

# School Transport Plan



## Smalls Road Public School

Prepared for School Infrastructure NSW c/o RPS Group

19 September 2022

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Prepared by



**NATHANIEL BORJA**

Traffic Engineer

Reviewed by



**MICHAEL BABBAGE**

Senior Traffic Engineer

Authorised By



**PAUL YANNOULATOS**

Technical Director

**TAYLOR THOMSON WHITTING (NSW) PTY LTD**  
 in its capacity as trustee for the  
**TAYLOR THOMSON WHITTING NSW TRUST**

## 1 Introduction

### 1.1 Aim

The aim of this School Transport Plan (STP) is to encourage active and sustainable travel behaviours for Smalls Road Public School (the School). Environmental and social benefits commonly result from travel plans. As stated by the City of Ryde<sup>1</sup>, these may include:

- Reducing congestion and pollution in the local area;
- Reducing greenhouse gas emissions;
- Reducing costs associated with car parking, fleet maintenance and travel;
- Reducing journey times;
- Increasing physical activity, leading to greater productivity and improved health and wellbeing;
- Increasing accessibility to a site; and
- Improving corporate image.

As part of the development approval process, certain conditions have been imposed on the School to address other operational aspects of the site, such as bus management and service vehicle management, in addition to the sustainable travel initiatives. This document addresses these requirements, as outlined in **Appendix D**.

### 1.2 School Objectives

This plan has been developed for the School in conjunction with the school Principal, Mrs Megan Gibbons. The primary objectives for the School, as provided by the Principal, are listed below. This Plan has been developed to address these and other objectives.

#### 1.2.1 Healthy Travel to School

*“Students and families will be encouraged to walk to and from school. Where families cannot not walk, families will be encouraged to use the kiss and drop facility to help with traffic flow and minimise parking congestion around the school. Students will learn about safe travel to and from school during health lessons. These lessons will focus on walking, bus and car travel safety. Newsletter articles will reinforce safe travel to and from school for students. Parents will be reminded of specific safety measures around Smalls Road Public School i.e. pedestrian crossings and kiss and drop zone.”*

#### 1.2.2 Sustainable Travel to School

*“As students age, they will be encouraged to walk or ride bikes rather than travel by car. If demand grows for bus transport, the school and the P&C will approach Transport for NSW for bus routes to be developed and implemented to support student travel to and from school.”*

#### 1.2.3 Decongest Area Roads

*“Kiss and drop has been established and the school has developed protocols and procedures to ensure student safety and help with traffic flow on Smalls Road.”*

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<sup>1</sup> City of Ryde Travel Plan Guidelines, City of Ryde Council, 2015

### 1.3 Roles and Responsibilities

The person responsible for the overall implementation and evaluation of this plan shall be the school Principal. The Principal is responsible for additional appointments or actions as necessary, which may include:

- Liaison with Parents & Citizens Association (P&C)
- Allocation of other transport ‘champions’ within the School staff team
- Publication of transport articles or updates (such as newsletter information)
- Organisation of monitoring and evaluation processes or review committees
- Distribution of other roles as required

### 1.4 References

This document has been developed with reference to the following local and state guidelines for Travel Plans and other documents:

- City of Ryde Travel Plan guidelines
- City of Sydney Travel Plan guidelines
- NSW Government Travel Demand Management guidelines
- School Infrastructure NSW Transport Assessment and Procedures frameworks

### 1.5 Further Resources

Additional resources are available for parents and students across all NSW school sites, and for road and travel safety in general. These include:

#### 1.5.1 Department of Education Safe Travel Advice

The NSW Department of Education provides advice to parents and carers for deciding the safest way for their child to get to and from school. The *Safe Travel* advice hub contains information by differ travel modes and includes guidelines for schools and links to additional road and travel safety information.

Further information can be found at the following link: <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/road-safety-education/safe-travel>

#### Safe travel


We encourage all students, parents and carers to be safe travellers on the way to and from school.

- > [Riding](#)
- > [Walking](#)
- > [Excursions](#)
- > [Public transport](#)
- > [Car travel](#)
- > [Information for travelling independently](#)

Parents and carers are responsible for deciding the safest way for their child to get to and from school whether as a pedestrian, passenger, rider or driver.

All types of travel require planning, safe practices and observing road rules and guidelines. Young children, in particular, require **active supervision by an adult** whenever they are in a traffic environment.

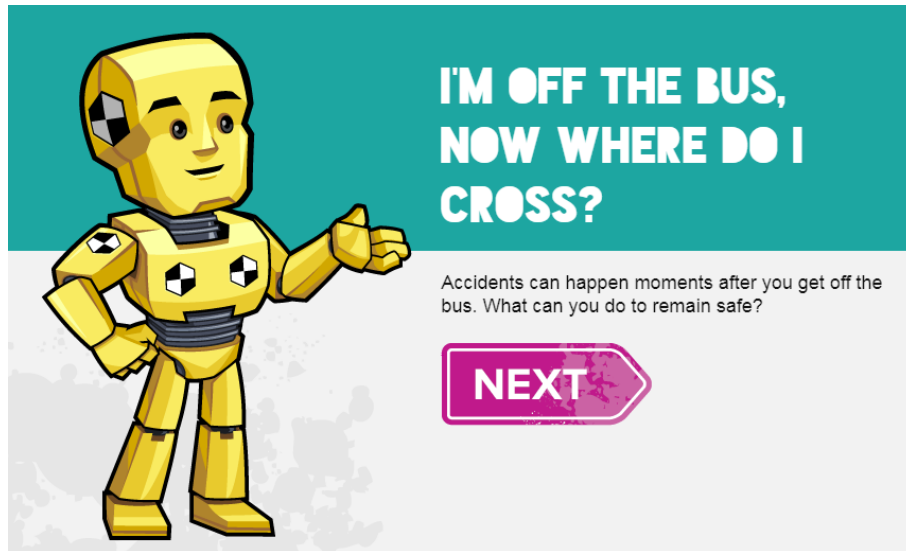
Students learn about road safety as part of PDHPE from Kindergarten to Year 10. They continue to learn about it in Years 11 and 12 as part of the [Life Ready](#) course.



### 1.5.2 Safety Town: Road Safety Education for Primary Schools

The Centre for Road Safety provides an interactive website for use by primary school teachers, students, and parents. The *Safety Town* website allows the primary school community to access extensive information with specific advice relevant to students by year group.

Further information can be found at the following link: <https://www.safetytown.com.au/>





## 2 Background

### 2.1 The School

#### 2.1.1 School Operations

Smalls Road Public School is a public primary school providing education for K-6 students. The school employs 12 staff members, comprising 5 full-time teaching staff, 3 full-time administrative staff, and 4 part-time and casual staff. Hours of operation are between 9:00am and 3:00pm.

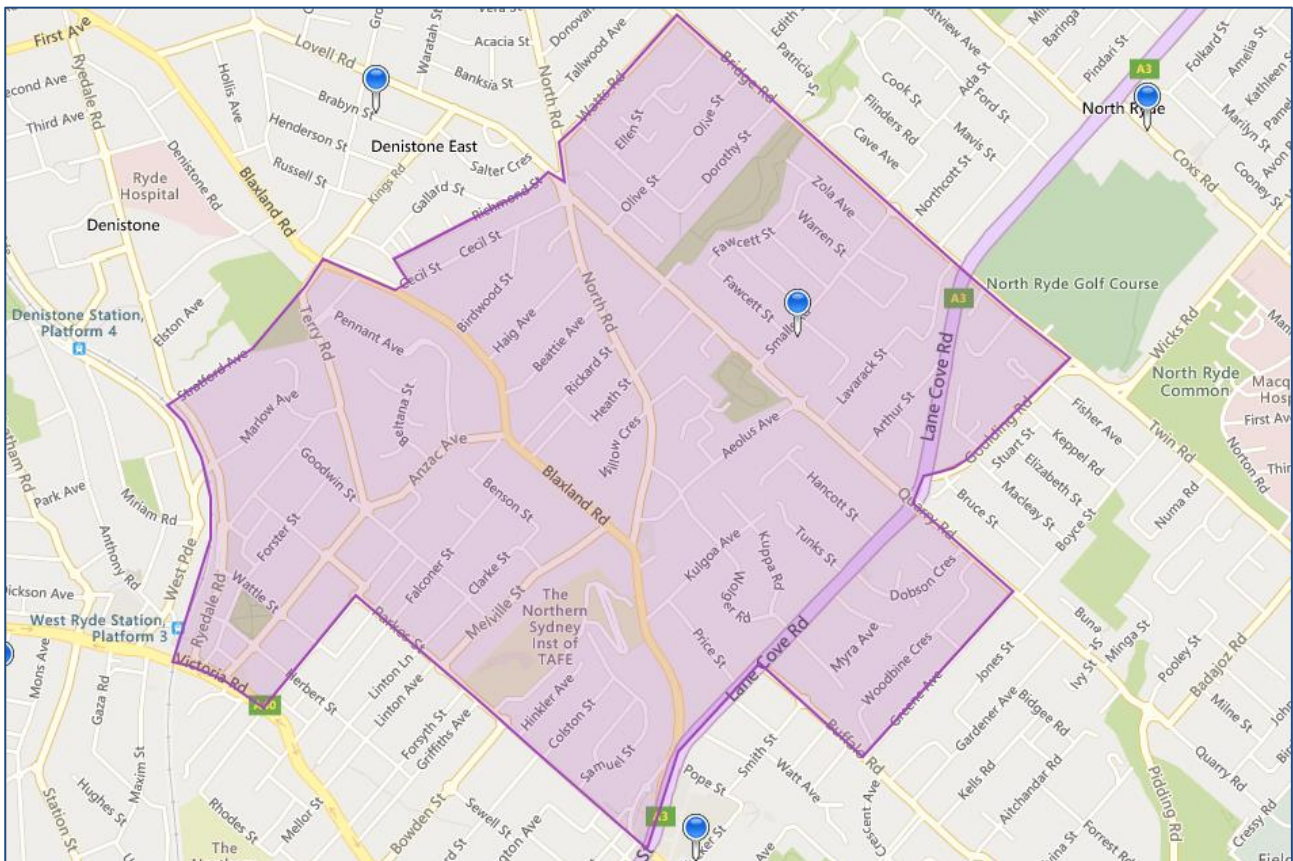
An Out of School Hours (OOSH) service is provided on the school site and is operated from the school hall and library facilities that can cater for 125 students. During school terms, OOSH operates Monday to Friday from 7:00am to 9:00am and 3:00pm to 6:00pm. The OOSH operates during the vacation period from Monday to Friday from 7:00am to 6:00pm.

#### 2.1.2 Enrolment

At time of writing, enrolment for 2020 is approximately 60 students.

In 2020 this comprises Kindergarten students only. From 2021 onwards, enrolments will be undertaken across all year groups. Expected enrolments for 2021 is approximately 250 students. The school has been designed for an ultimate capacity of 1,000 students.






The school has a designated local enrolment area, illustrated in Figure 2.1.



**Figure 2.1: School catchment map**  
*Accurate as of January 2020*

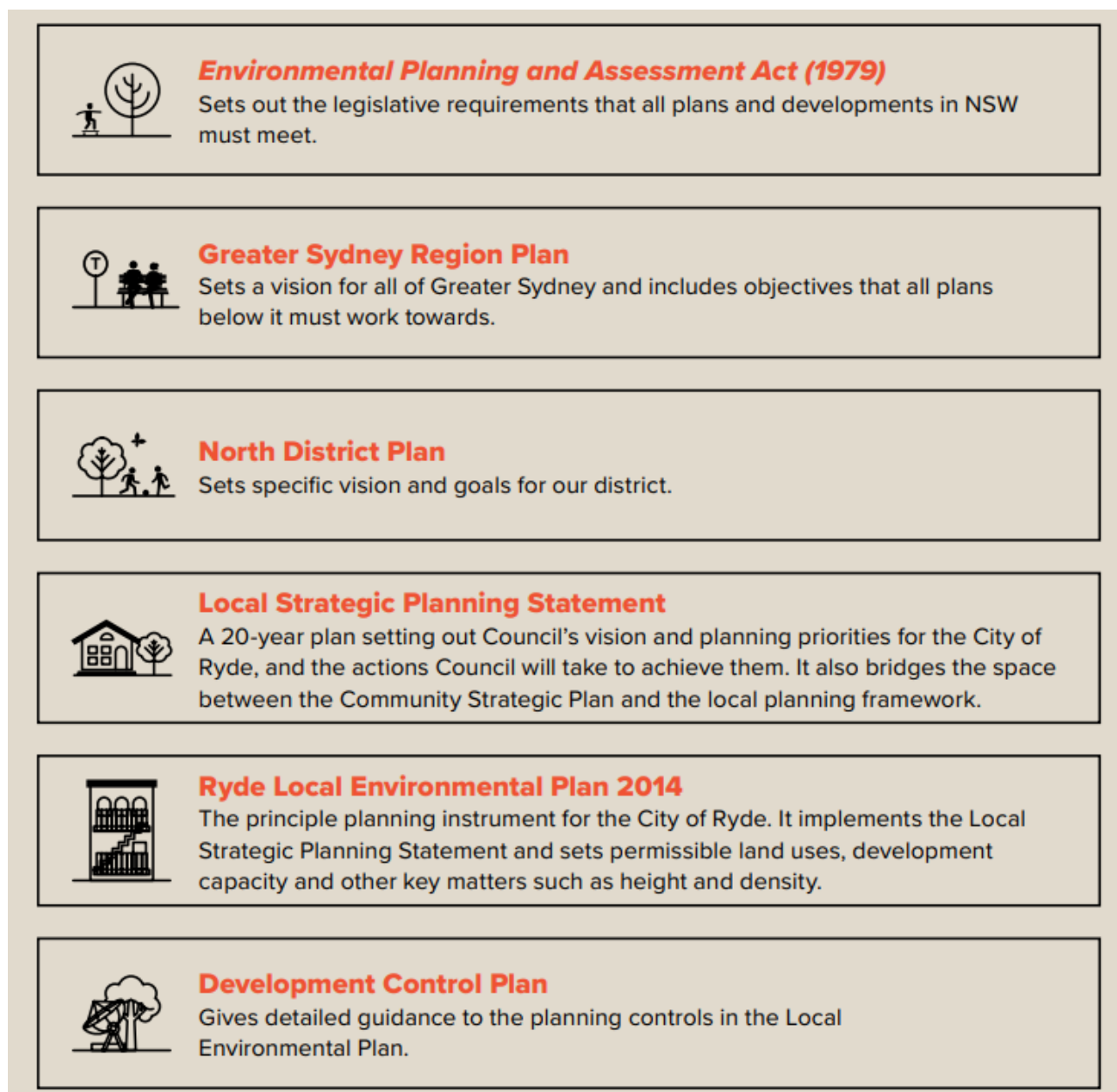
The summary of students living in Smalls Road Public School catchment is shown in Table 2.1 below. This data currently refers to all students living within the boundaries of the catchment, regardless of actual school attendance for 2020. More accurate data will be available in future revisions of this Plan and will be used to inform key routes.

**Table 2.1: Summary of student living in Smalls Road PS Catchment**

	<b>Boundaries</b>	<b>No. of Students</b>	<b>% Student</b>	<b>Cumulative %</b>
	Within 400m	108	9%	9%
	Within 400m - 800m	325	28%	37%
	Within 800m -1200m	406	35%	72%
	Within 1200m - 1600m	203	17%	89%
	Outside 1600m	127	11%	100%
	<b>Total</b>	<b>1169</b>	<b>100%</b>	

## 2.2 Planning Context

All sites and developments are subject to a wide variety of planning controls. The relevant planning hierarchy for this site is illustrated in Figure 2.2 below. The school and the school catchment are located wholly within the City of Ryde local government area (LGA).



**Figure 2.2: Planning system hierarchy**

Source: City of Ryde

### 2.2.1 North District Plan

The North District Plan is a guide for implementing *The Greater Sydney Region Plan – A Metropolis of Three Cities* at a district level. The Plan generally focuses on district planning at a strategic level, such as co-location of school, recreation, community, and health facilities in mixed-use places. There is also a strong focus on working through collaboration at all levels of government to deliver the district and the city.

### 2.2.2 Local Strategic Planning Statement

The City of Ryde has developed a draft *Local Strategic Planning Statement (LSPS)* in 2019. The Strategy provides four targets for Infrastructure, including having local primary schools within a 20-minute walk from all

homes in their catchments. The Strategy proposes collaboration with the Department of Education to assist in planning of the Meadowbank Education Precinct, though presumably this collaboration could extend into other relevant educational planning and projects. The Strategy proposes the development of a Local Area Traffic Management (LATM) scheme which, once developed, would also be highly relevant to this STP in the future.

### **2.2.3 Ryde Local Environmental Plan 2014**

The site is subject to the Ryde Local Environmental Plan 2014 (the LEP). The site is zoned for Educational Establishment and is restricted to educational facilities or ancillary development.

### **2.2.4 Development Control Plan**

The site is subject to the City of Ryde Development Control Plan 2014 (the DCP), which provides guidelines, objectives, and controls for development. The DCP controls have been considered in the original development of this School. Future developments on the site may need to consider the DCP.

## **2.3 Local Transport Planning**

### **2.3.1 Pedestrian Access and Mobility Plans (PAMPs)**

The City of Ryde has currently developed Pedestrian Access and Mobility Plans (PAMPs) for the following local areas within or overlapping with the school catchment:

- Top Ryde (March 2016)
- West Ryde Centre (December 2017)

Both above documents address town centres which are some distance from the school on the edge of the school catchment zone. There are no known pedestrian plans in the immediate vicinity of the site. Additional PAMPs developed for the overall LGA include:

- Eastwood (December 2009)
- Gladesville Town Centre (June 2014)
- Macquarie Park (June 2013)
- Meadowbank Station West (June 2017)

### **2.3.2 Integrated Transport Strategy**

The City of Ryde *Integrated Transport Strategy* provides a vision underpinned by five policy areas (Integrated Land Use, Parking, Active Transport, Public Transport, and Roads and Freight), each with a list of objectives to achieve the vision. Key objectives relevant to this site include:

- Provide safe cycling routes within one kilometre of all schools
- Use walking and cycling programs to encourage more people to use active transport
- Prioritise investment in public and active transport at major employment of mixed-use development or in areas that would benefit from enhanced accessibility
- Create a simple and direct bus network with equitable access for all users

Mode share targets have been set at 20% public transport and 20% active transport for resident-generated trips by 2031.

## 2.4 State Transport Planning

### 2.4.1 Future Transport 2056

The *Future Transport Strategy* sets the 40-year vision, direction and outcomes framework for customer mobility in NSW, which will guide transport investment over the longer term. It will be delivered through a series of supporting plans. The Strategy focuses on the role of transport in delivering movement and place outcomes that support the character of the places and communities we want for the future.

The *Greater Sydney Services and Infrastructure Plan* supports the *Future Transport Strategy* and establishes the specific outcomes transport customers in Greater Sydney can expect and identifies the policy, service and infrastructure initiatives to achieve these. This will require more efficient modes of transport – public transport, shared transport and walking and cycling – to play a greater role. Amongst other initiatives, the Plan proposes to investigate innovative walking and cycling initiatives, developing and testing new approaches to encourage walking and cycling, especially for school age children.

Additional supporting plans include the Road Safety Plan 2021. This plan includes increased safety for vulnerable users as one of six priority areas (by providing pedestrian crossings, refuges and traffic calming devices), and will continue to deliver education and safety campaigns.

