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College;
Mostyn Copper;
Green Travel Plan;**

For: Mostyn Copper

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1. Introduction

ptc. has been engaged by MostynCopper on behalf of William Clarke College (the School) to prepare a Green Travel Plan (GTP) to satisfy Consent Conditions related to a State Significant Development Application (SSDA) for the School.

1.1. Purpose of this Report

A Green Travel Plan (GTP) is a document that outlines how a development intends to make travel to and from the site safer and more sustainable for occupants and their visitors.

The report presents measures to promote active and sustainable transport options and sets out the transport, pick-up and drop-off and parking management for daily school operations.

An effective GTP aims to promote and maximise the use of more sustainable modes of travel via a range of actions, promotional campaigns and incentives. The plan includes site management tools that encourage staff, students and visitors to make more sustainable transport choices. A GTP requires ongoing implementation, monitoring and review.

1.2. Conditions of Consent

The following Consent Conditions are relevant and addressed by this document.

Table 1: Consent Conditions

Consent Condition		Response
Green Travel Plan		
E11	Prior to the first increase in student population or the first occupation certificate (whichever occurs earlier), a Green Travel Plan (GTP), must be submitted to and approval obtained from the Planning Secretary to promote the use of active and sustainable transport modes. The plan must:	The content of this report constitutes response to the relevant Consent Conditions related to Green Travel Plan.
	a) be prepared by a suitably qualified traffic consultant in consultation with The Hills Shire Council and (Sydney Coordination Office) Transport for NSW;	For details of authoring personnel, refer to contents page. A summary of the consultation undertaken is provided in Section 1.4.
	b) be consistent with the School Transport Plan prepared by ptc dated 25 July 2023;	This document has been prepared by ptc. with reference to the STP previously prepared by ptc. Details from the STP have been included and developed upon within this GTP.
	c) include objectives and modes share targets (i.e. site and land use specific, measurable and achievable and timeframes for implementation) to define the direction and purpose of the GTP;	Objectives and mode share targets of the GTP are provided in Section 4.
	d) include specific tools and actions to help achieve the objectives and mode share targets submitted in the School Transport Plan prepared by ptc dated 25 July 2023;	Refer to Section 5 for implementation strategies to achieve the targets.
	e) 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	Refer to Section 5 for implementation strategies to achieve the targets. Refer to Section 6 for details of the personnel requirements to manage and oversee the success of the GTP.
	f) include details regarding the methodology and monitoring/review program to measure the	Refer to Section 6 for monitoring and evaluation strategies. Ongoing surveys and data collection

<p>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 users of the development.</p>	<p>are recommended to occur at least annually into the future to allow for review and evaluation processes.</p>
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1.3. School Characteristics

The School has a frontage to Wrights Road on the south, Green Road on the west and Cormack Circuit on the east. Morris Grove traverses north-south between school buildings.

The School site is shown in Figure 1.

