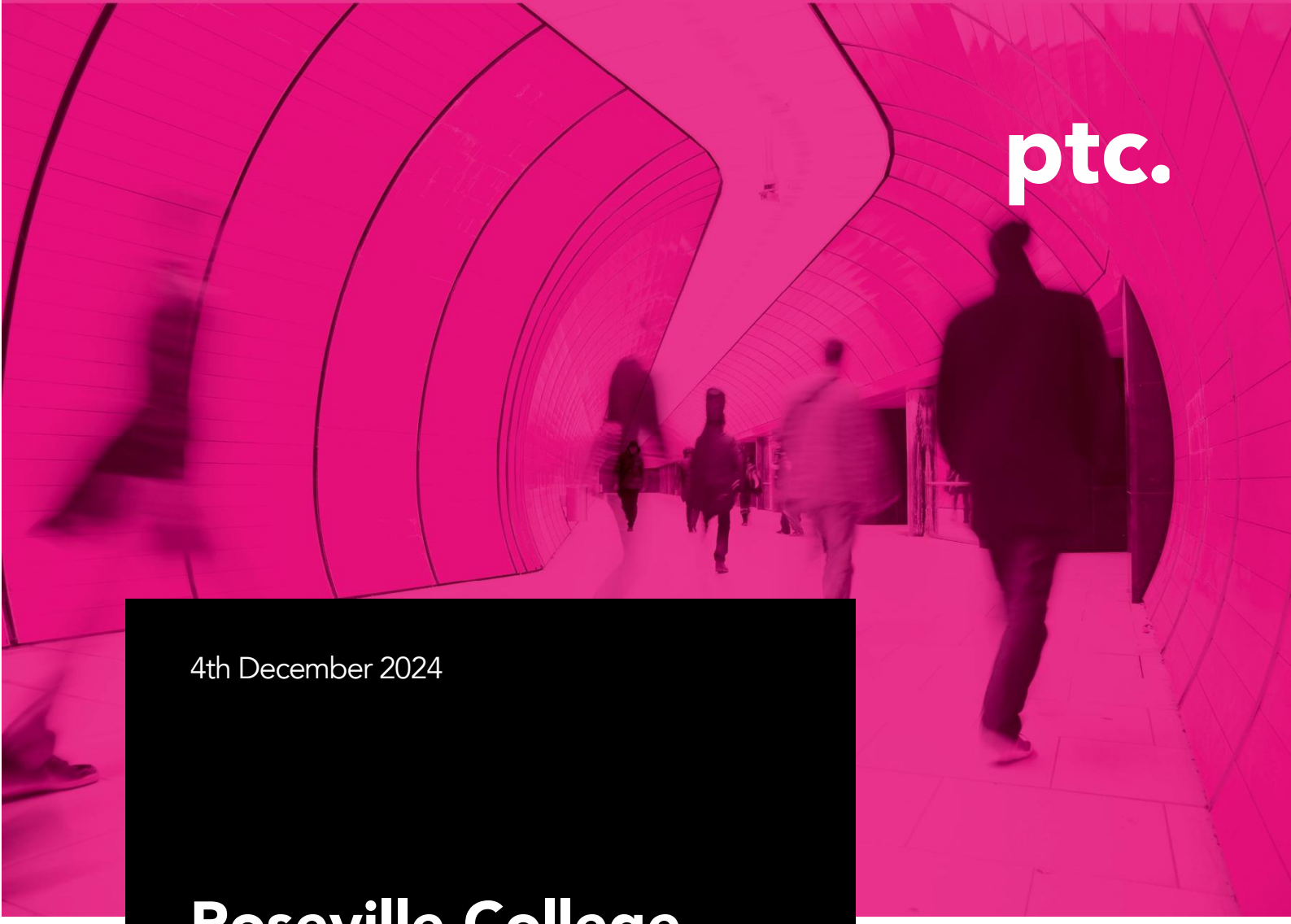

4th December 2024

Roseville College SWELL Centre Green Travel Plan

For: **EPM Projects Pty Ltd**

Site Address: **27 Bancroft Avenue, Roseville**

document control;

Issue:	Date	Issue details	Author	Reviewed
1	03/07/2024	Version 3	OL	SW/JJ
2	29/09/2026	Version 4	OL	SW/JJ
3	15/10/2024	Version 5	OL	SW/JJ
4	04/12/2024	Version 6	OL	SW/JJ

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1. Introduction

1.1. Project Summary

PTC has been engaged to prepare a **Green Travel Plan (GTP),** as requested in the Planning Secretary's Environmental Assessment Requirements (SEARs), to accompany a **State Significant Development Application (SSDA)** to the Department of Planning and Environment for the SWELL Centre redevelopment at Roseville College, located at 27 Bancroft Avenue, Roseville. The proposed development includes:

- Demolition of the existing sports courts and the property at 37 Bancroft Avenue,
- Construction of a new semi-recessed three/four-story building, incorporating a 25m swimming pool and associated facilities,
- Construction of a two-storey car park comprising basement and semi-basement levels,
- Construction of rooftop sports courts above the new car park,
- Creation of a new accessway to the car park via Recreation Avenue.

This GTP has been prepared to fulfil Requirement 7 outlined in the SEARs:

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

1.2. Proposed Development

The layout of the Roseville College Swell Centre is presented in Figure 1 to Figure 4. The development has provided 56 car spaces (including 2 accessible car spaces) for the college across Level 1 and Level 2. In addition, there are eight bicycle parking hoops located on campus.

