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# ADVERTISED PLAN

URBIS

# IVANHOE GIRLS' GRAMMAR SCHOOL, GREEN TRAVEL PLAN

December 2024

Prepared for Ivanhoe Girls' Grammar School



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# EXECUTIVE SUMMARY



## TRAVEL BEHAVIOUR OF THOSE ATTENDING SCHOOL

Observed travel behaviour suggests that over 80 per cent of junior students and 50 per cent of senior students in Years 7-10 at Ivanhoe Girls' Grammar School (IGGS) are dropped off by a parent/guardian. In addition, over 80 per cent of staff choose to commute to school via car. Proposed upgrades to the school's campus mean the management of this travel behaviour is paramount to reducing the demand for parking at the school and surrounding community.

REFER TO PAGE 18 TO 25



## THERE IS AN OPPORTUNITY FOR MORE SUSTAINABLE TRANSPORT USE AT THE SCHOOL

Currently, around 75 per cent of junior and senior students in Years 7-10 live within a five-kilometre cycling catchment of the school. Despite this, neither cohort reported commuting to IGGS by this mode. The implementation of travel initiatives set out in this plan can help to meet future mode targets and encourage more sustainable travel behaviour.

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 sustainably 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 active and public transport as commuting choices. As well as this, a range of interventions have been developed which seek to educate staff and students on the range of safe and sustainable travel behaviours that are available to them.

REFER TO PAGE 26 TO 29



## BEING A RESPONSIBLE CITIZEN

The adoption of green travel initiatives will not just assist in reducing private car use and the demand for parking but will support increased community health. The plan recognises that in some instances car use may be the only practical option for some staff and students. In these cases, measures have been established that highlight the appetite for carpooling and specific actions that can be used to successfully aid its uptake.

REFER TO PAGE 30 TO 33

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# 01

## INTRODUCTION AND BACKGROUND

This chapter outlines the Ivanhoe Girls' Grammar School community including the site, staff and students.

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## INTRODUCTION

### OVERVIEW

This Green Travel Plan (GTP) has been prepared by Urbis on behalf of Ivanhoe Girls' Grammar School (IGGS), Ivanhoe. The GTP has been undertaken in regard to the proposed Enterprise Centre project (refer to 123 Marshall Street, Ivanhoe Transport Impact Assessment, Urbis 2024).

### 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 IGGS. 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 and parking spaces as many students and staff travel to and from school in private vehicles. A reduction in parking demand is paramount to this GTP in response to the proposed development at the school. To reach this, the plan includes initiatives and measures which promote and encourage the uptake of sustainable travel.



#### REDUCTION IN TRAFFIC

School travel plans are intended to reduce traffic around schools by creating a shift toward other modes such as walking, cycling and public transport. In the context of IGGS, this reduction in congestion will likely result in enhanced road safety outcomes for all users and further encourage the uptake of walking and cycling, particularly amongst younger students.



#### 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 school<sup>1</sup>. 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 activities<sup>2</sup>. In Australia, only 12 per cent of children and two per cent of adolescents meet the physical activity guidelines<sup>3</sup>.



#### 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 GTP 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](http://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>

# 1. INTRODUCTION & BACKGROUND

## THE PROJECT AND SITE

### The Site

Ivanhoe Girls' Grammar School is located in Ivanhoe, Victoria, Australia. It is situated in the northeastern part of the Melbourne metropolitan area, approximately 8.1 kilometres from the Melbourne Central Business District in the Banyule City Council Local Government Area (LGA).

The site is bounded by Upper Heidelberg Road, Noel Street and Marshall Street. The main entrance to the School is via Noel Street, with secondary entrances via Upper Heidelberg Road and Marshall Street.

Ivanhoe Station is located within a 300 metre walk of the main School entrances on Noel Street, providing access to rail and bus services. Upper Heidelberg Road is an arterial road and provides access to the Chandler Highway and Eastern Freeway to the southwest and Bell Street to the northeast.

### The Proposal

The project comprises:

- Removal of an existing 36-space car park near the northwestern corner of the site
- Construction of a new four-storey building on the removed car park, including nine car parking spaces
- Construction of eight additional car parking spaces
- No increase in staff or student numbers.

The School is looking for ways to manage school travel through this GTP to reduce driving and the impact on the surrounding area.

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Figure 1: The site



Source: Urbis

## BACKGROUND

### Background

To better understand the existing conditions of traffic and transport behaviours at IGGS the school engaged Urbis to conduct a travel survey. This ran from 06.11.2024 to 18.11.2024 (inclusive) and was distributed to the following groups:

- Permanent and fixed-term staff – online.
- Junior school parents (Prep –Year 6) – online.
- Senior school students (Year 7-Year 10) – online.

The school's early learning centre (ELC) and incoming families for next year were not surveyed.

The corresponding data from the questionnaire helps assess the school's baseline conditions which are essential to understand in framing future works and upgrades to the school's campus.

As such, this GTP seeks to understand the existing trends for travel to and from school and identify where there is scope to increase students and staff participation in walking, cycling and public transport use to school.

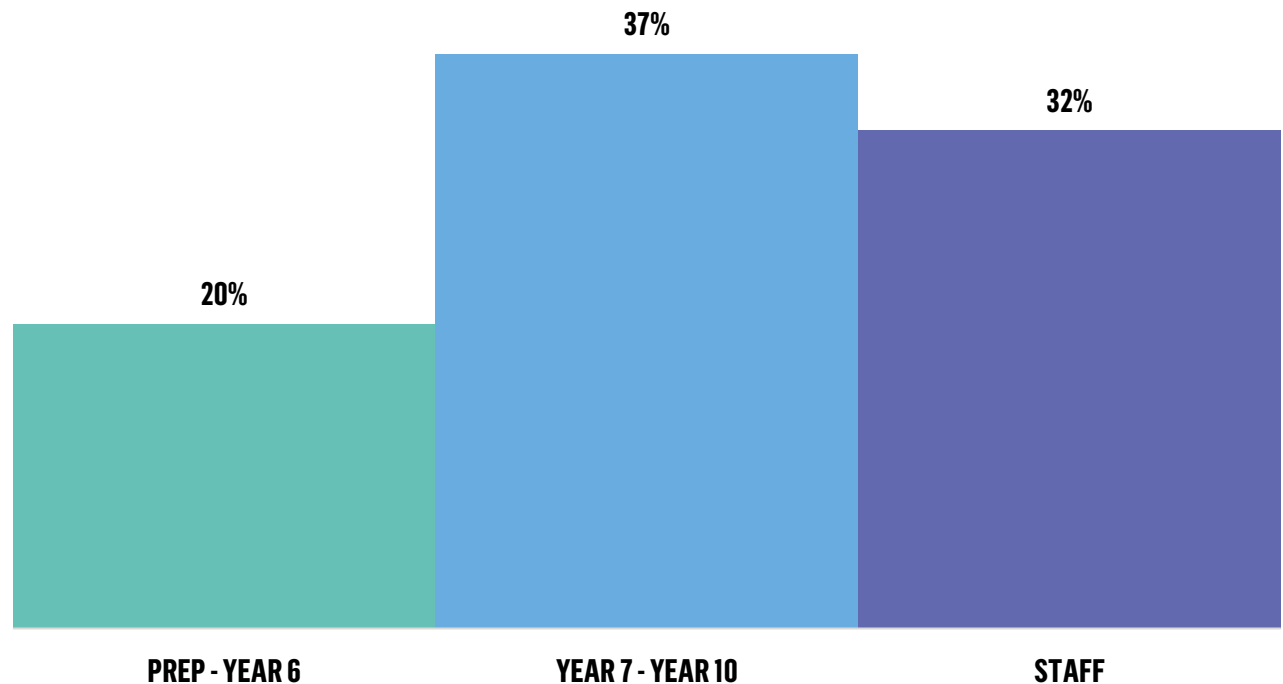
### Completion rates

**Figure 2** depicts the completion rates for the travel survey as a percentage of the total school population. It is important to note that due to academic constraints, both Year 11 and Year 12 were not required to complete the survey in light of VCE examinations.

The completion rates are as follows:

- Prep to Year 6 – 39 respondents (20 per cent).
- Year 7 to Year 10 – 147 respondents (37 per cent)
- Staff – 51 respondents (32 per cent)

**Figure 2: Breakdown of survey completion rates by cohort**



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# 1. INTRODUCTION & BACKGROUND

## HOME LOCATIONS - STUDENTS

### Background

Most students live within the Banyule City Council boundaries. The highest proportion of students reside in the suburb of Ivanhoe (16 per cent).

With many students residing near the school, there is an opportunity for mode shift from being driven to using green travel modes. This could focus on public transport options for students who travel above 1.2 kilometres to school and walking and cycling options for journeys under 1.2 kilometres. The table below indicates the percentage of students that live in neighbouring suburbs.

**Table 1: Prep – Year 6 home locations**

Suburb	Percentage
Ivanhoe	16%
Ivanhoe East	8%
Rosanna	8%
Bundoora	5%
Eaglemont	5%

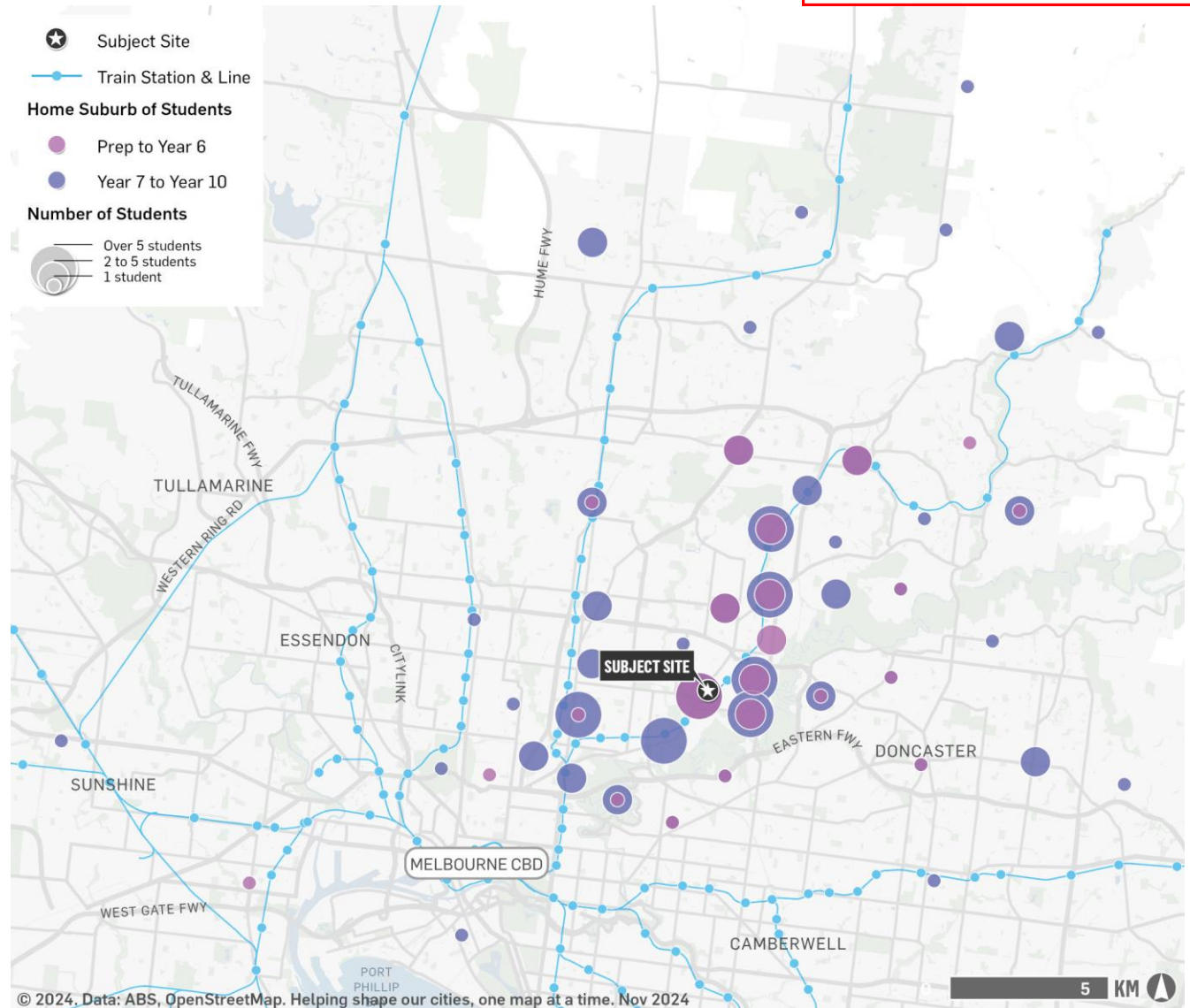
**Table 2: Year 7 – Year 10 home locations**