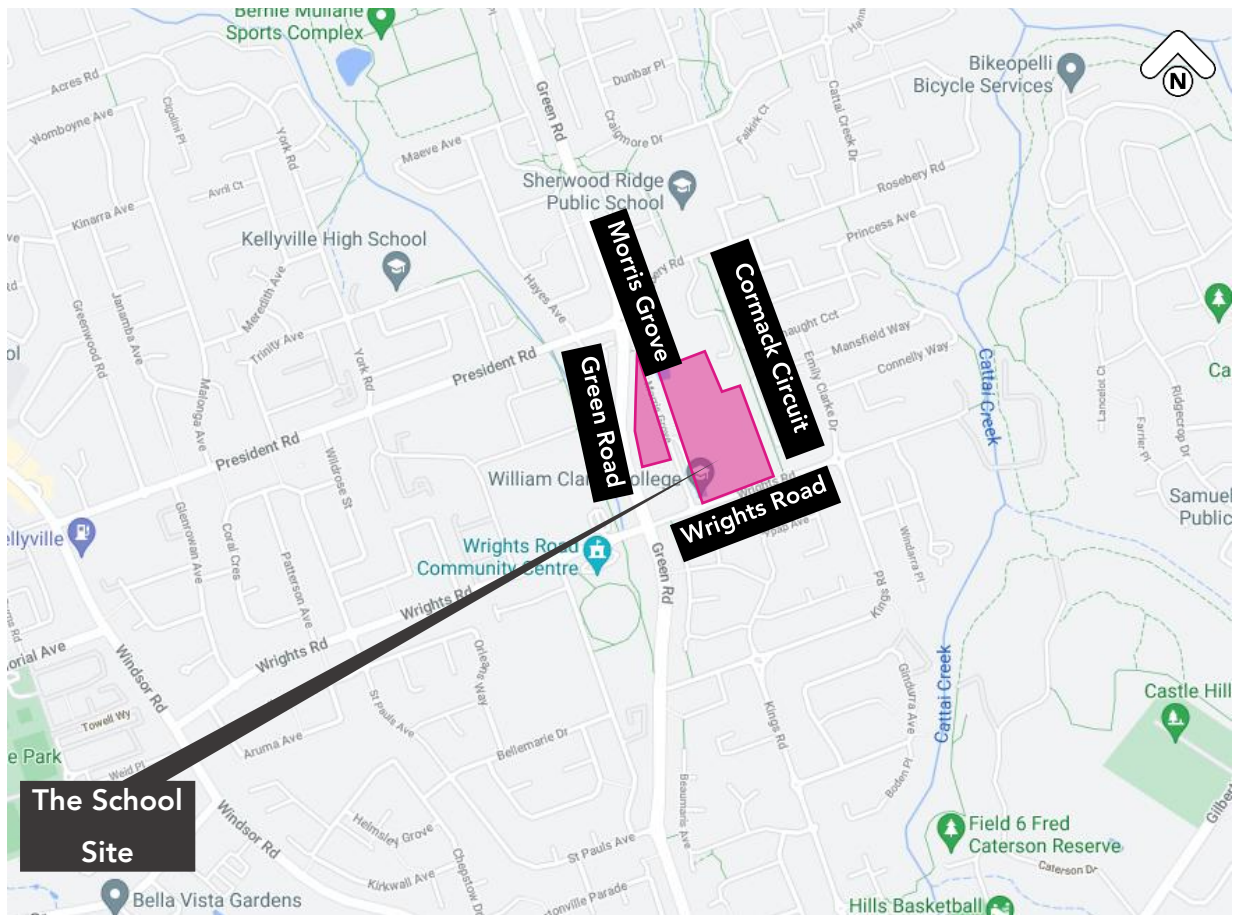


Figure 1: Site Location (Source: Google Maps)

The School will have the following enrolment characteristics, following the completion of the Stage 1 development:

- Student capacity: 2,050 (an increase of 143 students)
- Staff: 225.5 full time equivalents (FTE) (raised from 211.6)
- Hours of Operation including bell times, before and after school care and extra-curricular activities are outlined in the Operational Management Plan.

1.4. Authority Consultation

Table 2: Authority Consultation Record

Date	Details	Sender	Recipient
05/04/2022	Transport meeting held with TfNSW, Council, PMDL (architect) and the School. Various strategies discussed which informed the original School Transport Plan (STP) prepared by ptc. in 2023.	n/a	n/a
16/02/2026	Document issued to relevant authorities as per Consent Condition E11(a) for consultation purposes.	ptc.	TfNSW, and Hills Shire Council
19/03/2026	Comments received from TfNSW	TfNSW	ptc.
23/03/2026	Comments received from Council	Hills Shire Council	ptc.
24/03/2026	Comments received from DPHI	DPHI	ptc.

A comments and responses matrix has been prepared as a separate letter to outline more clearly how each comment received has been addressed. Following receipt of the comments as outlined in Table 2, this report has been updated where appropriate.

2. Green Travel Plan (GTP)

2.1. What is a Green Travel Plan?

A Green Travel Plan (GTP) is a strategy designed to promote sustainable travel options, reducing reliance on private vehicles. These initiatives emphasise the importance of improving pedestrian and cycling infrastructure, enhancing public transport access, and reducing car dependency.

This GTP includes measures such as secure bike parking, encouraging public transport use, and promoting carpooling among staff and students. These strategies aim to reduce traffic congestion, improve local air quality, and support healthier travel habits.

2.2. Why is a GTP Important?

A well-structured GTP offers significant benefits for school staff, students, and visitors, including:

- Enhancing road safety by reducing local traffic congestion.
- Encouraging physical activity, supporting student and staff well-being.
- Reducing air pollution and promoting environmental sustainability.
- Supporting community interaction and safer school travel routes.

With strong active and public transport links, the School can foster a culture of sustainable travel while aligning with local and state government initiatives.

2.3. Potential Outcomes

The successful implementation of the Green Travel Plan for the School project could result in the following key outcomes:

- Improved collaboration with public transport providers to enhance bus and train services to better accommodate student and staff travel needs.
- Upgraded pedestrian and cycling infrastructure.
- Initiatives encouraging flexible school schedules and staggered start times to reduce peak commuting demand.
- School-wide campaigns promoting the health, safety, and environmental benefits of walking, cycling, and public transport for students, staff, and parents.
- Provision of end-of-trip facilities, including secure bike racks, student and staff lockers, and accessible pedestrian pathways within the school premises.
- Collaboration with local bike shops to provide discounted or on-site bicycle maintenance services, supporting cycling as a preferred mode of travel.
- Continuous evaluation and monitoring through student and staff travel surveys, carpool usage tracking, and feedback collection from transport service providers.
- Distribution of Transport Access Guides to raise awareness of available public and active transport options, tailored to the school's location and student catchment areas.

- Evaluation and Monitoring:
 - Annual travel surveys to assess changes in mode share among students and staff.
 - Tracking carpool participation rates and identifying opportunities for further growth.
 - Monitoring car park occupancy to evaluate reductions in private vehicle use.
 - Gathering feedback from public transport providers regarding service adequacy and potential enhancements.
 - Reviewing patronage levels on local bus and train services following GTP implementation.
 - Monitoring the distribution and use of Transport Access Guides in both digital and hard copy formats.

Note that targets set in Section 4 assume implementation of OTAMP measures. The GTP, as part of the ongoing review and monitoring processes (Section 6), is to alter and/or add initiatives over time to avoid increasing private vehicle-related mode share targets and to instead ensure the mode share targets are being achieved to promote sustainable transport.

3. 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 2.