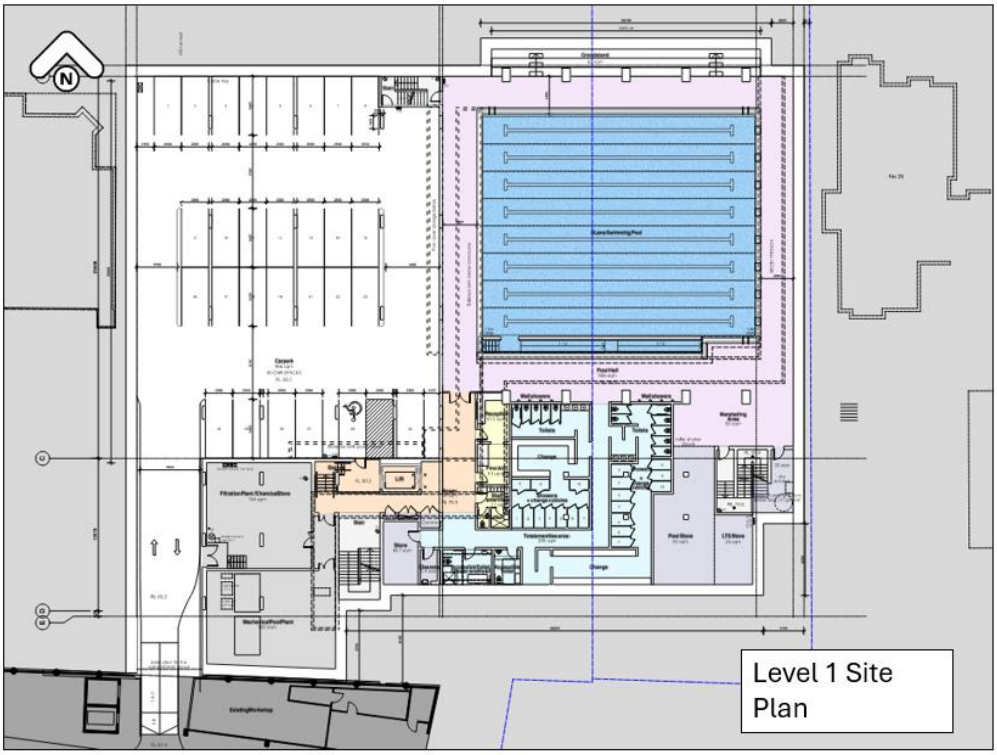


Figure 1 - Level 1 Floor Plan of the Swell Centre Development

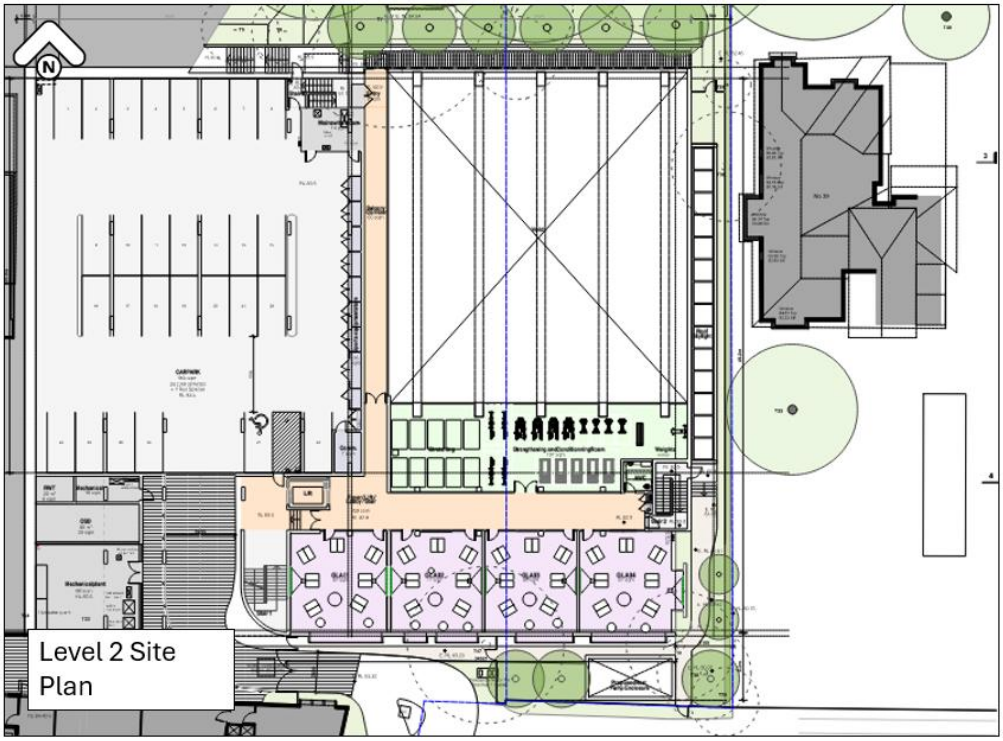


Figure 2 - Level 2 Floor Plan of the Swell Centre Development

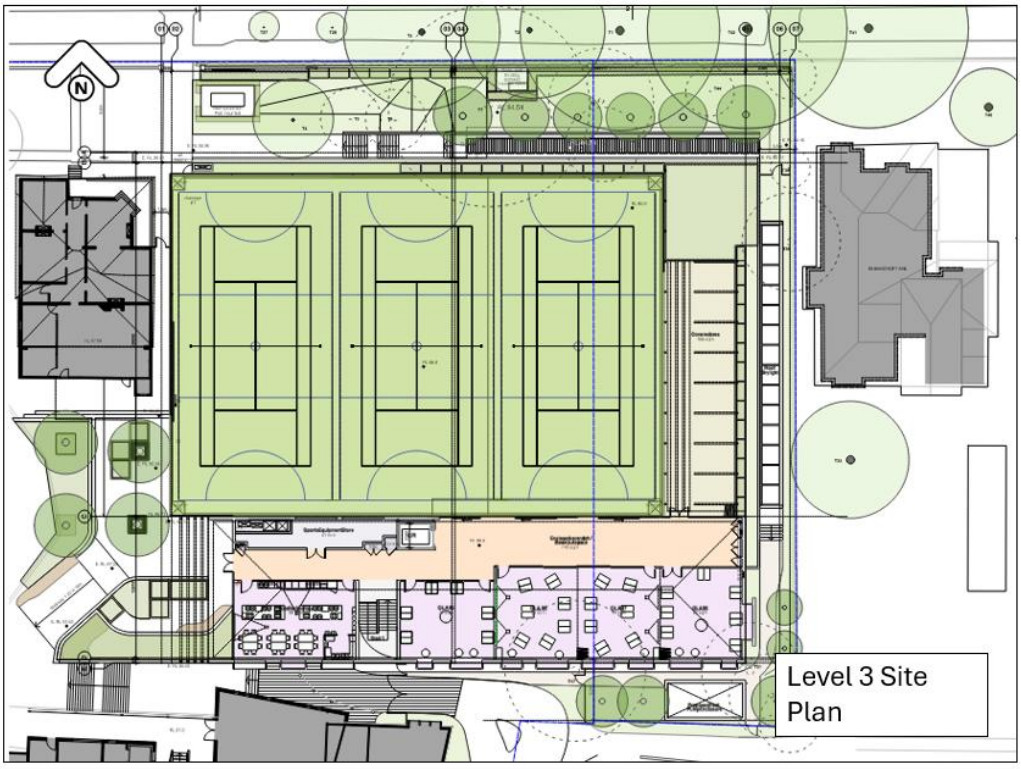


Figure 4 – Level 3 Floor Plan of the Swell Centre Development

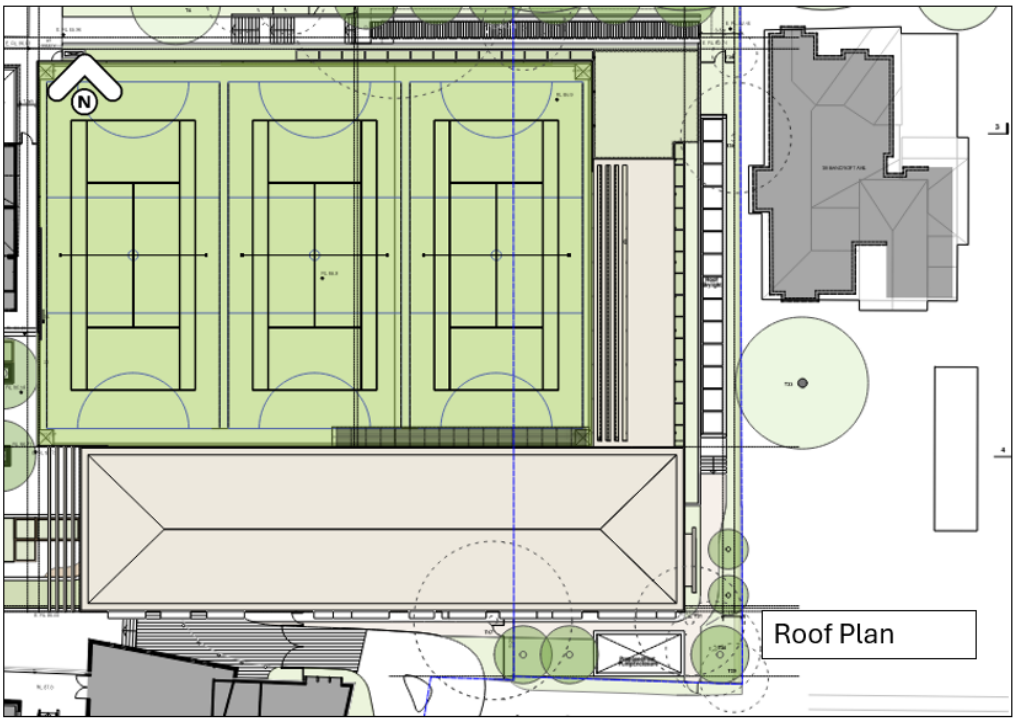


Figure 3 – Roof Floor Plan of the Swell Centre Development

1.3. Report Structure

This report presents the following considerations in relation to the Green Travel Plan (Refer to Table 1).

Table 1 – Report Structure

Section No.	Description
Section 2	A description of the background of the subject site.
Section 3	A description of the existing transport environment, including access to public and active transport.
Section 4	A description of the considerations for a Green Travel Plan.
Section 5	A description of the steps for establishing a Green Travel Plan.
Section 6	A description of existing mode share of transport.
Section 7	A description of sustainable future transport infrastructure.
Section 8	An outline of the recommended action items for various transport modes.
Section 9	Key strategies for achieving the set modes share targets and encouraging uptake of sustainable transport modes.
Section 10	Recommended monitoring and evaluation strategies for tracking process in achieving the targets set out within this Green Travel Plan.
Section 11	Conclusion

2. Background Information

2.1. Site Location

The location of the Roseville College (Study Area) is indicatively illustrated in the Figure 5. The location of the proposed site (Swell Centre) can be found in Figure 6.

Figure 5 - Location of the Roseville College (Study area) (Source: Nearmap 2024)

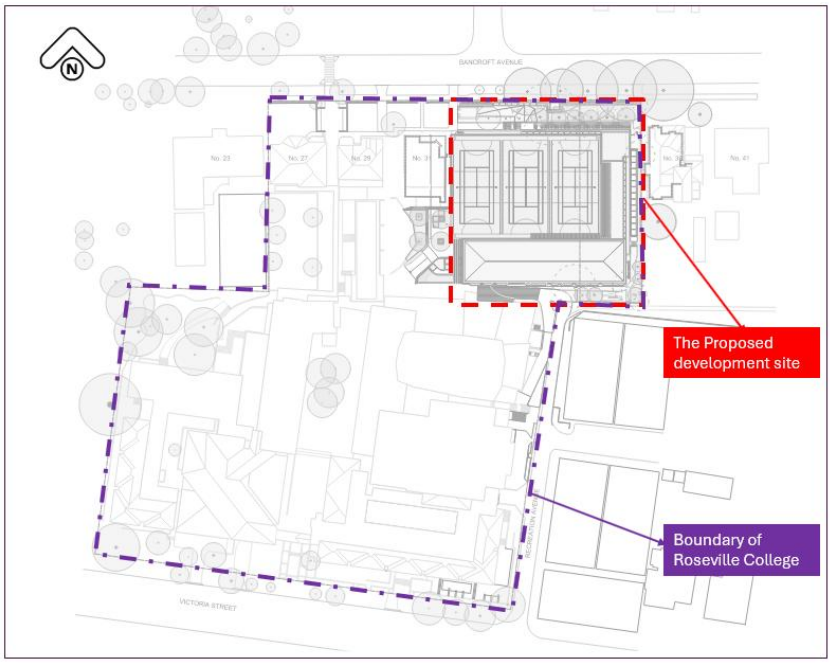


Figure 6 - Location of the proposed site

3. Existing Transport Facilities

3.1.1. Road Hierarchy

Roads within New South Wales are categorised in the following two ways:

- By classification (ownership)
- By the function that they perform

3.1.2. Road Classification

Roads are classified (as defined by the NSW Roads Act 1993) based on their importance to the movement of people and goods within NSW.

