ptc.

14 December 2023

Mosman High School SINSW
School Transport Plan;

For: **SINSW**

Site Address: **769 Military Road, Mosman NSW**

Project reference number: 3055

document control;

Issue:	Date	Issue details	Author	Reviewed
1	20/09/2023	Draft Issue	HL	AM
2	05/10/2023	Final Issue	HL	AM
3	23/11/2023	Final Issue (updated per SINSW comments)	HL	AM
4	28/11/2023	Final Issue (updated to include Council/TfNSW consultation)	HL	AM
5	14/12/2023	Final Issue (updated to address DPE comments)	HL	AM

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1. Introduction

ptc. has been engaged by Multiplex, on behalf of School Infrastructure New South Wales (SINSW), to prepare a School Transport Plan (STP) for the redevelopment of Mosman High School (MHS), located at 769 Military Road. The redevelopment involves the uplift of the current capacity of 1,116 Year 7-12 students to 1,200 students by 2031.

The increased capacity will be achieved through the construction of a new school building including associated core infrastructure, new outdoor play areas, roof top play areas and associated landscaping works.

The STP has been prepared based on the new enrolment capacity and outlines measures to promote active and sustainable transport. It also sets out the active and public transport as well as drop-off / pick-up arrangements for daily school operations.

1.1. School Location

The location of MHS is illustrated in Figure 1.
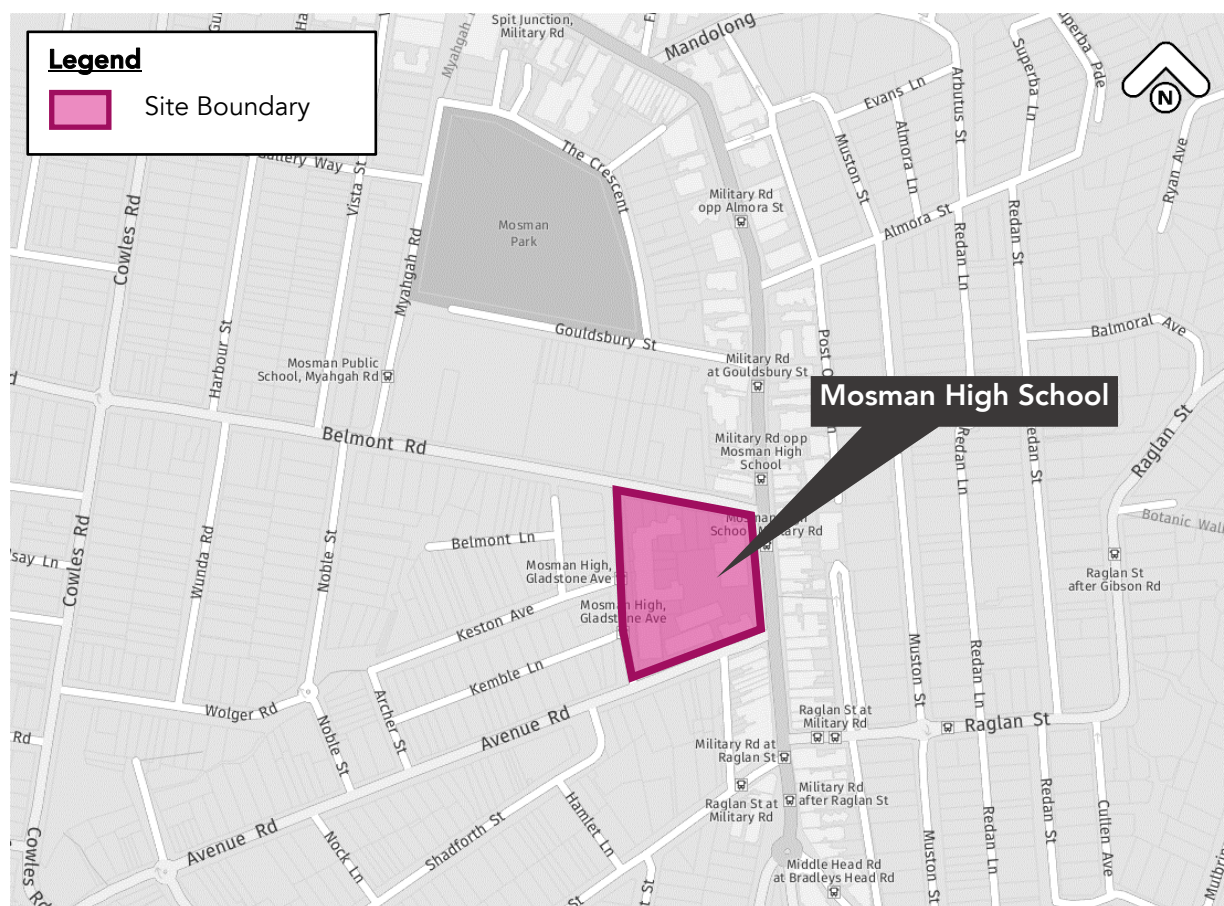
Figure 1 - Site Location (Source: HERE WeGo)

1.2. School Enrolment Catchment

The development proposal does not involve any changes to the school's existing student enrolment catchment area, which is illustrated below.
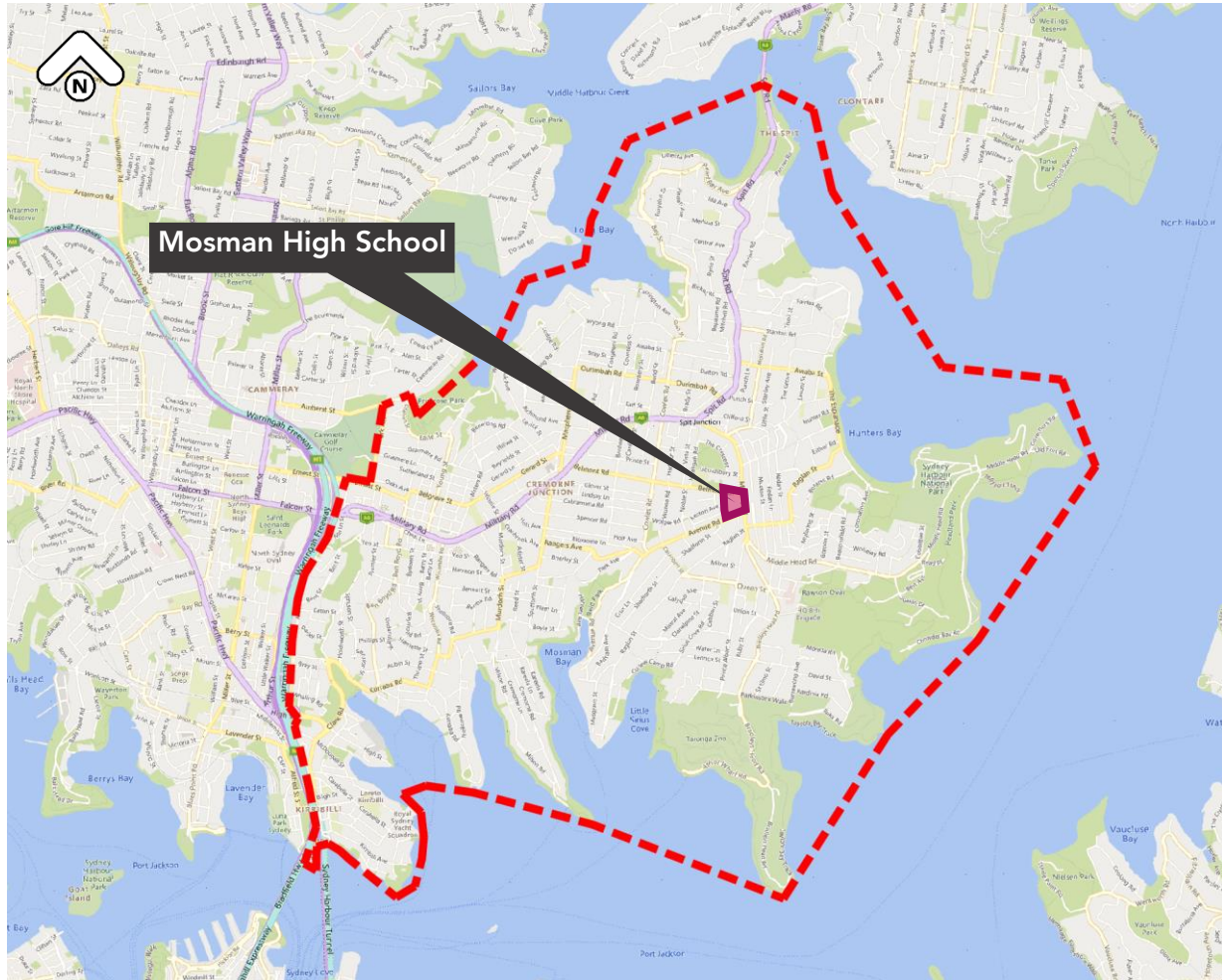
Figure 2 - MHS Enrolment Catchment

