

Green Travel Plan

Meriden Senior School

Prepared for Carmichael Tompkins Property Group / 11 April 2025

221208 TAAF

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1.0 Introduction

1.1 Background

Taylor Thomson Whitting (TTW) has been engaged by Carmichael Tompkins Property Group to provide a Green Travel Plan (GTP).

This Green Travel Plan (GTP) has been prepared to address the following items of the Condition of Consent E12 (SSD 3905127).

Table 1.1: Response to the Condition of Consent E12

Items	Response
<p>Prior to the first increase of student numbers, a Green Travel Plan (GTP), must be submitted to and approved in writing by the Planning Secretary to promote the use of active and sustainable transport modes. The plan must:</p>	
<p>(a) be prepared by a suitably qualified traffic consultant in consultation with Council and TfNSW;</p>	<p>This report has been prepared and reviewed by qualified traffic engineers as outlined on Page 5. Consultation with Council and TfNSW included in Section 1.4. Please refer to Appendix A for CVs.</p>
<p>(b) 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;</p>	<p>Section 5.0 describes the mode share targets for students and staff, and Section 4.0 discusses the objectives of the GTP.</p>
<p>(c) include aspirational mode share targets for staff and students generally consistent with the Green Travel Plan prepared by TTW dated 14 December 2022;</p>	<p>Section 5.0 outlines the aspirational mode share targets for staff and students consistent with the Green Travel Plan prepared by TTW dated 14 December 2022.</p>
<p>(d) include specific tools and actions to help achieve the objectives and mode share targets, such as:</p> <p>(i) bike buses (which are similar to walking school buses but for cycling);</p> <p>(ii) gamification for students using and promoting active and public transport;</p> <p>(iii) activities for students to create and share transport (such as photos/videos/stories/art/maps from their trips to school);</p> <p>(iv) regular events, such as active transport breakfasts and trips after school with bike buses, walking buses and real buses departing school with</p>	<p>Section 6.0 outlines tools, actions and strategies to achieve the objectives and mode share targets.</p>

<p>students, parents and teachers to arrive at a local park or other place of interest;</p> <p>(v) cycling and bike maintenance courses; and</p> <p>(vi) promoting to parents the potential of active travel to school as an opportunity to stay active themselves.</p>	
<p>(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;</p>	<p>Section 6.4.3 outlines the roles and responsibilities of the Transport Coordinator in charge of the implementation and reviewing of the plan.</p>
<p>(f) consider how educational material that explores the benefits and potential of sustainable transport can be incorporated into classes for different stages in the curriculum (beyond road safety education);</p>	<p>Section 6.0 outlines tools, actions and strategies to achieve the objectives and mode share targets.</p>
<p>(g) include an enhanced Travel Access Guide (TAG) as a separate appendices with:</p> <p>(i) recommended cycling and walking routes to key destinations with indicative times, and from different directions within the school catchment area beyond the 500 metre radius; and</p> <p>(ii) location and access for end of trip facilities;</p> <p>(iii) provide information on car share, car-pooling and priority parking for people that carpool or car-share; and</p> <p>(iv) provide information on the Meriden school bus, including proposed times for pick up and drop off from train stations and bus stops.</p> <p>(h) include details regarding the methodology and monitoring/review program to measure the effectiveness of the objectives and mode share targets of the GTP, including the frequency of monitoring and the requirement for travel surveys to identify travel behaviours of users of the development.</p>	<p>Travel Access Guide (TAG) is provided in Appendix C.</p>

A GTP is a way to manage the transport needs of staff, students, contractors, volunteers, and visitors of the proposed development. The aim of the Plan is to reduce the traffic congestion in the area, environmental impact of travel to and from the development and it typically includes support for walking, cycling, public transport and car sharing, while reducing dependence on private vehicles and parking.

This Plan has been developed in consultation with the school and with consideration to the community's concerns and authority requirements.

1.2 Objectives

A Green Travel Plan is a way to sustainably manage the transport needs of a site. The aim is to reduce the environmental impact of travel to and from the proposed development and encourage active and public transport while reducing dependence on private vehicles.

This plan provides a review of existing facilities and travel habits, and overarching principles and objectives relating to sustainable travel. The plan details specific programs and actions that are proposed for Meriden School, which will assist in achieving sustainable travel outcomes. The document is intended to be dynamic and respond to employees, students and visitors behaviours once the buildings are operational.

1.3 Benefits

The aim of this Plan is to encourage active and sustainable travel behaviours. Environmental and social benefits commonly result from Green Travel Plans. These may include:

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

1.4 Consultation with TfNSW and Strathfield Council

The preliminary green travel plan was provided to TfNSW and council as part of the SSDA submission. The items detailed in Table 1.2 were raised by TfNSW and subsequently responded to within this report as detailed below. Additional contact was made with TfNSW following report update. Additional comments from this correspondence were provided on 4th April 2025 and has been added to Table 1.2.

Similarly, Strathfield Council were contacted to review the final Green Travel Plan and responded on 25th March 2025 with no additional comments.

Full correspondence with both TfNSW and Council can be found in Appendix B.

Table 1.2: TfNSW Comments

Comment	Response
<p>Mode Shares: Given the abundance of public transport and some active transport modes (walking) as well as longer term potential for other active travel modes of travel such as cycling for senior students and staff, TfNSW recommend that the proposed mode shares for both of these groups are significantly increased for both long and short term mode shares for public and active transport modes and car driving mode shares for these groups are significantly decreased over the short and long term. TfNSW appreciate there are plans by council to expand the bicycling network around the school and would ask that the cycling mode shares for senior students and staff be reflected as long term goals, once these council plans have been put into place.</p>	<p>The mode share targets for students and staff have been modified to show a greater increase in train, bus, cycling and walking mode shares to allow for a greater decrease in car driving modes for both the short and long term targets.</p>
<p>Implementation Plan: TfNSW appreciate the Actions provided by the school to implement the sustainable transport initiatives. TfNSW would ask that the Actions are changed into an Implementation Plan. This Implementation Plan is the backbone of the green travel plan, and so TfNSW recommend that the plan is put into a table style with specific timings and dates, and staff responsible such as a Travel Coordinator (defined in your Green Travel Plan as a Transport Coordinator), and their supporting colleagues who will implement the Green Travel Plan for the lifecycle of the development. The initiatives should be seen as actions that can be practically implemented by the school, and the Implementation Plan (including the proposed mode shares) should be monitored and updated on a regular basis (including when longer term cycling infrastructure is put in place).</p>	<p>The action plan has been modified to be an implementation plan (in a table format) with a schedule and a nominated staff member responsible for implementing these actions.</p>
<p>Parking management strategy: TfNSW asks that a parking management strategy be incorporated into the GTP, that prioritises use by staff and students on a needs basis, i.e. preference for parking for staff that are car-pooling or car sharing. Charging points for Electric Vehicles (EV) are also recommended.</p>	<p>Section 6.1.4 (Parking Management) has been adjusted to prioritise parking for car-pooling and car sharing.</p> <p>Electric vehicle parking provision has been included in the carpark for 4 spaces.</p>
<p>Bicycle parking and End of Trip (EoT): TfNSW appreciate that there are currently gaps in the bicycle network around the school, but ask the school to consider planning for longer term End of Trip (EoT) facilities to be placed in the school (that might account for more students and staff cycling in the future), and consider providing for some more bicycle parking short term. TfNSW notes that Strathfield Council has outlined plans to improve the bicycle network within the streets</p>	<p>Section 6.1.5 (Cycling Infrastructure) has been modified to include further discussion on bicycle requirements (safe, convenient, under cover). Section 6.1.6 (End-of-Trip Facility) has been adjusted to encourage active transport usage.</p>

Comment	Response
<p>surrounding the school including a shared path on The Boulevard and an on-road route on Redmyre Road. TfNSW recommend that bicycle parking and EoT should be monitored over time to ensure sufficient supply to encourage active transport both to/from and around the site. The bicycle parking should be located throughout the site at convenient locations, be safe, secured and under cover. Some further guidance on bicycle parking and end of trip facilities can be found in the cycleway design toolkit.</p> <p>Updated 4/04/2025 Correspondence:</p> <p>The TDM team appreciates that in Section 6.1 has been updated to address previous TfNSW comments, and these will be monitored over time to ensure sufficient supply. Further, the bicycle parking should be flexible to allow for parking of other micromobility options, as they come on stream.</p>	
<p>Travel Access Guide (TAG): TfNSW appreciates the research done on the Travel Access Guide, but would ask the school to do the TAG as a separate appendices. The TAG is also a bit hard to read against the photo background. It might be better with a clear background. The TAG should reference the Trip Planner at transportnsw.info/ and include the following: · Provide information on car share, car-pooling and priority parking for people that carpool or car-share. Provide information about cycling, walking and public transport initiatives to encourage the use of sustainable transport journeys by staff and students. · Provide promotion of end of trip (EoT) facilities, including any new cycling infrastructure available, and update number and location of bicycle parking and EoT facilities. · Provide information on the Meriden school bus, including proposed times for pick up and drop off from train stations and bus stops. · For further helpful information – please check this link How to Create a Travel Access Guide doc here. We have also attached our the 231 Elizabeth Street Travel Access Guide for helpful reference here. For further helpful information – please check this link How to Create a Travel Access Guide doc here. We have also attached our the 231 Elizabeth Street Travel Access Guide for helpful reference here.</p> <p>Updated 4/04/2025 Correspondence:</p> <p>The TDM team appreciates that a TAG is provided in Appendix C and ask that this is regularly updated, and when there are new infrastructure and services provided. The TAG does provide good information, and intent to encourage active and public transport modes first, and should also include:</p>	<p>The Travel Access Guide (TAG) has been updated to provide information about active transportation and to promote end of trip (EoT) facilities. This is attached within the updated Green Travel Plan.</p> <p>It is anticipated that this TAG will be required to be updated as part of the Conditions of Consent prior to operation of the site and that further specific details regarding cycling, walking, carpooling and public transport will be included.</p> <p>Updated 4/04/2025 Correspondence:</p> <p>TAG (Appendix C) has been updated to provide further information on walking routes, bus times and End of Trip Facilities. TAG will be updated for carpooling areas once carpooling system has been implemented.</p>

Comment	Response
<ul style="list-style-type: none"> • A comprehensive map showing all modes of public and active transport, including buses (private and public), trains, walking and cycling routes, as well as times for these public transport options (noting that many of these maps and information is already provided in the GTP) • Provide information about walking routes is available on the Trip Planner at transportnsw.info/ • Number and location of End of Trip facilities and bicycle parking (bicycle racks, showers, lockers, change rooms) and locate on a more detailed map. • Provide detail and locations of any provision of dedicated carpooling areas/spaces. <p>For further helpful information – please check this link How to Create a Travel Access Guide doc here.</p>	
<p>Travel Survey: TfNSW appreciates the student and staff surveys undertaken in the Report but recommend that a proposed staff and student travel survey be distributed to staff and students post occupancy is attached as a separate appendix (it will not be carried out until 3 months post-occupancy). The travel surveys should then be done each year for the lifecycle of the development. The surveys should include questions to ask obtain workforce teacher and student data analysis (including staff and school pupil residential postcodes) to identify the actual staff and student travel origin and destination patterns, to inform strategies that help to reduce car parking demand for staff, students and visitors to get to and from the site. The Travel Survey should also be promoting any initiatives or strategies that encourage sustainable transport routes.</p>	<p>A Travel Survey format has been provided in the Appendix D of the updated Green Travel Plan.</p>

2.0 Travel Audit

2.1 Site Location

Meriden is located within the local government area (LGA) of Strathfield Council, approximately 250m south-west of the Strathfield Train Station, which is equal to 400m walking distance. (refer to Figure 2.1).

The Site campus is located at 3 Margaret Street, Strathfield, and comprises three campus sites in close proximity to each other. The school is bound by Redmyre Road (to the north), Carrington Avenue (to the south), The Boulevard (to the east) and Vernon Street (to the west). Detached dwellings on individual residential lots about the southern boundary of the site. Figure 2.2 provides an aerial map of the site and its immediate surrounds.