The classification of a road allows TfNSW to exercise authority of all or part of the road. Classified roads include Main Roads, State Highways, Tourist Roads, Secondary Roads, Tollways, Freeways, and Transitways. For management purposes, TfNSW has three administrative classes of roads:

- State Roads – Major arterial links through NSW and within major urban areas. They are the principal traffic-carrying roads and are fully controlled and maintained by TfNSW. State Roads include all Tollways, Freeways and Transitways; and all or part of a Main Road, Tourist Road or State Highway.
- Regional Roads – Roads of secondary importance between State Roads and Local Roads which, along with State Roads, provide the main connections to and between smaller towns and perform a sub arterial function in major urban areas. Regional roads are the responsibility of councils for maintenance funding, through TfNSW funds some maintenance based on traffic and infrastructure. Traffic management on Regional Roads is controlled under the delegations to local government from TfNSW. Regional Roads may own all or part of a Main Road, Secondary Road, Tourist Road or State Highway; or other roads as determined by TfNSW.
- Local Roads – The remainder of the council-controlled roads, Local Roads, are the responsibility of councils for maintenance funding. TfNSW may fund some maintenance and improvements based on specific programs (e.g. urban bus routes, road safety programs). Traffic management on Local Roads is controlled under the delegations to local government from TfNSW.

3.1.3. Functional hierarchy

Functional road classification involves the relative balance of the mobility and access function. TfNSW defines four levels in a typical functional road hierarchy, ranking from high mobility and low accessibility to high accessibility and low mobility. These classes are:

- Arterial Roads – generally controlled by TfNSW, typically have no limit in flow and are designed to carry vehicles long distance between regional centres.
- Sub-Arterial Roads – can be managed by either TfNSW or local council. Typically, their operating capacity ranges between 10,000 and 20,000 vehicles per day, and their aim is to carry through traffic between specific areas in a sub region or provide connectivity from arterial road rotes (regional links)

- **Collector Roads** – provide connectivity between local roads and the arterial road network and typically carry between 2,000 and 10,000 vehicles per day.
- **Local Roads** – provide direct access to properties and the collector road system and typically carry between 500 and 4,000 vehicles per day.

This section will examine and detail the current condition and administrative and functional classification of the roads in general proximity to the Site, as shown in Figure 7.

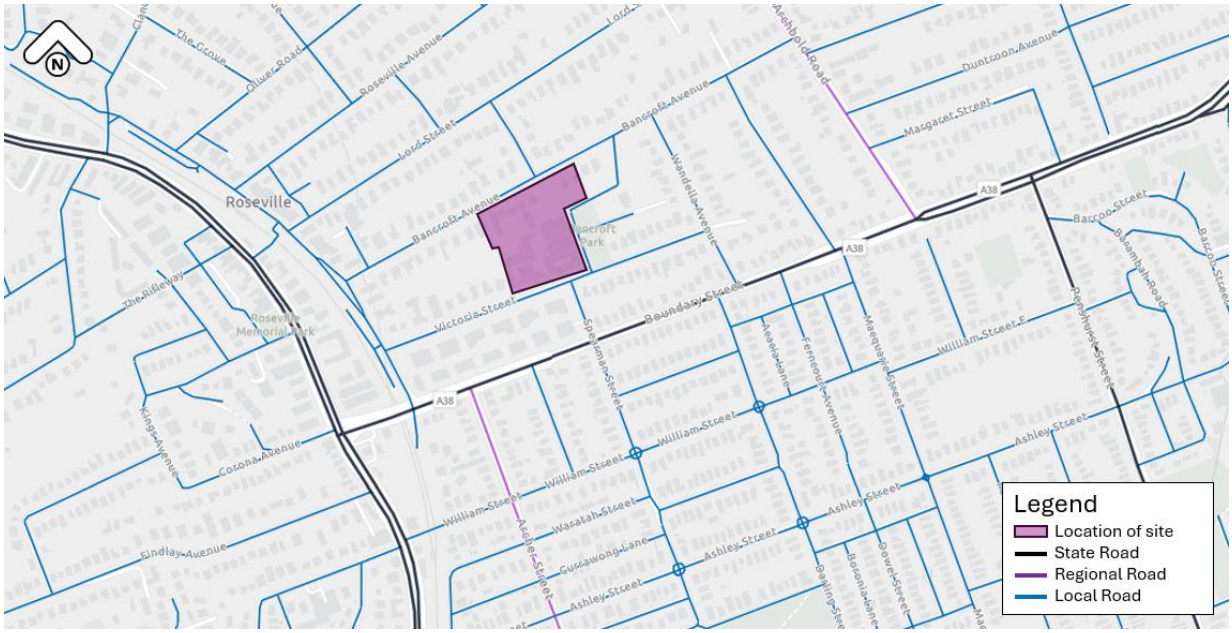


Figure 7 - Road Hierarchy (Source: TfNSW Road Network Classification, 2024)

3.1.4. Existing Road Network

The key road network serving the site is illustrated in the Figure 7 above. The immediate roads serving the site are listed below.

- Pacific Highway
- Boundary Street
- Victoria Street
- Bancroft Avenue

The details of these roads are analysed and summarised below.

Pacific Highway

Pacific Highway is a national significant highway that travels along the east coast of NSW, linking Sydney and Brisbane, and provides primary connectivity to various major coastal cities and local government areas in New South Wales.

The Key features of Pacific Highway in proximity to the proposal site are summarised in Table 2 and Figure 8.

Table 2 - Pacific Highway key features

Pacific Highway		
Road Classification	State Road	
Alignment	North-South	
Number of Lanes	Three Lanes each way near the site	
Carriageway Type	Undivided	
Carriageway Width	18m	
Speed Limit	60km/h	
School Zone	No	
Parking Controls	No parking	
Forms Site Frontage	No	

Figure 8 - Pacific Highway, Soucebound (Source: Googlemap 2024)

Boundary Street

Boundary Street is a state road that connects the M2 Hills Motorway in North Ryde to Pittwater Road in Dee Why. The key features of the Boundary Street are summarised in Table 3 and Figure 9.

Table 3 - Boundary Street key features

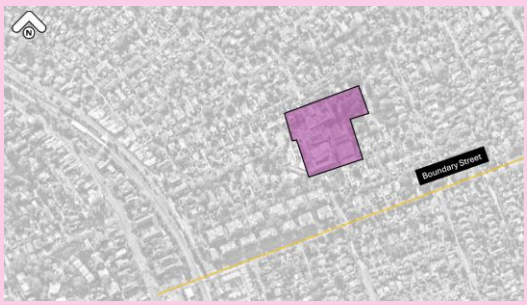
Boundary Street (A38)		
Road Classification	State Road	
Alignment	East-west	
Number of Lanes	Two Lanes each way	
Carriageway Type	Undivided	
Carriageway Width	18m	
Speed Limit	60km/h	
School Zone	No	
Parking Controls	No parking	
Forms Site Frontage	No	

Figure 9 - Boundary Street, Eastbound (source: Googlemap 2024)

Victoria Street

Victoria Street is a local road, located on the south side of the site. Key features of the Victoria Street are summarised in Table 4 and Figure 10.

Table 4 - Victoria Street key features

Victoria Street		
Road Classification	Local Road	
Alignment	East-west	
Number of Lanes	1 lane each way	
Carriageway Type	Undivided	
Carriageway Width	6.5m	
Speed Limit	50km/h	
School Zone	Yes	
Parking Controls	On-street parking is provided on both sides of the street	
Forms Site Frontage	Yes, Secondary Entrance	

Figure 10 - Victoria Street Street View, Eastbound (Source: Googlemap 2024)

Bancroft Avenue

Bancroft Avenue is a local road, located on the north side of the site. Key features of the Bancroft Avenue are summarised in Table 5 and Figure 11.

Table 5 - Bancroft Avenue key features

Bancroft Avenue		
Road Classification	Local Road	
Alignment	East-west	
Number of Lanes	One lane each way	
Carriageway Type	Undivided	
Carriageway Width	9m	
Speed Limit	50km/h	
School Zone	Yes	
Parking Controls	On-street parking is provided on both sides of the street	
Forms Site Frontage	Yes, Main Entrance	

Figure 11 - Bancroft Avenue, Eastbound (Source: Googlemap 2024)

3.2. Public Transport

A review of the public bus services operating near the project has been undertaken as follows.

When defining accessibility, the *NSW Planning Guidelines for Walking & Cycling (2004)* suggests that 400m-800m is a comfortable walking distance.

The *NSW Planning Guidelines for Walking and Cycling (2004)* also suggest 1500m as a suitable cycling catchment.

3.2.1. Railway Services

Roseville College is located approximately 900m walking distance from the Roseville train station, which slightly exceeds the comfortable walking distance of 800 metres (Refer Figure 12).