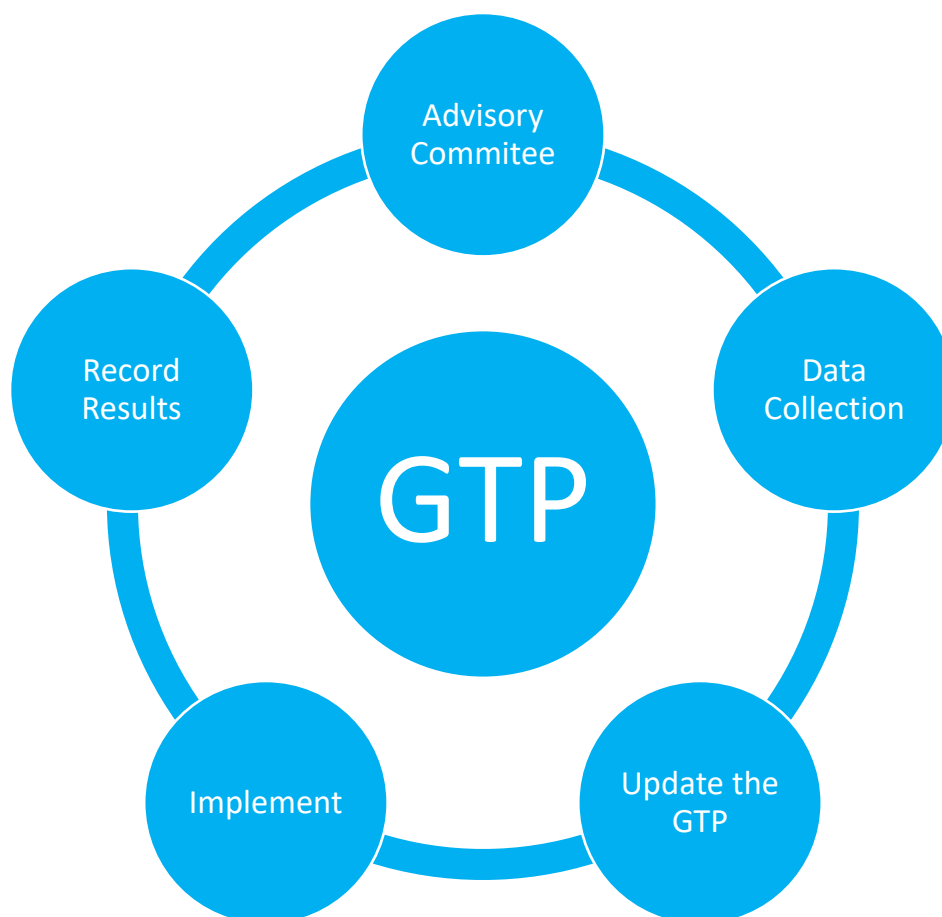


Figure 2: Steps in developing a GTP

3.1. Step 1 – Set up an Advisory Committee

- Appoint a member of the school's administration (e.g., Principal or Deputy Principal) to coordinate specific actions and track progress on the GTP implementation.
- As part of the Advisory Committee, the school is to nominate Active Travel Champions from staff and the parent community. These champions will play a crucial role in promoting active and sustainable travel options, coordinating travel-related initiatives, and acting as local points of contact within the school community.
- Develop a working group involving representatives from staff, parents (such as members of the Parents & Citizens Association).

- Identify effective communication methods, such as newsletters, school assemblies, and parent-teacher meetings, to involve and inform the school community about GTP progress and initiatives.

3.2. Step 2 – Data Collection & Review Existing Situation

Initial data has been collected to understand how staff and students travel to and from the School. To assess the impact of implemented strategies and track changes in travel behaviour, routine monitoring and evaluation, in the form of survey or data collection is to be undertaken. This will help identify areas for improvement and inform future actions.

Proposed Follow-up Survey Questions for site users:

- How does your child/you currently travel to the school? (Walk, cycle, bus, car, carpool, other)
- If by car, did you park on-site or in nearby streets?
- How far do you live from the school?
- Would you consider allowing your child to walk or cycle if safe routes were available and supported by supervised programs?
- What concerns do you have regarding walking or cycling to school (e.g., safety, traffic, lack of infrastructure)?
- Are there public transport options available from your area to the school?
- Would you participate in or support a "walking school bus" or similar supervised walking/cycling initiatives?
- What improvements would encourage you to consider active or public transport modes? (e.g., better crossings, cycling paths, secure bike parking)
- Are there any specific safety concerns on the route to school that need addressing?

This could include adopting strategies outlined in Section 5. These methods and targets are then available to be monitored (refer to Section 6)

3.3. Step 3 – Prepare the Green Travel Plan

Based on the data, an overall vision for the travel modes shall be considered with clear objectives. The GTP is prepared based on these objectives, notably:

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

3.4. Step 4 – Deliver & Implement

Once developed, launch the GTP and carry out regular monitoring (every 12 months is recommended) as part of the implementation strategy. Travel mode data is advised to be collected and reviewed each quarter, or at an otherwise reasonable intervals so that valuable information can be attained.

3.5. Step 5 – Recognise Progress

The successes of the GTP is to be celebrated regularly, for example at key community events. The plan shall regularly be reviewed and include new ideas, targets and benchmarks.

4. Objectives

The vision and objectives identified by the School, and included in the SSDA School Travel Plan (STP) prepared by ptc. in 2023, include the following items for which the school stands and is willing to promote and advocate for.

