

PYMBLE LADIES' COLLEGE, PYMBLE GREEN TRAVEL PLAN

5th June 2025

Prepared for Pymble Ladies' College, Pymble

This report is dated **05/06/25** and incorporates information and events up to that date only and excludes any information arising, or event occurring, after that date which may affect the validity of Urbis Pty Ltd's (Urbis) opinion in this report. Urbis prepared this report on the instructions, and for the benefit only, of **Pymble Ladies' College, Pymble** for the purpose of a **Green Travel Plan for Pymble Ladies' College, Pymble** (Purpose) and not for any other purpose or use. Urbis expressly disclaims any liability to the Instructing Party who relies or purports to rely on this report for any purpose other than the Purpose and to any party other than the Instructing Party who relies or purports to rely on this report for any purpose whatsoever (including the Purpose).

In preparing this report, Urbis was required to make judgements which may be affected by unforeseen future events including wars, civil unrest, economic disruption, financial market disruption, business cycles, industrial disputes, labour difficulties, political action and changes of government or law, the likelihood and effects of which are not capable of precise assessment.

All surveys, forecasts, projections and recommendations contained in or made in relation to or associated with this report are made in good faith and on the basis of information supplied to Urbis at the date of this report. Achievement of the projections and budgets set out in this report will depend, among other things, on the actions of others over which Urbis has no control.

Urbis acknowledges the important contribution that Aboriginal and Torres Strait Islander people make in creating a strong and vibrant Australian society.

We acknowledge, in each of our offices, the Traditional Owners on whose land we stand.

Urbis has made all reasonable inquiries that it believes is necessary in preparing this report but it cannot be certain that all information material to the preparation of this report has been provided to it as there may be information that is not publicly available at the time of its inquiry.

In preparing this report, Urbis may rely on or refer to documents in a language other than English which Urbis will procure the translation of into English. Urbis is not responsible for the accuracy or completeness of such translations and to the extent that the inaccurate or incomplete translation of any document results in any statement or opinion made in this report being inaccurate or incomplete, Urbis expressly disclaims any liability for that inaccuracy or incompleteness.

This report has been prepared with due care and diligence by Urbis and the statements and opinions given by Urbis in this report are given in good faith and in the belief on reasonable grounds that such statements and opinions are correct and not misleading bearing in mind the necessary limitations noted in the previous paragraphs. Further, no responsibility is accepted by Urbis or any of its officers or employees for any errors, including errors in data which is either supplied by the Instructing Party, supplied by a third party to Urbis, or which Urbis is required to estimate, or omissions howsoever arising in the preparation of this report, provided that this will not absolve Urbis from liability arising from an opinion expressed recklessly or in bad faith.

Urbis staff responsible for this report were:

Director Kasia Balsam

Associate Director John Parnell

Senior Consultant Ellen Chang

Assistant Transport
Planner Jonno Tims

Project code P0053271

Report number 6

© Urbis Pty Ltd

ABN 50 105 256 228

All Rights Reserved. No material may be reproduced without prior permission.

You must read the important disclaimer appearing within the body of this report.

CONTENTS

Executive Summary	4
1. Introduction and Background	5
2. Existing Travel Options	11
3. Travel Behaviour	19
4. Travel Behaviour Initiatives	28
5. Travel Behaviour Targets	32
6. Monitoring and Reporting	36
Appendix A – Travel Access Guide	39

EXECUTIVE SUMMARY



TRAVEL BEHAVIOUR OF THOSE ATTENDING COLLEGE

Observed travel behaviour suggests that many students at Pymble Ladies' College drive themselves to school or are dropped off by a parent/guardian. While this seems to be managed reasonably well by the available parking and kiss-and-ride facilities inside the college grounds, travel rates are exceedingly car-centric.

REFER TO PAGE 18 TO 26



THERE IS AN OPPORTUNITY FOR MORE SUSTAINABLE TRANSPORT USE AT THE COLLEGE

Currently, around 11 per cent of students live within a 1.2-kilometre walking catchment and 20 per cent within a thirty-minute public transport catchment of the school. Despite this, 55 per cent of students currently drive/are driven to school. This is an opportunity that could be harnessed through the implementation of green travel interventions detailed in this report.

REFER TO PAGE 11 TO 17



THE GREEN TRAVEL PLAN SUPPORTS MORE SUSTAINABLE TRANSPORT USE

In this report, a range of interventions have been designed to positively influence the modes of travel used by students and staff. The emphasis will be on decreasing the high rates of private transport use and encouraging more staff and students to adopt walking and cycling as a commuting choice. As well as this, a range of interventions have been developed which seek to educate staff and students on safe and sustainable travel behaviours.

REFER TO PAGE 27 TO 30



BEING A RESPONSIBLE CITIZEN

The adoption of green travel initiatives will not just assist in being a responsible global citizen but also a local citizen. An emphasis will be placed on non-car modes as a means to manage the additional movements to the site and any externalities on surrounding residents.

REFER TO PAGE 27 TO 30

01

INTRODUCTION AND BACKGROUND

This chapter outlines the Pymble Ladies' College community including the site, staff and students.



INTRODUCTION

OVERVIEW

This Green Travel Plan (GTP) has been prepared by Urbis on behalf of Pymble Ladies' College, Pymble. The GTP has been undertaken to develop a baseline understanding of how students and staff travel to the site.

PURPOSE

The purpose of this GTP is to identify strategies and targets that encourage staff, students and parents/guardians to use non-car methods of travel for their journeys to and from Pymble. This behavioural change can have the following wider benefits for the school.

WHY DO A GREEN TRAVEL PLAN?



REDUCTION IN PARKING DEMAND

There is high demand for pick-up/drop zones as many students travel to and from school in private vehicles. Parents/guardians dropping students off have access to areas inside the school grounds. It is noted that despite this, queuing can occur particularly on Avon Road as cars enter and exit the school gates.



REDUCTION IN TRAFFIC

School travel plans are intended to help reducing traffic around schools by creating a shift toward other modes such as walking, cycling and public transport. In the context of Pymble, a critical measure is the reduction in traffic which is currently causing congestion issues around the school and discrete pick-up and drop-off times.



IMPROVED STREET AMENITY AND SAFETY

Reducing school traffic and parking demand will improve safety for students walking and cycling to school. Many parents and carers cite traffic safety concerns as reasons for their unwillingness to allow students to walk and cycle to school¹. Based on this misconception, they contribute to potential danger to other students walking and cycling to school by driving their own children. A culture that emphasises non-car school access will create an overall safety benefit for the school.



INCREASE IN PHYSICAL ACTIVITY

Creating a safer and more attractive walking and cycling environment around the school increases incidental, daily physical activity in school students. The Australian Government's Department of Health recommends that children and young people should aim for at least 60 minutes of moderate to vigorous physical activity per day involving mainly aerobic activities². In Australia, only 12 per cent of children and two per cent of adolescents meet the physical activity guidelines³.



BENEFIT TO THE COMMUNITY AND THE SCHOOL

Green Travel Planning is of benefit to the community in which schools operate, as well as the school itself. Communities often bear the brunt of additional parking and traffic demands and this can change over time as schools grow. This Green Travel Plan seeks to lessen any negative impact that school travel has on its surrounding community and in doing so it aims to increase the sustainability of school operations.

1. RACV, 2018 *Why our children don't walk to school anymore*, <https://www.racv.com.au/royalauto/news/community/why-kids-dont-walk-to-school-in-victoria.html#:~:text=Parents%20believed%20it%20was%20too,pressure%20as%20reasons%20for%20driving>.

2. Australian Government, Department of Health, 2021, www.health.gov.au

3. Australian Government, Australian Institute of Health and Welfare, 2020, <https://www.aihw.gov.au/reports/risk-factors/insufficient-physical-activity/contents/insufficient-physical-activity>

THE PROJECT AND SITE

THE SITE

Pymble Ladies' College accommodates students from Kindergarten to Year 12. Given its existing land use as a school, the site features a variety of education buildings, halls, sporting and recreation centres, and open green space. Pedestrian access to the site is available via four (4) gates situated on the northeast, northwest, and western boundaries of the site, which are depicted in **Figure 1**. Staff car parking is also accessible on campus via these gates. Deliveries and goods vehicles have access to the school via gate three (3).

THE LOCALITY

The site is located approximately 15 km northwest of the Sydney Central Business District and 14 km northeast of the Parramatta Central Business District.

The site is also situated 1.2 km from Pymble's town centre where there is a range of mixed-use businesses as well as health and medical facilities.

Figure 1: The site



Source: Urbis

BACKGROUND

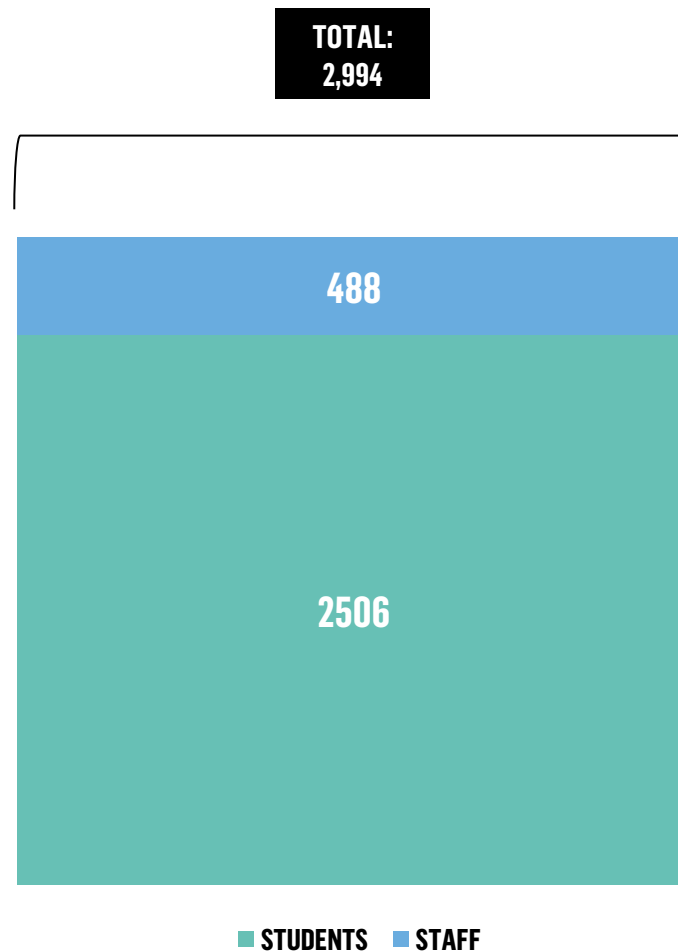
STUDENTS AND STAFF

Pymble Ladies' College is a non-selective, independent school for girls from Kindergarten to Year 12. Boarding is also available for secondary students.

Each day the school receives 488 FTE staff and 2,506 students.

Pymble operates between the hours of 7:30 am to 4:30 pm Monday to Friday, with standard teaching hours being 8:15 am to 3:20 pm on the same days. The school also operates co-curricular activities within their grounds. These principally occur before and after teaching hours between 6:30 am to 8:00 am and 3:00 pm to 6:30 pm respectively. As well as this, further co-curricular activities occur on Saturdays between the hours of 7:00 am – 12:00 pm.

Figure 2: Breakdown of College cohort



Source: Pymble Ladies' College, school registration, 2025

HOME LOCATIONS - STUDENTS

STUDENTS PLACE OF RESIDENCE

Most students live within the Ku-ring-Gai Council boundary. The highest proportion of students reside in the suburb of Pymble (18 per cent) followed by St Ives (7 per cent) and Turramurra (7 per cent).