1.3. School Population

The school has the following projected population:

- 1,200 Year 7-12 students

- 91 Full-Time Equivalent (FTE) staff

1.4. Bell Times

The current School bell times are presented in Table 1.

Table 1 - School Bell Times

Time Period	Mon, Tues, Thurs, Fri Bell Times	Wednesday Bell Times
AM	8:55am	9:30am
PM	3:20pm	3:20pm

1.5. Steering Committee

The success of an STP depends on the initiatives developed, but also the ongoing management and implementation of the plan. This is achieved through the establishment of a Steering Committee, which will develop the plan for ongoing management by the School and remain as a key group of ongoing stakeholders once the plan is implemented. It will also involve the appointment of a STP Coordinator, who will be responsible for coordinating specific actions and track the progress of implementation of the STP. The STP Coordinator can be a member of the Steering Committee, or an external party.

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

- School Head
- School staff member
- Representative from the Parent-Teacher Association

- Student
- Council officer
- Bus operator

The Steering Committee for MHS (as of March 2023) comprises:

Table 2 – MHS Steering Committee

Name	Title
Susan Wyatt	Principal
Tony Gahan	Staff
Giovani Loudicina	P&C
To be nominated/appointed by School within 4 weeks from Occupation	STP Coordinator

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

2. Background

2.1. SEARs

In order to prepare a state significant development application, the Secretary's Environmental Assessment Requirements (SEARs) needs to be met. The requirement below directly relates to the School Transport Plan which accompanies the development proposal.

- *Details of travel demand management measures to minimise the impact on general traffic and bus operations, including details of a location-specific sustainable travel plan (School Transport Plan) and the provision of facilities to increase the non-car mode share for travel to and from the site.*

2.2. Conditions of Consent

In addition to the SEARs, this STP has been prepared to address the following Condition of Consent (SSD-10465) issued 6th August 2021.

Condition of Consent	Document Reference / Comment
Condition D21 – School Transport Plan	
Prior to the commencement of operation, a School Transport Plan (GTP), must be submitted to the satisfaction of the Planning Secretary. The plan must: *(a) be prepared by a suitably qualified consultant in consultation with Council and TfNSW;* *(b) include arrangements to promote the use of active and sustainable transport modes, including:*	CVs of the authors are presented in Appendix 3; Council / TfNSW consultation included in Appendix 4
(i) objectives and modes share targets (i.e. Site and land use specific, measurable and achievable and timeframes for implementation);	Section 3.1, 3.2 and 6
(ii) specific tools and actions to help achieve the objectives and mode share targets;	Section 4, 5 and 6
(iii) details regarding the methodology and monitoring/review program to measure the effectiveness of the objectives and mode share targets, including the frequency of monitoring and the requirement for travel surveys to identify travel behaviours of users of the development.	Section 8
(c) include operational transport access management arrangements, including:	Section 4.2, 4.3 and 5
(i) 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;	

Condition of Consent	Document Reference / Comment
(ii) the location of all car parking spaces on the school campus and their allocation (i.e. staff, visitor, accessible, emergency, etc.);	Section 4.2, 5.1.4, 5.1.5 and 5.1.7
(iii) the location and operational management procedures of the drop-off and pick-up parking, including staff management/traffic controller arrangements;	Section 4.2 and 5.1.2
(iv) the location and operational management procedures for the drop-off and pick-up of students by buses and coaches including staff management/traffic controller arrangements;	Section 4.2, 5.1.2, 5.1.3 and 5.2
(v) delivery and services vehicle and bus access and management arrangements;	Section 4.2 and 5.1.6
(vi) management of approved access arrangements;	Section 4.2
(vii) potential traffic impacts on surrounding road networks and mitigation measures to minimise impacts, including measures to mitigate queuing impacts associated with vehicles accessing drop-off and pick-up zones;	Section 4.2 and 5.1.2
(viii) car parking arrangements and management associated with the proposed use of school facilities by community members; and	Section 5.3
(d) 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 plan; and	Section 1.5
(e) a monitoring and review program, including annual reviews for the first five years.	Section 8

3. Transport Goals

3.1. School Transport Plan Vision and Objectives

The school's vision and objectives identify items which the school stands for and is willing to promote and advocate for.

The objectives shall be reviewed and amended as required, and then reviewed each year. These objectives include:

- Proactively identifying and meeting school travel demand safely, efficiently and sustainably.

- Delivering transport infrastructure to meet school travel demand.

- Maximising the use of active and public transport modes to reduce car traffic before and after school day start and end time.

- Ensuring that the road network does not become congested around the school.

- Reaching a high level of active travel to and from school in a safe transport environment.

- Enhancing connectivity with the neighbourhood and community through safe travel to and from school.

- Empowering children and young people to be safe road users now and into the future.

- Meeting the DoE's duty of care for students which extends beyond the school boundary, if there's foreseeable risk of injury or harm to students as they travel to and from school.

- Reducing the administrative burden on a school principal (managing kiss-and-drop behaviour, parent and community complaints, calling bus companies etc) by reducing the time and effort for schools/principals to coordinate and liaise with Council and TfNSW to create a safe and connected transport environment around their school.

3.2. Travel Mode Share

3.2.1. Existing Transport Use

An online questionnaire was conducted with students and staff (two separate questionnaires) as part of the Traffic Impact Assessment for the redevelopment of MHS. The objectives of the questionnaire were to identify the existing travel behaviour & transport demand.

Initially the student and staff surveys were conducted between 19 November 2019 – 6 December 2019 (3 weeks). As part of the response to submissions, the student survey was repeated in May 2021 (1 week).

Overall, a total of 610 student responses and 70 staff responses have been analysed. The response rate for students is 55% (out of 1,116 students[1]) and for staff it is 58% (out of 120 staff members[2]).

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[1] Existing student enrolments as per MySchool website for 2018.
[2] Existing staff population as advised by Project Team (total head count including permanent and temporary staff members).

A summary of the survey results is shown in Table 3.