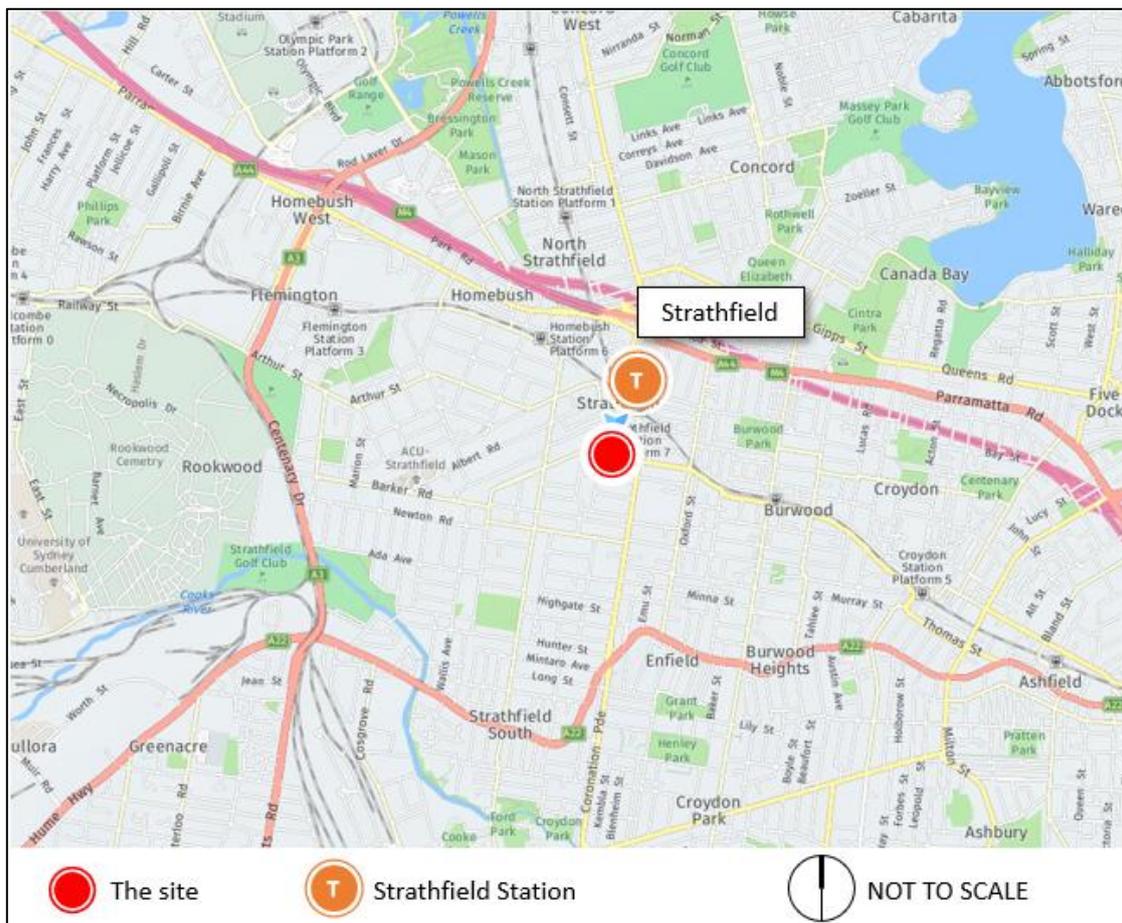


Figure 2.1: Meriden School Location Context Plan
Source: NearMap

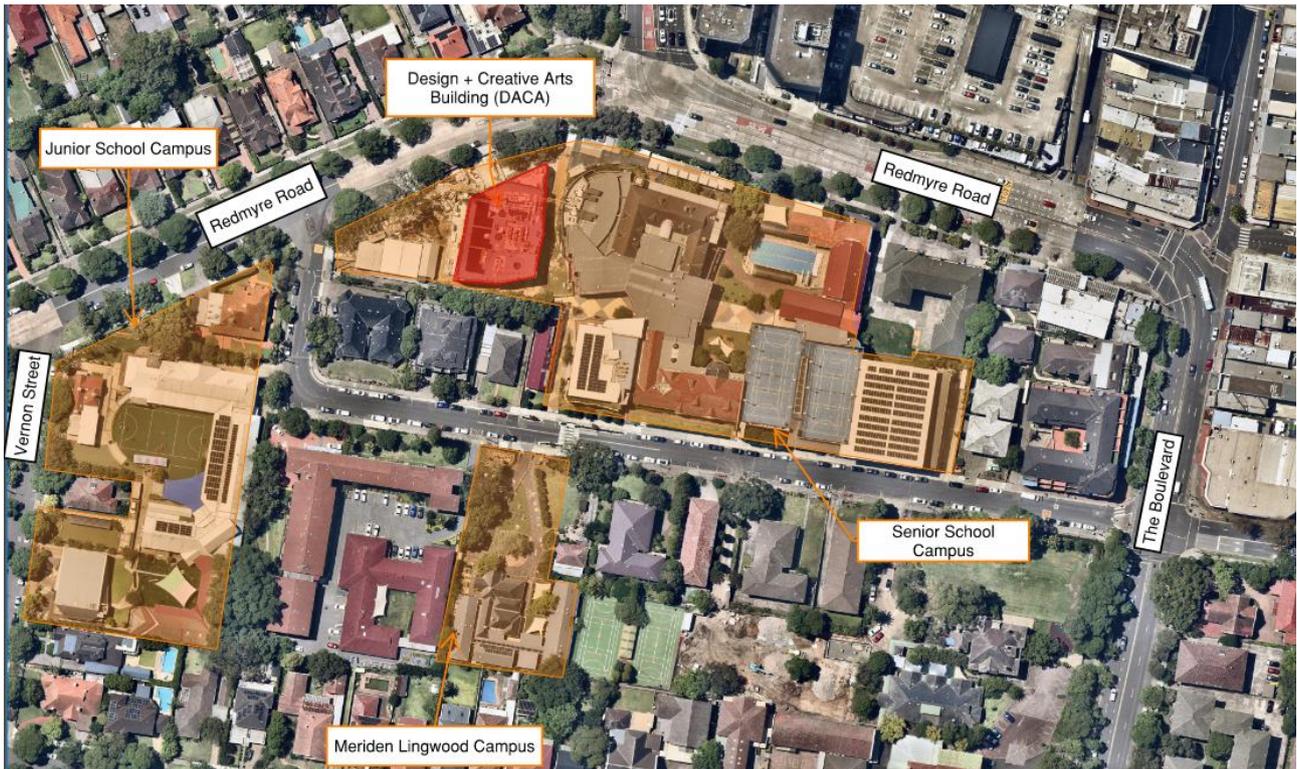


Figure 2.2: Aerial Map of the Meriden Campus sites

The newly completed development included alterations and additions to Meriden Senior School, accommodating 1,224 students, plus an allowance for this capacity to exceed up to a maximum 20 additional students to allow for unanticipated enrolment fluctuations on a temporary basis.

2.2 Active Transport

2.2.1 Pedestrian Facilities

The school is well serviced by pedestrian facilities in the surrounding areas. There are concrete footpaths available along both kerbsides on Redmyre Road, Margaret Street, Vernon Street and The Boulevard. Along the frontage of both Senior and Lingwood Campus sites, Margaret Street has wide footpaths up to 2.5 metres in width on both kerbsides.

Table 2.2 summarises the types of crossings along these popular pedestrian routes and should be read with reference to Figure 2.3. This analysis indicates that the main pedestrian routes to and from the school are adequately serviced by footpaths and road crossings, providing safe route options.



Figure 2.3: Key Pedestrian Intersections around the Site

Table 2.1: Schedule of Pedestrian Crossings

Intersection Reference	Type of Crossing
1	Unsignalised zebra crossing with wide pedestrian median
2	Unsignalised zebra crossing
3	Unsignalised zebra crossing
4	Signalised crossing on western and northern intersection legs. Wide median provided on northern leg and narrow median on western leg
5	Signalised crossing on southern and eastern intersection legs / zebra crossing on western leg with median. Narrow median provided on southern leg.
6	Unsignalised zebra crossing
7	Pedestrian refuge across southern leg
8	No crossing infrastructure
9	Signalised crossing on western and northern intersection legs. Wide median provided on western leg and narrow median on northern leg.
10	Signalised crossing on southern and eastern intersection legs. Wide median provided on southern leg.
11	Unsignalised zebra crossing

2.2.2 Bicycle Facilities

The existing bicycle routes available in the Strathfield LGA are shown in Figure 2.4. The map identifies several local on-road cycling routes and the Bay-to-Bay route which is a 23-kilometre shared pathway track extending from Ryde to Botany Bay via Strathfield. As the figure indicates, the school does not contain nearby cycling routes, limiting the opportunity for students or staff to travel to and from school via bicycle.

The Strathfield Active Travel Plan prepared by GHD in 2016 includes a network map of the proposed bicycle routes for Strathfield Council. This network can be viewed in Figure 2.5. Redmyre Road is identified as a local on-road cycling route, and The Boulevard is proposed to be a shared path.

The DACA building provides 12 new bicycle parking spaces near its entrance and end-of-trip facilities including two showers and eight lockers.

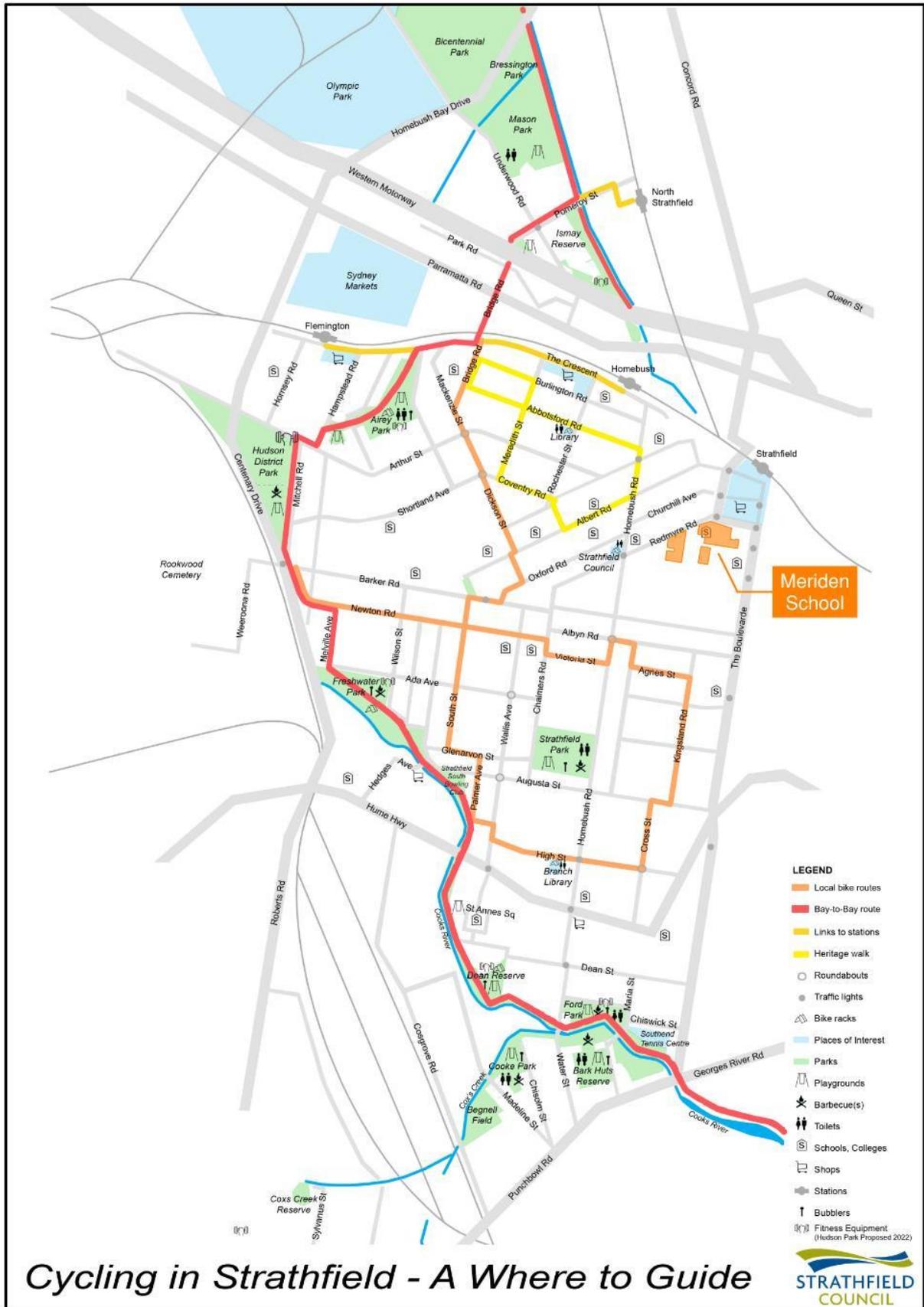


Figure 2.4: Strathfield Cycleway Map (Strathfield Council, 2021)

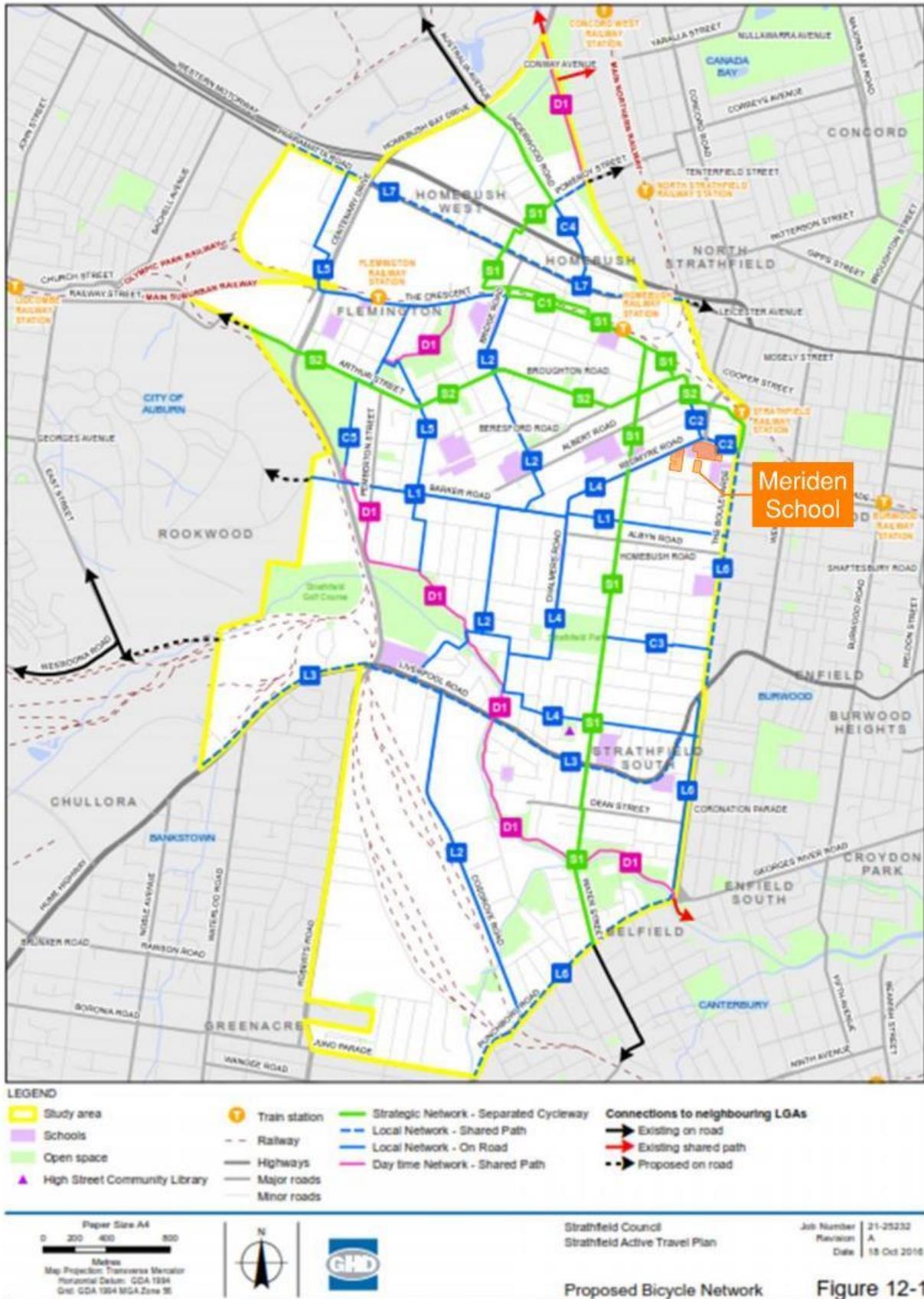


Figure 2.5: Proposed Bicycle Network (Strathfield Active Travel Plan, 2016)

2.3 Public Transport

2.3.1 Public Bus Services

The school is well serviced by public bus routes, with several bus stops within 400 metres of the school. These bus stops are located along Redmyre Road, The Boulevard, Albert Road and Strathfield station, and can be seen in Figure 2.6.