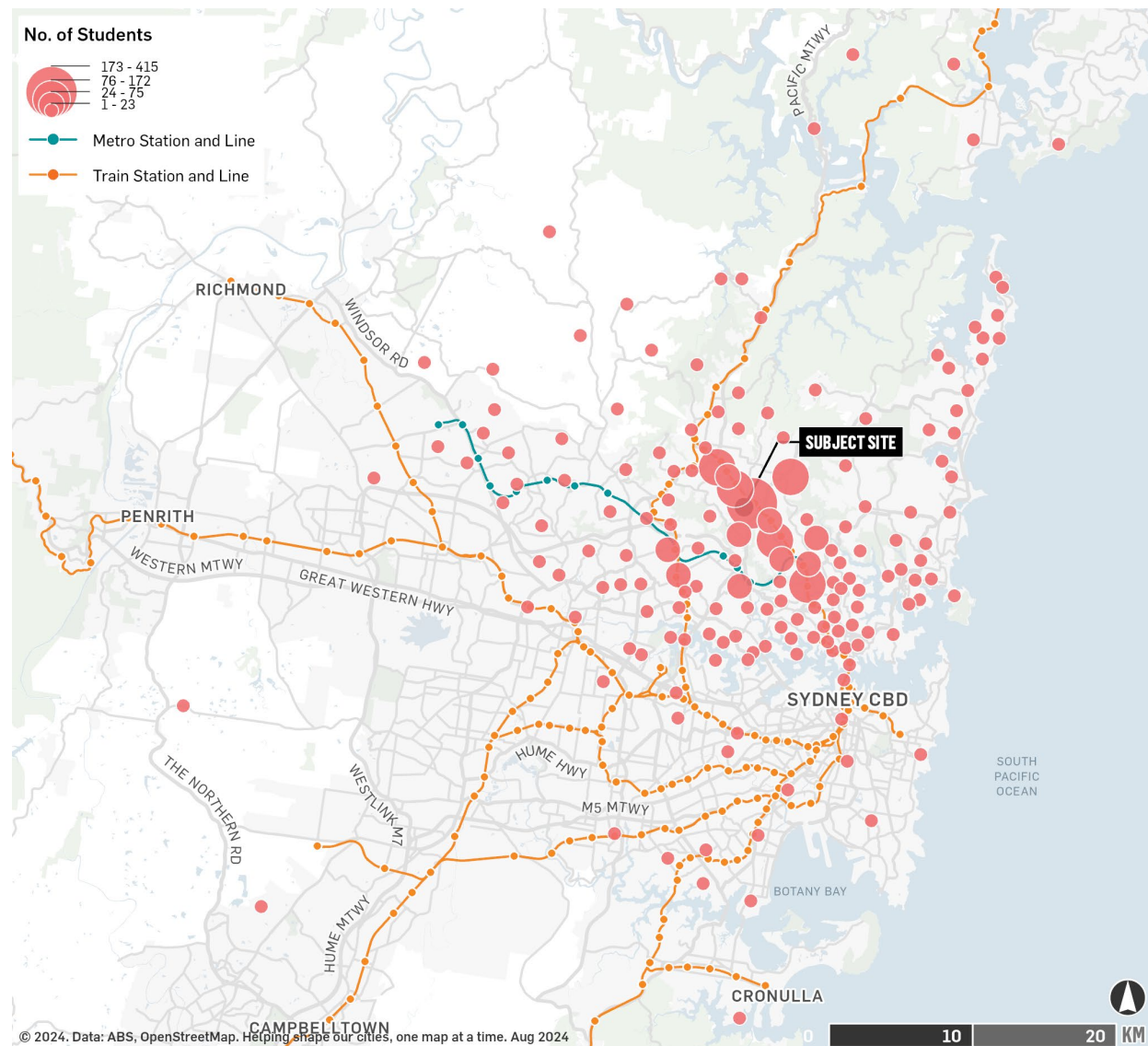
With a large number of students residing near the school, there is an opportunity for a mode shift from being driven to using green travel modes. This could focus on public transport options for students who travel above 2 km to school and walking and cycling options for journeys under 2 km. The table below indicates the percentage of students that live in neighbouring suburbs.

Table 1: Students' home location

SUBURB	PERCENTAGE
Pymble	18%
St Ives	7%
Turramurra	7%
Wahroonga	6%
Chatswood	5%
Killara	5%
Lindfield	3%
Gordon	3%
Roseville	2%
West Pymble	2%

Source: Pymble Ladies' College, school registration, 2024

Figure 3: Student's home location



Source: Urbis

HOME LOCATIONS - STAFF

STAFF PLACE OF RESIDENCE

A majority of staff reside within the Ku-ring-Gai Council boundary. Many staff also live along the rail line connecting to the school.

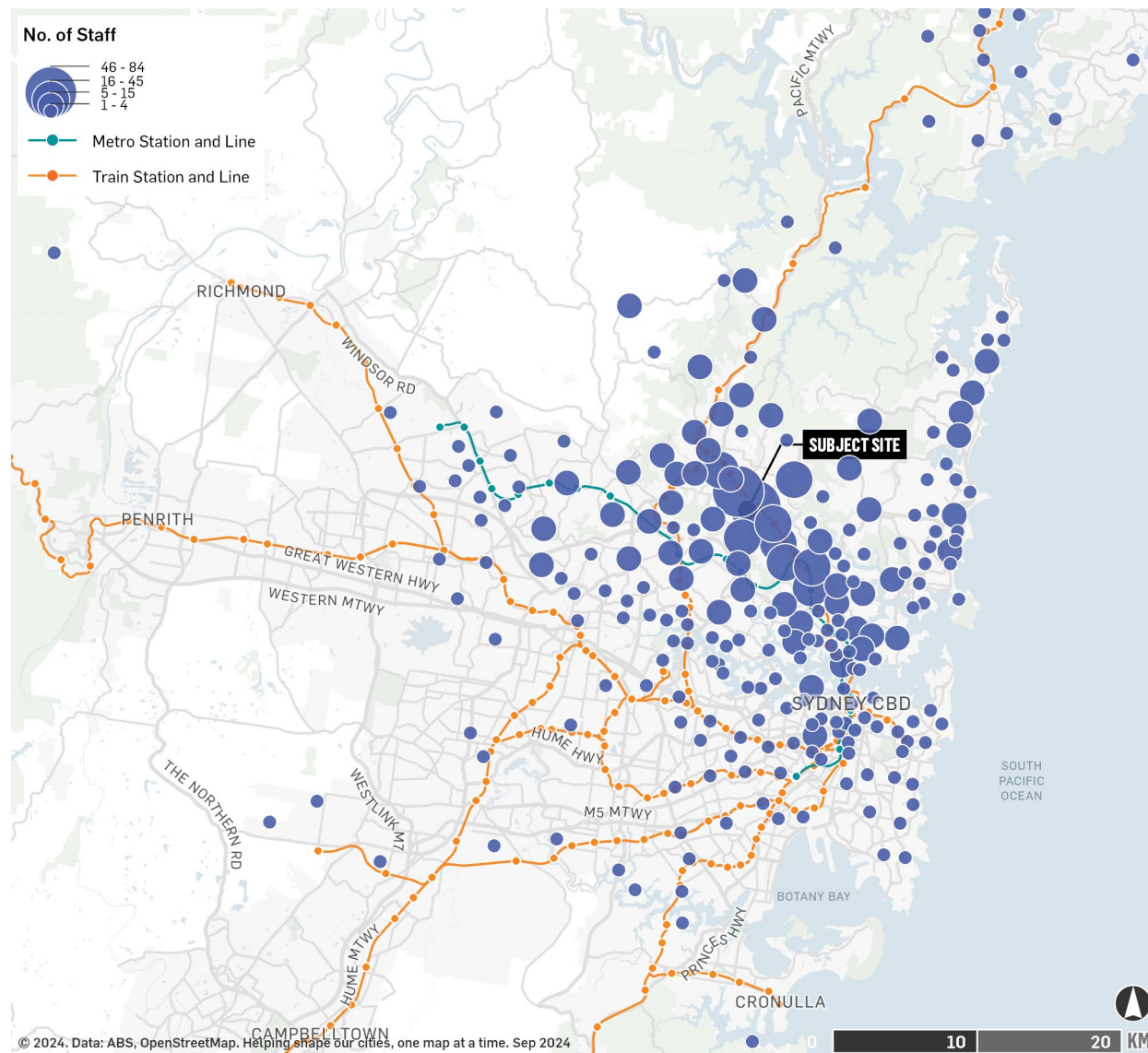
For those who live inside a 2 km walking and cycling catchment and along the rail line catchment, enhanced walking and cycling connections, including to the train station could encourage a modal shift.

Table 2: Staff home location

SUBURB	PERCENTAGE
Pymble	8%
Turramurra	6%
Wahroonga	4%
St Ives	3%
Killara	2%
Lindfield	2%
West Pymble	2%
Chatswood	2%
Gordon	2%
Roseville	2%

Source: Pymble Ladies' College, school registration, 2024

Figure 4: Staff home location



Source: Urbis

02

EXISTING TRAVEL OPTIONS

This chapter discusses the options for travelling to Pymble Ladies' College including access to the site and how this is managed on a local level.



EXISTING TRAVEL INFRASTRUCTURE IMMEDIATELY SURROUNDING SCHOOL

AVAILABLE TRAVEL OPTIONS

1. Active Transport

The pedestrian infrastructure surrounding the site helps connect Pymble to and from local public transport networks and surrounding residences. Entry to the College through Gate 1 is accessible from Pymble Station via a wombat crossing that connects the northern and southern sides of Avon Road. Toward the West a footpath runs along one side of Avon Road, providing connection along the Western length of the College to Gate 2 and Gate 3. An informal on-road bike route is present on Pymble Avenue adjacent to the site, connecting cyclists north and south. The campus provides 36 bike parking spaces on-site for staff and students.

2. Car Parking

The existing car parking supply consists of 431 spaces throughout the wider campus. They are serviced by three access driveways/gates located along Avon Road. Within the college, the campus has two defined “kiss and drop” locations circulating the main oval splitting into two separate zones, preparatory and junior school to the lower area (left) and junior and middle school to the upper area (right). Another “kiss and drop” area is under the aquatic centre south-west of Gate 3.

3. Private Bus

The College provides access to private buses for students which service five different routes both to and from the campus. The service allows students to connect with other girls in their local area as well as those in different year groups.

Figure 5: Pick-up zones and parking



2. EXISTING TRAVEL OPTIONS

EXISTING CYCLING AND END-OF-TRIP FACILITIES WITHIN THE COLLEGE

BICYCLERACKS

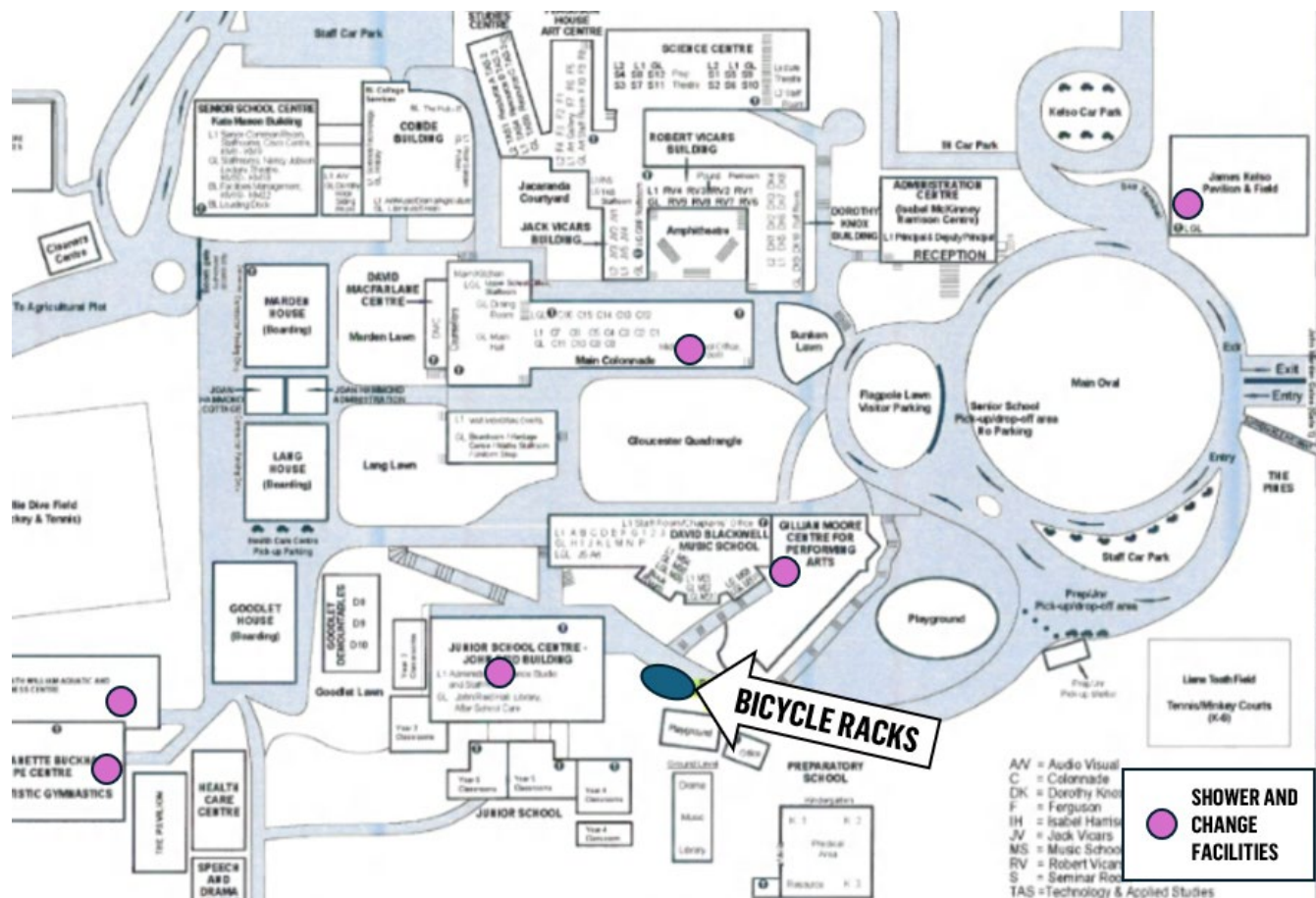
Bicycle racks (accommodating 16 spaces) are provided in front of the Junior School Admin Centre, as indicated in the figure. In addition, a secure bicycle storage with capacity for 20 bicycle racks is provided within the Centenary car park (not shown on Figure 6).