Table 3 – Student Online Travel Survey Results

Transport Mode		Morning (to school)	Afternoon (from school)
Active Transport		**29.5%**	**35.4%**
	Walk	28.1%	34.2%
	Cycle	1.4%	1.2%
Public Transport		**37.5%**	**41.9%**
Private Transport		**22.7%**	**13.5%**
	Car (as driver)	4.2%	4.6%
	Car (as passenger)	18.5%	8.9%
Other		**8.8%**	**8.2%**

Based on student responses, factors that contribute the most to car usage are as follows:

- Convenience

- The car is needed elsewhere before / after school

- Child's safety

Some cars transport more than one student attending the school, and based on the data, the weighted car occupancy is 1.28[3] and 1.32[4] students per car in the morning and afternoon, respectively.

Table 4 – Staff Online Travel Survey Results

Transport Mode		Percentage
Active Transport		**4.3%**
	Walk	4.3%
	Cycle	-
Public Transport		**11.4%**
Private Transport		**72.8%**
	Car (as driver)	71.4%
	Car (as passenger)	1.4%
Other		**11.4%**

Staff indicated that factors contributing to them driving include:

- Convenience due to the need to carry heavy bags and bulky items (e.g., files and papers),

- Staff need the car to drive elsewhere before & after school (e.g. sport, appointment)

- There is an increased journey time associated with travelling by public transport.

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[3] AM Weighted Average Car Occupancy = 134 student responses / [(80/1)+(44/2)+(7/3)+(2/5)+(1/6)]
[4] PM Weighted Average Car Occupancy = 79 student responses / [45/1)+(22/2)+(10/3)+(1/4)+(1/6)]

3.2.2. Target

With consideration to, and an analysis of the base case, potential mode share can be achieved, as well as the proposed improvements to the infrastructure as part of this development, a target mode share for student and staff have been set for the School, as presented in Table 5 and Table 6.

Table 5 – Student Target Transport Mode Share

Transport modes	Morning	Afternoon
Active Transport	**40%**	**45%**
Walking	35%	40%
Cycling	5%[5]	5%
Public Transport	**38%**	**42%**
Private Transport	**17%**	**7%**
Car (as driver)	2%	2%
Car (as passenger)	15%	5%
Other	**5%**	**6%**

Table 6 - Staff Target Transport Mode Share

Transport modes	Percentage
Active Transport	**8%**
Walking	6%
Cycling	2%
Public Transport	**15%**
Private Transport	**72%**
Car (as driver)	70%
Car (as passenger)	2%
Other	**5%**

The proposed timeframe for achieving the travel mode targets outlined above is five years from the issue of the Occupation Certificate (OC), with ongoing annual reviews to be undertaken by the School to survey students and staff to monitor progress. Details of the Transport Action Plan to achieve these targets are outlined in Section 6.

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[5] Takes into account the proposed bicycle parking provision of 60 student bicycle spaces out of total 1,200 student population.

4. Policies and Procedures

4.1. Objectives and Goals

Achieving the goals and objectives of this STP must be underpinned by a school sustainable transport policy that effectively communicates transport expectations to increase active and public transport use to school, reduce rates of driving alone and kiss-and-drop to school, meet ESD / 4-star Green Star requirements and manage risks. Components of this policy and its associated procedures should include:

- Prioritisation of multi-modal transport access

- Staggered start / end times

- Parking allocation and location

- Parking management system operations

- School access via pedestrian gate, bicycle cage, driveways and parking at arrival / end times, school day and outside hours

Sub-policies that will be implemented are described in the following sections. Additional policies will be reviewed annually.

4.2. School Access Policy & Pedestrian Routes

The school is accessed via gates located within the Military Road, Belmont Road and Gladstone Avenue frontages. A map of the direct surroundings of the school showing access points, car park, pick-up/drop-off zone, bicycle parking and bus zones is shown in Figure 3.

The pedestrian routes for students travelling to and from the School are also illustrated in Figure 3. The pedestrian routes to the bus facilities and pick-up/drop-off area avoids the need for students to travel across vehicular driveways to separate pedestrian and vehicular movements as much as possible. It is highlighted that vehicular access to Gate 4 would be restricted to pedestrian access only during school pick-up/drop-off times.
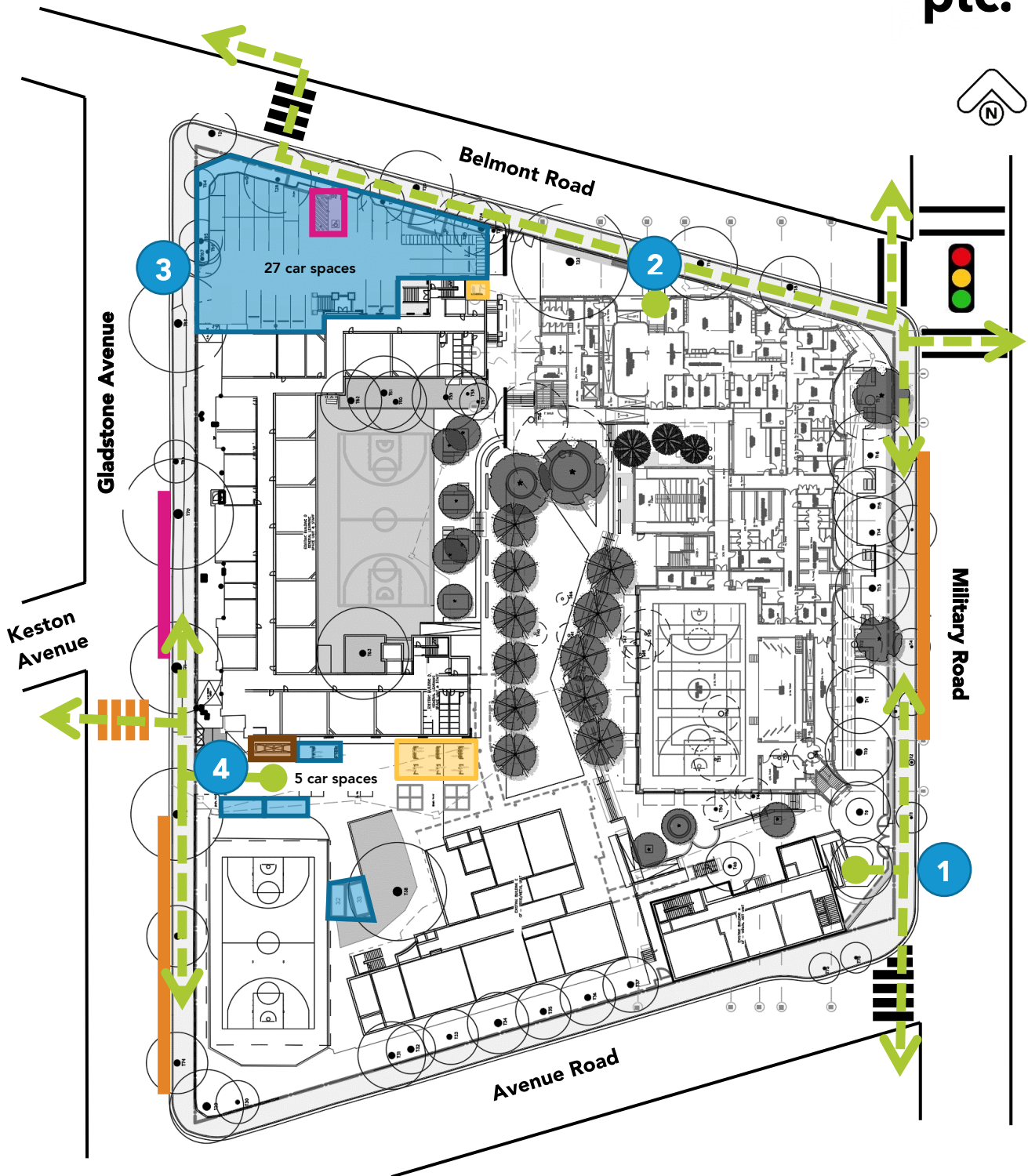
Figure 3 - School Access Map

