Government of Jersey

HIGHLANDS COLLEGE

School Issues and Opportunities Report

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CONFIDENTIAL

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1 INTRODUCTION

1.1 BACKGROUND

1.1.1. The Government of Jersey (GoJ) School Travel Planning Project aims to identify issues and opportunities associated with travel and transport at selected schools on the Island. The purpose is to help inform future transport investment plans and initiatives that will promote more active and sustainable school travel patterns, support air quality and net zero carbon objectives, and help alleviate localised traffic congestion.

1.1.2. This report focusses on Highlands College in St Saviour Parish.

1.1.3. Identifying issues and opportunities will be through an evidence-led approach, comprising the following two methods:

- A school travel questionnaire, issued to parents and school staff, to collect information on existing travel patterns alongside views on current travel issues and feedback on possible solutions
- Discussions with a school representative combined with a site visit to witness issues first-hand and conduct an audit of school access arrangements. This includes examining potential improvements to sustainable transport routes and connection within the local area.

1.1.4. The outcomes from this approach are summarised in this report.

1.1.5. Thereafter a series of outline recommendations have been determined for further consideration. These are grouped by specific themes and cover infrastructure improvements, service provision and travel behaviour change initiatives. Information is also presented on indicative costs and delivery timeframes for these recommendations, to inform a selection and prioritisation process by GoJ.

1.2 REPORT STRUCTURE

1.2.1. The remainder of this report is structured as follow:

- Section 2: Existing Conditions – provides an overview of the school and existing conditions related to travel and transport.
- Section 3: Travel Survey Results – summarises key elements from the travel survey results, presenting current travel patterns, feedback from parents and the propensity for change.
- Section 4: Baseline carbon assessment of current school travel patterns.
- Section 5: School Travel Issues and Opportunities – outlines the issues and opportunities apparent from the site audit and travel survey presented sections 2 and 3.
- Section 6: School Travel and Transport Objectives – provides an overview of the aim and objectives of this report.
- Section 7: Proposed Additional Measures – proposes additional measures to highway improvements for the school.
- Section 8: Prioritisation of Measures – details the previously proposed measures and their levels of priority for delivery.
- Section 9: Conclusion and Next Steps – details a process for delivery of the recommendations identified.

2 EXISTING CONDITIONS

2.1 EXISTING CONDITIONS

2.1.1. Highlands College is a further and higher education college in the parish of St Saviour, with an island wide catchment. The college provides a range of education services, including vocational and evening courses, and provides education for all age groups and abilities.

2.1.2. Due to the range of education services and courses provided by the college, pupil numbers vary term by term depending on the courses being run at that time. Typically, there are approximately 3,000 students registered to attend each term. Over the course of an academic year, there are typically 4,000 students registered. There are approximately 180 full-time members of staff.

2.1.3. There is no concept of a school day at Highlands College, as students only need to attend for their lesson/course. This means there is are no specific pick-up and drop-off periods, however there are likely to be times when there are greater numbers of students arriving or leaving. Lessons are typically 1.5 hours long and between 8.45 and 4.30 each day, with additional courses and lessons in the evenings.

2.1.4. Highlands College is a Partner College of the University of Plymouth, London South Bank University and the University of Sussex.

2.1.5. The main access routes into Highlands College are via Highlands Lane, past Hautlieu School or the pedestrian route from St Saviours Hill. There is also a secondary pedestrian and vehicles access route from the north of the site onto St Saviours Hill close to Le Jardin des Buttes.

2.1.6. Figure 2-1 illustrates the vehicular and pedestrian access points to Highlands College.

Site Visit

2.1.7. A site visit was held on Wednesday 17th November 2021 during the afternoon. The weather during the site visit was cold but dry and bright. The site visit comprised of a discussion of the key issues followed by a tour of the school and observations across the site.

2.1.8. There are a number of car parks located across the site, the largest carpark is served by the Highlands Lane access. The other large car park is served by the northern access route from St Saviours Hill, this route is also used to access the motorbike/moped parking area. Throughout the visit, there was a low but constant turnover of car parking.

2.1.9. Students were also walking to/from the site, there were primarily using the pedestrian route via Highlands Lane to St Saviours Hill. No bus services were observed using the site.

2.1.10. The various travel options which pupils and staff can use to access Highlands College are described herein.

Figure 2-1: Highlands College Access Routes

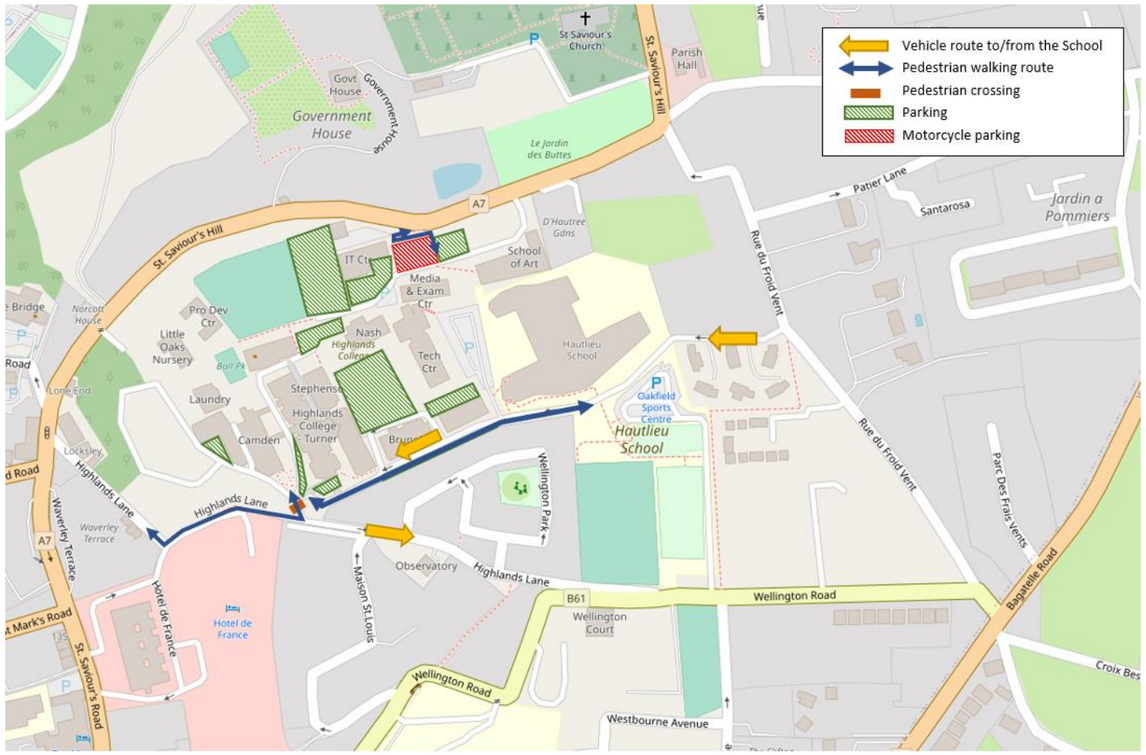


Image 1: Pedestrian access to Highlands College from Highlands Lane (South)

Access on Foot

2.1.11. As indicated earlier, there are two main pedestrian routes to Highlands College. One is via Highlands Lane, either via the pedestrian-only route from St Saviours Hill or from Wellington Road and Hautlieu School. The second access route is into the north of the site from St Saviours Hill, close to Le Jardin des Buttes. The access routes are illustrated in Figure 2-1.