### 2.4.2 NSW State Infrastructure Strategy 2018 – 2038

The State Infrastructure Strategy is a 20-year infrastructure investment plan for the NSW Government that places strategic fit and economic merit at the centre of investment decisions. Through the Strategy, the NSW Government seeks to (amongst other actions) partner with local government on active transport projects.

### 2.4.3 Educational Facilities Standards & Guidelines

The Educational Facilities Standards & Guidelines (EFSG) is a suite of information to aid in the planning, design and use of NSW Department of Education school facilities. The EFSG documents have been considered in the original development of this School. At the time of the development, the EFSG provided information on car parking provision, and recommended that bicycle storage be provided at a rate of 1 space for every 20 students.

## 2.5 Student Transport Subsidies

### 2.5.1 School Student Transport Scheme

The School Student Transport Scheme (SSTS) provides eligible school students with free or subsidised travel from home to school. The scheme includes free travel to and from home and school on approved public transport services during school term with a School Travel Pass. An online application form must be completed. School Travel Passes are issued by Transport for NSW under the SSTS, in the form of a School Opal card.

Students in Years K-2 are eligible for a School Travel Pass with no minimum walking distance.

Students in Years 3-6 are eligible for a School Travel Pass if the straight-line distance from their home address to school is more than 1.6 kilometres, or if the walking distance from home to school is 2.3 kilometres or further. Students within this zone may be eligible for a School Term Bus Pass (see below).

Further information is available at the following link: <https://apps.transport.nsw.gov.au/ssts/>

The 1.6-kilometre straight line distance from the School is illustrated in Figure 2.3 below. Eligibility for the SSTS generally only applies to students living outside the labelled zone. For more detailed information (or for the details on the walking distance to the School), parents and students should seek further advice.



Figure 2.3: School Student Transport Scheme Eligibility Map

## 2.5.2 School Term Bus Pass

Students who are ineligible for free travel may be eligible from a School Term Bus Pass. The current cost is \$55 per term. School Term Bus Passes are issued by Transport for NSW under the SSTS, in the form of a School Opal card.

Students in Years 3-6 are eligible to buy a Pass if the straight-line distance from their home address to school is less than 1.6 kilometres.

Further information is available at the following link: <https://apps.transport.nsw.gov.au/ssts/#/termBusPass>

### 3 Site Audit

This section reviews the transport infrastructure and facilities on the School and in its immediate vicinity. Infrastructure in the surrounding local area is addressed in Section 4.

The overall layout of the School in the context of the adjacent roads is shown in Figure 3.1.

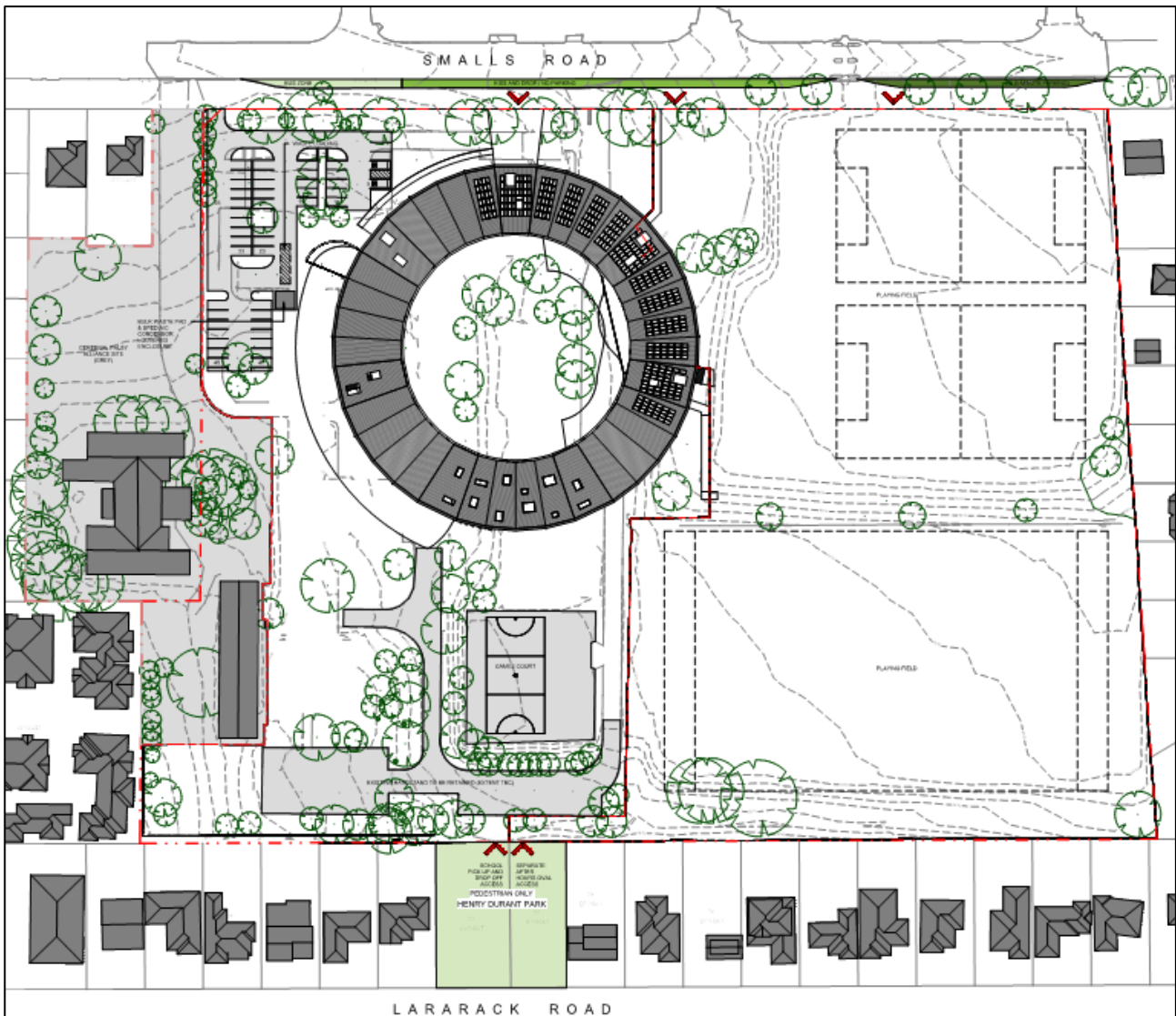


Figure 3.1: Site plan

Source: Conrad Gargett

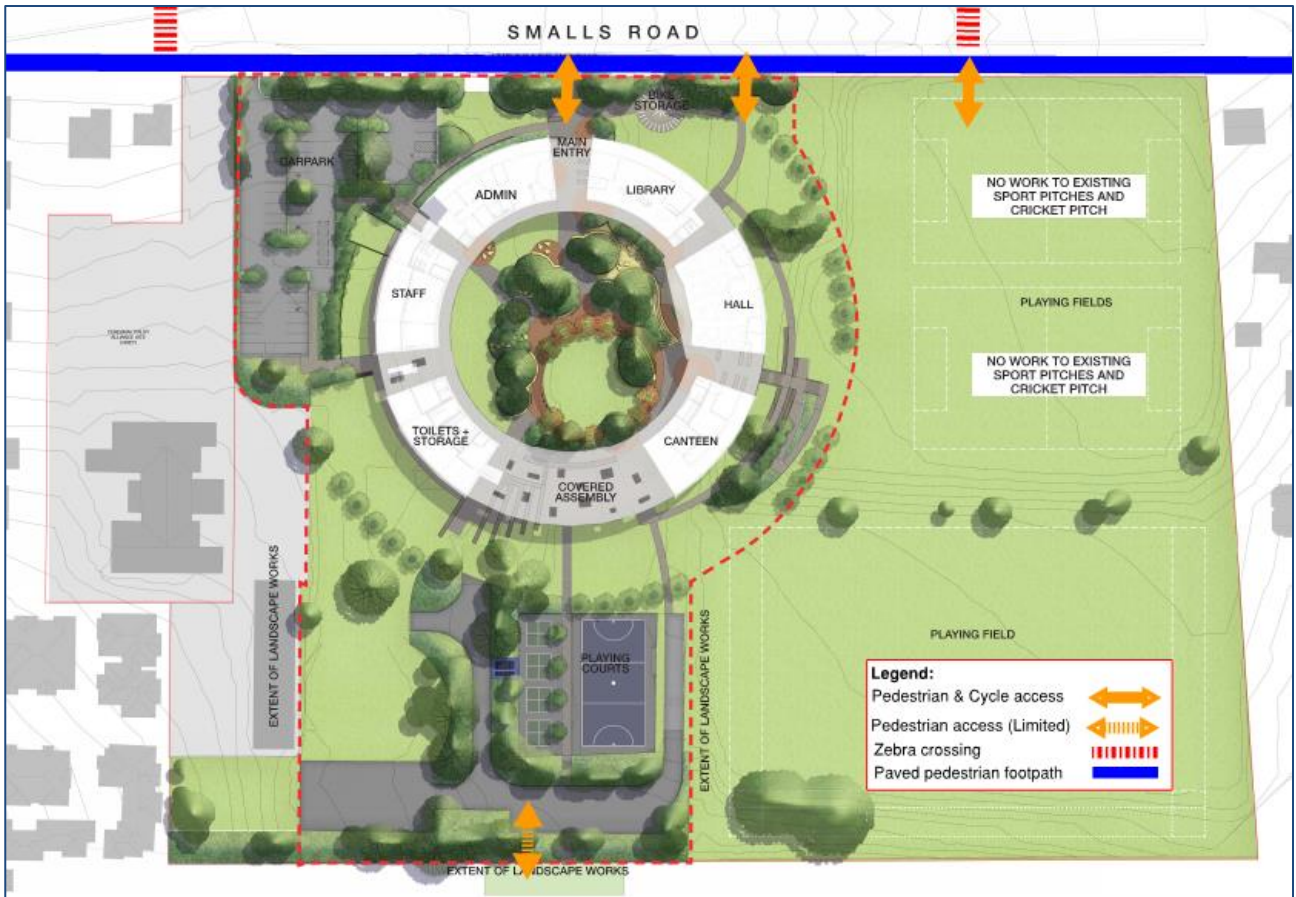
#### 3.1 Site Access

##### 3.1.1 Pedestrian Access

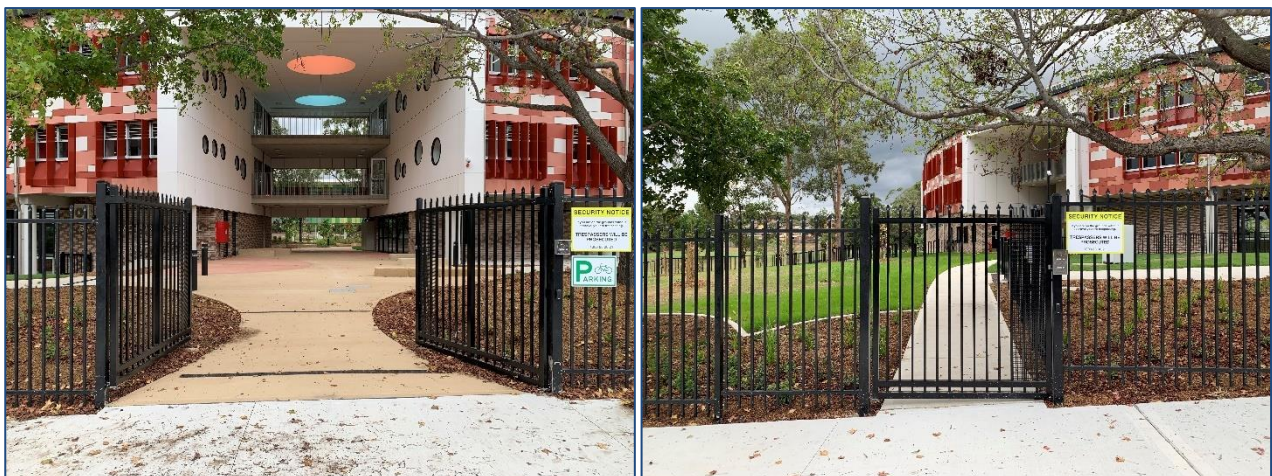
Pedestrian access to the School is primarily via two entry points along the Smalls Road frontage. An access to the school playing field is also present along Smalls Road. Entry points connect to a paved pedestrian footpath along which extends the full length of the road.

Access is also available through Henri Durant Reserve to Lavarack Street. A paved footpath is provided through the reserve, however there is no paved footpath along Lavarack Street.

Two gates on Smalls Road and one on Lavarack Street are open in the mornings from 8:35am to 9:15am and afternoons from 2:50pm to 3:20pm. Entry at other times will be from Smalls Road only through intercom security access. The sports field public access is closed during school hours from 8:00am to 3:30pm.



**Figure 3.2: Site Access**  
 Source: Conrad Gargett



**Figure 3.3: Pedestrian Access at Smalls Road**





Figure 3.4: Pedestrian Access via Sports Field at Smalls Road



Figure 3.5: Pedestrian Access via Lavarack Street

### 3.1.2 Cyclist Access

Cyclist access to the School is shared with pedestrian access. There are no dedicated bicycle access points to the School.

### 3.1.3 Vehicle Access

Vehicle access to the School is provided from Smalls Road only. The driveway provides entry and exit from traffic in both directions on Smalls Road. The driveway provides access to all vehicle facilities including car parking, waste collection, and deliveries.

Car park on Smalls Road is securely gated with access control from school start to finish times. The staff shall use an access card for entry during school hours while visitors and service vehicles are required to use the intercom at the gate to access the car parking.

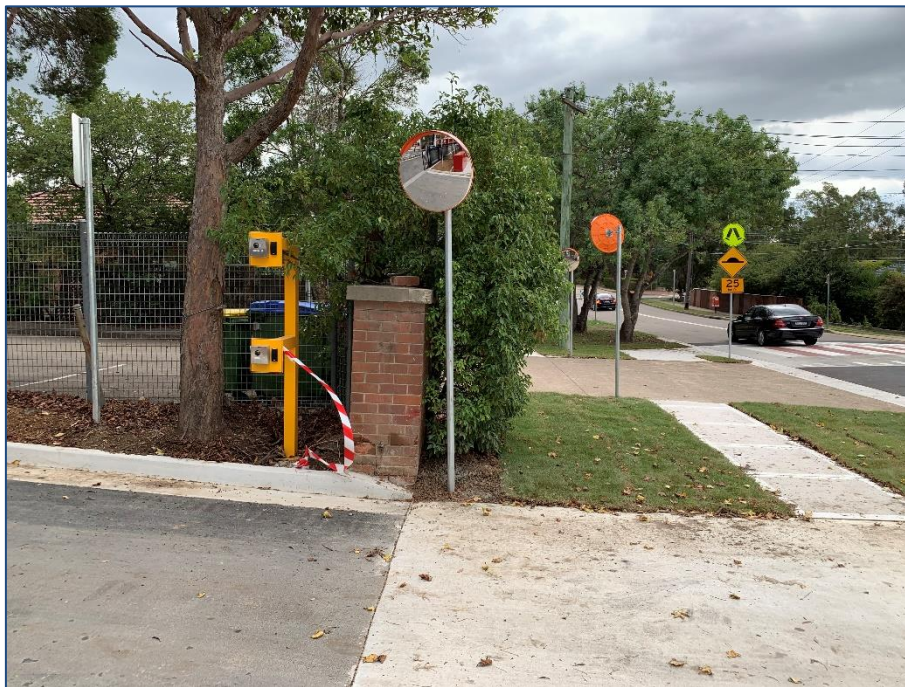


Figure 3.6: Car Parking Access Security Facility

## 3.2 Active Transport

### 3.2.1 Pedestrian Facilities

Paved footpaths are provided on both sides of Smalls Road. There are two zebra crossings located along Smalls Road near the school entry, one south of Fawcett Street and one north of Santa Rosa Avenue.

There is no paved footpath along either side Lavarack Street.

An example of pedestrian facilities in the immediate vicinity of the School are shown in Figure 3.7 below.



**Figure 3.7: Northern zebra crossing on Smalls Road**

### **3.2.2 Cycling Facilities**

A bicycle storage area with space for 50 bicycles in Figure 3.9 is provided within the School near the drop-off and pick-up area, shown in Figure 3.8 below. The storage is located between the two pedestrian entry points and can be accessed from either entry. Based on NSW Department of Education guidelines during the development of the School, this provides storage at a rate of 1 space for every 20 students for the full capacity of 1,000 students.

There are currently no end-of-trips facilities (such as lockers) for staff travelling by bicycle.



**Figure 3.8: Bike storage location**

*Source: Conrad Gargett*



**Figure 3.9: Bicycle facilities**

### 3.3 Public Transport Facilities

The nearest bus stops to the School are located approximately 180 metres away on Quarry Road (a 2-minute walk). Quarry Road serves the 518 and X18 bus routes. The bus stops on both sides of the road provide covered shelters and seating.

The next nearest bus stops are 450 metres away on Bridge Road (a 6-minute walk). Bridge Road serves the 507 bus route. The bus stops on both sides of the road provide seating, however no shelters are provided.

The drop-off and pick-up zone on Smalls Road does not currently cater for any public bus services or dedicated school bus services, but may have the ability to do so in the future.

### 3.4 Drop-off and Pick-up

An indented bay is provided on Smalls Road to provide for drop-off and pick-up. The area is separated into a number of sign-posted zones, providing capacity for:

- 2 school buses (approx. 50 metres)
- 16 cars in a **No Parking** zone (approx. 100 metres)
- 10 cars in a **P15** fifteen-minute parking zone (approx. 60 metres)

Parking restrictions for the car parking zones are limited to school peak times only, between 8:00 – 9:30am and 2:30 – 4:00pm on School Days only. At other times of day, parking in this zone is unrestricted as shown in Figure 3.10.



Figure 3.10: Parking restriction at Drop-off and Pick-up Zone

The implementation of a 'No Parking' zone means that parents may not stop for more than two minutes and must remain in or within 3 metres of the vehicle. Further information on parking rules and restrictions can be found at the following website: <https://www.rms.nsw.gov.au/roads/safety-rules/road-rules/parking.html>

One executive staff member will be assigned at the drop-off and pick-up zone in the morning and afternoon for marshalling and control.

### 3.5 Off-Street Parking

A car park with 47 spaces is located at the front of the site, with access from Smalls Road. The parking spaces on-site shall be allocated to as shown in Figure 3.11:

- 42 staff parking spaces
- 2 accessible parking spaces
- 2 visitor parking spaces
- 1 emergency parking space



Figure 3.11: Off-street car parking allocation

Source: Collard Maxwell Architects

Users of the school ovals on Smalls Road Reserve before and after school hours do not have access to the car park.

#### 3.5.1 Accessible Parking

There are 2 accessible spaces in the car park, located closest to the Main Entry.

#### 3.5.2 Service Vehicles

A waste collection zone is located within the car park. Deliveries will also occur within the car park and may utilise vacant parking spaces where available, or the waste collection vehicle area. Entry will be from Smalls Road only through intercom security access.

### 3.6 On-Street Parking

#### 3.6.1 Car Parking

The local road network generally provides unrestricted parking both sides of the streets. It is estimated that there are more than 500 parking spaces available within a 400-metre walking distance of the School (including the Lavarack Street rear access). The on-street parking areas are shown in Figure 3.12 below.

Local streets to the west of the school are typically narrow, and cars parked on both sides of the street can create difficulties for two-way traffic.

