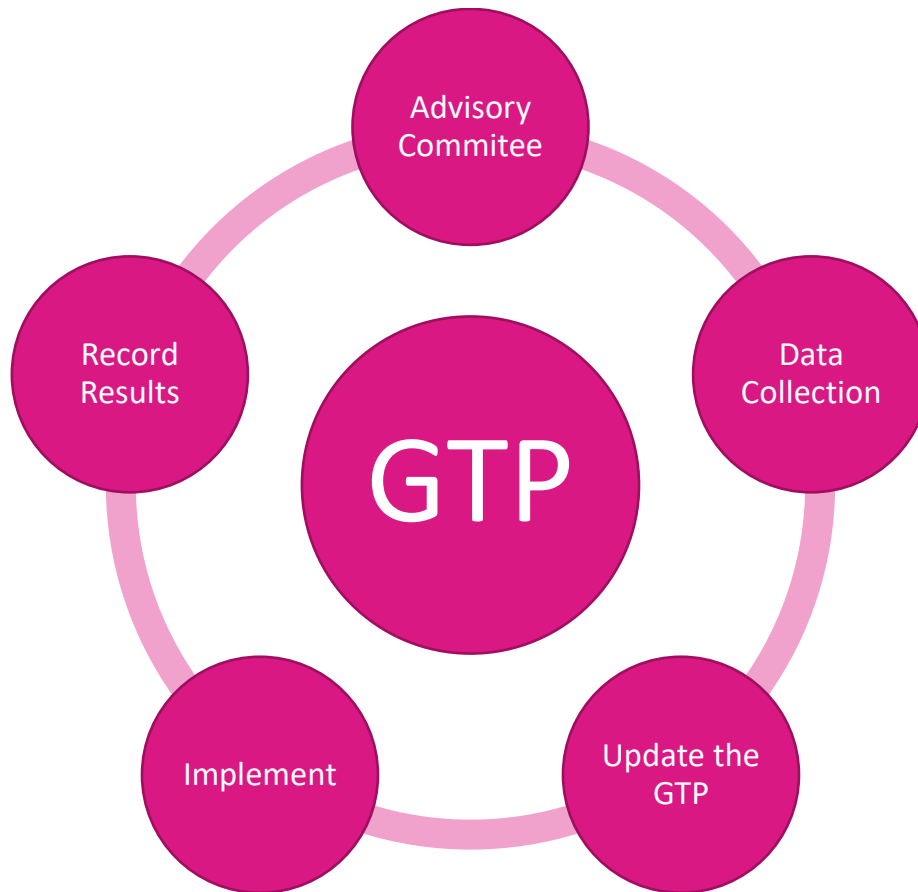
4.1 Step 1 – Set up a Travel Plan (TP) Coordinator and an Advisory Committee

- Appoint a TP coordinator based on the following criteria:

    o Background in travel planning, the traffic and transport field or similar

    o Strong consultation and negotiation skills

    o Strong communication and inter-personal skills

    o Strong planning and organisational skills

    o Good analytical skills

    o Understanding of marketing

    o Passionate about sustainable transport

    o Submission of resume and two references

    This TP coordinator will coordinate specific actions and track the progress of implementation of the GTP. This is to occur within one month from the commencement of operations;

- Develop a working group in consultation with the School Principal and the TP coordinator within two months of approval of the plan, that involves representatives including staff and parents (P&F Committee)

- Identify ways how the whole community will be involved and informed of the work (e.g. regular articles in the precinct website/ social media). The working group is to develop a communications strategy, and using this provide monthly updates to the community.

- The cost of the TP Coordinator should be equivalent to that of a part time role of 4-8 hours a fortnight (approximately $800-$1,600 (excl. GST) per fortnight).

4.2 Step 2 – Data Collection & Review 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. However, to verify travel behaviours, an initial survey will be conducted (via e.g. Survey Gizmo) within 3 months of the commencement of operations to identify travel behaviour. Due to the impact of COVID on travel behaviour, data for this school has been derived from surveys undertaken during the preparation of the Traffic Impact Assessment submitted with the DA, refer to Section 6.1 for information regarding analysis of the data on current travel modes.

The results will assist with continuously improving the travel plan and support the development of improving facilities are able to improve around the site area and beyond. It will help contribute towards the City of Ryde's Vision to encourage more sustainable modes of transport.

Ongoing review and update will include review of staff and student questions listed below.

4.2.1 Staff & Student Questions

As a minimum the following questions will be considered:

- Are you a staff member, student, or visitor of the site?

- What is the postcode of your place of residence?

- How do you currently travel to work and what is the distance of travel?
  - Walk/run
  - Bicycle
  - Bus
  - Train
  - Combination of bus and train
  - Car (Driver)
  - Car (Passenger)
  - Other _____

- If you drove, please answer the following:
  - Did you park on site today? If so where?

- o Did you park on-street? If so where?

- Were you dropped off by private vehicle? If so where?

- 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?

- Is your residence in an area not serviced by any of the identified transport options?

- Do you need to drive to work for another reason? Why and how often does this occur (e.g. dropping off or collecting children from school/childcare, shopping on the way home, etc.)

4.2.2 Additional Questions

- 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?

- If you would like to take part in walk/cycle groups and/or carpooling please specify which group, contact details (email) and postcode below.

- Do you have any suggestion/recommendations to encourage sustainable modes of transport?

Currently targets have been developed as noted in Section 6.2. Once new survey findings are available, review of methods to achieve enhanced targets will be identified with proposed time frames. This will include adopting relevant strategies outlined in Section 7, which will be undertaken by the Advisory Committee. These methods and targets will then be used to monitor progress by the working group, TP coordinator and by SINSW (refer to Section 7.3)

4.3 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. It includes instructions on how to further develop recommended strategies and the respective action plan.

Based on the data, an overall vision on the modal travel has been developed with the following clear objectives:

- Build a precinct culture that supports active travel by motivating and encouraging the user to get involved;

- Set specific SMART (Specific, Measurable, Achievable, Relevant, Timed) targets;

- Develop the action plan that lists activities and strategies that eliminates the community's barriers to active travel to meet the objectives;

- Develop estimates of budgets needed to meet the plan objectives, and identify funding source and develop implementation strategies; and

- Review and consult with Department of Education.

4.4   Step 4 – Deliver & Implement

Once the GTP is approved it is to be launched using implementation tools and recourses described in Section 8.

Ongoing, regular monitoring is to occur every 12 months as is required by SINSW as part of the implementation strategy. This is to be done by the appointed TP Coordinator who is employed by the Department of Education.

4.5   Step 5 – Recognise Process

The successes of the GTP will be celebrated regularly, for example at key events. The plan is to be reviewed annually and appropriate new ideas, targets and benchmarks will be included. This review will be undertaken by the TP Coordinator and confirmed to the Department of Education and Council.

5.   Local Transport Infrastructure

The locality has been assessed in the context of available forms of public transport that may be utilised by students, employees and visitors. When defining accessibility, the NSW Guidelines to Walking & Cycling (2004) suggests that 400-800m is a comfortable walking distance.