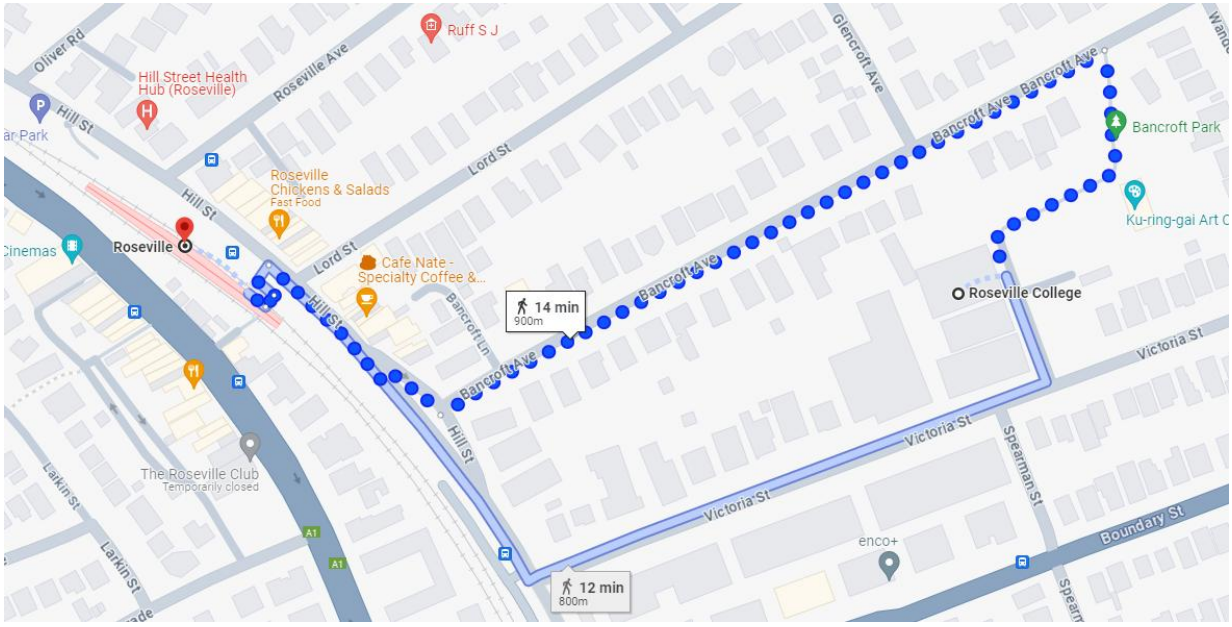


Figure 12 – Walking distance (Source: Google map 2024)

The frequency of train services, as outlined in Table 6, indicates trains operate at intervals of 4-15 minutes during peak hours. The College benefits from excellent train services on the T1 line, connecting to Chatswood (via interchange with Sydney Metro) and City Circle stations (Refer to Figure 13). This enhances the attractiveness of train travel to and from the College, particularly for commuters living further away.

Table 6 - Train Services Summary

Rail Route	From	To	Frequency on Weekdays (approx.)
Northern Line (Southbound)	Berowra/Hornsby	Parramatta (via Central)	Arrive every 15 minutes (morning peak and afternoon school peak)
Northern Line (Northbound)	Parramatta (via Central)	Hornsby/Berowra	Arrive every 6-9 minutes (morning peak)
M1 Metro North West and Bankstown Line	Sydenham	Tallawong	Arrive every 4-10 minutes

Source: TfNSW Trip Planner 2024, modified by ptc.

Figure 13 - Sydney Trains network map

3.2.2. Bus Services (public services)

Although no bus service directly operates along Bancroft Avenue and Victoria Street, frequent public bus services (278, 279, 280, 281, 282, 283, and 284) are available along Boundary Street. These buses connect to the Chatswood interchange, Frenchs Forest, and the Terry Hills area.

In addition, Bus 558 services the route between Chatswood Interchange and Lindfield, with a frequency of one hour during the daytime via Hill Street.

Furthermore, Bus 565 serves the route between Chatswood Interchange and Macquarie University, with a similar one-hour frequency during daytime via Pacific Highway

3.2.3. Bus Services (private)

The School provides a private bus service, which commenced in 2022, that targets areas of the lower Northern Beaches. These areas would otherwise require students to make a journey involving two public bus services or being driven to school in a private vehicle.

The bus network in vicinity to Roseville College is shown in Figure 14.

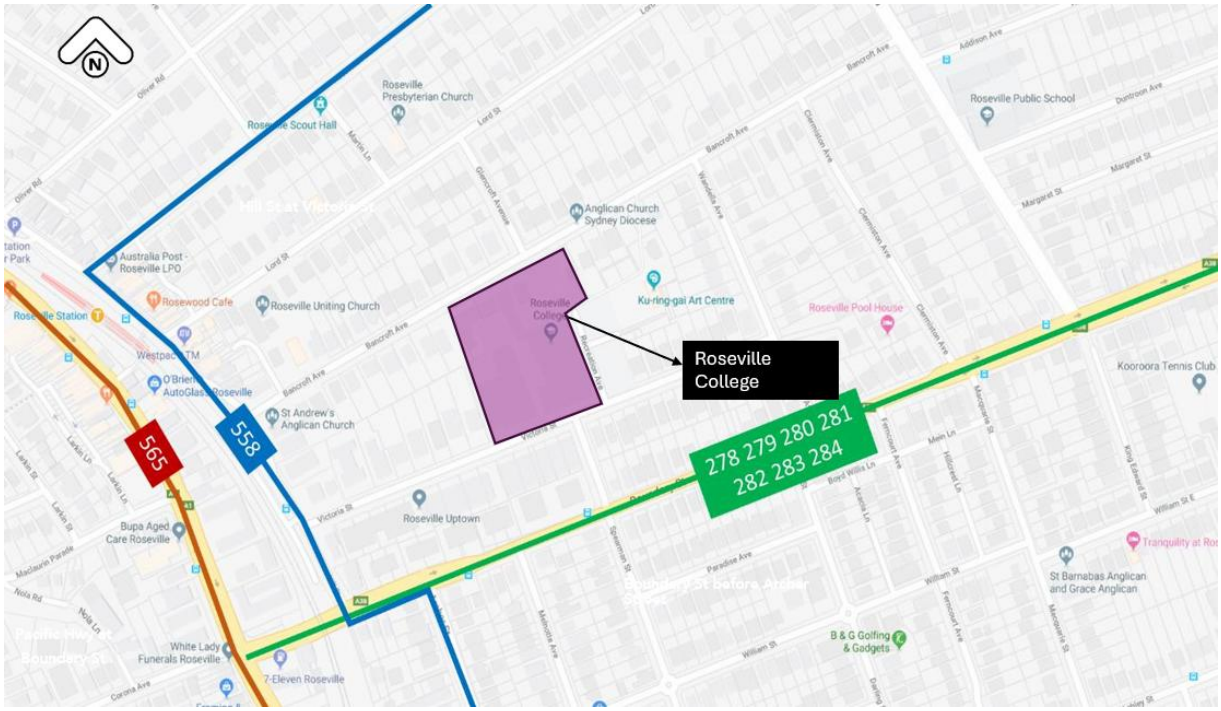


Figure 14 – Bus netwrok map (TfNSW Trip Planner 2019)

3.3. Active Transport

In addition to public transport, the locality has been assessed for its active transport potential.

3.3.1. Walking

All streets within an 800-meter radius of the College have footpaths on both sides, except for Recreation Avenue. This street primarily serves as vehicle access to the existing and proposed car park entrances.

In addition, pedestrian crossings are located at the main College entrance on Bancroft Avenue and Victoria Street near Spearman Street, as shown in Figure 15 and Figure 16.

Figure 15 - Zebra crossing on Victoria Street near Spearman Street (Source: Googlemap 2019)

Figure 16 - Wombat crossing on Bancroft Avenue Street at College Main Entry (Source: Googlemap 2019)

3.3.2. Cycling

Figure 17 presents the existing active transport in the vicinity of Roseville College. As indicated, Bancroft Avenue has been identified as a road that is friendly for bicycles, being classified as a general road. This means that cyclists who use these road segments are forced to share space with other motor vehicles.

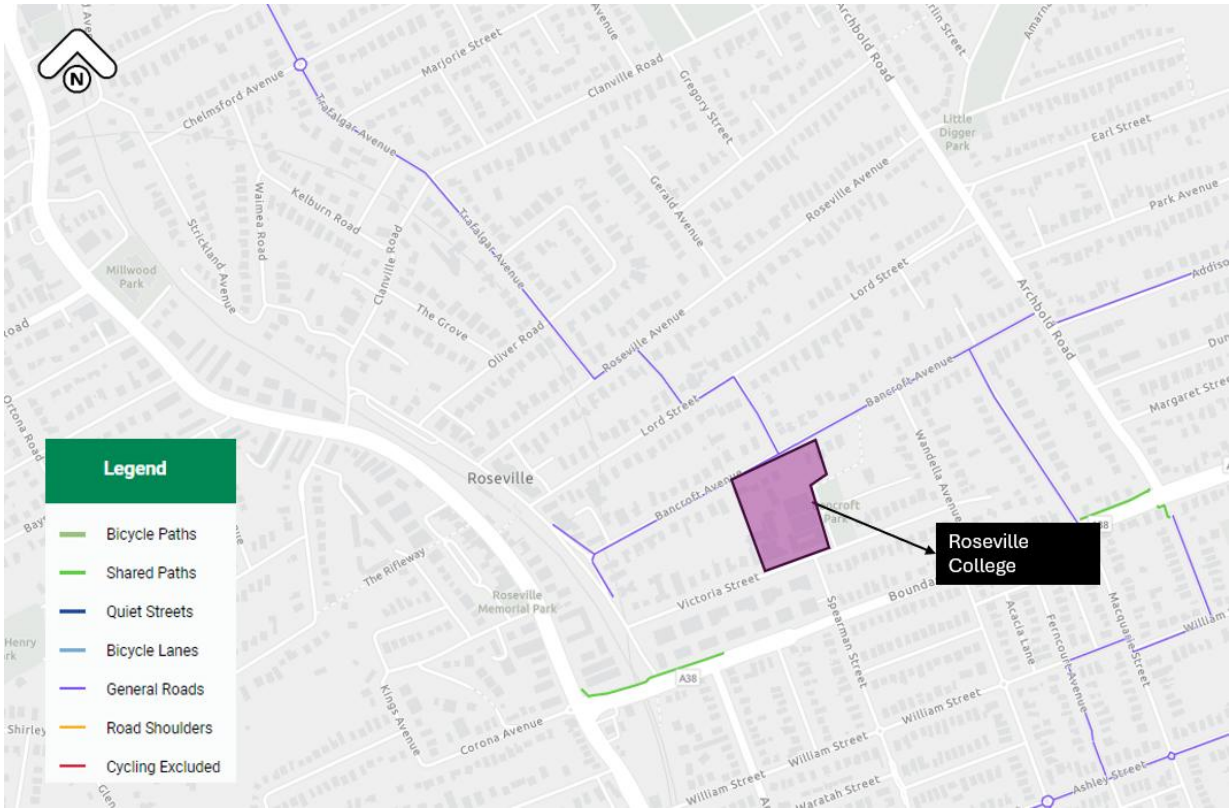


Figure 17 – Active transport facilities (Source: TfNSW Cycleway Finder 2024)

3.4. Car Parking

3.4.1. On-Street Parking

The location of on-street parking and restrictions near Roseville College can be found in Figure 18.