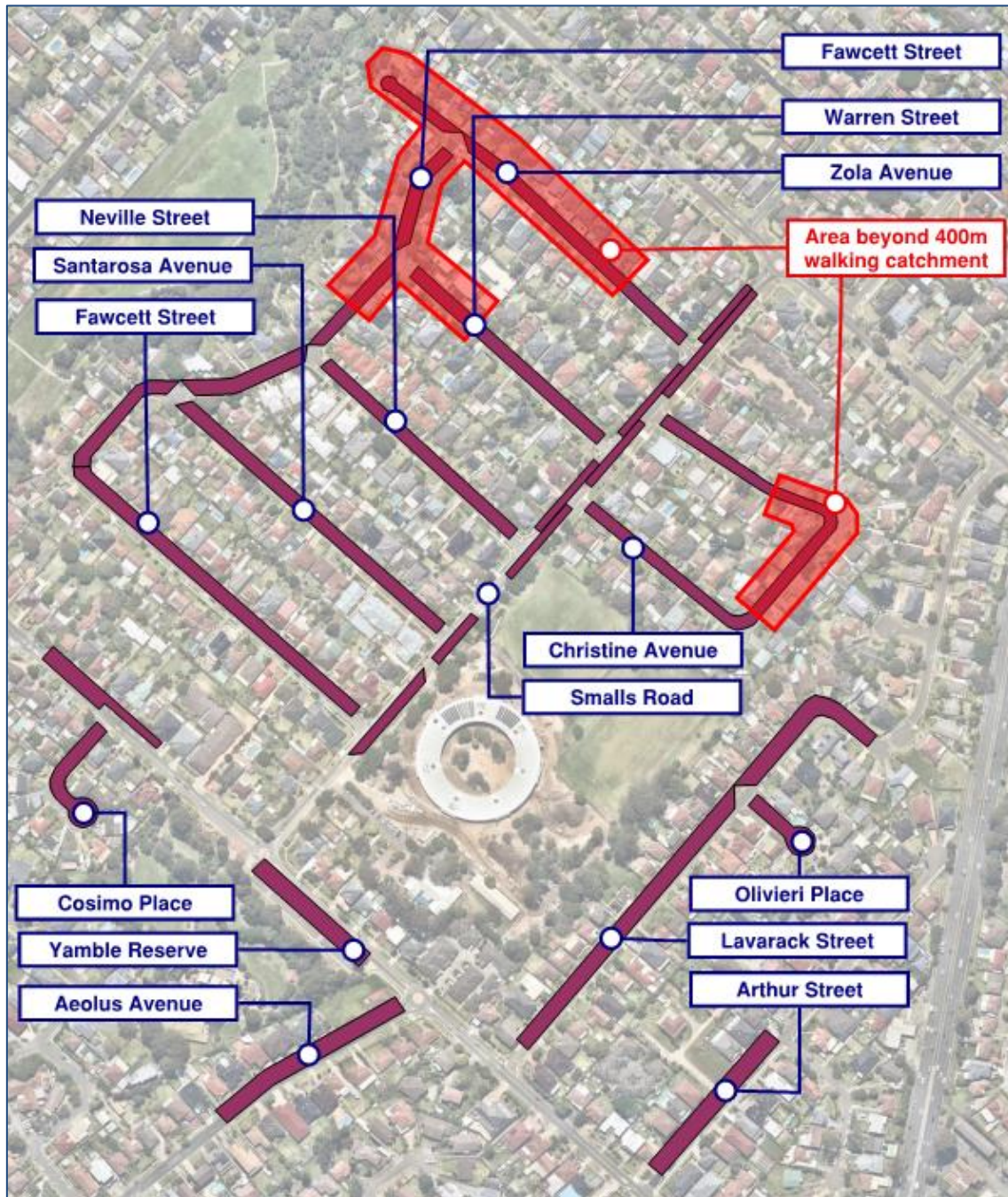


Figure 3.12: On-street parking within 400m walking catchment

Background image source: Nearmap (dated 22<sup>nd</sup> October 2019)

### 3.6.2 Car Share Services

Car share services are available for a base fee with additional charges per hour/day and per kilometre. There are eight “GoGet” car share locations near to the site:

- Two located within Macquarie Hospital approx. 2.6 kilometres from the site;
- Three located near West Ryde Station approx. 2.1 kilometres from the site;
- One located at Price Street approximately 1.1 kilometres from the site;
- One located at Isabel Street approximately 1.2 kilometres from the site; and
- One located at Top Ryde Shopping Centre approx. 2.0 kilometres from the site.

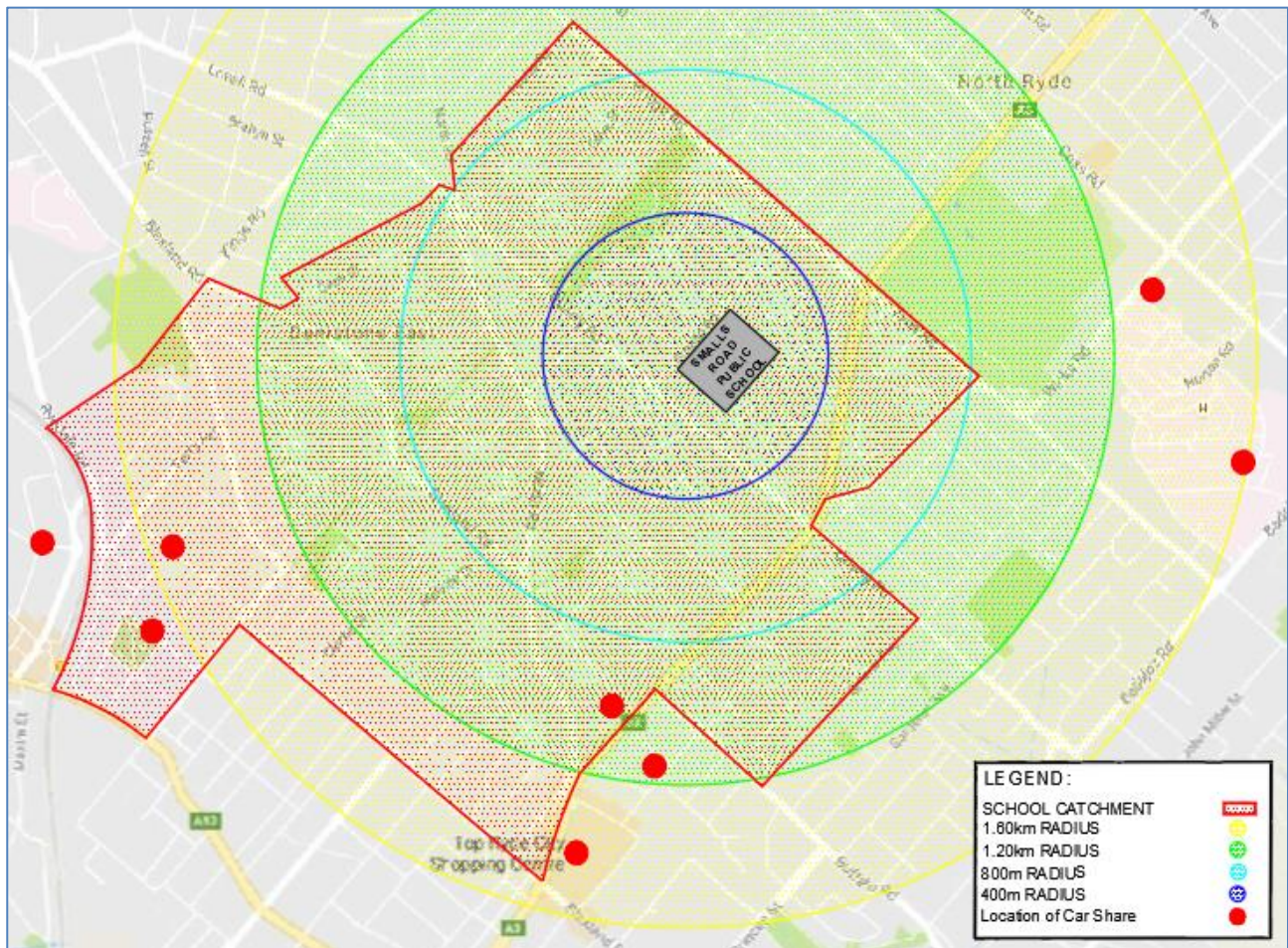


Figure 3.13: Location of car share spaces

Location source: GoGet



## 4 Transport Network Audit

This section reviews the transport infrastructure in the local area surrounding the school. Infrastructure and facilities on the site and in its immediate vicinity are addressed in Section 3.

### 4.1 Pedestrian Network

The local area is well serviced by pedestrian facilities. All major collector roads (including Smalls Road) generally provide concrete footpaths on both sides of the road, and many local residential streets also provide footpaths.

An at-grade pedestrian (zebra) crossing is provided south of the site boundary in Smalls Road whilst a raised zebra crossing is provided in front of the Smalls Road Reserve. They are located around 180 metres apart, and the Main Entry of the School is approximately between the two crossings.

The roundabout at the intersection of Smalls Road and Quarry Road provides gaps for pedestrians in the splitter island on Smalls Road and the western leg on Quarry Road. There is no formal facility for pedestrians to cross the eastern leg on Quarry Road, however there is no paved footpath on the southern side of Quarry Road in this area. Pedestrians moving to and from the westbound bus stop or Yamble Reserve (including access to Clermont Avenue via North Ryde Community Preschool) can do so more safely via the western splitter island.

Similarly, at the intersection of Bridge Road and Smalls Road, the roundabout provides gaps for pedestrians in the splitter island on Smalls Road and the western approach on Bridge Road. There is no formal facility for pedestrians to cross the eastern leg on Bridge Road, however it is noted that the school catchment area terminates at Bridge Road. Pedestrians moving to and from the eastbound bus stop can do so more safely via the western splitter island.

Figure 4.1 illustrates the extent of pedestrian footpaths and facilities in the local area.

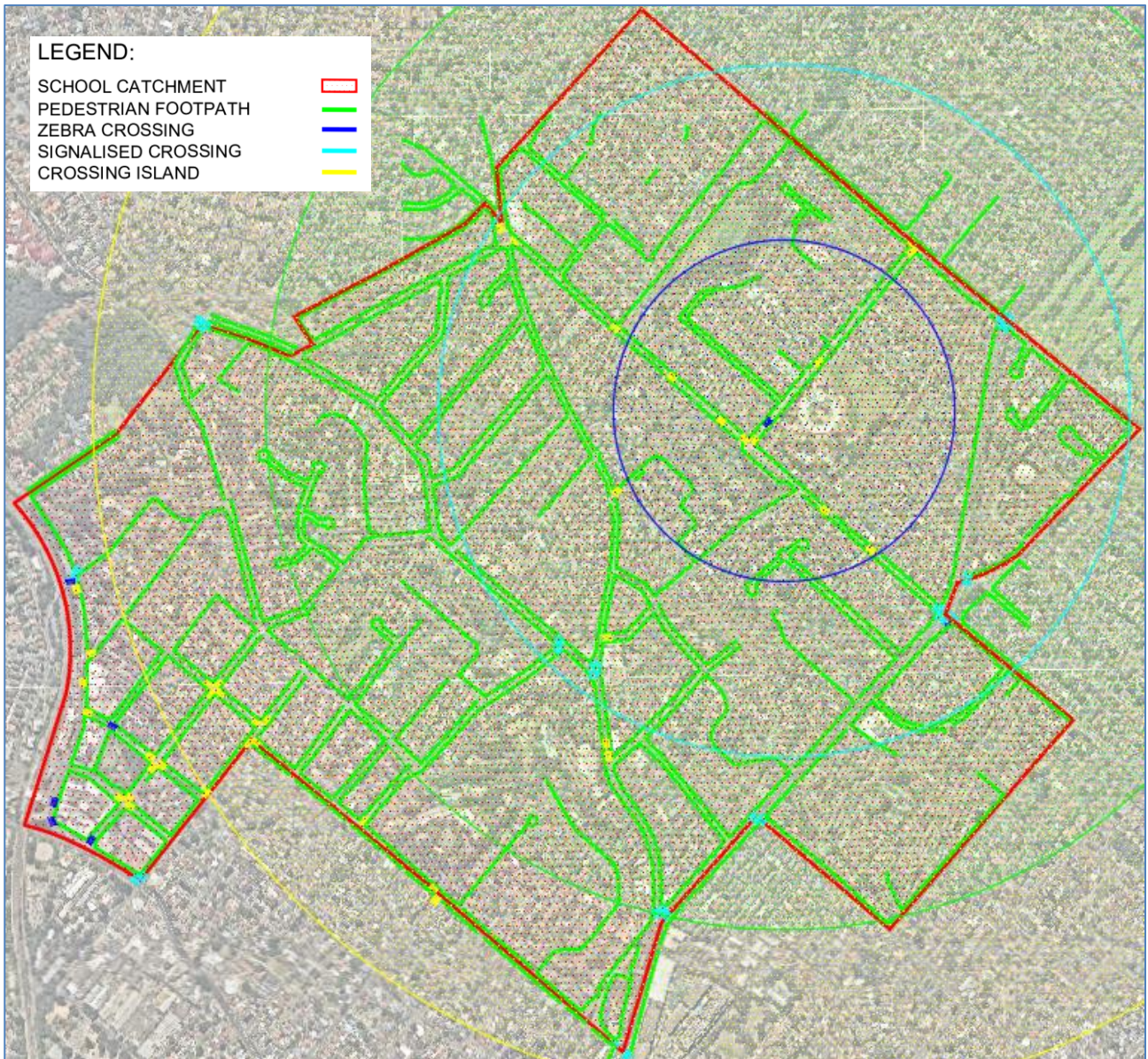


Figure 4.1: Local pedestrian facilities

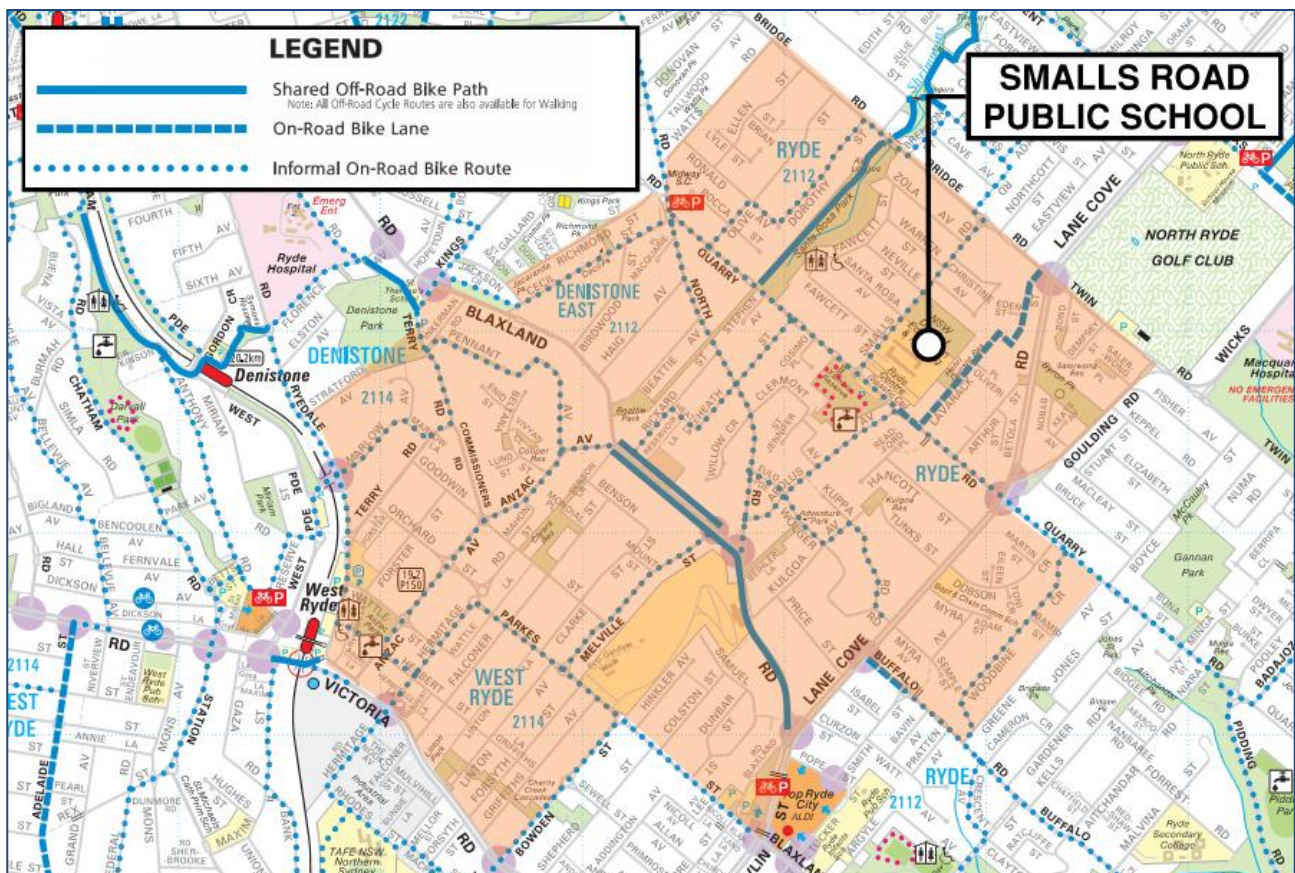
## 4.2 Cyclist Network

There are limited formalised cycling facilities within the vicinity of the site. The City of Ryde provides a local bike map which is publicly available on the Council website. The map also provides information for cyclists to encourage greater usage of bicycles for travel within the local area.

Dedicated off-road bike paths are provided in some locations including Santa Rosa Park (connecting toward the Macquarie Centre) and Blaxland Road (connecting to Top Ryde Shopping Centre). There are currently no off-road bike paths leading to or from the School.

Smalls Road and Quarry Road are designated as “informal on-road bike routes”, along with a number of other roads through the catchment. The distribution of these routes is such that no property within the catchment is more than approximately 300 metres along local streets from a designated on-road bike route.

Figure 4.2 provides an extract of the bike map across the school catchment area.



**Figure 4.2: Local cycling facilities**

*School catchment area in orange. Map source: City of Ryde*

It is noted that NSW legislation permits riders who are under 16 years of age to ride their bicycle on the footpath. Therefore, the bicycle network for the School can also include the pedestrian network detailed above. Students and parents should keep in mind that:

- Riders must keep to the left of the footpath
- Riders must give way to any pedestrian on the footpath
- Adults must not ride on the footpath unless accompanying a child under 16 years of age
- Helmet laws apply to bicycle riders of all ages

Parents should be aware of the applicable road rules surrounding the usage of bicycles. Further information can be found at the following link: <https://roadsafety.transport.nsw.gov.au/staying-safe/bicycle-riders/index.html>

## 4.3 Public Transport

### 4.3.1 Public Buses

The nearest bus stops to the School are located approximately 180 metres away on Quarry Road (a 2-minute walk). Quarry Road serves the 518 and X18 bus routes. The bus stops on both sides of the road provide covered shelters and seating.

The next nearest bus stops are 450 metres away on Bridge Road (a 6-minute walk). Bridge Road serves the 507 bus route. The bus stops on both sides of the road provide seating, however no shelters are provided.

The average frequency of local bus services is shown in Table 4.1 below. All bus services in the area are currently operated by State Transit Authority (STA).