END-OF-TRIP FACILITIES

Showers and change facilities are located at several locations within the campus. These locations include:

- Jeanette Buckham PE Centre.
- Braith William Aquatic and Fitness Centre.
- Junior School Centre.
- Gillian Moore Centre for Performing Arts.
- Main Colonnade.
- James Kelso Pavilion and Field.

Figure 6: Bicycle Racks and End-of-Trip Facilities within the College



Source: Pymble Ladies' College

2. EXISTING TRAVEL OPTIONS

EXISTING TRAVEL OPTIONS AND BEHAVIOUR

AVAILABLE TRAVEL OPTIONS

Pymble Ladies' College is in close proximity to the bus stops located on the Pacific Highway, which are serviced by public buses during school pick-up and drop-off times. As well as this, Pymble Train Station is located approximately one kilometer east of Pymble Ladies' College, providing more public transport access to and from the school.

The table below details the routes available and the areas they service.

Table 3: Public Transport Routes

PUBLIC BUS ROUTE	ORIGIN - DESTINATION
575	Hornsby to Macquarie University via Turramurra
579	Pymble to East Turramurra
PRIVATE BUS ROUTE	ORIGIN - DESTINATION
Route 1	Hunters Hill to Pymble
Route 2	Lower North Shore to Pymble
Route 3	North West to Pymble
Route 4	Northern Beaches to Pymble
Route 5	Lower Northern Beaches to Pymble
TRAIN STOP	ORIGIN - DESTINATION
Pymble	T1 North Shore & Western Line

Figure 7: Public Transport connectivity to the school



Source: Urbis

PLANNED COUNCIL IMPROVEMENTS

FUTURE INFRASTRUCTURE

The Ku-ring-gai Contribution Plan 2010 Works Programme identifies several planned projects nearby to PLC, including:

- Improvements to existing pedestrian rail underpass under the Pacific Highway to Everton Street.
- Two new kiss and ride facilities on Everton Street.
- Minor roadworks to improve access at Everton Street/Avon Street.
- New on-road bicycle way from Pymble Avenue to Pymble Station.

Particularly the underpass improvements will benefit Pymble students who travel by train or use buses from around the train station.

Figure 8: Planned Council improvements



2. EXISTING TRAVEL OPTIONS

WALKING CATCHMENT

WALKING AND CYCLING TO THE SCHOOL

The TfNSW School Student Transport Scheme (SSTS) provides free travel for secondary students (Years 7 to 12) who live more than 2 km (straight line distance) from school or 2.9 km or more walking distance.

The catchment in **Figure 8** outlines this straight-line radius and helps to outline the proportion of students that can access the scheme. Further, it details the rates of staff and students who live within reasonable walking distance of Pymble Ladies' College (1.2 km).

STAFF AND STUDENTS WITHIN 1.2 KM WALKING CATCHMENT

11%

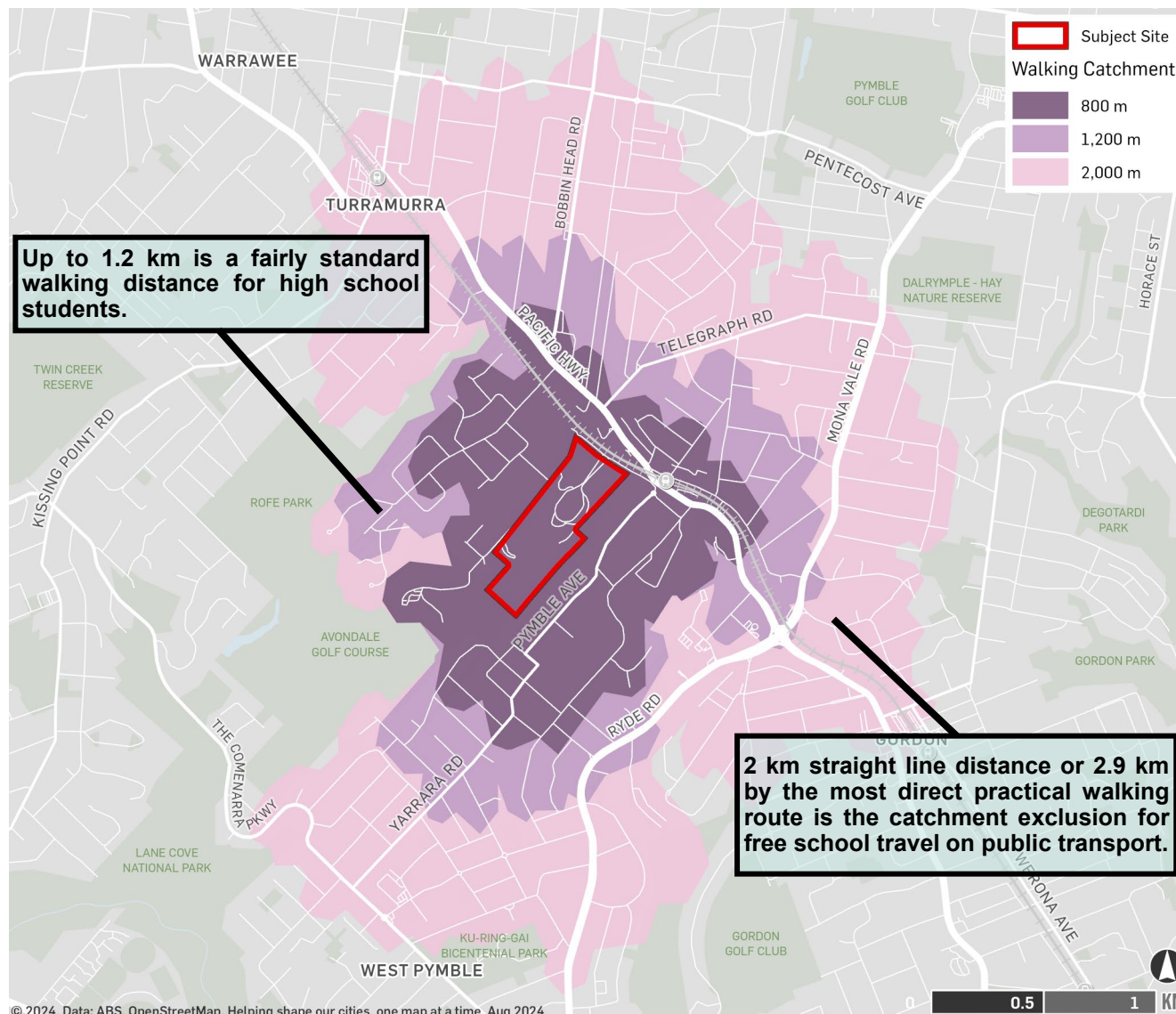
OF STUDENTS LIVE
WITHIN PYMBLE
SUBURB AND MANY
OF THESE WILL BE IN
1.2 KM WALKING
CATCHMENT

4%

OF STAFF LIVE
WITHIN PYMBLE
SUBURB AND MANY
OF THESE WILL BE IN
1.2 KM WALKING
CATCHMENT

Note: Due to privacy safeguards, we have refrained from gathering data at a more detailed granularity than the suburb level.

Figure 9: Walkable catchment and eligibility for School Opal Card (subsidised travel)



Source: Urbis

2. EXISTING TRAVEL OPTIONS

CYCLING CATCHMENT

WALKING AND CYCLING TO THE SCHOOL

The 5 km cycling catchment from the school depicted in **Figure 9** extends from Wahroonga to the north to West Pymble to the south of the site. The catchment caters to a significant proportion of both students and staff that attend Pymble Ladies' College and represents an opportunity to potentially be harnessed by the College.

To be conservative an estimation has been made of the proportion of staff/students who live a short ride from the school (5 km).

STAFF AND STUDENTS WITHIN A 5 KM CYCLING CATCHMENT

50%

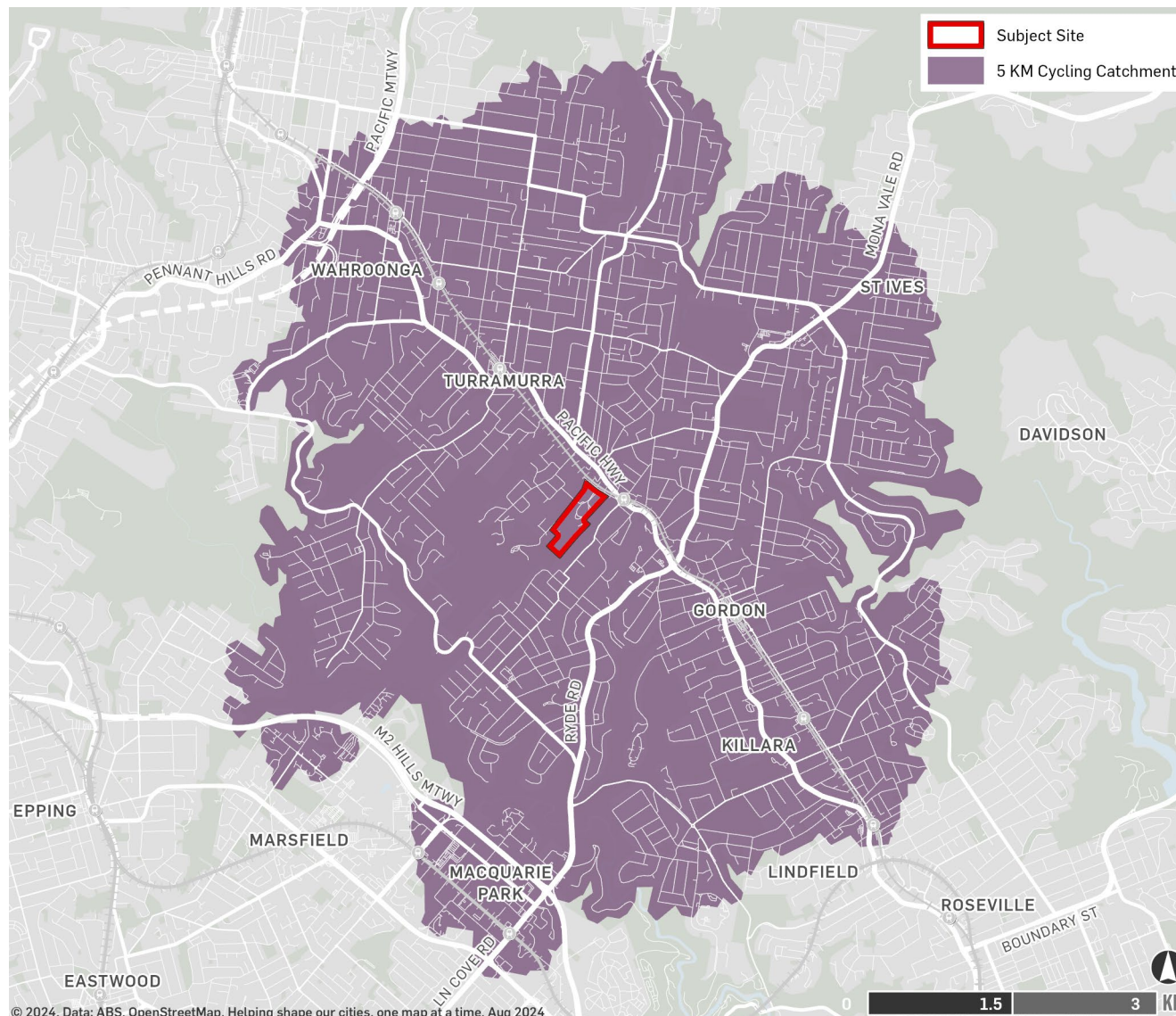
OF STUDENTS LIVE
WITHIN A 5 KM
CYCLING
CATCHMENT

26%

OF STAFF LIVE
WITHIN A 5 KM
CYCLING
CATCHMENT

Note: Due to privacy safeguards, we have refrained from gathering data at a more detailed granularity than the suburb level.

Figure 10: 5 km cycling catchment



Source: Urbis

2. EXISTING TRAVEL OPTIONS

PUBLIC TRANSPORT CATCHMENT

30-MINUTE PUBLIC TRANSPORT CATCHMENT

The School Opal card provides eligible primary school students free or subsidised travel on public transport between home and the school on trains, buses, ferries and light rail in the Opal network. Students in Years 7 to 12 are eligible for this card if they live outside a 2 km straight line distance.

Pymble's location near public transport networks presents a key opportunity in relation to green travel. As shown in **Figure 10**, the 30-minute public transport catchment covers bus routes that service the school directly as well as Pymble Station, approximately one kilometre to the east.