2.1.12. The pedestrian route to/from the north appeared rather convoluted, with a significant level change achieved through a zig zag ramp. At the bottom of the ramp, the route joins St Saviours Hill on the southern side, where there is no footway. Pedestrians have to cross, with limited visibility of approaching traffic.

2.1.13. The pedestrian route from St Saviours Hill via Highlands Lane is steep and has a pedestrian only section, preventing use by cyclists. This route would also be unsuitable for use by disabled persons due to the steep hill and guard rail chicanes at either end of the pedestrian-only section. Access from the east via Wellington Road and Highlands Lane appeared flat with good connectivity.

Potential catchment for journeys on foot

2.1.14. An isochronal map for walking is shown in Figure 2-2. This has been created, using a geographic information system (GIS) tool, to indicate accessibility to Highlands College on foot from the surrounding area. The tool calculates approximate journey times (assuming a walking speed of 5km/h) and assumes journeys follow the highway network. It should be noted that the GIS tool does not account for local topography, nor the relative attractiveness of walking routes, and therefore the walking catchment shown is indicative only.

2.1.15. Figure 2-2 includes walking isochrones for 10 and 20 minutes to/from the school. Parts of St Saviours parish, and the Wellington Road and Springfield areas are within a 10-minute walk of Highlands College. Large parts of St Helier, Grands Vaux Five Oaks and St Saviour are within a 20-minute walk of Highlands College.

2.1.16. Areas further afield are likely to be considered too far to walk for many, and may be more conducive to cycling, public and shared transport. Due to the age and demographic of the students who attend Highlands College, it is anticipated that a significant number will be capable of walking to/from St Helier and the transport connections available there.

2.1.17. It is therefore anticipated that improvements to the pedestrian connectivity of the site may help encourage a greater update of walking and cycling to/from the college.

Figure 2-2: Walking Isochrone

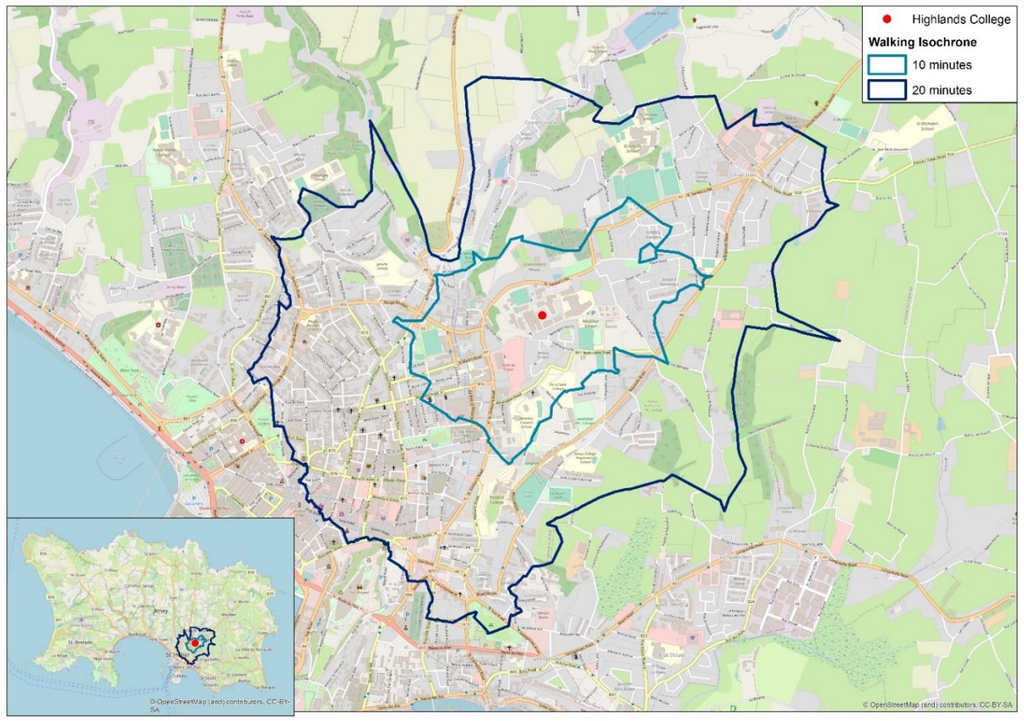


Image 2: Pedestrian access to the north, showing zig-zag ramp and limited visibility on St Saviour's Hill

Access by Pedal Cycle

2.1.18. There is limited dedicated cycle infrastructure along Wellington Road or Highlands Lane to connect with the College. The route from St Saviours Hill to the College via Highlands Lane is not considered to be suitable for use by cyclists due to the steep hill. A guardrail chicane and signage are provided at both ends of the pedestrian section to prevent cyclists from using this route.

2.1.19. The route from Wellington Road via Hautlieu School and Highlands Lane is relatively flat, and would provide a suitable route for cyclists coming from the east and north.

2.1.20. There was limited cycle parking provided on the site.

Potential catchment for cycling journeys

2.1.21. An isochrone plot for cycle journeys to Highlands College is shown in Figure 2-4. Journey times have been calculated by assuming a cycling speed of 18km/h and the tool assumes cycle journeys follow the highway network. It should be noted that the GIS tool does **not** account for the topography of Jersey and therefore realistic cycle distances may vary slightly from the map.

2.1.22. Areas typically within a 10 minute cycle include Grand Vaux, Five Oaks, St Saviour, Longueville, Plat Douet, Havre des Pas and St Helier. A significant part of the eastern side of the island is estimated to be within a 20 minute cycle of the College, including areas such as Bel Royal, St Martin, Grouville and St Clement.

2.1.23. Areas further to the north and west are considered to be too far to be cycled. Travel from these areas may be better suited to public and shared transport. Subsequent analysis could further determine the main desire line for journeys to the school and determine which routes should become the focus for targeted investment in cycling facilities to support active travel.

Figure 2-3: Cycling Isochrone

Private Vehicle

2.1.24. The main vehicular access route to Highlands College is via Highlands Lane from Bagatelle Road via Rue du Froid Vent and Highlands Lane. This provides access to the main car park and reception as well as a number of other smaller parking areas located throughout the site. Highlands Lane is a one-way road that serves also Hautlieu School and a number of residential properties.

2.1.25. There is also a secondary vehicles entrance to the north of the site from St Saviours Hill close to Le Jardin des Buttes. There is another large car park here, motorcycle and moped parking, it also provides access to a number of other parking areas. This area is also known as the D'Hautree site.

2.1.26. Parking at the College is controlled by parking permits, which have to be displayed at all times.

Bus Services

2.1.16 There are no bus stops that directly serve Highlands College. The nearest bus stops are to the college are

- St Saviours Hill – Hotel de France
- St Saviours Hill – St Saviours Parish Hall
- Wellington Road – Bagatelle Lane
- Bagatelle Road / JCG Coach Park

2.1.27. A dedicated school bus serves Hautlieu School in the afternoon, which are services number 902 and 955 and can be used by Highlands students.

2.1.28. Students deemed to be in full time education are entitled to discounted bus travel using an AvanchiStudent Card. The age and nature of education at Highlands College means students aged 16+ are unable to access this discount.