The equivalent catchment areas encompassing a 5-10 minute walking catchment and the 1.2km cycling catchment are presented in Figure 3. The catchment areas, both actual and 'as crow flies' distances from the school are shown in comparison to the school enrolment catchment and the SSTS exclusion zone.
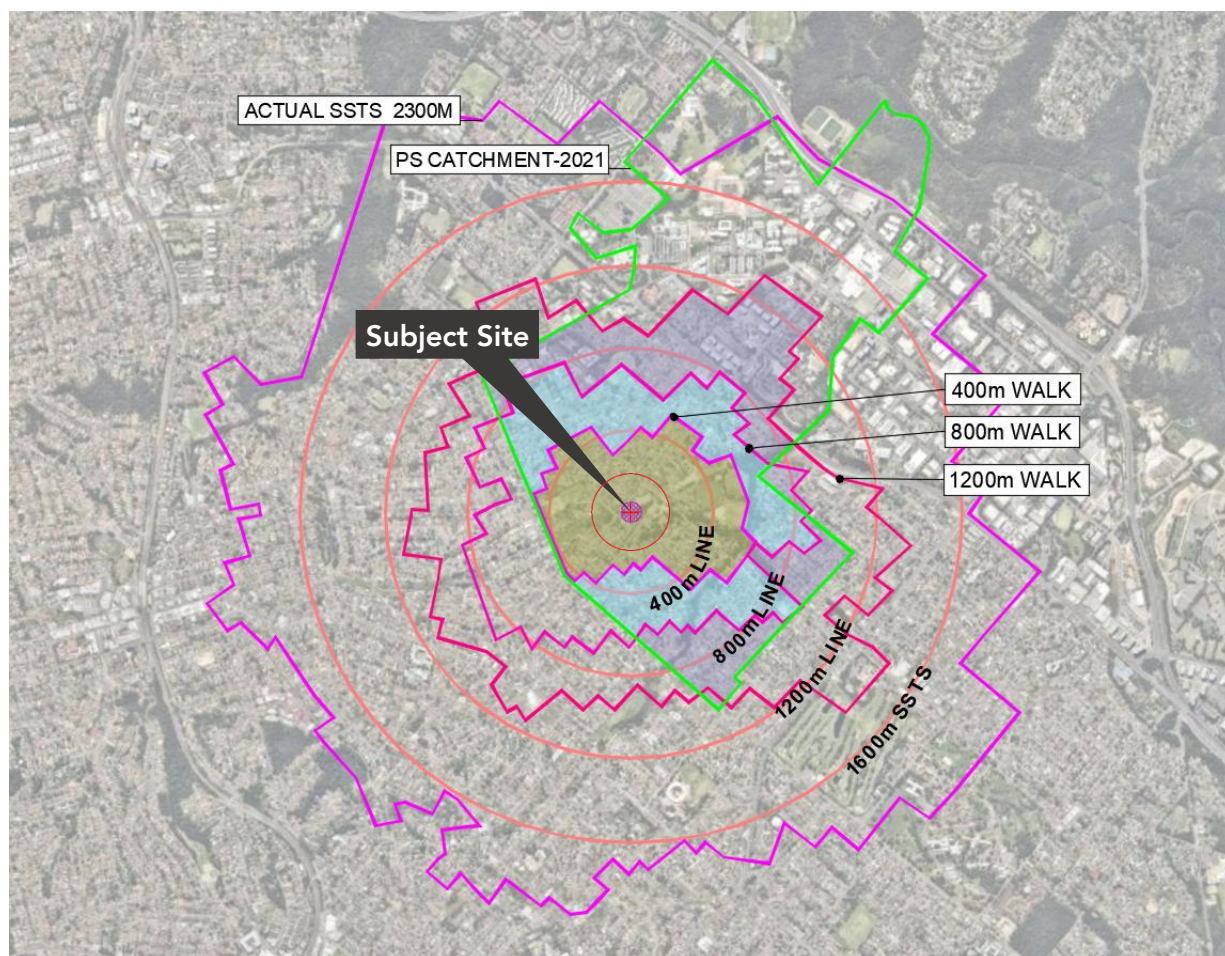
Figure 3 – Walking and Cycling Catchment Map (Sourcde: TTW)

Within the radius of 800 m walking distance there are many local bus services and many residential properties. The bus services also provide transport to and from Macquarie University Metro Station, which is just outside the 1.2km cycling radius. As a result, the site is well positioned in a location that provides benefits to promote more active and sustainable methods of travel.

5.1 Existing Public Transport Infrastructure

The available public transport options such as buses and trains within comfortable walking distance are shown in Figure 4.
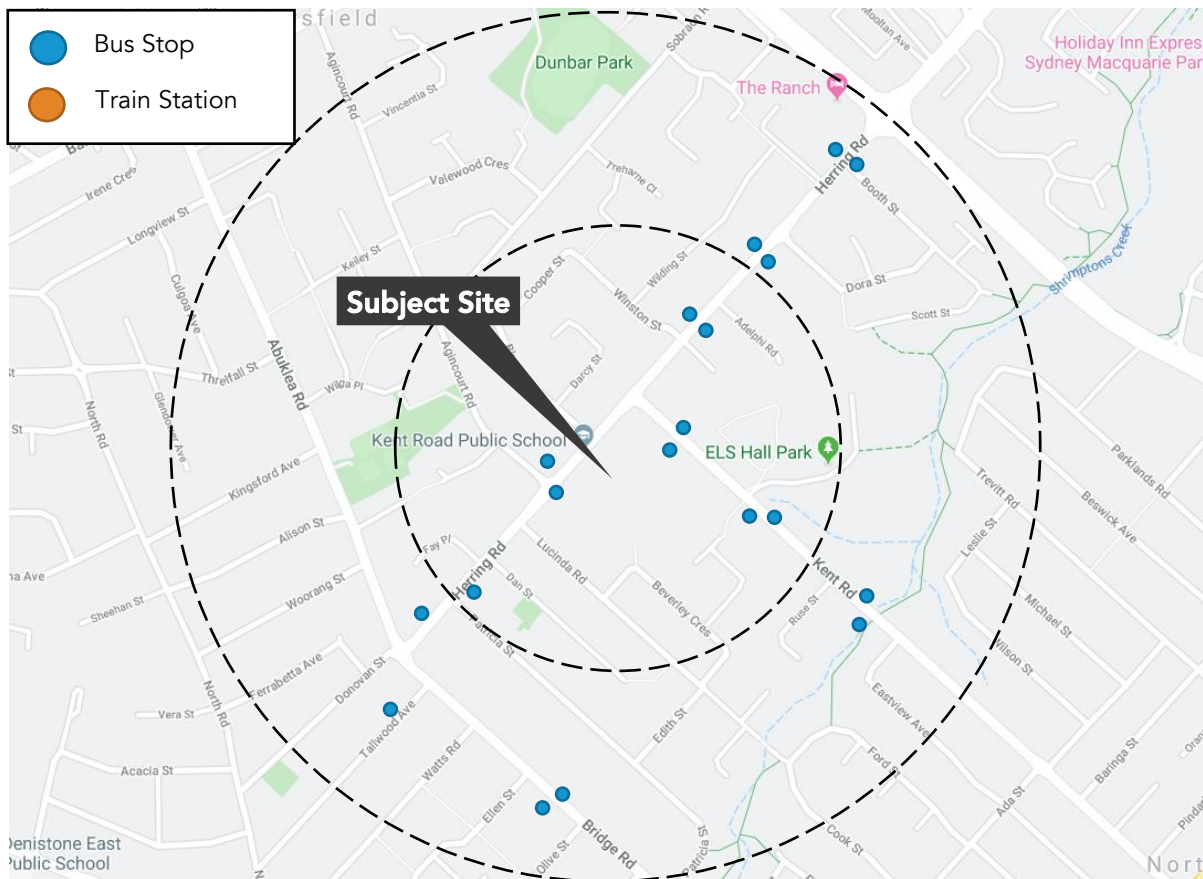
Figure 4 – Public Transport Accessibility Map

5.1.1 Train Services

There are no train services within comfortable walking distance from the subject site, however the closest train station is the Macquarie University Metro Station, which is located approximately 1.5km away. This is within the 10 minute cycle catchment and hence is a viable option for those who have access to a bike. There are also five local buses with over 100 daily trips, which connect both the station and the school, allowing for smooth interchange between public transport modes.

The Macquarie University Station is part of the Sydney Metro Northwest line connecting Tallawong Station to Chatswood Station, with future plans to connect to the Metro Southwest line once construction is complete. The Metro Northwest line currently has trains every 4 minutes during peak hours and trains every 10 minutes during the off-peak.

5.1.2 Bus Services

The site is well services by a comprehensive bus network, with many bus stops located within a 400m radius from the subject site. The school has frontages on Kent Road, Herring Road and Beverly Crescent, all having bus stops directly outside. There are also several other bus stops along both roads within the 400m catchment, as shown in Figure 4.