Suburb	Percentage
Ivanhoe	16%
Eaglemont	6%
Northcote	6%
Macleod	5%
Rosanna	5%

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**Figure 3: Student home locations**



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

# HOME LOCATIONS - STAFF

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## Background

A majority of staff reside in either Banyule or Darebin City Council, with the most common location being Ivanhoe (10 per cent). Many staff also live along the Hurstbridge and Mernda rail lines.

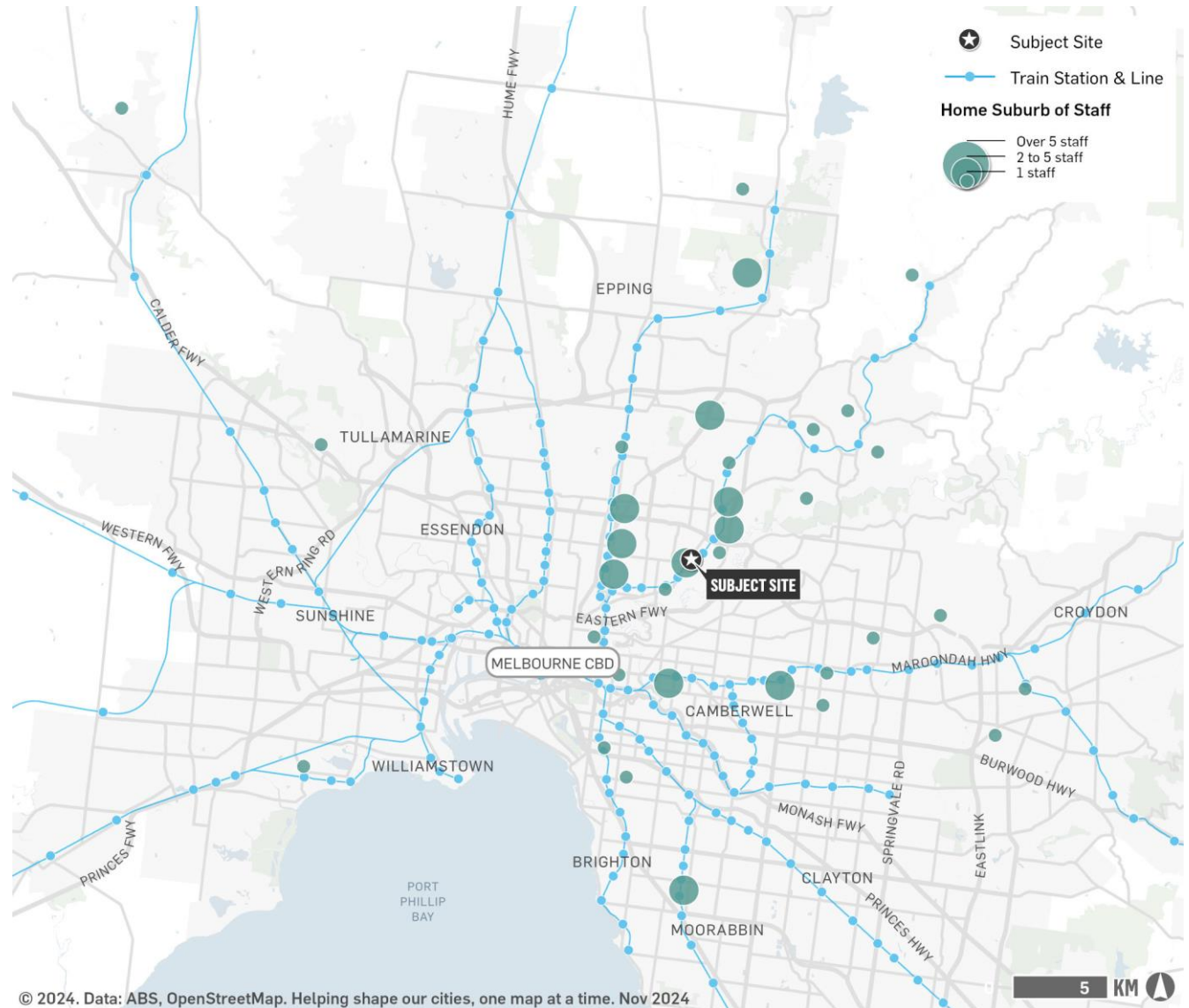
For those who live inside a two kilometre walking and cycling catchment and along the rail line catchment, enhanced walking and cycling connections could encourage a modal shift to more sustainable transport options.

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Table 3: Staff home locations

Suburb	Percentage
Ivanhoe	16%
Ivanhoe East	8%
Rosanna	8%
Bundoora	5%
Eaglemont	5%

Figure 4: Staff home locations



© 2024. Data: ABS, OpenStreetMap. Helping shape our cities, one map at a time. Nov 2024

Source: Urbis

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# 02

## EXISTING TRAVEL OPTIONS

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



## 2. EXISTING TRAVEL OPTIONS

# EXISTING TRAVEL INFRASTRUCTURE IMMEDIATELY SURROUNDING THE SCHOOL

### Available travel options

#### Active Transport

There is limited infrastructure for cycling to the site, with painted bicycle symbols provided along Noel Street, and Norman Street. It is noted, under Victorian law, children under 12 and adults accompanying them can legally ride on the footpaths.

All streets surrounding the site provide pedestrian infrastructure on both sides of the road i.e. Marshall Street, Noel Street, Upper Heidelberg Road, Norman Street and Sherwood Road.

The school has pedestrian entry gates along Noel Street and Marshall Street. A raised pedestrian crossing is provided on Noel Street near the school gates, approximately 70 metres south of Upper Heidelberg Road. A raised school crossing is provided on Marshall Street approximately 40 metres north of Sherwood Road, and a zebra crossing is provided on Norman Street approximately 30 metres west of Marshall Street. In addition, pedestrian operated signals are provided on Upper Heidelberg Road approximately 20 metres north of Noel Street. These facilities provide well-located, dedicated crossing facilities for students and staff walking to the School.

#### Car Parking

The school currently provides approximately 113 parking spaces on site, as follows:

- 36 spaces in a car park along the north-western boundary.
- 73 spaces in an internal car park accessed from Noel Street (including one accessible space)
- Four spaces accessed from the Right of Way bisecting the site.

Informal “kiss and drop” areas are provided on Noel Street and Marshall Street via two minute parking restrictions during school drop off and pick up times. Two accessible spaces are provided on Noel Street.

Figure 5: Travel infrastructure available at the school



Source: Urbis

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## 2. EXISTING TRAVEL OPTIONS

# EXISTING TRAVEL INFRASTRUCTURE IMMEDIATELY SURROUNDING SCHOOL

**1. TWO-MINUTE PARKING ZONE USED FOR DROP-OFF AND PICK UP ON MARSHALL STREET**



**2. PUBLIC BUS STOP ON NOEL STREET**



**3. ACCESSIBLE CAR PARKING SPACES ON NOEL STREET**



**4. RAISED PEDESTRIAN CROSSING ON NOEL STREET**



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## 2. EXISTING TRAVEL OPTIONS

# SUSTAINABLE TRANSPORT

### Public Transport

The School is well serviced by existing public transport services. **Table 4** lists the public transport services which run proximate to the site.

Ivanhoe Train Station is located within a 300 metre walk of the main School entrances on Noel Street, providing access to rail and bus services. Bus Route 510 also stops on Noel Street adjacent to the School, and Routes 510 and 548 stop on Upper Heidelberg Road within a 150 metre walk of the School gates on Noel Street.

**Table 4: Proximate public transport services**

Mode	Route	Description
Train	Hurstbridge Line	Ivanhoe Train Station
Bus	510	Essendon Station – Ivanhoe Station via Brunswick & Northcote & Thornbury
	548	Kew (Cotham Road) – La Trobe University via Bundoora
	549	Ivanhoe – Northland via Oriol Road