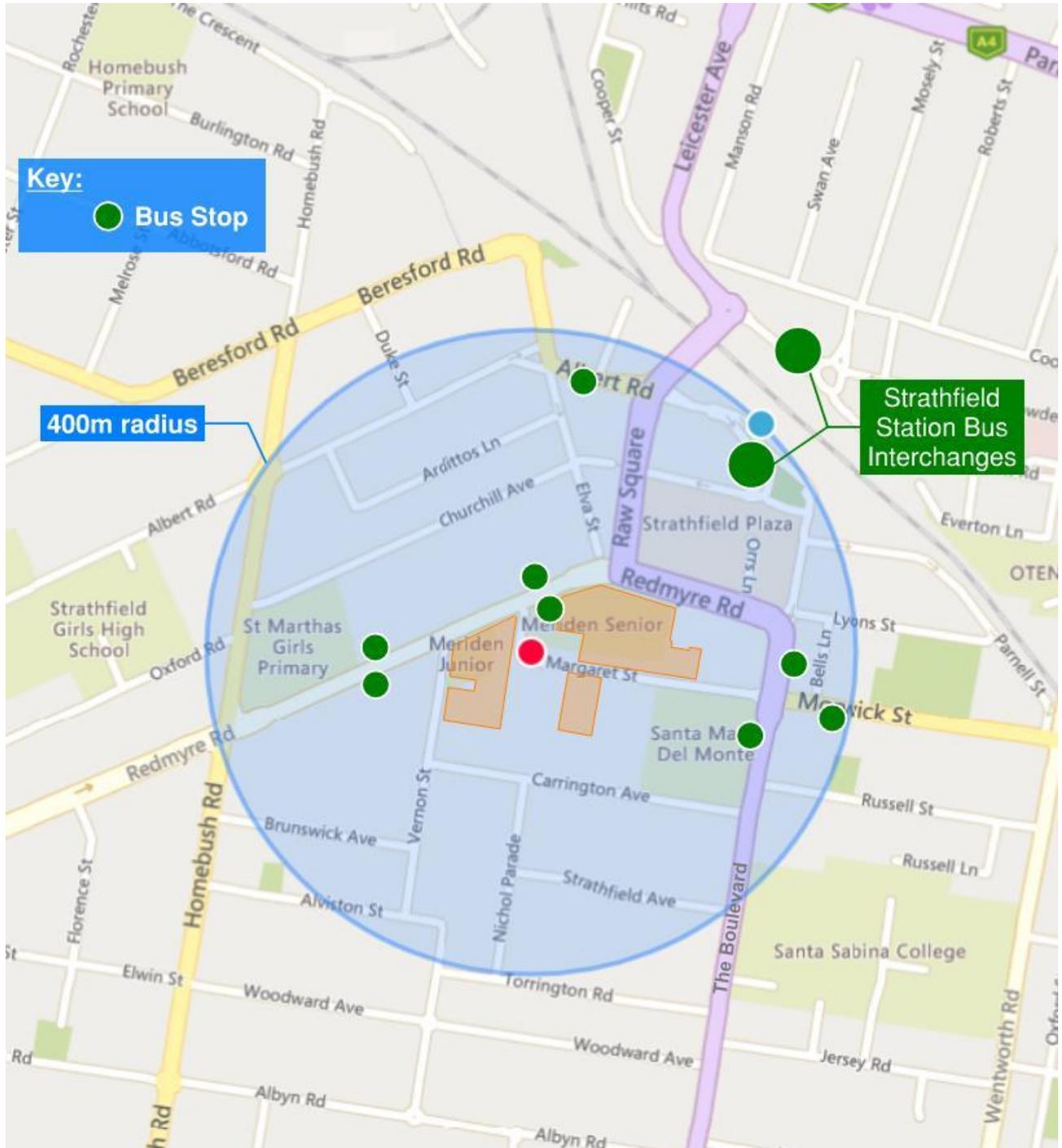


Figure 2.6: Locations of Nearby Bus Stops

There are four main bus providers operating from the bus stops surrounding the school:

- Busways
- Transit Systems
- Transdev NSW
- Punchbowl Bus Company

A summary of the available bus routes from each operator are included in Table 2.2.

Table 2.2: Summary of Bus Routes

Bus Operator	Route Number	Bus Route	Frequency during Weekday AM and PM Peak
Busways	525	Parramatta to Strathfield via Sydney Olympic Park	20 to 30 mins
Transit Systems	407	Burwood to Strathfield	30 mins
	408	Rookwood Cemetry to Burwood via Flemington	60 mins
	415	Campsie to Chiswick	20 to 30 mins
	458	Ryde to Burwood	30 mins
	466	Cabarita to Burwood	20 to 30 mins
	480	Strathfield to Central Pitt St via Homebush Rd	20 to 30 mins
	483	Strathfield to Central Pitt St via South Strathfield	20 to 30 mins
	526	Burwood to Rhodes Shopping Centre	15 to 30 mins
Transdev NSW	913	Strathfield to Bankstown	60 mins
	914	Greenacre to Strathfield	30 mins
	m90	Burwood to Liverpool	10 to 15 mins
Punchbowl Bus Company	450	Strathfield to Hurstville	15 mins

A copy of the network maps for each of the bus providers are included below in Figure 2.7, Figure 2.8, Figure 2.9 and Figure 2.10.

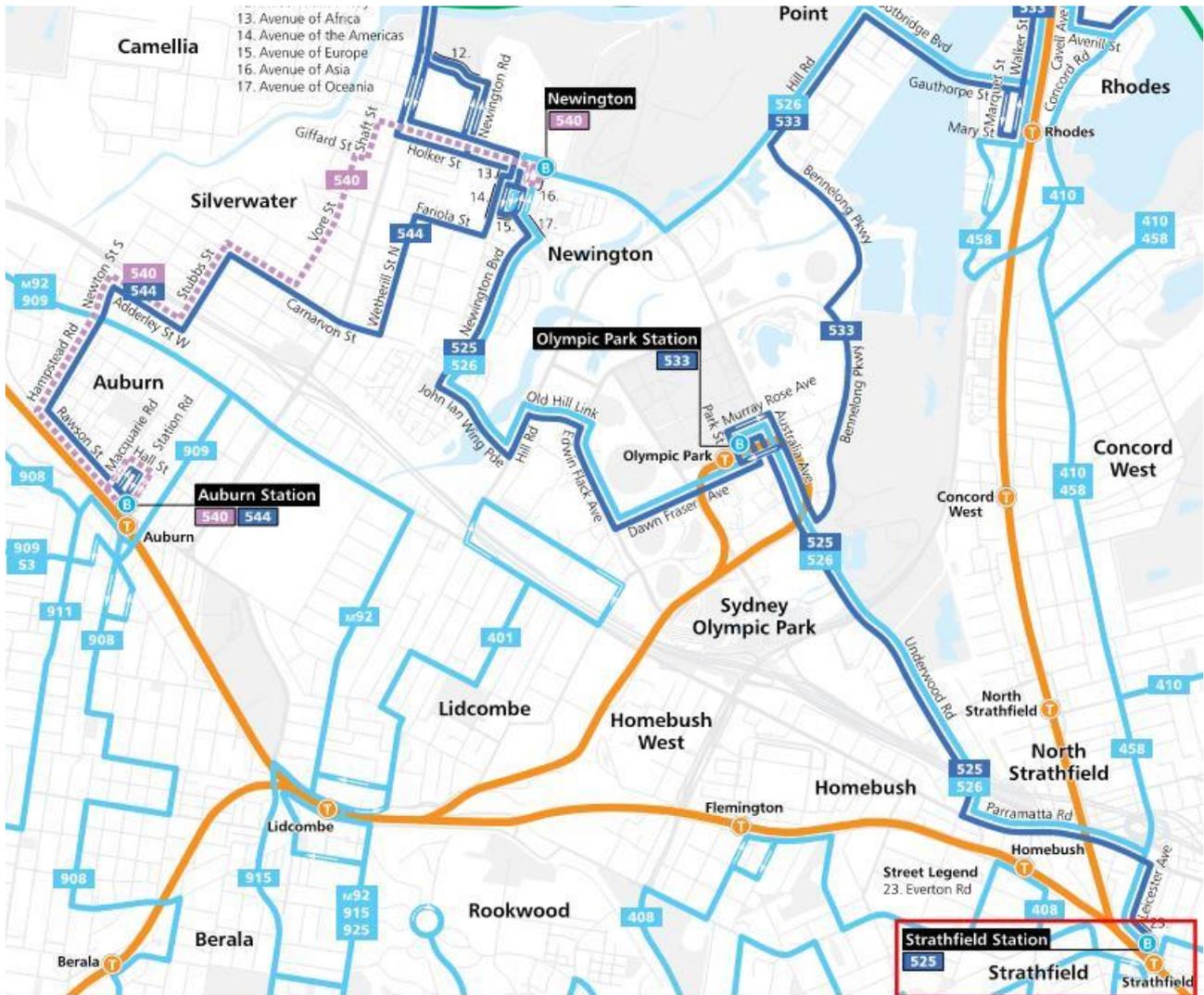


Figure 2.7: Busways Network Map (Busways, 2021)

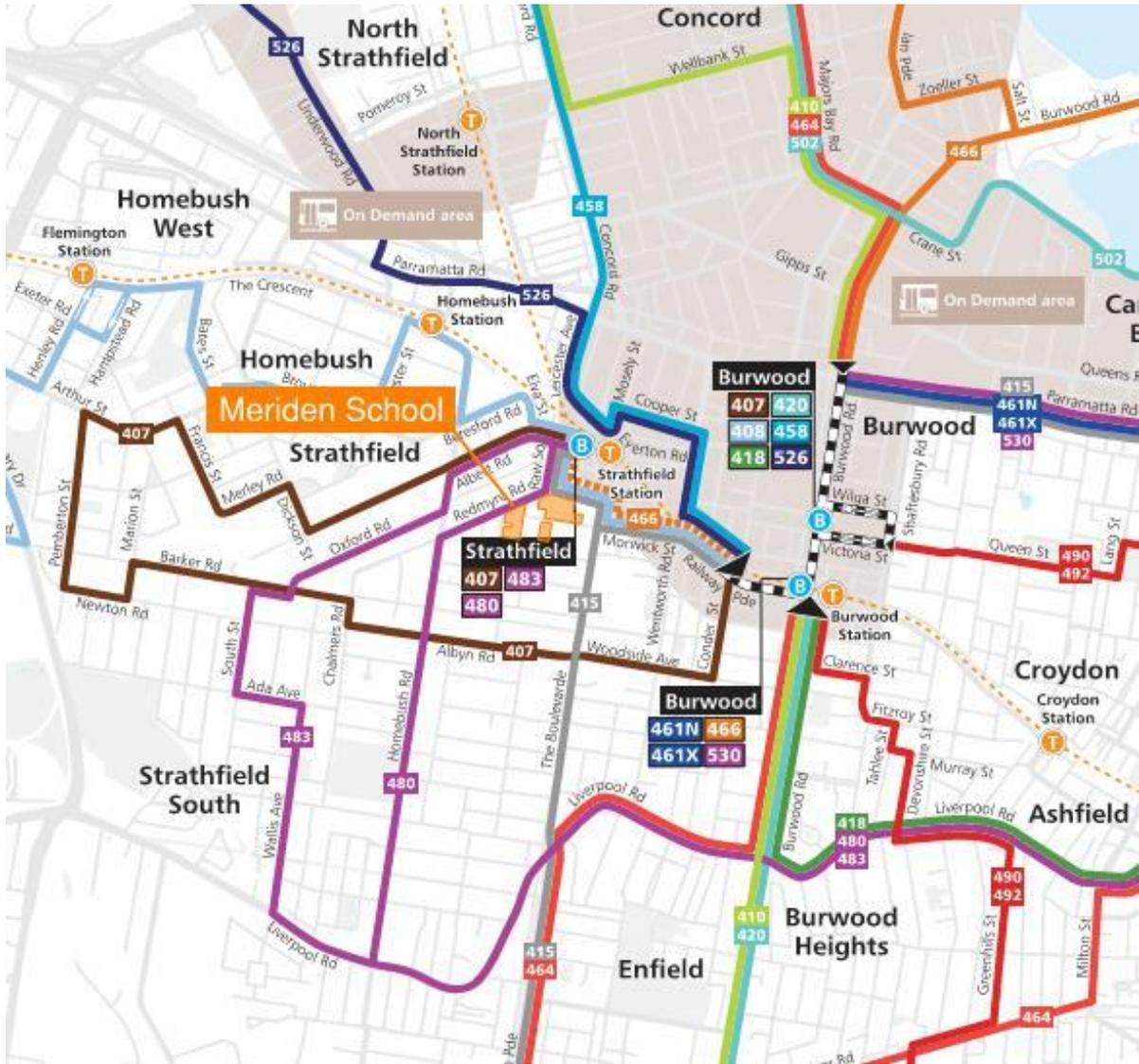


Figure 2.8: Transit Systems Bus Network Map (Transit Systems, 2021)

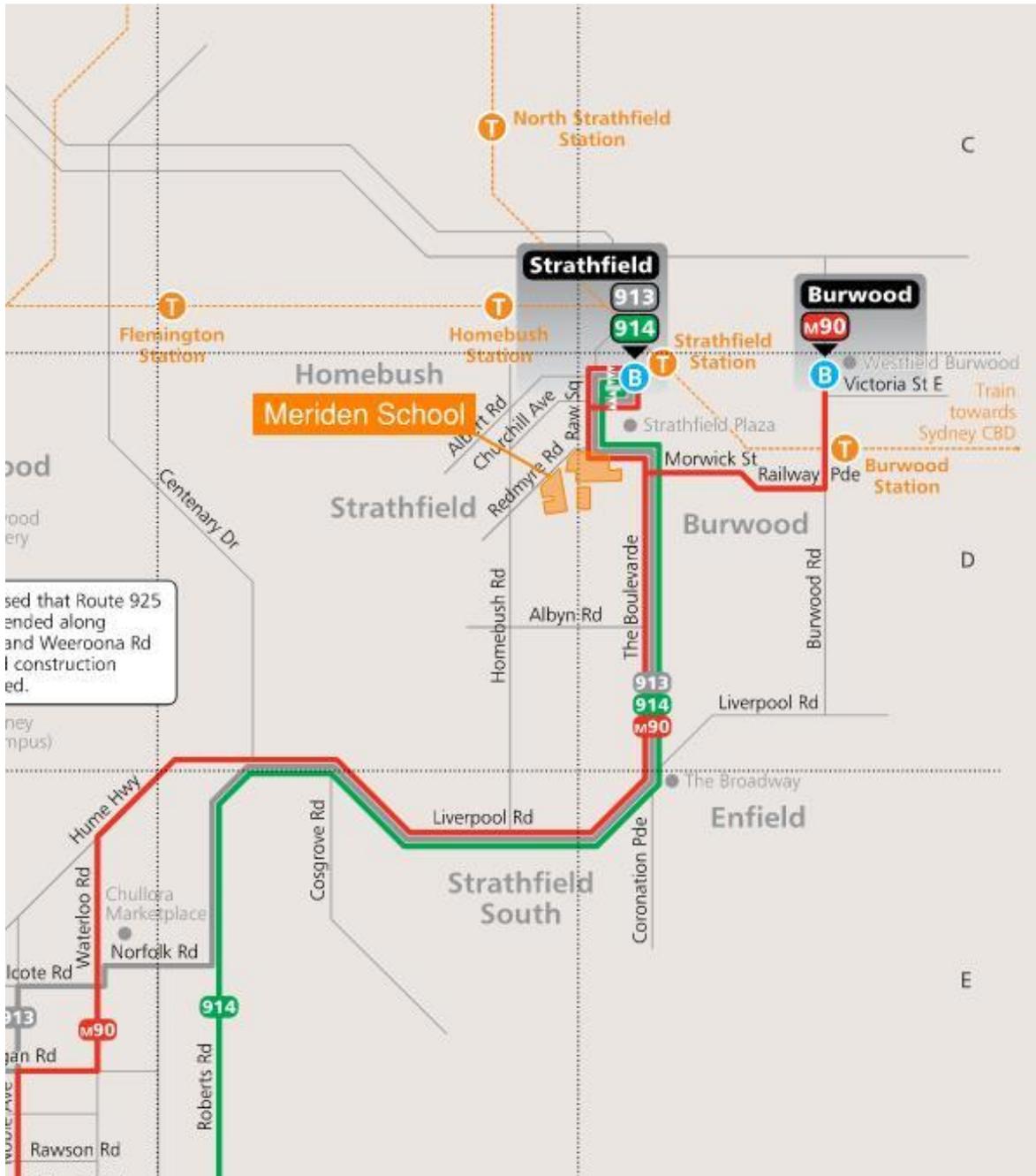


Figure 2.9: Transdev Bus Network Map (Transdev NSW)

