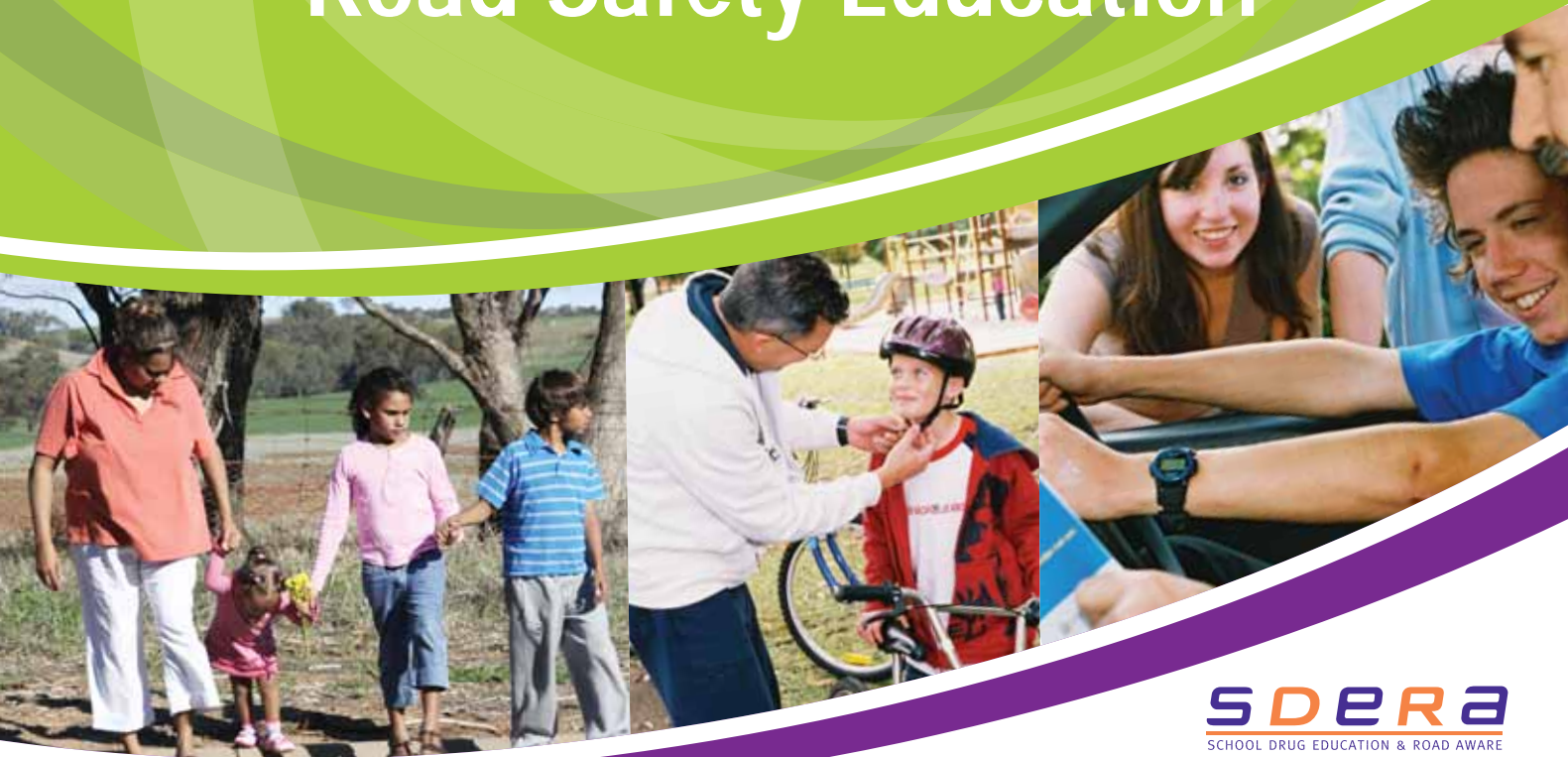


# getting it together

A Whole-School Approach to  
Road Safety Education



## School Drug Education and Road Aware (SDERA)

SDERA is a successful collaborative organisation of the Department of Education and Training, Association of Independent Schools of WA and the Catholic Education Office.

SDERA is funded by the Drug and Alcohol Office, the Insurance Commission of Western Australia and the Department of Education, Employment and Workplace Relations.

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- Child Health Promotion Research Centre, Edith Cowan University
- National Road Safety Education Forum
- Road Safety in Schools Coordination Group
- WALGA RoadWise Program
- SDERA Board
- SDERA Consultants.