**Table 4.1: Public Bus Frequencies**

*Data source: Sydney Buses*

Route	Destinations	Approx. Frequency During Peak
507	Macquarie University to Circular Quay via Putney	Every 30 minutes
518	Macquarie University to Circular Quay	Every 15 minutes
X18	Town Hall to Denistone East	3x westbound PM only

### 4.3.2 School Buses

There are currently no dedicated school bus services for Smalls Road Public School.

There is a School Special Bus Stop on Smalls Road near Fawcett Street and on Smalls Road opposite Fawcett Street. There are also a number of school bus routes (servicing nearby schools) operating along both Quarry Road and Bridge Road. These services are shown in Table 4.2 below.

**Table 4.2: School Bus Services**

*Data source: State Transit Authority / Transport for NSW*

Route	Destinations
564W	Macquarie Centre to Ryde Secondary College
588W	Balaclava & Blaxland Road Eastwood to Marist Sisters Stand B Woolwich
675W	Ryde Shops to Epping Boys High (along Quarry Road)
682W	Ryde Depot to Marist Brothers Eastwood (along Bridge Road)
705W	Higginbotham Road & Nelson Street to North Ryde Primary

### 4.3.3 Trains

Macquarie Park station is located 2.6 kilometres from the School (approximately a 32-minute walk). The station is on the Metro line from Chatswood to Tallawong. All services stop at Macquarie Park, with a train every 4 minutes during the morning peak and every 10 minutes during the afternoon school peak.

For users preferring to travel by bus between the School and the station, Macquarie University station is likely the more convenient station to use. Bus routes 518 and 507 at the Quarry Road and Bridge Road bus stops provide services to and from the Macquarie Centre interchange. The total travel time (including walking time) between Macquarie University station and the School is around 20-25 minutes.

West Ryde station is located 2.7 kilometres from the School (approximately a 34-minute walk). The station is on the T9 Northern line from Central to Hornsby. Non-express service stop at West Ryde, with a train roughly every 7 minutes during the morning peak and every 15 minutes during the afternoon school peak.

Denistone and Meadowbank stations are both located approximately 3.3 kilometres (a 41-minute walk) from the School, on the T9 Northern line. Particularly during the morning, not all services stop at these stations. There are currently no connecting bus services to any of the T9 stations.

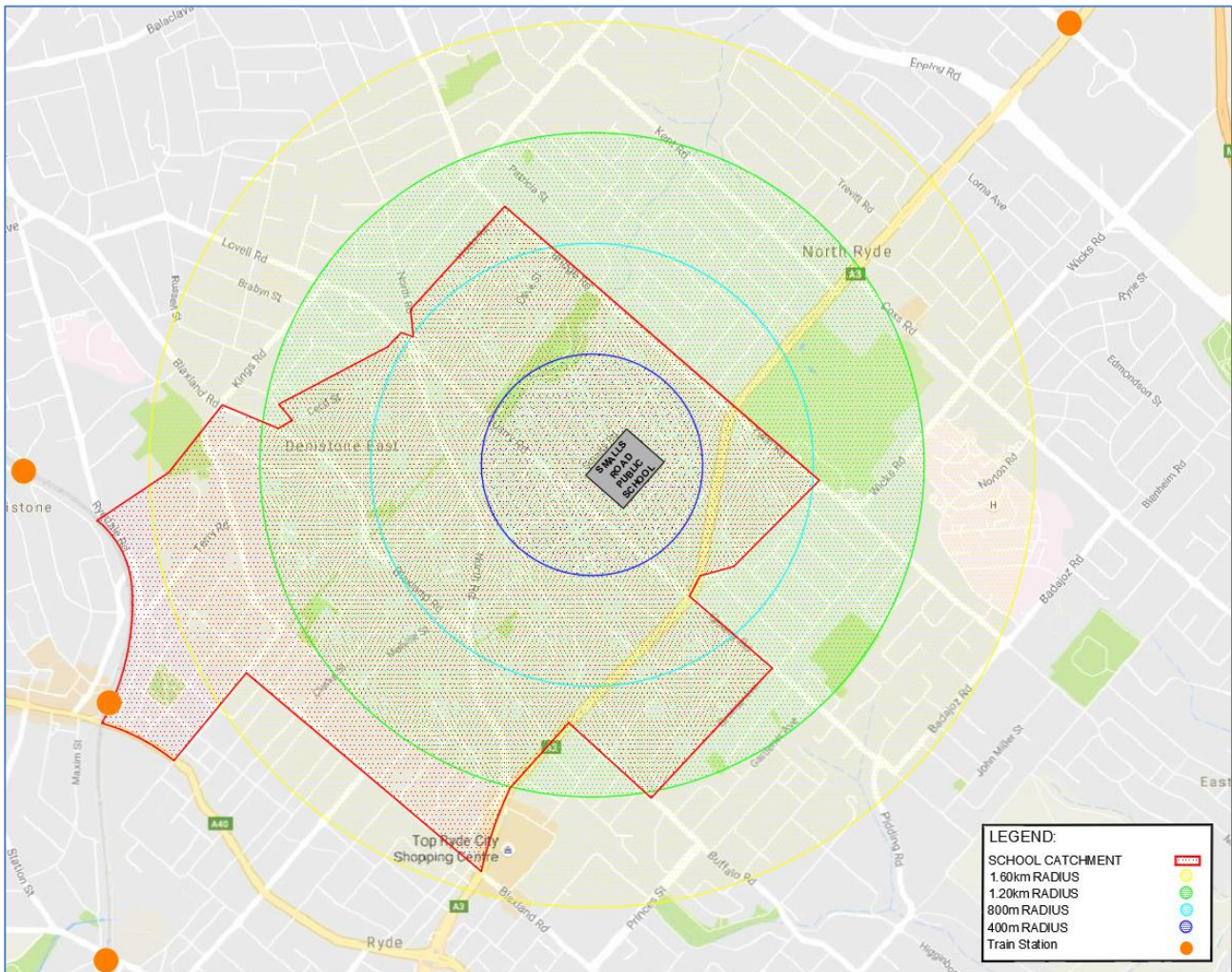


Figure 4.3: Train Station Locations

#### 4.3.4 Other Public Transport

Meadowbank Wharf is located approximately 3.5km or a 48-minute walk from the site. Bus routes along Lane Cove Road can provide a reduced station to school travel time of around 35 minutes, however there are no services which connect directly to the wharf.

#### 4.3.5 Opal Top-up Facilities

There are limited facilities available near the School at which users can top-up their Opal cards at a physical vendor. The nearest facilities are:

- Midway Newsagency and Post Office at Denistone East (approximately 800m from site);
- 7-Eleven Ryde at Blaxland Road (approximately 800m from site);

- Cox’s Road Newsagency at North Ryde (approximately 1.4km from site); and
- Numerous facilities at Top Ryde City Shopping Centre.

#### 4.4 Road Network

##### 4.4.1 Major Roads

The state road network comprises major roads which are operated by Transport for NSW (rather than local roads, which are operated by Council). The current school catchment crosses these major roads in the following locations:

- Blaxland Road (between Cecil Street and Lane Cove Road)
- Lane Cove Road (between Buffalo Road and Bridge Road)

Figure 4.4 illustrates the extent of state roads in the school catchment and its surrounds.

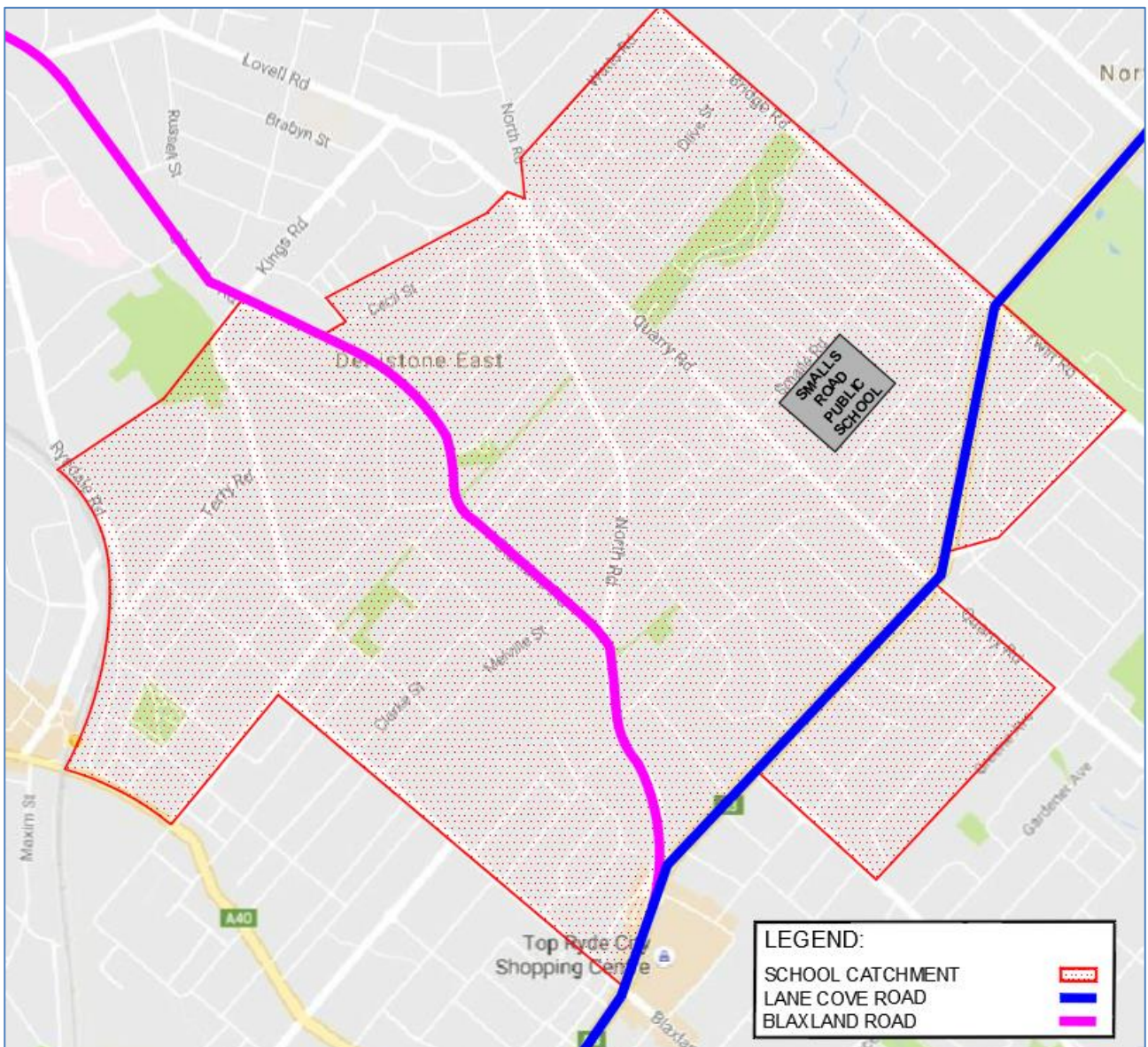
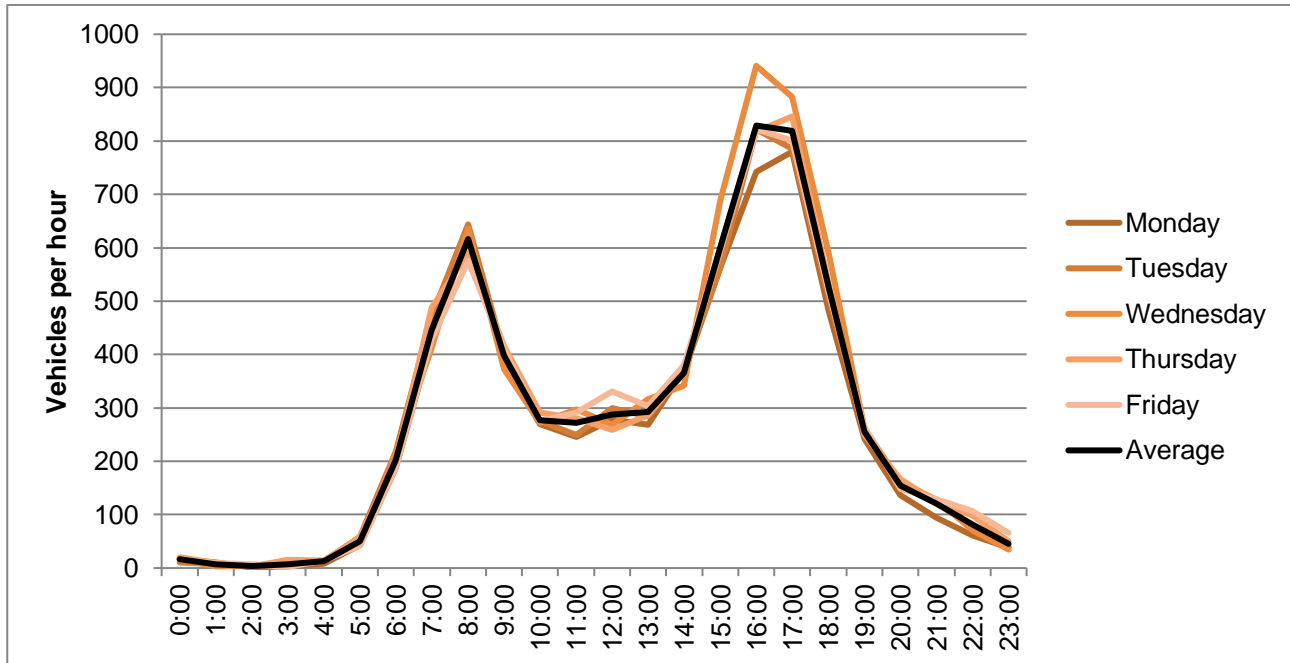


Figure 4.4: State Roads

### 4.4.2 Network Performance

Previous traffic studies show that nearby roads and intersections operate well. At time of writing, potential traffic impacts of the School have not yet been observed but are expected to be suitably managed (including as a result of the aims of this School Transport Plan).

Prior to opening of the School, two-way traffic flows along Smalls Road have been recorded at approximately 600 vehicles per hour between 8am and 9am, and approximately 600 vehicles per hour between 3pm and 4pm. Figure 4.5 demonstrates the behaviour of traffic flows recorded over a week (prior to opening of the School), showing reasonable consistency.



**Figure 4.5: Two-way traffic volumes on Smalls Road**

*Data source: Traffic counts undertaken Tuesday 18<sup>th</sup> July – Monday 24<sup>th</sup> July 2017*

## 5 Sustainability Targets

### 5.1 Objectives

The sustainable objectives as listed by School Infrastructure NSW are the following:

- Minimising impacts on the environment, whether through transport operations, infrastructure delivery, maintenance or corporate activities
- Procuring, delivering and promoting sustainable transport options that promote value for money
- Complying with relevant legislation
- Developing, expanding and managing the transport network in a sustainable and climate change resilient way

More specifically, the objectives for Smalls Road Public School are:

- Healthy travel to school
- Sustainable travel to school
- Decongest area roads

### 5.2 Reference Studies

During operation of the School, travel pattern data will be collected in accordance with the Monitoring and Evaluation Plan. However, at time of writing prior to opening of the School, actual existing travel patterns have not yet been recorded.

To review the expected travel patterns for the site, two data sources have been examined and compared:

#### 5.2.1 Journey to Work

The 2016 Census Journey to Work (JTW) data<sup>2</sup> provides an estimate of travel modes into and out of the surrounding area, for the purposes of travel to or from a place of employment. JTW data is defined by Travel Zones, and can be assessed as an origin (residents in the zone, who may be travelling locally or elsewhere) or a destination (employees in the zone, who may be from the local area or elsewhere elsewhere).

Notable places of employment in the local travel zone include those listed below. The zone does not include Top Ryde City Shopping Centre.

- The former Department of Education facility for the Economics and Business Educators of NSW
- The Cerebral Palsy Alliance
- North Ryde Community Pre-School Centre
- Aged Care services

An assessment of travel mode share is shown in Table 5.1 below. Data may have been summarised by the main mode of travel when multiple modes have been used in one trip.

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<sup>2</sup> Bureau of Transport Statistics public dataset derived from 2016 Census of Population and Housing



**Table 5.1: Travel Mode Share**  
 Data Source: Bureau of Statistics

Mode of Travel <sup>3</sup>	2016 Mode Split (Residents)	2016 Mode Split (Employees)
Train	10.0%	7.1%
Bus	17.9%	6.5%
Ferry	0.5%	0.1%
Tram	0.0%	0.0%
Taxi	0.2%	0.2%
Car as driver	61.1%	73.1%
Car as passenger	4.3%	5.1%
Truck	0.8%	0.9%
Motorbike	1.0%	0.7%
Bicycle	0.6%	0.5%
Other mode	0.6%	5.3%
Walked only	3.0%	0.7%
<b>Total</b>	<b>100%</b>	<b>100%</b>

A summary of key mode categories is also provided in Table 5.2.

**Table 5.2: Journey to Work summary**

Mode of Travel <sup>4</sup>	2016 Mode Split (Residents)	2016 Mode Split (Employees)
Private vehicle	68%	84%
Public transport	28%	15%
Active transport (walking, cycling)	4%	1%
<b>Total</b>	<b>100%</b>	<b>100%</b>

<sup>3</sup> Mode share table excludes responses for “worked at home”, “did not go to work”, and “mode not stated”, and excludes categories with zero responses.

<sup>4</sup> Mode summary table excludes “other mode” as unidentified data.

## 5.2.2 Denistone East Public School Travel Study

Additionally, a travel study of was undertaken at Denistone East Public School in 2011 and 2012, monitoring the implementation of the *Go Active 2 School* program. A summary of results is shown in Table 5.3.

**Table 5.3: Denistone East Public School survey results**

<b>Mode of Travel</b>	<b>2011 Mode Split</b>	<b>2012 Mode Split</b>
<b>Walking only</b>	34%	27%
<b>Car only</b>	51%	31%
<b>Walking and car</b>	11%	20%
<b>Bike, skateboard, scooter</b>	1%	12%
<b>Public transport</b>	3%	10%

## 5.3 Existing Travel Patterns

### 5.3.1 Staff

Prior to collection of actual staff data, and prior to implementation of the sustainable travel initiatives in this Plan, it is anticipated that baseline staff travel habits will be in line with other employees in the local area, as summarised in Table 5.4 from the census data.

**Table 5.4: Existing staff travel mode**

Mode of Travel	Existing Mode Split
Private vehicle (parking)	84%
Public transport	15%
Walking	0.7%
Cycling	0.5%

Previous experience from TTW indicates that teaching staff generally have a higher rate of private vehicle use than other types of employees. Staff can have unique requirements for transporting teaching supplies and materials. Nevertheless, the census data is considered appropriate for this initial baseline assessment.

### 5.3.2 Students

Prior to collection of actual student data, and prior to implementation of the sustainable travel initiatives in this Plan, it is anticipated that baseline student travel habits will be similar to the Denistone East student travel habits prior to travel plan implementation.

Additionally, the catchment area of Smalls Road is arranged slightly different, with some students having to travel up to 2 kilometres (straight line distance) to school. This may limit the attractiveness of active transport and the baseline values are considered suitable at this stage. Assumed existing mode split are summarised in Table 5.5.