Source: Public Transport Victoria



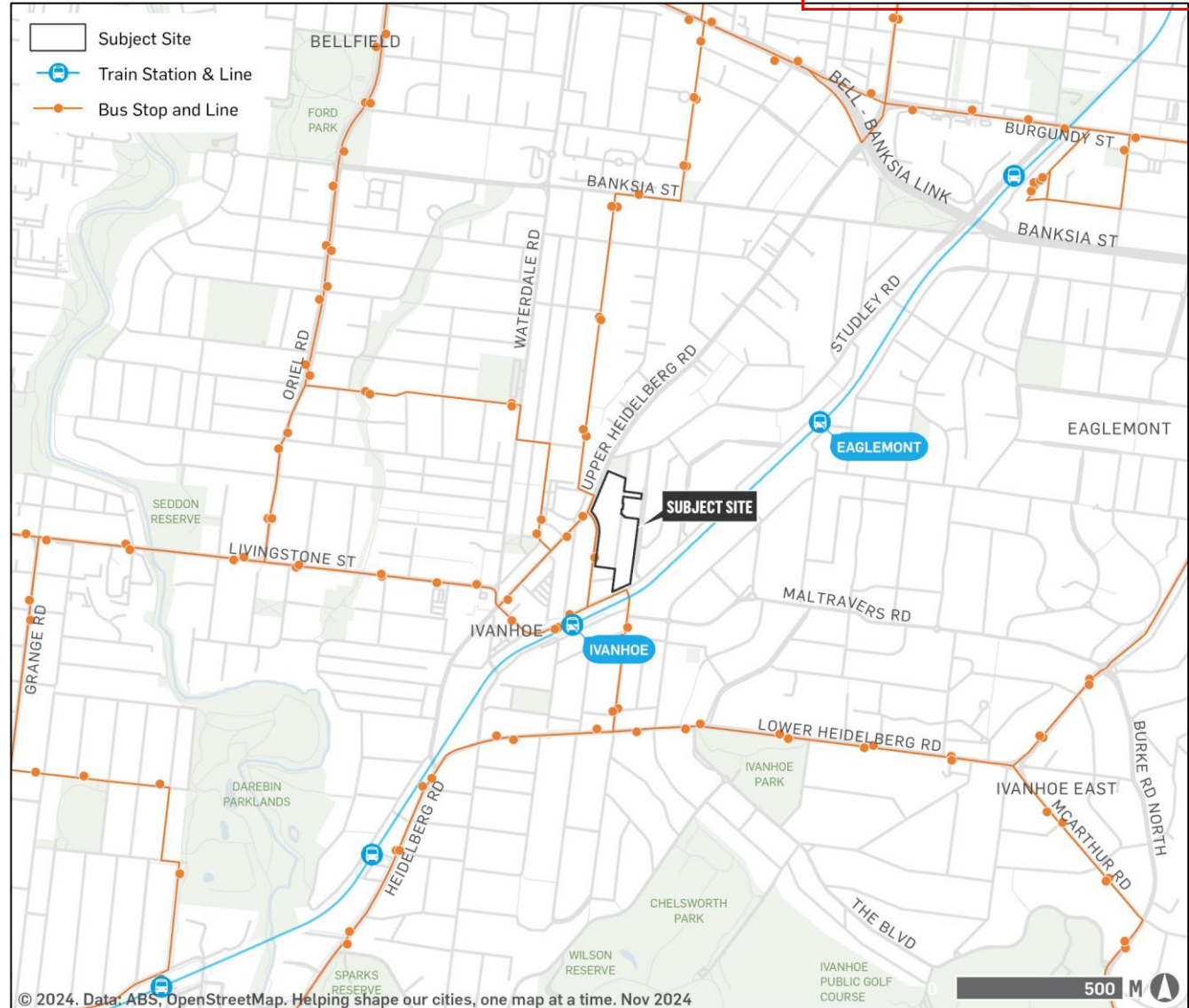
### INSIGHT

Ivanhoe Station provides a useful transport hub for students and teachers living inside a 30-minute public transport catchment.

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**Figure 6: Public transport network**



Source: Urbis

# SUSTAINABLE TRANSPORT

### School Bus Services

The School also operates its own chartered bus service for students, servicing the suburbs to the north and east of the site. The buses pick up and drop off students directly in front of the School on Noel Street (at the same location as the public bus stop).

The service runs on a bus pass system whereby students (or their parents) can purchase an ongoing travel pass (on a semester-by-semester basis) or a casual pass (allowing ten rides).

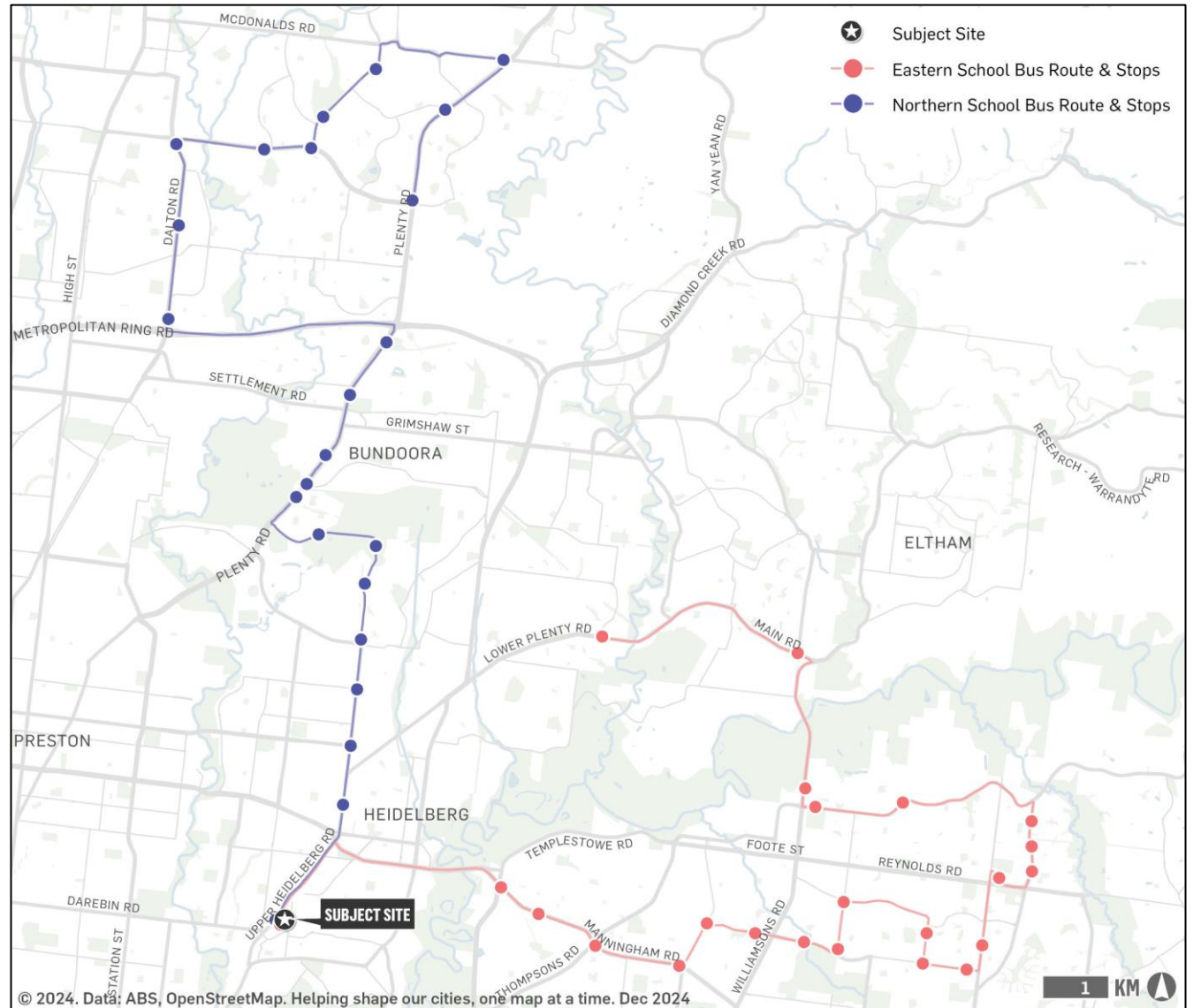
The School operates one inbound service on each route for the AM School drop off, and one outbound service on each route for the PM School pick up.

The School has advised that these bus routes are subject to change, with routes adjusted annually to meet demand. The routes shown in **Figure 7** are the current routes at the time of writing this Plan.

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Figure 7: School-operated bus network



Source: Urbis

# SUSTAINABLE TRANSPORT

## 30-minute public transport catchment

IGGS's location near public transport networks presents a key opportunity in relation to green travel. As shown in **Figure 8**, the 30-minute public transport catchment covers bus routes that service the School as well as rail services from Ivanhoe Station, located approximately 300 metres to the southwest.

Of those who participated in the travel surveys, 80 per cent of students and 50 per cent of staff live within a 30-minute public transport catchment. This represents a significant opportunity for uptake in public transport usage.

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## Staff and Students living within 30-minute public transport catchment

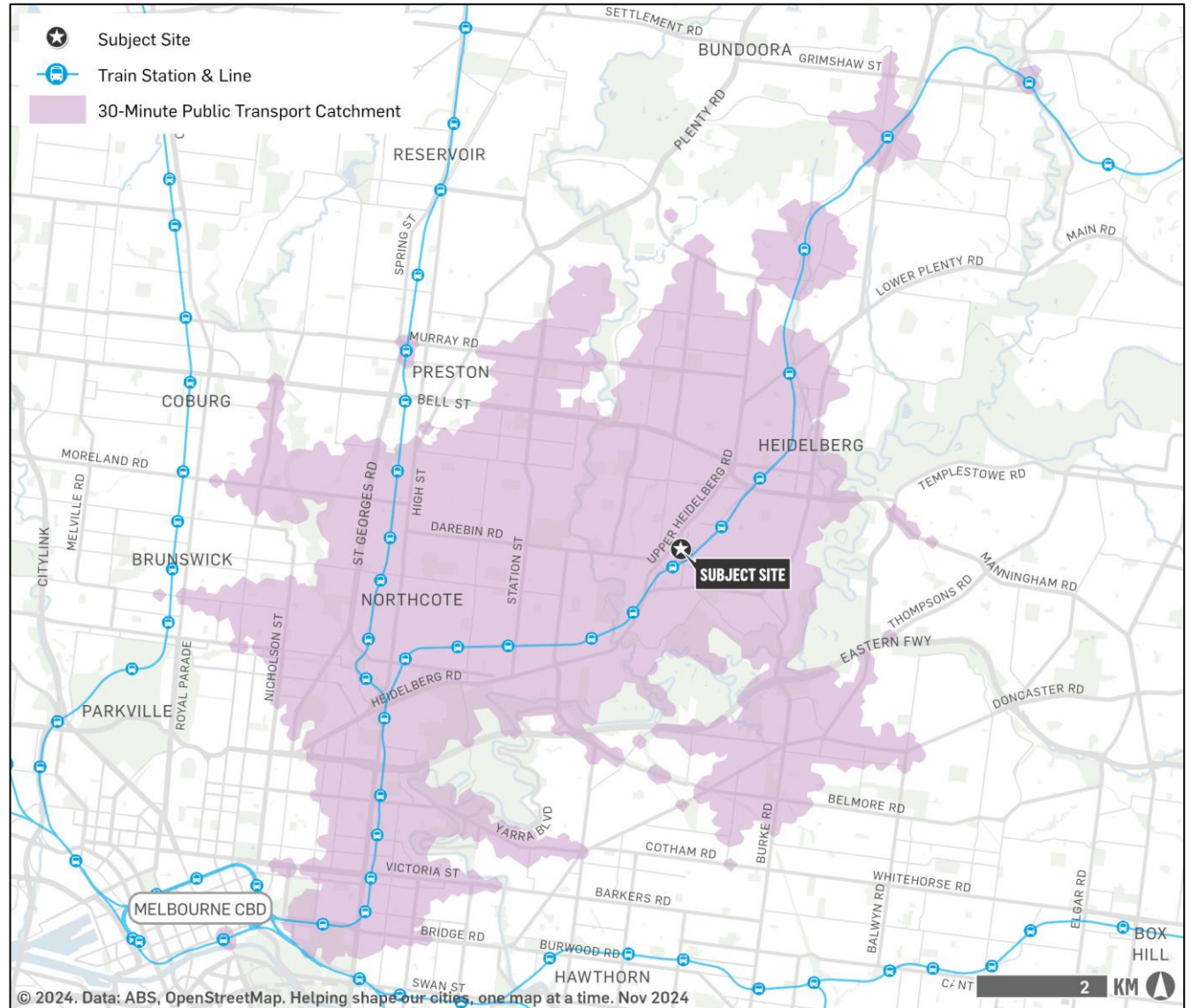
**50%**  
OF STAFF LIVE WITHIN A 30-MINUTE PUBLIC TRANSPORT CATCHMENT

**80%**  
OF STUDENTS LIVE WITHIN A 30-MINUTE PUBLIC TRANSPORT CATCHMENT

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

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Figure 8: 30-minute public transport catchment



Source: Urbis



# SUSTAINABLE TRANSPORT

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### Walking Catchment

Figure 9 shows the walkable catchment from the School.