Figure 18 - On-street parking and restrictions near Roseville College (Source: Nearmap 2019)

3.4.2. Off-Street Parking

The College provides 127 parking spaces, including six disabled parking spaces, two for the College's minibuses, and one loading bay. These spaces are for staff and students. They are located across multiple basements and at-grade car parks, with access via Bancroft Avenue, Recreation Avenue, and Victoria Street.

4. Green Travel Plan

4.1. What is a Green Travel Plan?

A GTP is a document that outlines how Roseville College intends to make travel to and from its campus safer and more sustainable for students, families and staff. The GTP addresses the local traffic issues around the College and encourages active, safe and sustainable travel methods, such as walking, cycling, scooting, public transport or car sharing. The specific objectives of the plan are to reduce reliance on private vehicles where safe and appropriate, encourage the adoption of more sustainable travel options, and improve traffic flow and environmental quality by promoting green transportation. The GTP correlates with the College's overall aspirations and is a document that is monitored and reviewed annually.

A GTP is not just the installation of bike racks or provision of end-of-trip facilities. A good GTP aims to promote and maximise the use of more sustainable modes of travel via a range of actions, promotional campaigns and incentives. This plan includes site management tools that encourage students, parents and staff to make more sustainable transport choices. A GTP requires ongoing implementation, monitoring and review, as outlined in Section 10. As such, nominating an individual or a team to oversee the implementation of a travel plan is a crucial component of success.

An effective GTP can offer many benefits, such as reduced parking costs, less congestion on the public road networks, and health and environmental benefits, which generally result in a healthier and happier campus with fewer sick days for staff and students.

4.2. Why is a Green Travel Plan Required?

The development of a Green Travel Plan is widely accepted as one of the best ways to increase active travel around schools. A successful Green Travel Plan offers many benefits for the school community, including:

- Building confidence and improving social interaction by walking and/or cycling;
- Assists in the implementation of health, fitness and wellbeing programs;
- Improving social interaction with others to be more interested and involved within the precinct as they walk or cycle;
- Improving safety by reducing traffic and local road congestion;
- Improving the environment by reducing air pollution from private vehicles;
- Creating opportunities for healthier lifestyles and more vibrant, cohesive and accessible communities; and
- Providing individuals with leadership opportunities.

Students, staff, and visitors who understand an active and sustainable mode of transport well are likely to follow a healthy and active lifestyle, care about the environment, and prioritise location and lifestyle over car ownership.

4.3. The Purpose of a Green Travel Plan

The purpose of the GTP is to provide a package of measures with the aim of promoting and reducing the reliance on private car usage. Strategies are recommended to encourage and support the uptake of daily business in a more sustainable way. This may be achieved through the review of existing policies and identifying programmes to encourage staff, students and visitors to adopt more active and sustainable forms of transport. This document identifies the following:

- Review of existing public transport infrastructure and future transport options.
- Assessment of existing travel patterns within the area.
- A mode share target for the development.
- A framework to identify and respond to travel demand from the development and surrounding area.
- Strategies to implement prior to and during occupancy; and
- The monitoring strategy to track the performance of the GTP.

The GTP is intended to contain information for the management of the development and strategies to achieve the sustainable transport targets established in the document. However, this information is envisioned to be passed on to students, staff and visitors by the school community via different measures recommended in the action plan. Subsequently, the flow of information resulting from the intentions of this document is illustrated in Figure 20 below.

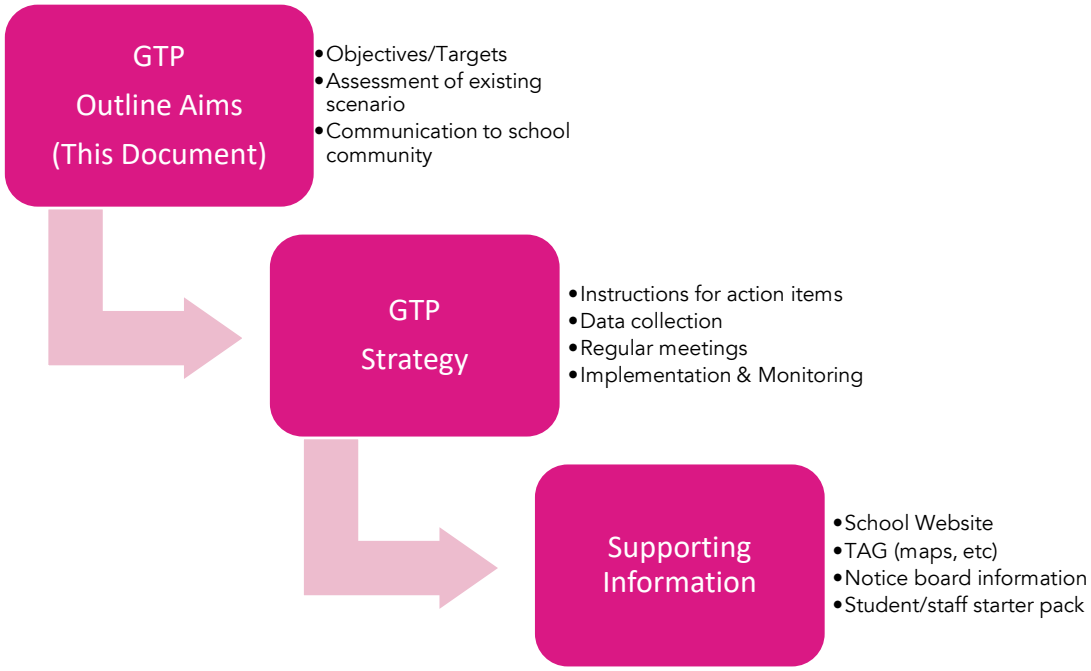


Figure 19 - Flow of information of the GTP

4.4. Potential Outcomes

- Successful negotiations with private transport providers (if necessary) to provide increased transport services to the precinct.
- Recommendations for any relevant policy changes will be made to management.

- A campaign promoting the health and other benefits of non-car modes of travel will be implemented for staff.
- End-of-Trip Facilities provided within the site, including lockers to leave items overnight (avoids carrying heavy items home, which can be a deterrent for active transport).
- Evaluation and Monitoring:
    - Staff and student surveys (mode of travel to work)
    - Carpooling use (number of new users)
    - Private car-park usage
    - Feedback from public transport providers
    - Patronage on any new commuter public transport services
    - Number of Transport Access Guides downloaded/hard copies used.

5. Steps to Set up a Green Travel Plan

To develop a GTP, there are five key steps to follow to commence its operation, as illustrated in Figure 20.

Figure 20 - Steps in developing a GTP

5.1. Step 1 – Set up a Green Travel Plan Coordinator and Advisory Committee

The success of a GTP depends on the initiatives developed, the ongoing management and implementation of the plan. This is achieved through the establishment of a GTP Co-ordinator or an Advisory Committee, which might develop the plan for ongoing management by the Data Centre or remain as a key group of ongoing stakeholders once the plan is implemented.

Roseville College will appoint an existing staff member to serve as the GTP Co-ordinator to implement the travel plan. The Coordinator or Committee will be responsible for overseeing the implementation of the travel plan's measures. The responsible persons must be enthusiastic and high-quality communicators to promote measures that will encourage staff and students to think about sustainable modes of travel other than single occupancy car usage. The responsibilities of the GTP officer and Advisory Committee will include (but not limited to) in Figure 21 below.

The GTP Coordinator/Steering Committee will also be responsible for monitoring, reviewing and updating the travel plan over time. It is likely that the GTP Coordinator/Steering Committee will

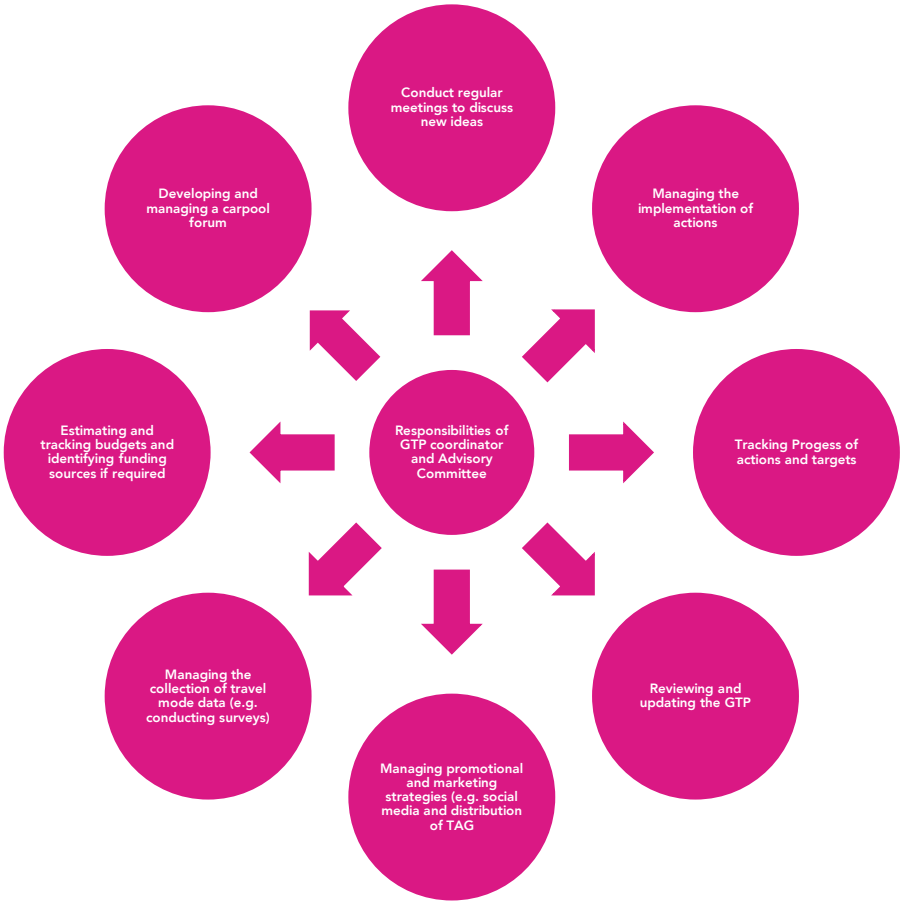


Figure 21 - Responsibilities of GTP Officier and Advisory Committee

require assistance from 'champions' to promote specific actions and encourage the uptake of initiatives.