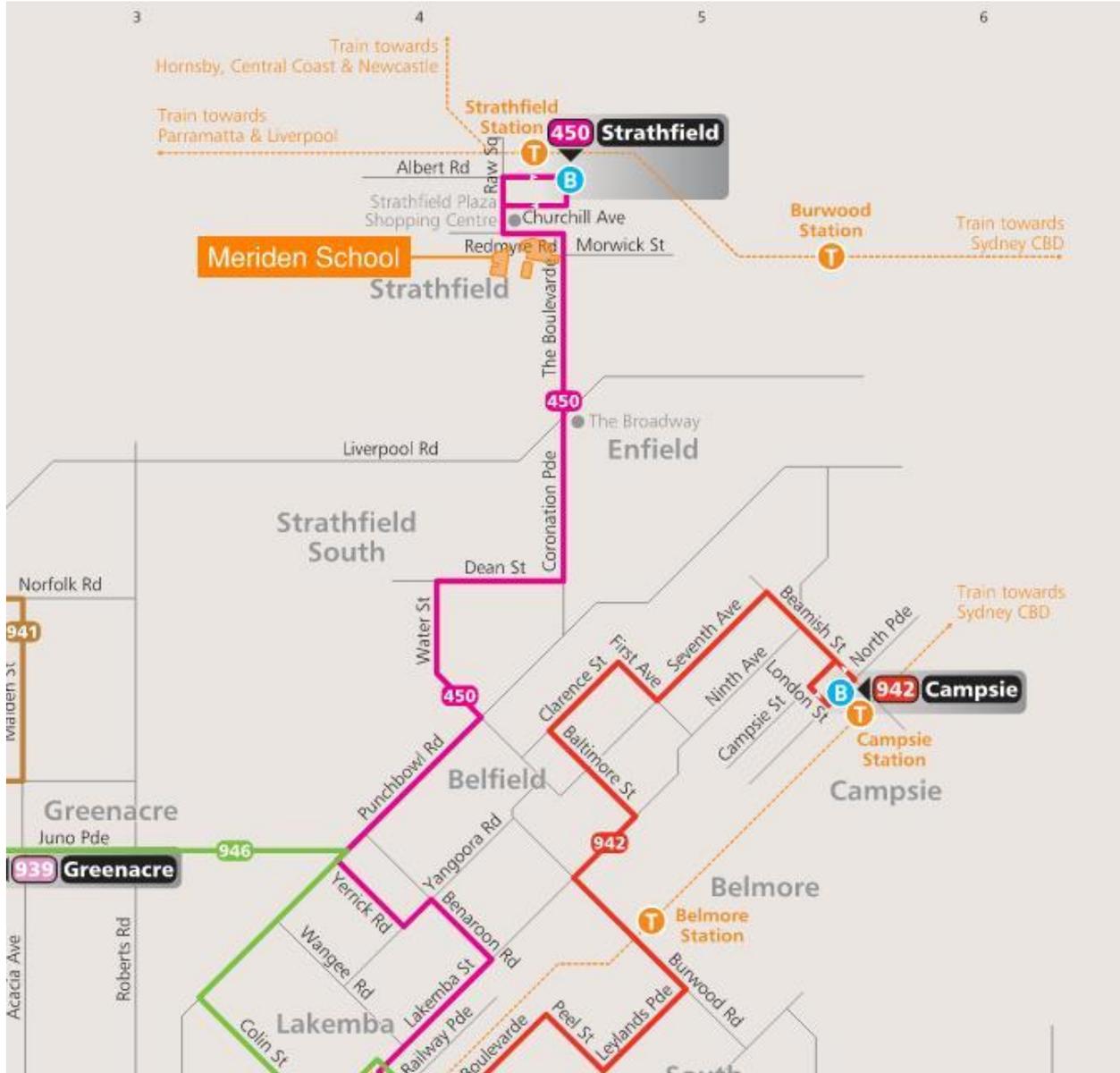


Figure 2.10: Punchbowl Bus Company Bus Network Map (Punchbowl Network Map, 2020)

2.3.2 Meriden School Bus Services

The school has one school bus zone on Margaret Street, positioned out the front of the main entry to the Senior School Campus.

The school bus services offered to students are summarised in Table 2.3, and a network map is available in Figure 2.11.

Table 2.3: School Bus Services

Route Number	Route
1	Taren Point, Miranda, Sylvania, Blakehurst, Hurstville, Beverly Hills, Strathfield Park
2	Woolwich, Hunters Hill, Gladesville, Tennyson Point, Putney, Rhodes, Concord West
3	Illawong, Alfords Point, Padstow Heights, Oatley, Strathfield Park
4	Balmain, Rozelle, Leichhardt, Dulwich Hill, Summer Hill, Enfield
5	Drummoyne, Russell Lea, Five Dock, Canada Bay, Concord
6	Concord, Breakfast Point, Cabarita, North Strathfield
7	Carlingford, Ermington, Dundas, Dundas Valley, Newington, Wentworth Point, Sydney Olympic Park
8	Earlwood, Canterbury, Ashbury, Croydon Park, Campsie, Belmore, Belfield



Figure 2.11: School Bus Network Map (Meriden School, 2021)

2.3.3 Train Services

Strathfield Station is located approximately 400 metres walking distance to the north of the school. Based on the Integrated Public Transport Service Planning Guidelines, Sydney Metropolitan Area (Transport for NSW (TfNSW), December 2013), the train services influence the travel mode choices of areas within 800 metres walk (approximately 10 minutes) of a train station. As the school is within 800 metres, it is located within acceptable walking distance from the Strathfield Train Station.

The station is serviced by T1 – North Shore and Western Line, T2 – Inner West & Leppington Line, and T9 – Northern Line with a frequency of approximately 5 to 10 minutes during commuter peak period in both directions of travel. The Sydney Trains network map for services offered from Strathfield station can be seen in Figure 2.12.

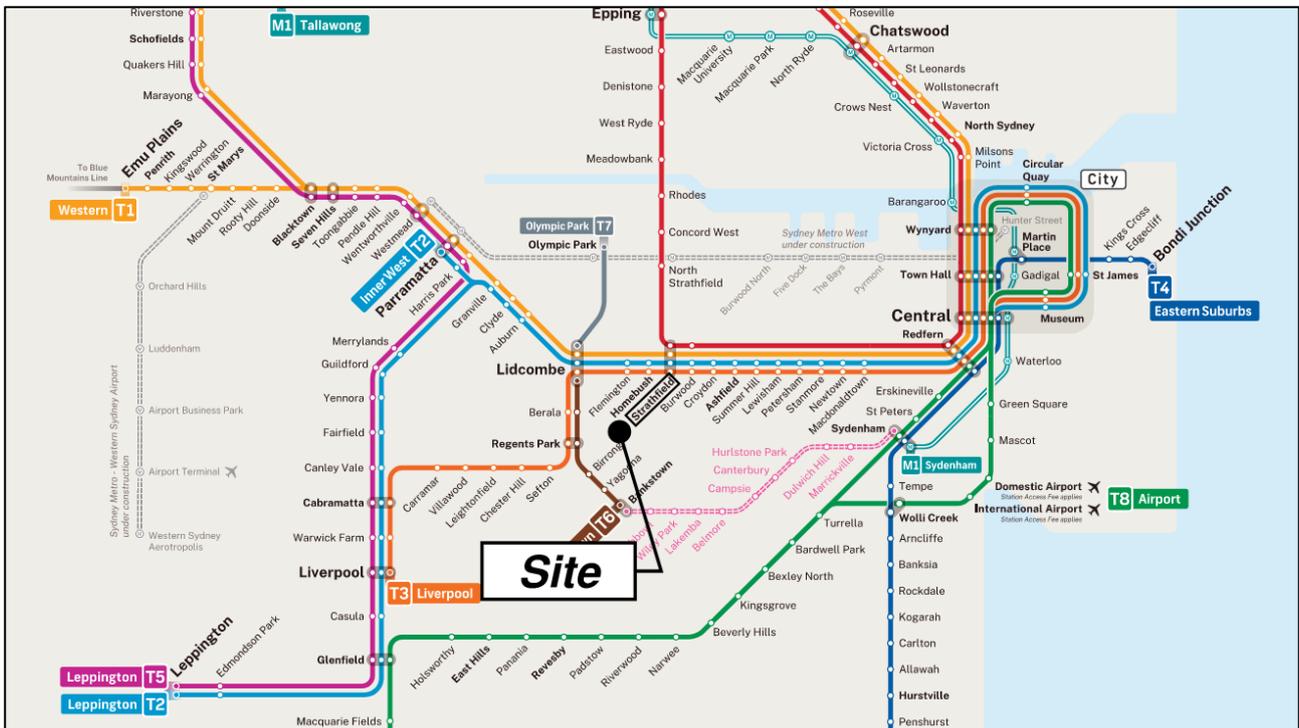


Figure 2.12: Sydney Trains Network Map (TfNSW, 2021)

2.4 Car Share

The nearest car sharing pods are available approximately 400 metres from the school. Figure 2.13 shows the location of nearby car sharing pods (GoGet) within the vicinity of the school site.

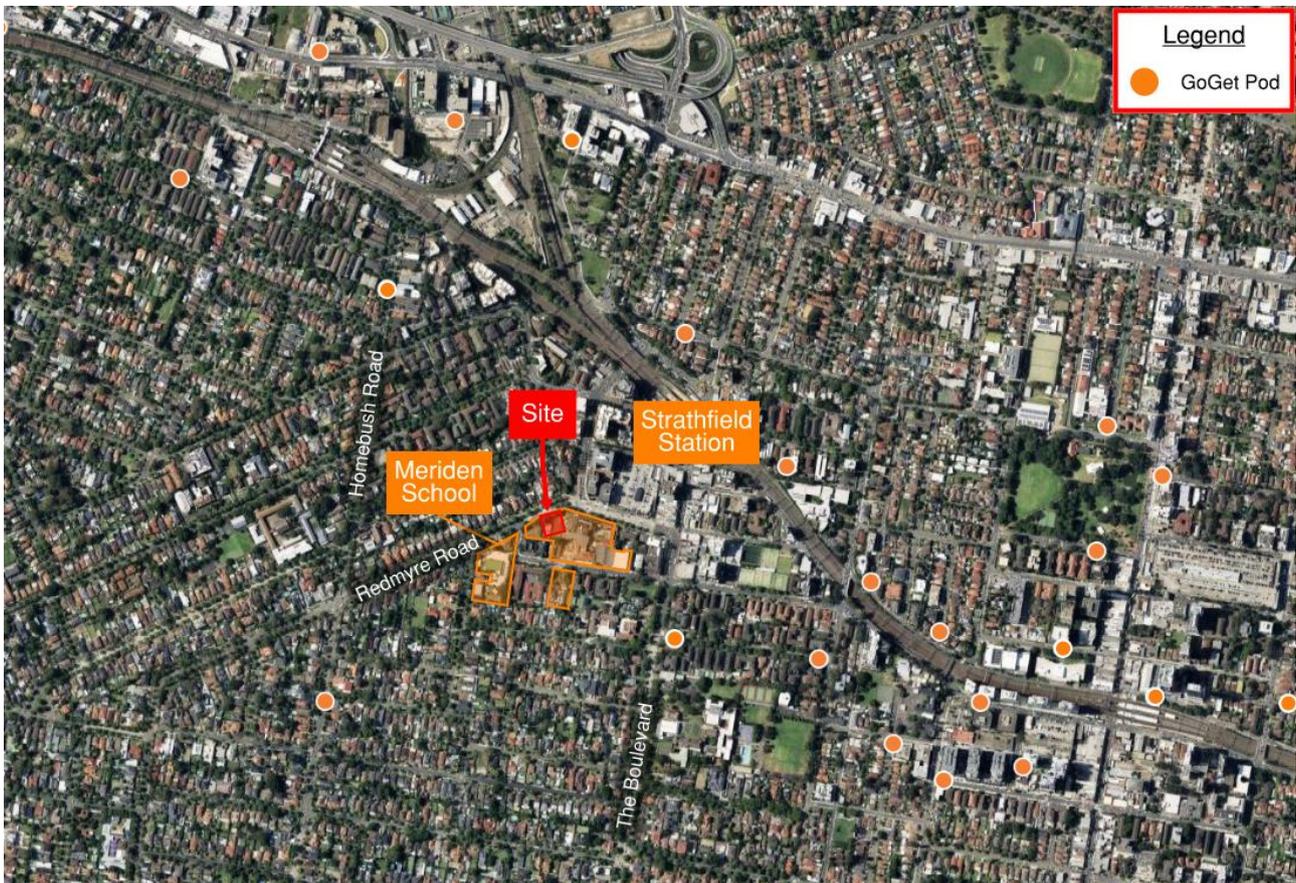


Figure 2.13: Locations of Nearby Car Share Pods (GoGet Website)

2.5 Parking

2.5.1 On-Site Parking

A total of 158 parking spaces are available across all three campuses. Figure 2.14 outlines the location and number of spaces in each available car park and can be summarised as follows:

- **Car Park 1:** underground parking in the Sports Centre accessible via Margaret Street
- **Car Park 2:** ground level parking accessible via Margaret Street providing access to the Lingwood Campus
- **Car Park 3:** underground parking accessible via Margaret Street providing access to the Junior School Campus
- **Car Park 4:** ground level parking accessible via Vernon Street, located outside Blackman Auditorium, providing access to the Junior School Campus.
- **Car Park 5:** underground parking accessible via Redmyre road, located underneath the DaCA centre within the Senior School Campus.



Figure 2.14: On-Site Car Parking Locations

Table 2.4 summarises the on-site car parking provisions, including the number of standard and accessible spaces available.

Table 2.4: On-Site Car Parking Allocation

Location	Total Number	Standard	Accessible
Car Park 1 – Sports Centre	60	58	2
Car Park 2 – Lingwood Campus	6	5	1
Car Park 3 – Junior School	36	36	-
Car Park 4 – Auditorium	3	2	1
Car Park 5 – DaCA Centre Parking	53	52	1
Total	158	153	5

2.5.2 On-Street Parking

Margaret Street, Redmyre Road and Vernon Street have some availability for time-restricted on-street parking. A study of the on-street parking restrictions can be shown in

LEGEND

 2P 8am - 6pm, Mon - Fri	 1/2P 10am - 3pm, Mon - Fri & 8:30am - 12:30pm, Sat	 Bus zone (during school peak hours)
 1P 8:30am - 6pm, Mon - Fri	 No Stopping	 Clearway (during peak hours)
 1/4P (during school peak hours)	 No Parking (during peak hours)	 Accessible parking
 P10 (during school peak hours)	 No Parking	 Unrestricted parking
 4P 8am - 6pm, Mon - Fri	 Kiss & Ride zone	 No Stopping (during peak hours)



Figure 2.15 which indicates a complex network of varying time restricted parking opportunities in the surrounding road network. The notable on-street parking restrictions include:

- 2 hour parking (8am – 6pm, Monday – Friday) on Redmyre Road, Vernon Street, Brunswick Avenue, Carrington Avenue and sections of Margaret Street.
- ‘No Parking’ or ‘Kiss and Ride’ (8am – 8:45am and 2:30pm – 3:45pm school days) sections on the southern side of Maragret Road adjacent to the subject site and the Lingwood Campus.