STAFF AND STUDENTS WITHIN 30-MINUTE PUBLIC TRANSPORT CATCHMENT

20%

OF STUDENTS LIVE
WITHIN A 30-
MINUTE PUBLIC
TRANSPORT
CATCHMENT

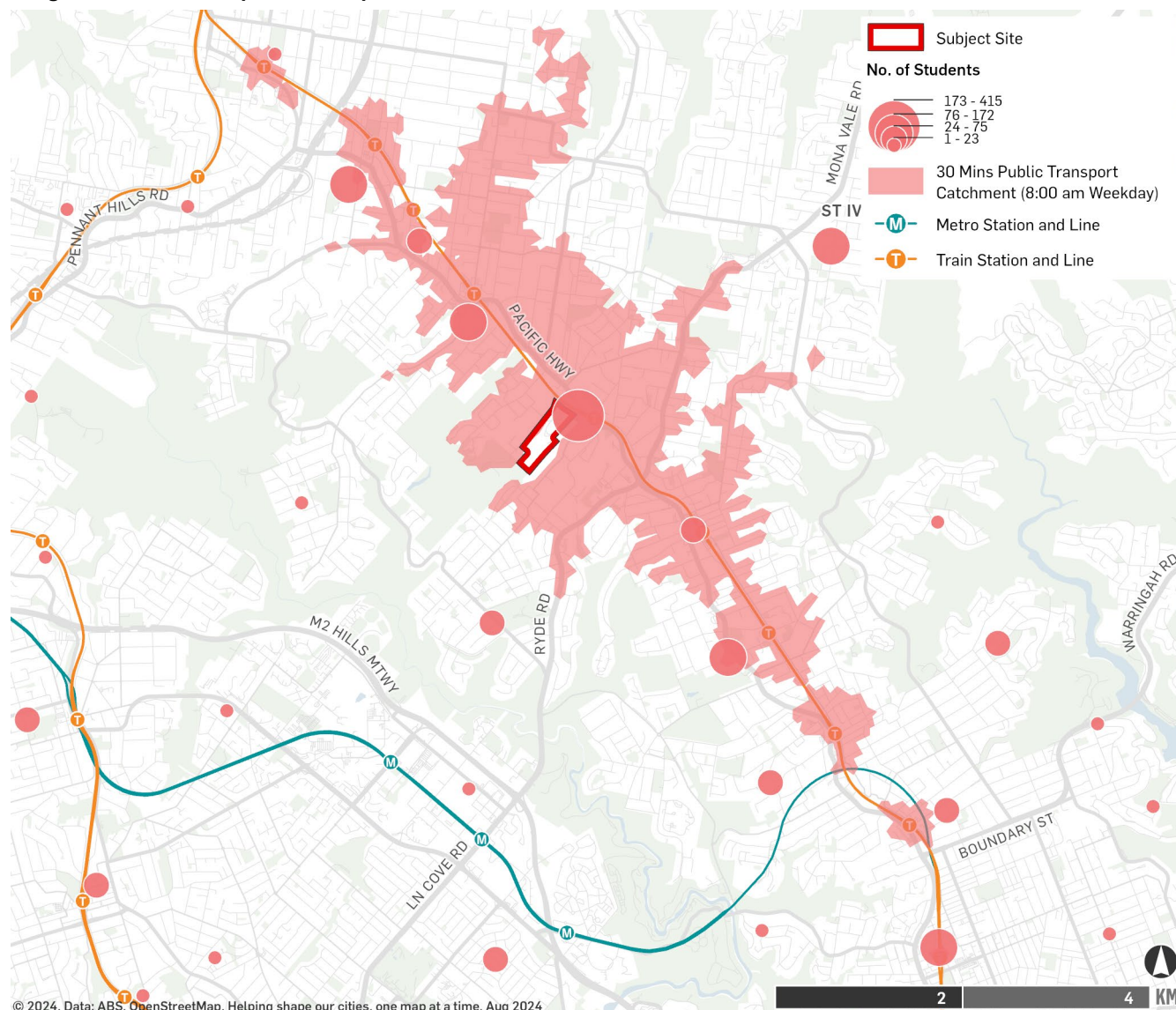
10%

OF STAFF LIVE
WITHIN A 30-
MINUTE PUBLIC
TRANSPORT
CATCHMENT

Note: 30-minute catchment analysis presumes a walk speed of 1.1 metres per second.

Note: Due to privacy safeguard, we have refrained from gathering data at a more detailed granularity than the suburb level.

Figure 11: 30-minute public transport catchment



03

TRAVEL BEHAVIOUR

This chapter discusses how students and staff get to Pymble Ladies' College and their preferred travel modes.



3. TRAVEL BEHAVIOUR

HOW DO STUDENTS AND STAFF TRAVEL TO SCHOOL?

STUDENT AND STAFF TRAVEL BEHAVIOUR

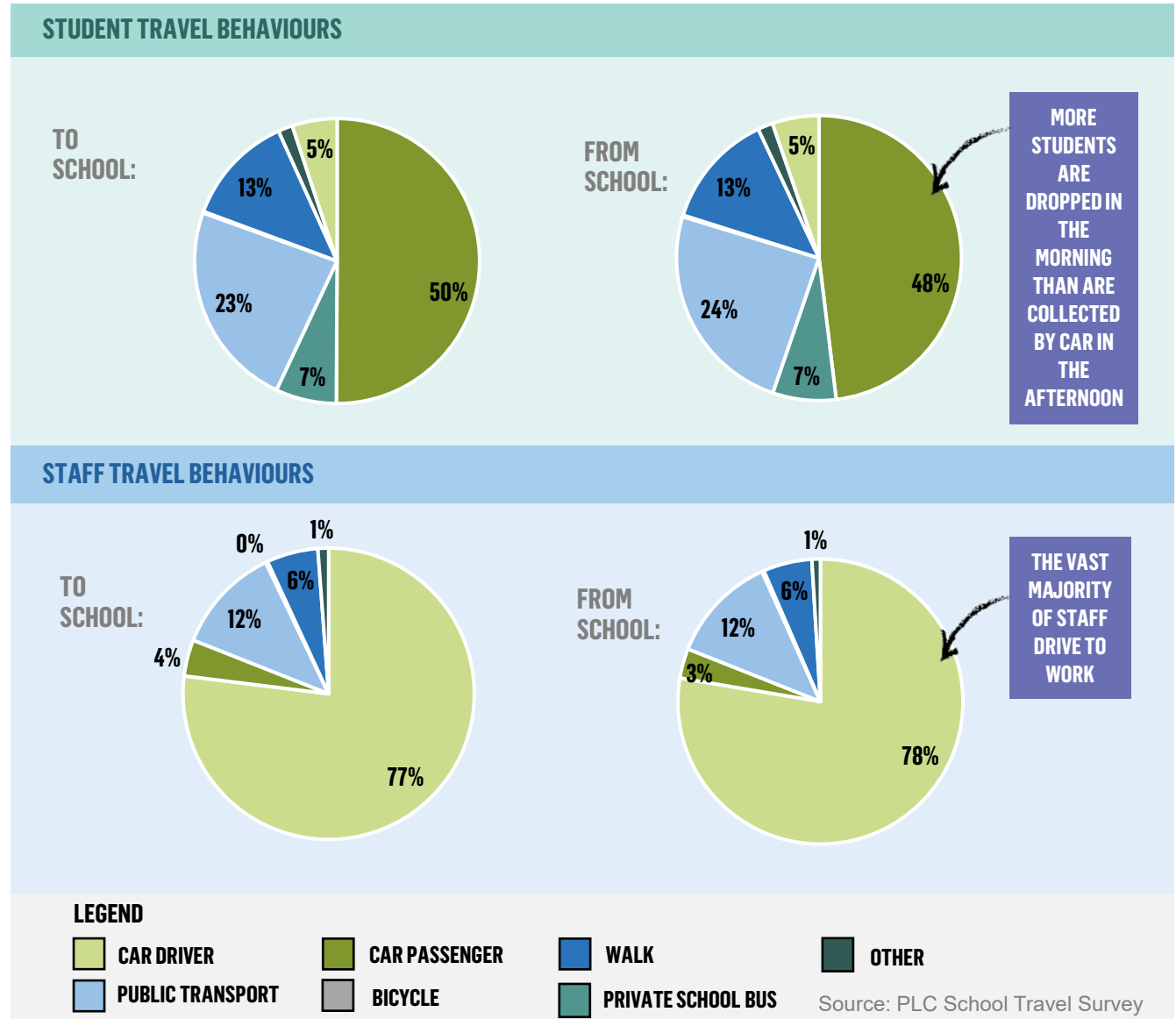
An online survey was conducted to gain insights into the current travel behaviour of both staff and students. The study involved 1,364 participants, representing over 50 per cent of the entire student and staff contingent. This is a representative sample for both cohorts.

A comparison of travel modes was undertaken to assess the current commuting patterns of both staff and students at Pymble Ladies' College when travelling to and from school. The following highlights the key findings from this analysis:

- Being driven is students' most common form of travel to and from school. 55 per cent of students use the car as a mode of transport (as driver or passenger) while travelling to school, with 53 per cent choosing the same modes while travelling home.
- There is a close correlation between the number of students who are dropped off in the morning and those who are picked up in the afternoon (as driver or passenger). This trend could revolve around the dispersion of student residences and preferences to travel via car.
- The vast majority (81 per cent) of staff drove to school (77 per cent drivers and 2 per cent passengers). However, limiting the parking provision will assist in a mode shift towards active travel, particularly in reference to the proximity staff live to school and the available public transport modes.

Note: Bicycle ridership was selected as less than once per cent and is absent from the graph.

Figure 12: Student and Staff travel behaviour to and from school



HOW DOES TRAVEL DIFFER BETWEEN YEAR GROUPS?

STUDENT COHORT TRAVEL BEHAVIOUR

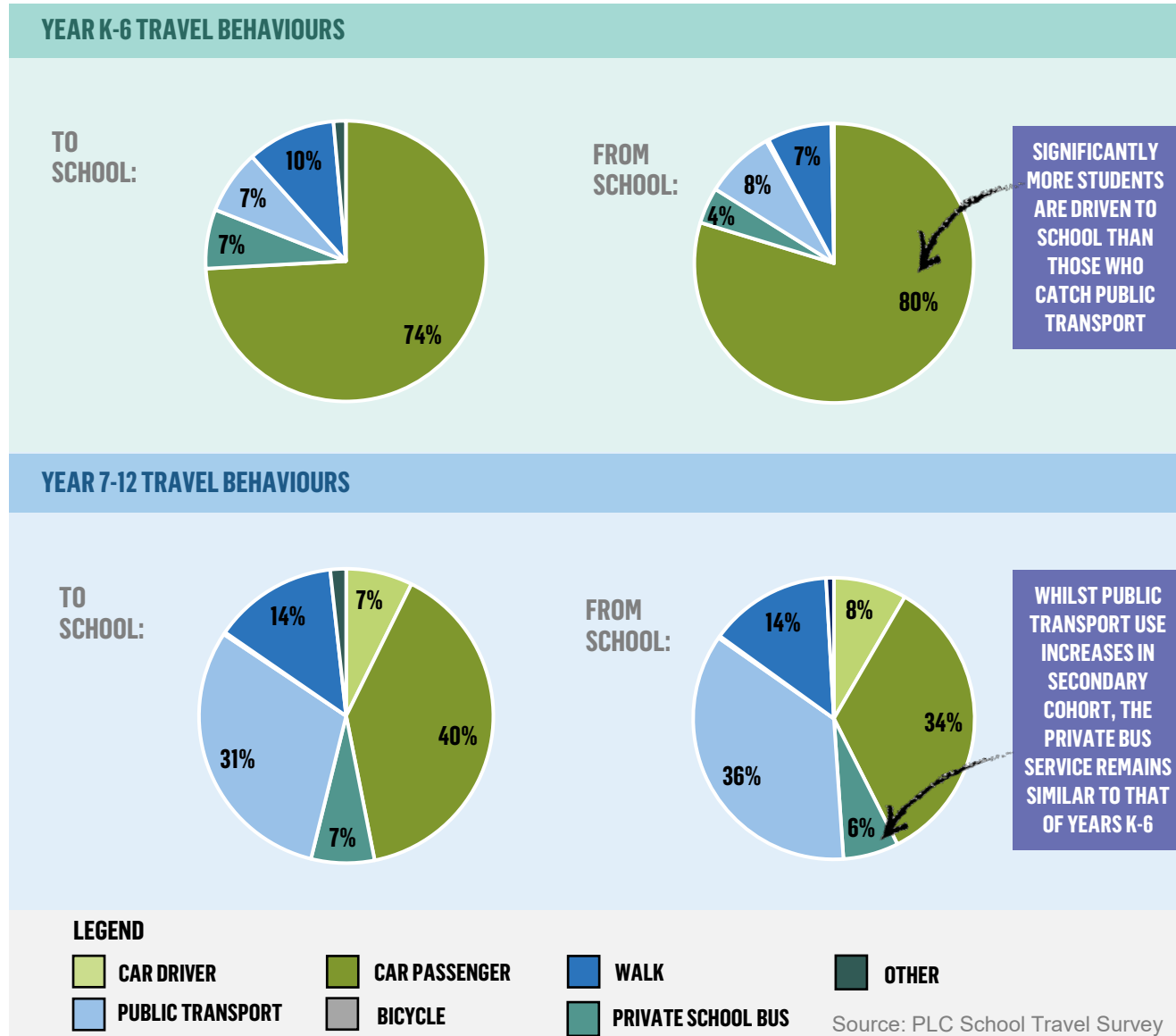
The online survey allows for a comparison to be made in travel behaviour across primary and secondary cohorts.