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**getting it  
together**

## Is road safety an issue in WA?

**The simple answer is YES.**

Every year many West Australians are seriously injured or hospitalised as a result of a road crash.

Recent research shows that road trauma continues to be one of the leading causes of injury and fatality for children and young people in Western Australia.

**Most children and young people make decisions that keep them safe in and around traffic.**

**However, everyday children and young people may find themselves in hazardous traffic situations.**

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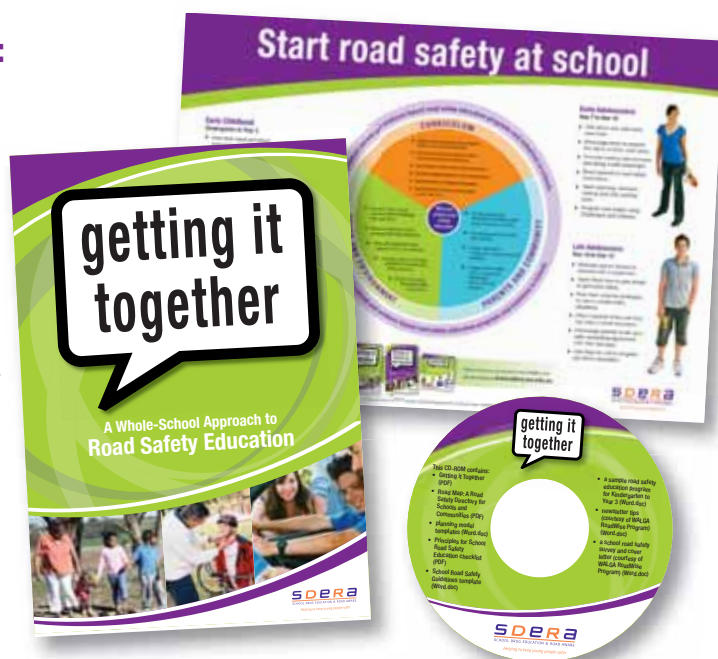
# What is the Getting it Together resource?

*Getting it Together: A Whole-School Approach to Road Safety Education* aims to assist school communities to develop School Road Safety Guidelines and action plans in order to assess, plan and implement a whole-school approach to road safety education.

It is based on research that identifies effective road safety strategies for schools and focuses on the *Principles for School Road Safety Education* and the *Health Promoting Schools Framework*.

## Getting it Together components:

- the *Getting it Together* resource
- a poster (located at the back of this resource)
- a CD-ROM which contains:
  - ▶ a PDF version of *Getting it Together*
  - ▶ a PDF version of *Road Map: A Road Safety Directory for Schools and Communities*
  - ▶ School Road Safety Guidelines template
  - ▶ School Road Safety Action Plan templates
  - ▶ *Principles for School Road Safety Education* Checklist
  - ▶ a sample road safety education program
  - ▶ newsletter tips (courtesy of WALGA RoadWise Program)
  - ▶ a school road safety survey and cover letter (courtesy of WALGA RoadWise Program).



## Getting it Together is complemented by:

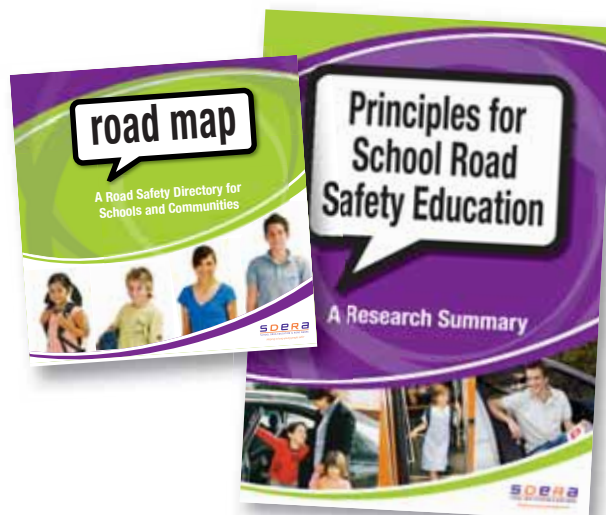
- *Road Map: A Road Safety Directory for Schools and Communities*

This resource directs schools to agencies who provide professional development, resources and other services such as school presentations.

- *Principles for School Road Safety Education: A Research Summary*.

This resource describes the research that guided the development of the Principles.