- Proactively identifying and meeting school travel demand safely, efficiently and sustainably.
- Maximising the use of active and public transport modes to reduce car traffic before and after school day start and end time.
- Reaching a high level of active travel to and from school in a safe transport environment.
- Empowering children and young people to be safe road users now and into the future.

4.1. Mode Share Targets

The following assumptions have been made when calculating the mode share targets of the School:

- Staggered Afternoon Bell times:
 - Start: 8:30am
 - Finish: 2:45pm, 3:00pm, 3:10pm & 3:25pm
- Provision for 48 covered bicycle spaces for students, which accounts for more than 2% of all students, and 7 bicycle spaces for staff, which accounts for approximately 3% FTE staff.
- Upgrade of the primary school car park to extend the queue within the designated drop-off/pick-up zones on site, associated pedestrian facilities and parking restrictions.
- Upgrade of the secondary school car park to improve the vehicular circulation within the car park and separate pedestrian and vehicular movements.
- Operational management of primary school pick-up, with students from year 3 and above to be picked-up from the existing bus bay on Morris Grove before the bus arrival time during the afternoon peak.
- Implementation of programs to promote active transport.

The School aims to maintain car mode share no higher than the current car usage, at least as a short term goal for the increased population. The school shall promote active and public transport travel mode for the whole school population. This can be attained by the use of existing infrastructure and facilities available in the surrounding area. However, this will include promotion of the active and public transport, amended facilities within the school site and management measures and the implementation of the School Transport Plan.

For the purpose of future target analysis, the afternoon mode share has been used as the base line. This is because, based on the Journey to Work data and the existing travel behaviour of students, some of the vehicular morning trips are not additional trips, but rather linked trips (or trips made on the way to an existing destination) for parents to their place of work. Therefore, the afternoon car use is seen as the more relevant.

4.1.1. Student Mode Share Targets

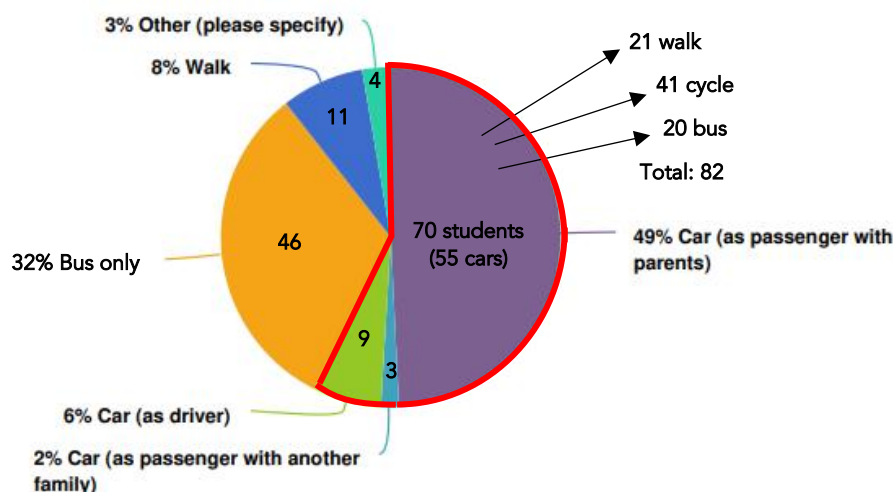


Figure 3: Travel Mode Share for Additional Students based on Existing Mode Share

The following considerations have been made to determine the future transport targets for students:

- The travel modes have been divided in car and non-car modes, defined in Figure 3 by a red border.
- The non-car modes are assumed to be retained in accordance with the existing transport use, as the additional students will live in similar locations as the current student population.
- For the car modes, the project needs to account for 82 students, who, based on the existing mode share would likely drive or be driven to / from school. These students need to be “allocated” to public transport, cycling or walking. As some of the new students would not live close to public transport or in walking / cycling distance, the “reallocation”, or rather the proposed measures take into account the total student population.
 - **Walking:** Based on travel surveys, currently 8% of students walk to school, whereas based on the walking catchments, 10% of students live in walkable distance from the school. The discrepancy is small. The school is proposing to promote active transport as part of their School Transport Plan, thus a future walking target of 9% has been set. Any infrastructure upgrades included in Council’s upgrade programs would increase the potential for students to walk to School as well.
1% of all students = 21 students.
 - **Cycling:** Based on the cycling catchments, approximately 24% of primary school students live within 2400m and approximately 34% of secondary school students within 3600m cycling catchment. However, there is currently only a small number of students cycling. One of the reasons might be related to the cycling connectivity within the LGA, but also the currently low provision of bicycle racks within the school.

During the transport meeting, it was discussed that Council is in the process of preparing a new bike plan, which is likely to improve the cycling infrastructures in the Hills Shire Council and around the School. The School has also proposed to provide bicycle parking facilities within the School to facilitate cycling. As such, a future cycling target of 2% has been

adopted, which amounts to 41 students. The School proposes to provide 48 bike spaces. As part of the ongoing monitoring (outlined in Section 6), the school would increase the provision of bicycle parking if it is noted that the existing provision is close to meeting, or does not meet, the demand for bicycle parking.

These spaces will be provided under cover and in convenient locations near entry / exit points.

The bike use will be promoted as part of the School Transport Plan.

- **Public Transport:** The above results in remaining 20 students that would need to take up public transport, which is likely to be achievable with promoting this travel mode through the School Transport Plan and a Transport Assess Guide.