This was undertaken to examine how age can impact the availability and access to both public and private modes of transport.

The following highlights the key findings from this analysis:

- Being driven to and from school is the most common travel behaviour for students in primary cohorts (K-6). Due to their young age, this behaviour is, to a degree, expected. Despite this, it remains a significant majority (80 per cent) when compared to other travel modes.
- The private school bus sees relatively low use by both junior and senior school students at Pymble Ladies' College. This is starkly different to that of public transport modes which see a 25% increase from students in secondary cohorts when compared to primary cohorts.

Figure 13: Student and Staff travel behaviour to school by cohort



TRAVEL PREFERENCES FOR STUDENTS AND STAFF WHO COMMUTE BY CAR

WHAT INFLUENCES TRAVEL BEHAVIOUR?

The reasons why staff and students commute by car are graphed in **Figure 13**. These have been split between cohorts to determine if these preferences differ by age. Key findings are listed below:

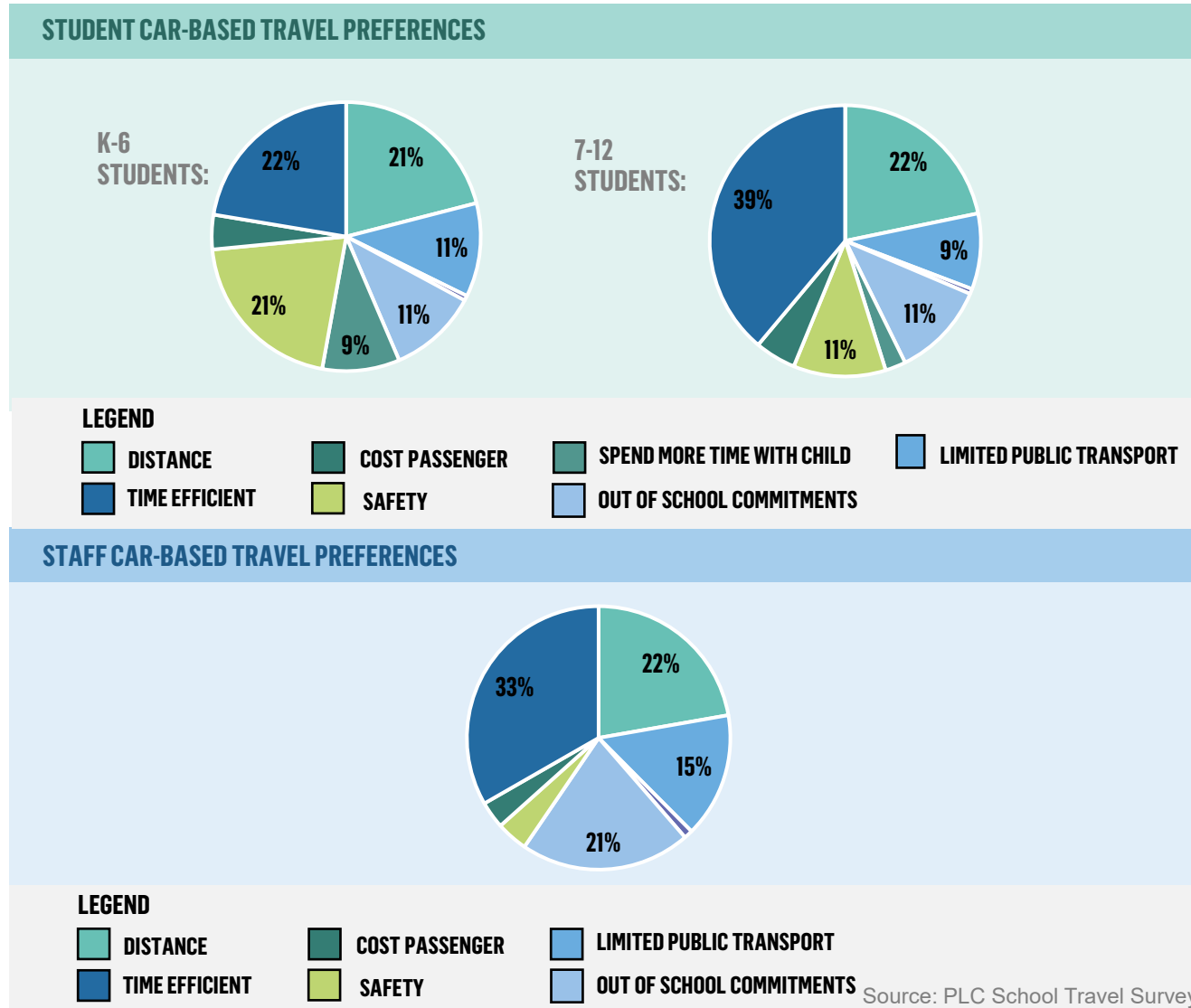
- Time efficiency when driving was a leading preference for both staff and students.
- Distance to travel was another significant reason why staff and students commuted by car.
- For those in Years K-6, the level of safety that driving (as a passenger) provided strongly influenced the reason to use the car to commute to & from school (21%).
- Staff noted that commitments outside of school meant that they preferred driving (21%).



INSIGHT

Providing and communicating safe and time-efficient private bus services could alleviate the preference to drive (as a passenger) for students in Years K-6.

Figure 14: Detailed travel preferences of students and staff



CARPOOLING BEHAVIOURS – STUDENTS AND STAFF

CARPOOLING AS A TRAVEL MODE

The survey included questions to gauge parents, students and staff interest in carpooling as a means of travel to school.

The key findings were:

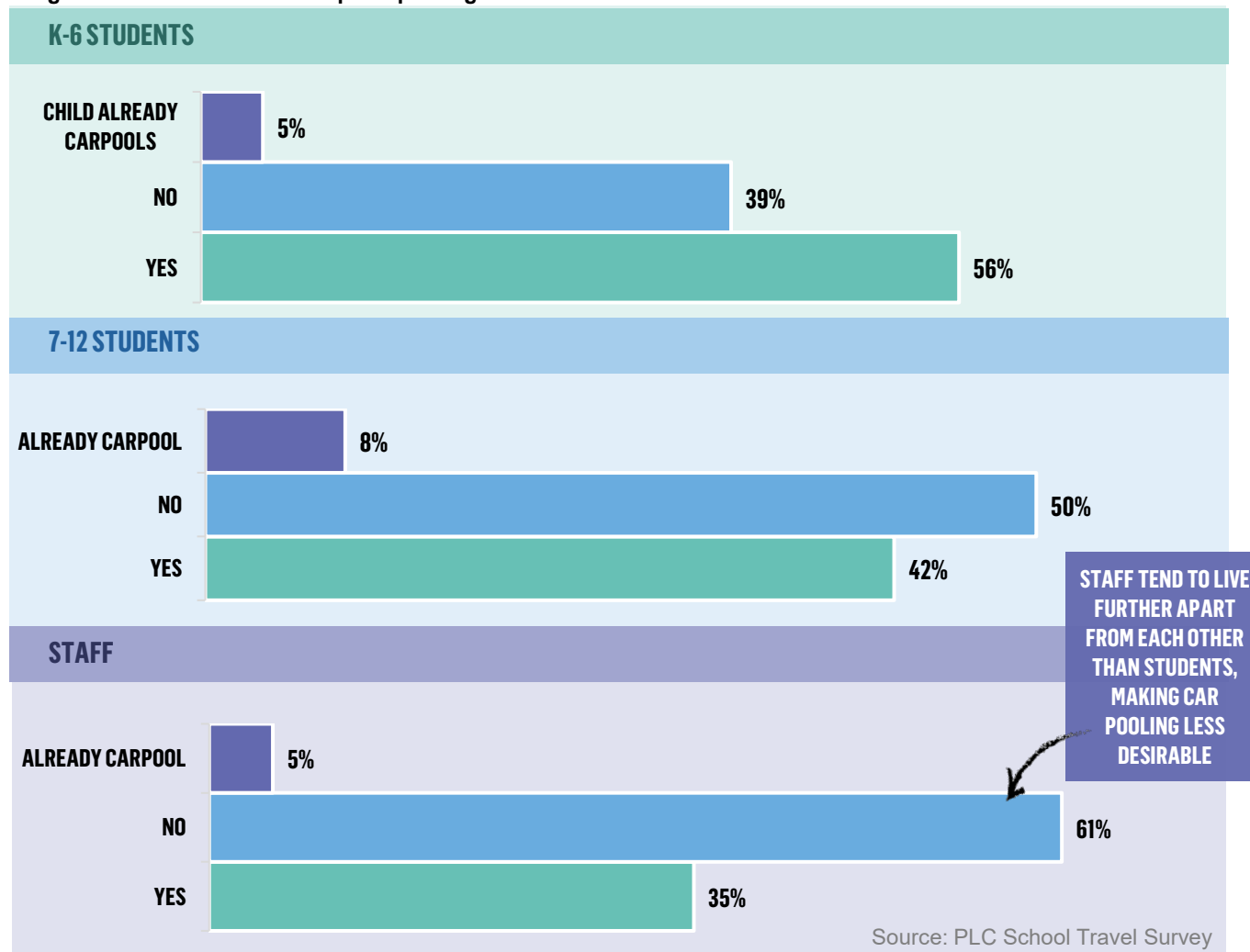
- Parents of students in Kindergarten to Year 6 expressed the highest interest in carpooling, with 56% of respondents showing interest.
- Staff are the least open to adopting carpooling, with 61% saying they are not open to carpooling.



INSIGHT

Lower interest in carpooling from Staff could be addressed by establishing a 'Park and Ride' at local public transport hubs, with a school mini-bus transferring them to the College.

Figure 15: Preferences to adopt carpooling for students and staff



3. TRAVEL BEHAVIOUR

WHAT WOULD NEED TO CHANGE FOR YOU / YOUR CHILD TO USE AN ALTERNATIVE MODE OF TRANSPORT SUCH AS PUBLIC TRANSPORT, CARPOOLING, WALKING OR CYCLING?

CHANGES TO TRAVEL BEHAVIOUR

Parents and students were asked what changes would be needed for them to use a sustainable mode of transport. The results of this are shown in **Figure 15**.

A key consideration in the use of alternate transport for students in Years K-6 was a route extension for the school's private bus. As well as this the extension of its operating hours was also highlighted as important.

Students in Years 7-12 recorded that they thought improvements to public transport were important as well as the need to upgrade footpaths, shared paths and cycleways.

'PARK AND RIDE' FOR STAFF

School staff were asked if they would be interested in the College setting up a 'Park and Ride' method of getting to school, i.e., parking at local transport hubs and getting the school mini-bus to work. **Figure 16** shows that one-quarter of staff show interest in this, of which could increase with further consultation between the College and staff members.