LEGEND

 2P 8am - 6pm, Mon - Fri	 1/2P 10am - 3pm, Mon - Fri & 8:30am - 12:30pm, Sat	 Bus zone (during school peak hours)
 1P 8:30am - 6pm, Mon - Fri	 No Stopping	 Clearway (during peak hours)
 1/4P (during school peak hours)	 No Parking (during peak hours)	 Accessible parking
 P10 (during school peak hours)	 No Parking	 Unrestricted parking
 4P 8am - 6pm, Mon - Fri	 Kiss & Ride zone	 No Stopping (during peak hours)



Figure 2.15: On-Street Parking Network

2.6 Existing Travel Patterns

2.6.1 Journey to Work

Journey to Work (JTW) data supplied by the 2016 Australian Census approximates the current mode share split for those who work in Strathfield and can be used to represent the travel modes of the staff working at Meriden. The JTW data is defined by Statistical Area Level 2 zones, and Meriden is located within the Strathfield region. Table 2.5 demonstrates the breakdown of travel modes used by those who work in Strathfield. It is clear that private vehicle use is the favoured travel mode, followed by catching the train.

Method of Travel (MTW15P) categorisation of travel modes (as listed in the left column of Table 2.5) is used for a clearer and simpler assessment of key travel modes through the allocation of a primary mode when multiple modes have been used in one trip.

Table 2.5: Journey to Work Data for Strathfield

Source: Australian Bureau of Statistics 2016 Census

Travel Mode	Mode Share (%)
Train	21.6%
Bus	2.4%
Taxi	0.2%
Car, as driver	64.0%
Car, as passenger	4.0%
Truck	0.6%
Motorbike/scooter	0.4%
Bicycle	0.3%
Walked only	6.0%
Other Mode	0.6%
Total	100.0%

Table 2.6 shows a summary of the above information into three main travel mode categories. Private vehicle usage is the most popular mode choice, with a 70% share, followed by public transport and lastly active transport.

Table 2.6: Summarised Journey to Work Data

Mode Summary	Mode Share (%)
Private vehicle (car, truck, taxi, motorbike)	69.5%
Public transport (train, bus)	24.1%
Active transport (walk, bicycle)	6.4%
Total	100.0%

2.6.2 Travel Survey

Travel mode share targets for the school have been established based on findings from the online travel survey distributed to Senior School students and staff at Meriden Senior Campus in May 2022. It is considered that transportation updates have occurred within the vicinity of the site since the distribution of the 2022 travel surveys that would significantly impact travel behaviour; therefore, they are considered fit for the purposes of this assessment. The existing mode share for students is shown in Table 2.7.

Table 2.7: Students Existing Mode Share

Mode	Existing Travel Mode (2022)
MORNING	
Train	33%
Bus	25%
Carpool	2%
Drive a car (park on-site)	1%
Drive a car (park nearby)	2%
Drop off at school boundary	31%
Drop off nearby	6%
Bicycle	0%
Walk	1%
Total	100%
AFTERNOON	
Train	46%
Bus	25%
Carpool	2%
Drive a car (park on-site)	0%
Drive a car (park nearby)	1%
Pick up at school boundary	18%
Picked up nearby	7%
Bicycle	0%
Walk	2%
Total	100%

Whilst it is acknowledged that the mode share results in Table 2.7 indicate the senior school campus travel behaviours, including the 3% of students that drive to the school, it has been assumed that the mode share is generally consistent across the Senior and Junior school campuses. Notwithstanding, it is recognised that the pick-up / drop-off activity for the Junior campus would be slightly increased due to no driver mode share and a lesser mode share for public transport.

It has been assumed that the majority mode share for the Lingwood Campus students would be pick-up / drop-off by vehicle.

The existing mode share for staff is shown in Table 2.8.

Table 2.8: Staff Existing Mode Share

Note: totals may not add to 100% due to rounding

Mode	Existing Travel Mode (2022)
Train	20%
Bus	2%
Carpool	1%
Drive a car (park on-site)	50%
Drive a car (park nearby)	26%
Drop off / pick up	0%
Bicycle	0%
Walk	1%
Total	100%

Table 2.8 indicates that the majority of staff currently drive to and from school, making up 76% of the mode share. It should however be noted that staff typically arrive prior to and leave after the peak student drop-off/pick-up peak periods.

3.0 Recently Completed Works

3.1 Overall Works

The newly completed development included alterations and additions to Meriden Senior School, accommodating 1,224 students. A detailed description of the proposal is as follows:

- Demolition of existing buildings (including 30-32 Redmyre Road) and removal of a swimming pool;
- Construction of:
 - A new three-storey Design and Creative Arts building, with bridge link to existing Wallis building, roof terrace, two levels of basement car parking; and
- Increase in students from 1,080 students to 1,224 students, plus an allowance for this capacity to exceed up to a maximum 20 additional students to allow for unanticipated enrolment fluctuations on a temporary basis
- Replacement vehicle and pedestrian access from Redmyre Road;
- Associated works including tree removal, landscaping and play areas;
- Change of use of 30-32 Redmyre Road to educational use;

3.2 Site Access

3.2.1 Pedestrian Access

The development included an additional pedestrian access point onto Redmyre Road to the west of the proposed driveway into the Design and Creative Arts Building.

3.2.2 Vehicle Access

The DaCA building utilises the existing vehicle access driveway on Redmyre Road to the northwest of the site. This driveway has been widened to 6 metres to provide suitable two-way access to the basement car park. This vehicle access point is only accessible via a left turn from Redmyre Road due to the median at the roadway centreline. Similarly on departure, vehicles are required to make a left turn only onto Redmyre Road. A 7-metre extension to the existing median on Redmyre Road has been constructed to prevent vehicles turning right from the driveway

3.3 Bicycle Infrastructure

The DaCA building contains bicycle storage and end-of-trip facilities on the first level of the basement car park as highlighted in Figure 3.1 This includes twelve bicycle parking spaces within a bicycle storage area, as well as two showers and eight lockers.

4.0 Travel Plan Objectives

4.1 Reduce the Environmental Footprint of the Development

Reducing the environmental footprint of a development is an essential component of any sustainable transport plan. The use of private vehicles by students, parents/carers and staff members is a major contributor to the environmental footprint of the school.

This Plan seeks to decrease the school's environmental footprint by promoting and increasing the use of more sustainable travel options such as public and active transport, and educate users about the importance of sustainable practices. These measures aim to decrease the overall environmental impact of the school development, advocating the importance of sustainable behaviours to the students, parents/carers and staff attending the site and providing a sustainable future.

4.2 Promote Sustainable Transport Usage

As part of any long-term sustainable transport plan, promotion of sustainable travel modes is a critical component. Users often face difficulties in using alternative modes due to a simple lack of awareness of their options. If these options can be presented to users in an easy to understand format, they may be more likely to change their travel behaviours.

To improve user understanding of alternative and sustainable transport, this GTP seeks to clearly and regularly inform all users including staff and students.

Promotion of sustainable travel modes assists in educating the community in their awareness of transport opportunities, travel safety, and becoming generally more comfortable with using modes other than a private car. This is of significant long-term benefit to the general public, by developing a community with a good understanding of transport and who are more likely to consider their transport choices in the future.

4.3 Reduce Reliance on Private Vehicle Use

Meriden School is located adjacent to Redmyre Road and is surrounded by residential housing. Redmyre Road and The Boulevard along with adjoining streets to the school remain busy during school AM and PM peak hours. Traffic congestion issues can be improved as students and staff shift away from private vehicle usage.

Reduction in the reliance on private vehicle use will also become critical for the long-term operation of the site. Local population growth also results in an increased level of background traffic, which may lead to worsening traffic congestion regardless of the site's operation and activities.

Furthermore, reduced dependence on private vehicles lessens the possibility for overflow parking to occur on local streets. This GTP seeks to reduce the total volume of vehicles being driven to site, and therefore alleviate any potential impacts.

4.4 Encourage Higher Vehicle Occupancy Rates

This GTP provides actions to encourage higher vehicle occupancy rates, with the aim to reduce the number of vehicles travelling to and from site during peak school hours. As outlined in Objective 4.3, this has several benefits including a reduction in traffic congestion and parking impacts.

This objective is aimed at students across all campuses as well as school staff.

4.5 Improve Student Safety

In the interest of student safety, it is critical that the volume of vehicles moving around the site is reduced as much as possible, especially as students are often exposed to traffic as they travel between campuses or wait at the pick up and drop off zones. This applies to vehicles interacting with pedestrians, and vehicles interacting with other vehicles. While pedestrian paths and crossings are provided around the site providing separation, mistakes and accidents can occur which cannot be foreseen or fully prevented.

To improve user safety for pedestrians and vehicles around the site, this Travel Plan seeks to reduce the total volume of vehicles travelling to the site.

We note that it is not only user safety but also the safety of the wider road network and community that shall be improved by a reduction in vehicle volumes.

4.6 Improve Health and Wellbeing

It is the responsibility of the school to ensure the health and wellbeing of staff and students. A change from vehicular transport to active transport such as walking, or cycling provides health benefits to users by increasing their amount of daily physical activity.

To improve health and wellbeing of staff and students, this Travel Plan seeks to increase the use of active transport modes such as walking or cycling.

A reduction in vehicle usage will also create environmental benefits through reduced emissions, which provides further improvements to health and wellbeing of the community more broadly.

5.0 Targets

5.1 Key Issues

Existing travel mode share targets for the school have been established based on an online travel survey distributed to Senior School students and staff at Meriden in May 2022. Based on these surveys and the success of the initiatives from the Green Travel Plan, the short-term mode share targets are assumed to approximately reflect the current travel habits of the students and staff.

When formulating the GTP for Meriden School, the following pivotal factors have been taken into account:

- Excellent public transport options for staff and students covering longer distances, with the nearest train station situated approximately a 7-minute walk away. 9 bus stops are available within a 400m radius of the site including the Strathfield Station Bus Interchange.
- Excellent pedestrian facilities within many signalised intersections near the site.
- Reasonable cycling infrastructure and end of trip facilities soon to be implemented as part of the new Design and Creative Arts Building (DaCA) providing 12 spaces.
- Based on the insights derived from surveys, staff and student travel mode share targets were made. It is crucial to note that these changes are anticipated to evolve gradually over several years and primarily serve as indicative measures.

The targets below take into account these factors when considering potential achievable mode changes by staff and students at Meriden School.

5.2 Student Mode Share Targets

An estimate of the short- and long-term mode share targets for students and staff, aligned with the Green Travel Plan prepared by TTW dated 14 December 2022, is presented in Table 5.1.

Table 5.1: Senior Students Mode Share Targets

Note: totals may not add to 100% due to rounding

MORNING					
Mode	Existing Travel Mode	Short Term Targets	Rel. Change from Existing	Long Term Targets	Rel. Change from Existing
Train	33%	43%	+10%	46%	+13%
Bus	25%	32%	+7%	34%	+9%
Carpool	2%	2%	0%	2%	0%
Drive a car (park on-site)	1%	0%	-1%	0%	-1%
Drive a car (park nearby)	2%	1%	-1%	0%	-2%
Drop off at school boundary	31%	13%	-18%	4%	-27%
Drop off nearby	6%	2%	-4%	0%	-6%
Bicycle	0%	4%	+4%	7%	+7%
Walk	1%	4%	+3%	7%	+6%
Total	100%	100%	0%	100%	0%
AFTERNOON					
Mode	Existing Travel Mode	Short Term Targets	Rel. Change from Existing	Long Term Targets	Rel. Change from Existing
Train	46%	52%	+6%	53%	+7%
Bus	25%	32%	+7%	33%	+8%
Carpool	2%	2%	0%	2%	0%
Drive a car (park on-site)	0%	0%	0%	0%	0%
Drive a car (park nearby)	1%	0%	-1%	0%	-1%
Pick up at school boundary	18%	7%	-13%	0%	-18%
Picked up nearby	7%	2%	-5%	0%	-7%
Bicycle	0%	2%	+2%	6%	+6%
Walk	2%	4%	+2%	6%	+4%
Total	100%	100%	0%	100%	0%

Note that the long-term target for driving a car (parking nearby) is related to senior students only.

5.3 Staff Mode Share Targets

A review of existing staff mode share split achieved from the travel mode survey provides an estimate of mode share targets as shown in Table 4.1

Table 5.2: Staff Mode Share Targets

Mode	Existing Travel Mode	Short Term Targets	Relative Change from Existing	Long Term Targets	Relative Change from Existing
Train	20%	28%	+8%	31%	+11%
Bus	2%	7%	+5%	10%	+8%
Carpool	1%	2%	+1%	4%	+3%
Drive a car (park on-site)	50%	35%	-15%	25%	-25%
Drive a car (park nearby)	26%	15%	-11%	10%	-16%
Drop off / pick up	0%	0%	0%	0%	0%
Bicycle	0%	6%	+6%	10%	+10%
Walk	1%	7%	+6%	10%	+9%
Total	100%	100%	0%	100%	0%

6.0 Implementation Strategies

As previously discussed, the main objectives of this Green Travel Plan are to:

- Reduce environmental footprint of the development;
- Promote sustainable transport usage;
- Reduce reliance on private vehicle use;
- Increase vehicle occupancy rates;
- Improve student safety; and
- Improve health and wellbeing

In order to achieve these objectives, a number of initiatives and programs will be implemented as detailed in the following sections. The following base strategies are considered which aim to meet the objectives of the Plan:

- Enable informed users
- Encourage active transport
- Encourage public transport
- Encourage carpooling
- Ongoing management

Actions to encourage active transport, public transport and carpooling will help in reducing total vehicular demand and vehicle activity around the site. By ensuring users are enabled with the appropriate information and undertaking continued management of the sustainable travel strategies, the objectives of the Travel Plan can best be achieved over time.

Each strategy consists of a number of actions which will be implemented to achieve a shift toward the ultimate objectives of the Plan. These actions are summarised and included in a table which can also be used as a convenient checklist to assess the site's progress with sustainable travel initiatives. The staff member responsible for travel (as recommended in these initiatives) will review this checklist periodically to reflect on the site's progress and opportunities.

6.1 Strategy 1: Enable Informed Users

6.1.1 Induction Information for New Users

It is important that both staff and students at the school are aware of the travel options available to them. Particularly for new users, the default option may be to drive to the site or be dropped off if they are unfamiliar with the area.

To ensure that users are aware of their options, a Travel Access Guide (Refer to Appendix C) and any other relevant information such as health and activity leaflets will be distributed to all users. Distribution methods include information being included on induction or orientation packages. Information will be provided directly in this manner resulting in users being more likely to engage in sustainable travel patterns, rather than being required to seek out information independently.

6.1.2 Incorporation into classes and curriculum

Educational material that explores the benefits and potential and sustainable transport are incorporated into the Year 12 Geography unit which the topic Rural and Urban Places.

This unit explores sustainability and strategies to manage rural and urban places, which can be linked to sustainable transport:

- Challenges facing rural and urban places: This includes issues such as environmental sustainability, which can connect to transport systems that reduce ecological footprints.
- Strategies for sustainable management: This includes studying initiatives like public transportation projects or urban planning that reduces car dependency. Investigates and assesses the growth of bicycle infrastructure in cities, increasing pedestrianisation in urban areas, quality urban design that increases sustainability and smart public transport options that focus on low emissions.