- Kent Road:

    o Bus Stop 212254, Kent Road Public School, Kent Rd – 286, 288, 297, 646W, 676W, 784W

    o Bus Stop 212256, Kent Rd opp Kent Road Primary School – 286, 288, 297, 646W, 676W, 784W

    o Bus Stop 211353, Kent Rd opp Ryde Community Sports Centre – 286, 288, 297, 646W, 648W, 676W, 784W

    o Bus Stop 212255, Ryde Community Sports Centre, Kent Rd – 286, 288, 297, 646W, 648W, 676W, 784W

- Herring Road:

    o Bus Stop 212237, Herring Rd at Adelphi Rd – 288, 507, 517, 518

    o Bus Stop 212251, Herring Rd opp Adelphi Rd – 288, 507, 517, 518

    o Bus Stop 212238, Kent Road Public School, Herring Rd – 286, 297, 507, 517, 518, D502, 564W, 646W, 675W, 784W

    o Bus Stop 212250, Herring Rd opp Kent Road Public School – 286, 297, 507, 517, 518, 564W, 646W, 675W, 784W

    o Bus Stop 212239, Herring Rd at Patricia St – 286, 297, 507, 518, 564W, 646W, 675W, 784W

A summary of the buses servicing the abovementioned bus stops are presented in Table 1.

Table 1 – Bus Service Summary

Route	Coverage	Frequency (approximate)
286	Prepay Only – Denistone East to Milson Point via St Leonards & North Sydney	Weekdays – 5 daily services.
288	PrePay Only – Epping to City Erskine St	Weekdays – 73 daily services; Saturdays – 57 daily services; and Sun & Publ. Hol. – 33 daily services
297	PrePay Only – Denistone East to City Wynyard via Lane Cove Tunnel	Weekdays – 11 daily services
507	PrePay Only – Macquarie University to City Circular Quay via Putney	Weekdays – 13 daily services; Saturdays – 10 daily service; and Sun & Publ. Hol. – 9 daily services
517	Macquarie Centre to Ryde	Weekdays – 19 daily services; Saturdays – 13 daily service; and Sun & Publ. Hol. – 12 daily services
518	PrePay Only – Macquarie University to City Circular Quay	Weekdays – 31 daily services; Saturdays – 29 daily services; and Sun & Publ. Hol. – 23 daily services
564W	School Buses – Macquarie Centre to Ryde Secondary College	Weekend – 1 daily service
646W	School Buses – Denistone East to North Sydney Boys High	Weekdays – 2 daily service
648W	School Buses – Fitzroy St, Milsons Pt to Epping Station	Weekday – 1 daily service
675W	School Buses – Ryde Shops to Epping Boys High	Weekday – 1 daily service

676W	School Buses – Epping & Pittwater Rds to Epping Station	Weekdays – 2 daily services
784W	School Buses – North Ryde to Riverside Girls High	Weekdays – 1 daily service

A 1-seat trip involves no interchanges and is typically the most convenient way to travel on public transport. Figure 5 and Figure 6 show 1-seat services for public bus and school bus routes respectively within the 2020 and 2021 enrolment catchments. It should be noted that almost the entire catchment area is located within the SSTS exclusion zone and therefore it is unlikely that students residing in this zone will use public transport to get to and from school. There is also a lack of buses servicing students residing in the north of the school's catchment.
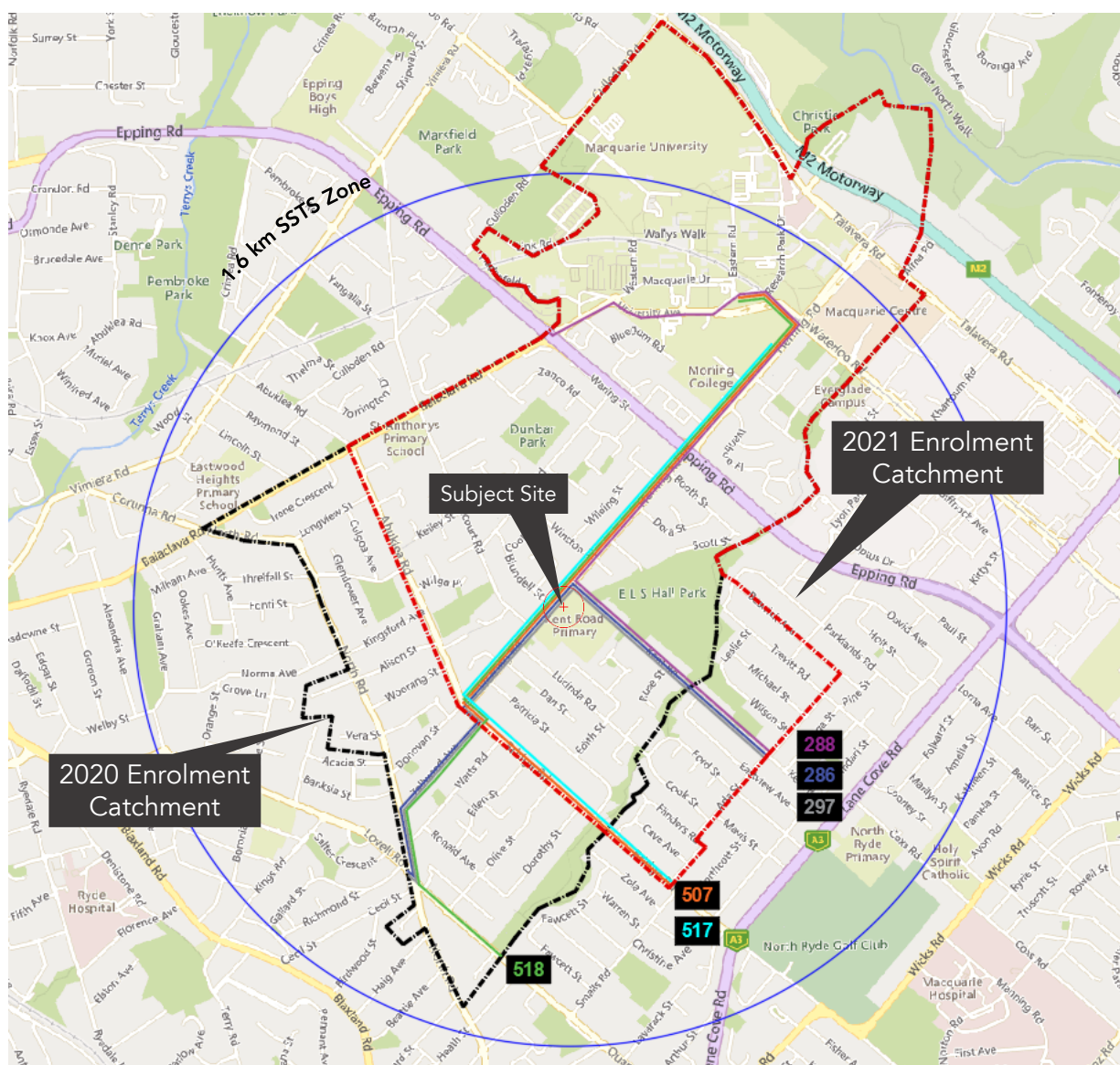
Figure 5 – 1-seat bus routes within student enrolment catchment area
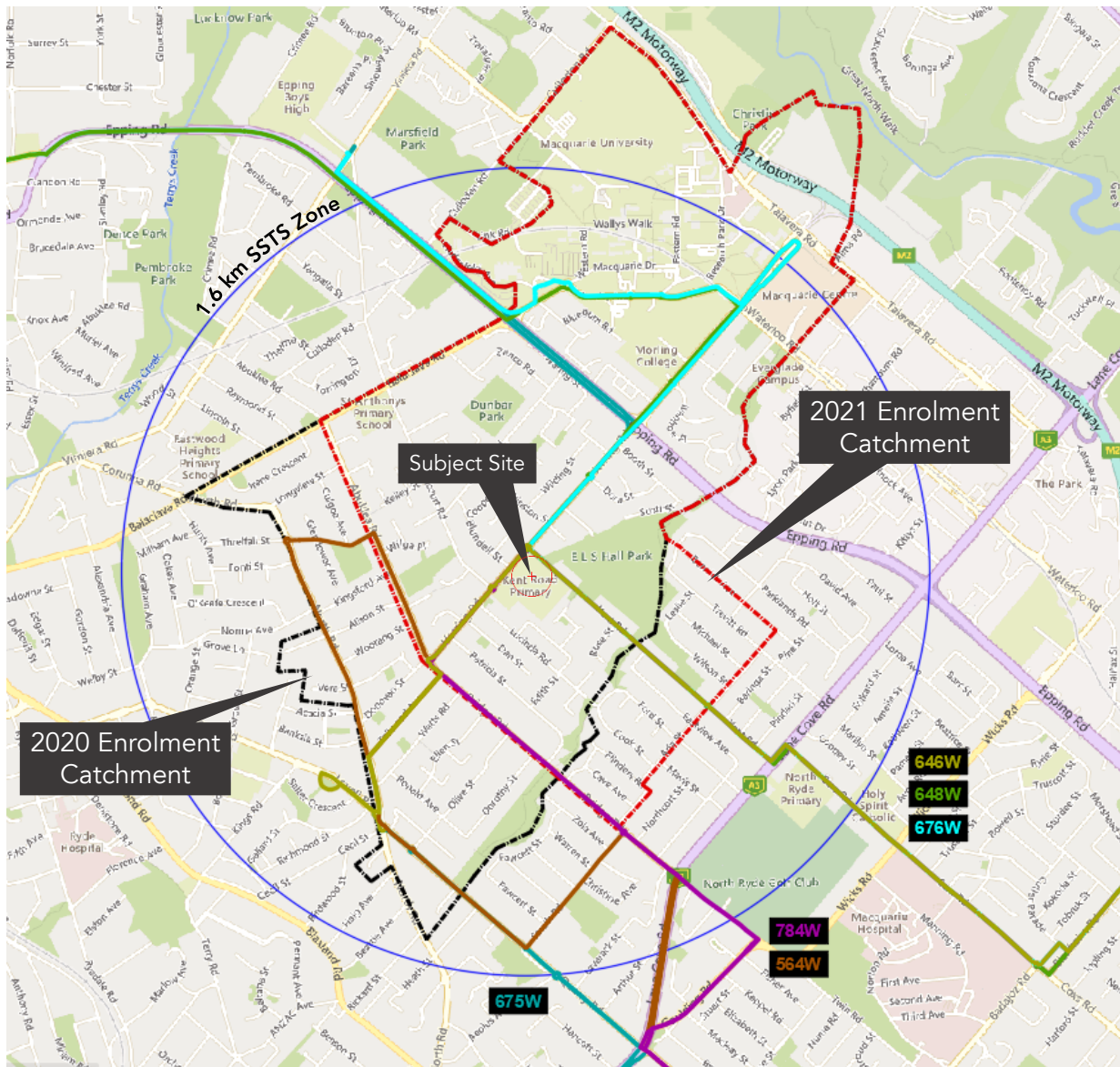
Figure 6 – School bus routes within student enrolment catchment area