Figure 16: Interest in 'Park and Ride for staff

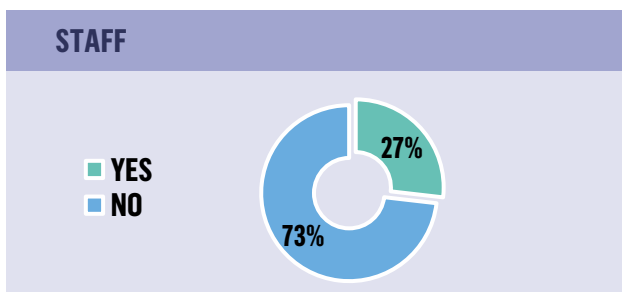
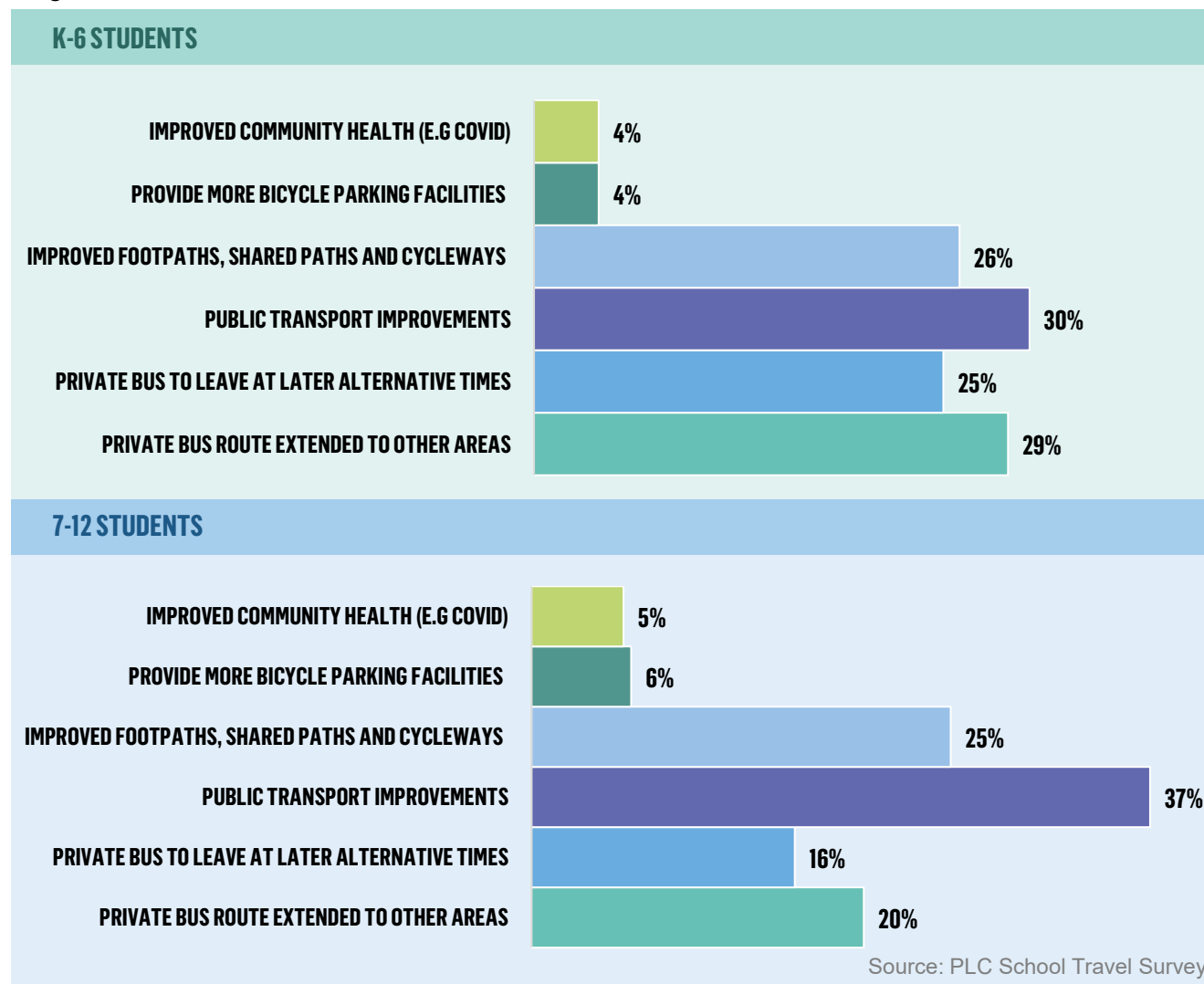


Figure 16: Detailed travel behaviour of students



Note: Figure 15 survey findings may vary slightly as further analysis is undertaken.

3. EXISTING TRAVEL OPTIONS AND BEHAVIOURS – STUDENTS LIVING IN PYMBLE

PYMBLE STUDENTS' TRAVEL BEHAVIOUR

The students who live close to the school can be considered 'easy wins' for behaviour change given the number of options available. 22% of students in Years K-6 and 20% of students in Years 7-12 live in the suburb of Pymble.

Despite the proximity to the school, there is still relatively high car use. Of students in Years K-6 58% are driven to Pymble Ladies' College, increasing to 67% on the journey home. For students in Years 7-12 walking rates increase significantly over that of the primary school cohort to an average of 58% (to and from school).

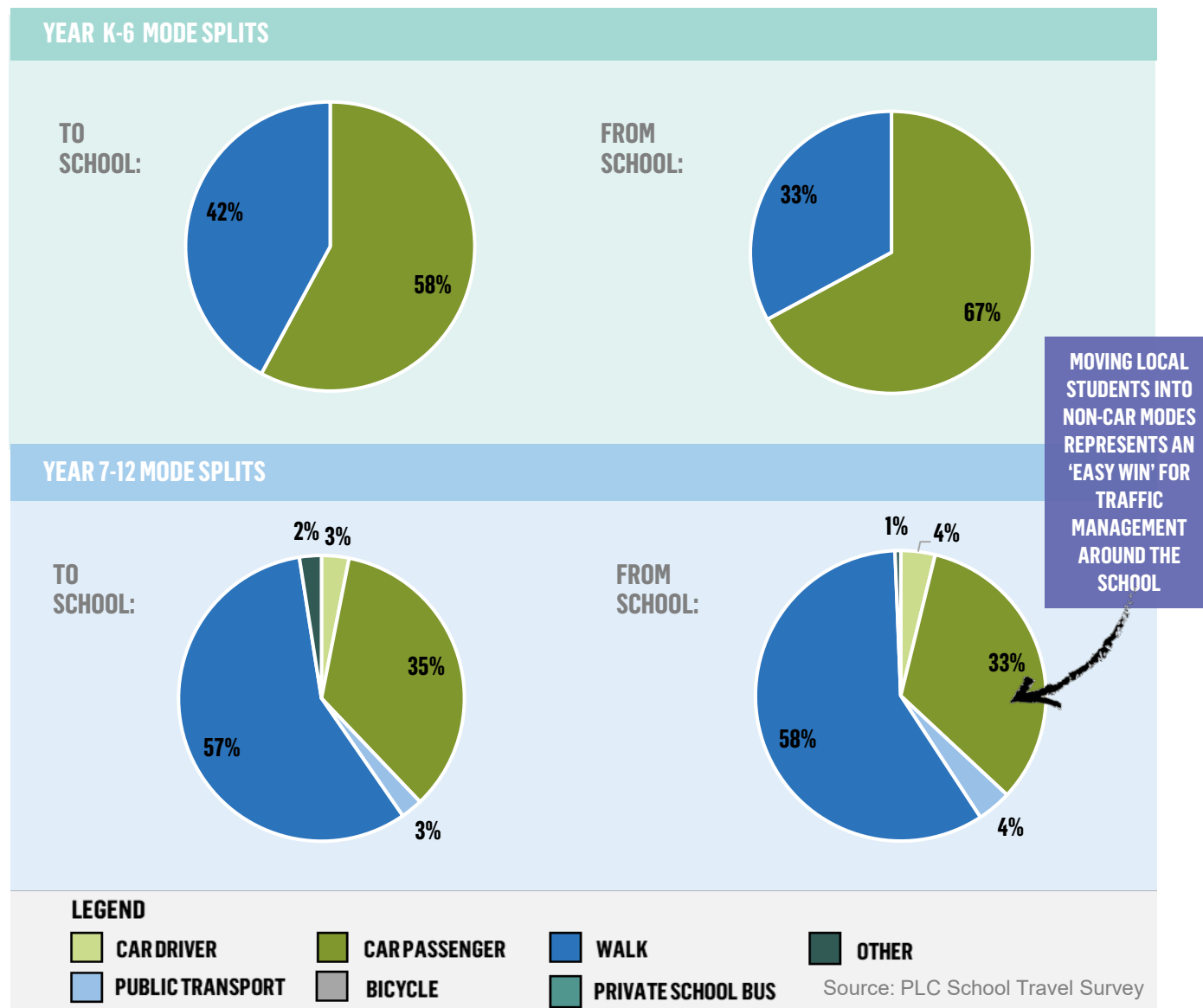
Among the students residing in the suburb of Pymble, a significant portion falls within a walking catchment of 1.2 km and a cycling catchment of 2 km. Despite that, no students in either primary or secondary cohorts' cycle to the school.



INSIGHT

Encouraging further walking uptake by forging walking groups from neighbouring families can improve sustainable travel. Fostering opportunities for girls to ride to school through organised events could increase this even further.

Figure 17: Travel behaviour of students residing within the suburb of Pymble



SUMMARY OF OPPORTUNITIES



WALKING AND CYCLING

- Pymble Station is located 350 metres to the east of Pymble Ladies' College and is situated within a reasonable walking catchment. It provides a high level of accessibility to green travel modes for a significant proportion of students and teachers who live in the region and along the serviced train lines.
- Children under the age of 16 and adults accompanying them can legally ride on footpaths. Whilst a small portion of north Pymble Ave features a discontinuous footpath, the majority of pedestrian infrastructure surrounding the College is adequate. As well as this, a wombat crossing on Avon Road connects the College to Pymble Station.
- The College does not encourage students to cycle to/from campus for safety reasons, as there are no public cycling infrastructure in the immediate vicinity and no connection to the wider cycle network.
- 18 per cent of the student body and 8 per cent of staff live in Pymble and 13 per cent and 6 per cent respectively currently walk to school.

THIS HAS RESULTED IN:

- Very few students and staff members walk or cycle to school.
- Car travel by people who live within walking distance to Pymble Ladies' College could be reasonably expected to use other modes.
- Congestion around the school during pick-up and drop-off periods due to a reliance on commutes that do not involve green travel methods.



PUBLIC TRANSPORT AND PRIVATE SCHOOL BUSES

- Pymble Ladies' College has access to private school buses which runs through the campus grounds, and public bus services located nearby on Pacific Highway.
- Pymble has five private school bus routes operating, and the school has recently responded to parents' requests by extending the school bus timetables to cover earlier and later periods to cater for students participating in co-curricular activities.
- A moderate proportion of students (24 per cent) uses public transport.
- Pymble Train Station provides a fast and reliable green travel option that connects to key suburbs that both staff and students reside in. Further to this, it provides connections to Hornsby, Chatswood and Sydney CBD.
- 20 per cent of the student body and 10 per cent of staff live within a 30-minute public transport commute. Currently, 23 per cent of students and six per cent of staff use public transport to get to school. This demonstrates a strong utilisation of public transport particularly for students.

THIS HAS RESULTED IN:

- Despite having a significant number of private school bus services operating and the school's recent adjustment of the service timetables based on parent feedback, there is a low utilization of the private bus services by both junior or senior school students. As a result, there is a heavy reliance on private forms of transport.
- Very small proportion of junior year students (K – 6) uses public transport or private school bus.
- The uptake of private school bus is low, possibly due to cost, route coverage or insufficient communication to parents.
- Despite the school being well connected to public transport networks. A low number (12 per cent) of staff uses public transport.

SUMMARY OF OPPORTUNITIES



CAR USE

- A low proportion (five per cent) of students drive to school, however, the majority (50 per cent) of girls commute to Pymble Ladies' College in a car as the passenger.
- A majority of the staff (77 per cent) travel to Pymble Ladies' College by car and park on-site.
- There is no current carpooling initiative for the school. The Junior cohort students have expressed the most interest in carpooling initiatives, this likely indicates the interest of parents. The interest in carpooling is lower for senior-year students and even less for staff members.

RESULTING IN:

- Peak periods of traffic and congestion in the afternoon near Pymble Ladies' College, especially the gate on western Avon Road and Pymble Avenue Grey House Walk entrance due to a reliance on private forms of transport.
- There is a resistance to initiatives such as carpooling or green travel options from staff members, as mindset and behavioural shifts is difficult when there is an easy access to carparking.
- Neighbourhood complaints and negative perception of Pymble Ladies' College.



Source: Urbis

04

TRAVEL BEHAVIOR INITIATIVES

This chapter discusses the options to reduce driving trips to the college by encouraging mode shift to public and active transport modes.



4. TRAVEL BEHAVIOUR INITIATIVES

TRAVEL BEHAVIOUR INITIATIVES

The following initiatives have been identified based on the analysis of available travel options, travel behaviour and travel issues. They are separated into three levels, with the intention to begin with encouraging / information initiatives and subsequently progress to intervening and penalising initiatives if necessary.

Level 1

Encouraging / Informing

Produce a Transport Access Guide (TAG) to inform students, staff and parents/guardians of their travel options to the school.



Inform staff, parents/guardians, and students of the TAG and other initiatives by including them on the college website, and school newsletter.



Ensure the TAG provides information about priority and safe pedestrian access routes to the school, and the location of marshals. Promote walking to school through the TAG and the school newsletter. Encourage children aged under 16 and accompanying adults to cycle to school using existing footpaths.



Use the TAG as part of the school enrollment pack to set expectations regarding school travel.



Ensure the TAG provides information about public transport options and private school bus services that service the school, including the extended private bus operating timetables (including staggered earlier and later times to cater for students' extra-curricular activities).



Ensure the TAG provides information on carpooling initiatives and parking management options.



Encourage activities that promote active travel such as National Ride2School Day and Walk to School Day in March and May.



Measure behaviour, record data and inform students at the start of each semester about the school's trends in travel modes.