2.1.29. The proximity to bus stops and St Helier town centre mean that students may get the bus and then walk to the College.

3 TRAVEL SURVEY RESULTS

3.1 PREAMBLE

3.1.1 A school travel survey was issued to pupils at Highlands College to collect information on existing travel patterns and potential for change, also allowing them to express any travel and transport concerns they have. The survey also provided an opportunity for pupils to relay their thoughts on possible solutions to improve travel to Highlands College. Staff were also issued a school travel survey to express their travel and transport patterns and concerns.

3.1.2 A total of 116 pupil responded to the questionnaire, which equates to a 4% response rate based on the current term time pupil numbers at the school (3000). A total of 60 staff responded to the survey, which equates to 33% response rate based on the current staff numbers of the school (180).

3.1.3 This section presents the findings from the pupils' and staff surveys independently in consideration of the level obtained responses, identifying current and potential future travel patterns as well as travel concerns. The information collected from the surveys has been incorporated and used alongside on-site observations and discussions with the headteacher of Highlands College to inform the measures set out in Section 7 and Section 8 of this report.

3.2 CURRENT TRAVEL PATTERNS - PUPILS

Mode Split from Current Travel Pattern

3.2.1 Figure 3-1 illustrates the modal split for journeys to/from Highlands College based on the responses from the pupil survey.

3.2.2 Walking has been reported as the main mode of travel to/from Highlands College by 43 of the total 116 respondents (37%). The use of private car has been reported as the second most popular mode by 28 respondents (24%), followed by public bus which was reported by 22 respondents (19%). Cycling was reported as one of the modes used the least for travel, with only one respondents reporting using this mode (1%).

3.2.3 The results may reflect the age of the pupils attending Highlands College, who are at the age to be self-sufficient in their travel to/from the College, and many being of the age where they are learning to drive.

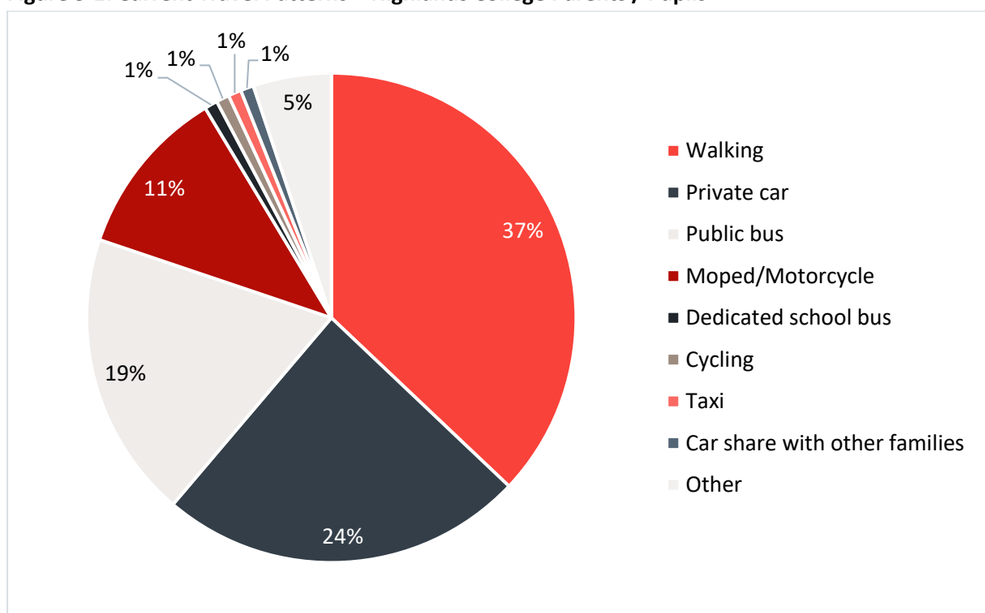
Reasons for Modal Choice

3.2.4 Journey distance has been reported by the majority of respondents (55, 47%) as the main reason for their current travel mode, which aligns with the reported levels of cycling.

3.2.5 This was followed by 21 respondents (18%) reporting no alternative modes as their reason for current mode of travel. Journey times was reported by 18 respondents (16%) as the main reason for their current mode of travel. Subsequent reasons have relatively similar response rates including journey safety and journey cost (both with four respondents, 3%), and environmental concerns reported by three respondents (3%). Disability, visual impairment or mobility impairment was reported by one respondent.

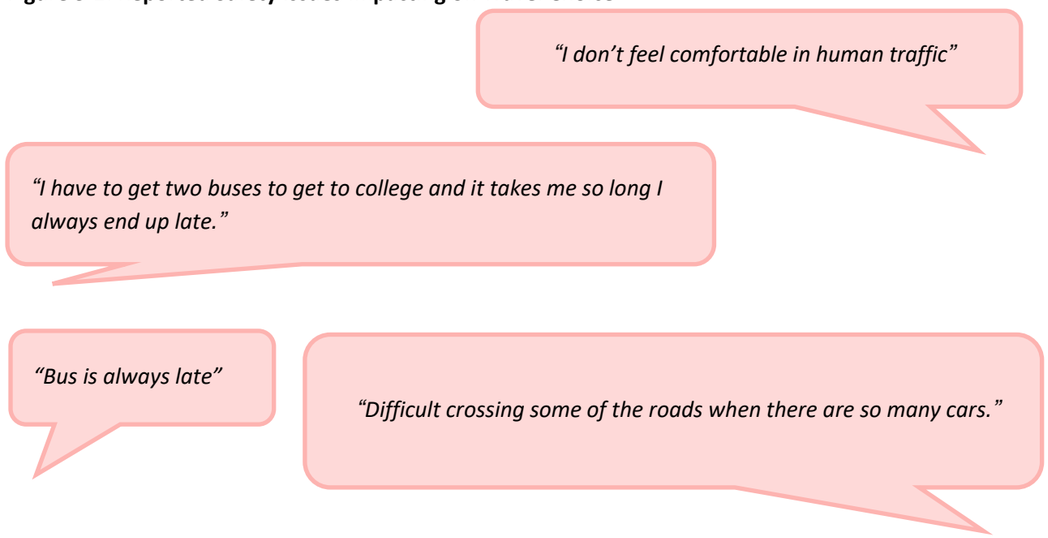
3.2.6 There were nine respondents who reported other reasons for their modal choice, including no direct buses to Highlands College, bus times and frequency of services and traffic on the way to the College.

Figure 3-1: Current Travel Patterns – Highlands College Parents / Pupils



N= 116 (100% of respondents)

Figure 3-2: Reported Safety Issues Impacting on Travel Choice



Travel Concerns

3.2.7 When asked about transport issues that impact pupils' journey to and from Highlands College, 92 respondents (79%) reported no travel issues are experienced, out of which, 36 stated they currently walk, 24 currently use private car and the remaining respondents either use public bus or moped/motorcycle. The one respondent who currently cycles also reported no issues.

3.2.8 Of the remaining 24 respondents (21%), 11 (9% of total respondents) reported high traffic volumes near school as the main transport issue.

3.2.9 Public bus fares were reported an issue by seven respondents (6%) which was followed by public bus capacity (5 respondents, 4%). Other issues minorly reported were walking safety, high traffic speed near the school, missing or inadequate footways/crossings, insufficient parking, school bus capacity, illegal parking and school bus fares.