5.1.3 Carpooling Services

CoHop is an existing carpooling service which operates within Macquarie Park through an app supported by IOS and Android devices. This carpooling platform enables free rides to or from work in Macquarie Park and North Ryde in real time. This option would only be available to staff members.

5.2 Existing Active Transport Infrastructure

5.2.1 Pedestrian Infrastructure

The subject site is surrounded by residential land and many local streets which have a pathway on each side of the road. Both Herring Road and Kent Road have School Zones which promotes the safety of students and staff. There are pedestrian crossings with a traffic controller during school zone times to prevent incidents with vehicles. It is noted that both the crossings on Herring Road and on Kent Road are located close to the school entry, which results in a good connectivity for students using active transport and public transport.

In the wider aspect, there are many parks surrounding the school within the 800 m walking catchment which have pathways further separating pedestrians from the road.

The surrounding footpaths have an adequate provision of lighting allowing safer travels during nightfall. There is also a significant amount of tree canopy creating natural shelter from both the sun and rain.

The local pedestrian amenities are illustrated in Figure 7.

Figure 7 – Pedestrian amenities

5.2.2 Cycling Infrastructure

Figure 8 shows the cycling catchments between 1.2 and 3.6km. The map shows that the furthest cycling catchment of approximately 30 minutes connects surrounding suburbs including Eastwood, Epping, Denistone and North Ryde.

Figure 8 – Cycling Catchments

Table 16 of the Ryde Bicycle Strategy and Masterplan 2014 highlights that students and staff are considered as two different cyclist groups. The students fall into group A which includes children between 10 and 16 and are vulnerable to traffic, suggesting that any on-road cycling facility is unsuitable for students. However, it is noted that students can also use footpaths to cycle where shared paths and other off-road cycle paths are not available.

Figure 9 illustrates a range of cycling paths of varying difficulty which lead to the subject site; Most of those are paths shared with other road users, meaning that they are not suitable for students of KRPS. There is a lack of a direct path along Herring Road for commuters travelling from Macquarie University Metro Station. However, there is an off-road connection from the station which follows a slightly longer pathway but is safer for those cycling, which would be suitable for students.
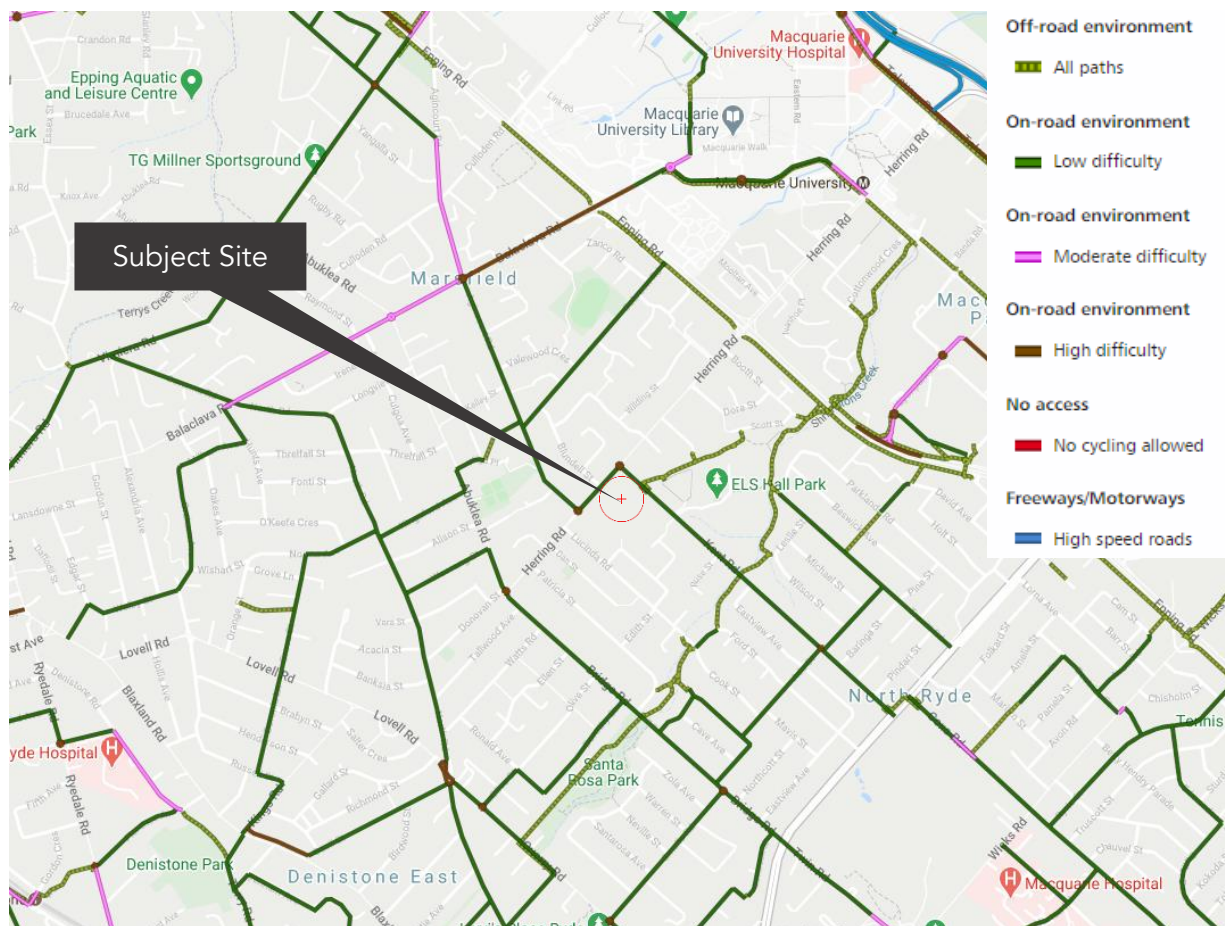
Figure 9 – Surrounding Cycleways (Source: RMS Cycleways Finder)

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The school also currently only has bike parking facilities which holds up to 16 bicycles with the redevelopment providing an additional 44. This will equate to a total of 60 spaces, which will accommodate bicycles for 5% of students. The location of the proposed bicycle parking spaces is shown in Figure 10.