LEGEND

INITIATIVES UNDERTAKEN BY

-  SCHOOL
-  SCHOOL / COUNCIL
-  COUNCIL / POLICE

INITIATIVES DESIGNED TO

-  REDUCE CAR USE
-  INCREASE CARPOOLING
-  INCREASE WALKING
-  INCREASE CYCLING
-  INCREASE BUS USE

4. TRAVEL BEHAVIOUR INITIATIVES

TRAVEL BEHAVIOUR INITIATIVES

The following initiatives have been identified based on the analysis of available travel options, travel behaviour and travel issues. They are separated into three levels, with the intention to begin with encouraging / information initiatives and subsequently progress to intervening and penalising initiatives if necessary.

Level 2

Intervening

Establish a 'Traffic and Road Safety' subcommittee that acts to manage and review any initiatives and road safety measures that are implemented by the College. Including working with Council to:

- To develop and implement ways to increase safety along surrounding roads.
- Identify priority walking and cycling infrastructure for the school, particularly concerning the catchment areas of staff and students (chiefly along Avon Road and Pymble Avenue).
- Identify existing sections of footpaths/shared paths with substandard quality, and work with Council for improvements.



Organise carpooling initiatives with staff and parents, using online platforms or groups which helps families connect and arrange carpooling with other students living nearby.



Offer car-pooling incentives, such as providing priority parking spaces to staff that commute via carpool.



Identify areas that are currently not serviced, underutilised, or have inefficiencies within the private bus network. Implement additional services or optimise existing routes to enhance coverage. This could involve modifying bus routes to include catchment areas not currently serviced or introducing a local bus to specifically cover smaller local catchments, to better address the students' needs.



Establish a 'walking bus' group which requires supervising adults to walk with local students to and from school along designated routes.



Conduct a review of existing end-of-trip facilities and bicycle parking spaces. This should focus on the usage rate, accessibility, and current conditions. The 'Traffic and Road Safety' Subcommittee will need to decide on if these facilities require upgrade and/or maintenance.



Provide road safety education for students and parents to encourage cycling even without extensive infrastructure.



Act to increase awareness of road safety by incorporating the concept into the school curriculum. This could include the college inviting traffic professionals to present as guest speakers.



Implement green travel challenges and tournaments that encourage green travel uptake. This can include a pedometer walking challenge between students, between staff, or students vs. teachers (per capita) that runs for the length of the school term.



LEGEND

INITIATIVES UNDERTAKEN BY

 SCHOOL

 SCHOOL / COUNCIL

 COUNCIL / POLICE

INITIATIVES DESIGNED TO

 REDUCE CAR USE

 INCREASE CARPOOLING

 INCREASE WALKING

 INCREASE CYCLING

 INCREASE BUS USE

4. TRAVEL BEHAVIOUR INITIATIVES

TRAVEL BEHAVIOUR INITIATIVES

The following initiatives have been identified based on the analysis of available travel options, travel behaviour and travel issues. They are separated into three levels, with the intention to begin with encouraging / information initiatives and subsequently progress to intervening and penalising initiatives if necessary.

Level 3




Penalising

Work with Council and Police to periodically (every few weeks/months) monitor and regulate parking and Pick-Up/Drop-Off (PUDO) behaviour on Avon Road and Pymble Avenue. Their regular presence will help establish a standard of conduct.



LEGEND

INITIATIVES UNDERTAKEN BY

-  SCHOOL
-  SCHOOL / COUNCIL
-  COUNCIL / POLICE

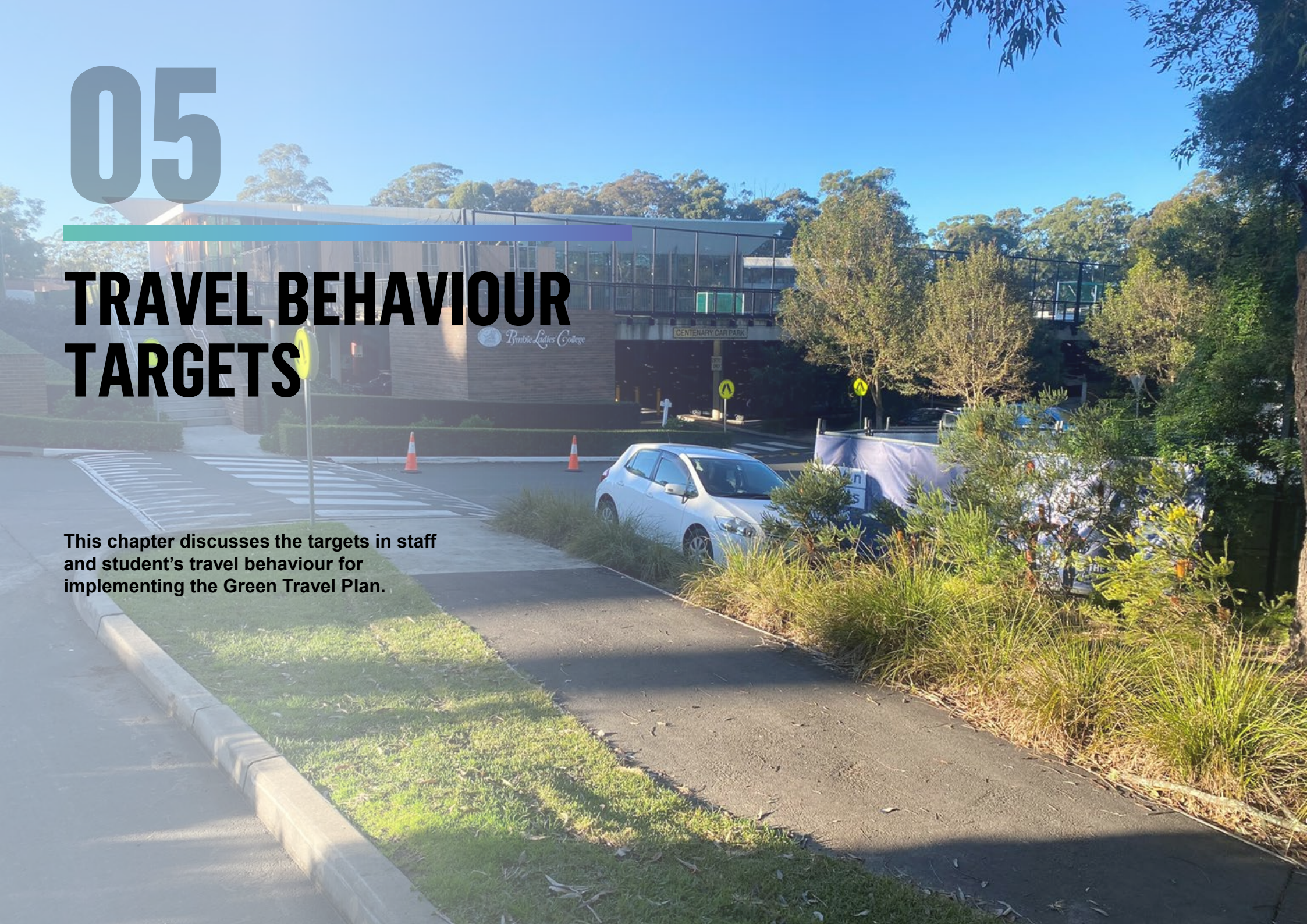
INITIATIVES DESIGNED TO

-  REDUCE CAR USE
-  INCREASE CARPOOLING
-  INCREASE WALKING
-  INCREASE CYCLING
-  INCREASE BUS USE

05

TRAVEL BEHAVIOUR TARGETS

This chapter discusses the targets in staff and student's travel behaviour for implementing the Green Travel Plan.



5. TRAVEL BEHAVIOUR TARGETS (SHORT TERM < 3 YEARS) – STUDENTS

DETAILED STUDENT TRAVEL BEHAVIOUR TARGETS (SHORT TERM < 3 YEARS)

The future mode share targets are based on the results of the travel survey conducted and have been based on the Green Travel Plan (February 2022) submitted as part of the Grey House Precinct Development Consent.

The primary objective of the school is to reduce car trips and support alternative travel mode targets. The initiatives detailed in this report aim to bring about a change in travel behaviour toward more sustainable travel modes. The current modes and future targets for how students travel are detailed in **Figure 18**.

Active transport (walking and cycling)

- Currently, 13 per cent of students walk to get to campus.
- Considering approximately 9 per cent of students live within a reasonable walking catchment of 1.2 kilometres and 18 per cent live in the suburb of Pymble, 13 per cent of students walking demonstrates a strong walking culture. A modest increase to 15 per cent walking mode share is proposed to build upon this.

Public Transport

- Currently, 24 per cent of students get to campus by public transport.
- Given that 20 per cent of students live within a 30-minute public transport catchment, an increase of 6 per cent (to 30 per cent) seems possible.

Private School Bus

- Currently, 7 per cent of students get to campus using the private school bus.
- The low rates of private bus usage (7 per cent) are a key opportunity, given a high proportion (20 per cent) of students live within a 30-minute public transport catchment. A key concern of years K-6 parents is safety, the private school bus will provide the level of safety that parents require. Therefore, a modest increase of 9 per cent (to 16 per cent) seems possible.

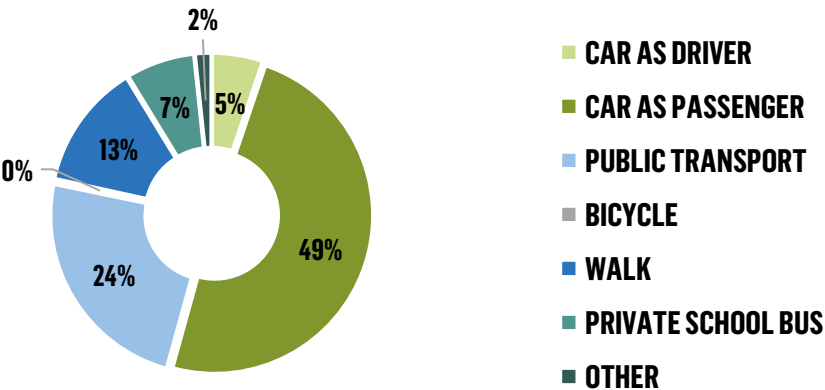
Car Use

- Currently, 54 per cent of students are driven or drive to school.
- With the slight increases in active and public transport use, and carpooling initiatives with junior year parents, it is considered feasible to incrementally reduce the combined driving and passenger mode share to 39 per cent.
- It is recommended that the largest gains can be made in changing the travel behaviours of most local students.

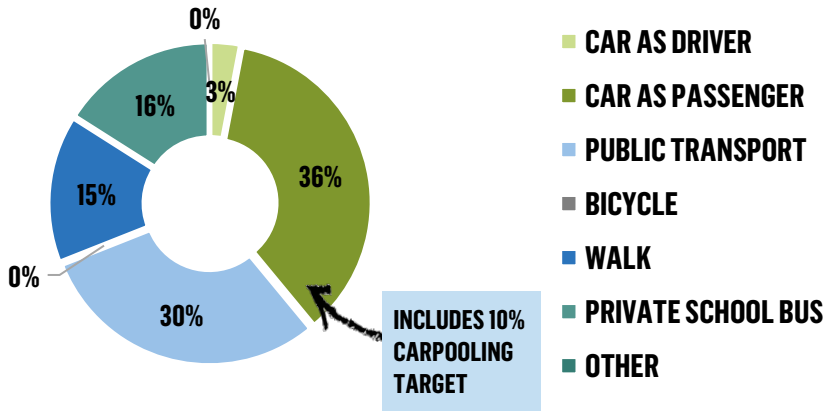
Figure 18: Transport Mode Current and Targets

MODE SPLIT (AVG TO AND FROM SCHOOL):

CURRENT



FUTURE TARGET (SHORT TERM < 3 YEARS)



Note: No detailed modelling has been undertaken for this task, however these adjusted mode splits are based on professional judgement of what is considered reasonable when undertaking a suite of changes to adjust student travel preferences.
Note: percentages are rounded to the nearest whole number.
Note: Cycling has been excluded from mode share targets due to lack of safe infrastructure for students. This should be revisited in future iterations of the plan, as infrastructure and cycling education improves.

5. TRAVEL BEHAVIOUR TARGETS (SHORT TERM < 3 YEARS) – STAFF

DETAILED STAFF TRAVEL BEHAVIOUR TARGETS (SHORT TERM < 3 YEARS)

Similar to student travel a key objective of the College is to support mode shifts to green and sustainable transport options for staff. Staff present a unique opportunity concerning this with their current mode splits being significantly more car-oriented than that of Pymble Ladies' College students.

The current modes used by staff as well as the future targets for how they will travel, are detailed in **Figure 19**.

Active transport (walking and cycling)

- Currently, 6 per cent of staff walk to get to campus.
- Given that 8 per cent of staff live within the suburb of Pymble, it is not unreasonable to expect this can be doubled to 12 per cent, achieved through better infrastructure and information.