Journey Times

3.2.10 Information of journey times was also collected in survey.

3.2.11 It was reported that 47 respondents (41%) had a journey time of less than 15 minutes, and 34 respondents between 16 and 30 minutes (29%). Additionally, 17 (15%) have journey times between 31 and 45 minutes, and 11 (9%) reported a journey time to school between 46 to 60 minutes. The remaining seven respondents have journey times exceeding 60 minutes.

3.3 FUTURE TRAVEL PATTERNS - PUPIL

3.3.1 When asked whether they would consider using an alternative mode of travel to/from Highlands College, a majority of 63 respondents (54%) stated they would not, whilst the remaining 53 (46%) confirmed they would.

3.3.2 Amongst the 63 parents who would not consider changing their current travel model, 23 (36%) currently walk to / from the college, 18 (28%) take private car and most of the remaining respondents already travel by sustainable modes.

3.3.3 Amongst the 53 respondents who would consider changing travel mode, 20 (38%) currently walk to college, 12 (23%) travel by public bus and 10 (19%) travel by private car.

3.3.4 Overall, the most considered travel mode for the future was private car with 30 respondents (26% of total respondents) choosing this option. This was followed by 18 respondents (16%) considering walking and 15 respondents (13%) stating they would choose car share with other families in the future. Furthermore, 14 respondents (12%) would consider dedicated school bus and 11 respondents (9%) would consider cycling. Results are summarised in Figure 3-3.

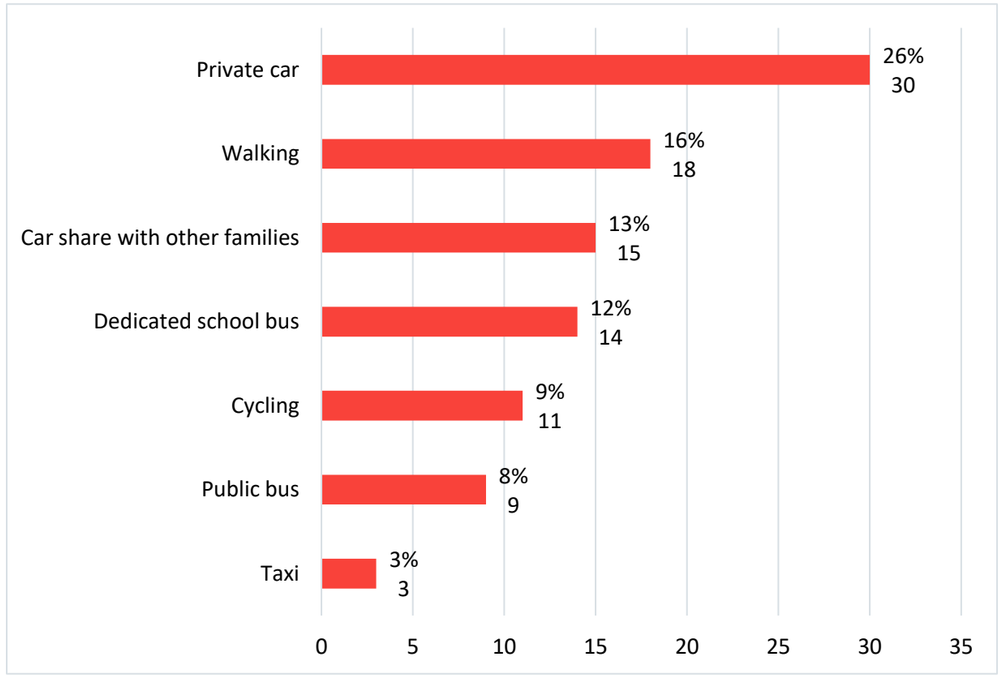
3.3.5 There was more of a positive response to switching to active and sustainable modes despite private car being the most popular mode considered for future travel. The survey continued by asking what measures would encourage respondents to use active modes such as walking/cycling to travel to the College. Of the 116 respondents, all of them provided an indication of the type of measures that would encourage the uptake of active travel to/from the College (in addition to those who already walk and cycle).

3.3.6 Overall, the majority of respondents (65, 56%) reported that measure was either not applicable as they already walk/cycle or that none of the measures would encourage walking/cycling. Nevertheless, safer walking routes was the most popular measure reported, with 29 respondents (25%) stating this. This was followed by safer cycling routes (10 respondents, 95) and more/better information on safe walking and cycles and more/better cycle parking at the College (both with 8 respondents each).

3.3.7 Regarding cycling, of the 11 respondents considering this as a potential future mode to travel to/from the College, four currently travel by private car, four currently travel by moped/motorcycle, and the remaining three respondents travel by public bus. Safer cycling routes was the most popular measure to encourage cycling, with six of the 11 respondents stating this. More cycle parking was reported by 3 respondents of the 11, followed by two respondents stating better information on cycling would encourage uptake of cycling to/from Highlands.

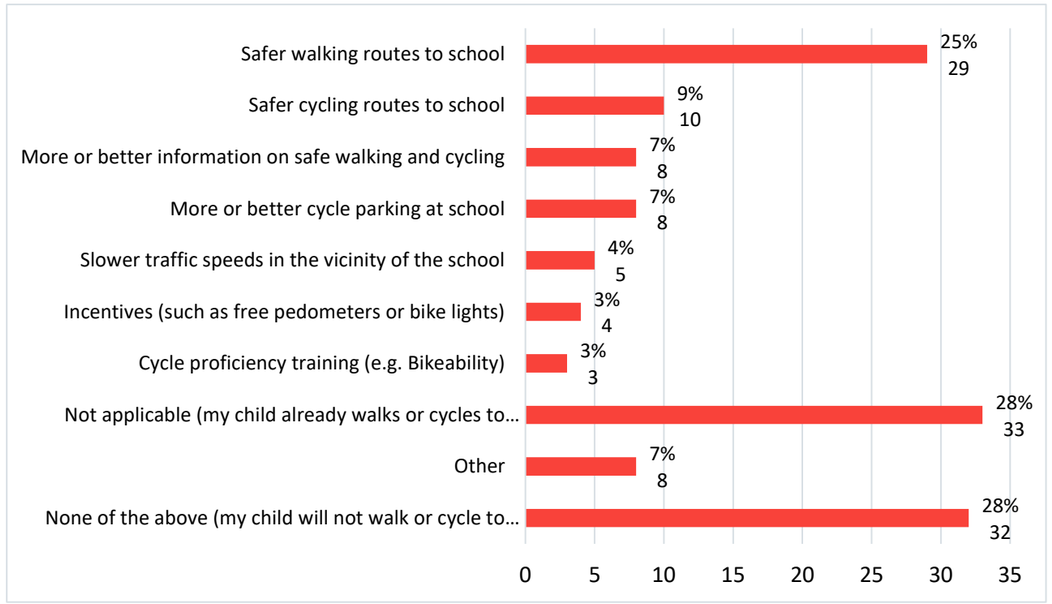
3.3.8 Similarly, pupils provided an indication as to which measures would encourage them to use the bus as a mode of travel to the College (in addition to those who already take the bus). Cheaper fares was the most popular measure, reported by 38 respondents (33%), followed by 31 respondents (27%) stating more regular bus services would encourage travel by bus to school in future. More direct buses was reported by 27 respondents (23%). Subsequent responses included improved bus waiting facilities (17%), shorter distances between bus stop and College (16%), safer walking routes between the bus stop and the College (11%) and improved information on bus services (5%). This is shown in Figure 3-5.