There will also be provision for an end of trip facility including 4 of the additional bicycle spaces, 2 accessible showers with basins including a shared drying area. Staff lockers are provided in the adjacent Administration Building Block R. The new increased allocation for bicycle spaces will encourage staff and students to use cycling as a method of travel.

Figure 10 – Proposed bicycle parking location

5.3   Existing and Future Student Catchment

Depersonalised student data was used to assess the distances of students from the school. The distance of where students reside can be categorised into different catchments. As mentioned in Section 5.2, the comfortable walking distance is defined within the 400 m and 800 m catchments. Students are also able to comfortably cycle to and from school within the catchments 800 m to 3.6 km catchment.

Table 2, summarises the number of students within each catchment. Included in the table is also the catchment area for children not eligible for the School Student Transport Scheme (SSTS) which determines which children are eligible for free and/or discounted public transport travel.

Table 2 – Existing Student Catchments

Catchment Analysis	Number of existing students	Percentage of students
0 – 400 m	120	15%
400 – 800 m	180	23%
800 m – 1.2 km	244	31%
1.2 – 2.4 km	156	20%
2.4 km – 3.6 km	30	3%
0 – 1.6 km (Primary School SSTS Zone)	620	78%
Outside the SSTS Zone	172	22%
0 – 400 m to 1-seat PT outside SSTS Zone	23	13% of students outside SSTS
Within Student Enrolment Area	506	64%

Table 2 outlines that 38% of students reside within a comfortable walking distance while a further 54% are within cycling distance. Only 22% of students live outside of the active transport catchments and can be encouraged to use the benefits of the SSTS.

The assessment of the depersonalised data also shows that 23 students outside of the SSTS zone are located within 400 m walking distance of a 1-seat trip by bus. This accounts for 13% of all students outside of the SSTS zone.

The redeveloped school will have the capacity to increase the number of students from the current 792 to up to 1200, which results in an addition of approximately 400 students. Likewise, the number of staff can be increased from the current 47 to up to 76 in the future.

It is noted that major residential developments are underway east of Epping Road and it is likely that a portion of the increased student population will reside in the newly developed areas. Although a direct bus connection to the School is provided, these students would live within the SSTS exclusion zone, meaning that a bus pass would not be available freely to them. A targeted approach to encourage these students to use public transport will be required.

Although the enrolment catchment has changed compared to year 2020 (see Figure 5), the distances between the School and the enrolment boundary remain similar. Therefore, it is assumed that the future residential dispersion of students will remail largely similar to the current pattern, as shown in

Table 2.

5.4 Future Active Transport Infrastructure

5.4.1 Future Cycling Infrastructure

The City of Ryde's Bicycle Strategy and Masterplan 2014 encourages students, staff and visitors to cycle within the Local Government Area (LGA). The Council has formed Bicycle Council Advisory Committees to assist with the adoption of the Community Strategic Plan and Delivery Plan. These plans identify a number of goals and strategies to provide improved connections and accessibility through the LGA's suburbs, centres, and open spaces. As part of the plan the Council encourages schools to ensure that there are bicycle parking facilities within the site.

The plan outlines the existing cycling route RR12 (Eastwood to Macquarie Park Active Transport Link) which passes through Herring Road and Kent Road. The active transport link connects to many other off-road cycling routes, however the route mainly consists of on-road infrastructure which is only suitable for staff members of the school as the students are vulnerable to road traffic.

Figure 11 – Existing and planned cycling routes (Source: Ryde Bicycle Strategy and Masterplan)

5.5 Future Sustainable Transport

5.5.1 Car Share / Car Pooling

Car Share spaces can provide more efficient use of parking space, with a single car share vehicle potentially replacing up to 12 private vehicles that would otherwise compete for local parking.[2] Car share users are charged by time and distance, at a rate set by each operator.

The key benefits of car share/pooling include:

- **Save money** – ride sharing with just one person;

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[2] Source: City of Sydney Council, 2015

- **Gain comfort** – sharing a ride relieves the stress of daily traffic pain, it also reduces the stress of your commute so that you arrive more relaxed;

- **Save time** - gain more personal time to spend with friends and family by taking advantage of T2 and T3 lanes; and

- **Peace of mind –**staff do not have to worry about driving when they don't need to (i.e. too tired/fatigue etc.)

There are currently not many car sharing options available within a 400-800m walking radius, with the closest options from the company GoGet being within the Macquarie University (Herring Road) Precinct.

There are a number of alternative car share initiatives available, including CoHop (operates within Macquarie Park and North Ryde) and UberPool that would encourage users to share their ride to a destination in comparison to private car usage. These options are generally cheaper than private car use and as the options become more popular and the competitive market saturates, they will only become cheaper. All car share options would only be accessible for the staff of the school.

On the other hand, students can also benefit from a car share/ car pooling transport alternative through a Department of Education/ P&F endorsed program. This can be provided through a parent or caregiver driving a minibus for students, or a car-pooling club with student parents providing lifts for students who reside nearby to each other.

To ensure the safety of the students' relevant considerations regarding Working with Children accreditation will be required. Streamlining the service by providing an online service and potential real-time pickup schedule would improve the attractiveness of the service.

5.5.2 Electric Vehicles

There are no requirements or guidelines given by the City of Ryde for the introduction of electric vehicle (EV) charging station facilities at new developments. However, should there be a demand for this in the future, SINSW may consider retrofitting existing parking spaces into EV spaces.

5.6 Public and Active Travel Summary

Ultimately, the site is in close proximity to walk and cycle for many staff and students residing within Marsfield, Macquarie Park and North Ryde. There are many active transport routes which enable safe and comfortable travelling, and the provision of pedestrian facilities in close vicinity of the site are generally good. Both the school access points provide pedestrian crossings for students to who are walking, cycling or require access to the adjacent bus stops.

The school is well serviced by a multitude of bus services providing access for students and staff situated further from the subject site or commuting from the nearby Macquarie University Metro Station. However, it is noted that a large proposition of students live within the SSTS exclusion zone are therefore unlikely to use the public transport options to a significant extent.

It is important that the advisory committee ensures that the various sustainable public and active transport options are endorsed effectively.

6. Opportunities and Targets

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

Targets must be specific, reasonable and achievable, and should be associated with 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 City of Ryde Council policies or plans such as the State Government's mode share target in the area.

6.1 Existing Transport Use

Table 3 outlines the existing mode share taken from a mode share survey based on the Australian Bureau of Statistics (ABS) 2016 Census of Population and Housing – Place of Residence by Method of Travel (NSW) data taken from the applicant's EIS. It is anticipated that once the school is redeveloped the new staff and students will adopt similar travel behaviours.

It is noted that COVID 19 impacted on the possibility to undertake more current travel surveys, after development determination late 2019.

Table 3 – Existing Mode Share (Source: Applicant's EIS 2018)

Mode	Students (average)	Staff (average)
Train/Bus	15%	26%
Walk	33%	3%
Car Driver	-	64%
Car Passenger	50%	4%
Bicycle	-	1%
Other (motorcycle, taxi, car share)	2%	2%

Analysis of the mode share survey indicates that students' primary form of transport is the car as passenger. The EIS also outlines that the current set down/ pick-up facility is at over capacity, particularly at PM peak times. Private vehicles are the primary form of transport for staff equating to 49 staff members of 76.

6.2 Future Transport Targets

The Ryde Development Control Plan (DCP) 2014 outlines mode targets of 60% private vehicle and 40% public and active transport. The school's current mode splits shown in Table 3 are close to achieving the target for staff and lie under for students. Despite this, to promote and encourage more sustainable travel behaviours from students and staff, the applicant's EIS suggests more ambitious targets shown in Table 4.