The GTP will require funding to support implementation. As such, senior-level support and commitment are essential. The commitment of resources, including financial support and human resources, to allow for implementation, monitoring, review, and continual improvement of the travel plan are the key components for the success of the GTP.

5.2. Step 2 – Data Collection & Review Existing Situation

To identify how employees and students travel to and from the college, an initial survey should be conducted immediately upon the day of operation to identify the travel behaviour of employees and students. This may be conducted as an online survey or an intercept survey of those accessing the site.

As a minimum, the following questions should be considered:

- Are you an employee/student of the college?
- What is the postcode of your place of residence?

Employee Only Questions

- How do you currently travel to work, and what is the distance of travel?
    - Walk
    - Scooter
    - Bicycle
    - Bus
    - Drive car
    - Passenger in car
    - Train
    - Others
- If you drove, please answer the following questions:
    - Did you park on site today? If so, where?
    - Did you park on-street? If so, where?
    - What time do you usually arrive at the school in the morning, and how long is the trip?
    - What time do you leave the school in the afternoon, and how long is the trip?
    - Is your residence in an area not serviced by any of the identified transport options?
    - Do you need to drive to work for another reason? Why and how often does this occur (e.g. dropping off or collecting children from school/childcare, shopping on the way home, etc.)

Student Only Questions

- If you are a student, What year group are you in?
- How do you currently travel to school, and what is the distance of travel?
    - Walk
    - Scooter
    - Bicycle
    - Bus

  - Drive car
  - Passenger in car
  - Train
  - Others
- If you drove, please answer the following questions:
  - Did you park on site today? If so, where?
  - Did you park on the street? If so, where?
  - Were you dropped off by private vehicle? If so, where?
  - Were you picked up in the afternoon by private vehicle? If so, where?
  - Were you travelling with other students? If so, how many other Roseville College students travel with you?
  - Why is the car your preferred method of transport to school?
  - Would you use other modes of sharing if car parking was unavailable?
  - If not, what are the barriers to you using other modes of sharing to travel to and from the site?

Additional Questions

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

Once the survey findings are available, methods to achieve specific targets can be identified with proposed time frames. This could include adopting strategies outlined in Section 7 and 8.

This data attained is then available to be used to monitor the achievement of travel mode targets, with the surveys being conducted once a year.

In addition to quantitative data collected through annual surveys of the questionnaire above, qualitative data collected in the form of verbal feedback, observations and conversation between staff, students and parents of the college and the GTP coordinator shall also be utilised.

5.3. Step 3 – Prepare College Travel Plan

Based on the existing data, an overall vision for school travel modes should be considered, along with the establishment of clear objectives. The GTP is prepared based on these objectives, notably:

- Build a school culture that supports active travel by motivating, encouraging, and educating students, their families, teachers, and other school users.
- Set SMART (Specific, Measurable, Achievable, Relevant, Timed) targets for staff travelling to and from school by means other than private vehicles.
- Develop an action plan listing activities and strategies to eliminate barriers to active travel within the school community in order to achieve the objectives and targets (e.g., establishing a calendar of regular active travel events at the school, providing bicycle education to staff, organising fun runs, and celebrating annual Walk to Workday).

- Estimate the budget required to achieve the objectives, identify funding sources, and develop implementation strategies.
- Review and consult on the GTP with the school working group and the wider school community.

5.4. Step 4 - Deliver & Implement

Once developed, the school should launch the GTP. Regular monitoring is integral to the implementation strategy. Staff travel mode data should be collected and reviewed each term (or annually, at a minimum).

5.5. Step 5 - Recognise Process

The successes of the GTP should be celebrated regularly, at least annually, preferably at the beginning of School Terms 1 and 3. The plan should be reviewed regularly to incorporate new ideas, targets, and benchmarks. Feedback and data should be actively sought on an ongoing basis.

6. Existing Mode Shares

Between 16th May 2019 and 18th May 2019, ptc. undertook a travel mode survey of both staff and students on site. The survey results established the existing mode share for both staff and students travelling to and from the site.

To enable the travel mode shares analysis, questionnaire surveys were distributed to staff and students via the college website. This information is imperative to identifying the existing travel mode pattern.

The 2019 survey data was reviewed, and the participation rate is 100% staff and 68% students.

6.1.1. Staff Travel Survey

The survey received responses from 136 staff members. The current staff mode shares are outlined in Table 7.

Table 7 - Current Mode Shares - Staff

Mode	Percentage
Car as driver	90.4%
Car as passenger	1.5%
Public Transport	6.6%
Active Transport	1.5%

The survey results indicate that approximately 92% of staff travelled to and from College by car.

The reasons for staff travelling by car were shown in Figure 22.

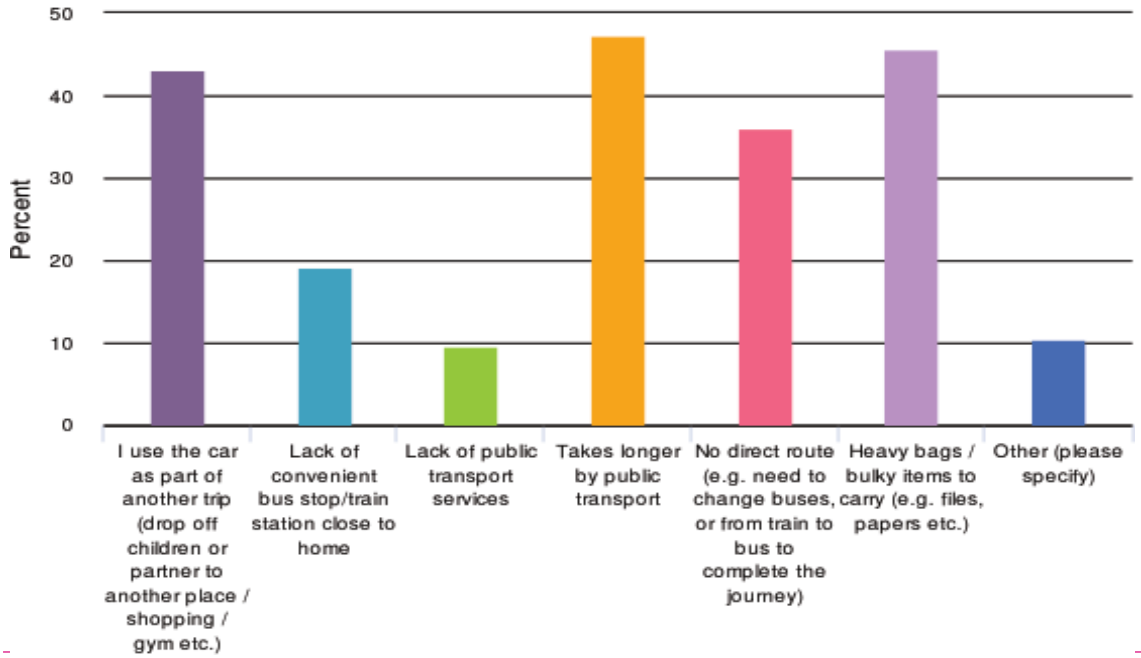


Figure 22 - Reasons for driving – Staff

6.1.2. Student Travel Survey

A survey received responses from 657 students. The student mode shares are outlined in Table 8. As indicated, approximately 7% of students are driving to college.

Table 8 - Current Mode Share - Students

Mode	Morning	Afternoon
Car (with parents)	33.3%	21.0%
Car (passenger with another family)	3.2%	1.2%
Car (as driver)	7.3%	6.7%
Train	29.4%	38.4%
Bus	18.3%	22.2%
Walk	8.6%	10.5%

The reasons for student travelling by car were shown in Figure 23.