Belmont Road

Gladstone Avenue

Keston Avenue

Military Road

Avenue Road

27 car spaces

5 car spaces

Legend

X (Gate)	Gate	▭ (Waste)	Waste Collection Area
▬ (Pink)	Pick-up/Drop-off	➜	Pedestrian Route
▬ (Orange)	Bus Zone	▐▐▐▐ (Black)	Existing Raised Pedestrian Crossing
▬ (Blue)	Staff Parking	▐▐▐▐ (Orange)	Future Raised Pedestrian Crossing
▬ (Magenta)	Staff Accessible Bay	═	Existing Signalised Pedestrian Crossing
▬ (Yellow)	Bicycle Parking		

- **Gate 1** – Pedestrian access;
- **Gate 2** – Pedestrian access;
- **Gate 3** – Vehicular access to staff car park;
- **Gate 4** – Vehicular and pedestrian access to staff parking, servicing/loading area;

Gate 1

- Location: Eastern side of the School within the Military Road frontage.
- Purpose: Pedestrian access for students, staff and visitors arriving on foot. This entry is a pedestrian access point for the school. Student and staff bicycle parking spaces are provided near Gate 2.
- Operation:
    - Weekdays: Open before and after school hours (8am – 9:30am and 3pm – 4:30pm) and as required before and/or after school hours for events.
    - Weekends: Only upon arrangement with the School for events.

Gate 2

- Location: Northern side of the School within the Belmont Road frontage.
- Purpose: Pedestrian access for students, staff and visitors arriving on foot.
- Operation:
    - Weekdays: Open before and after school hours (8am – 9:30am and 3pm – 4:30pm) and as required before and/or after school hours for events.
    - Weekends: Only upon arrangement with the school for events.

Gate 3

- Location: Western side of the School within the Gladstone Avenue frontage.
- Purpose: Vehicular access to staff car park.
- Operation times:
    - Weekdays: Open before and after school hours (7am – 9am and 3pm – 6pm) for access to staff parking. During school hours, the gate will remain closed, but staff are able to request the gate to be opened momentarily by the School General Assistant for access/egress if required.
    - Weekends: Only upon arrangement with the school for events.

Gate 4

- Purpose: Pedestrian access and waste/service vehicle access (out of hours only).
- Operation times:

- Weekdays: Open before and after school hours (6:30am – 9am and 4pm – 6pm). Also, open as required for emergency, maintenance, deliveries and events.

- Weekends: Only upon arrangement with the school for events.

4.3. Monitoring of Pedestrian Usage

The School will continually monitor the usage of the pedestrian footpaths around the School frontage and record any instances of pedestrian crowding.

Should pedestrian crowding be identified, the School will investigate the implementation of staggered bell times to allow specific year groups to be dismissed at the end of the school day to mitigate potential for crowding.

Alternatively, the School will also explore the implementation of an active transport bell time, which prioritises students who travel to and from school by walking or cycling by allowing them to leave 5-10 minutes earlier to give them a head start on their journey home and assist in dispersing pedestrian movements.

Details of the monitoring strategy is outlined in Section 8.4.

5. School Transport Operation

5.1. Day-to-Day School Operations

The following table details whether operational measures are required at the school on a day-to-day basis. If yes, these are described in the following subsections.

Table 7 - Day-to-Day School Operations

	On-site	Adjacent to site	Management measures
Site entries, pedestrian and vehicle	Y	Y	Y
Pick-up and Drop-off	N	Y	Y
School Buses	N	Y	Y
Public Buses	N	Y	Y
Parking	Y	N	Y
Deliveries and service vehicles	Y	N	Y

5.1.1. Site Entries

Staff/parents/visitors will access the school using the specific gates outlined to Section 4.2.

5.1.2. Car Pick-up and Drop-off

A strategy will be communicated to all parents and carers that allows the efficient use of the Drop-off and Pick-up zones during busy times – at the beginning and end of the school day.

Drivers will be directed to pull into the pick-up/drop-off facility and remain in control of the vehicle while the student disembarks or enters the vehicle.

The on-street pick-up/drop-off zone is located on Gladstone Avenue with the ability to accommodate up to four vehicles at a time. The following management measures shall be put in place:

- School General Assistant will open the Gate 1, Gate 2, Gate 3 and Gate 4 as indicated in Section 4.2.

- Staff members are not required at drop-off and pick-up zones as all students are secondary students. High needs students requiring support will have that arranged prior to drop-off with the Learning and Support Teacher.

- 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 local roads. 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.

The School will continually monitor the usage of the pick-up/drop-off facility to identify any instances of vehicle queuing. Should adverse queuing be identified, the School will investigate implementation of staggered bell times to allow specific year groups to be dismissed at the end of the school day to mitigate potential for queuing of vehicles accessing the pick-up/drop-off facility. Details of the monitoring strategy is outlined in Section 8.4.

5.1.3. Bus Pick-up and Drop-off

Buses will be required to use the provided Bus Zone along Gladstone Avenue. Given that the school is a secondary school, it is not expected that students would require specific assistance when boarding/alighting by school or public bus. Special needs students requiring support will have that arranged prior to drop-off with the Learning and Support Teacher.

The bus stops are located within the school frontage and does not require students to cross any roads to access the bus, nor travel across any active driveways during pick-up/drop-off times to access the bus stops (refer to Figure 3). In this regard, the bus stops are well located for convenient and safe access for students.

Students should be reminded of safe bus travel behaviour regularly, such as during school assemblies.

5.1.4. Staff Parking

Drivers must park safely and legally, and only in marked bays. Parking signs are planned with children's safety in mind and all vehicles must slow down to 40km/h in the School Zone on all frontages of the School and stay aware of crossings.

Drivers must always park and turn legally around the school and never double park as it puts children's safety at risk.

Manoeuvres such as U-turns and three-point turns are dangerous and should not be made. The rear footpath side door should be used to get in and out of the car.

Parents/guardians using the pick-up/drop-off should wait for their turn at the facility and not try to park in unmarked areas to maintain a streamlined process.

The main staff car park is located on the north-western portion of the school, with access via Gate 3 off Gladstone Avenue. There are 27 car spaces are provided in the main staff car park, inclusive of one accessible bay. There are also five additional staff bays located adjacent to the servicing/loading area accessed via Gate 4. The locations of the available onsite parking are illustrated in Figure 3.

The following car park management measures shall be put in place:

- Gate 3 will be controlled via electronic access control using a fob on entry and opened via an induction loop on exit.

- Staff are encouraged to arrive and depart outside of the pick-up and drop-off peak times to reduce conflicts parents / guardians, wherever possible.

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

5.1.5. Visitor Access

Although no specific provision has been made for visitor parking, should a visitor require onsite parking, they can use the staff car park and enter using the intercom provided. Visitors would be required to make a booking with the School Office prior to attending the School.

5.1.6. Deliveries and Service Vehicles

Waste collection / service vehicle area is located adjacent to the COLA. This area facilitates general waste collection and deliveries to the school and is accessed via Gate 4 as shown in Figure 3.