There are many bus services (including school buses) stopping within 400m walking distance from the school. More than 10 buses in the morning and 25 in the afternoon arrive / leave the dedicated bus bay at Morris Grove alone. Additional buses stop at Wrights Road and Green Road. The existing direct bus network (i.e. no bus change is needed) covers a large portion of the actual enrolment area, and more areas can be reached if a bus transfer is made, which is considered acceptable for high school students.

Over 75% of all students are eligible for a free bus pass, meaning that there is an incentive / no disbenefit for using public transport. This can be promoted by the school.

Based on travel surveys, currently 32% students use public transport in the afternoon, meaning that there is a general acceptance of this travel mode. While it is acknowledged that there is only a small proportion of primary school students using a bus, 45% of high school students catch it in the afternoon and it is proposed that mostly they be targeted when promoting this transport mode.

A transport planning meeting was held on 5th April 2022 with TfNSW, Council, PMDL and the School, and TfNSW suggested that the additional students using the bus can be easily accommodated within the existing bus service capacities. It was also discussed that Council plans on providing improved bus infrastructure and additional public bus services.

The School is proposing to modify the primary school car park layout by removing a superfluous driveway and combining entry and exit to the eastern extent, which enables a potential extension of the existing bus zone on Wrights Road for additional bus services. During the transport meeting, it was discussed that Council plans on providing improved bus infrastructure and additional public bus services and the proposed change to the bus stops on Wrights Road would be beneficial in this regard.

Based on the existing use of buses, the number of bus services around the school, and the confirmation from TfNSW, it is considered that the proposed student increase should be able to be accommodated within the existing bus network.

In total, a public transport target of 33% has been adopted for all students.

- **Private Transport:** Travel surveys shows that currently 57% students use private vehicles to commute in the afternoon (split between drivers, those that are driven by parents or travel with another family). To achieve no increase to the existing vehicle numbers, this will require 53% car usage to the future student population, and this is set as a future target.

- **Other:** 3% students currently use other mode share which include combined mode share. This is proposed to be retained for future target.

With the retained number of students using private transport to get from school, and the increased alternative transport mode use, the proposed travel targets for the entire population of 2,050 are as shown in Figure 4 (it is noted that the sum of the students shown in the pie chart below does not add up to 2,050, which can be attributed to rounding inaccuracies).

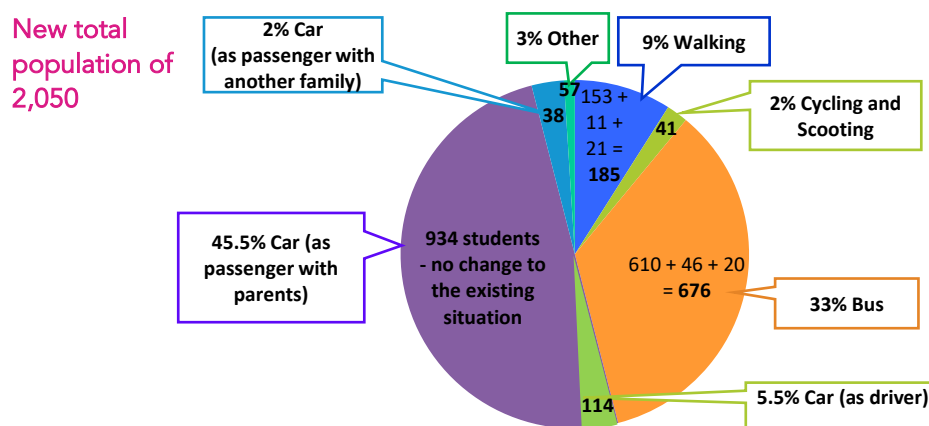


Figure 4: Proposed Travel Mode Share Targets

The above has been set out for the when the Stage 1 Bryson Building becomes operational, which is planned to occur in early 2026. In the interim, and until cycling infrastructure is provided, the school will promote walking and public transport. A tabulated comparison and summary of all transport mode share scenarios for students is shown in Table 3.

Table 3: School Transport Scenarios Comparison and Summary for Students

Mode Share	Existing Base Case for Afternoon	Targets for Afternoon	
		Short-term: until mid-2026	Long-term: from mid-2026 onwards
Walking	8%	8.5%	9%
Cycling and Scooting	-	1%	2%
Public Transport – Bus	32%	32.5%	33%
Private Vehicles	57%	55%	53%
<i>As driver</i>	6%	5.5%	5.5%
<i>As passenger with parents</i>	49%	46.5%	45.5%
<i>As passenger with another family</i>	2%	3%	2%
Other	3% (incl. combination of modes)	3%	3%

The process used to derive the above targets is documented in more detail in the TTA submitted as part of the SSDA.

4.1.2. Staff Mode Share Targets

Travel surveys show that currently almost all staff utilise car as a means of travel to school, which includes 96% drivers and 2% passengers. As discussed in Section 4.1.1, the School intends to merely

retain the existing vehicle numbers in the surrounding intersections. Therefore, a future target of 92% has been adopted, and the following considerations are made for other travel modes:

- Based on travel surveys currently 1% of staff walk to school. The same travel mode target has been adopted for future staff population.
- Currently no staff cycle to the School, however, due to improvements in cycling infrastructure in the LGA and provision of cycling facilities within the School, it is believed that some staff will be able to cycle to School. Therefore, a future cycling and scooting target of 3% has been adopted. End of trip facilities are provided within the school, and as the active transport mode share grows, so should the provision of end of trip facilities. This shall be reviewed as part of the ongoing evaluation undertaken by the school.
- Based on travel surveys, currently no staff use public transport, but with the development of the School Transport Plan and improved measures, it is likely that some staff will be able to take public transport to school. Therefore, a future public transport target of 3% has been adopted.
- Some staff indicated that they would carpool to school if they knew the driver. The School is planning to improve the transport strategy and as such 1% carpooling target has been set for the future.