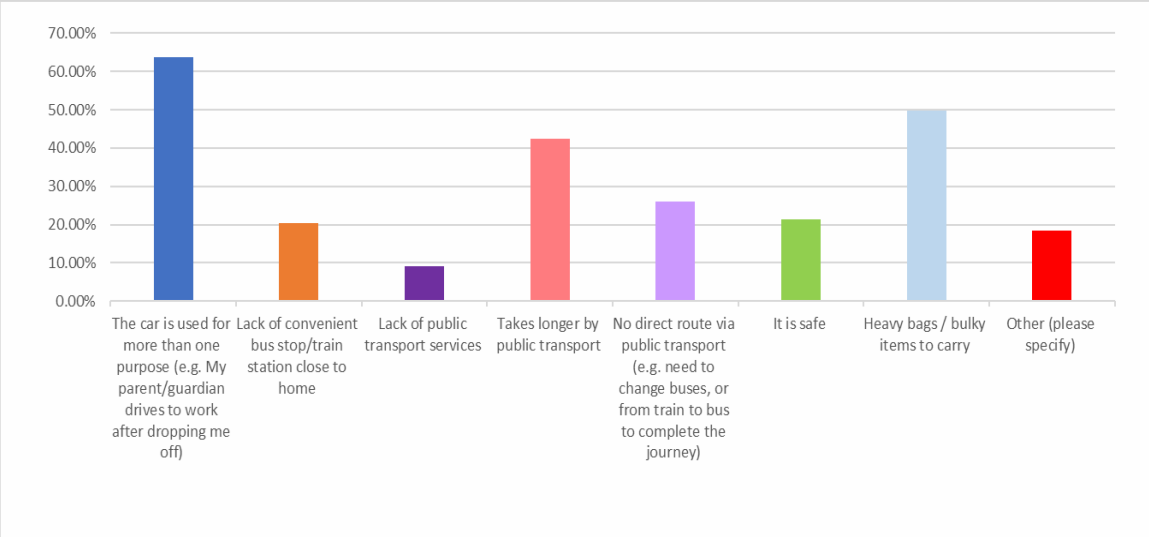


Figure 23 – Reasons for driving - Students

Figure 23 indicate that heavy bags, bulky items, and taking longer via public transport are the main reasons students and staff use cars.

6.2. Target Mode Share

The target mode share over the next three-year period after the completion of the development is identified in Table 9.

Table 9 - Target mode share

	Staff	Target % change	Students (AM Peak)	Target % change	Students (PM Peak)	Target% change
Car	90.4%	-2%	7.3%	-2%	6.7%	-2%
Car as passenger	1.5%	no change	36.5%	-1%	22.2%	-1%
Public Transport	6.6%	+1%	47.7%	+2%	60.6%	+2%
Active Transport	1.5%	+1%	8.6%	+1%	10.5%	+1%

Noting that there is a high proportion of students which travel to the site with use of public transport, it would be expected that there is scope for a mode shift change for staff.

Note that staff may need to transport large or heavy items to and from campus, which may be a factor as to why the use of private vehicles is preferred.

7. Sustainable Future Transport Infrastructure

Table 10 summarises the car parking provision within the College.

Table 10 - Proposed Onsite Parking provision

Car Park	Location	No. of Marked Spaces
19 Bancroft Avenue	Bancroft Avenue	16 general spaces (including dashed space), including 1 disabled space for students and staff and 2 spaces for contractors
24 Bancroft Avenue	Bancroft Avenue	2 spaces (a garaged space and a carport space)
29 Bancroft Avenue	Bancroft Avenue	2 spaces (tandem parking)
24 Victoria Street Basement	Victoria Street	37 general spaces
24 Victoria Street Ground	Victoria Street	4 spaces
Recreation Avenue near Victoria Street	Recreation Avenue	36 general spaces, including 2 disabled spaces
Recreation Avenue north	Recreation Avenue	29 spaces, including 2 disabled spaces and 3 spaces for maintenance
Minibus bay	Recreation Avenue	2 minibus spaces
Loading Dock	Recreation Avenue	1 space
Proposed Car Park	Recreation Avenue	56 spaces, including 2 disabled spaces
Total		182 car spaces, including 7 disabled spaces
		2 minibus spaces
		1 space for loading

8. Proposed Action Items

In developing the GTP, it may not be possible to implement all action items at the same time; therefore, a staged implementation should be considered. Some crucial actions can be implemented immediately, while others might take longer to plan and develop.

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

The travel mode hierarchy is proposed for this GTP (See Figure 24).

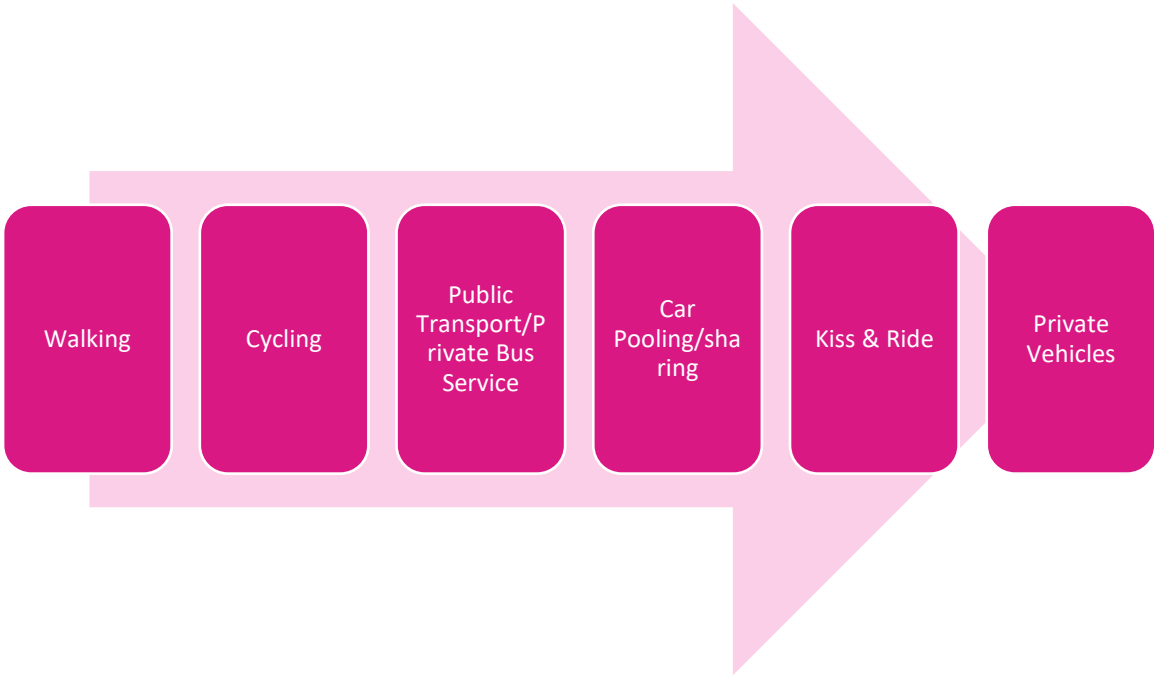


Figure 24 - Mode Hierarchy

There are a number of actions which can be applied to encourage non-car modes of transport to and from the college. The following sections outline potential strategies that can be adopted to achieve future transport targets.

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8.1. Walking

A review of existing pedestrian infrastructure has found that the existing pedestrian connectivity is generally good within the vicinity of the College. Walking is also the most space-efficient mode of transport for short trips. It also provides many benefits, including health benefits, reduced congestion on the road and reduced noise and emission pollution. The following tasks are recommended to promote walk trips to/ from the College:

- Where this is a genuine link to learning, teaching staff may consider including action research projects around transport into their programs. For example, collecting data on staff and student

travel modes to schools and proposing solutions for encouraging mode shifts/petitioning council for improved facilities.

- Advocating the use of the end-of-trip facilities for staff.
- Liaise with TfNSW and Ku-ring-gai Council to provide comfortable and safe pedestrian access between the College campus and all transport hubs, as required.
- Promote 'park and walk' travel to reduce the parking and traffic burden on the roads immediately surrounding the school site.
- Promote Walk to School Day (May).

8.2. Cycling

As mentioned in Section 3.3.2, the existing on-road bicycle route runs along Bancroft Avenue, providing access to Roseville Train Station. Hence, staff living within 5km of the College to be encouraged to choose cycling as the preferred mode of share, taking advantage of the good cycling infrastructure surrounding the College and the following considerations:

- Promotion of the existing bicycle racks.
- End of trip facilities for staff.
- Provide bike repair tools and kits.

To increase bicycle usage to the campus, the following measures could be considered:

- A working partnership could be established with Ku-ring-gai Council, RMS, and TfNSW to build additional cycling infrastructure near the campus.
- A fully featured Cycling Map of the area could be printed and placed at prime locations on campus.
- Staff members could be provided with information regarding appropriate cycling routes to the College campus to better inform them about the many dedicated cycling facilities in the precinct.
- A bicycle buddy scheme could be considered to assist new cyclists taking up cycling to and from the College campus; and
- The existing way of finding signage for cyclists could be reviewed and discussed with the Ku-ring-gai Council.
- Cycling education/training programs could be provided on safe cycling techniques and tips.
- Promote and/or support cycling events, such as Ride2School Day Event, MS Gong Ride, Spring Cycle etc.

8.3. Public Transport/Private Bus Service

There are a multitude of public transport options that are within an 800m catchment for walking. There are six bus stops near the school as well as a train station within 14 minutes walking distance. It is important that staff and students understand the viability of these options and the sustainable benefits they provide. Initiatives for using public transport or the school's private bus service include:

- Creating a detailed map of the local public transport network, including timetables and private bus services, highlighting nearby bus stops and train stations with recommended walking routes.
- Considering Opal card concessions for eligible staff members.
- Exploring the possibility for the College to provide Opal cards for work-related travel, ensuring staff can commute between sites without the need for personal vehicles.
- Consider making the private bus service (which targets the Lower Northern Beaches area) available to staff in addition to students.