The 400m catchment represents an approximate five-minute walk for most people. As shown, Ivanhoe Station falls within this catchment, alongside a number of residential areas.

The 800m catchment typically represents a “short trip” (as defined by the Department of Transport and Planning) and encompasses a wider residential area. It is considered “walkable” for primary school aged children and would likely be attractive to parents who would walk to drop-off and pick-up their children (if they have the capacity to do so).

The 1.2 kilometre catchment is considered to be a fairly standard walking distance for high school students. This catchment encompasses the majority of the suburb of Ivanhoe and parts of East Ivanhoe and Eaglemont.

### Staff and students within a 1.2 kilometre walking catchment

**16%**

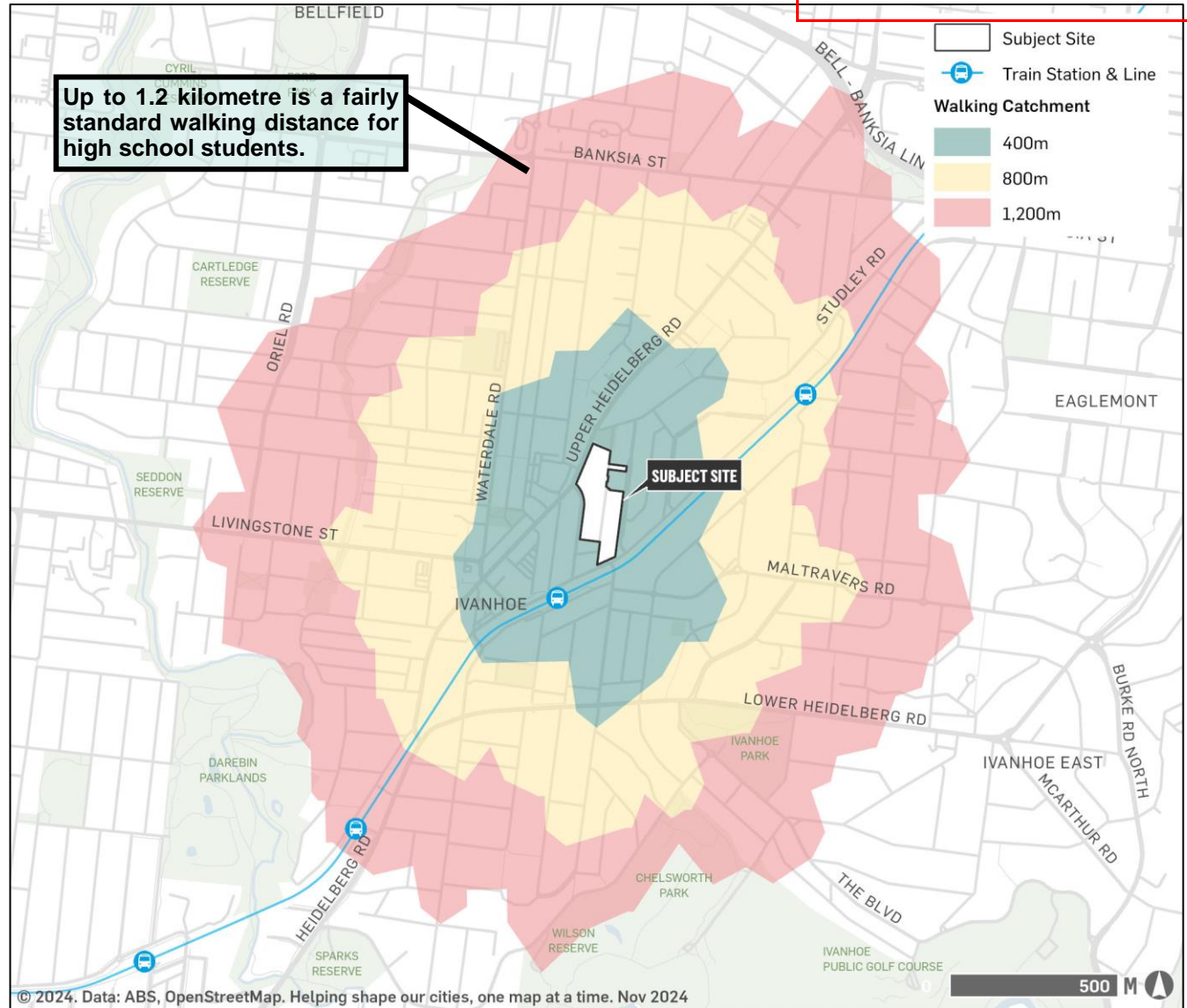
OF STUDENTS LIVE WITHIN THE IVANHOE SUBURB AND MOST OF THESE WILL BE IN 1.2 KILOMETRE WALKING CATCHMENT

**10%**

OF STAFF LIVE WITHIN THE IVANHOE SUBURB AND MOST OF THESE WILL BE IN 1.2 KILOMETRE WALKING CATCHMENT

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

Figure 9: Walking catchments



Source: Urbis

## 2. EXISTING TRAVEL OPTIONS

# SUSTAINABLE TRANSPORT

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### Cycling Catchment

Cycling catchments from the school are shown in **Figure 10**. The five-kilometre cycling catchment extends to Kew in the south, Macleod in the north, Northcote in the west and Bulleen in the east. This catchment is considered readily cyclable for staff and secondary school-aged students, whilst the 1.5 kilometre cycling catchment is considered cyclable for primary school-aged students.

Whilst these catchments serve a high proportion of students and staff, there are some challenges associated with the network:

- No safe or attractive bicycle infrastructure directly serving the School
- Limited off-road infrastructure in close proximity to the School
- Limited green travel infrastructure linking the School with surrounding destinations (such as the Ivanhoe Town Centre or Ivanhoe Station).

### Staff and students within cycling catchment

# 42%

OF PREP-YEAR 6 STUDENTS LIVE WITHIN A 1.5 KILOMETRE CYCLING CATCHMENT

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

# 74%

OF YEAR 7-10 STUDENTS LIVE WITHIN A FIVE KILOMETRE CYCLING CATCHMENT

# 46%

OF STAFF LIVE WITHIN A FIVE KILOMETRE CYCLING CATCHMENT

Figure 10: Cycling catchments



Source: Urbis

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**03**

# TRAVEL BEHAVIOUR

This chapter discusses how students and staff get to IGGS and their preferred travel modes.

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Ivanhoe Girls' Grammar School  
Performing Arts Centre

# HOW DO STUDENTS TRAVEL TO SCHOOL?

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### Background

The online survey conducted to gain insights into travel behaviour at IGGS has been split into two separate student cohorts. These include Preparatory to Year 6 and Year 7 to Year 10. Data from the primary cohort was completed by parents/guardians whilst the secondary cohort undertook the survey themselves.

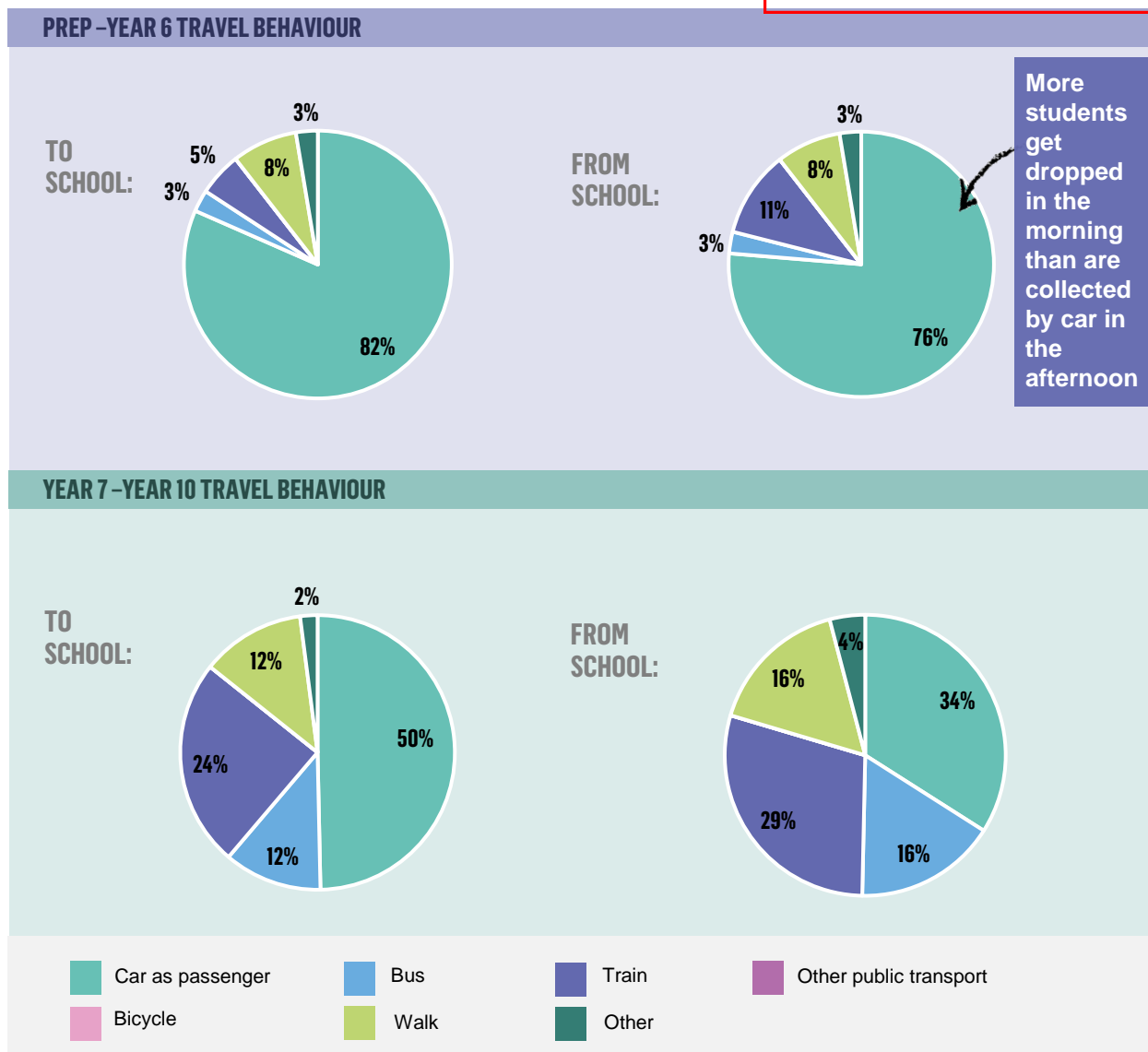
With travel choice often being influenced by a child's age, this cohort split serves to allow for a better understanding of the behaviour and reasons behind student trips to and from IGGS.