Waste collection and truck deliveries shall be undertaken outside of school hours-before 7:00am during weekdays - in order to eliminate potential conflicts between pick-up / drop- off and other service vehicles.

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 General Assistant.

Before 7:00am and/or after 6:00pm during the week, upon prior arrangement with the school access for large vehicles via Gate 4 will be provided by the School General Assistant.

A sign stating delivery hours and a phone number of the School General Assistant shall be installed on Gate 4.

5.1.7. Emergency Vehicle Access

Emergency vehicles can utilise the service vehicle area adjacent to the COLA. In the event of an emergency, the School General Assistant can open Gate 4 to allow access as required.

5.2. Event Transport Operations (Coach/Chartered Bus Access)

Coaches or chartered buses may be used to transport students to and from excursions. During school excursions, teachers will supervise and assist students in embarking and alighting from the coach/bus.

The following management measures shall be implemented:

- Coaches/buses will arrive at the Bus Zone on Gladstone Avenue 15 minutes prior to student pick-up and depart 5min after the drop-off is completed. This is to eliminate potential conflicts between buses and students.

- At least two staff members will accompany the group of students to ensure that buses have arrived on time and assist students with boarding and alighting.

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

5.3. Community Access to School

It is not currently anticipated that the school facilities or staff car park will be made available for community use outside of school operating hours. However, specific arrangements can be made in advance between local businesses/community centres and the school should access be required, to ensure the security of the school premises is maintained.

6. Transport Action Plan

To work towards the target travel mode share described in Section 3.2.2, promote sustainable transport options and advocate road safety, the School will deliver action plans that incorporate activities and education programs dedicated for different modes of transport.

6.1. Walking

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 STP Coordinator
When	After completion of development with reinforcement every 6 months to a year
Resources	Information pack, brochures, excursions

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

Seek dialogue with Council	
Why	To improve pedestrian infrastructure within the enrolment catchment
How	Meetings and communication via email and phone
Who	Steering Committee to consult with Council
When	Discussions should commence immediately
Resources	Discussions

Walk Safely to School	
Why	Promote active transport
How	Announcements through posters and newsletters
Who	Teachers, STP Coordinator
When	One day a year
Resources	Promotional material, information sheets and a progress board to tally the progress of each class

WWW - Walk and Wheel Wednesday	
Why	Promote active transport
How	Announcements through posters and newsletters
Who	Teachers, STP Coordinator
When	One Wednesday per month

Resources	Promotional material

Step Challenges

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, STP 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.

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 Council to ensure signage is clear in all directions.
Who	TP Coordinator
When	Completion of redevelopment
Resources	Signage

6.2. Cycling & Scooting

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 STP Coordinator
When	After completion of development with reinforcement every 6 months to a year.
Resources	Information pack and brochures

Provide weather protection over a proportion of bicycle & scooter spaces

Why	To protect bicycles from weather and therefore, to promote bicycle use
How	Provide roof structure over a proportion of bicycle & scooter parking spaces
Who	STP Coordinator and SINSW
When	As required
Resources	Roof structure

Increase bicycle and scooter parking provision

Why	To encourage use of bicycles and scooters by providing bicycle/scooter riders with a safe and secure place to leave their bicycles/scooter while at school.
How	Monitor demand and provide additional bicycle & scooter parking spaces on an "as required" basis in an easily accessible space with passive surveillance.
Who	STP Coordinator and SINSW
When	As required
Resources	Bicycle and scooter racks

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	Upon occupation	
Resources	Shower and change room facilities	

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	STP Coordinator	
When	Courses starting each term	
Resources	Bike activities, some bicycles for those that do not own one yet	

Seek dialogue with Council

Why	To improve and develop existing cycling infrastructure in the vicinity of the School	
How	Meetings and communication via email and phone	
Who	STP Coordinator and Steering Committee	
When	Discussions should commence immediately	
Resources	Discussions	

Implement Bike Club (for students)

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

6.3. Public Transport

Seek dialogue with TfNSW and the local bus operator

Why	Amend timetable for buses to arrive earlier, so that students get a chance of taking the bus	
How	Communication with TfNSW and the bus service provider	
Who	STP Coordinator	
When	After completion of the development, review demand yearly	
Resources	Discussions	

Seek dialogue with the local bus operator and TfNSW

Why	To implement additional bus routes for students	
How	Discussion with the bus operator	
Who	STP Coordinator, Steering Committee	
When	After completion of the development	
Resources	Discussions	

Access free / discounted bus passes	
Why	To encourage 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	STP Coordinator, Steering Committee
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

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	STP Coordinator, Steering Committee
When	Once a year
Resources	Discussions and provision of additional services if and when required

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

6.4. Car Share / Car Pooling

Organise potential carpooling matches	
Why	Motivates people who live in close proximity to use carpooling services
How	Through school communications, encourage staff and families to consider carpooling
Who	Steering Committee
When	Sent out once a year to accommodate new students and staff, review after 6 months
Resources	Residential data

7. Communications

7.1. Channels

The school will utilise a combination of communication channels to send different messages to parents. The channel that is used will depend on the type of message and how often the message needs to be repeated. The following channels will be implemented:

- Starter kit – Parents will receive a starter kit at the beginning of each year. This kit will include formal information on transport options to/from the school, including bus route maps and timetables, information on how to obtain an Opal Card, information on appropriate behaviour during pick-up and drop-off etc.

- Newsletter – to provide up-to-date information on transport and send reminders of programs.

- Skoolbag or similar app – as a communication tool. Can be used to individually target students / parents to promote public transport or carpooling options.

- School website – will include comprehensive information on transport options to the school, with focus on active and public transport, the information shall be reviewed and updated every six months or sooner if required.

- Facebook Group – as a promotional channel to remind parents of public and active transport options and of transport programs organised by the school.

- P&F and P&C meetings – regular meetings with the community to discuss issues and ways to resolve them.

7.2. Messages

The school will regularly distribute the school's transport information using a combination of the above channels to inform parents of the following:

- School start and end times

- Principal's message about transport goals and expectations

- Transport access modes with links for more information

    o BNSW insurance and membership

    o Discounts e.g., 99 bikes 10% off

    o Road safety

    o Signing up for the SSTS and School Term Bus Pass

    o On-site transport access, incl bicycle / scooter parking areas

- Correct behaviour at drop-off and pick-up

- How to report school related transport issues

- Contacting the governance committee

Some sample messages for parents / carers can be considered are listed below:

- Get involved in using active and public transport to school with your student

- Help your child practice the active and public transport they are learning (try for part trip or whole trip)

- Speak to staff and government transport stakeholders about travel to school programs and infrastructure

- Use active and public transport from school drop-off to work

- Report transport issues as the concern arises (specify channels)

- Improved quality of life (increased healthy lifestyles, wellbeing, physical activity)

- Transport as a learning and resilience building opportunity

- Educational opportunities for parents and community

- Joint/community use for transport programs

7.3. Travel Access Guide

A Travel Access Guide can be used to advise students, parents and staff of various active and public transport options that can be considered when travelling to and from the School. A TAG has been prepared and is included in Appendix 2.