Incorporation of sustainability into school curriculum further informs students on the importance of sustainable travel motivating more environmentally friendly decisions to be made.

6.1.3 Periodic Reminders

Travel options often change over time, and new site users may miss pieces of information provided to them. Periodic reminders will assist in providing continued information to users and aim to provide a greater reach and impact. As a convenient way to reach a broad user base, information and reminders will be included in the school newsletter, on the school website or via an email chain. Content will provide details on new travel initiatives, mode share progress, and upcoming events or changes, including Sydney Metro future lines, as well as reminding users of the importance of sustainable travel.

This style of communication will also request feedback from students, parents/carers and staff regarding current initiatives and any other travel-related concerns.

6.1.4 Provide a Travel Access Guide

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

A brochure or leaflet has been developed (Refer to Appendix C) that provides information on bus routes and active transport facilities near the site. Brochures can easily be given to staff and visitors and can be updated in-house or by an external consultant. The brochure will be uploaded to the school website to provide information for visitors. Additionally, a poster will be displayed on notice boards around the school. To reduce reliance on private vehicles, event attendees will be provided with the Travel Access Guide to make them aware of the public and active transport options available to them.

6.1.5 Strategy 2: Encourage Active Transport

6.1.6 Cycling Infrastructure

Strathfield Council has outlined plans to improve the bicycle network within the streets surrounding the school including a shared path on The Boulevard and an on-road route on Redmyre Road. The school may wish to approach Strathfield Council to discuss additional opportunities regarding the connectivity of the local cycling routes to the site.

The mode share targets indicate an aim for a slight increase in the use of bicycles for Senior Students and staff and so provision of bicycle parking on-site has been included in the DaCA basement (Refer to Figure 6.1). The school will take into consideration the following requirements for bicycle facilities:

- Bicycle parking will be located at easily accessible and convenient locations around the school site. Bicycle parking areas will be undercover.
- Bicycle storage areas will be maintained and kept to an appropriate standard, including any security or monitoring systems present. Usage of the storage will be monitored, and additional storage provided if demand increases.
- Installation of bicycle rails will be in accordance with Australian Standards AS2890.3 Bicycle parking, and any other specifications from authorities including Strathfield Council.
- Bicycle storage areas will be well signposted within the site to assist with wayfinding for staff and students travelling via bicycle. Frequent signage can also bring awareness to the available cycling facilities.
- Bicycle parking will be flexible to allow for parking of other micromobility options, as they come on stream.

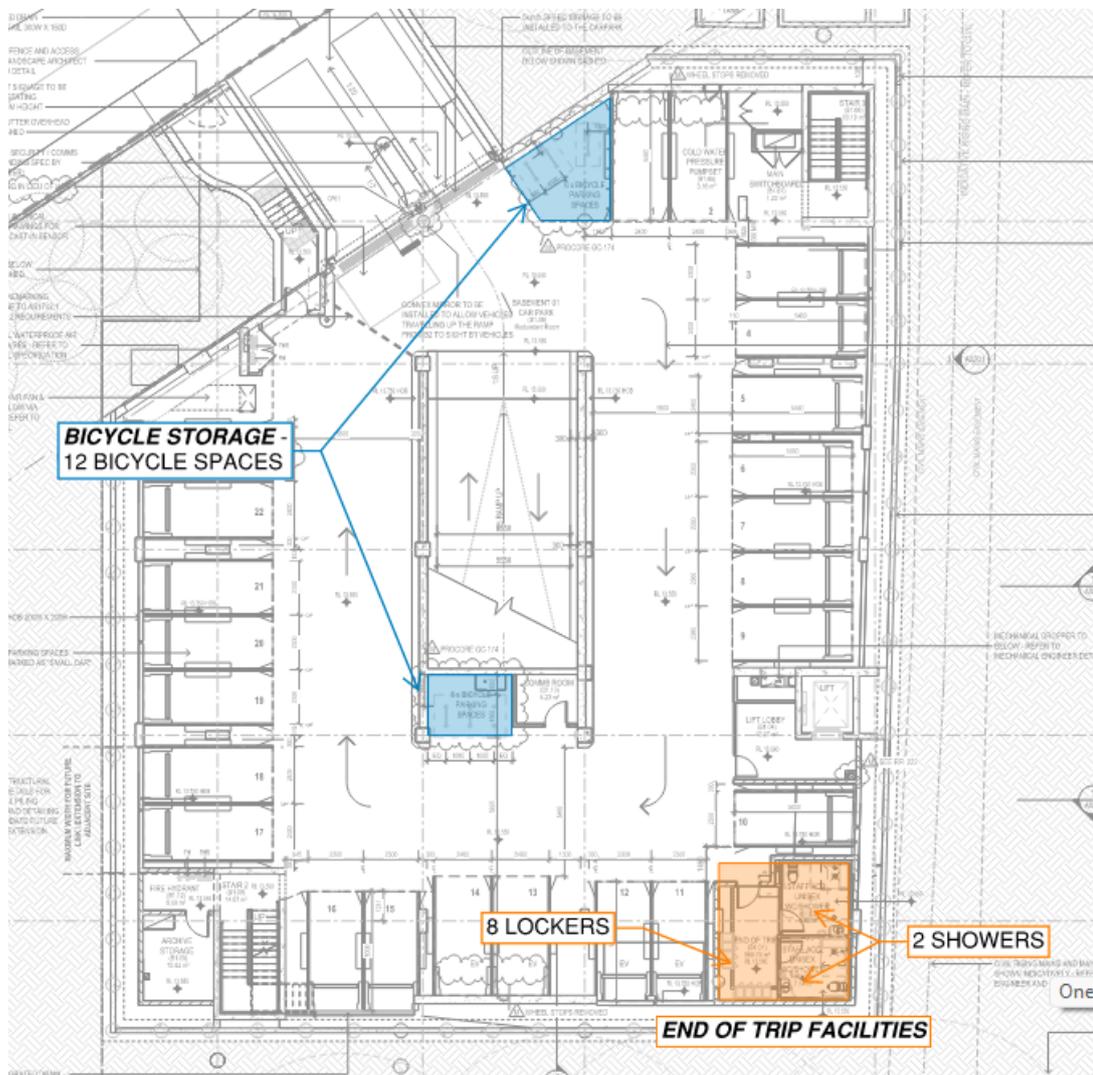


Figure 6.1: Bicycle Storage

Source: Modified from Architectus (220343-A0101, 03/03/2025 [Issue M])

6.1.7 End-of-Trip Facilities

End-of-trip facilities including showers, change rooms and lockers are important in encouraging students and staff to travel using active transport such as cycling and walking. In particular, these facilities are important for those travelling long distances or during warmer seasons.

Provision of End-of-trip facilities on-site has been included in the DaCA basement (Refer to Figure 6.1). Usage of these facilities will be monitored over time and additional showers and/or change rooms provided if demand requires. Promotion of these facilities will include:

- Nominating lockers to be used only by staff/students who travel via active transport modes to encourage more active transport users
- Wayfinding to improve accessibility of end-of-trip facilities
- Promoting end-of-trip facilities through correspondence with staff e.g. staff newsletters or staff meetings

6.1.8 'Ride2School Day' and Health Events

Various organisations and groups develop programs and events to encourage active transport. For example, Bicycle Network coordinates a Ride2School Day each year. These events provide a good opportunity for schools to encourage cycling for their students and each event can also assist in influencing the travel behaviour of other groups through general publicity and awareness. These events could include organised preferred cycling routes, bike safety programs, bike maintenance instructions and more.

Subject to further discussion, incentives may include competitions or rewards such as a free breakfast, this and other events will be considered annually.

6.1.9 Subsidised Carry Bags

The school may wish to investigate opportunities to provide subsidised backpacks or panniers (for bicycles) for students and staff who are committed to practice sustainable travel to and from school. Historically, teachers have been reluctant to engage with sustainable transport options due to the large amount of resources requiring transportation each day. This strategy is proposed in response to this issue and will allow sustainable transport to become a more feasible option.

6.1.10 Salary Sacrifice for Active Transport Purchases

This strategy involves providing the option for staff members to participate in salary sacrificing for the purchase of micro-mobility vehicles such as bicycles, e-bikes or electric scooters. By reducing the upfront cost of these types of vehicles, active transport may become more desirable and accessible.

6.1.11 Reward Participating Students

The school could encourage students to participate in active transport by initiating some friendly competitions and challenges to reward students who choose to join in and use active travel modes. Furthermore, a free breakfast for those using active travel may be provided to act as an incentive.

6.1.12 Cycling Training Course

Students could be encouraged to use bikes through learning to cycle programs at school as practical skill development or as a co-curricular activity. The option for students to share or loan a bike could be applied while taking the program.

6.1.13 Walking School Bus

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

6.2 Strategy 3: Encourage Public Transport

6.2.1 Opal Top-up Facilities

There is limited availability of physical top-up facilities for Opal cards in the vicinity. If users do not utilise automatic top-up, they may avoid public transport options if unsure about their Opal balance or where to add funds to their card. Transport for New South Wales (TfNSW) has recently started facilitating debit/credit cards as a replacement to Opal cards. By placing an information board or leaflets outlining options for opal top-up and use of credit/debit card at tapping points would encourage students and staff to use these options.

6.2.2 Walking Group to Strathfield Train Station

The school is located in an ideal area for public transport use, with Strathfield train station only a six minute walk from the site. From the station, students are able to access train and bus networks. To encourage the use of these public transport opportunities for children in late primary school and early high school, a walking group may be established. This would consist of a supervised group of students who walk via a safe pedestrian route to Strathfield train station and are provided assistance with boarding trains or buses if required. From there, students travelling in the same direction are able to stick together.

The walking group supervisor may be a member of staff or a senior student leadership role.

6.2.3 Increased Public Transport Services

The school should remain up to date with any proposed plans by Council or TfNSW to increase the public transport services as the local area goes through future development. If the current public transport services are not meeting the demand from school students and staff, the school may consult with Council and TfNSW about potential upgrades to the offered services.

6.3 Strategy 4: Encourage Carpooling

6.3.1 Staff and Student Pairings

There are no formal or organised car-pooling systems in existing conditions. Staff and students could be encouraged to carpool by sharing information about potential carpooling pairs. Not all staff, students or families may be aware of others who live near to them, or along their travel route to the site.

For staff, a meeting could be held to provide an opportunity for staff members to discuss carpooling options, including coordination of staff by region and place of residence. A similar system could be put into place for parents/carers and students, perhaps via an online register system.

Increasing the uptake in carpooling is an effective way to increase the average vehicle occupancy rate, which is one of the objectives of this Plan.

6.3.2 Priority Parking

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

6.4 Strategy 5: Ongoing Management

6.4.1 Parking Management

To discourage reliance on private vehicle usage, a parking management strategy could be implemented. This strategy would operate parallel to the priority parking strategy above, in giving parking priority to those staff and students who participate in sustainable travel alternatives such as car pooling or car sharing.

6.4.2 Regular Reviews of Travel Plan

This Green Travel Plan, and other associated documentation (such as a Travel Access Guide) will be reviewed regularly and updated as required. It is recommended that an annual review is an appropriate update schedule. This annual review will include:

- Updating to reflect any travel-related changes in the local area such as bus services, new cycle routes or pedestrian crossings (this should occur as changes arise rather than annually)
- Reviewing progress against the proposed mode share targets and update targets if required
- Identification of any shortfalls in the Plan and an updated action plan to address these shortfalls
- An updated travel mode survey to be distributed to all students and staff. Collect student and staff data including residential postcodes to inform where students/staff are travelling from
- Consultation with staff and students
- Adjustments to initiatives and targets based on updated survey results and in response to any issues that may arise

6.4.3 Transport Coordinator

To ensure that the ongoing review of this Plan is carried out as expected, responsibility of this task should be allocated to a specific staff member or Transport Coordinator. This staff member could form a sustainability group that would assist in updating the Green Travel Plan and champion the travel initiatives. Responsibilities of the Transport Coordinator may include:

- Implementation and promotion of the actions outlined in the GTP
- Monitoring the effectiveness of the actions
- Ongoing maintenance of the GTP
- Providing advice to students, staff, parents/carers, visitors or contractors about transport-related issues
- If required, liaising with external parties such as Council or public transport operators

6.5 Implementation Plan

Implementation Strategy	Why	How	Responsible Person	Timing	Financial Resource requirement?
Strategy 1: Enable Informed Users					
1.1 Develop a Travel Access Guide for the site	Important to make travel choices clear for site users, including walking, cycling, and public transport services nearby.	Develop brochure or leaflet outlining sustainable travel options to the site and provide to users (including on website)	Transport Coordinator	Prior to operation	Nil (already prepared - ongoing updates should require negligible financial requirements)
1.2 Include travel information into the induction process for new staff and visitors	Information should be convenient and accessible for users.	Include a Transport Access Guide and any other relevant information sheets in induction packs.	Transport Coordinator	Prior to operation	Nil
1.3 Provide travel information and reminders	Periodic information ensures staff are kept up to date on any changes, and reminded of travel options	Allocate staff member responsible for periodic newsletter schedule or column relating to sustainable travel	Transport Coordinator	Every 6 months	Nil
Strategy 2: Encourage Active Transport					
2.1 Cycling infrastructure	Staff and students with knowledge of safe cycling routes and adequate storage spaces are more likely to cycle to the school.	The school may wish to consult Council about future cycling routes and consider the need for on-site bicycle parking provisions.	School principal	Prior to operation	Nil This will be considered within future projects throughout the school as additional end of trip facilities would need to be housed in new buildings within the campus and would be costed as part of future project budgets.
2.2 End-of-trip facilities	Staff and students with showers and change rooms are more likely to travel to school via active transport.	The school may wish to consider the need for end-of-trip facilities over the long term.	School principal	Ongoing	This will be considered within future projects throughout the school as additional end of trip facilities would need to be housed in new buildings within the campus and would be costed as part of future project budgets.
2.4 Promotion of 'Ride2School Day' and other health events and days	Staff and visitors exposed to active travel in an organised manner may be more likely to consider it for their own travel, and may also enjoy improved education regarding their options and safety.	Ensure events such as 'Ride2School Day' and other relevant events are advertised.	Transport Coordinator	Annual or once a term events	Nil
2.5 Walking school bus	To provide a safe and supervised way for primary school aged children to walk to and from school.	The Transport Coordinator should assist with identification of students who live along routes suitable for the walking bus and manage parents/carers who are willing to act as supervisors.	Transport Coordinator	Prior to operation. Update register regularly, say at the start of each term	Nil