### Student travel behaviour

Using a car as a passenger to and from school is the most common form of travel for students in Prep to Year 6, as indicated in **Figure 11**. Survey results show that there is a six per cent decrease in being driven home from school compared to travelling to school for the same cohort. This change aligns with an afternoon increase in the use of the train, indicating that parents/caregivers may drop students to school via car on their way to work but are comfortable with their child catching the train home.

For students in Year 7-10, survey results indicate a much more diverse range of travel behaviour across different transport modes. Car use is still the most common form of travel to and from school at 50 per cent and 34 per cent respectively. Similar to the primary cohort, this mode of travel sees a significant decrease in use of 16 per cent when commuting from school. The use of the train, bus, and active travel all increase in the afternoon in line with this trend.

Figure 11: Student travel behaviour to and from school



# STUDENT CAR USE IN MORE DETAIL

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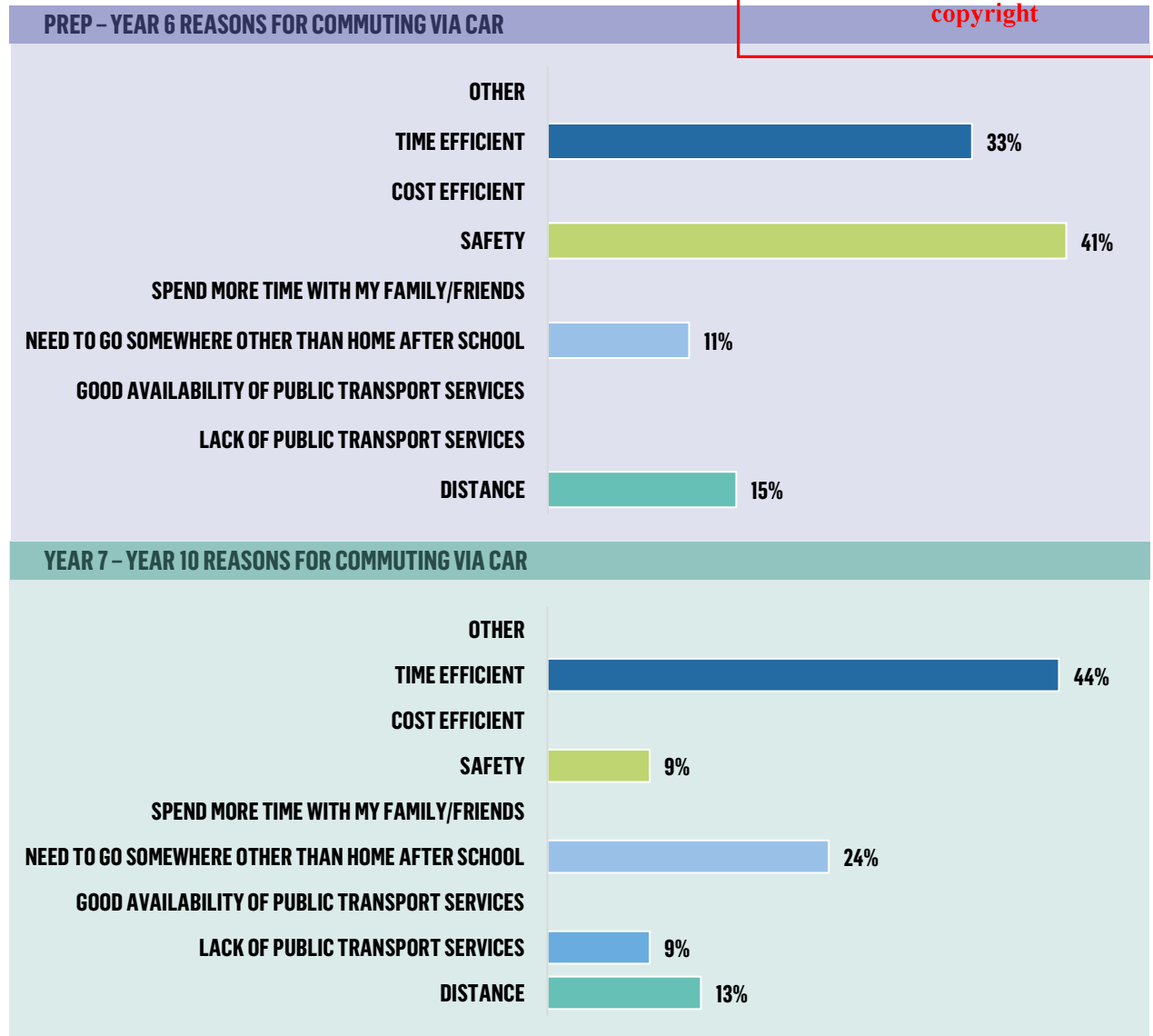
**Insights**

The travel survey asked students who commute via car why they chose this form of transport. **Figure 12** illustrates the responses received, helping to gain more detailed insights into the reasons behind this choice.

For parents of students in Prep – Year 6, safety was a significant factor influencing the use of active and public transport (41 per cent). Year 7-10 results in this category were far lower at nine per cent. As such, this trend can be seen as a potential opportunity where implementing safer and more accessible options to green travel for younger students can help encourage more sustainable travel patterns.

Amongst students, time efficiency was also a significant factor influencing travel behaviour. This was indicated by 33 per cent and 44 per cent of junior and senior cohort respondents who chose to commute via car to IGGS. In line with this, nine per cent of Years 7-10 students reported that there was an overall lack of public transport to and from the senior school. Investigations into the frequency and route of these services in relation to student home locations could help to make this option more convenient and desirable.

Figure 12: Primary and secondary cohort car use reasoning



### 3. TRAVEL BEHAVIOUR

# OPPORTUNITIES TO INCREASE SUSTAINABLE TRAVEL FOR STUDENTS

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#### Carpooling appetite

Carpooling is an efficient and sustainable form of travel that provides suitable and convenient access to and from school for students who may live in diverse locations with limited public transport availability.

To better understand the appetite for carpooling at IGGs the survey asked if students would be interested in using this form of travel.

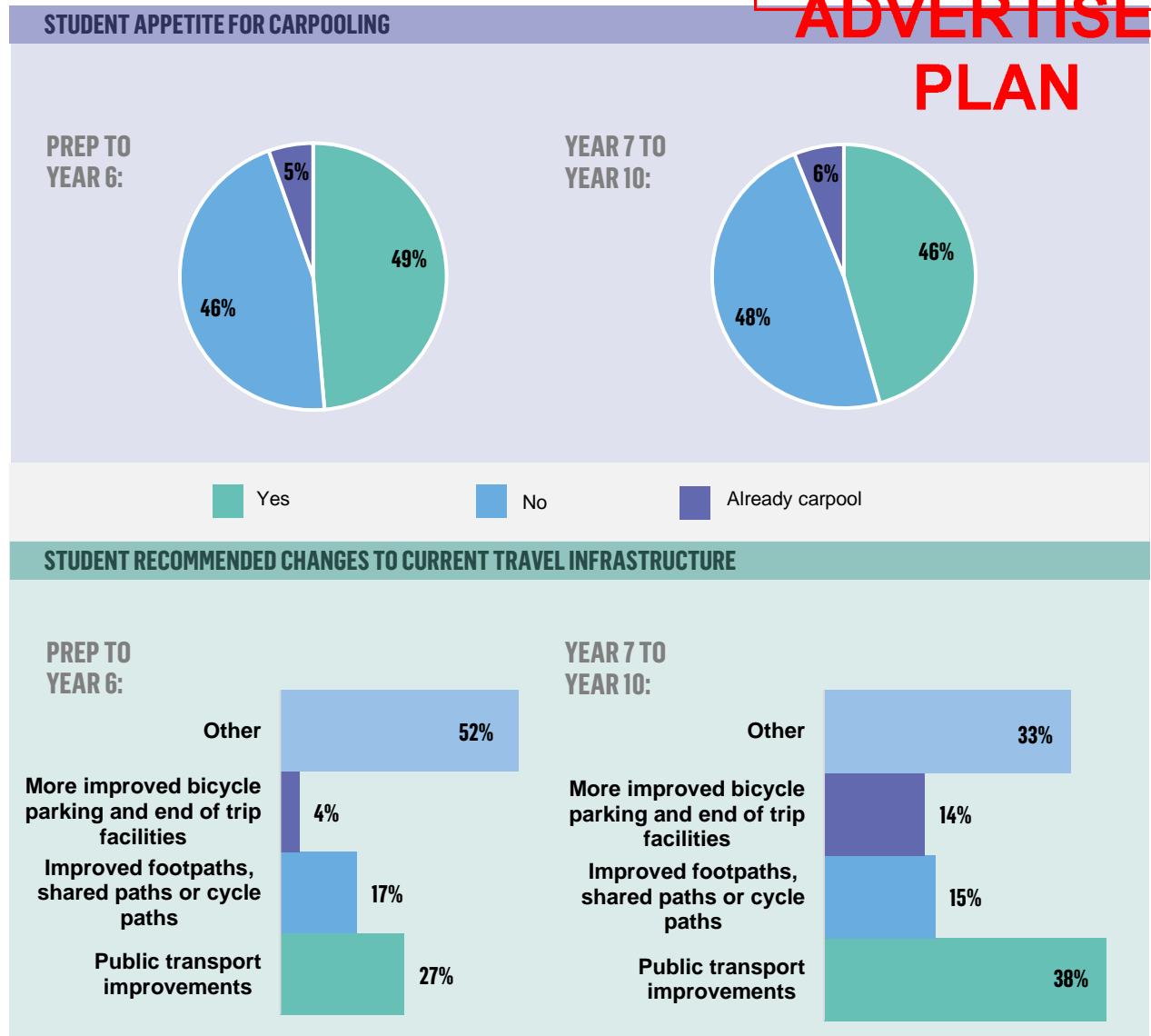
Both primary and secondary cohorts indicated strong interest, as shown in **Figure 13**. With reference to clustered home locations on **page 9**, the school can help to inform parents of other families who are interested in carpooling and further encourage this uptake in more sustainable travel methods.