The Travel Access Guide will be distributed on the school website, school inductions (new starters, returning students), print and e-newsletters and will communicate the following in detail:

- Transport policies

- Transport access and options (footpaths, separated bicycle infrastructure, public transport, local and regional road network)

- Encouragement programs (transport encouragement programs)

- Issue reporting pathways

- Monitor the school office admin email address and transmit issues to external stakeholders

- Maps showing the School's access entries

- Transport infrastructure at the School (on-site and adjacent-to-site) including:

    o Bicycle and scooter parking

    o Carpool parking

    o End-of-trip facilities (staff)

    o Drop-off and pick-up arrangements

    o Parking management

8. 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 regularly, followed by continuous tracking and reassessment. The review will be supported by collecting relevant data, such as travel surveys, to collect travel behaviour to understand any patterns, progress or issues.

The ongoing monitoring and review process will ensure 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 school community understands 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 STP 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 STP. If it is not received well by the school community the targets will not be achieved.

8.1. Data Collection

To support the monitoring and evaluation, and to verify travel behaviours and travel demand for the school, the following data collection activities will be undertaken:

- A Journey to School travel survey for staff and students, once a year, with questions similar to those outlined in Appendix 1.

- Analysis of the transport access and use (audits, program participation rates, counts, observations, hit rate on web- based communication strategies etc).

- Analysis of the transport catchment.

This would assist with developing and reviewing travel planning schemes and how the existing facilities can be improved around the site area and beyond. It would help contribute towards the school's vision to encourage more sustainable modes of transport.

To help achieve a high response rate, the student travel mode surveys can be administered by teachers during class. For the staff travel mode surveys, these can be administered by the STP Coordinator during staff meetings.

As a contingency measure, students or staff who are absent (as determined through the class roll and staff meeting minutes) when the survey is administered, will be issued with a link to the online questionnaire by the STP Coordinator to encourage as much participation as possible.

As an approximate guide and for the purposes of this STP, a low response rate can be defined as receiving less than 20% of responses from the student and staff population. Below a 20% response rate, it is difficult to obtain a representative view of the student and staff populations. A high response rate can be defined as achieving at least 50% responses from students and staff, respectively.

In the event of a low response rate of less than 20%, the STP Coordinator will also send follow-up reminder emails to students or staff who have not yet completed the survey to encourage them to participate.

8.2. Program Evaluation

After the data collection from each travel survey, subsequent changes may be made to initiatives or to the targets. The review of the data will consider the following questions:

- Are the targets still realistic? Are they still ambitious? Should they be updated? – existing targets will be compared to the responses obtained from the survey.

- Are there difficulties in achieving particular targets? What are the likely reasons for this? – if there is no or only minor shift in a particular transport mode despite a high potential reach, an analysis of challenges will be undertaken. Subsequent questionnaires may be required to ask more specific questions.

- Are there any gaps with regards to actions? – review of processes, information and marketing will be undertaken to implement any potential improvements. Participation in programs will be analysed, which will be used as a basis for decision of any changes to specific programs are required.

- What is preventing further improvement on mode share and how can this be addressed? – this can vary from additional pedestrian crossings to new bus routes. An analysis of the infrastructure and consultation with authorities will be required.

8.3. Reporting Findings

A report outlining the findings and recommendations will be presented to Council by the School or the STP Coordinator after each annual review for a recommended period of five years after the issue of the Occupation Certificate (OC).

Agreed changes to the STP or actions resulting from the findings will be implemented in an appropriate and timely manner.

8.4. Monitoring and Evaluation Action Plan

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	STP 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 STP 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: Consistent Reminders through School Assemblies

Why	Reinforces the idea of sustainable travel and can encourage discussion
How	Principal or TP coordinator to provide a concise presentation about the benefits of sustainable travel options.
Who	Principal 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	Principal or TP Coordinator
When	At the beginning or end of each year
Resources	Survey results and PowerPoint

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: Monitor Pedestrian Usage of Footpaths

Why	To ensure the occurrence of any pedestrian crowding along footpaths around the School frontages is promptly identified and addressed
How	Observational monitoring by STP Coordinator during school pick-up/drop-off times
Who	STP Coordinator
When	Every month (or more frequently if necessary)
Resources	STP findings and action plan

Strategy: Monitor Usage of Pick-up/Drop-off Facility on Gladstone Avenue

Why	To ensure the occurrence of any adverse vehicle queuing is promptly identified and addressed
How	Observational monitoring by STP Coordinator during school pick-up/drop-off times
Who	STP Coordinator
When	Every month (or more frequently if necessary)
Resources	STP findings and action plan

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	STP 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	STP Coordinator
When	Every year for a 5-year period
Resources	STP objectives, targets and progress checklist.

Appendix 1.   STP Guide for the TP Coordinator & SINSW

Steering Committee

- The formation of a Steering Committee should 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 should 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; 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. Google Maps, TripView, etc); and

- Information on sustainable transport facilities available on-site (i.e. car share (GoGet), carpool (UberPool), 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 Alchemer. (https://www.alchemer.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 Steering Committee members; and

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

Appendix 2. Travel Access Guide (TAG)

Mosman High School

Travel Access Guide

21 June 2023

Message from your Principal

I encourage students, staff and visitors to catch public transport, walk or cycle to and from school. There are a number of bus stops right outside the school. I ask the school community to help create a safe environment for our children by choosing public and active transport over private car use as much as possible.

Susan Wyatt

Kiss & Drop code of conduct

Carpooling is a great way to share the ride to and from school. Parents and carers are encouraged to get in touch with each other to carpool where possible. If you need to drive to school, we ask that road rules are followed to ensure the safety of all road users. Behaviours that reduce safety are:

- U-turns
- Double parking
- Parking or stopping in driveways

Active ways to get to school

Most students live close to school and therefore should consider walking and cycling which are active and social options for travelling to and from school.

Students residing within 1.2km from school should consider walking to and from school.

Students residing within 3.6 km from school should consider cycling as their primary mode of transport.

Bicycle parking is provided adjacent to Building D and accessible via Gladstone Avenue.

Using public transport to get to school

You can get to and from Mosman High School by public transport using one of the many bus services. Eligible students can receive free travel to and from home and school on approved public transport services during the term. Visit the Transport for NSW website for more details: transportnsw.info/tickets-opal/ticket-eligibility-concessions/school-student-travel

To plan your trip, visit the Transport for NSW website for up-to-date timetables and maps at transportnsw.info, download the Opal app or call 131 500. For bus routes and times, refer to map overleaf.