Figure 3-3: Modes Considered for Future Travel



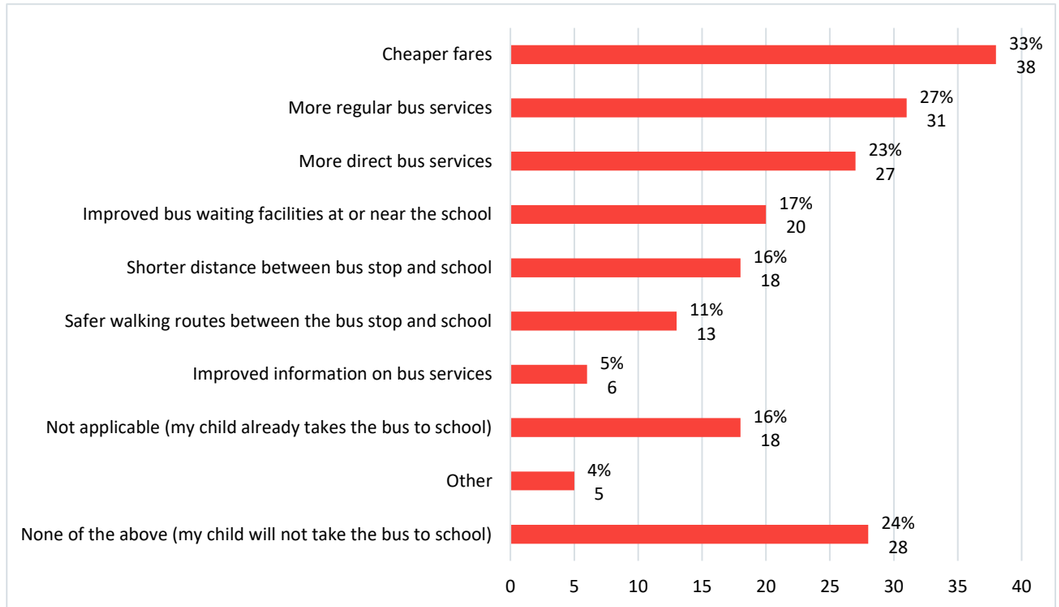
N= 100 responses,53 respondents (46% of total 116 respondents)

Figure 3-4: Measures to Encourage Active Travel



N= 116 (100% of respondents)

Figure 3-5: Measures to encourage travel by bus to school



N= 116 (100% of respondents)

3.4 STAFF SURVEY

3.4.1. Most staff respondents reported using private car at their main mode to Highlands (46 of 60, 77%), 29 of these arrive at Highlands before peak arrival times at the College and 37 leave after peak departure times. Therefore, their vehicles do not contribute to any peak traffic congestion issues assessed within this report.

3.4.2. Walking have been reported as main mode of travel to/from Highlands College by only three members of staff (5% of respondents). Additionally, four other members of staff reported in the survey that they cycle to/from Highlands College.

3.4.3. When asked about travel issues experienced when travelling to and from the school, 28 staff respondents (47%, most of which currently drive) reported to have no concerns. Of the 32 members of staff who reported experiencing any travel issues, 30 reported high traffic volumes near the school as an issue. Other issues reported by staff include inadequate footways/crossings, missing or inadequate cycleways and illegal parking. Of the four respondents who walk to/from the school, only one reported having issues with travel to/from the College.

3.4.4. Open comments on travel were received from 42 members of staff, most of whom currently travel by private vehicle. Some of the comments have been detailed below.

- "Parking at the college is often a problem. If you go out during the day, it is often impossible to find another parking space."
- "The roads are often gridlocked all the way up Les Varines, Bagatelle lane/ road. Usually, huge build up from 7:50 until at least 8:40 in the mornings. I don't understand why the private schools' children don't get buses. There is no need for so many kids to be driven to school. More school buses might be a better option?"
- "Speeding drivers and road rage in the morning when people are stuck behind my cycling."
- "No pavement halfway up Langley Avenue. Yet there is a footpath that children could use behind the hedge (pet grooming shop) and be safe from traffic. Unfortunately, St Saviours parish will not cut a gateway into the hedge. This path could be used by Grainville, Highlands and Haulieu students and staff without the need for a major infrastructure project."

3.5 SUMMARY

3.5.1. The results of the travel surveys have highlighted the current high propensity for pupils and staff to travel by private cars to Highlands College.

3.5.2. There is a clear propensity to change travel patterns in some instances, with a willingness to consider alternative options should specific issues be overcome, in specific the improvement or implementation of new cycling infrastructure and the provision of more direct and regular bus services.

3.5.3. The above may boost levels of shared and sustainable travel from/to Highlands College, this way shifting travel mode away from private cars and addressing concerns shared by pupils and members of staff regarding the high level of traffic around the school.

3.5.4. Additionally, investment in promoting any new adopted sustainable travel options will also be necessary to raise awareness and ensure parents are better informed about the full range of travel options available and the benefits they may present.

4 BASELINE TRAVEL CARBON ASSESSMENT

4.1 CALCULATION METHODOLOGY

4.1.1 A baseline travel carbon assessment has been conducted to determine the current levels of carbon emissions generated by the travel patterns of those attending Highlands College. This has been produced for both pupil travel and staff travel and is detailed in this section.

4.1.2 To calculate the total carbon emissions produced by vehicles travelling to and from Highlands College. Greenhouse Gas Conversion factors (UK Government, the most relevant comparable source) for company reporting were applied for each mode, which were then multiplied by the total distance travelled by each mode. This was calculated in kgCO2e to encompass all emissions produced by vehicles.

4.1.3 Firstly, the average annual number of trips taken by each mode was determined by applying the average number of school days within one year in Jersey (160 days).

4.1.4 Secondly, the total annual mileage was calculated for each respondent by multiplying the distance to the school from the centre point of each parish by the number of annual trips to site. Parishes were used as a proxy for trip distance as home postcode information for a more detailed and accurate assessment was unavailable. Mileage was then doubled to account for two-way trips (i.e. home to school, and school to home). Emissions were also calculated for different types of vehicle engine (petrol, diesel, hybrid etc.) based on the responses from the questionnaire.

4.1.5 Total annual emissions are then calculated as the sum of the emissions across each mode, for each respondent. An expansion factor was then applied to reflect the full school population rather than just the number of respondents to the questionnaire.

4.1.6 From conducting a carbon assessment for Highlands College, the annual total emissions for each mode has been calculated shown below in Table 4.1.

Table 4-1 - Total Annual Emissions (kg CO2e) for Car Types Travelling to Highlands College

Vehicle	Estimated Number of Pupils	Total Annual Emissions (kg CO2e)	Total Emissions x Pupils (kg CO2e)
Average Car	80	5201	416,104
Petrol Car	680	5287	3595452
Diesel Car	280	5109	1430608
BEV Car	0	1661	0
Plug In Car	0	2940	0
Dedicated School Bus	40	1928	77103
Public Bus	800	1928	1542068
Motorcycle	480	3444	1653256
Walk	1600	0	0
Cycle	40	0	0

5 HIGHLANDS COLLEGE TRAVEL ISSUES AND OPPORTUNITIES

5.1 ROAD SAFTEY AND ACCESS ARRANGEMENTS

Issue 1

Pedestrian accessibility from St Saviours Hill via the D'Hautree site is poor

Why is this an issue?