#### Travel infrastructure changes

The travel survey also asked students what changes they would like to see that would help them use sustainable travel more often. These results were largely similar across both cohorts with **Figure 13** showing that public transport improvements was one of the leading recommendations. Improvements to footpaths and surrounding active travel routes was also a key response where upgrades in this area could assist in making the travel choice safer and more available to younger school students. Insights from the “Other” response option included the following:

- Student supervision at Ivanhoe Station.
- More locker storage for student belongings.
- Public transport routes to be more closely aligned to home locations.

Figure 13: Student mode share appetite



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# HOW DO STAFF TRAVEL TO SCHOOL?

## Existing staff travel behaviour

With reference to the proposed upgrades to IGGS's campus, understanding the existing travel behaviour of staff is essential in successfully managing school travel and its impact on the surrounding community.

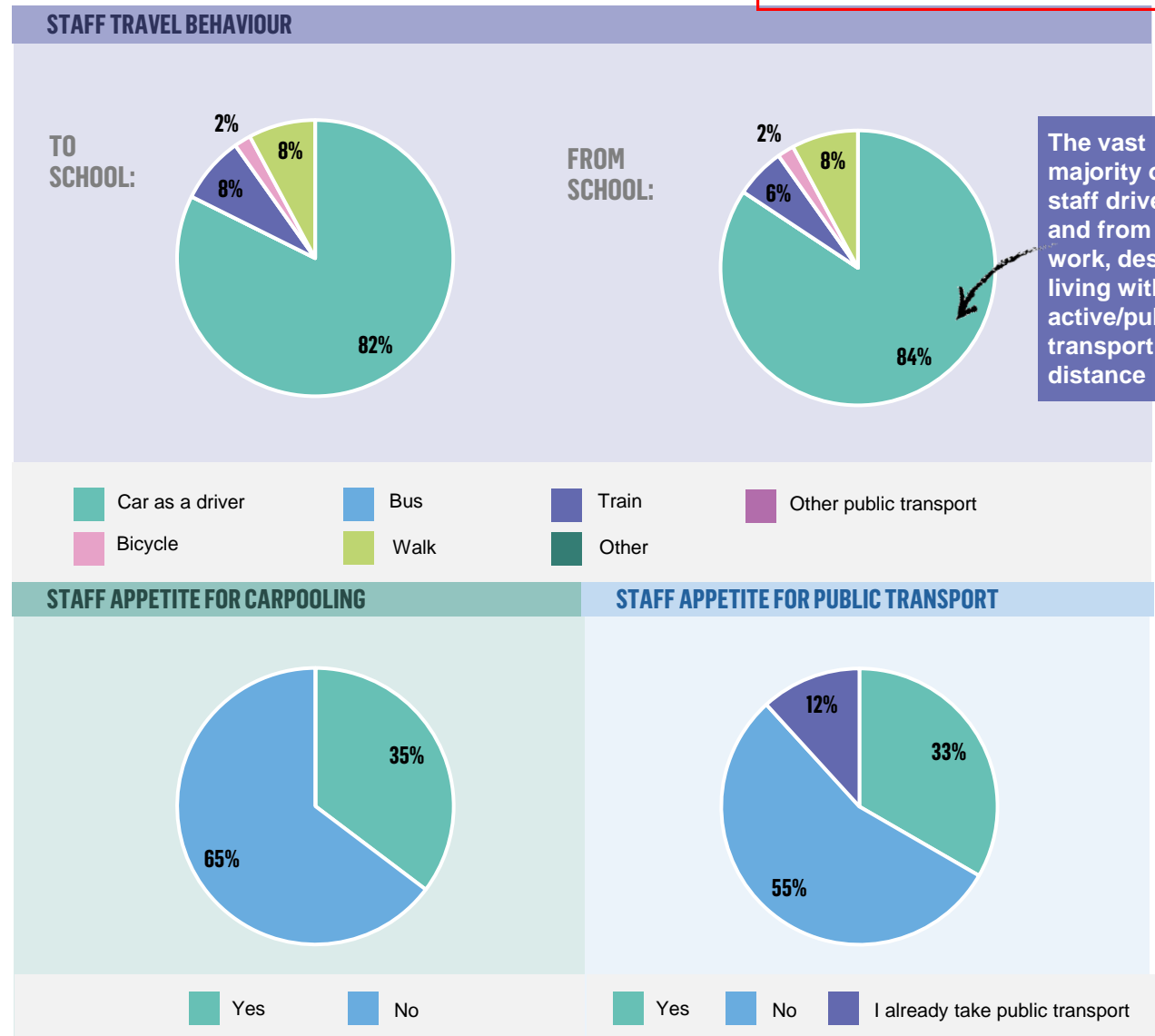
Staff at IGGS predominately drive in a car to and from school as illustrated in **Figure 14** (82 per cent and 84 per cent respectively). Despite over 17 per cent of staff residing within a 1.2 kilometre walkable catchment of the school, just eight per cent recorded using this form of travel. Train use was also relatively low amongst staff (eight per cent and six per cent) even though 50 per cent live within a 30-minute public transport catchment.

## Appetite for sustainable travel

Whilst current rates of public transport use are low, staff have recorded a keen interest (33 per cent) in using it as an alternative form of transport. By informing staff of public transport options that are available to them, in line with the travel behaviour initiatives in **Section 4**, this trend could be successfully realised.

Although the availability of public and active transport is accessible for some staff it is important to recognise that car use can still be a necessary means of travel for others. The use of carpooling arrangements is a more sustainable response to this which still allows for convenient and efficient trips to and from the school. Of those surveyed, 35 per cent indicated that they would be open to carpooling with other staff members in the future presenting a strong opportunity to reduce the pressure on car parking demand at IGGS.

Figure 14: Staff travel behaviour to and from school



### 3. TRAVEL BEHAVIOUR

## OPPORTUNITIES TO INCREASE SUSTAINABLE TRAVEL FOR STAFF

#### Factors influencing car use

To understand opportunities to increase sustainable travel, staff were asked to provide reasons why they chose to commute to and from IGGS via car.

A significant majority (46 per cent) recorded that driving was time-efficient with a further 24 per cent noting that distance was the reason for choosing to travel by car.

In relation to public transport use, 12 per cent mentioned that the services and frequencies were currently limited with a further 10 per cent stating that they needed to go somewhere other than home directly after school, leading them to travel by car.

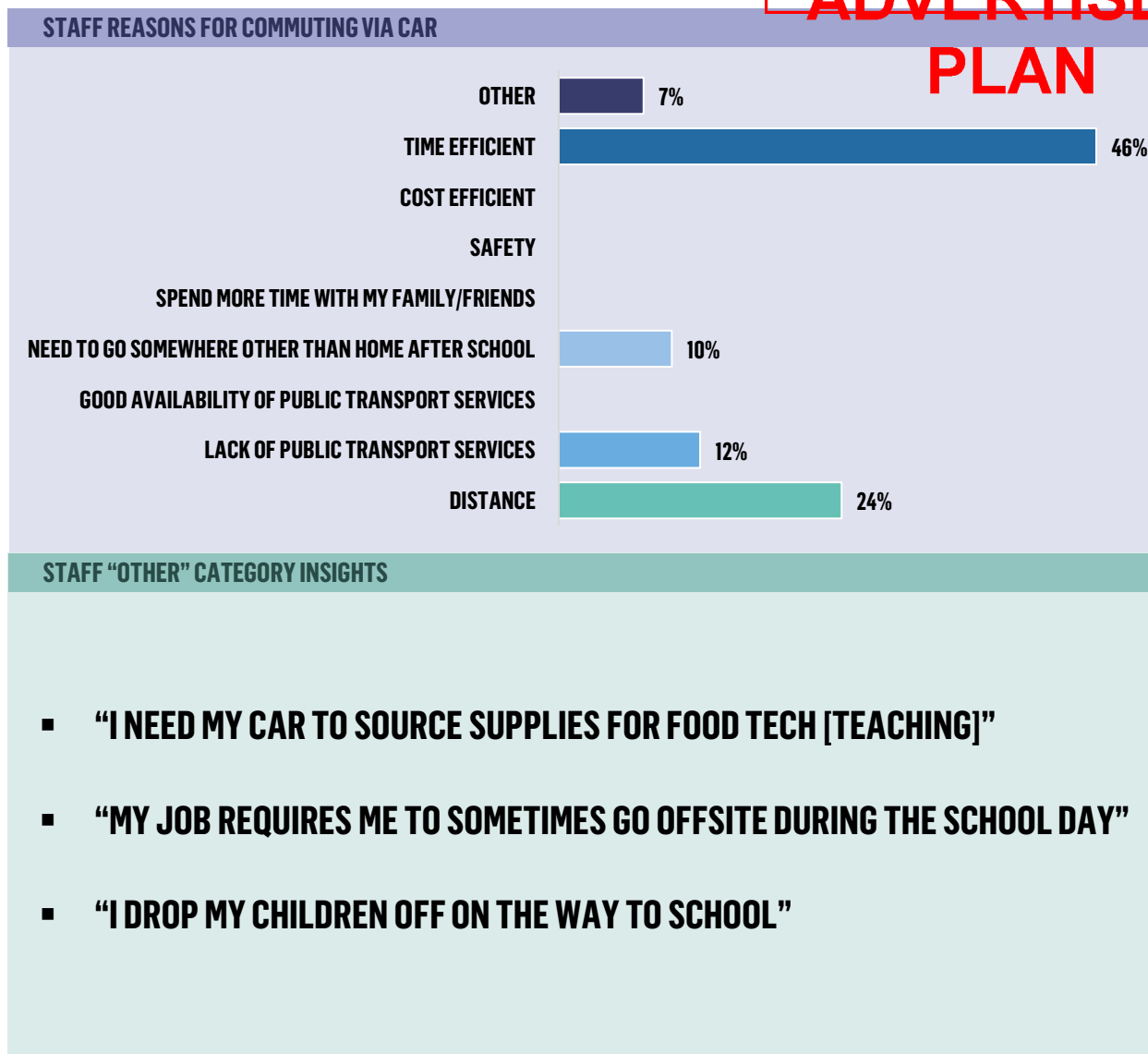
The “other” category in the survey allowed staff to enter individual responses based on their own situation. Trends in this category have been grouped and are illustrated in **Figure 15**. Of these, family and school commitments relating to meetings off-site and teaching requirements were the main factors influencing car use amongst staff.

#### Opportunities

The following opportunities have been developed to encourage more sustainable travel behaviour for staff members:

- Provide access to a business car share subscription that can be used for staff to attend offsite meetings and personal emergency situations.
- Review of items that teachers are required to carry to and from school and/or provide dedicated storage spaces for these at the school.
- Align internal meetings and training, and group staff requirements to better assist teachers in commuting together.

Figure 15: Staff car use reasoning



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### 3. TRAVEL BEHAVIOUR

## SUMMARY OF ISSUES



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### CAR USE

- A significant proportion of Prep – Year 6 students are driven to School, despite approximately 42 per cent living within a five kilometre cycling catchment and 16 per cent living within a 1.2 kilometre walking catchment. Safety concerns are the primary reason for this behaviour.
- A significant proportion of staff drive to and from the School, despite living within active/public transport distance.