These resources, and other resources described on page 21, are available from SDERA and can be viewed at [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)



# What is a whole-school approach to road safety education?

A whole-school approach is dependent on schools, parents and communities working together to plan and implement road safety strategies within the school community.

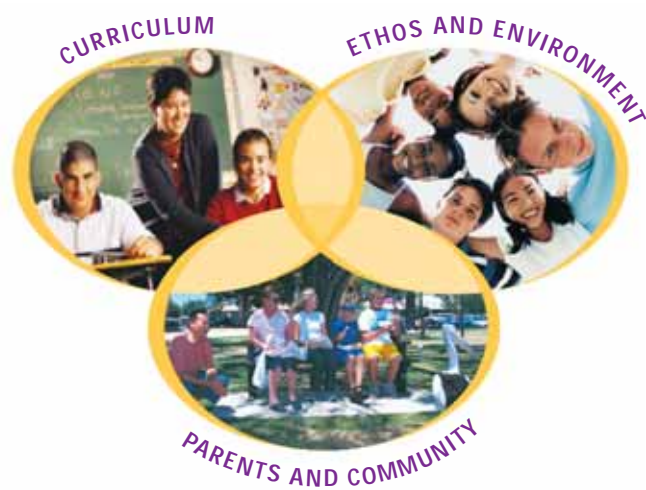
This approach will be more effective if schools consider the three areas of the *Health Promoting Schools Framework* and the set of evidence-based *Principles for School Road Safety Education* described in this resource.

## Health Promoting Schools Framework

The *Health Promoting Schools Framework* developed by the World Health Organisation (1986) encourages a whole-school approach to addressing health issues, including road safety education. This framework consists of three areas:

- Curriculum
- Ethos and Environment
- Parents and Community.

Health promoting school communities can make positive contributions to health and learning outcomes through the interrelationship of these three areas.



*Health Promoting Schools Framework  
(World Health Organisation, 1986)*

**A health promoting school is a school that is constantly strengthening its capacity as a healthy setting for living, learning and working.**

## What are the *Principles for School Road Safety Education*?

The 16 *Principles for School Road Safety Education* (SDERA 2007) have been devised by experts and based on research to ensure content and delivery methods of road safety education are consistent with what is currently understood to be best practice in the field.

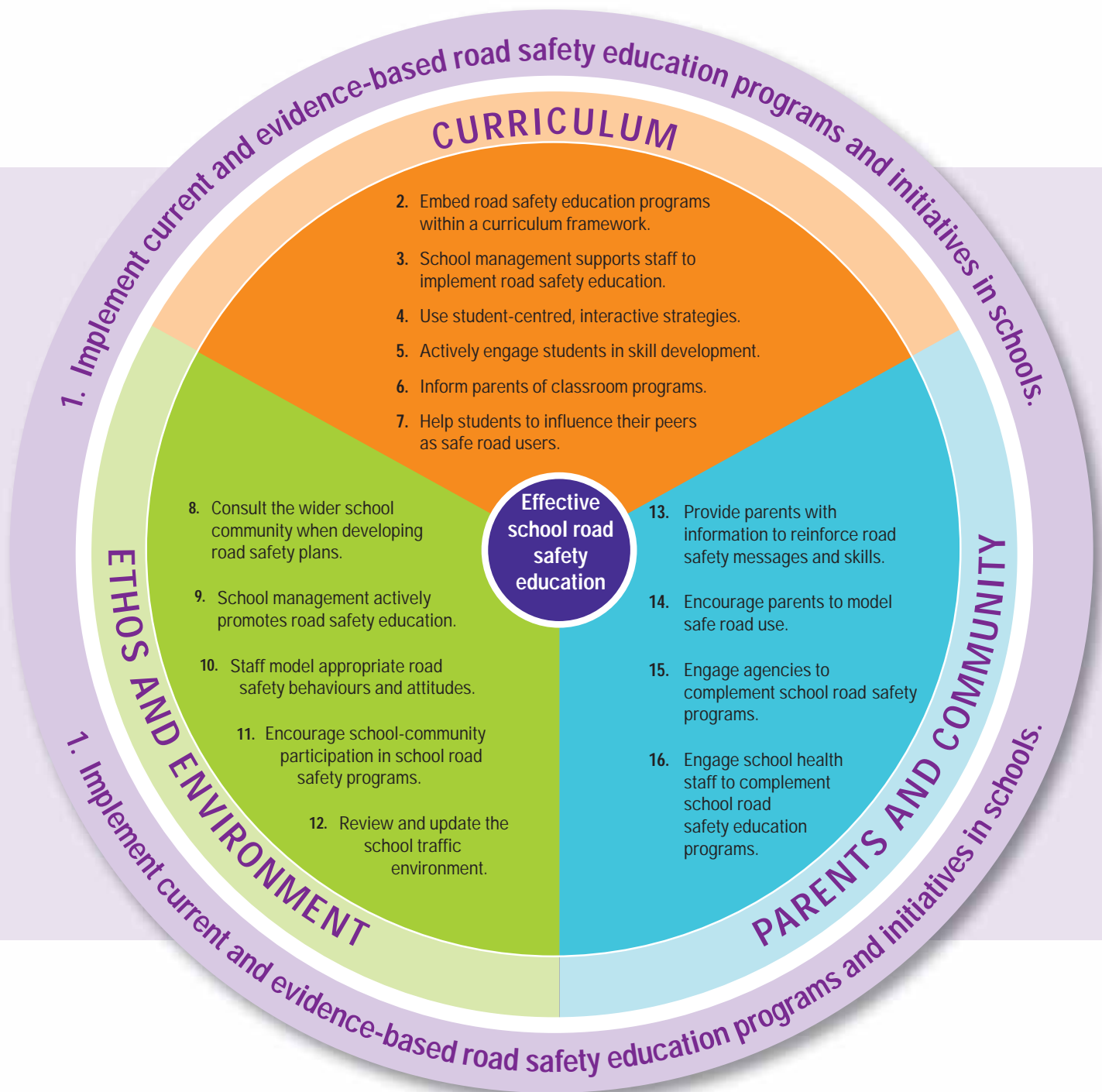
The Principles provide a framework of core concepts and values to guide the planning, implementation and review of road safety education programs, policies and practice in school communities.