**Table 5.5: Existing student travel mode**

Mode of Travel	Existing Mode Split
Private vehicle (drop-off and pick-up)	62%
Public transport	3%
Walking	34%
Cycling	1%

## 5.4 Future Travel Pattern Targets

### 5.4.1 Staff

Travel mode targets for staff are currently based on the City of Ryde Integrated Transport Strategy, which seeks to achieve mode share of 20% public transport and 20% active transport for resident-generated trips by 2031.

A comparison of existing and target mode splits, and the required change, is detailed in Table 5.6

**Table 5.6: Staff Mode Share Targets**

Mode of Travel	Existing Mode Split	Target Mode Split	Required Change
Private vehicle (parking)	84%	60%	- 24%
Public transport	15%	20%	+ 5%
Walking	0.7%	10%	+ 9.3%
Cycling	0.5%	10%	+ 9.5%

### 5.4.2 Students

Travel mode targets for students are currently based on the number of students within walking distance of the site (0 – 800m), cycling distance of the site (800m – 1.6km), and beyond for public transport. Private vehicle usage is desired to be a minimal amount.

Following the survey results for Denistone East Public School and applying the varied site characteristics, realistic targets for travel mode share are detailed in Table 5.7. It is noted that these targets have been estimated based on data for a local public school near to the site.

**Table 5.7: Student Mode Share Targets**

Mode of Travel	Existing Mode Split	Target Mode Split	Required Change
Private vehicle (drop-off and pick-up)	62%	30%	- 32%
Public transport	3%	10%	+ 7%
Walking	34%	50%	+ 16%
Cycling	1%	10%	+ 9%

## 6 Pedestrian and Cyclist Management

### 6.1 Current Usage and Observations

Prior to opening of the school in 2020, there are no actual usage patterns to observe. The travel demand along the identified priority routes, and the management strategies (see Section 6.4), will be monitored in accordance with the Monitoring and Evaluation strategy provided in Section 12. Potential supporting infrastructure (see Section 6.3) may be required to meet observed travel behaviours. This report will be updated in August 2020.

Observation prior to the opening of the School show that:

- There are no end-of trip facilities available for staff travelling by cycling,

### 6.2 Priority Routes

As of January 2020 (based on catchment data for 2020), the priority routes have been identified for pedestrian and cyclist access to the site. Priority routes have been developed based on the 0m – 400m walking catchment and bus stop connections as high priority, 400m – 800m walking catchment as a medium priority, and additional main roads in the outer catchment. Priority routes are shown in Figure 6.1.

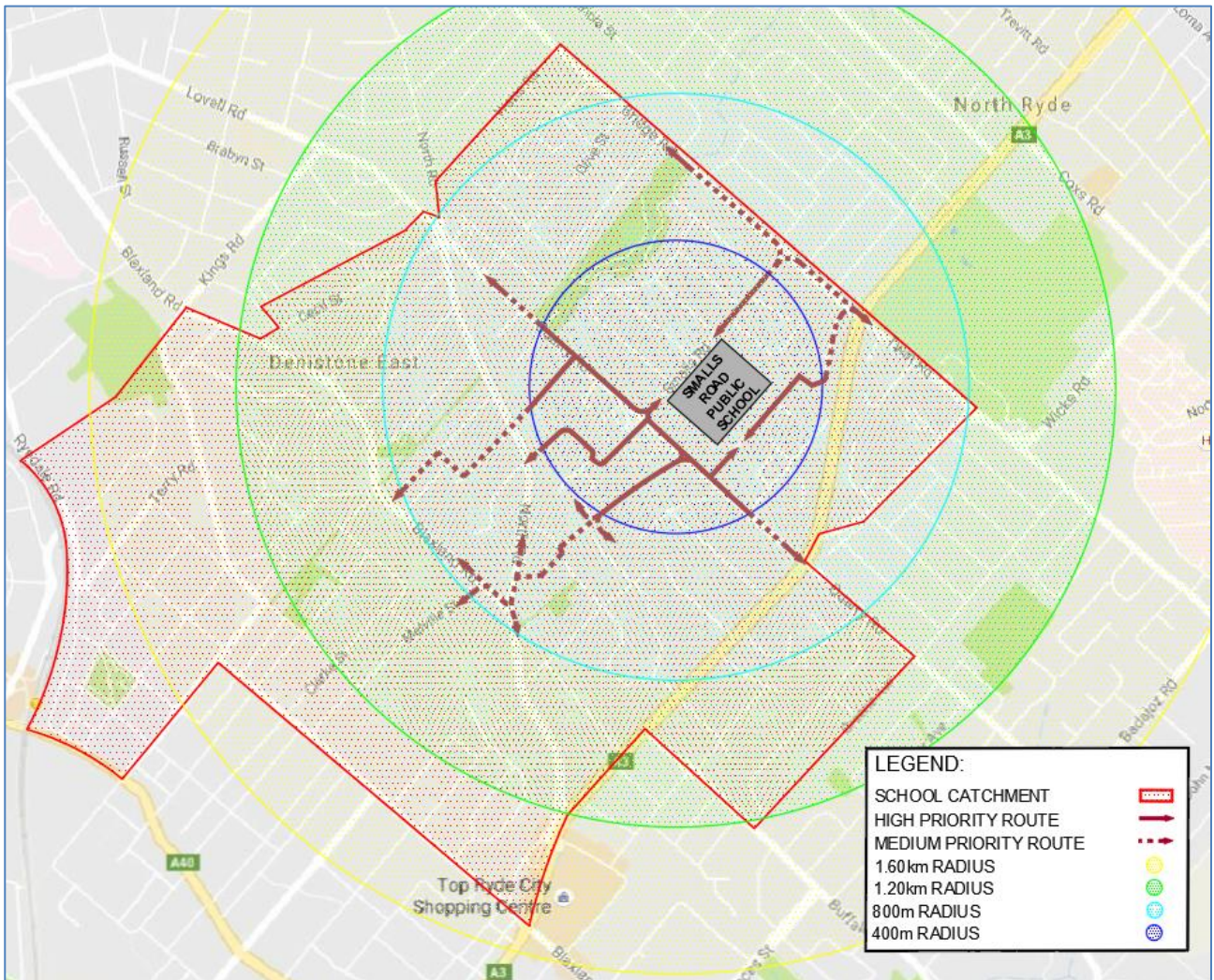


Figure 6.1: Pedestrian routes

Priority routes include the following key corridors:

- Smalls Road (between Quarry Road and Bridge Road)
- Lavarack Street (between Quarry Road and Bridge Road)
- Quarry Road (between Heath Street and Lane Cove Road)
- Aeolus Avenue (between North Road and Quarry Road)
- Heath Street & Lane (between Quarry Road and Blaxland Road; including Rickard Street)
- Aeolus Avenue / North Road / Blaxland Road / Melville Street junctions

### 6.3 Infrastructure Requirements

An infrastructure assessment of the priority pedestrian routes has been undertaken, and has identified infrastructure improvements for consideration:

#### High priority:

- Construction of paved pedestrian footpath along Lavarack Street, particularly the western side
- Median islands at all priority route road crossing points including:
  - Aeolus Avenue / Quarry Road intersection (multiple legs)
  - Aeolus Avenue at Wolger Road / Eulo Parade
  - North Road at Heath Street
- Design future footpath along Lavarack Street to cater for additional width or shared traffic

#### Low-medium priority:

- Construction of paved pedestrian footpath along Lane Cove Road, between Goulding Road and Quarry Road
- Construction of paved pedestrian footpath along Heath Street
- Construction of paved pedestrian footpath along the eastern side of Aeolus Avenue
- Widening of pedestrian footpath along Smalls Road and Quarry Road to cater both pedestrians and cyclist

These recommended upgrades are not necessarily committed, and are aspirational, and shall be discussed with City of Ryde Council as part of ongoing consultation.

### 6.4 Management Strategies

#### 6.4.1 In-class Public and Active Travel to School Education

Students should be educated about safe public transport and active travel to school. Not all students may be aware of different travel modes. An in-class education could be held for students to discuss public and active travel to school.

#### 6.4.2 Walking School Bus

In a Walking School Bus program, students walk to and from school in a group supervised by parents, with a specified route and pick-up points similar to that of a school bus. This supervised and organised system is considered to provide improved safety for students walking to school, which is an encouragement to children and their parents.



**Figure 6.2: Walking School Bus route example**

Source: *Walking School Bus guide for parents and teachers, TravelSmart Australia*

The Department of Education has issued a list of considerations for schools which should be discussed by the School administration and community prior to implementation. Additional infrastructure reviews of the pedestrian network may also need to take place prior to final route selection.

The school community at Homebush West Public School has prepared an extensive website with information on the walking routes, timetables, and guidelines. It is noted that the initiative is not endorsed by the DEC or the P&C, and it is a community-led initiative. Information on that school's program can be found at <https://homebushw-p.schools.nsw.gov.au/learning-at-our-school/walking-school-bus.html>

### 6.4.3 End-of-Trip Facilities

End-of-trip facilities are those facilities such as lockers and drying facilities for active transport users to refresh and prepare at the end of the journey. Depending on uptake and attitudes toward cycling as a travel mode, provision of facilities such as lockers could encourage more staff to cycle to the School.

Cycling option and the School's end-of-trip facilities provided should be discussed in staff meetings to encourage staff members to travel by cycling.

### 6.4.4 Transport Articles

It is essential that both students and staff are aware of cycling to school options. The school's website and newsletter transport section should include articles about the school's bicycle facilities, cycling maps, and relevant website links. Some useful resources include:

- **Bike Parks and Trails for Kids:** <https://www.ellaslist.com.au/articles/sydneys-best-bike-parks-and-trails-for-kids>
- **City of Ryde – Cycling:** <https://www.ryde.nsw.gov.au/Recreation/Cycling>
- **City of Ryde Bike Map:** <https://www.ryde.nsw.gov.au/files/assets/public/maps/city-of-ryde-bike-map.pdf>

#### 6.4.5 Learn to Cycle Programs

Students could be encouraged to use bikes through learning to cycle programs at school as practical skill development. The playing field could be a training ground for students interested to learn cycling. Share or loan a bike within the school for students could be applied while taking the program.



## 7 Public Transport Management

### 7.1 Current Usage and Observations

Prior to opening of the school in 2020, there are no actual usage patterns to observe. The travel demand along the identified priority routes, and the management strategies (see Section 7.4), will be monitored in accordance with the Monitoring and Evaluation strategy provided in Section 12. Potential supporting infrastructure (see Section 7.3) may be required to meet observed travel behaviours. This report will be updated in August 2020. Observation of public transport usage patterns prior to opening of the School show that there is very low occupancy and there is excess capacity on local bus services, including dedicated school bus services for other schools.

### 7.2 Priority Routes

As of January 2020 (based on catchment data for 2020), the following priority routes have been identified for public transport to the site:

- West Ryde town centre to near Smalls Road Public School
- Macquarie Park metro station to near Smalls Road Public School

The priority of these missing links, in the context of the existing network, is shown in **Figure 7.1** below.

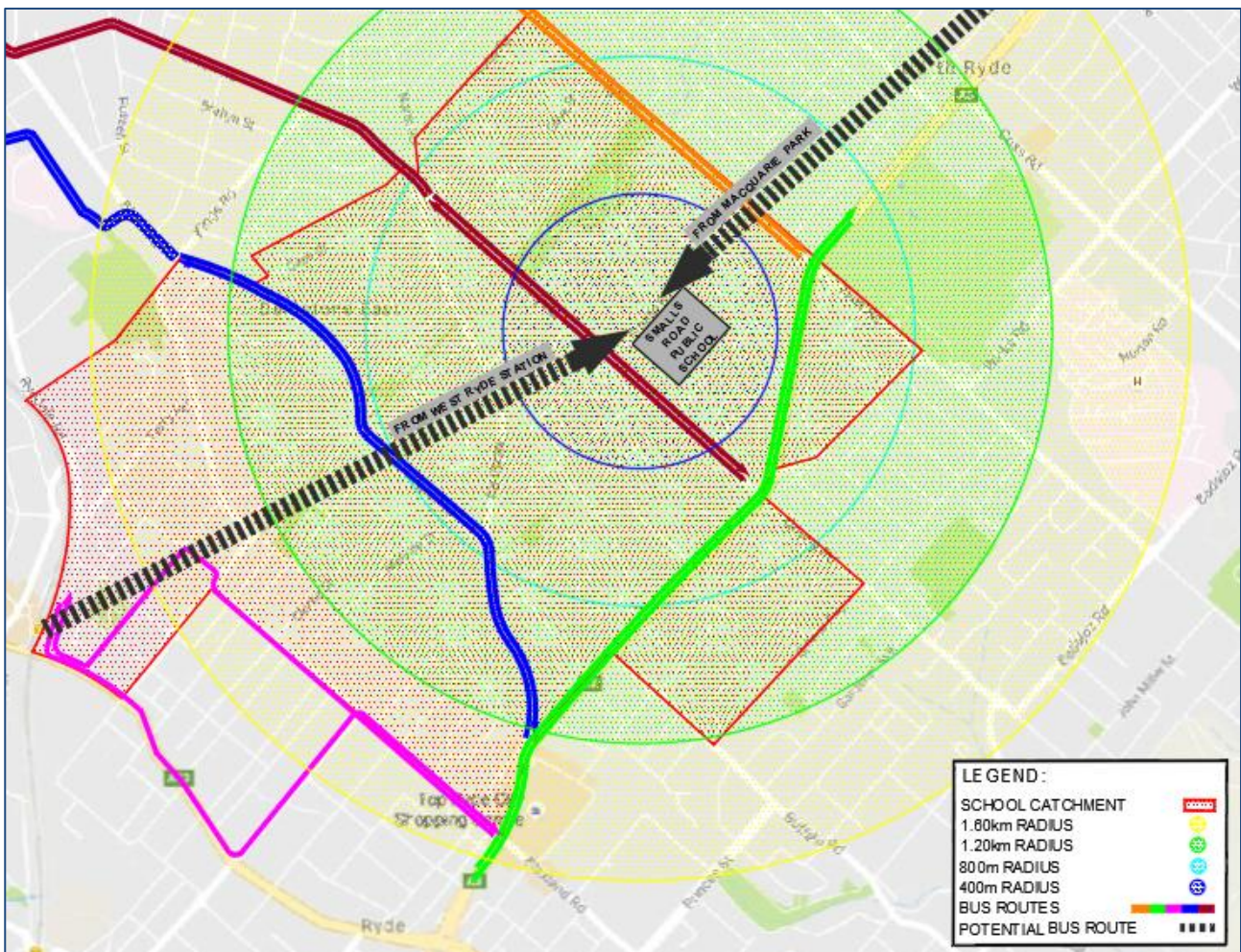


Figure 7.1: Priority transport links

## 7.3 Infrastructure and Service Requirements

An infrastructure assessment of the priority public transport routes has been undertaken, and has identified infrastructure improvements for consideration:

### High priority:

- Provide bus services from West Ryde which service areas near the school. Key service corridors would likely run along Parkes Street, which is an existing public bus route corridor.
- Construction of paved pedestrian footpath along Arthur Street, to connect to Lane Cove Road bus stop

### Low-medium priority:

- Provide bus shelter to bus stops on Bridge Road, subject to demand or new routes.
- Provide bus shelter to bus stops on Lane Cove Road, subject to demand or new routes.

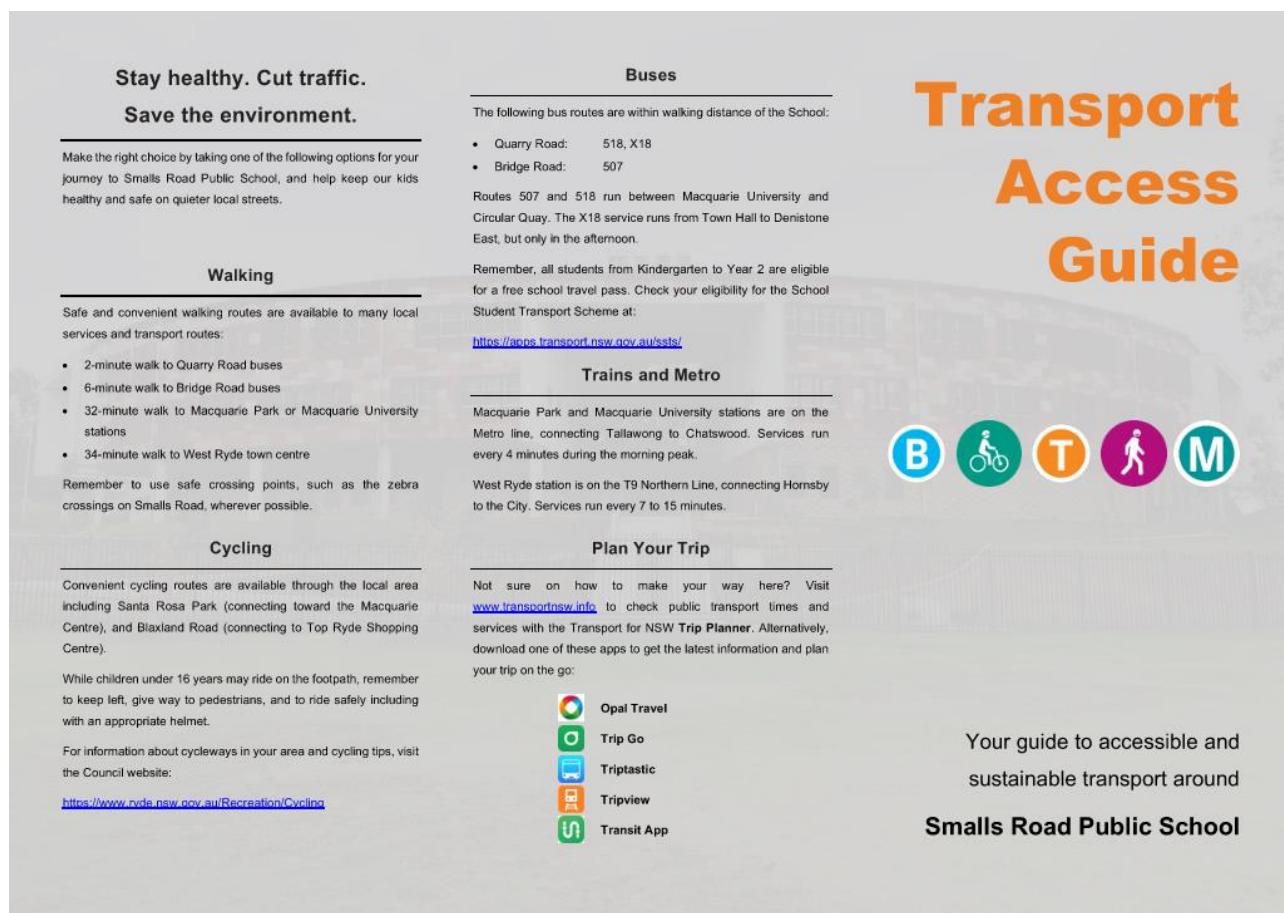
These recommended upgrades are not necessarily committed, and are aspirational, and shall be discussed with State Transit Authority and City of Ryde Council as part of ongoing consultation.

## 7.4 Management Strategies

### 7.4.1 Transport Access Guide

Users often face difficulties in using sustainable travel modes due to a simple lack of awareness of their travel options. If these options can be presented to users in an easy to understand format, they may be more likely to change their travel behaviours.

A brochure has been developed (known as a Transport Access Guide, or 'TAG') which provides information on bus routes and active transport facilities near the school. The TAG can easily be given to staff, students, and parents (including as part of the orientation pack), and will be uploaded to the school website to provide information for visitors.