Table 4 – Mode Share Targets (Source: Applicant's EIS 2018)

Mode	Students average	Staff average
Train/Bus	30% (+15%)	50% (+24%)
Walk	40% (+7%)	5% (+2%)
Car Driver	-	35% (-29%)
Car Passenger	25% (-25%)	2% (-2%)
Bicycle	5% (+5%)	5% (+4%)
Other (motorcycle, taxi, car share)	- (-2%)	3% (+1%)

To ensure the targets are met, various strategies are to be set in place which are summarised in Section 7. A physical implementation to reduce the number of staff driving is to limit the number of staff parking spaces on site. This will cater for both staff and visitors. This process is in accordance with the NSW Department of Education's requirement to promote sustainable development by encouraging staff to use other forms of transport.

The total number of parking spaces on site is 40, including 3 accessible spaces and one delivery space.

Within 3 months of completion of the redevelopment, a new survey will be conducted to assess whether the abovementioned targets have been met. It is not possible to guarantee that these modal split targets will be achieved as it is beyond the control of any Advisory Committee or TP coordinator, since staff and students are subject to free choice. Nevertheless, it is important that sustainable travel options and strategies are communicated and reviewed consistently to ensure a trend towards the set targets.

7. Strategies

Strategies for the implementation and monitoring of the GTP is detailed in the following section.

7.1 Promotion and Marketing Strategy

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. The GTP is to have a variety of actions that guide strategies relating to promotion, facilities and policies to create incentives for sustainable travel behaviour. A staging strategy will also be outlined in the plan 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 City of Ryde Council, Bicycle NSW, Pedestrian Council Australia, TfNSW and other stakeholders from time to time.

A take home 'transport brochure' containing information of all existing public transport within a 1.2km walking radius and also links to surrounding suburbs will be an effective strategy in informing staff and parents of children. Presenting travel options during school assembly is another effective way to start conversation about sustainable travel behaviours between staff member and between children and parents. Best practice suggests that information which is presented should be concise, simple and as site specific as possible. Other strategies can include classroom initiatives, rewarding students for using more sustainable forms of transport where possible. Most importantly the school website should be used as a platform to recommend the most energy efficient form of travel.

7.2 Proposed Action Items

It may not be possible to implement all action items at the same time. Therefore, a hierarchy will be considered which assess actions based on the 'greener' option to enable priority on which should be implemented first.

Before implementing any actions, relevant stakeholders must be consulted to approve the changes.

The travel mode hierarchy is presented in Figure 12.

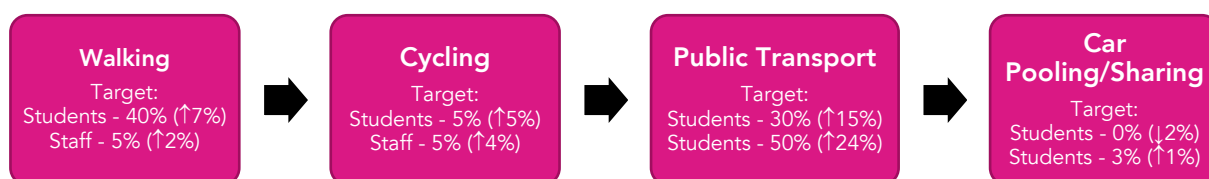Figure 12 – Mode Hierarchy

The targets outlined beneath each mode of transport in Figure 12 are based on the existing data from Australian Bureau of Statistics (ABS) 2016 Census of Population and Housing – Place of Residence by Method of Travel (NSW) discussed in Section 6. There are a number of actions which will be employed to encourage non-car modes of transport to and from the residential building.

7.2.1 Walking

Section 5.2.1 states that the existing pedestrian access is generally good in all directions. Walking is also the most space efficient mode of transport for short trips. It also provides many benefits, including health benefits, reduced congestion on the road and reduced noise and emission pollution. The following actions are recommended to increase the existing walking trips for the school:

- Pedometer-based walking program for both staff and students;

- Walking buddy scheme;

- Classroom competitions;

- Advocating the use of the end of trip facilities for staff, and

- Implementation of safety programs/courses.

7.2.2 Cycling and Scooting

There are many bicycle and end of trip facilities available for any staff or student who wishes to cycle as shown in Section 5.2.

As outlined in Section 6.2, there is a target of 4 (5%) staff members to be encouraged to cycle to work. In line with this, 4 bicycle parking spaces dedicated for staff use only are proposed within the End of Trip Facility, with dedicated 2 fully accessible unisex shower rooms with basins, and a shared drying area. Staff lockers are provided in the adjacent Administration Building Block R. Additionally, there is ample provision of dedicated Staff toilet facilities within close proximity located in the Administration Building inclusive of male/female ambulant toilets as well as a fully accessible unisex facility with a shower, basin and toilet. Power points are provided within the End of Trip Facility, which will allow for charging of e-bikes.

Similar to the walking initiatives, the cycling actions are proposed to include:

- Cycling buddy scheme;

- Classroom competitions;

- Advocating the use of the EOTF provided for staff;

- Promote the use of the new bicycle parking facility and ensure it is placed in an easily accessible and sheltered location to provide passive surveillance;

- Provide scooter parking with a scooter training program to promote other alternatives to active transport; and

- Implementation of safety programs/courses.

7.2.3 Public Transport

There are a multitude of public transport options which are within the 1.2km catchment for walking and cycling. There are 4 bus stops at the frontages of the of the school as well as Macquarie University Metro Station 20 minutes walking or 10 minutes cycling distance away. It is important that staff and students understand the viability of these options and the sustainable benefits they provide. Initiatives for using public transport include:

- Travel Access Guide (TAG) can be distributed to all who need to travel to and from the school;

- Providing dynamic and passive timetables on-site to promote public transport usage;

- Liaising with the City of Ryde council to ensure good quality and accurate directional signage to promote walking and cycling. Directional signage should also be used at the exits of the school to allow commuters to understand which way they should exit; and

- Endorsing real-time information through apps such as TripView and on public transport.

7.2.4 Car Share / Car Pooling

The introduction of many new car share and car-pooling companies such as CoHop, Keoride and UberPool has enabled the reduction in private car usage for those staff who do not have access to the active and public transport.

- Implementation of a Department of Education/ P&F endorsed car share program for students. This may be provided as a minibus operated by a parent or a car-pooling club between student parents who reside nearby each other.

- Liaise with car share providers such as GoGet to implement 2 parking spaces in the vicinity of the school;

- Providing informative brochures from respective companies to staff members;

- Implementation of a carpooling program (with the benefit of knowledge of staff members' place of residence) enabling carpooling between co-workers; and

- Liaise with car share companies such as GoGet to enable a peak hour carpooling club between staff members to allow access to nearby stations. This may be coordinated by the formally appointed TP Coordinator.

7.3 Monitoring and Evaluation

The GTP does not only outline actions and strategies but also ensures monitoring and evaluation of those initiatives. This is a crucial part of the travel planning process as it ensures maximum benefits are gained. Initially, there will be a review of the mode share targets 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, City of Ryde 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 to ensure staff, and students and their parents/carers are understanding and realising the benefits. The surveys will be conducted online and will help to identify the ongoing travel behaviour. The questionnaire will be setup as described in Section 4.2.

After each annual travel survey, the TP coordinator will make any appropriate 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?

Upon the above considerations, the TP coordinator will make appropriate amendments to the targets and strategies within the GTP.

The ongoing cycle of the review process must ensure people's reasons for travelling are considered and understood. Any barriers to changes in their behaviour should be considered as it will help decide for the most effective actions to be identified. This review process is also an opportunity the 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 coordinator. 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 (initial and annual survey results);

- Progress towards the 60% private vehicle/40% public and active transport target and the progress towards any new targets;

- Success of initiatives (as listed in Section 8 of this document); and

- Details of any rectification measures proposed.

The individual initiatives for the review and monitoring process are described in more detail in Section 8.4.