Implementation Strategy	Why	How	Responsible Person	Timing	Financial Resource requirement?
2.6 Subsidised carry bags	Historically, teaching staff have been reluctant to commit to sustainable travel due to the resources requiring transportation to and from the school each day. This strategy may incentivise and facilitate active travel with large or heavy baggage.	The school should investigate opportunities for subsidising carry bags to students and staff who are committed to active travel.	School principal	Ongoing	Costs associated with carry bag.
2.7 Salary sacrifice for active transport purchases	Reducing the upfront cost of bicycles, e-bikes or electric scooters can encourage staff to invest in these active transport options.	The school should investigate opportunities for salary sacrifice options and promote these to all staff members.	School principal	Ongoing	Nil
2.8 Reward participating students	A reward system will incentivise students to participate in active travel modes.	The school may initiate fun competitions or provide a free breakfast for students participating in active travel.	Transport Coordinator	Regular competitions or free breakfast say once a term	These costs are factored into the operational running costs of the school. No additional cost anticipated.
Strategy 3: Encourage Public Transport					
3.1 Opal card top-up facilities	There are limited top-up facilities (e.g. retail stores) near the site. Users may avoid public transport if they are unsure of their Opal balance or know they have insufficient funds. Facilities also act as a reminder of public transport availability to influence travel habits.	Develop information brochure or leaflet outlining options for online Opal top-up and use of credit/debit cards as a replacement of opal cards.	Transport Coordinator	Prior to operation	Nil
3.2 Walking group to Strathfield station	Strathfield station has many train and bus connections which provide opportunities for students to travel sustainably. A walking group provides a safe and supervised route for children in late primary school and early high school.	Leadership opportunity for older senior students to lead younger students to the station.	Transport Coordinator	Prior to operation	Nil
3.3 Increased public transport services	If public transport services do not meet the school's demand, then students and staff are more likely to use unsustainable travel modes.	The school should consult with Council and TfNSW about plans to upgrade the local public transport services.	School principal	If issue arises	Nil
Strategy 4: Encourage Carpooling					
4.1 Introduce staff living in appropriate geographical pairings	Staff may not be aware of others who live near to them or along their route to work	Arrange a meeting or workshop between staff with intention of arranging and organising by region and place of residence	Transport Coordinator	Meet regularly, say at the start of each term	Nil
4.2 Provide priority parking for carpooling staff	Staff are more likely to use carpool programs if parking is guaranteed, particularly if parking capacity experiences high demand	Develop a register of staff who wish to regularly carpool including vehicle registration. Allocate several parking spaces to carpooling staff only.	Transport Coordinator	Prior to operation. Update register regularly, say at the start of each term	Nil

Implementation Strategy	Why	How	Responsible Person	Timing	Financial Resource requirement?
Strategy 5: Ongoing Management					
5.1 Implement a parking strategy	Provide priority parking for car share, car pool and electric vehicle users.	Develop a register of staff who regularly travel via more sustainable private vehicle modes, including vehicle registration. Allocate several priority parking spaces to these staff only.	Transport Coordinator	Prior to operation. Update register regularly, say at the start of each term	Nil
5.2 Review this Green Travel Plan regularly	Consistent review will allow revision of mode share targets and provide an understanding of any deficiencies and possible improvements	Undertake and annual review of this Green Travel Plan including an updated travel mode survey of staff and students	Transport Coordinator	Annually	Nil
5.3 Allocate responsibility to a staff member	Sustainable travel documentation, initiatives, and education are unlikely to be maintained if responsibility is not allocated to a particular staff member.	Seek out one or more members who wish to take responsibility for sustainable travel. Staff members should also ensure that responsibility is transferred if they leave the school.	Transport Coordinator	Prior to commissioning	Nil

7.0 Conclusion

This Green Travel Plan is a critical step in achieving more sustainable travel behaviour for staff and students at Meriden School.

This document should not be taken as a strict guide to strategies and actions for the site, but rather a suggested framework based on preliminary assumptions and investigations. Some actions may not ultimately be suitable for the site, and additional actions may be identified which could provide further improvements not yet identified in this initial plan.

Importantly, this document should be recognised as a site-specific Plan for Meriden School, and actions listed here should be undertaken in association with typical sustainable transport plans and actions. These could include adequate signposting of active and public transport infrastructure, sufficient lighting and security in all areas, and other actions relevant to all kinds of development.

It is recommended that this Plan, including its targets and methodologies, be updated regularly. Updates to the Plan should consider consultation with relevant stakeholders such as staff and visitors, and external bodies such as Strathfield Council if deemed necessary.

Appendix A

Traffic Engineer CVs



Ammar Ahmed

Engineer, Traffic

BEng (Hons) in Civil Engineering

ammar.ahmed@ttw.com.au

Experience

2022 - Current
Traffic Engineer, TTW

During his tenure at TTW, Ammar has actively participated in numerous traffic engineering projects spanning diverse sectors, including education, health, commercial ventures, art facilities and community initiatives.

His expertise extends to the design development of car parks and various traffic elements, encompassing traffic data analysis, loading docks, and pick-up and drop-off bays. This proficiency extends to addressing intricate and project-specific requirements.

Ammar possesses valuable experience in preparing comprehensive traffic impact assessments, construction traffic management plans, school transport plans, and green travel plans across a variety of projects types, notably in the domains of schools, hospitals, and community facilities. His knowledge extends to intersection modelling and traffic data analysis, and he is proficient in utilising various software programs, including AutoTURN, AutoCAD and SIDRA

Education

UNE Tamworth Campus
Brigidne College
St Vincent's College
University of Sydney
Jerrabomberra HS stage 2
Wee Waa HS
Meriden School

Health

Bathurst Hospital

Residential + Accommodation

Wahroonga Estate Stage 3
Boarding House Project for Loreto

Commercial

NEXTDC 54 Data Centre

Community + Public

Uniting Edinglassie
Mt Druitt Hub
Barangaroo Cutaway Fitout



Grace Carpp

Associate

BE(Hons) Road Safety Auditor (Level 1)

grace.carpp@ttw.com.au

Experience

2021 – Current
Associate, TTW

2019 – Current
Senior Traffic and Civil Engineer, TTW

2015 – 2019
Traffic and Civil Engineer, TTW

Grace is part of TTW's Senior Management team and is experienced in both civil and traffic engineering as well as Road Safety Auditing, leading to solutions that are integrated and consider user safety in all aspects of design. Her experience extends across a number of sectors and regions with a particular focus on Education and Health projects. With a focus on project planning, Grace works collaboratively with the consultant design team to establish key design criteria early in the project planning process prior to these becoming critical items.

Hospitals

Cowra Hospital Redevelopment
Bathurst Hospital Redevelopment
Hornsby Ku-ring-gai Hospital Redevelopment
Lismore Base Hospital
Goulburn Hospital and Health Services Redevelopment
Bulli Aged Care Centre of Excellence
Campbelltown Hospital Multi Storey Car Park
Wyong Hospital

Aged Care

Uniting Edinglassie ILU and RACF
Schofields Age Exclusive Village
Uniting Epping ILU and RACF
Sir Moses Montefioe Jewish Home
Opal Fernleigh

Schools

St Vincents College
Meriden School
Edmondson Park High School
Brigidine College
Oxford Falls Grammar School
Knox Preparatory School
Wee Waa High School
St Catherines School
Murrumbidgee School
Willoughby Public School
Willoughby Girls High School
Russell Lea Infants School
Loreto Normanurst Early Learning Centre
Ravenswood
Barker College Master Plan

Arts & Culture

Australian Museum Master Plan
Museum of Applied Arts and Sciences
Western Sydney Performing Arts Centre
Mosman Civic Centre

Public Infrastructure

Macquarie Park Innovation Precinct
Edmondson Park North and South Commuter Car Parks
Leppington Commuter Car Park
Bondi Surf Bathers Life Saving Club
Brookvale Oval
City of Sydney Small Parks
Wombeyan Caves Precinct Plan
Young Street Plaza
Mittagong Station Transport Access Program
Hughes Street Car Park
Edgecliff Station Transport Access Program
T Way Cycleway Stage 2
Kevin Betts Stadium

Universities

TAFE Gosford Campus
CSU Port Macquarie
UOW Molecular Life Sciences Building Master Plan
UOW Arts and Social Sciences Building
UNSW Electrical Engineering Building Capital Renewal and Modernisation Project
UNSW Sciences and Engineering Building

Commercial

MADE Marrickville
Wicks Park Mixed Use
Rosenthal Avenue Redevelopment

Residential

Wahroonga Estate
Lotus Apartment
Elara Medium Density Stages 10 and 11
9A 9B Green Square
Spencer Street Rose Bay

Appendix B

TfNSW and Strathfield Council Correspondence

From: John Inglese <[REDACTED]@strathfield.nsw.gov.au>
Sent: Tuesday, 25 March 2025 2:14 PM
To: Grace Carpp; Jack Griffiths
Cc: Devon Claremont; Edwina Wang; Sophie Slade
Subject: RE: Meriden - Updated Green Travel Plan

[External Email]: Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Grace,

Yes thanks for asking, Hope you are well too.

I did review an earlier version back in 2023, Please note that the green travel plan Rev1 is considered to be satisfactory.

PS I don't think our contactors have installed the Bus Zone signage on Redmyre Road as yet, I will chase them up today 😞.

Regards.



John Inglese | Senior Traffic and Transport Engineer
P [REDACTED]
65 Homebush Rd, Strathfield NSW 2135
www.strathfield.nsw.gov.au

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 [Follow Strathfield Library on Facebook](#)



From: Grace Carpp <[REDACTED]@ttw.com.au>
Sent: Tuesday, 25 March 2025 12:43 PM
To: Jack Griffiths <[REDACTED]@strathfield.nsw.gov.au>
Cc: John Inglese <[REDACTED]@strathfield.nsw.gov.au>; Devon Claremont <[REDACTED]@ctpg.com.au>; Edwina Wang <[REDACTED]@ttw.com.au>; Sophie Slade <[REDACTED]@ttw.com.au>
Subject: Meriden - Updated Green Travel Plan

Hi Jack/John,

Hope you're doing well.

We're working to the final occupation documentation for the Meriden DACA project and have a requirement to provide an updated Green Travel Plan. Are you able to review the attached which is based on the previously reviewed Green Travel Plan for the CMD project and in line with the preliminary Green Travel Plan already reviewed as part of the SSDA and let us know if you have any comments or changes you would like?

Thanks,
Grace



Grace Carpp | Associate (Civil)

+61 2 9439 7288 | +61 2 8437 7278 | [REDACTED]@ttw.com.au

TTW Engineers | Sydney

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From: Rosie Selby <[REDACTED]>
Sent: Friday, 4 April 2025 12:51 PM
To: Sophie Slade
Cc: Muriel Maher; Sophia Grieve
Subject: FW: SYD24-00556 | SSD-39005127 GTP & OTAMP RE: 3 Margaret Street Strathfield - Meriden School

You don't often get email from [REDACTED]. [Learn why this is important](#)

[External Email]: Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Sophie,

Thank you for the opportunity to review the Green Travel Plan (GTP) prepared by TTW for Meriden School, 3 Margaret Street (March 2025). The TDM team can offer the following comments on this comprehensive GTP. Please note that the OTAMP will also be reviewed by another team, and comments provided separately.

General: It is noted, and appreciated, that the preliminary green travel plan was provided to TfNSW, and that TfNSW previous comments have been reviewed and addressed as detailed in Table 1.2 in the updated GTP.

Bicycle parking and End of Trip Facilities (EoT): The TDM team appreciates that in Section 6.1 has been updated to address previous TfNSW comments, and these will be monitored over time to ensure sufficient supply. Further, the bicycle parking should be flexible to allow for parking of other micromobility options, as they come on stream.

Travel Access Guide (TAG): The TDM team appreciates that a TAG is provided in Appendix A and ask that this is regularly updated, and when there are new infrastructure and services provided. The TAG does provide good information, and intent to encourage active and public transport modes first, and should also include:

- A comprehensive map showing all modes of public and active transport, including buses (private and public), trains, walking and cycling routes, as well as times for these public transport options (noting that many of these maps and information is already provided in the GTP)
- Provide information about walking routes is available on the Trip Planner at transportnsw.info/
- Number and location of End of Trip facilities and bicycle parking (bicycle racks, showers, lockers, change rooms) and locate on a more detailed map.
- Provide detail and locations of any provision of dedicated carpooling areas/spaces.

For further helpful information – please check this link How to Create a Travel Access Guide doc [here](#).

I hope these comments are of assistance.

Many thanks,

Rosie

Rosie Selby

Senior Transport Planner
Operations Planning
Coordinator-General Division
Transport for NSW

M [REDACTED] E [REDACTED]

transport.nsw.gov.au

231 Elizabeth Street, Sydney
NSW 2000



I acknowledge the Aboriginal people of the country on which I work, their traditions, culture and a shared history and identity. I also pay my respects to Elders past and present and recognise the continued connection to country.

Please consider the environment before printing this email.

OFFICIAL

From: Sophie Slade <[REDACTED].com.au>

Sent: Tuesday, 1 April 2025 2:38 PM

To: Development Sydney <Development.Sydney@transport.nsw.gov.au>

Cc: Grace Carpp <[REDACTED]@ttw.com.au>

Subject: SSD-39005127 Green Travel Plan and Operational Transport and Access Management Plan

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

Hello,

Please find attached the Draft GTP and OTAMP for Meriden School. These reports have been prepared in reference to conditions of consent E12 and E13, respectively, for SSD- 39005127 and are required to be provided in consultation with TfNSW.

Please let me know if there are any comments on the attached.

Thank you,



Sophie Slade | Senior Traffic Engineer

+61 2 9439 7288 | | [REDACTED]@ttw.com.au

TTW Engineers | Sydney

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Appendix C

Travel Access Guide

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

It is recommended that a brochure or leaflet be developed that provides information on bus routes and active transport facilities near the site. Brochures can easily be given to staff and visitors and can be developed in-house or by an external consultant. The brochure should also be uploaded to the school website to provide information for visitors. Additionally, a poster or Travel Access Guide may be displayed on notice boards around the school, the TAG for Meriden School can is provided below.

To reduce reliance on private vehicles, event attendees should be provided with the Travel Access Guide to make them aware of the public and active transport options available to them.

Trains

Strathfield station is a short walk from school with services running every 5 to 10 minutes during peak hour. Strathfield station connects students to the City or Parramatta within 15 minutes, or to Hornsby in 35 minutes.

Buses

Meriden provides several school bus services to get you to and from school. These buses arrive and depart from outside the school gates, making it safe and convenient to catch the bus. Look at the network map below to see which school bus works for you.



Walking

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

- 5-minute walk to a variety of public buses
- 5-minute walk to Strathfield plaza
- 7-minute walk to Strathfield train station and bus interchange

Remember to use safe crossing points, such as signalised intersections and pedestrian crossings, wherever possible.

Cycling

For cyclists 12 Bicycle spaces, 2 showers and 8 lockers and are available for use within the B1 Carpark in the DaCA building.

For information about cycleways and cycling tips, visit Council's website: strathfield.nsw.gov.au/play/cycling-and-walking

Car Share

For staff, the school is well connected to nearby car share pods, the closest being a 5-minute walk from the school. Car share pods are provided by operators such as GoGet – check goget.com.au for options and availability. Visit the website to become a member – it only takes a few minutes!

Plan Your Trip

Not sure how to get to your destination? Visit www.transportnsw.info to check public transport times, walking routes and services with the Transport for NSW **Trip Planner**. Alternatively, download one of these apps to get the latest information and plan your trip on the go:

-  **Opal Travel – the official Opal app**
-  Trip Go
-  Triptastic
-  Tripview
-  Transit App
-  Moovit

Questions?