Each of the Principles with supporting information are described on pages 12 to 19 and as a checklist on page 37.

The *Effective School Road Safety Education Model* shown on the next page demonstrates how the Principles fit within the three areas of the *Health Promoting Schools Framework*.



# Effective School Road Safety Education Model



Note: Only the key aspects of each Principle are shown in the *Effective School Road Safety Education Model*.

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## Why should school communities implement road safety education?

Research tells us that influencing the behaviour of road users is important in the effort to save lives (Road Safety Council 2008). In response to that, the long term vision of the State Government is to develop a safe road system where crashes resulting in death and serious injury are virtually eliminated.

An important part of this safe system approach is to educate children and young people to behave responsibly on the road.



Effective road safety education will give students opportunities to develop the knowledge, skills and attitudes to help them make informed and safer decisions in traffic and traffic environments.



## Main risks for young people in the traffic environment

### Early Childhood

Kindergarten to Year 3  
(4-8 years)

- ▶ Not wearing a seat belt or an approved and appropriate child car restraint.
- ▶ Lack of adult supervision when crossing roads, riding bikes and playing near traffic.
- ▶ Riding bikes and other wheeled devices without a bike helmet.



### Middle Childhood

Year 3 to Year 7  
(8-12 years)

- ▶ Not wearing a seat belt or an approved and appropriate child car restraint.
- ▶ Crossing roads without adult supervision.
- ▶ Riding bikes and other wheeled devices without a bike helmet.



### Early Adolescence

Year 7 to Year 10  
(12-15 years)

- ▶ Not wearing a seat belt.
- ▶ Being influenced by others to behave unsafely.
- ▶ Riding bikes and other wheeled devices without a bike helmet.



### Late Adolescence

Year 10 to Year 12  
(15-17 years)

- ▶ Not wearing a seat belt and travelling in overcrowded vehicles.
- ▶ Being influenced by others to behave unsafely.
- ▶ Underestimating the risks of driving and overestimating their ability as a driver.



## How are schools already addressing road safety?

### Many schools are already addressing road safety education by:

- **considering risk management of road safety issues both on and off the school site.**  
Traffic management around the school and excursion procedures are examples of road safety issues that need to be considered as part of the school's duty of care to students.
- **developing learning, teaching and assessment programs that give students the opportunity to progress in the Health and Physical Education Learning Area Outcomes.**  
Road safety is a context that can support and contribute to the achievement of these outcomes. SDERA's *Challenges and Choices* can assist schools to implement road safety education from Kindergarten to Year 10.
- **implementing SDERA's *Keys For Life* pre-driver education program in Year 10 to 12.**  
As *Keys for Life* is a Curriculum Council endorsed program, schools can help their students achieve one point towards their Western Australian Certificate of Education (WACE).
- **involving students in the *Keys For Life* parent workshop .**  
This workshop is approved as a means for students accruing community service hours to achieve their WACE.