8.   Action Plan Initiatives

Below are initiatives that will be employed by the TP coordinator as appropriate at the time to encourage sustainable travel behaviours among students, parents and staff. The aim of these actions is to encourage people to improve their travel mode accordingly to the hierarchy in Figure 8.

8.1   Informational Initiatives

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	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 2

Strategy: SSTS Information Pack

Why	Inform students who live outside the SSTS exclusion zone of the services available.
How	Issuing a brochure within the 'Information Pack'. The brochure will show 1-seat trip routes and bus stops.
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

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

8.2 Behavioural Initiatives

Strategy: Safety programs/courses

Why	Allows kids 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'.
Who	Teachers and TP Coordinator
When	After completion of redevelopment with reinforcement every 6 months to a year.
Resources	Information pack and brochures

Strategy: Pedometer-based walking programs

Why	Promote healthy competition between students. Can also be used to enable active transport for other trips
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	TP Coordinator
When	During the month of September. Preferably 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.

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 2: Pedometer-based walking program.
Who	Teachers
When	As an activity throughout the whole first month after completion.
Resources	Information sheets and a progress board to tally the progress of each class.

Strategy: Walking and Cycling buddy scheme

Why	Motivates people to use active transport more often
How	Sending out a questionnaire to everyone asking about their area of residence and contact details so they can be buddied up.
Who	TP Coordinator
When	Sent out every term to accommodate new students and staff
Resources	Questionnaire

Strategy: Participation in the "RideScore" program

Why	To support and enable more children and young people to scoot and ride a bike to school
How	*"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."*
Who	TP Coordinator
When	Sent out an invitation every term to accommodate new students and staff
Resources	Personal sensor (beacon) and a Bluetooth reader

Strategy: After school bicycle and scooter training course

Why	Reaches out to students who would like to participate in cycling and scooting
How	Providing courses after school to teach how to ride a bike or scooter and traffic rules
Who	TP Coordinator
When	Courses starting each term
Resources	Scooter parking

Strategy: Carpooling scheme (staff only)

Why	Motivates people who live in close proximity to use carpooling services
How	Sending out a questionnaire to everyone asking about their area of residence and contact details so they can be buddied up.
Who	TP Coordinator
When	Sent out once a year to accommodate new students and staff
Resources	Questionnaire

Strategy: Carpooling scheme (students)

Why	Motivates students who live in close proximity to use carpooling services
How	Sending out a questionnaire to everyone asking about their area of residence and contact details so they can be buddied up and pick-up locations can be established.
Who	TP Coordinator and P&F Committee
When	Sent out once a year to accommodate new students and staff
Resources	Questionnaire, Parent drivers, Minibus

![ptc logo](top right)

8.3 Physical Initiatives

Strategy: Bicycle and scooter parking facility

Why	Provides cyclist with a safe and secure place to leave their bicycles/scooter while at school/work.
How	Including additional bicycle parking spaces on an "as required basis" in an easily accessible space with passive surveillance.
Who	SINSW
When	Completion of redevelopment and as required in the future
Resources	New bicycle racks

Strategy: 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 new redevelopment and informing staff about its availability
Who	SINSW
When	Completion of redevelopment
Resources	Shower and change room facilities

Strategy: Convert the most convenient car spaces to carpooling staff (staff only)

Why	Encourages staff to use more sustainable forms of transport.
How	Signpost or line mark spaces allocated to carpooling
Who	TP Coordinator
When	During construction of the new carpark and as required
Resources	Carpark space

Strategy: Dynamic and passive timetables on-site

Why	Enables students and staff to easily access public transport information
How	Include near the exits of the school to allow commuters to check their next travel option before they leave.
Who	TP Coordinator
When	Completion of redevelopment
Resources	Information board

Strategy: Ensuring directional signage is clear and functional

Why	Allows easy wayfinding for students and staff
How	Include directional signage at the schools exits and liaise with City of Ryde to ensure signage is clear in all directions.
Who	TP Coordinator
When	Completion of redevelopment
Resources	Signage

8.4   Review and Monitoring Initiatives

Strategy: Employment of travel coordinator

Why	This TP coordinator will coordinate specific actions and track the progress of implementation of the GTP
How	Email invitation for expression of interest internally and advertisement of job opening for external employment
Who	SINSW
When	Completion of the redevelopment
Resources	Emails

Strategy: Conduct travel surveys

Why	To identify current travel behaviour and update targets and objectives based on the survey findings
How	TP Coordinator will conduct a survey and update the targets and objectives as per the survey findings. A copy of the updated plan to be submitted to the Department of Education for information.
Who	TP Coordinator
When	Within 3 months of the commencement of operation
Resources	Online survey and update the GTP

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

Why	Monitor the progress of the GTP
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 and letterbox surveys to all staff and students. Can be included as part of the information pack.
Who	Advisory 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	Advisory 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	Advisory Committee
When	Every month (or more frequently if necessary)
Resources	Information boards

Strategy: Review and update of GTP

Why	Evaluate the success of the GTP 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	GTP objectives, targets and progress checklist.

Strategy: Presentation of annual monitoring review results to council

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

Attachment 1 - GTP Guide for the TP Coordinator & SINSW

Advisory Committee
- The formation of an Advisory Committee will be coordinated by the PT Coordinator and SINSW upon opening the redevelopment;

- The Advisory Committee will assist in the progress and monitoring of the GTP; 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 – through letter or via URL link;

- Transport Access Guide

- Information on platforms/apps including sustainable transport information (i.e. Connect Macquarie Park and North Ryde website, 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

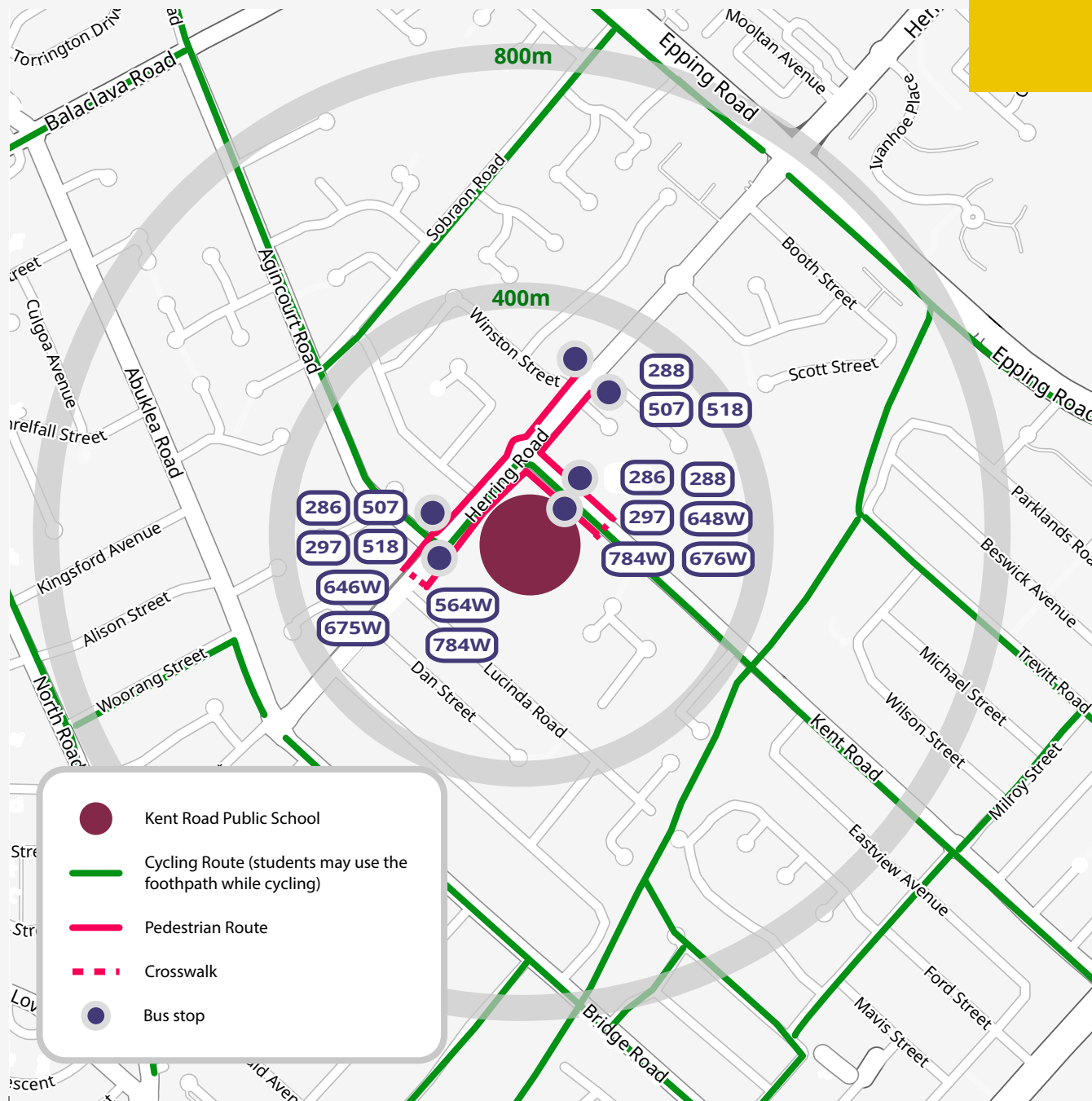- Sustainable transport is to be discussed including feedback from the initial survey data.