Public Transport

- Currently, 12 per cent of staff get to campus by public transport.
- Given the high proportion of staff already using public transport (noting that 10 per cent of staff live within a 30-minute public transport catchment), a modest increase of 3 per cent (to 15 per cent) seems possible.

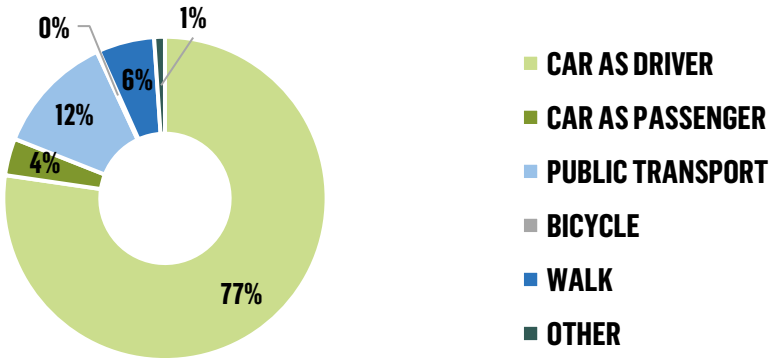
Car Use

- Currently, 77 per cent of staff drive to school.
- It is not unreasonable to expect that carpooling initiatives can increase the staff travelling to school as a passenger (four per cent) to be doubled to eight per cent.
- With the slight increases in active and public transport use, and carpooling initiatives, it is considered feasible to incrementally reduce this to 65 per cent.
- It is recommended that the largest gains can be made in changing the travel behaviours of most local staff members.

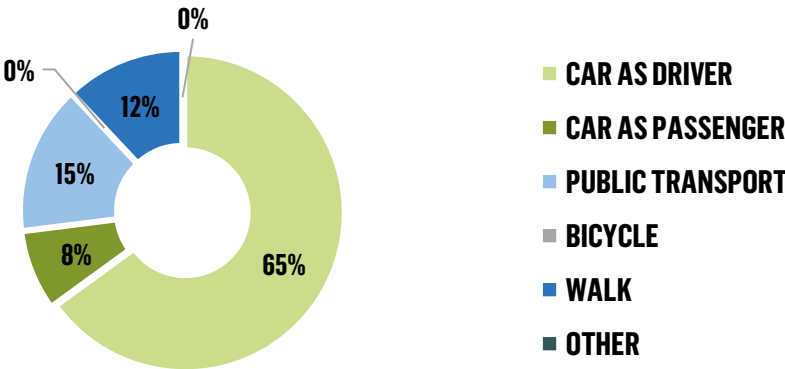
Figure 19: Transport Mode Current and Targets

MODE SPLIT (AVG TO AND FROM SCHOOL):

CURRENT



FUTURE TARGET (SHORT TERM < 3 YEARS)

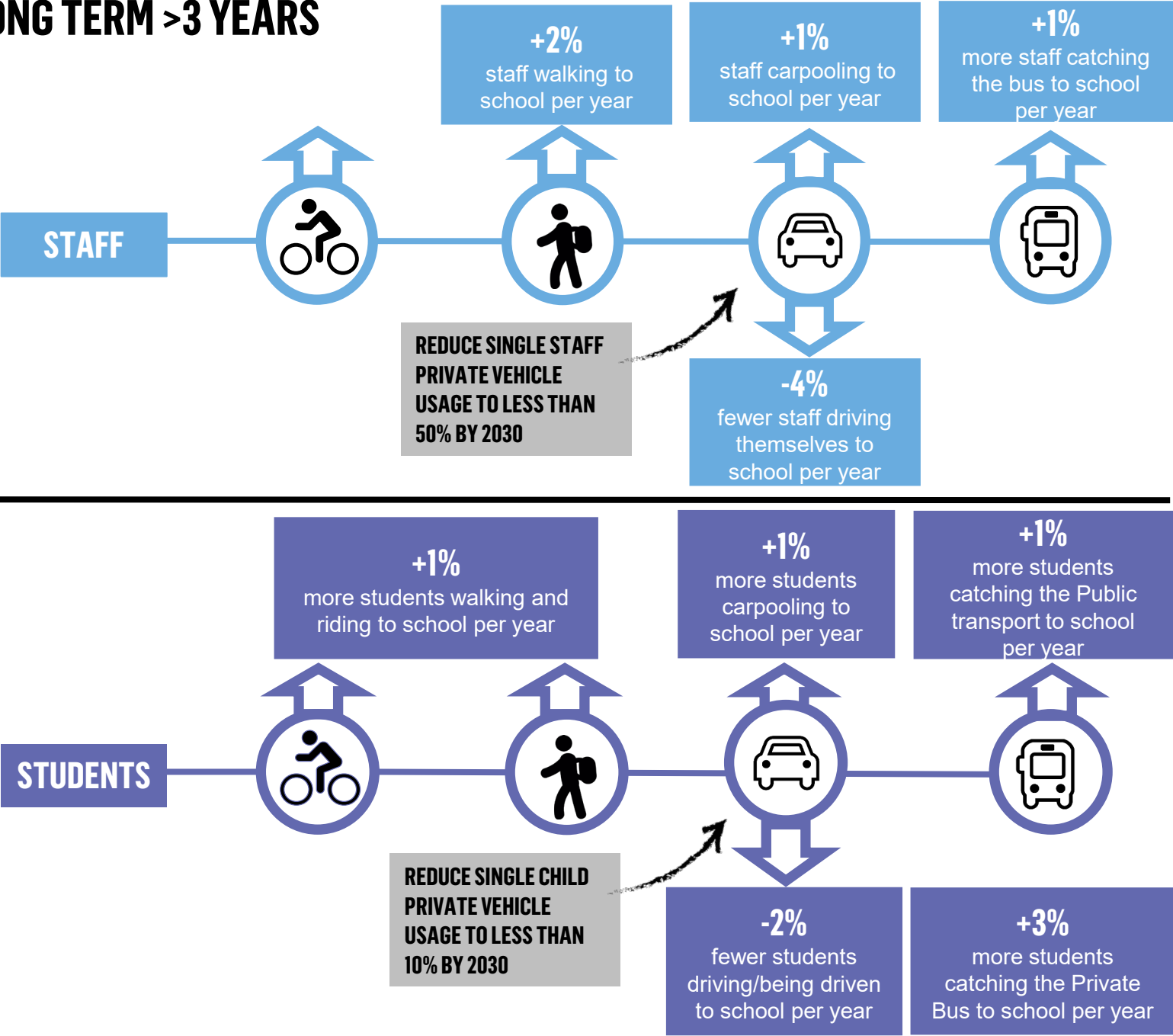


Note: No detailed modelling has been undertaken for this task, however these adjusted mode splits are based on professional judgement of what is considered reasonable when undertaking a suite of changes to adjust student travel preferences.

Note: percentages are rounded to the nearest whole number.

5. FUTURE TRAVEL – LONG TERM >3 YEARS

ACHIEVEMENT OF THE GREEN TRAVEL PLAN TARGETS CONTAINED IN THIS REPORT WILL BRING ABOUT SIGNIFICANT SHIFTS IN SCHOOL TRAVEL AS DEPICTED ON THIS PAGE.



06

MONITORING AND REPORTING

This chapter discusses steps required to monitor progress towards achieving the targets set in this Green Travel Plan.



6. MONITORING AND REPORTING

MONITORING

The GTP should be treated as a live document, one that is monitored for its effectiveness and updated as required to deliver on the identified aims and objectives.

The GTP is expected to reflect changes in travel mode splits and the promotion of actions that are bringing about positive changes to the way that staff and students travel.

The necessary steps taken to monitor and update the GTP are as follows:

- To maintain an understanding of what student and staff travel behaviour is, a travel survey will be undertaken annually.
- Tracking the travel behaviour and trends of each year group as they progress through the years.
- Reviewing the surveys and updating the GTP as well as taking necessary steps to.

REPORTING

A designated staff member will be responsible for the coordination of GTP. The appointed Coordinator should take responsibility for monitoring and reviewing of the GTP. The coordinator would be responsible for:

- Reviewing the travel mode splits every year for the first six (6) years and every other year thereafter through staff and student surveys.
- Setting new GTP targets where necessary.
- Reviewing the Action Plan elements for effectiveness, with adjustments as required to maintain progress towards the GTP mode split targets.
- Allocating responsibilities for the ongoing management of initiatives recommended in the GTP.
- Promoting activities and the release of information.

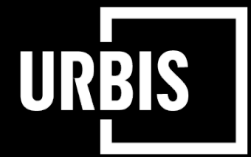
The coordinator is also responsible for producing annual reports summarising the mode shift trend and necessary actions taken to achieve the goals. This report will be issued to the Planning Secretary and Council for review at a 12-month interval starting from the commencement date of the operation of the development.

FINANCIAL AND HUMAN RESOURCE REQUIREMENTS

A budget will be allocated to the implementation of the GTP, related to items such as:

- Additional manpower on an as-required basis, including the GTP coordinator, traffic and road safety subcommittee, bus drivers, and workshop educators and facilitators.
- Operation and maintenance of additional bus services.
- Production of informative materials, including signage, leaflets, posters, etc.
- Costs of activities, challenges, and tournaments.
- Additional bicycle parking spaces and end-of-trip facilities.

It should be noted that the roles, responsibilities, and financial requirements are still undergoing the initial identification phase and will be detailed prior to implementation.



APPENDIX A

TRAVEL ACCESS

GUIDE

TRAVEL ACCESS GUIDE – PYMBLE LADIES' COLLEGE

INTRODUCTION

Pymble Ladies' College has a strong connection to walking, cycling and public transport routes. The Transport Access Guide (TAG) identifies safe and accessible options to positively assist how people commute to and from the school.

Table 3: Public Transport Routes

PUBLIC BUS ROUTE	ORIGIN - DESTINATION
575	Hornsby to Macquarie University via Turramurra
579	Pymble to East Turramurra
N90	Hornsby to City Town Hall via Chatswood (Night Service)
PRIVATE BUS ROUTE	ORIGIN - DESTINATION
Route 1	Hunters Hill to Pymble
Route 2	Lower North Shore to Pymble
Route 3	North West to Pymble
Route 4	Northern Beaches to Pymble
Route 5	Lower Northern Beaches to Pymble
TRAIN STOP	ORIGIN - DESTINATION
Pymble	T1 North Shore & Western Line
Pymble	T9 Hornsby to North Shore via City



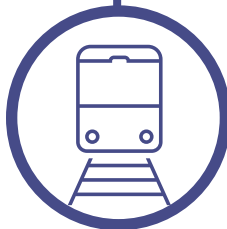
Journey Times:
3 minutes to Pymble Station.
3 minutes to Bus stops located at Pymble Station.



The college provides **bicycle parking** and **end-of-trip** facilities within the college grounds.
For the public cycling routes surrounding the school, visit: Trip Planner at transportnsw.info/



Bus stops are located on Pacific Highway within a **3-minute** walking distance from Pymble Ladies' College.
For more information on public bus services and timetable details: visit Trip Planner at transportnsw.info/



Pymble Train Station is located northeast of the College within a **3-minute walking distance**.

TRAVEL ACCESS GUIDE – PYMBLE LADIES' COLLEGE



TRAVEL ACCESS GUIDE – PYMBLE LADIES' COLLEGE

PRIVATE BUS SERVICES

The College provides five privately operated bus services. The bus services drop-off all students by 9:00am and depart in the afternoon after 3:00pm. The bus routes include:

- Route 1: Hunters Hill via Lane Cove, Hunters Hill, Gladesville, East Ryde, Ryde, North Ryde and Macquarie Park.
- Route 2: Lower North Shore via Mosman, Cremorne, Cammeray, Northbridge, Castlecrag, North Willoughby, Roseville.
- Route 3: North-west via Dural, Glenhaven, Castle Hill, Cherrybrook, West Pennant hills, Beecroft, Epping, Marsfield, Macquarie Park.
- Route 4: Northern Beaches via Avalon, Newport, Mona Vale, Ingleside, Terrey Hills, St Ives.
- Route 5: Lower Northern Beaches via Cromer, Dee Why, Manly, Fairlight, Balgowlah, Seaforth, Frenchs Forest, Belrose.

For more private bus services and timetable details, visit:
<https://www.pymblelc.nsw.edu.au/enrolments/student-transport/>



PARENT DROP-OFF / PICK-UP

Drop-off and pick-up zones will be located as follows:

- Preparatory School and Before/After School Care – Lower Road.
- Junior and Middle Schools – Main Oval side of Flagpole Lawn.
- Upper and Senior Schools – Centenary Car Park.

All drivers must abide by the following rules within these zones:

- For the safety of students, staff and parents, drivers and adult passengers must remain within their vehicle while in any drop-off or pick-up zone.
- Students must enter and exit the vehicle on the passenger side (left-hand side) of the vehicle and are not permitted to walk between motor vehicles at any time.
- Students must have their bags and belongings with them in the passenger seats and not go to the car boot.

More information can be found in the Pymble Ladies' College Traffic Management Guide.