5.1.1. The pedestrian route from St Saviours Hill via the D'Hautree site commences close to Le Jardin des Buttes. Due to the significant level change required between St Saviours Hill and the College site, a zig zag ramp is provided. At the bottom of the ramp, the route joins St Saviours Hill on the southern side, where there is no footway. Pedestrians have to cross, with limited visibility of approaching traffic due to the high walls on both sides.

5.1.2. The route may also result in pedestrians using the adjacent vehicle access route where there is no marked pedestrian route, increasing the likelihood of conflict between vehicles and pedestrians.

What are the opportunities?

5.1.3. Opportunities to improve the safety and suitability of the pedestrian route could include a small build-out to improve visibility, marked pedestrian routes on the vehicle access route or an alternative access point. It is recommended that a study is undertaken to review the options at this location, considering the wider impacts on the highway network and any future use of the D'Hautree site.

5.2 LOW UPTAKE OF CYCLING

Issue 2

Low uptake of cycling to/from the College.

Why is this an issue?

5.2.1. The travel survey indicates that 1% of students currently cycle to/from the College. Whilst origin data is not known and the College has an island catchment, a significant proportion (24%) currently travel by private car. It is possible that a proportion of these could cycle, reducing the reliance on single car occupancy.

What are the opportunities?

5.2.2. Opportunities to increase the uptake of cycling to/from the College include the provision of cycle parking at the school, this could include an Evie bike dock area where a minimum number of bikes are maintained to encourage use and reduce the risk of users not having a bike for their return journey.

5.2.3. Incentivisation of cycling could also help increase the uptake, either through age/education-based discounts when buying bikes, discounted Evie bike hire for students and challenges. Through collaboration with the college, onsite bike maintenance could be provided by student for staff/students, and welfare facilities could be provided if there was demand.

5.3 BUS TRAVEL TO/FROM COLLEGE

Issue 3

Bus travel less attractive due to long routes, lack of direct services and cost of fares

Why is this an issue?

5.3.1. It is noted that 19% of survey respondents currently travel by bus to/from the College. However, based on the site observations and review of existing conditions, there are no direct bus services to the College with pupils using existing public routes into the area and walking to the College. Survey respondents indicated that there are times when multiple buses are also required, and the cost of bus fares may also be prohibitive to some. The school representative indicated that for a number of students, the student AvanchiCard is not available.

What are the opportunities?

5.3.2. There are three main opportunities to increase the use of bus travel to/from the College. The provision of a direct bus route / a service that serves Highlands Lane could lead to increased bus travel as students may prefer this to walking to/from St Helier or the surrounding area. Buses timed to work around the College day would also help maximise the benefit.

5.3.3. Expanding the AvanchiCard to all College students, or those registered on courses with amount of taught/led contact time may also help increase uptake. Short-term taster measures may be sufficient to encourage greater use.

5.3.4. The wider benefit of greater uptake would help reduce the strain on the parking on site and have wider implications on the number of vehicles travelling to/from the College throughout the day.

5.4 SUMMARY

5.4.1. This section has outlined the school travel and transport issues and opportunities that have been identified from the information gathered from the site audit and the travel survey results.

5.4.2. The following sections will look more closely at the measures that can be put in place to tackle the issues. Section 6 will outline the objectives of this report, before stating how potential solutions have been developed. Section 7 outlines a range of measures that have been developed in response to the issues and opportunities put forward here.

6 SCHOOL TRAVEL AND TRANSPORT OBJECTIVES

6.1 TRAVEL AND TRANSPORT OBJECTIVES

6.1.1. Previous chapters of this report have outlined the existing school travel and transport issues at Highlands College and has provided an indication of specific issues to address and opportunities to overcome them. However, before developing potential solutions, it is helpful to determine an overarching aim for promoting and facilitating more sustainable school travel patterns at Highlands College. This will drive the overall rationale for investment and is proposed as follows:

'To invest in measures that deliver more sustainable travel to school patterns at Highlands College, promoting safer, healthier and more environmentally friendly outcomes through initiatives that contribute to Jersey's net zero carbon targets.'

6.1.2. This aim will be supported by the following specific objectives outlined in Table 6-1.

6.1.3. Achieving these objectives will help deliver safer, more sustainable, and healthier travel patterns at Highlands College helping to reduce the demand for car-based access at the school access during peak times. This will also contribute towards supporting wider public health and States of Jersey environmental objectives, through increasing levels of physical activity and decreasing emissions from motor vehicles.

Table 6-1 - School Travel and Transport Objectives

	Objective
O1	Manage the overall demand for single occupancy car trips to and from the school site
O2	Manage parking demands and optimise the allocation and management of available car parking
03	Improve road safety and minimise potential conflict between motor vehicles and other road users
04	Encourage and facilitate more journeys on foot and by pedal cycle for shorter distance trips to and from the school site
O5	Enhance the quality and availability of travel information and advice for pupils, parents and staff
O6	Invest in shared mobility and public transport services, and support interchange between sustainable transport modes

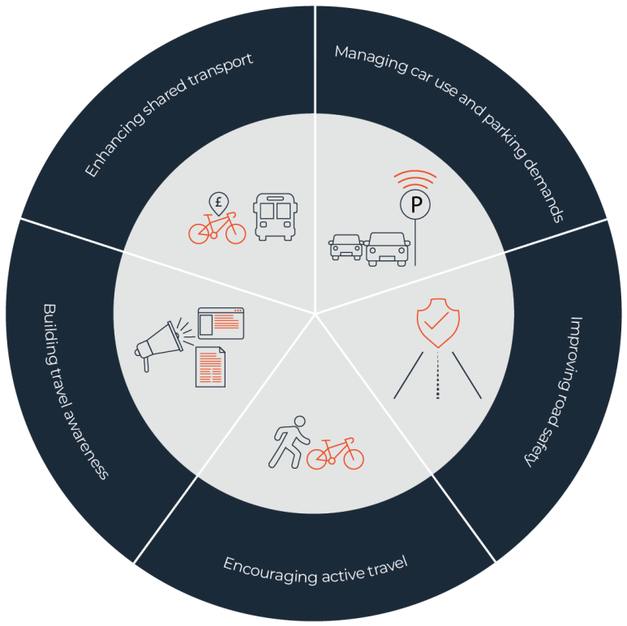
6.2 DEVELOPING POTENTIAL SOLUTIONS

6.2.1. Based on the desktop research, site audits and travel survey results, a wide range of measures and initiatives have been identified to deliver sustainable transport solutions and outcomes at Highlands College. The measures will not have the potential to wholly reduce existing reported issues, but each will capitalise on the opportunities identified and contribute directly or indirectly to helping improve the travel and access situation in and around the school.

6.2.2. Proposed measures are drawn from established industry best practice and with a focus on identifying measures appropriate in this context.