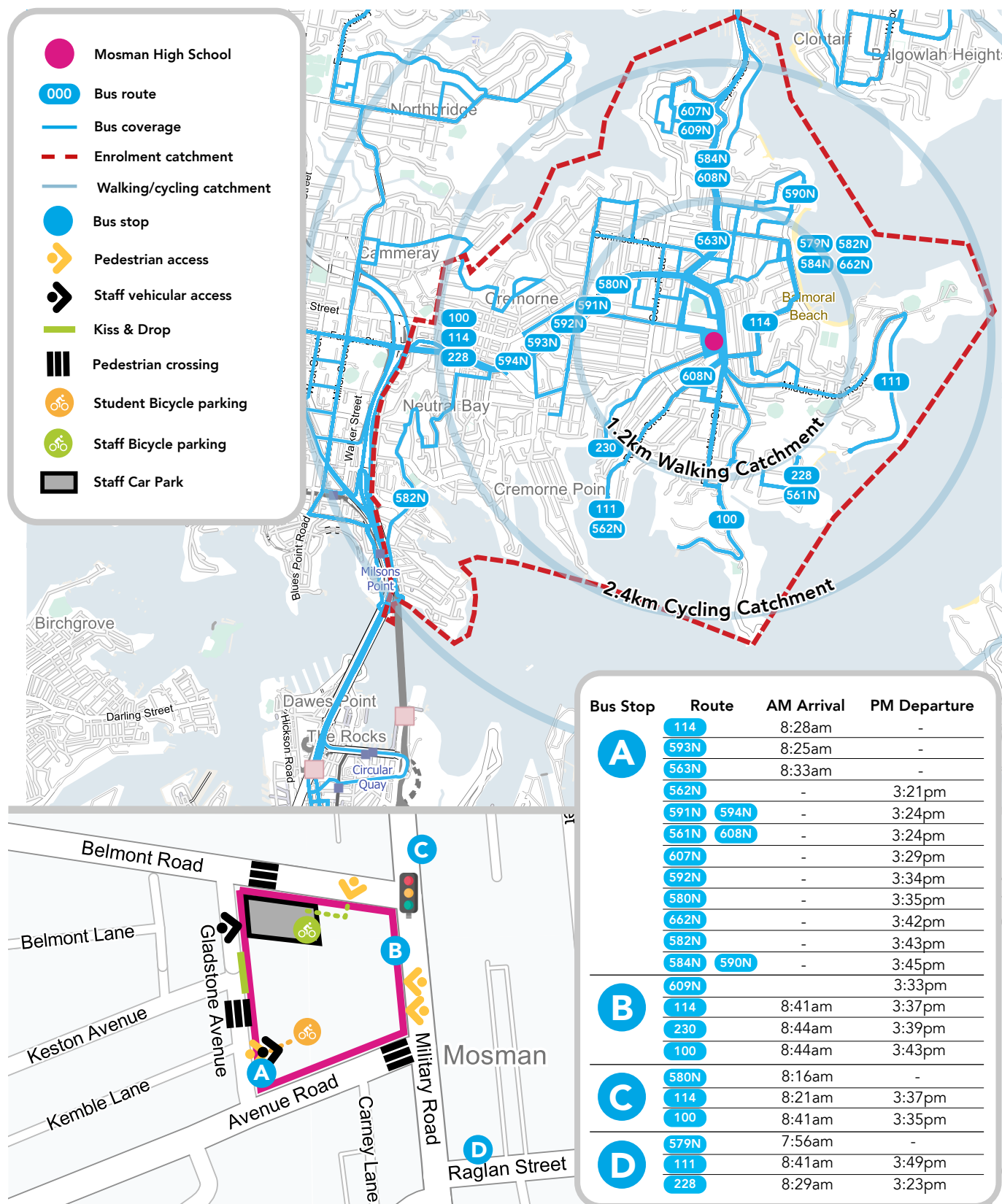**B** Tap on and tap off your School Opal card every time you catch public transport to and from school.

NSW GOVERNMENT

Local map: Public transport

Legend:
- Mosman High School
- 000 Bus route
- Bus coverage
- Enrolment catchment
- Walking/cycling catchment
- Bus stop
- Pedestrian access
- Staff vehicular access
- Kiss & Drop
- Pedestrian crossing
- Student Bicycle parking
- Staff Bicycle parking
- Staff Car Park

1.2km Walking Catchment

2.4km Cycling Catchment

Bus Stop	Route		AM Arrival	PM Departure
A	114		8:28am	-
	593N		8:25am	-
	563N		8:33am	-
	562N		-	3:21pm
	591N	594N	-	3:24pm
	561N	608N	-	3:24pm
	607N		-	3:29pm
	592N		-	3:34pm
	580N		-	3:35pm
	662N		-	3:42pm
	582N		-	3:43pm
	584N	590N	-	3:45pm
	609N			3:33pm
B	114		8:41am	3:37pm
	230		8:44am	3:39pm
	100		8:44am	3:43pm
C	580N		8:16am	-
	114		8:21am	3:37pm
	100		8:41am	3:35pm
D	579N		7:56am	-
	111		8:41am	3:49pm
	228		8:29am	3:23pm

NSW GOVERNMENT

Appendix 3.   Author CVs

Andrew Morse

Academic Qualifications

- Civil Engineering National Certificate, Bristol (UK)   (1994)

- Civil Engineering Higher National Certificate, Bristol (UK)   (1997)

Professional Qualifications

- Senior Road Safety Audit – NSW

- Member of the Australian Institute of Traffic Planning and Management

- Member of Institute of Public Works Engineering Australia

Fields of Special Competence

- Expert witness

- Accredited Senior Road Safety Auditor

- Network and operational performance modelling

- Traffic and transport impact assessment

- Traffic engineering

- Traffic management

- Road design

- Vehicle manoeuvring modelling.

Experience

Andrew has a broad experience within the field of traffic engineering through his involvement with a variety of projects in the UK, Bangkok and throughout Australia. In his early career, Andrew was trained as a Civil Engineering Technician during his five-year employment with Ove Arup and Partners in Bristol, England, where Andrew found an interest in Traffic Engineering. Andrew was able to specialise in Traffic Engineering when he joined Pinnacle Transportation in 1998. Andrew joined Pinnacle within months of its formation and at that time the company comprised three persons, providing Andrew with first-hand experience of the growth of the company, and also an exposure to clientele commensurate with the operation of a small business.

During 1999 Andrew relocated to Sydney, Australia, with one other member of the Pinnacle team in order to establish a Sydney based operation. This provided Andrew with direct experience of operating a company as well as the opportunity to take on a project management role.

Between 2000 and 2010, Andrew was employed at Transport and Traffic Planning Associates as a Senior Consultant and during this time oversaw many projects throughout Australia far a large number of clients.   Andrew represented TTPA on a large number of projects ranging in type and size including Masterplanning, road network analysis through to detailed carpark and access design.

Andrew Joined the Parking and Traffic Consultants team during 2010 and has enabled the company to broaden its services to include Traffic Engineering. Andrew provides Expert Witness services to applicants and is listed as an independent expert for use by the Land and Environment Court. Andrew is a Senior Road Safety Auditor and has undertaken a number of Safety Audits of all stages of road design and construction and Andrew has also provided advice in relation to the Independent Hearing and Assessment Panel (IHAP) process.

The following provides a brief summary of Andrew's recent experience:

Traffic Impact Assessments

As the Managing Direct of ptc. Andrew oversees the company undertaking circa $4.5 million revenue per year in traffic and civil engineering. Recent traffic engineering projects include:

- Green Square Town Centre

- Royal Randwick Racecourse

- Campbelltown Hospital

- Nepean Hospital

- Harbourside, Sydney

Road Safety Audits

- Pre-opening Audit – M5 East Tunnel and intersections

- Detailed Design Audit – Warehouse development access, Erskine Park

- Detailed design and Pre-opening Audits – Old Windsor Road, Norwest

- Detailed Design Audits – Stockland, Merrylands

Microsimulation Modelling

- Broadway Shopping Centre Precinct – Mirvac

- Pedestrian Safety and Movement Modal – University of Sydney

- High Street, Kensington – UNSW

- Alison Road, Kensington – Royal Rand wick Racecourse

- Port Botany Shipping Terminal – Patrick Corp

Court Advice

- Court Appointed Expert   -   Expert witness for the NSW Coroner

- Court Appointed Expert   -   Supermarket in Neutral Bay

- Applicant consultant   -   Right-of-Way dispute, Quakers Hill

- Applicant consultant   -   Leicester Avenue, Strathfield

- Applicant consultant   -   5 villa development, Sans Souci

- Applicant consultant   -   Aged Care Facility, Kellyville

Career

- 2010 – Present   Parking and Traffic Consultants

- Andrew is currently the Managing Director and a Senior Traffic Engineer, managing the provision of the company's services to a range of clients including developers, architects, Councils and other landowners.