### RESULTING IN:

- Significant pick-up demand was observed on Marshall Street (near the Junior School), including some double parking and vehicle queuing back to the Sherwood Road intersection for a short period (peaking approximately 5-10 minutes). This contributes to poor road safety outcomes for pedestrians and bike riders.
- Vehicles were observed parking within the two-minute spaces on Marshall Street for longer than permitted during school pick-up, resulting in poor driver behaviour such as double parking.
- Some vehicle queuing and congestion was observed on Noel Street near Upper Heidelberg Road (see **Figure 16**).

### CYCLING INFRASTRUCTURE

- There is no safe and attractive cycling infrastructure in the vicinity of the School.
- The wider cycling network is disjointed and does not provide safe and attractive connections to key destinations, including IGGS and the Ivanhoe Town Centre.
- The provision of informal shimmy routes on Council collector roads (such as Noel Street and Marshall Street) only caters to confident cyclists, and likely not school-aged children.

### RESULTING IN:

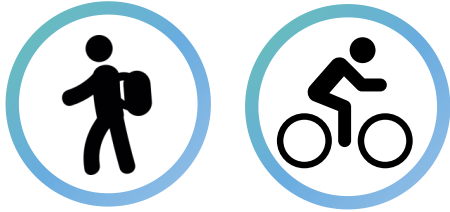
- Of the survey participants, zero students and two per cent of staff ride their bike to School, confirming the significant lack of safe and attractive cycling infrastructure.
- This may contribute to establishing prolonged car-dependant behaviour amongst students.

Figure 16: Vehicle queuing on Noel Street near Upper Heidelberg Road



Source: Urbis

## SUMMARY OF OPPORTUNITIES



### WALKING AND CYCLING

- Ivanhoe Station is located 300 metres to the southeast of IGGS and is situated within the five minute walking catchment. It provides a high level of accessibility to green travel modes for a significant proportion of students and teachers who live locally.
- Children under the age of 12 and adults accompanying them can legally ride on footpaths. The vast majority of streets surrounding the school have footpaths on them that provide a local cycling connection.
- **Currently, 42 per cent of primary students, 38 per cent of secondary students and 25 per cent of staff members live within a 1.5 kilometre cycling catchment. Reasonable opportunities exist to increase the current rates of cycling to align with this trend.**



### PUBLIC TRANSPORT

- There are a range of bus stops within close walking proximity to IGGS. This includes near Ivanhoe Station, along Noel Street, and on Upper Heidelberg Road. These provide a strong north and east-west public transport connection for staff and students.
- Ivanhoe Station provides a fast and reliable public transport option that connects to key suburbs which staff and students reside in. Further to this, the Hurstbridge route provides a direct connection to Melbourne's CBD.
- **Currently, 82 per cent of primary students, 80 per cent of secondary students and 46 per cent of staff live within a 30-minute public transport commute. This is significantly higher than the proportion of staff and students who currently commute via public transport to school.**



### CAR USE

- Staff off-site meetings and external commitments present an opportunity for the school to join a commercial car share program. This would allow convenient access to these events without the need for personal car use.
- There is a strong interest (35 per cent) of staff members to commute together to school via a carpool arrangement. The creation of a registration list that specifies desired end destinations could streamline this travel option, making it easier and more efficient for staff to travel with people who live near each other.
- Staff members have also noted they are required to source supplies for their classes on their way to school making active and public transport use inconvenient. A review of this requirement would reduce the necessity on car use and allow for staff to use more sustainable travel modes.

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# 04

## TRAVEL BEHAVIOUR INITIATIVES

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

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## 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 (implement in the short-term)

Encouraging / Informing

Produce a Transport Access Guide (TAG) to inform students, staff and parents/guardians of their travel options to the school, including refreshers on the benefits of walking and cycling and access to the free public transport options available for students.	
Ensure the TAG provides information about active transport options ( e.g. key crossing locations and cycling on footpath options) and public transport options (e.g. timetables and student pass or child myki options)	
Ensure the TAG provides information on carpooling initiatives and parking management options.	
Update the school website to ensure the TAG is accessible to staff. Distribute accordingly to parents/guardians including via the school newsletter.	
Use the TAG as part of the school enrollment pack to set expectations regarding school travel, particularly as new year groups join IGGS.	
Promote the use of 'kiss and drop' activity, particularly during school pick-up periods by working with council to formalise kiss and drop spaces with updated signage on Marshall Street.	
Participate in activities that promote active travel such as <i>National Ride2School Day</i> and <i>Walk to School Day</i> in March and May respectively.	
Measure behaviour, record data and inform students at the start of each year about the school's trends in travel modes.	



#### INSIGHT

A Transport Access Guide (TAG) is a concise presentation of how to reach a site using sustainable transport modes. It is similar to a Council TravelSmart map, however targeted for a specific site or audience.

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### 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 (implement in the short to medium-term)

Intervening

Establish a 'Traffic and Road Safety' subcommittee that acts to manage and review any initiatives and road safety measures that are implemented by IGGS, including working with Council to:

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



Work with council to undertake a 'Safe Routes to School' assessment of IGGS to further understand the transport network issues and opportunities.



Provide incentives to staff who use sustainable transport modes including subsidised public transport fares, rebates for bicycle, e-bike or other micromobility purchases, and/or reservation of a portion of on-site car parking for car pooling vehicles.



Develop an internal e-bike or micromobility share program for staff use to allow them to "try before you buy"

Organise carpooling initiatives for staff and parents, using online platforms or groups which help families connect and arrange carpooling with others that live nearby.



Provide an incentive (financial or otherwise) for staff who are not allocated a car parking space.



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



Identify areas that are currently not serviced, underutilised, or have inefficiencies within the public bus network. Implement additional school bus route services to bridge these gaps through optimising services and enhancing coverage. This could also include aligning the school bus to bell times and co-curricular activities to ensure that the students' needs are met.



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



Provide bike safety and maintenance workshops and road safety education for students through incorporation into the school curriculum. This could include IGGS inviting transport 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.



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### 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 (implement in the medium to long-term)

Penalising

Issue alerts to the school community via social media and newsletters on appropriate locations for private vehicle school drop off and pick up locations.



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



Work to remove some areas on-site car parking to restrict staff motor vehicle usage and reallocate the areas to other uses (for example, enhanced landscaping).



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### LEGEND

#### INITIATIVES UNDERTAKEN BY

 SCHOOL

 SCHOOL / COUNCIL

 COUNCIL / POLICE

#### INITIATIVES DESIGNED TO

 REDUCE CAR USE

 INCREASE CARPOOLING

 INCREASE WALKING

 INCREASE CYCLING

 INCREASE BUS USE

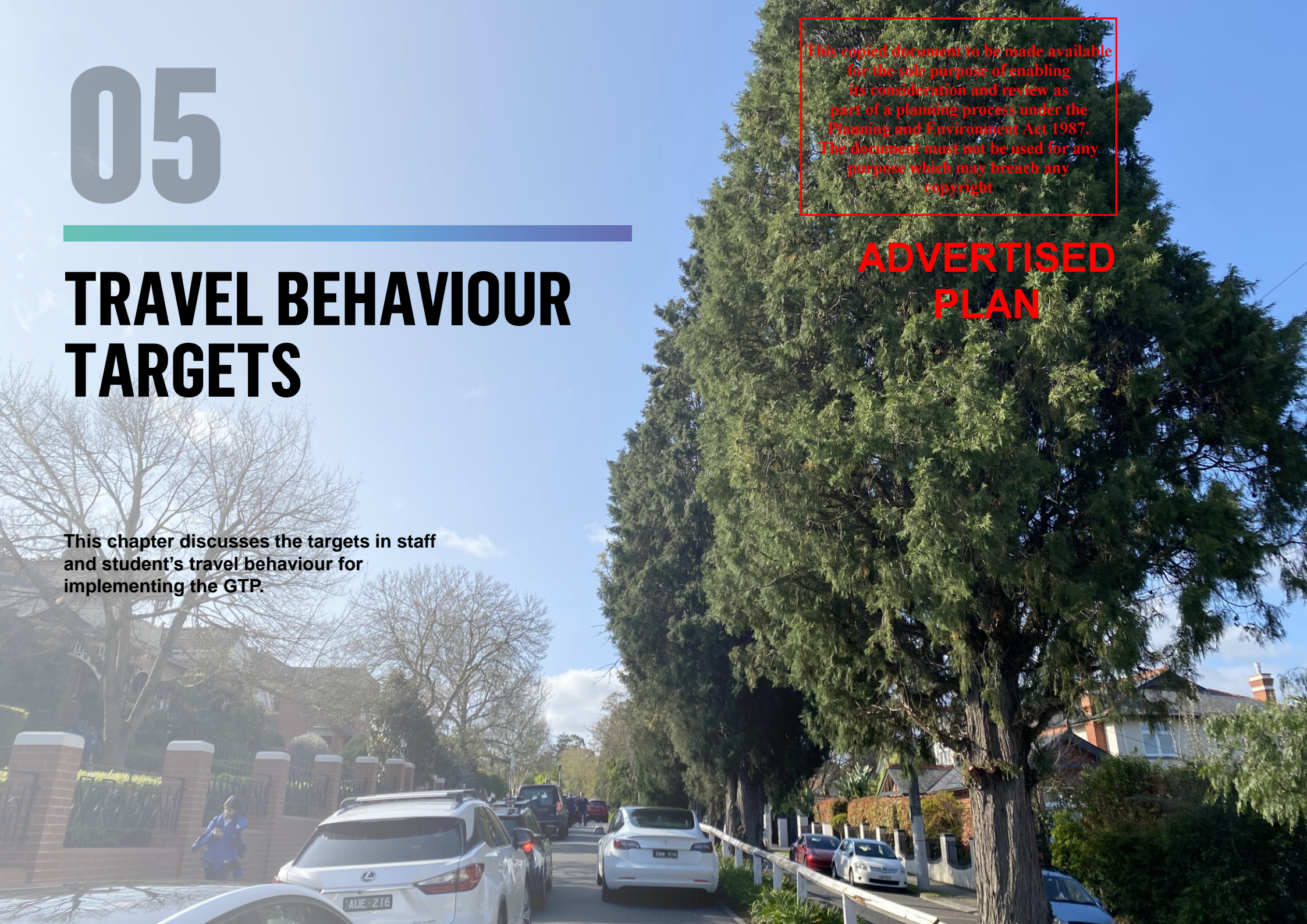
# 05

## TRAVEL BEHAVIOUR TARGETS

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

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# TRAVEL BEHAVIOUR TARGETS - STUDENTS

## Detailed Student travel behaviour targets

A primary objective of this travel plan is to reduce car trips and support alternative and sustainable travel mode targets. The following principles underline these travel options. The initiatives detailed in this report will bring about a change in travel behaviour as parking is tightened and other modes of transport become more available and accessible.

The current and future mode splits for students are illustrated in **Figure 17**.