**Figure 7.2: Transport Access Guide brochure**  
*TAG may be subject to change.*

## 7.4.2 Excursions

Public transport should be used for school excursions, wherever appropriate. The Department maintains an Excursions Policy Implementation Procedure document outlining this objective. Local rail stations should be contacted regarding the arrangements for any excursions via rail. Travel to and from smaller stations such as West Ryde, rather than busier areas such as Macquarie Park and Macquarie University, may be more desirable.

Excursion travel on public transport will also help to familiarise students with the public transport system, options, and operations, and encourage them to use it in their daily travel

## 7.4.3 School Student Transport Scheme

Students should be encouraged to travel by public transport with the School Student Transport Scheme (SSTS). Students living outside the specified zone (1.6km straight line distance or 2.3km walking distance from School) are entitled to free or subsidised travel from home to school and school on approved public transport services during school term with a School Travel Pass. Information on the SSTS will be made available through website and newsletters initiatives.

Further information is available at the following link: <https://apps.transport.nsw.gov.au/ssts/>

## 8 Drop-off and Pick-up Management

### 8.1 Current Usage and Observations

Prior to opening of the school in 2020, there are no actual usage patterns to observe. The travel demand along the identified priority routes, and the management strategies (see Section 8.4), will be monitored in accordance with the Monitoring and Evaluation strategy provided in Section 12. Potential supporting infrastructure (see Section 8.3) may be required to meet observed travel behaviours. This report will be updated in August 2020. This section of the report will need to be updated in future revisions.

On existing background traffic alone, Lavarack Street (which includes a pedestrian entry to the site) is observed to have a narrow carriageway with parking on both sides of the road. This results in vehicles being unable to pass, reversing to allow passing, and limited visibility of pedestrians between a high density of parked cars. As such, this area is not considered suitable for additional vehicle traffic, such as during drop-off and pick-up times.

Figure 8.1 illustrates the narrow carriageway of Lavarack Street, near the school access point, which is susceptible to traffic congestion.



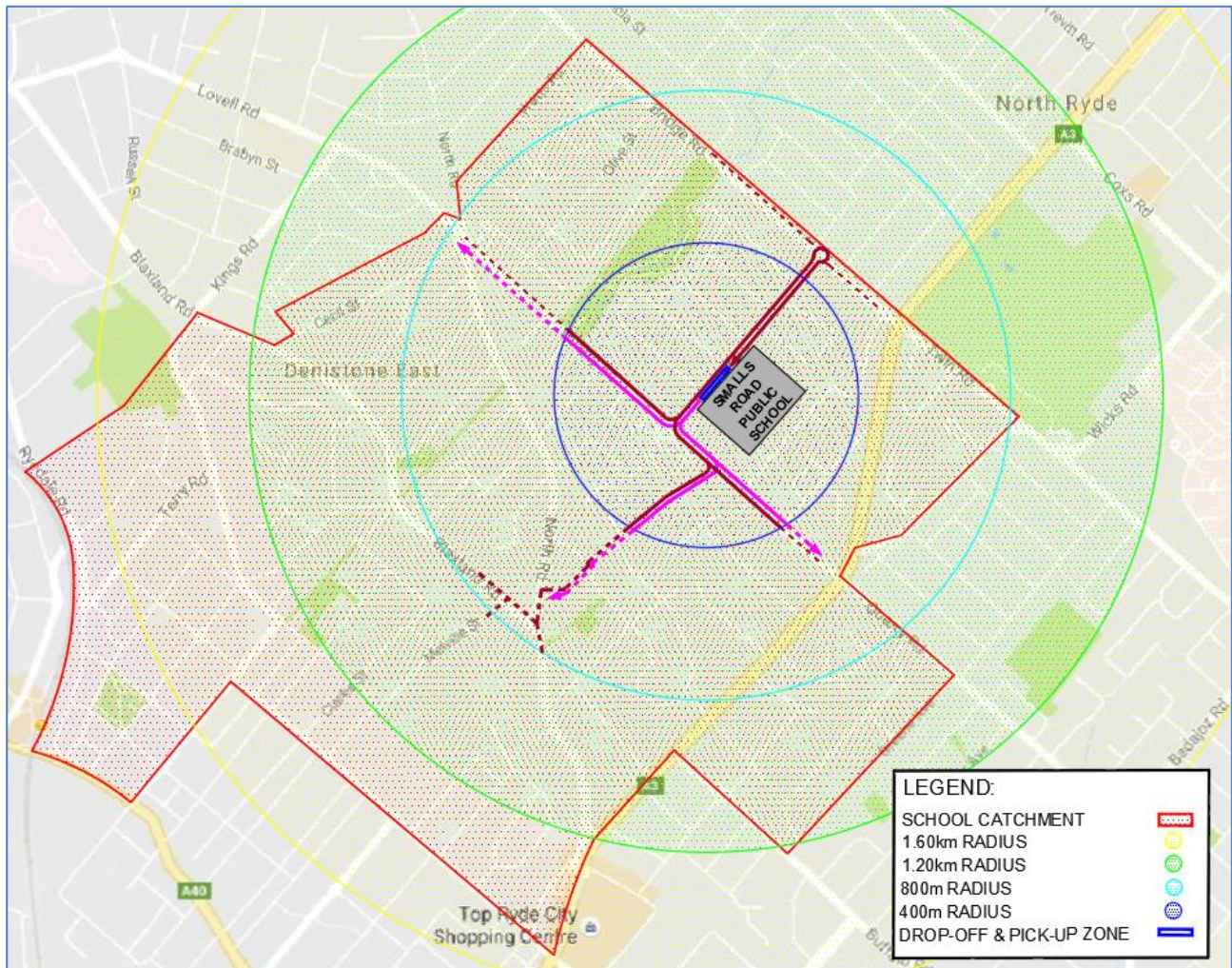
**Figure 8.1: Parked and moving vehicles on Lavarack Street**

While there is no paved footpath along Lavarack Street, there have been no particular safety issues for pedestrians currently observed. The primary concern is traffic congestion.

Collected data from monitoring could be useful in identifying any strategies for future upgrade or mitigation, particularly in managing interactions between pedestrian and vehicle entering and exiting the school at drop-off and pick-up zone and school pedestrian and vehicle access.

## 8.2 Priority Routes

As of January 2020 (based on catchment data for 2020), the following priority routes have been identified for vehicle access to the site:



**Figure 8.2: Drop-off and Pick-up routes**

- Route 1: From Quarry Road via Smalls Road, taking U-turn at Smalls Road-Bridge Road Roundabout intersection
- Route 2: From Bridge Road turning right at Smalls Road-Bridge Road Roundabout intersection

## 8.3 Infrastructure Requirements

At time of writing ahead of school year 2020, the drop-off and pick-up zone is newly provided, and no infrastructure changes are considered necessary. Future requirements may be identified during operation.

## 8.4 Management Strategies

### 8.4.1 Website and Newsletter Communication

As one of the major areas of potential road safety concerns and traffic issues, good management of the drop-off and pick-up area relies on a good understanding of the correct operation by parents and carers. The school

website and newsletter should be kept up-to-date with current advice and direction on usage of the drop-off and pick-up area.

An extract of the current information available on the website is shown in Figure 8.3.

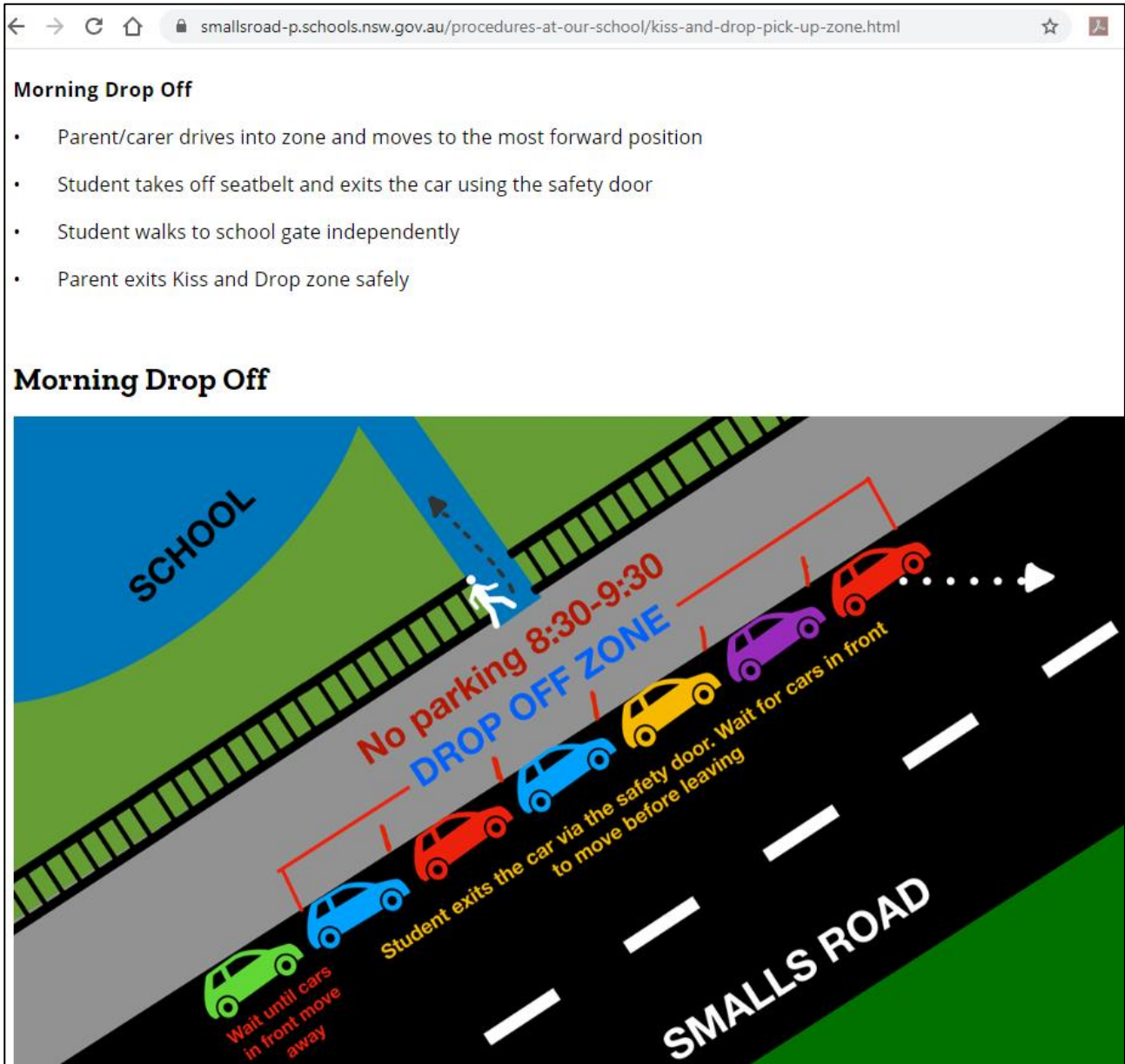


Figure 8.3: School website communications

#### 8.4.2 Parking Zones

The implementation of a No Parking zone restricts stopping time to 2 minutes, and drivers must remain in or within 3 metres of their vehicle. Maintaining these parking restrictions in place will prevent drivers from arriving at the pick-up zone early and causing queuing and congestion along Smalls Road.

#### 8.4.3 Incident Notification

Any incident within the school must be reported to the school principal. The Principal or delegated staff member should assess the incident and reports/responds as appropriate.

The Department also maintains an Incident Notification and Response Policy, which sets out the obligations of all employees to respond to and address any incidents. While the drop-off and pick-up zone is to be operated in accordance with all relevant safe management procedures, in the unlikely event of any incidents some change to management may be required. These incidents shall be reported in accordance with the Monitoring and Evaluation strategy to ensure safe ongoing operations.

#### **8.4.4 Staggering Class Times**

As the School grows, observations will be maintained around the drop-off and pick-up area. If usage of the zone continues to grow in a manner that may exceed the capacity of the zone significantly, consideration may be given to staggering class times. Many schools separate year groups into K-2 and 3-6, separated by a time of around 20 minutes. This is generally considered sufficient to allow the initial pick-up demand to arrive, queue, process, and dissipate before the following group arrives.

While it is recognised that not all demand can be separated due to siblings in different year groups travelling together, any sufficient staggering will assist in reducing the traffic impacts on local residents and the road network.

The estimated time for staggering class time would be in school term 2 to allow adequate consultation with the school community.

## 9 Car Park Management

### 9.1 Current Usage and Observations

Prior to opening of the school in 2020, there are no actual usage patterns to observe. The travel demand along the identified priority routes, and the management strategies (see Section 9.3), will be monitored in accordance with the Monitoring and Evaluation strategy provided in Section 12. Potential supporting infrastructure (see Section 9.2) may be required to meet observed travel behaviours. This report will be updated in August 2020. This section of the report will need to be updated in future revisions.

### 9.2 Infrastructure Requirements

At time of writing ahead of school year 2020, the car park is newly provided, and no infrastructure changes are considered necessary. Future requirements may be identified during operation.

### 9.3 Management Strategies

#### 9.3.1 Car Pooling

Staff could be encouraged to carpool by sharing information about potential carpooling. Not all staff may be aware of others who live near to them, or along their travel route to School.

A meeting could be held for staff or a data base system to provide an opportunity for staff members to discuss carpooling options, including coordination of staff by region and place of residence.

#### 9.3.2 Priority Parking

Staff committed to carpooling with others could be allocated priority parking spaces in an area of the staff car park. The provision of dedicated spaces, ensuring that these users will be able to find a space on-site, may encourage users to investigate carpooling. Priority spaces could also come with other benefits such as weather protection or better location, as further encouragement for staff.

#### 9.3.3 On-street Parking Monitoring

On-street car parking are deemed adequate for community members using the school facilities. Any traffic impact on on-street parking shall be reported in accordance with the Monitoring and Evaluation strategy to ensure safe ongoing operations.



## 10 Service Vehicle Management

### 10.1 Current Usage and Observations

Prior to opening of the school in 2020, there are no actual usage patterns to observe. The travel demand along the identified priority routes, and the management strategies (see Section 10.3), will be monitored in accordance with the Monitoring and Evaluation strategy provided in Section 12. Potential supporting infrastructure (see Section 10.2) may be required to meet observed travel behaviours. This report will be updated in August 2020.

This section of the report will need to be updated in future revisions.

#### 10.1.1 Deliveries

With regards to general deliveries, no more than 3-4 vehicles per day at the site are expected. Typical delivery includes:

- 2-3 deliveries per day in smaller vehicles (e.g. food delivery)

#### 10.1.2 Waste Collection

Waste collection schedules are generally no more than 2 vehicles per day at the site. Typical operation includes:

- 1 vehicle per week for general waste
- 1 vehicle per month for recycling

#### 10.1.3 Other Services

Landscaping and maintenance vehicles currently access the site during school hours 2 days a week and 1 day on the weekend. This will remain for the first 6 months of operation in 2020, and then reduced.

### 10.2 Infrastructure Requirements

At time of writing ahead of school year 2020, the service and loading area is newly provided, and no infrastructure changes are considered necessary. Future requirements may be identified during operation.

### 10.3 Management Strategies

#### 10.3.1 Delivery Schedules

All regular vehicle arrivals to the site should be scheduled. To ensure improved safety and management of the car park area, delivery times should be adjusted where possible to ensure an even spread across the day. Overlap of bookings and the presence of multiple delivery or service vehicles should only occur when strictly necessary.

School deliveries should remain scheduled outside peak hours to ensure pedestrian safety at crossover points, and reduce local congestion.

### 10.3.2 Parked Vehicles

Particularly during the opening year and early growth of the School, service vehicles should be safely parked in marked bays within the car park where possible. It is anticipated that due to low staff numbers there will be availability of parking spaces for this purpose. This will maintain safe circulation through the site.

Service vehicles should only stop outside marked bays where there is insufficient parking capacity, or the vehicle is too large. The car park is designed to cater for a waste collection vehicle to be stopped in the aisle during collection.

## 11 Bus and Coach Management

*Note this section addresses buses used for specific purposes such as excursions. School buses used for travel to and from school are considered a form of public transport and are addressed in Section 7.*

### 11.1 Current Usage and Observations

Prior to opening of the school in 2020, there are no actual usage patterns to observe. The travel demand along the identified priority routes will be monitored in accordance with the Monitoring and Evaluation strategy provided in Section 12. Potential supporting infrastructure (see Section 11.2) may be required to meet observed travel behaviours. This report will be updated in August 2020.

This section of the report will need to be updated in future revisions.

### 11.2 Infrastructure Requirements

At time of writing ahead of school year 2020, no infrastructure changes are considered necessary. Future requirements may be identified during operation.

Dependent on future growth and operation of the school, and provision of any dedicated school bus services, the Bus Zone along Smalls Road may be required to be modified. This would be in coordination with City of Ryde Council and STA. Possible modifications could include provision of seating, or a change in the length of the zone (which would result in a reduction in drop-off and pick-up space for cars). These or other modifications are not necessarily committed, and are aspirational, and would be discussed with [City of Ryde](#) and [STA](#).

### 11.3 Management Strategies

#### 11.3.1 Driver Awareness

Drivers of occasional bus and coach services to the School may not be fully familiar with the local area. The arrangement of the on-street drop-off and pick-up zone, which could be used by buses, requires vehicles to approach from the north. Buses and coaches would likely be unable to perform a safe U-turn manoeuvre at Bridge Road, and so should approach from Bridge Road onto Smalls Road. Drivers should be made aware of this limitation prior to their day of travel.

#### 11.3.2 Safe Vehicles

In accordance with the Department policy on Excursions Procedures, the School will attempt to hire vehicles with seatbelts wherever practicable and particularly for long distance travel outside urban areas. Seatbelts must be worn on buses and coaches when they are available.

The number of passengers must not exceed the number that the vehicle is licensed to carry.

## 12 Monitoring and Evaluation

### 12.1 Purpose

Ongoing monitoring and review are crucial to the success of the school transport plan. The assessment of whether the initiatives have been successful in terms of meeting the objectives and targets.

### 12.2 Frequency

Revisions to this STP should occur on an annual basis. Updates should be issued prior to the start of the school year. Surveys should be undertaken at the start of Term 3 to ensure that appropriate changes and revisions can be made prior to the next school year (or later, for longer-term changes).

For 2020, the drop-off and pick-up area is to be monitored twice weekly for the first school term. This is required as a condition of development consent by the Department of Planning, Industry and Environment.

Responsibility for ensuring that this frequency is met shall rest with the responsible person listed above.

### 12.3 Data Collection

The annual review will include an updated travel mode survey, consultation with staff and visitors, and adjustments to initiatives and targets. Data to be collected are as follows:

- Actual travel mode
- Preferred travel mode
- Issues / concerns / limitations
- Students per vehicle
- Address / distance to school
- Time of arrival / departure
- Route to site
- Pedestrian entry point

A sample travel mode survey is attached in **Appendix B**.

Additional data outside these surveys will also need to be collected to assess other parts of the school transport system, such as the drop-off and pick-up zone. These include:

- Number of students exiting/alighting vehicles
- Number of vehicles using the drop-off/pick-up zone
- Length of time each vehicle loads/unloads students
- Observational assessments (e.g. queuing, illegal stopping, safety concerns etc.)
- Pick-up location (including Lavarack Street, in the event this requires further deterrent of usage)
- Any other relevant information as required

A sample observational record sheet is attached in **Appendix C**. Results should be verified and compared to surveys at similar sites where possible.