6.2.3. Measures are grouped by theme, namely;

- Managing car use and parking demands
- Improving road safety
- Encouraging active travel
- Building travel awareness
- Enhancing shared transport



6.2.4. Proposed measures are presented in the follow two chapters, firstly with an overview of physical highway and access improvements in the vicinity of Highlands College, followed by an overview of wider measures to achieve more sustainable travel outcomes at the College.

7 WIDER MEASURES

7.1.1. In addition to highway and access improvements in the vicinity of Highlands, there are a wide range of additional measures to consider. Following a review of information from the travel survey, and considering industry best practice, this chapter presents a series of proposed measures grouped by theme and aligned to fulfilling the aim and objectives in Chapter 6. These are summarised in the below tables.

Table 7-1 - Highlands College Recommended Measures: Managing Car Use and Parking Demands

Ref.	Measures	Description	Supporting Objective	Justification
W1	Develop a joint Travel Plan for Highlands College and Hautlieu School	A School Travel Plan specific to Highlands College and Hautlieu School is recommended. This School Travel Plan should incorporate all measures that are planned to meet sustainable travel objectives and determine targets in relation to travel modal shares desired for the school and college in combination, as well as introduce a monitoring and review strategy. The plan is recommended to be made in conjunction with Highlands College as they share vehicular and pedestrian entrances as well as student car parks.	All	A School Travel Plan is the following natural step to this report to set out the chosen travel planning measures and be able to determine travel modal share targets and prepare the monitoring and review strategy for the success of the Travel Plan. This way, Highlands College and Hautlieu School will be able to understand which measures are being effective, which ones have to be reviewed, if new measures are required, and the yearly progress made towards any agreed targets.
W2	Promotion of Pupil Car Sharing	It is recommended that car-sharing be promoted to students as informal arrangements that can be agreed between classmates/friends, with the school facilitating a potential matching service. A simple questionnaire could be issued to facilitate matching details where very similar journeys are being made by pupils which could be shared by agreement. If successful, this may help reduce the overall number of private car journeys otherwise conducting pick up and drop offs around the school access points, and incentives could be defined to make the service attractive to students.	O1, O2, O3, O6	Arranging car sharing options is forecasted to help reduce single occupant car trips and yet enable those who need to drive to school doing so, also relieving congestion on the roads surrounding the school.

Table 7-2 - Highlands College Recommended Measure: Encouraging Active Travel

Ref.	Measures	Description	Supporting Objective	Justification
W3	Direct incentivisation of walking and cycling	GoJ should consider funding incentives that encourage the uptake of active travel modes through, for example, provision of bicycle repair kits on the school site which should be made available free of charge for both staff and students. Additionally, a flat mileage rate could be introduced for journeys made on foot by staff. Other measures that can be considered include offering free bicycle lights to students who commit to cycle, or a walkers' breakfast could be offered on set days for staff and pupils who walk to college so they can have a subsidised breakfast put on by the school to refuel. Cycle to work schemes are also recommended to be considered for staff.	O1, O4, O5	Considering the relatively low level of students who currently cycle to the school, these measures would help pupils consider cycling to school with maps denoting the safest and most direct routes. Direct incentives can also be a highly effective means of overcoming any inertia in choose walking or cycling by direct incentivising and rewarding change. Incentives may encourage pupils and staff to cycle and walk more. The provision of bicycle lights may also encourage cycling in the autumn/winter months where it is often dark when arriving and departing the College. Pupils may opt for private car travel during these months for this reason but incentivising active travel through this may have potential to increase cycling and walking uptake.
W4	Audit and develop key walking routes to Highlands College	GoJ should consider auditing and developing key walking routes connecting the school with the surrounding area, including immediately adjacent streets which would benefit from a walking audit to identify their potential for upgrade and improvement. Additionally, a study examining how pedestrian connectivity could be improved would be beneficial, particularly from the north of the site where there are safety concerns crossing St Saviours Hill. This could be conducted by a School Community Street Audit using an approach such as the UK Walking Route Audit Tool (WRAT) which is freely available online. This tool will assess the current suitability of walking routes against key criteria including directness, attractiveness, comfort, safety and coherence. The outcomes of the route audit process and be used to develop concept infrastructure improvements as part of subsequent active travel-focussed highway improvement schemes.		
W5	Improvement of Cycling Facilities at College	Cycle parking facilities at school are recommended to be reviewed so that spaces are implemented as well as safe and secure storage for cycling equipment (e.g. helmets). Changing facilities are also recommended to be reviewed and implemented if necessary.	O1, O3, O4	This measure is required to enable cycling to the college and in consideration of the cycle parking occupation observed on site, which suggests that further uptake of cycling would require additional cycle parking facilities.

Table 7-3 - Highlands College Recommended Measure: Building Travel Awareness

Ref.	Measures	Description	Supporting Objective	Justification
W6	Targeted Use of Social Media	Developing a strategy to engage with parents through Facebook, Twitter and Instagram, and disseminate sustainable travel information through these social media is recommended as an easy and effective way of connecting with parents without making a direct approach, also keeping the sustainable travel agenda under their radar in a soft, indirect way. Updates about sustainable travel strategies for the school, progression of agreed measures, training sessions, events, or any other news can be also published through social media, this way raising awareness and increasing participation rates.	All	Highlands College Facebook community is comprised of 10,905 people who follow this social network (as of 18th January 2022). Despite the high number of users exposed to Highlands College Facebook account, the interaction rate of the school profile is low (with very few "likes" or comments on the published posts). Highlands College has a lower following on Instagram (1,659 followers) and a significantly lower following on Twitter (6 followers), with both accounts also have low interaction rates. The use of social media accounts including Twitter and Instagram and the creation of a targeted communication strategy through these will increase

Ref.	Measures	Description	Supporting Objective	Justification
				the visibility of Highlands College sustainable travel strategy, also allowing for continuous encouragement of sustainable travel modes. Additionally, the ease of communication through social media will make it more likely that feedback and ideas for improvement are regularly received from pupils, parents and local residents.

Table 7-4 - Highlands College Recommended Measure: Enhancing Shared Transport

Ref.	Measures	Description	Supporting Objective	Justification
W7	Review of bus services and frequencies to/from School	A review of bus services to/from Highlands College is recommended to be undertaken. This is to determine whether improving the routes and frequencies to the school would be feasible so that this travel choice is offered to pupils.	O1, O3, O6	The school bus services were observed to pick pupils up from directly opposite the school entrance, however, there are also services that stop on Wellington Road, from which pupils can walk from for approximately 5-10 minutes. Waiting times between bus arrival/departures and school start/end times are however long (i.e. +20 minutes in the afternoon). In support of the above observations, 27% of survey respondents stated more regular bus services would encourage more use of bus travel to/from Highlands College.
W8	Review of public and school bus fares	A review of the fares for pupils on school buses and public buses is recommended to be undertaken to determine whether they are appropriate for school pupils to be paying and identify whether there are any other feasible price options.	O1, O3, O6	Cheaper bus fares were the most popular measure in the survey that would encourage an uptake in bus travel, with 33% of respondents stating this. Journey costs were also reported as a reason for current modal choice.
W9	Free bus pass scheme	A free bus pass scheme could be offered to all students during the first month of the terms as a trial.	O1, O3, O6	A temporary trial could be used to gage how many students would use bus travel to/from the school if it was free for them. Additionally, this could be an introduction to services for some students, this way eventually increasing the uptake of bus travel once students have tried the service and if they are happy with the travel experience from the trial.
W10	Improve bus waiting facilities	Improving bus waiting facilities such as providing shelter/seating for pupils who have to wait for the bus in winter weathers and provide lighting in the vicinity of the waiting areas for safety.	O1, O3, O6	This measure was reported by 17% of survey respondents to encourage more bus travel to/from Highlands College but also provides better conditions for pupils to wait for the bus, particularly as there are concerns over bus frequency.
W11	Shared EVie's docking stations and promotion	Implement Evie docking stations (in conjunction with Hautlieu) and implement special fares/schemes for students to use for travelling to/from the school. Postcode data could be used to identify where pupils are cycling to from the school for provision of docking stations in their area.	O1, O3, O6	This measure could encourage the uptake of shared cycle transport and encourage cycling from school. As they are e-bikes, they will help power students when cycling along the inclines of the roads in Jersey.
W12	Review of Avanchi Card criteria	A review of the Avanchi card criteria for Highlands College students to use for travel to the College.	O1, O6	This measure was mentioned during the site visit and would encourage uptake in bus travel.