8.4. Carpooling

A carpooling forum could be developed to encourage staff members to travel in groups. This type of forum would provide a platform for staff travelling on the same route to the College campus to find each other and form groups. A few on-campus parking bays could be dedicated to carpooling vehicles (free of charge).

8.5. Private Vehicles

As per the proposal, a total of 182 on-site parking spaces (including seven accessible spaces) will be provided by 2030 for up to 152 full-time equivalent staff.

Discussions could also be initiated with Ku-ring-gai Council to introduce a residential parking scheme for on-street parking within a 500-meter radius of the College campus. This measure would further discourage commuting by car to the College. It would be important for responsible council officers to conduct regular patrols in the vicinity of the College campus, particularly during peak afternoon hours.

9. Strategies

9.1. Travel Access Guide (TAG)

To encourage staff and visitors to adopt alternative sustainable transport options, a Transport Access Guide (TAG) shall be developed to summarise the identified transport options. A TAG is a concise presentation of how to reach the site using low-energy, sustainable, and active forms of transport.

The aim of a TAG is to make sure people know how to get to the site by walking, cycling or public transport (as well as by car).

The information provided within the GTP could be provided to staff and parents in the form of an easy-to-understand travel guide known as a Travel Access Guide (TAG). This should be included in the information pack provided to staff as part of their induction process. If necessary, the TAG should provide customised travel information for staff to/ from a particular area.

ptc. has prepared a TAG for the College campus to assist staff with sustainable modes of transport (Appendix 1). This TAG should be regularly reviewed and updated.

The TAG may be included in Staff Induction packs and made available on the Staff Intranet for ease of use.

9.2. Promotion and Marketing Strategy

Once the plan has been adopted, it is essential to maintain interest in the scheme. Each new initiative in the plan will need to be publicised with effective marketing. Actions are the core of a GTP. Therefore, the GTP needs to have a variety of actions that guide strategies relating to promotion, facilities and policies to create incentives for sustainable travel behaviour. If actions are to be staged, a staging strategy should be outlined in the plan.

Strategic promotion of travel plans, and associated initiatives tend to result in higher uptake of sustainable travel modes. It is imperative to ensure that all staff are aware of the initiatives. From time to time, assistance should be sought from Ku-ring-gai Council, Bicycle NSW, Pedestrian Council Australia, RMS, TfNSW and other stakeholders.

Another way to promote non-vehicle modes of transport is to print a map on the back of business cards or brochures. Best practice suggests that the information should be as concise, simple, and site-specific as possible. If instructions are too complex, staff members are likely to ignore them.

10. Monitoring and Review Strategy

A travel plan should not simply be a list of actions. Monitoring and reviewing a travel plan are among the most critical components of the travel planning process. It is crucial to understand whether and how the travel plan is impacting the mode share.

The monitoring strategy should ensure that the GTP is achieving the desired benefits. It is essential to use the initial data collected from the existing mode share as a benchmark from which to measure results. Surveys will help to identify which actions are impacting occupants' travel behaviour and whether some are more effective than others. They may also help to identify ongoing or unresolved issues and barriers preventing greater improvement.

The overall success of the GTP will depend on good communication. It will be necessary to explain the reason for adopting the plan, promote benefits and provide information about alternatives to driving. It will also be necessary to provide feedback to staff members to ensure that they can see the benefits of sustainable transport.

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

- Are the targets still realistic? Are they still ambitious? Should they be updated?
- is the College struggling to achieve particular targets? What are the likely reasons for this?
- are there any gaps with regard to actions?
- what is preventing further improvement in mode share, and how can this be addressed?

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

11. Conclusion

This GTP has been prepared for the redevelopment of Roseville College to encourage the promotion of alternative modes of travel for its staff members. With the completion of the SWELL, The College's maximum student enrolment capacity will increase to 1250 students with 152 staff by the Year 2030. As such, the guidelines outlined in this GTP will be an important component of the College's transport management.

There are many benefits of non-motorised travel to/ from the College. In summary, more staff actively travelling to the College means:

- less vehicles around the College
- more active staff members
- healthier staff members
- minimised impact on the environment

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Appendix 1. Travel Access Guide

You can catch one of the many bus lines servicing Roseville College area. There are bus stops within walking distance from the school along Boundary Road, Hills Street and Pacific Highway.

Boundary Road

Frequent services connection between Chatswood interchange and Frenchs Forest and Terry Hills area. The routes include 278, 279, 280, 281, 282, 283 and 284

Hills Street

Route 558 operates with an one-hour frequency during the day between Chatswood Interchange and Lindfield.

Pacific Highway

The Route 565, between Chatswood Interchange and Macquarie University, has a general one-hour frequency during the day.

If active and public transport are not suitable alternatives for you, plan your journey before your arrival. There are limited on-street parking spaces available in the vicinity of the school.

The car park located at the new Sport and Wellbeing Centre (SWELL) is open to parents and visitors.

Access the car park via Recreation Avenue.

27 Bancroft Avenue, Roseville NSW 2069

02 9884 1100 | enquiries@roseville.nsw.edu.au

Transport Access Guide

Roseville College

Staff, students and visitors are encouraged to use public and active transport when travelling to and from Roseville College.

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

If your journey starts within 800m from Roseville College, consider walking as a mode of travel.

There are excellent pedestrian facilities in tne area.

Cycling might be an option if you are located within 2km from the school.

There are on-road and off-road in the vicinity of the school.

In NSW, cyclists under the age of 16 and adults (accompanying these children) can ride on the footpath. Take advantage of the footpath infrastructure around the school.

Roseville College is located within a 6min walk from Roseville station, providing easy access for those travelling from Northern, Southern and Western suburbs.

During peak hours, services from Berowra/Hornsby and Parramatta arrive every 15min and on the opposite direction every 9min.

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Appendix 2. Relevant CVs of Authors

experience
ptc. team;

Andrew Morse
Managing Director

- Civil Eng Higher National Certificate, Bristol (UK),
- AITPM

Andrew is a highly skilled Traffic Engineer with more than three decades of experience in the industry. He is a member of the Australian Institute of Traffic Planning & Management (AITPM) and is a co-author of the AS2890 suite of Australian Standards, making him a respected and knowledgeable expert in the field.

Andrew began his career as a Civil Engineering Technician with Arup in Bristol, UK, before specializing in Traffic Engineering when he joined Pinnacle Transportation in 1998. In 1999, he relocated to Sydney, where he has been working as a Traffic Engineer since 2000.

Andrew's dedication and expertise have earned him many accolades in the industry, and in recognition of his achievements was promoted to the position of Managing Director of ptc. after 10 years serving as a director.

Throughout his career, Andrew has successfully managed numerous projects across a wide range of sectors, including retail, commercial, residential, entertainment, and transportation, including airports. His expertise has been recognized by industry conferences, local radio, and TV, where he has provided his opinions and insights as a leading expert in the field.

Andrew is also a respected expert witness in the Land & Environment Court of NSW, where his experience and knowledge have been instrumental in helping clients to achieve favourable outcomes.

Overall, Andrew is an accomplished Traffic Engineer with a wealth of experience and expertise in the industry. He is dedicated to providing innovative and effective solutions to his clients, and his deep knowledge of the field makes him a valuable asset to any project.

Steve Wellman
Project Director

- Civil Eng Higher National Certificate, Southampton Solent University (UK),
- MIED

Steve is a qualified Civil Engineer and has been a member of the ptc. team since February 2014.

Steve has over 30 years' experience as a Traffic and Civil Engineer for both local authority & private enterprises in the UK & Australia, providing design advice on a wide range of projects during all stages of the design and construction process.

In 2009, Steve relocated to Sydney and during this time he has been a Senior Engineer overseeing the design and management of civil design projects, including intersection & road improvement schemes and various traffic related projects, including residential, retail, education and transport developments. Projects include, the New Sydney Fish Markets and Green Square, Zetland.

In 2020, Steve was promoted to Project Director, a role which involves managing and overseeing the day to day operation of the Traffic Engineering team as well as the wide range of projects being undertaken.

Jake Jansen
Senior Traffic Engineer

- BE (Civil), University of New South Wales

Jake began working at ptc. as a graduate traffic engineer and progressed his career to reach Senior Engineer level in 2024. During his university studies, Jake worked at City of Sydney Council where he developed his passion and experience for traffic engineering and transport infrastructure.

He has experience from local council in the civil design of pedestrian and road infrastructure, and an understanding of the interconnectedness between infrastructure and traffic engineering.

At ptc., Jake has worked on a variety of projects including Green Square, Zetland and Harbourside, Darling Harbour, which have granted him experience in the preparation of traffic impact assessments, SIDRA modelling and the assessment of car park design and compliance.

Additionally, Jake is qualified to prepare Construction Traffic Management Plans and has worked on a wide range of developments to expand his knowledge and experience in this field.

Olivia Lin
Traffic Engineer

- MPE, BCE (with Hons)
- Engineer Australia (EA) member
- AITPM Member
- Senior Road Safety Auditor (Level 2)

Olivia is a civil engineer with 6 years of experience in transport engineering and modelling in Australia. She has worked on transport assessment, road safety, and concept design for various projects.

Olivia is skilled in traffic modelling, using the SIDRA software, AIMSUN, and PTV VISSIM.

Additionally, Olivia is qualified to prepare Construction Traffic Management Plans and has gained knowledge and experience by working on a diverse range of developments.

She brings to ptc. her experience preparing traffic studies for public organisations such as TfNSW and major infrastructure projects in Sydney.

Appendix 3. Consultation with Authorities

This document has been prepared in consultation with relevant authorities.

This document has most recently been reviewed by the Department of Planning and Environment on the 20th November 2024, to which this document provides update.