The above has been set out for the when the Stage 1 Bryson Building becomes operational, which is planned to occur in early 2026. In the interim, and until cycling infrastructure is provided, the school will promote walking and public transport. A comparison and summary of all transport mode share scenarios for staff is shown in Table 4.

Table 4: School Transport Scenarios Comparison and Summary for Staff

Mode Share	Existing Base Case	Targets	
		Short-term: until mid-2026	Long-term: from mid-2026 onwards
Walking	1%	1%	1%
Cycling and Scooting	-	1.5%	3%
Public Transport – Bus	-	1.5%	3%
Private Vehicles	98% which include - 96% driver - 2% passenger	95%	92%
Carpooling	-	1%	1%
Other	1%	-	-

The process used to derive the above targets is documented in more detail in the TTA submitted as part of the SSDA.

5. Implementation

5.1. Policy

Achieving the goals and objectives of this GTP must be underpinned by policy that effectively communicates transport expectations to increase active and public transport use to the School, reduces rates of driving alone and kiss-and-drop to school. Components of this policy which are defined in more detail in the Operational Traffic and Access Management Plan (OTAMP) include:

- Prioritisation of multi-modal transport access
- Staggered start / end times
- Multiple kiss-and-drop locations
- Parking allocation and location
- School access via pedestrian gate, bicycle cage, driveways and parking at arrival / end times, during BAASC, school day and outside hours

Sub-policies that will be implemented are described in the following sections. Additional policies will be reviewed annually and implemented on an as needed basis.

5.1.1. School Access Policy

- The school has a frontage to Green Road, Wrights Road, Morris Grove and Cormack Circuit.
- There are 12 pedestrian access gates; 1 off Cormack Circuit, 2 off Wrights Road, and 9 off Morris Grove.
- Bicycle parking for students is provided near the primary school car park with access via Gate 4 and at the sports centre with access via Gate 16. Staff bicycle spaces are provided at Building 15 with access via Gate 6.
- End of Trip facilities for staff are provided in the Branwhite Centre and Building 15.
- Vehicular access to the site is provided via Wrights Road and Morris Grove, with access points as follows:
 - Access to the primary school car park via a new combined entry / exit gate off Wrights Road (Gate 2). This car park accommodates parking for staff and preschool visitors as well as student pick-up and drop-off.
 - Access to the staff car park at Building 15 via Gate 5 off Wrights Road and Gate 8 off Morris Grove.
 - Ingress to the sports centre staff car park via Gate 15 off Morris Grove and egress via Gate 18.
 - Access to the secondary school car park via a combined entry / exit gate off Morris Grove (Gate 18).
- The waste compound has been relocated to the existing maintenance area with access via Gate 14 off Morris Grove.

- An on-street loading zone is provided at Wrights Road near the Morris Grove roundabout intersection.
- Emergency vehicles can access the site via the primary school car park and the proposed vehicular access gate between Gate 9 and Gate 10 near the bus zone at Morris Grove.
- School buses can access the site via Morris Grove and use the dedicated bus layby. Another bus zone is located at Wrights Road which is used by public buses as well as hired school buses.
- A map showing the access points, car parks, pick-up / drop-off areas, bicycle amenities and bus stop locations is illustrated in Figure 5.



Figure 5: School Access Map

5.1.2. Kiss and Drop Locations

It is beneficial to disperse the pick-up and drop-off location to reduce the number of vehicles arriving / leaving at the same time in a concentrated area. The School has various pick-up and drop-off locations as shown in Figure 5 and outlined in the OTAMP. These areas are allocated to specific year groups and defined by the school, which needs to be clearly communicated to parents and students to reduce confusion and increase efficiency of operation.

5.1.3. Share our Space

The school will afford community access to the school’s core facilities - the communal hall, the library and the outdoor sports court.

Share Our Space will be operating at the school during school holiday breaks. Gates will be opened by 8am and closed from 5pm each day. Further details of the operation of Share our Space are defined in the OTAMP.

5.2. Initiatives

Various methods are available to promote the initiatives of the Green Travel Plan. These can range from large scale programs to education. Some examples are provided in subsequent sections.

These initiatives and programmes are provided as examples for the Applicant, who shall implement the most effective programmes for the school. It is acknowledged that each site is unique, and not all programmes are appropriate for all sites.

5.2.1. Programs

The following programs could be considered for implementation at the School to promote the uptake of sustainable travel modes. They are divided into programs for each mode of transport, such as walking, cycling, public transport, and car-related modes.

Walking

Walking is an attractive travel option for students and staff living nearby, especially for trips within 400-800m from the school. Given the young age of the students, safety is a top priority. The existing footpath networks and pedestrian crossings are generally adequate.