### 12.4 Taking Action

Once monitoring of the implementation and effectiveness of the transport strategies has taken place, actions may be required by various stakeholders.

### **12.4.1 School Management**

For recommendations requiring changes to school management or policies, items shall be raised with the staff executive group for action and will also be raised with the P&C committee for input or action as required.

### **12.4.2 School Works**

For recommendations requiring physical works on the School site such as additional bike rails or signage, works will be distributed as appropriate. Minor works shall be undertaken in coordination with the School grounds team. More significant works are to be raised with the staff executive group for action and may require budgetary approval.

### **12.4.3 Public Works**

Where requirements or recommendations are identified for public works (such as footpath upgrades external to the site), consultation with local authorities shall take place in accordance with the Communications Plan documented in Section 13.

## 13 Communications Plan

### 13.1 Strategies

#### 13.1.1 Availability of Information

Information strategies will include:

- Transport Access Guide (TAG) on website
- New starter kit

#### 13.1.2 Regular Communication

Communication strategies will include:

- Monthly transport articles on website and newsletter
- Annual transport summaries for new starter and open day kits

#### 13.1.3 Community Engagement

Engagement strategies will include:

- Send Snap Solve

#### 13.1.4 Authority Consultation

Authority consultation is expected to occur on an as-needed basis throughout the year. Relevant outcomes should be incorporated into future revisions of the STP.

The following local authorities should be provided with a draft copy of STP prior to major updates, to ensure that any unknown or unforeseen changes by the most relevant authorities can be incorporated into the Plan if necessary:

- City of Ryde Council
- State Transit Authority

Transport for NSW, in addition to the above, should be provided with a final copy of the STP when updated.

### 13.2 Local Authorities

#### 13.2.1 City of Ryde Council

City of Ryde Council has advised the preferred point of contact for the STP as follows:

**Michael Dixon**

Manager, Transport

[MDixon@ryde.nsw.gov.au](mailto:MDixon@ryde.nsw.gov.au)

02 9952 8116 / 0481 915 693

### 13.2.2 State Transit Authority

State Transit Authority has advised the preferred point of contact for the STP as follows:

**Egwin Herbert**

Traffic and Service Manager, Northern & Western Region

9941 6885

[Egwin\\_Herbert@sta.nsw.gov.au](mailto:Egwin_Herbert@sta.nsw.gov.au)

### 13.2.3 Transport for NSW

Transport for NSW has advised the preferred points of contact for the STP as follows

**Merlinda Hyde**

Manager, Bus Contracts

[Merlinda.Hyde@transport.nsw.gov.au](mailto:Merlinda.Hyde@transport.nsw.gov.au)

02 8202 2863 / 0478 879 126

**David Surplice**

Senior Project Manager, Travel Demand Management

Sydney Coordination Office

0481 913 187

[David.Surplice@transport.nsw.gov.au](mailto:David.Surplice@transport.nsw.gov.au)

**Pahee Rathan**

Senior Manager Land Use Assessment

[Pahee.Rathan@rms.nsw.gov.au](mailto:Pahee.Rathan@rms.nsw.gov.au)

02 8849 2219 / 0417 246 510

## 13.3 Consultation

This Plan has been developed in consultation with relevant local and state authorities as listed below. Ongoing consultation with these authorities will also occur in the future, in accordance with the Communications Plan.

### 13.3.1 City of Ryde Council

City of Ryde has advised that the requirements of the City of Ryde Travel Plan Guidelines should be incorporated into this document. The STP has been prepared accordingly.

A draft copy of this document was provided to City of Ryde for feedback. City of Ryde has also provided contact details for future updates and ongoing consultation.

### **13.3.2 State Transit Authority**

State Transit Authority (STA) has provided information on existing public bus services and school bus services, which have been considered in the development of this STP. Consultation will continue to occur with STA, particularly during the planned review period from August 2020 onwards, for future investigation and provision of additional bus services.

A draft copy of this document was provided to STA for feedback. STA has also provided contact details for future updates and ongoing consultation.

### **13.3.3 Transport for NSW**

Transport for NSW (TfNSW) has advised that the requirements of Condition D12 (Green Travel Plan) of the development consent should be incorporated into this document. The STP has been prepared accordingly.

TfNSW now incorporates the roles of the former Roads and Maritime Services (RMS).

A draft copy of this document was provided to TfNSW for feedback. TfNSW has also provided contact details for future updates and ongoing consultation.

### **13.3.4 Department of Planning, Industry and Environment**

In accordance with the requirements of the approved development, a copy of this document has been provided to the Secretary of the Department of Planning, Industry and Environment for approval.



## Appendix A – Transport Access Guide

**Stay healthy. Cut traffic.**

**Save the environment.**

Make the right choice by taking one of the following options for your journey to Smalls Road Public School, and help keep our kids healthy and safe on quieter local streets.

## Walking

Safe and convenient walking routes are available to many local services and transport routes:

- 2-minute walk to Quarry Road buses
- 6-minute walk to Bridge Road buses
- 32-minute walk to Macquarie Park or Macquarie University stations
- 34-minute walk to West Ryde town centre

Remember to use safe crossing points, such as the zebra crossings on Smalls Road, wherever possible.

## Cycling

Convenient cycling routes are available through the local area including Santa Rosa Park (connecting toward the Macquarie Centre), and Blaxland Road (connecting to Top Ryde Shopping Centre).

While children under 16 years may ride on the footpath, remember to keep left, give way to pedestrians, and to ride safely including with an appropriate helmet.

For information about cycleways in your area and cycling tips, visit the Council website:

<https://www.ryde.nsw.gov.au/Recreation/Cycling>

## Buses

The following bus routes are within walking distance of the School:

- Quarry Road: 518, X18
- Bridge Road: 507

Routes 507 and 518 run between Macquarie University and Circular Quay. The X18 service runs from Town Hall to Denistone East, but only in the afternoon.

Remember, all students from Kindergarten to Year 2 are eligible for a free school travel pass. Check your eligibility for the School Student Transport Scheme at:

<https://apps.transport.nsw.gov.au/ssts/>






## Trains and Metro

Macquarie Park and Macquarie University stations are on the Metro line, connecting Tallawong to Chatswood. Services run every 4 minutes during the morning peak.

West Ryde station is on the T9 Northern Line, connecting Hornsby to the City. Services run every 7 to 15 minutes.

## Plan Your Trip

Not sure on how to make your way here? Visit [www.transportnsw.info](http://www.transportnsw.info) to check public transport times and services with the Transport for NSW **Trip Planner**. Alternatively, download one of these apps to get the latest information and plan your trip on the go:

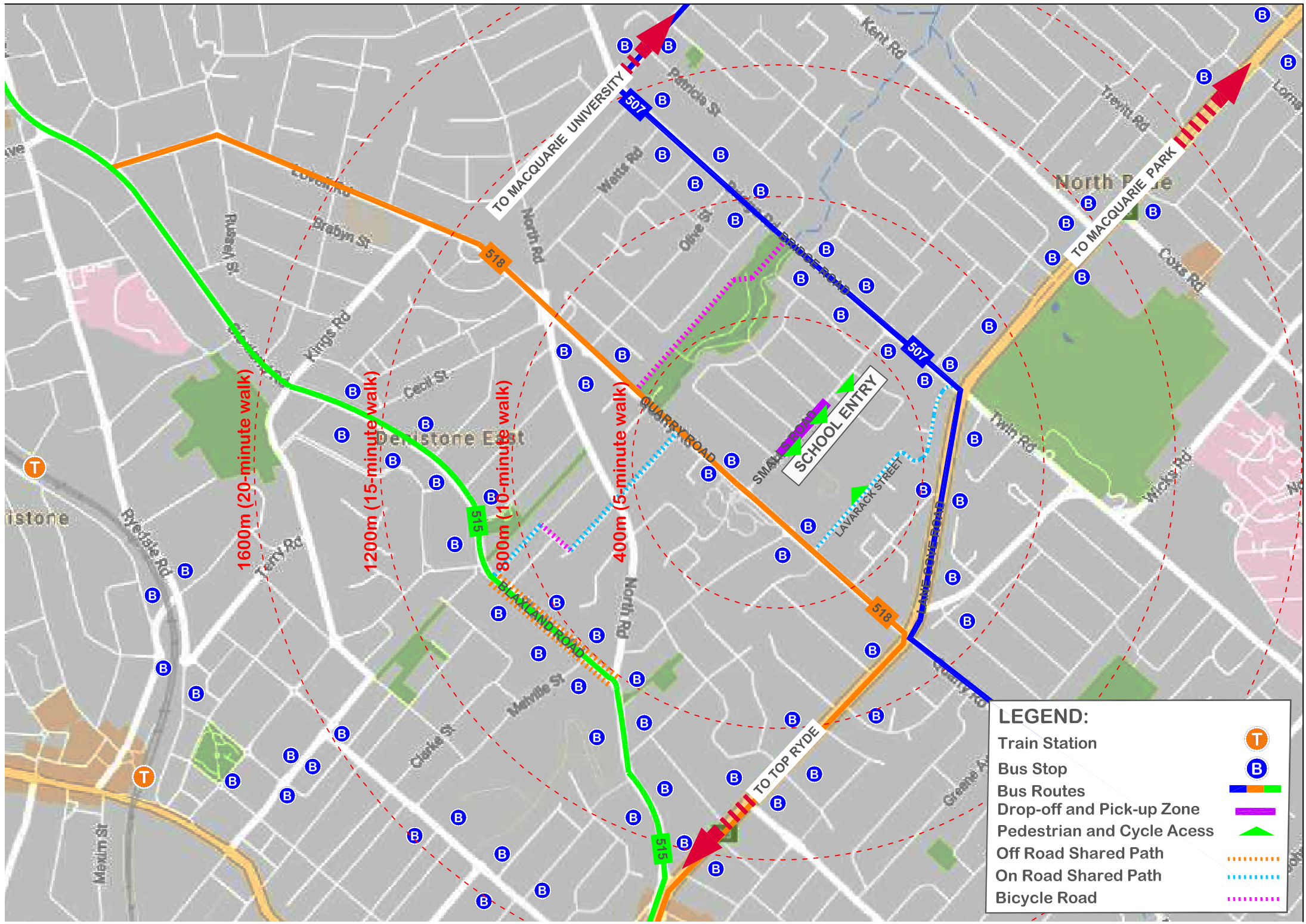
-  **Opal Travel**
-  **Trip Go**
-  **Triptastic**
-  **Tripview**
-  **Transit App**

# Transport Access Guide



Your guide to accessible and sustainable transport around

**Smalls Road Public School**



**LEGEND:**

- Train Station
- Bus Stop
- Bus Routes
- Drop-off and Pick-up Zone
- Pedestrian and Cycle Access
- Off Road Shared Path
- On Road Shared Path
- Bicycle Road

## Appendix B – Sample Travel Mode Survey

**Please read the below before starting the questionnaire:**

School Infrastructure NSW are conducting this questionnaire to understand how you travel to school. This should take 5 minutes to complete. Please complete the survey by [xx/xx/xx](#).

If you have transport feedback for our team, please contact us at [mail@mail.com.au](mailto:mail@mail.com.au).

Question	Response Choices
<b>Are you staff, student or parent / carer of a student?</b>	<ul style="list-style-type: none"> <li>• staff-full time</li> <li>• staff-part time</li> <li>• volunteer</li> <li>• student</li> <li>• parent / carer</li> </ul>
<b>Which school do you attend?</b>	
<b>Which suburb did you travel from on survey day?</b>	
<b>How did you travel to school on the survey day?</b>	<ul style="list-style-type: none"> <li>• drove a car and parked on-site</li> <li>• drove a car and parked nearby</li> <li>• dropped off (driver did not stay)</li> <li>• bus</li> <li>• train</li> <li>• walked</li> <li>• rode a bicycle</li> <li>• motorcycle / motorscooter</li> </ul>
<b>If you travelled by bus, which bus number did you catch?</b>	
<b>If you drove a car, how many passengers were in the car?</b>	<ul style="list-style-type: none"> <li>• 0 -- just me</li> <li>• 1 -- 1 passenger, 1 driver</li> <li>• 2</li> <li>• 3+</li> </ul>
<b>If you drove a car, what is your main reason for doing so?</b>	<ul style="list-style-type: none"> <li>• dropping off / picking up child(ren)</li> <li>• need the car to drive elsewhere before school (e.g sport, work, an appointment)</li> <li>• need the car to drive elsewhere after school (e.g sport, work, an appointment)</li> <li>• health reasons</li> <li>• convenience</li> <li>• lack of transport options (e.g. no bus service or footpath)</li> <li>• worried about road safety / busy roads</li> <li>• did not drive</li> <li>• other (please specify)</li> </ul>
<b>What time do you arrive at school?</b>	<ul style="list-style-type: none"> <li>• before 6:15 am</li> <li>• 6:15-6:30</li> <li>• 6:30-6:45</li> <li>• 6:45-7:00</li> <li>• 7:00-7:15</li> <li>• 7:15-7:30</li> <li>• 7:30-7:45</li> <li>• 7:45-8:00</li> <li>• 8:00-8:15</li> <li>• 8:15-8:30</li> <li>• 8:30-8:45</li> <li>• 8:45-9:00</li> <li>• after 9:00</li> </ul>

Question	Response Choices
<p><b>What time do you leave school?</b></p>	<ul style="list-style-type: none"> <li>• before 2:45pm</li> <li>• 2:45-3:00</li> <li>• 3:00-3:15</li> <li>• 3:15-3:30</li> <li>• 3:30-3:45</li> <li>• 3:45-4:00</li> <li>• 4:00-4:15</li> <li>• 4:15-4:30</li> <li>• 4:30-4:45</li> <li>• 4:45-5:00</li> <li>• 5:00-5:15</li> <li>• 5:15-5:30</li> <li>• after 5:30</li> </ul>
<p><b>Which measures would encourage you to walk or ride a bicycle more? If you already walk or ride a bicycle – what measures would you like to see more? Select 2</b></p>	<ul style="list-style-type: none"> <li>• lower speed roads</li> <li>• place to store my helmet</li> <li>• place to store my scooter / skateboard</li> <li>• better lighting</li> <li>• more shade</li> <li>• shower / change rooms</li> <li>• safe bicycle parking</li> <li>• information on safe routes</li> <li>• bicycle group so I can ride with others</li> <li>• walking group so I can walk with others</li> <li>• loan / discount to buy a bicycle / helmet</li> <li>• other (please specify)</li> </ul>
<p><b>Which measures would encourage you to use public transport? If you already use public transport, what would you like to see more?</b></p>	<ul style="list-style-type: none"> <li>• cheaper public transport</li> <li>• more frequent public transport</li> <li>• bus route to my neighbourhood</li> <li>• improved waiting area at school (shade / weather protection)</li> <li>• improved waiting area at home (shade / weather protection)</li> <li>• better connections to other transport (train or bus)</li> <li>• public transport group so I can ride with others</li> <li>• information about public transport</li> <li>• other (please specify)</li> </ul>
<p><b>Which measures would encourage you to carpool</b></p>	<ul style="list-style-type: none"> <li>• help finding someone to carpool with</li> <li>• reduced parking cost</li> <li>• know the driver personally</li> <li>• free parking</li> <li>• sharing driving responsibility</li> <li>• certainty in finding a car space (ie dedicated car space for carpoolers)</li> <li>• secure parking</li> <li>• a ride home if I needed to assist with a sick child / personal responsibilities</li> <li>• other (please specify)</li> </ul>
<p><b>Any other transport feedback for our team?</b></p>	

If you have feedback between questionnaires, please use this link to notify local councils, utilities or other authorities of issues that need addressing in your community: [www.snapsendsolve.com](http://www.snapsendsolve.com)

## Appendix C – Sample Observational Record Sheet

**SMALLS ROAD PUBLIC SCHOOL  
DROP-OFF AND PICK-UP ZONE OBSERVATION RECORD SHEET**

**1. Observation information:**

Date and time:	
Location:	
Weather conditions:	
Reported by:	

**2. Drop-off and pick-up zone (No Parking) – total usage**

*Use a tally to record total numbers.*

Vehicles with 1 student	
Vehicles with 2 students	
Vehicles with 3+ students	

**3. Short-term parking zone (P15) – total usage**

*Use a tally to record total numbers.*

Vehicles with 1 student	
Vehicles with 2 students	
Vehicles with 3+ students	

**4. Vehicle stopping and loading times**

*Use a tally to record total numbers. To help record accurate times, use an extra staff member.*

0 – 30 seconds	
30 – 60 seconds	
60 – 90 seconds	
90 – 120 seconds	
More than 2 minutes	

***See over the page for noting any other observations during the drop-off or pick-up period.***



**SMALLS ROAD PUBLIC SCHOOL  
DROP-OFF AND PICK-UP ZONE OBSERVATION RECORD SHEET**

**5. Observational assessments:**

<p><b>Vehicle queuing</b></p> <p><i>e.g. where did the longest queue extend to?</i></p>	
<p><b>Safety</b></p> <p><i>e.g. did you observe any near-misses or unsafe behavior?</i></p>	
<p><b>No Parking and P15 zones</b></p> <p><i>e.g. were the signposted parking restrictions followed?</i></p>	
<p><b>Traffic</b></p> <p><i>e.g. were there any problems or interactions with passing traffic?</i></p>	
<p><b>Other</b></p> <p><i>All problems, safety concerns, or unusual behaviors should be recorded.</i></p>	

## Appendix D – Conditions of Development Consent (SSD 8372)

Item	Notes	Section Reference
<b><u>Bus Servicing and Network Accessibility</u></b>		
<p><b>D5.</b> The Applicant must investigate suitable bus access routes to service the school in the interim and longer term in consultation and agreement with Council and TfNSW / RMS having regard to existing and future road network configurations prior to the commencement of school operations. Options to be considered in consultation and agreement with Council and TfNSW / RMS may include, but not be limited to, the use of reduced length buses where appropriate swept paths and manoeuvring cannot be achieved in the interim. Details of consultations undertaken and any agreement obtained, as well as any interim and final bus route must be submitted to the Secretary.</p>	<p>Public bus routes along Quarry Road and Bridge Road have been investigated and are expected to provide adequate services for the initial opening of the school.</p> <p>Dedicated school bus services will not be required for the opening year due to the limited intake. In accordance with the Monitoring and Evaluation strategy in this Plan, student locations and the need for additional bus services will be reviewed on a regular basis.</p> <p>A draft copy of this document has been provided to authorities for comment and feedback, and a final copy will also be provided.</p>	<p>Section 4.3 Section 13</p>
<b><u>Green Travel Plan</u></b>		
<p><b>D12.</b> Prior to the commencement of operation, a Green Travel Plan (GTP), must be prepared and be submitted to the Secretary to promote the use of active and sustainable transport modes. The plan must:</p>		<p>Section 13</p>
<p>(a) Be prepared by a suitably qualified traffic consultant in consultation with Ryde Council and (Sydney Coordination Office) Transport for NSW;</p>	<p>City of Ryde and TfNSW have both provided initial comment via phone and email. Relevant contact details have been included in the Communications Plan.</p> <p>A draft copy of this document has been provided to authorities for comment and feedback, and a final copy will also be provided.</p>	<p>Section 13</p>
<p>(b) Include objectives and mode share targets (i.e. Site and land use specific, measurable and achievable and timeframes for implementation) to define the direction and purpose of the GTP;</p>	<p>Overall sustainability objectives have been developed by both the Department of Education and the school Principal.</p> <p>Mode share targets have been developed based on City of Ryde strategic documents and an assessment of student locations within the catchment.</p> <p>Mode splits and revised targets are to be reviewed on an annual basis in accordance with the Monitoring and Evaluation strategy.</p>	<p>Section 5.4</p>