### Active transport

- A modest target of 12 per cent active transport use has been set for primary school students and 16 per cent for Years 7-10. This is an increase of four per cent per cohort and is considerate of those who live close to the school and the young age of some of these students and their safety.

### Car Use

- Currently, 50 per cent of the students in Years 7-10 are driven to school. A target of 41 per cent has been set for this cohort through increases in public transport use.
- It is recommended that the largest gains can be made in the use of the bus and train, especially for students that live close to IGGS and are located near key public transport routes.



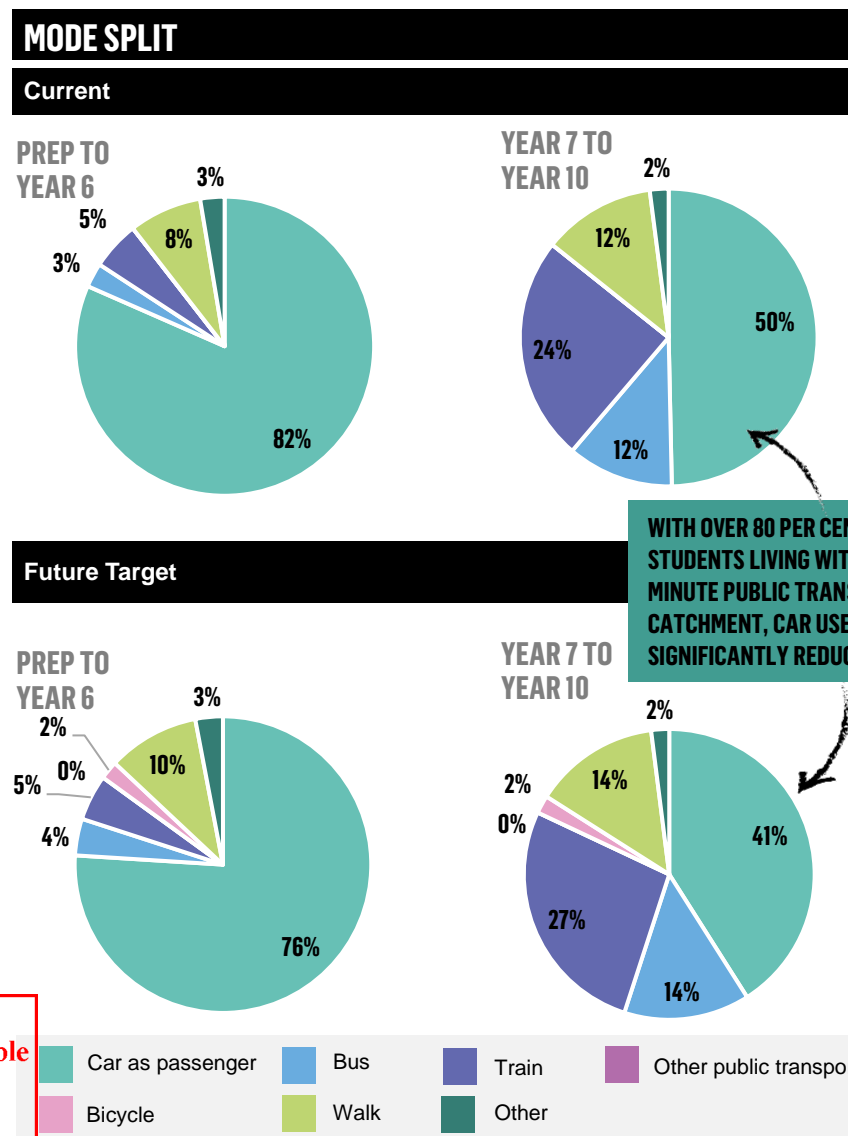
### INSIGHT

Mode splits to school were assessed as there is already a higher proportion of sustainable transport use returning home from school. Targeting mode use to school will also help influence the sustainable travel behaviours of the students on their way back home.

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Figure 17: Current and future transport mode split targets for Students



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.

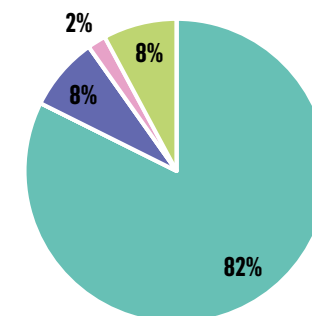


# TRAVEL BEHAVIOUR TARGETS - STAFF

Figure 18: Current and future transport mode split targets for Staff

## MODE SPLIT

### Current



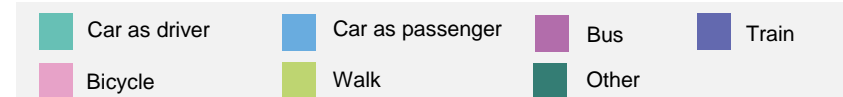
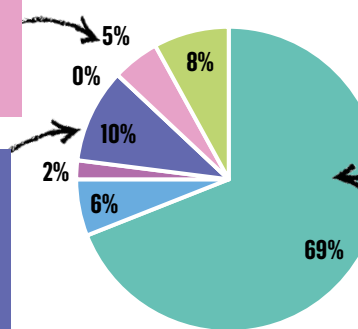
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### Future Target

TARGET FOR CYCLING USE CAN BE INCREASED TO 5 PER CENT WITH INITIATIVES AND OPPORTUNITIES AVAILABLE FOR STAFF

WITH 50 PER CENT OF STAFF LIVING WITHIN A 30-MINUTE PUBLIC TRANSPORT CATCHMENT, TARGETS CAN BE SET AT 10 PER CENT USING THE TRAIN AND 2 PER CENT USING BUSESSES.

A 6 PER CENT CARPOOLING TARGET CAN HELP REDUCE PARKING DEMAND AT THE SCHOOL



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.

### Detailed Staff travel behaviour targets

The proposed upgrades to the IGGS campus will see a net reduction in car parking spaces. By implementing travel behaviour initiatives future mode split targets that aim to reduce private vehicle demand on the school and local streets can be achieved.

These current and future mode splits are illustrated in Figure 18. The following principles underpin these travel targets.

#### Active transport

- Currently, 46 per cent of staff live within a five kilometre cycling catchment.
- A future cycling target of five per cent is therefore achievable with consideration of a review of the school's end-of-trip facilities.

#### Public Transport Use

- Currently, no staff use the bus to commute to school. This presents a significant opportunity especially when referenced to the 50 per cent of staff members that live within a 30-minute public transport catchment.
- A target of 12 per cent public transport use has been set to address this.

#### Car Use

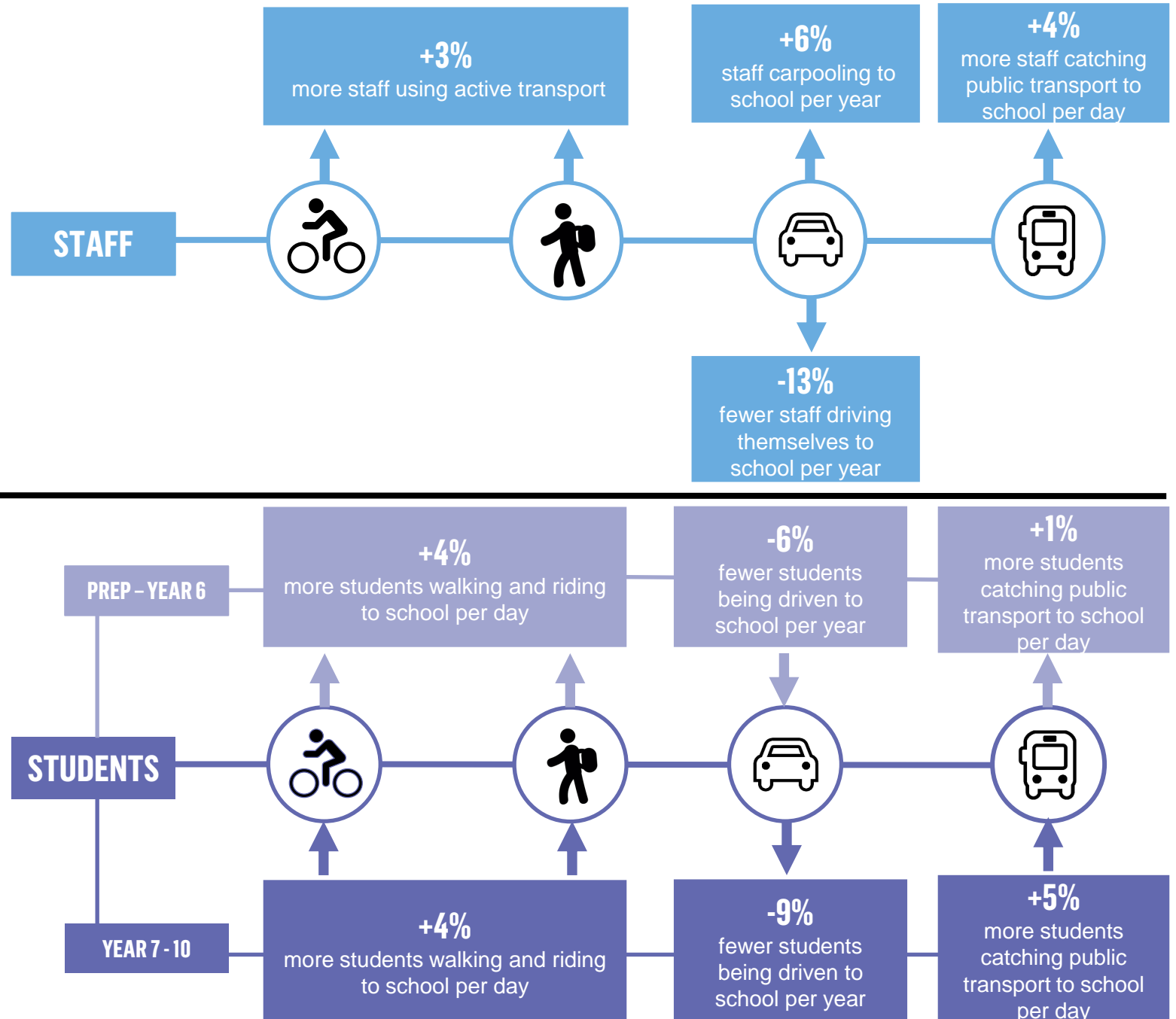
- To further reduce the number of staff members who drive themselves to school, carpooling has been identified as a key opportunity.
- A future target of six per cent has been set for this mode.
- This is deemed to be achievable with a significant number of staff (35 per cent) outlining in the travel survey that they would be interested in using this form of travel in the future.

# FUTURE TRAVEL

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

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06

# MONITORING

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

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## 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.
- Promoting activities and the release of summary information.

### REPORTING

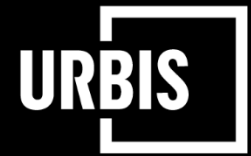
A designated staff member will be responsible for the coordination of GTP. The appointed Coordinator should take responsibility for monitoring and reviewing of the GTP. The coordinator would be responsible for:

- 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.

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