Strategy: Road Safety program, current and localised

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

Strategy: Education and Environmental programs

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

Strategy: Provide sufficient storage for bulky goods (for staff)

Why	To provide storage for staff to reduce the requirement to carry bulky goods home
How	Implementation of storage facilities in a convenient location such as staff or classrooms
Who	the School
When	Before the implementation of the new masterplan
Resources	Storage facilities

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

Why	To enable staff to start working early and finish late, to avoid carrying work/bulky items home
How	Provide an after-school hour working area, arrange for after hours entry / exit for staff
Who	the School
When	Upon analysis of the staff work demand
Resources	Working space

Strategy: Pedometer based programs

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

Strategy: WWW - Walk and Wheel Wednesday

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

Strategy: Classroom competitions

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

Strategy: Walking Bus

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

Strategy: Seek dialogue with Council

Why	To keep improving the pedestrian infrastructure including pedestrian footpaths, raised pedestrian crossings, pedestrian islands and blister islands within the 1.2m walking catchments, prioritising the pedestrian crossing on the west of the School along Wrights Road near the Kellyville shopping centre driveways.
How	Meetings and communication via email and phone
Who	TP Coordinator, Steering Committee
When	Discussions should commence immediately
Resources	Discussions

Long/Medium-term Strategy: Implement scooter parking and wayfinding

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

Long/Medium-term Strategy: Scooter training

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

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

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

Cycling

Cycling presents another opportunity for promoting active transport, especially for site users living within a 3km radius. Similarly to walking, cycling is not only an effective form of transport, but provides health benefits.

Strategy: Provide weather protection over a proportion of bicycle spaces

Why	To protect bicycles from weather and therefore, to promote bicycle use
How	Provide roof structure over a proportion of bicycle spaces

Who	the School
When	As part of the construction of the master plan
Resources	Roof structure

Strategy: Implement wayfinding

Why	To navigate way to on-site bicycle parking spaces and EOTF
How	Provide clear wayfinding signage
Who	the School
When	As part of the construction of the master plan
Resources	Directional signage

Strategy: Road safety program, current and localised

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

Strategy: Bike training

Why	Reaches out to students who would like to participate in cycling
How	Providing courses to teach how to ride a bike and traffic rules
Who	Teachers, 3 rd party operator
When	Courses starting each term
Resources	Bike activities, some bicycles for those that do not own one yet

Strategy: Implement a Bike Club (for students)

Why	Motivates people to use active transport more often
How	Organise regular meetings for excursions on bicycles and fun activities to motivate students to cycle
Who	Teachers, Steering Committee
When	Weekly / Monthly

Resources | Excursions, fun activities

Strategy: Buddy Scheme (for students)

Why | Motivates people to use active transport more often
 How | Buddy up students that live close by
 Who | Teachers, Steering Committee
 When | Sent out every term to accommodate new students, review after 6 months
 Resources | Student residential data

Strategy: Vouchers from a local bike shop

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

Strategy: "RideScore" program

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

Long/Medium-term Strategy: Seek dialogue with Council

Why | To improve and develop existing cycling infrastructure within Kellyville, which would encourage students to cycle to and from school
 How | Meetings and communication via email and phone
 Who | TP Coordinator and Steering Committee
 When | Discussions should commence immediately
 Resources | Discussions

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

Why	To promote cycling when the demand increases
How	Provide weather protected bike parking
Who	the School
When	Upon analysis of the yearly cycling demand
Resources	Travel Questionnaire, buke racks

Public Transport

Strategy: Access free / discounted bus passes

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

Strategy: Dynamic and passive timetables on the site

Why	Provides information on approaching buses. Can be used in combination with providing distinct waiting areas for passengers of different buses
How	Provide electronic information boards with live arrival / departure data
Who	Steering Committee, the School
When	As part of the master planning
Resources	Electronic boards, travel app (e.g. Trip View)

Strategy: Review demand and provision of public transport

Why	Ensure that public vehicles are sufficient and satisfactory to cater for proposed staff and students
How	Questionnaire mid-year to ask about the satisfaction of public transport provision and seek ideas how the services / availability can be improved. Then, seek discussion with the bus operator and adjust bus services if needed
Who	Steering Committee

When	Once a year
Resources	Discussions and provision of additional services if and when required

Long/Medium-term Strategy: Seek dialogue with TfNSW and the local bus operator

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

Car Share / Car Pooling

Strategy: Organise potential carpooling matches

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

5.2.2. Communication

All new members of the School community would receive a welcome pack that includes:

- The Green Travel Plan (GTP) overview.
- The Transport Access Guide (TAG).
- Information on the health and social benefits of active transport.
- Links to public transport apps like Opal Travel for route planning.

In addition to these 'welcome packs,' a copy of the TAG shall be clearly displayed in communal areas of the School including (but not limited to):

- Reception.
- Staff rooms.
- Parent waiting areas.

Updates relating to start/finish times, transport goals and messages, correct travel behaviour etc, should also be shared through:

- School newsletters and website.
- Parent-teacher meetings.
- School social media platforms or apps.

The TAG shall be distributed to existing and new members of the school community. The TAG is to cater to everyone who is using the school including staff and students. The TAG shall be regularly updated, as well as when new infrastructure and services come online. The aim of the TAG is to reduce single occupancy car use and encourage sustainable transport journeys to and from the site using public and active transport.