8 PRIORITISATION OF MEASURES

8.1.1. The previous two chapters have presented a range of measures designed to fulfil the objectives outlined in Chapter 6 and which reflect the issues and evidence presented earlier in the report. Grouped by theme the measures are not intended to be delivered in isolation and are anticipated to form a package of investment that can be delivered over time. However, not all measures may be supported, or can be funded and delivered, and inevitably a process of stakeholder review and prioritisation should inform the final selection of a preferred package of investment.

8.1.2. To assist Government of Jersey in determining which measures to prioritise, each has been assessed against a set of six initial key criteria. These are as follows:

1. **Modal Shift Impact**

- High (3) – likely to result in a significant measurable increase in sustainable travel
- Medium (2) – likely to result in a small measurable increase in sustainable travel
- Low (1) – likely to result in a nominal measurable increase in sustainable travel

2. **Carbon Reduction Impact**

- High (3) – likely to result in a significant measurable reduction in transport carbon emissions
- Medium (2) – likely to result in a small measurable reduction in transport carbon emissions
- Low (1) – likely to result in a nominal measurable reduction in transport carbon emissions

3. **Delivery Cost** (note these reflect the overall delivery costs and are indicative only).

- Low (3) - < £10,000
- Medium (2) - £10,000 - £50,000
- High (1) > £50,000

4. **Technical Deliverability**

- High (3) – no readily identifiable technical constraints on delivery
- Medium (2) – requires additional feasibility assessment to determine deliverability
- Low (1) – obvious/significant issues for deliverability to explore through feasibility assessment

5. **Stakeholder Support**

- High (3) – likely to have no objections and probable support from stakeholders
- Medium (2) – may be some objections and will require consultation but not significant delays
- Low (1) – likely to be significant objections which could delay/prevent the measures

6. **Timeframe**

- Quick Win (3) – readily deliverable within six months
- Medium term (2) – deliverable within 18 months
- Longer term (1) – deliverable in the longer term (over 18 months)

8.1.3. Each scheme, grouped by theme, has been assigned a provisional score based on each criterion. Scoring has been undertaken by applying subjective professional judgement. The maximum score for any intervention is 18 points. Interventions scoring 13+ points are considered a high priority for further detailed scheme development and delivery, with interventions in the 7-12-point range considered a medium priority, and <6 points lower priority.

Table 8-1 - Managing Car Use & Parking Demands: Prioritisation of measures (provisional)

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W1	Joint Travel Plan for Highlands College and Hautlieu	2	2	3	3	3	2	15	HIGHER
W2	Promotion of Pupil Car Sharing	2	1	3	3	2	3	14	HIGHER

Table 8-2 - Encouraging Active Travel: Prioritisation of measures (provisional)

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W3	Direct incentivisation of walking and cycling	2	2	1	3	3	2	13	HIGHER
W4	Audit and develop key walking routes to Highlands College	2	2	3	2	2	2	13	HIGHER
W5	Improvement of Cycling Facilities at School	1	1	3	3	1	3	12	LOWER

Table 8-3 - Building Travel Awareness: Prioritisation of measures (provisional)

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W6	Targeted Use of Social Media	1	1	2	3	3	3	12	LOWER

Table 8-4 - Enhancing Shared Transport: Prioritisation of measures (provisional)

Ref.	Measure	Modal Shift Impact	Carbon Reduction Impact	Delivery Cost	Technical Deliverability	Stakeholder Support	Timeframe	Score	Priority
W7	Review of Bus Services to/from School	2	2	2	2	2	2	12	LOWER
W8	Review of public and school bus fares	2	2	2	2	2	2	12	LOWER

W9	Free bus pass scheme	2	2	2	3	2	3	14	HIGHER
W10	Improve bus waiting facilities	2	2	3	2	2	2	13	HIGHER
W11	Shared EVie's docking stations and promotion	2	2	3	2	2	2	13	HIGHER
W12	Review of Avanchi Card criteria	2	2	2	2	2	2	12	LOWER

9 CONCLUSION AND NEXT STEPS

9.1 CONCLUSION

9.1.1. The report has outlined opportunities and a series of measures to enhance sustainable travel patterns at Highlands. These have been determined drawing on evidence from a school travel surveys, site observations and discussions with the school. Taking a themed approach, the measures collectively present options to manage the demand for car-based mobility, encourage an increase in active travel and shared transport, improve road safety travel information and choice for customers, and reduce the impact of emissions from transport on the environment.

9.1.2. The following steps are proposed to advance the proposals in the report to the stage of an implementation programme.

9.2 NEXT STEPS

Review proposed measures and consult with Highlands College

9.2.1. A high-level initial prioritisation of measures provides GoJ with the basis for further discussion between stakeholders over which should be advanced, when and through what delivery mechanism. Some measures may represent relatively quick wins, and many complement existing sustainable mobility programmes and service provision on the island. Other measures may be better advanced over the medium to longer terms, for example in close alignment with future major highway schemes being developed for St Saviour Parish.

9.2.2. Further engagement and dialogue with Highlands College on how measures are developed and delivered will foster a collaborative and dynamic approach to deliverability, increasing the likelihood future planned investment will be well-supported within the school community and local area, and add the most value.

Determine shortlist and define measures

9.2.3. Following further engagement with Highlands College and wider stakeholders, including prospective delivery partners, a provisional shortlist of measures should be agreed. It is suggested these remain a combination of measures across each theme for a rounded approach to resolving existing issues and delivering a more comprehensive approach to promoting more sustainable school travel outcomes.

9.2.4. Certain schemes will of course require additional definition and development; for example, transport impact assessments, developing outline designs and conducting safety audits. Funding sources will need to be identified and provisional budget allocations assigned. It is advised that budgeting is informed through further discussion with prospective delivery partners.

Develop implementation programme

9.2.5. Resource should thereafter be allocated to determine a rolling implementation programme drawing on the agreed shortlist of measures and funding availability. This should present information on how, when and through whom measures can be implemented, including any dependencies related to wider planned scheme proposals.

9.2.6. Alongside an implementation programme an approach to monitoring and evaluating measures should be derived, providing a framework to determine how effective the chosen measures have been in securing the planned outcomes and providing an opportunity for adaptive learning as part of future sustainable mobility programmes in Jersey.