Attachment 2 - Transport Access Guide

Travel Access Guide

Staff and visitors are encouraged to use public and active transport when travelling to and from Kent Road 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.
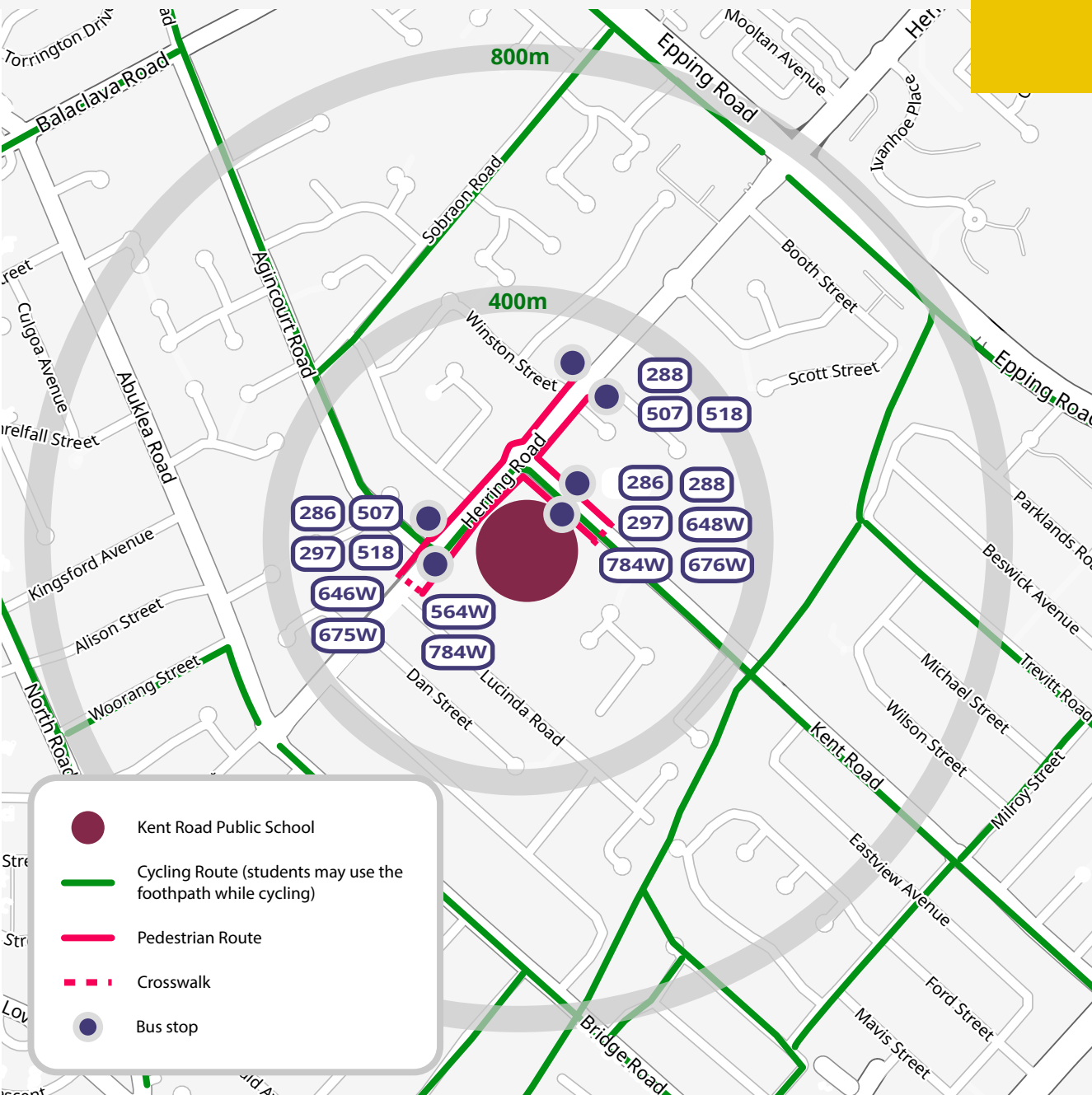

Map labels (streets): Torrington Drive, Balaclava Road, Epping Road, Mooltan Avenue, Ivanhoe Place, Sobraon Road, Agincourt Road, Culgoa Avenue, Abuklea Road, Booth Street, Winston Street, Scott Street, Herring Road, Parklands Road, Beswick Avenue, Kingsford Avenue, Alison Street, Woorang Street, North Road, Dan Street, Lucinda Road, Michael Street, Wilson Street, Trevitt Road, Milroy Street, Eastview Avenue, Kent Road, Ford Street, Mavis Street, Bridge Road

800m **400m**

Bus stops: 288, 507, 518, 286, 288, 297, 648W, 784W, 676W, 286, 507, 297, 518, 646W, 675W, 564W, 784W

Legend

- Kent Road Public School
- Cycling Route (students may use the footpath while cycling)
- Pedestrian Route
- Crosswalk
- Bus stop

Bus Route	Coverage	Frequency (# daily services/times)
286	Denistone East to Milson Point via St Leonards & North Sydney	Weekdays – 5
288	Epping to City Erskine St	Weekdays – 73 Saturdays – 57 Sun & Publ. Hol. – 33
297	Denistone East to City Wynyard via Lane Cove Tunnel	Weekdays – 11
507	Macquarie University to City Circular Quay via Putney	Weekdays – 13 Saturdays – 10 Sun & Publ. Hol. – 9
517	Macquarie Centre to Ryde	Weekdays – 19 Saturdays – 13 Sun & Publ. Hol. – 12
518	Macquarie University to City Circular Quay	Weekdays – 31 Saturdays – 29 Sun & Publ. Hol. – 23
564W	School Buses – Macquarie Centre to Ryde Secondary College	7:59am 3:27pm
646W	School Buses – Denistone East to North Sydney Boys High	7:21am 4:17pm and 4:19pm
648W	School Buses – Fitzroy St, Milsons Pt to Epping Station	4:15pm
675W	School Buses – Ryde Shops to Epping Boys High	8:17am 3:45pm
676W	School Buses – Epping & Pittwater Rds to Epping Station	7:51am 3:21 and 3:36pm
784W	School Buses – North Ryde to Riverside Girls High	7:52am 3:50pm

KENT ROAD PS — LEARN TO LIVE

Travel Access Guide

Bus Route	Coverage	Frequency (# daily services/times)
286	Denistone East to Milson Point via St Leonards & North Sydney	Weekdays – 5
288	Epping to City Erskine St	Weekdays – 73 Saturdays – 57 Sun & Publ. Hol. – 33
297	Denistone East to City Wynyard via Lane Cove Tunnel	Weekdays – 11
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676W	School Buses – Epping & Pittwater Rds to Epping Station	7:51am 3:21 and 3:36pm
784W	School Buses – North Ryde to Riverside Girls High	7:52am 3:50pm

Legend:
- Kent Road Public School
- Cycling Route (students may use the footpath while cycling)
- Pedestrian Route
- Crosswalk
- Bus stop