6. Monitoring and Evaluation

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

This might be a single person who can act as a Travel Plan Coordinator, or a Committee of people who can work together to implement the travel plan. Appointment of an external Travel Coordinator has also proven to be effective. The Coordinator or Committee will be required to oversee the implementation of the actions of the travel plan. The responsible person/s must be an enthusiastic and high-quality communicator/s in order to promote measures that will encourage students, parents and staff members of the school to think about sustainable mode of travel other than a single occupancy car driving. The school is responsible for appointing the TPC, which shall be done as soon as practical following occupation of the development being sought under this SSDA.

The Travel Plan Coordinator (TPC) will be responsible for monitoring and reviewing the sustainability targets outlined in the Green Travel Plan (GTP) for the school. Furthermore, the following are key responsibilities of the TPC:

- conducting surveys or other data collection processes to measure progress;
- communicating the travel plan with the stakeholders;
- coordinating implementation efforts;
- coordinating events to promote awareness of the plan and associated initiatives; and
- coordinating marketing and promotional programs.

The GTP will require funding to support implementation. As such, senior level support and commitment are essential. 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 success of the GTP.

Examples of who might be represented on the Steering Committee or function as the TPC include:

- School Head / Representative
- Facility manager
- Teacher who naturally promotes active transport / walks or cycles him/herself
- Marketing / Communication representative

In general:

- The GTP should be reviewed annually, incorporating consultation with staff, parents, and the completion of a regular travel survey.
- The annual review should result in an update to the GTP, which may include:
 - Modifications to previously agreed targets based on the data collected and analysed.

- Implementation of additional remedial actions if the GTP is not meeting its objectives within the specified timescales. These actions may include, but are not limited to, new or additional monitoring activities beyond those initially planned.
- The GTP not only outlines actions and strategies but also ensures ongoing monitoring and evaluation, which are crucial for maximising the benefits of the travel plan.
- Initially, there will be a review of the mode share targets one year after the GTP implementation, followed by annual tracking and reassessment.
- New initiatives may be implemented, or targets adjusted, if initial goals are exceeded or prove too ambitious.
 - Note that any adjustment to the mode share targets (included in the future GTP version endorsed by TfNSW), based on the data collected and analysed by the school, should not result in private vehicle-related mode share targets being increased and this should continue for the life of the development and the annual reviews should include altered and/or additional initiatives to ensure the mode share targets are being achieved to promote sustainable transport.

Should the appointed individual or group acting as the TPC be changed or adjusted over time, there shall be an appropriate handover period in which the goals and ambitions of the GTP are explained clearly so that the continued success of the GTP can be ensured.

6.1. Key Monitoring Considerations

The overall success of the GTP depends on good communication between various entities, including the School, the TPC, Council, TfNSW, and local bus providers. The TPC must ensure all stakeholders, including parents and staff, are well informed about:

- The reasons for adopting the plan.
- The benefits of sustainable travel.
- Available alternatives and related initiatives.

Regular feedback through travel questionnaires will help ensure that stakeholders understand and experience the benefits of the plan.

6.2. Review Questions

Based on data collected after each travel questionnaire, the TPC can adjust initiatives or targets, considering the target restrictions outlined in Section 6.1. The review process should consider the following questions:

- Are the targets still realistic? Are they ambitious enough? Should they be updated?
- Are there difficulties in achieving particular targets? What are the likely reasons for this?
- Are there any gaps in the actions being taken?
- What is preventing further improvement in mode share, and how can this be addressed?

The ongoing review cycle ensures that the reasons behind travel choices are understood and that any barriers to behaviour change are identified and addressed. Communicating progress during this

process can also encourage further adoption of sustainable travel practices within the school community.

6.3. Key Elements for Success

To ensure all commuters to the school understand the benefits of sustainable travel, the following elements must be practiced:

- Communication:
 - Clearly explain the purpose of the GTP and its benefits. Information on alternatives should be readily available to make transitioning to sustainable modes easier.
- Commitment:
 - The TPC should maintain consistent efforts to help change established habits. By combining effective communication with the provision of necessary resources, the school community can be motivated to reduce private vehicle use.
- Consensus:
 - Broad support is essential for the GTP’s introduction and success, and the TPC will need to manage this effectively.

6.4. Reporting to Council and Stakeholders

The TPC is to present the progress of the GTP to Council and other relevant stakeholders after each regular review. This reporting can be a useful tool for lobbying for improvements in local transport infrastructure.

Progress reports could include, but are not limited to, the following:

- The number of staff and students commuting to the site.
- Details of the mode split based on the latest survey results.
- Progress towards meeting mode split targets.
- The success of initiatives listed in Section 6 of the GTP.
- Details of any proposed rectification measures.

A summary of monitoring and evaluation strategies are presented below:

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

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

Strategy: Annual Survey

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

Strategy: Regular meetings

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

Strategy: Update all noticeboards

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

Strategy: Review and update of STP/GTP

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

Strategy: Presentation of annual monitoring review results to council

Why	To present to Council the progress of the STP/GTP target and objectives
How	Submit monitoring report to Council

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

Appendix 1. Travel Survey Questions

The following questions should be asked at a minimum. Adjustments may be required.

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

Appendix 2. Travel Access Guide (TAG)

Students, staff and visitors are encouraged to use public and active transport when travelling to and from William Clarke 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.



There are abundant bicycle paths around the development. Bicycle parking facilities are available within the site for staff and visitors. End-of-Trip facilities including lockers, showers and change rooms are provided for staff use.



There are a variety of restaurants, shops, supermarkets within a short walk from the development.