Item	Notes	Section Reference
(c) Include specific tools and actions to help achieve the objectives and mode share targets;	Tools and actions proposed in this document include management strategies which can be implemented by the School, and infrastructure or external service initiatives which may require further consultation or work by external agencies (e.g. Council).	Sections 6 – 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; and	Roles and responsibilities have been allocated to the school Principal to support the implementation. The Principal's role may include allocating tasks or roles to other staff members as required.	Section 1.3
(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 students and staff to and from both schools at appropriate times throughout the academic year.	A Monitoring and Evaluation strategy has been provided which outlines the requirements for ongoing review of current progress (including travel surveys). Observations and recommendations are sorted by travel mode for ease of analysis against survey results.  Updates to the report are recommended on an annual basis, with a higher frequency of updates at the initial opening of the school.	Section 12
<b><u>Operational Transport and Access Management Plan (OTAMP)</u></b>		
<b>D13.</b> An OTAMP is to be prepared for the school (or separately for each school) by a suitably qualified person, in consultation with Council, Transport for NSW and RMS, to the satisfaction of the Secretary, and must address the following:	City of Ryde and TfNSW have both provided initial comment via phone and email. Relevant contact details have been included in the Communications Plan.  A draft copy of this document has been provided to authorities for comment and feedback, and a final copy will also be provided.	Section 13
(a) 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;	Pedestrian routes to and from the school have been assessed based on a detailed analysis of the school catchment and existing infrastructure. This includes a need for safe pedestrian routes to public transport facilities for connecting to ongoing journeys.	Section 4.1 Section 6
(b) The location of all car parking spaces of the school campuses and their allocation (i.e. staff, visitor, accessible, emergency, et.);	Car parking spaces are allocated to staff, visitors, accessible and emergency parking. A diagram of the car park layout and access has been included.	Section 9

Item	Notes	Section Reference
(c) The location and operational management procedures of the pick-up and drop-off parking located within Smalls Road, including staff management/traffic controller arrangements;	The No Parking / Kiss & Ride zone will be marshalled and controlled by one executive staff member in both the morning and afternoon. The operation of the 15-minute parking zone along Smalls Road is a measure to assist students.	Section 3.3 Section 8
(d) Delivery and services vehicle and bus access and management arrangements;	Delivery and service vehicles access the site through the car park. The Monitoring and Evaluation strategy includes the servicing of the site, and will ensure safe access arrangements are maintained or modified if required. Bus access for coaches, excursions etc. can occur in the 15-minute parking area when required. No dedicated bus routes are currently operating on the school frontage. Future assessment and consultation will determine the need for any additional bus services.	Section 10
(e) Management of approved access arrangements;	Access into the site via the main pedestrian entry and car park access will be closed out of hours. The secondary pedestrian entry will provide after hours access.	Section 6 Section 9
(f) Potential traffic impacts on surrounding road networks and mitigation measures to minimise impacts, including measures to mitigate queuing impacts associated with vehicles accessing pick-up and drop-off parking in Smalls Road;	Traffic impacts for the full scale of the development with 1,000 students have been modelled and agreed with RMS to be suitable. The indented parking bay shall mitigate potential queuing and congestion of traffic on Smalls Road by maintain through traffic flow. The Monitoring and Evaluation strategy and sample observational record sheet includes a method of recording the ongoing operation of the drop-off and pick-up zone and identifying any necessary adjustments.	Section 8 Section 12
(g) Car parking arrangements and management associated with the proposed use of school facilities by community members; and	Users of the school ovals on Smalls Road Reserve before and after school hours do not have access to the car park.	Section 3.5
(h) A monitoring and review program	A Monitoring and Evaluation strategy is provided.	Section 12
The OTAMP(s) must be submitted to the Secretary for approval prior to operation of the development.	A draft copy of this document has been provided to authorities for comment and feedback, and a final copy will also be provided.	Section 13

Item	Notes	Section Reference
The OTAMP(s) (as revised from time to time) must be implemented by the Applicant for the life of the development.	A Monitoring and Evaluation strategy is provided which includes frequency and timing of review. The overall responsibility for implementation of the Plan shall rest with the Principal.	Section 12
<b><u>Student Drop-off / Pick-up -Smalls Road</u></b>		
<b>E8.</b> Post operational monitoring is to occur to determine if the drop-off/pick-up facility required by Condition D4 is sufficient. The drop-off/pick-up facility must be monitored during the AM and PM peak drop-off/pick-up periods twice weekly for the first school term of operation unless otherwise agreed by the Secretary.	A Monitoring and Evaluation strategy is provided which includes these and the below requirements. The overall responsibility for implementation of the Plan shall rest with the Principal.	Section 12
A monthly report over a six-month period must be prepared by a suitable qualified person including a discussion of the results of the monitoring including:		
(a) Time period monitored (date, time);		
(b) Number of students exiting/alighting vehicles;		
(c) Number of vehicles using the drop-off/pick-up zone;		
(d) Length of time each vehicle loads/unloads students;		
(e) An assessment of how the drop-off/pick up zone is operating, and whether there is any observed impact on Smalls Road (e.g. Queuing, illegal stopping, safety etc.);		
(f) Verification based of the results of traffic surveys at similar Sites; and		
(g) Any other relevant information as required.		
If after six months operation, the results of the monitoring indicate insufficient capacity of the drop-off/pick-up zone, alternative arrangements must be made in consultation with Council, to address this issue. Alternative arrangements are to be incorporated into an updated OPTMP and submitted to the Secretary for approval.		

## Appendix E – Consultation Record



**Post Approval Consultation Record**

Identified Party to Consult:	City of Ryde
Consultation type:	Email and telephone conversations
When is consultation required?	Prior to operation
Why	Conditions D5, D12, and D13 – various documents to be prepared in consultation with Council
When was consultation held	<ul style="list-style-type: none"> <li>07/01/2020: Email to Michael Dixon and Kelly Yoon</li> <li>08/01/2020: Phone conversation with Michael Dixon</li> <li>09/01/2020: Email from Kelly Yoon</li> <li>20/01/2020: Phone conversation with Kelly Yoon</li> <li>21/01/2020: Email to Michael Dixon and Kelly Yoon (draft report)</li> </ul>
Identify persons and positions who were involved	<ul style="list-style-type: none"> <li>Michael Dixon – Manager, Transport</li> <li>Kelly Yoon – Senior Coordinator Transport &amp; Development</li> </ul>
Provide the details of the consultation	<ul style="list-style-type: none"> <li>Introduction to the project.</li> <li>Identifying issues to be addressed.</li> <li>Provide draft for review and comments.</li> <li>Consultation regarding ongoing operation of the school and development consent conditions.</li> </ul>
What specific matters were discussed?	<ul style="list-style-type: none"> <li>Preferred point of contact for future discussions with School Infrastructure NSW regarding development of bus routes (Condition D5)</li> <li>Required inclusions for a Green Travel Plan (Condition D12)</li> <li>Required inclusions for an Operational Transport and Access Management Plan (Condition D13)</li> </ul>
What matters were resolved?	<ul style="list-style-type: none"> <li>Recommended inclusions to report including Walking School Bus</li> <li>Clarification of on-street parking restrictions and potential future changes along Smalls Road (no future changes planned)</li> </ul>
What matters are unresolved?	<ul style="list-style-type: none"> <li>Feedback on draft report not received as of 23/01/2020</li> </ul>
Any remaining points of disagreement?	<ul style="list-style-type: none"> <li>Nil</li> </ul>
How will SINSW address matters not resolved?	<ul style="list-style-type: none"> <li>N/A</li> </ul>



**Post Approval Consultation Record**

Identified Party to Consult:	State Transit Authority
Consultation type:	Email and telephone conversation
When is consultation required?	Prior to operation.
Why	Conditions D5 – bus routes to be investigated
When was consultation held	<ul style="list-style-type: none"> <li>• 07/01/2020: Email to George Mobayed (TfNSW)</li> <li>• 08/01/2020: Phone conversation with Merlinda Hyde (TfNSW)</li> <li>• 08/01/2020: Email from Merlinda Hyde (TfNSW)</li> <li>• 20/01/2020: Phone and email to Luke Holdsworth</li> <li>• 21/01/2020: Phone and email to Luke Holdsworth (draft report)</li> <li>• 22/01/2020: Email from Luke Holdsworth</li> </ul>
Identify persons and positions who were involved	<ul style="list-style-type: none"> <li>• Luke Holdsworth – Commercial Manager</li> <li>• Egwin Herbert – Traffic and Service Manager</li> </ul>
Provide the details of the consultation	<ul style="list-style-type: none"> <li>• Introduction to the project.</li> <li>• Identifying issues to be addressed.</li> <li>• Provide draft for review and comments.</li> <li>• Consultation regarding ongoing operation of the school and development consent conditions.</li> </ul>
What specific matters were discussed?	<ul style="list-style-type: none"> <li>• Preferred point of contact for future discussions with School Infrastructure NSW regarding development of bus routes (Condition D5)</li> </ul>
What matters were resolved?	<ul style="list-style-type: none"> <li>• Existing school special bus routes in local area</li> <li>• Potential changes to STA / TfNSW structure and relevant contact details clarified</li> <li>• Operational details determined – STA operates and has input into planning new school services, TfNSW manages the planning of new services</li> </ul>
What matters are unresolved?	<ul style="list-style-type: none"> <li>• Potential diversions of existing school special services – to be determined for future demands</li> </ul>
Any remaining points of disagreement?	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
How will SINSW address matters not resolved?	<ul style="list-style-type: none"> <li>• N/A</li> </ul>





### Post Approval Consultation Record

Identified Party to Consult:	Transport for NSW <ul style="list-style-type: none"> <li>relating to <i>Bus Services</i></li> </ul>
Consultation type:	Email and telephone conversations
When is consultation required?	Prior to operation
Why	Conditions D5 – bus routes to be investigated
When was consultation held	<ul style="list-style-type: none"> <li>07/01/2020: Email to George Mobayed (TfNSW)</li> <li>08/01/2020: Phone conversation with Merlinda Hyde</li> <li>08/01/2020: Email from Merlinda Hyde</li> <li>21/01/2020: Email to Merlinda Hyde (draft report)</li> <li>21/01/2020: Email from Merlinda Hyde</li> </ul>
Identify persons and positions who were involved	<ul style="list-style-type: none"> <li>Merlinda Hyde – Manager, Bus Contracts</li> </ul>
Provide the details of the consultation	<ul style="list-style-type: none"> <li>Introduction to the project.</li> <li>Identifying issues to be addressed.</li> <li>Provide draft for review and comments.</li> <li>Consultation regarding ongoing operation of the school and development consent conditions.</li> </ul>
What specific matters were discussed?	<ul style="list-style-type: none"> <li>Preferred point of contact for future discussions with School Infrastructure NSW regarding development of bus routes (Condition D5)</li> </ul>
What matters were resolved?	<ul style="list-style-type: none"> <li>Sydney Metro bus contract managers</li> <li>Known / proposed changes to regular route services in the area (nil)</li> <li>Potential changes to STA / TfNSW structure and relevant contact details clarified</li> <li>No additional comments on draft report</li> </ul>
What matters are unresolved?	<ul style="list-style-type: none"> <li>Nil</li> </ul>
Any remaining points of disagreement?	<ul style="list-style-type: none"> <li>Nil</li> </ul>
How will SINSW address matters not resolved?	<ul style="list-style-type: none"> <li>N/A</li> </ul>

### Post Approval Consultation Record

Identified Party to Consult:	Transport for NSW <ul style="list-style-type: none"> <li>relating to Roads</li> <li>relating to conditions referring to RMS</li> </ul>
Consultation type:	Email and telephone conversations
When is consultation required?	Prior to operation
Why	Conditions D5 and D13 – various documents to be prepared in consultation with RMS (now part of TfNSW)
When was consultation held	<ul style="list-style-type: none"> <li>07/01/2020: Email to Pahee Rathan and Amin Ahsanul</li> <li>08/01/2020: Phone conversation with Pahee Rathan</li> <li>09/01/2020: Email to Pahee Rathan</li> <li>20/01/2020: Email to Pahee Rathan and Mark Ozinga</li> <li>21/01/2020: Email from Reynaldo Bito-on</li> <li>21/01/2020: Email to Reynaldo Bito-on (draft report)</li> <li>23/01/2020: Email conversation with Pahee Rathan</li> </ul>
Identify persons and positions who were involved	<ul style="list-style-type: none"> <li>Pahee Rathan – Senior Manager Land Use Assessment</li> <li>Mark Ozinga – Principal Manager, Land Use Planning &amp; Development</li> <li>Reynaldo Bito-on – Development Assessment Officer</li> <li>Amanda Broderick</li> </ul>
Provide the details of the consultation	<ul style="list-style-type: none"> <li>Introduction to the project.</li> <li>Identifying issues to be addressed.</li> <li>Provide draft for review and comments.</li> <li>Consultation regarding ongoing operation of the school and development consent conditions.</li> </ul>
What specific matters were discussed?	<ul style="list-style-type: none"> <li>Preferred point of contact for future discussions with School Infrastructure</li> <li>Required inclusions for an Operational Transport and Access Management Plan (Condition D13)</li> </ul>
What matters were resolved?	<ul style="list-style-type: none"> <li>Confirmed that Condition D13 was not issued by RMS or TfNSW and was likely issued by Council.</li> <li>Roads matters for future consultation (student safety, key routes, ongoing operations) should be referred to Sydney Coordination Office of TfNSW. RMS deals mainly with Development Applications.</li> </ul>
What matters are unresolved?	<ul style="list-style-type: none"> <li>Nil</li> </ul>
Any remaining points of disagreement?	<ul style="list-style-type: none"> <li>Nil</li> </ul>
How will SINSW address matters not resolved?	<ul style="list-style-type: none"> <li>N/A</li> </ul>



### Post Approval Consultation Record

Identified Party to Consult:	Transport for NSW
Consultation type:	Email conversation
When is consultation required?	Prior to operation
Why	Condition D12 – green travel plan to be prepared in consultation with Sydney Coordination Office of Transport for NSW
When was consultation held	<ul style="list-style-type: none"> <li>07/01/2020: Email to George Mobayed</li> <li>08/01/2020: Email conversation with Katrina Loader</li> <li>09/01/2020: Phone conversation with Katrina Loader</li> <li>14/01/2020: Email conversation with Christina Papadopoulos</li> <li>20/01/2020: Phone conversation with George Mobayed</li> <li>21/01/2020: Email to David Surplice and Christina Papadopoulos (draft report)</li> <li>22/01/2020: Email from David Surplice</li> <li>23/01/2020: Email conversation with David Surplice</li> </ul>
Identify persons and positions who were involved	<ul style="list-style-type: none"> <li>Katrina Loader – Associate Director Travel Demand Management Implementation</li> <li>David Surplice – Senior Project Manager Travel Demand Management</li> <li>Christina Papadopoulos – Travel Demand Manager</li> </ul>
Provide the details of the consultation	<ul style="list-style-type: none"> <li>Introduction to the project.</li> <li>Identifying issues to be addressed.</li> <li>Provide draft for review and comments.</li> <li>Consultation regarding ongoing operation of the school and development consent conditions.</li> </ul>
What specific matters were discussed?	<ul style="list-style-type: none"> <li>Required inclusions for a Green Travel Plan (Condition D12)</li> </ul>
What matters were resolved?	<ul style="list-style-type: none"> <li>Inclusions required for travel plan document (e.g. targets, tools, actions, staff vs. student data, communications plan)</li> <li>Various comments on proposed additions and changes to draft report</li> </ul>
What matters are unresolved?	<ul style="list-style-type: none"> <li>TfNSW requests that SINSW provide written commitment in Transport Plan to implement and strengthen the plan through the growth of the school.</li> </ul>
Any remaining points of disagreement?	<ul style="list-style-type: none"> <li>Nil</li> </ul>
How will SINSW address matters not resolved?	<ul style="list-style-type: none"> <li>SINSW to review MOU and other commitments.</li> </ul>

## Appendix F – SRPS Commitment Letterhead

# Smalls Road Public School

**Confident Creative Resilient**

The opening of Smalls Road Public School is an exciting opportunity to bring together a new school community in a healthy and sustainable way. We know it is important to start good habits from Day 1. One way to make sure we have a positive impact on our community and environment is to develop sustainable transport habits from the start. That's why, in conjunction with local and state government, we have prepared this **School Transport Plan**. The Plan sets out a framework and record of how we plan to create continued improvement in the travel habits of the whole school community, reducing cars on our local streets and keeping our students safe and healthy.

We don't want this to be empty words – it's a commitment we are passionate about. Our commitment to this School Transport Plan comes in two parts.

Firstly, we commit to the **framework** that pulls this plan together. In fact, we've already got the ball rolling before the school has even opened. So far we have:

- Uploaded a Transport Access Guide brochure to our website on the 'About our School – Location & Transport' page, for quick and easy reference by parents <https://smallsroad-p.schools.nsw.gov.au/about-our-school/location-and-transport.html>
- Provided pedestrian connections to Smalls Road, Quarry Road and Lavarack Street to make walking the quickest and easiest walk to school
- Installed 60 bicycle parking spaces which can be used by staff and students
- Reached out to Council and Transport for NSW to set up a meeting at the start of Term 2 (May 2020) to sit down and discuss how things are going and what can be done next

Other actions will happen over the 2020 school year. Our school newsletter and website will include 'Getting to School' updates, so our community doesn't forget about simple things like a beautiful walk through Yamble Reserve. Throughout Term 1, our staff will be making observations and taking notes about how the drop-off and pick-up zone on Smalls Road is operating and how we can maximise efficiency of use. It is the little things that make sure we have the right mindset in place.

Secondly, we acknowledge and stand by **what we say we will do**. As our school grows in 2021 to accommodate Kinder to Year 6 students we will reach out to existing programs to learn what we can do in order to implement our own programs during 2021. We can reach out to:

- Homebush West Public School who are doing a great job with their Walking School Bus program
- Victoria Avenue Public School who are partnering with Bicycle NSW to teach bicycle skills to students
- Bourke Street Public School for more information about the Walk and Wheel Wednesdays walk, bicycle and scoot to school program

Our other key commitments in the School Transport Plan include in-class education sessions and learn to cycle programs (for older students), staff car-pooling encouragement, and continued work with local and state government in footpath and cycleway upgrades so that more of our students can safely and comfortably get to school through varied travel options. Strategies will filter in over the course of this year and into the future.

By undertaking these programs and changes, we hope to see the following travel habits for our school community:

- Aspirational goal of no more than 60% of staff travelling to school by private vehicle, to meet the targets of our local City of Ryde community
- Aspirational goal of at least 50% of students travelling to school by walking, noting that an estimated 37% of students live within an easy 10-minute walk of the school



We know this will be hard, and some changes take time. If we see some strategies are unsuccessful, we will work together as a school community to implement changes and adjustments or trial and implement new ideas in order to encourage our community to use healthy and sustainable transport options.



Email: [smallsroad-p.school@det.nsw.edu.au](mailto:smallsroad-p.school@det.nsw.edu.au)  
Web: [www.smallsroad-p.schools.nsw.gov.au](http://www.smallsroad-p.schools.nsw.gov.au)  
Phone: 8260 7700