- 2000 – 2010 Transport and Traffic Planning Associates Pty Ltd, Australia

- Following the withdrawal of Pinnacle from Australia in 2000, Andrew joined TTPA and over a ten-year period undertook a variety of projects throughout Australia, which provided Andrew with experience of the planning systems adopted in States other than New South Wales.

- 1999 – 2000 Pinnacle Transportation (Australia) Limited, Australia

- Andrew relocated to Australia as a Senior Consultant to assist in establishing an office in Australia for Pinnacle during November 1999. He was involved in the operation of the business, marketing and represented the company at a key level as well as providing traffic engineering services for a number of clients.

- 1998 – 1999 Pinnacle Transportation Limited, UK

- Employed as a Traffic Engineer developing traffic engineering solutions based on survey data and architects drawing. He prepared regular assessments of site potential and also specialised in public transport facility analysis.

- 1992 – 1998 Ove Arup & Partners, UK

- During his time with Ove Arup & Partners Andrew followed a formal education programme while working on a variety of projects including traffic engineering, civil engineering, road design, structural detailing and civil structure projects.

Henry Li – Traffic Engineer – ptc.

Qualifications

- BE Civil (Hons. 1) University of New South Wales
- SafeWork NSW Prepare a Works Zone Traffic Management Plan
- SafeWork NSW Work Health & Safety General Construction Induction (White Card)
- NSW Working with Children Check
- AITPM

Fields of Experience

- Traffic Engineering
- Transport Impact Assessment
- Vehicle Swept Path Assessment
- Car Park Design
- Traffic Control Signal (TCS) Design
- Construction Traffic Management

Experience

Henry is a qualified Traffic Engineer who joined ptc. in 2016 whilst completing his studies at UNSW. Since then, Henry has been involved in a wide range of private and local government projects working collaboratively with architects, project managers and consultants of various backgrounds.

In particular, Henry has experience in car park design, preparation of traffic impact assessments, construction traffic management plans, traffic signal design, parking studies and wayfinding design as well as local government transport planning projects such as pedestrian access and mobility plans and bike plans.

Outside of the office, Henry is an avid photographer specialising in landscape, cityscape and event photography. Henry has applied his attention to detail and keen visual eye from his photography work to his traffic engineering projects to develop the best possible solution for ptc.'s clients.

Career

- 2017 – present: Traffic Engineer – ptc., AUS
- 2018 – present: Principal Photographer – Henry Li Photography, AUS
- 2016 – 2017: Junior Traffic Engineer – ptc., AUS
- 2016 – 2016: Engineering Intern – ptc., AUS
- 2016 – 2016: Sessional Academic Staff / Demonstrator – UNSW, AUS
- 2010 – 2016: Retail Sales Assistant – Splenda, AUS

ptc.

Appendix 4.　Council & TfNSW Consultation

Henry Li

From:	James Hall <James.HALL@transport.nsw.gov.au>
Sent:	Monday, 27 November 2023 6:57 PM
To:	Henry Li
Cc:	Christina Travers-Jones; Andrew Morse; Steve Wellman; Development Sydney
Subject:	RE: Mosman High School - School Transport Plan Consultation

Hi Henry,

TfNSW has reviewed the School Transport Plan and has no further comment.

Kind Regards,

James Hall
Senior Land Use Planner
Land Use Assessment Eastern
Greater Sydney
Transport for NSW

M 0418 962 609   **E** james.hall@transport.nsw.gov.au

transport.nsw.gov.au

OFFICIAL

From: Henry Li <henry.li@ptcconsultants.co>
Sent: Thursday, 23 November 2023 5:25 PM
To: Development Sydney <Development.Sydney@transport.nsw.gov.au>
Cc: Christina Travers-Jones <Christina.Travers-Jones@multiplex.global>; Andrew Morse <andrew.morse@ptcconsultants.co>; Steve Wellman <steve.wellman@ptcconsultants.co>
Subject: Mosman High School - School Transport Plan Consultation

You don't often get email from henry.li@ptcconsultants.co. Learn why this is important

CAUTION: This email is sent from an external source. Do not click any links or open attachments unless you recognise the sender and know the content is safe.

Hi,

We are in the process of finalising the School Transport Plan for Mosman High School and wanted to take the opportunity to seek feedback from TfNSW regarding the report.

Please find attached the STP for review.

If you have any comments, could you please let us know so that it can be considered in the final STP?

Thank you for your assistance in advance.

Kind regards,

Henry Li
Traffic Engineer

ptc.

t +61 2 8920 0800

henry.li@ptcconsultants.co

Working Days: Monday - Thursday

LinkedIn

Suite 502, 1 James Place
North Sydney NSW 2060

When parking requirements
compromise project feasibility

read our new case study ▸

ptc.

From:	Henry Li
Sent:	Wednesday, 13 December 2023 2:26 PM
To:	'Sam Sathanesan'
Cc:	'Christina Travers-Jones'; Andrew Morse; Steve Wellman
Subject:	RE: Mosman High School - School Transport Plan Consultation

Hi Sam,

Hope you are well.

We just wanted to follow up with you regarding the Mosman High School STP to see if you had any comments before we finalise the report this week?

Thanks very much.

Kind regards,

Henry Li
Traffic Engineer

ptc

t +61 2 8920 0800

henry.li@ptcconsultants.co

Working Days: Monday - Thursday

LinkedIn

Suite 502, 1 James Place
North Sydney NSW 2060

Our office will be closed from 22nd December 2023 to 7th January 2024.

happy holidays;
team ptc.

From: Henry Li
Sent: Tuesday, November 28, 2023 10:34 AM
To: Sam Sathanesan <S.Sathanesan@mosman.nsw.gov.au>
Cc: Christina Travers-Jones <Christina.Travers-Jones@multiplex.global>; Andrew Morse <andrew.morse@ptcconsultants.co>; Steve Wellman <steve.wellman@ptcconsultants.co>
Subject: RE: Mosman High School - School Transport Plan Consultation

Hi Sam,

Hope you're well.

I just wanted to follow up on the previous email regarding the Mosman High School STP.

SINSW are looking to finalise and submit the report this week and would appreciate any comments or feedback you may have on the STP by Friday, 1st December.

Thank you very much in advance.

Kind regards,

Henry Li
Traffic Engineer

ptc

t +61 2 8920 0800

henry.li@ptcconsultants.co

Working Days: Monday - Thursday

LinkedIn

Suite 502, 1 James Place
North Sydney NSW 2060

From: Henry Li
Sent: Thursday, November 23, 2023 5:20 PM
To: Sam Sathanesan <S.Sathanesan@mosman.nsw.gov.au>
Cc: Christina Travers-Jones <Christina.Travers-Jones@multiplex.global>; Andrew Morse <andrew.morse@ptcconsultants.co>; Steve Wellman <steve.wellman@ptcconsultants.co>
Subject: Mosman High School - School Transport Plan Consultation

Hi Sam,

Hope you are well.

We are just in the process of finalising the School Transport Plan for Mosman High School and wanted to take the opportunity to seek feedback from yourself (or another member of Mosman Council involved in active transport planning) regarding the report.

Please find attached the STP for review.

If you have any comments, could you please let us know so that it can be considered in the final STP?

Thank you for your assistance in advance.

Kind regards,

Henry Li
Traffic Engineer

t +61 2 8920 0800

henry.li@ptcconsultants.co

Working Days: Monday - Thursday

LinkedIn

Suite 502, 1 James Place
North Sydney NSW 2060

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