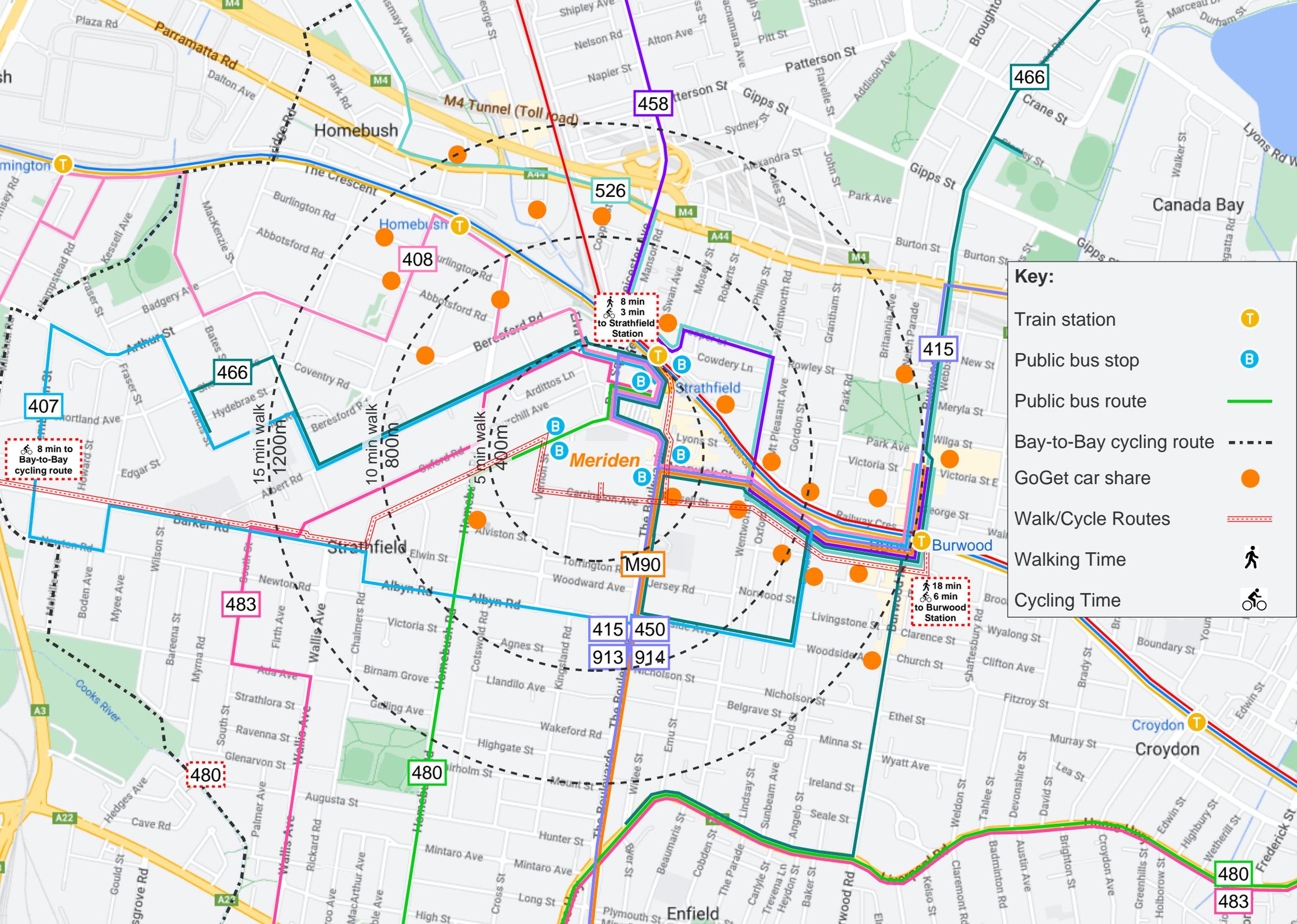
Chat to your school's Transport Coordinator to find out more.

Travel Access Guide



Your guide to accessible and sustainable transport around

Meriden



Key:

- Train station T
- Public bus stop B
- Public bus route —
- Bay-to-Bay cycling route - - -
- GoGet car share ●
- Walk/Cycle Routes - · - · -
- Walking Time 🚶
- Cycling Time 🚲

8 min to Bay-to-Bay cycling route

8 min
3 min to Strathfield Station

15 min walk
1200m

10 min walk
800m

5 min walk
400m

18 min
6 min to Burwood Station

480
483

-  Strathfield Station
-  Bus Stop
-  School Bus Stop
-  Bicycle Parking
-  Bicycle Showers and Lockers
-  Pedestrian Access
-  Strathfield Plaza
-  Walking Time
-  Cycling Time
-  Priority Routes



 **T**

 7 min
 3 min

 **B**



 5 min
 2 min

 2 min

 **B**

 **B**

 **B**

 **DaCA Building**



Senior School Campus

Junior School Campus

 **B**

 **B**

 **B**

 4 min

School Buses
 Arrive: 8.00am-8.20am
 Depart: 3.25pm, 3.30pm, 5.30pm

 **B**

 3 min

 **B**

 4 min

Vernon Street

Redmyre Road

Margaret Street

Redmyre Road

The Boulevard

Meriden Lingwood Campus

Appendix D

Travel Survey

Meriden Senior School Travel Mode Survey

Introduction

As part of ongoing development of Meriden School, this questionnaire has been developed to understand how you travel to school. This should take 5-10 minutes to complete.

This survey is being conducted by TTW on behalf of Meriden. If you have any questions about the survey, please contact the school who will be able to pass on any comments.

If you have any other transport feedback that isn't captured in this survey, get in touch with the school to let us know.

* 1. Are you a staff member or a student?

- Staff - full time
- Staff - part time
- Student

* 2. Which suburb do you travel from?

For better detail and information on travel distances, your street name (but not your house number) will help us even further. Your privacy is important to us, so we don't ask for your house number, and providing your street name is completely optional.

3. Which street do you travel from? (*optional*)

Meriden Senior School Travel Mode Survey

Student Travel Habits

* 4. What year group are you in?

- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12

The following questions relate to travel on a **typical** day. If you use multiple modes in a trip (such as catching the train, and then a bus from the station) you can select multiple responses.

* 5. How do you travel to school in the **morning**? Select multiple if applicable.

- Train
- Bus
- Get dropped off by car at the school boundary ("kiss & ride")
- Get dropped off by car in a nearby street and walk to school
- Drive a car (parked on-site)
- Drive a car (parked nearby)
- Carpool with another student
- Motorcycle / motorscooter
- Bicycle
- Walk
- Scooter / Skateboard / Rollerblade

Other / Additional Comments (e.g. where you are dropped off):

* 6. What time do you typically arrive at school?

- | | |
|-------------------------------------|-------------------------------------|
| <input type="radio"/> Before 7:00am | <input type="radio"/> 8:15 - 8:30am |
| <input type="radio"/> 7:00 - 7:15am | <input type="radio"/> 8:30 - 8:45am |
| <input type="radio"/> 7:15 - 7:30am | <input type="radio"/> 8:45 - 9:00am |
| <input type="radio"/> 7:30 - 7:45am | <input type="radio"/> 9:00 - 9:15am |
| <input type="radio"/> 7:45 - 8:00am | <input type="radio"/> 9:15 - 9:30am |
| <input type="radio"/> 8:00 - 8:15am | <input type="radio"/> After 9:30am |

* 7. How do you travel from school in the **afternoon**? Select multiple if applicable.

- Train
- Bus
- Get picked up in a car at the school boundary ("kiss & ride")
- Get picked up in a car in a nearby street
- Drive a car that was parked on-site
- Drive a car that was parked nearby
- Carpool with another student
- Motorcycle / motorscooter
- Bicycle
- Walk
- Scooter / Skateboard / Rollerblade

Other / Additional Comments (e.g. car parking location):

* 8. What time do you typically leave school?

- | | |
|-------------------------------------|-------------------------------------|
| <input type="radio"/> Before 2:15pm | <input type="radio"/> 3:45 - 4:00pm |
| <input type="radio"/> 2:15 - 2:30pm | <input type="radio"/> 4:00 - 4:15pm |
| <input type="radio"/> 2:30 - 2:45pm | <input type="radio"/> 4:15 - 4:30pm |
| <input type="radio"/> 2:45 - 3:00pm | <input type="radio"/> 4:30 - 4:45pm |
| <input type="radio"/> 3:00 - 3:15pm | <input type="radio"/> 4:45 - 5:00pm |
| <input type="radio"/> 3:15 - 3:30pm | <input type="radio"/> After 5:00pm |
| <input type="radio"/> 3:30 - 3:45pm | |

Meriden Senior School Travel Mode Survey

Student Travel Details

These questions relate to all available travel modes. You only need to answer questions which are applicable to you based on your travel.

9. If you catch the **bus**, what type do you take?

- Meriden School Bus Public Bus (eg. 480)

Other / Additional Details:

10. If you are **dropped off** by car (or picked up), how many Meriden students are in the car?

- 1 student, plus the driver/other passengers
 2 students
 3 or more students

Other / Additional Details:

11. If you are **dropped off** by car (or picked up), where does this normally happen?

- Margaret Street
 Redmyre Road
 Vernon Street

Other / Additional Details:

Meriden Senior School Travel Mode Survey

Staff Travel Habits

The following questions relate to travel on a **typical** day. If you use multiple modes in a trip (such as catching the train, and then a bus from the station) you can select multiple responses.

* 12. How do you travel to school in the **morning**? Select multiple if applicable.

- Train
- Bus
- Get dropped off (driver does not stay)
- Drive a car (park on-site)
- Drive a car (park nearby - please specify below)
- Carpool with another staff member
- Motorcycle / motorscooter
- Bicycle
- Walk
- Scooter / Skateboard / Rollerblade

Other / Additional Comments (e.g. parking location):

* 13. What time do you typically arrive at school?

- | | |
|-------------------------------------|-------------------------------------|
| <input type="radio"/> Before 7:00am | <input type="radio"/> 8:15 - 8:30am |
| <input type="radio"/> 7:00 - 7:15am | <input type="radio"/> 8:30 - 8:45am |
| <input type="radio"/> 7:15 - 7:30am | <input type="radio"/> 8:45 - 9:00am |
| <input type="radio"/> 7:30 - 7:45am | <input type="radio"/> 9:00 - 9:15am |
| <input type="radio"/> 7:45 - 8:00am | <input type="radio"/> 9:15 - 9:30am |
| <input type="radio"/> 8:00 - 8:15am | <input type="radio"/> After 9:30am |

* 14. How do you travel from school in the **afternoon**? Select multiple if applicable.

- Train
- Bus
- Get picked up in a car
- Drive a car (parked on-site)
- Drive a car (parked nearby)
- Carpool with another staff member
- Motorcycle / motorscooter
- Bicycle
- Walk
- Scooter / Skateboard / Rollerblade

Other / Additional Comments:

* 15. What time do you typically leave school?

- | | |
|-------------------------------------|-------------------------------------|
| <input type="radio"/> Before 2:15pm | <input type="radio"/> 4:00 - 4:15pm |
| <input type="radio"/> 2:15 - 2:30pm | <input type="radio"/> 4:15 - 4:30pm |
| <input type="radio"/> 2:30 - 2:45pm | <input type="radio"/> 4:30 - 4:45pm |
| <input type="radio"/> 2:45 - 3:00pm | <input type="radio"/> 4:45 - 5:00pm |
| <input type="radio"/> 3:00 - 3:15pm | <input type="radio"/> 5:00 - 5:15pm |
| <input type="radio"/> 3:15 - 3:30pm | <input type="radio"/> 5:15 - 5:30pm |
| <input type="radio"/> 3:30 - 3:45pm | <input type="radio"/> After 5:30pm |
| <input type="radio"/> 3:45 - 4:00pm | |

Meriden Senior School Travel Mode Survey

Staff Travel Details

These questions relate to all available travel modes. You only need to answer questions which are applicable to you based on your travel.

16. If you catch the **bus**, which type do you take?

- Meriden School Bus Public bus route (eg. 480)

Other / Additional Details:

17. If you are **dropped off** by car (or picked up), how many people in the car are staff being dropped off at school?

- 1 passenger (just me)
 2 passengers
 3 or more passengers

Other / Additional Details:

18. If you are **dropped off** by car (or picked up), where does this normally happen?

- Margaret Street
 Redmyre Road
 Vernon Street

Other / Additional Details:

Meriden Senior School Travel Mode Survey

Transport Improvements

19. If you travel via **car**, what are your main reasons for doing so?

- | | |
|---|--|
| <input type="checkbox"/> Need the car to drive elsewhere before school (e.g. sport, work, an appointment) | <input type="checkbox"/> Lack of footpaths / undercover pathways / crossings |
| <input type="checkbox"/> Need the car to drive elsewhere after school (e.g. sport, work, an appointment) | <input type="checkbox"/> Worried about road safety / busy roads |
| <input type="checkbox"/> Health reasons | <input type="checkbox"/> Worried about weather variation (rain, hail, wind) |
| <input type="checkbox"/> Convenience | <input type="checkbox"/> Fastest way to travel |
| <input type="checkbox"/> Lack of transport options (e.g. no bus service) | <input type="checkbox"/> Extra bags / equipment / material to bring with me |

Other (please specify)

20. Which measures would encourage you to **walk** or ride a **bicycle**? If you already walk or ride a bicycle - what measures would you like to see more?

- | | |
|---|--|
| <input type="checkbox"/> Lower speed roads | <input type="checkbox"/> Back-up options in case of inclement weather (bus, train or car for rainy days, or days when the weather changes) |
| <input type="checkbox"/> Safe place to store my bike | <input type="checkbox"/> Shower / change rooms at school |
| <input type="checkbox"/> Safe place to store my helmet | <input type="checkbox"/> Better availability of information |
| <input type="checkbox"/> Safe place to store my scooter / skateboard / rollerblades | <input type="checkbox"/> Bicycle group so I can ride with others |
| <input type="checkbox"/> Better lighting | <input type="checkbox"/> Walking group so I can walk with others |
| <input type="checkbox"/> More shade | <input type="checkbox"/> Loan / discount to buy a bicycle / helmet |
| <input type="checkbox"/> More crossings and footpaths | <input type="checkbox"/> No measure would encourage me to walk or ride a bicycle |
| <input type="checkbox"/> More weather protection (e.g. covered walkways) | <input type="checkbox"/> N/A - It is too far to walk or cycle |

Other (please specify)

21. Which measures would encourage you to use **public transport**? If you already use public transport, what would you like to see more?

- Cheaper public transport
- More frequent public transport
- Bus route to my neighbourhood
- Improved waiting area at school (shade / weather protection)
- Improved waiting area at home (shade / weather protection)
- Better connections to other transport (train or bus)
- Public transport group so I can travel with others
- Information about public transport
- Dedicated school bus routes
- More Opal top-up facilities
- No measure would encourage me to use public transport

Other (please specify)

22. Which measures would encourage you to **carpool**?

- I already participate in carpool
- Help finding someone to carpool with
- Know the driver personally
- Sharing driving responsibility
- Certainty in finding a car space (i.e. dedicated car space for carpoolers)
- Secure parking
- A ride home if I need to assist with a sick child / personal responsibilities
- No measure would encourage me to carpool
- N/A - I have no need to travel by car

Other (please specify)

Meriden Senior School Travel Mode Survey

Final Comments and Feedback

23. During or since COVID-19, has your journey to school changed at all, and if so, how?

24. Any other transport feedback for our team?

Thanks for your assistance. Please click "Done" below to finalise your survey response.