**Education plays an important role towards achieving a safe system and schools need to be involved, however the level of that involvement will differ according to the demands and needs of each school.**

**Schools implementing road safety initiatives, whether short or long-term, should be recognised and commended for contributing to the health and wellbeing of young people in Western Australia.**

# Why should school communities consider the Principles in a whole-school approach?

By using the *Principles for School Road Safety Education* as a guide, schools can:

- be assured they are choosing the most appropriate and effective road safety strategies as part of a whole-school approach
- identify areas of strength and those that may require further planning.

The Principles and practical examples of what they may look like in the school community are provided on pages 12 to 19.

School case studies from the research also demonstrate the Principles in a 'real world' context.

**Schools are in an ideal position to deliver road safety education and to promote and maintain the health of children and young people.**



# *Principles for School Road Safety Education*

## **Overarching Principle**

Principle 1:

**Implement evidence-based road safety education programs and initiatives in schools and include local research and current legislation where available.**

Road safety education programs and initiatives based on research are more likely to be effective. Including local research and current legislation will help ensure that road safety education programs and initiatives are appropriate and relevant to the context of the school community.

# Curriculum

## Principle 2:

**Embed road safety education programs within a curriculum framework thereby providing timely, developmentally appropriate and ongoing road safety education for all year levels.**

When embedded in the curriculum, students' and teachers' awareness and knowledge of the importance of road safety education will be enhanced. Children and young people progress through developmental phases of learning. The ability to safely interact with the traffic environment relies on the learning and reinforcement of age appropriate content and skills throughout these phases.

## Principle 3:

**School management supports staff to effectively implement road safety education by ensuring access to available resources and professional learning opportunities.**

Professional development and support is a fundamental principle in road safety education. Enhancing staff member's skills in facilitating road safety education will ensure current and accurate information and resources are delivered to students.

## Principle 4:

**Use student-centred, interactive strategies to develop students' utility knowledge, skills, attitudes, motivation and behaviours regarding road safety.**

Programs that encourage student-centred activities such as those which promote play, social interaction, self-awareness, personal reflection and exploration of the world are most effective as they actively engage students, satisfy their natural curiosity in learning and encourage peer interaction during the learning process. Students from vulnerable groups such as lower socio-economic groups, culturally and linguistically diverse groups and rural and remote communities, who are at greater risk of traffic injury, benefit most from student-centred programs and interactive strategies.

## Case Study # 1

**Creating strong partnerships with external local agencies allowed one school to have access to relevant and current road safety education resources, as well as being notified of professional learning opportunities.**

## Case Study # 2

**A buddy program in place at one school saw the Year 7 students introduce Year 1 students to their crossing attendant at the school.**

### Principle 5:

**Actively engage students in developing skills that focus on identifying and responding safely to risk situations.**

Learning is dependent on active engagement with a task. Emphasis should therefore be placed on learning new skills and applying these to the appropriate context. Skill development that focuses on identifying and responding safely to risk situations is central to road safety education. A combination of classroom activities and real traffic training will reinforce learning and develop skills.

### Principle 6:

**Provide information to parents/carers that will encourage them to reinforce and practice road safety skills developed in the classroom, in the real road environment.**

Classroom curriculum can be effective in changing road safety knowledge, attitudes, skills and behaviours of children and young people. However, safer road user behaviour is more likely when parents are encouraged to model and provide on-road practice that support classroom programs, messages and strategies.

### Principle 7:

**Encourage students to support and influence their peers positively as a way of improving road safety behaviour.**

Peers are often the most influential role models in young peoples' social learning. Encouraging students to engage in safe road use behaviour, in peer situations, can be effective in improving this behaviour. When used in conjunction with other strategies peer discussion can greatly enhance learning gains.

## Case Study # 3

**Teachers reported in the early childhood area, interactive strategies that encouraged learning through play were most beneficial for students. One school reported for Kindergarten students, creating a mock road environment using materials created by the students, assisted with the learning process for pedestrian behaviours.**



# What do these Principles look like in a school?

## 2. Embed road safety education programs within a curriculum framework.

- Develop a road safety education program including age appropriate content to be provided on a regular basis over a child's school years. (A sample is provided on the CD-ROM.)
- Plan programs that reinforce existing concepts and skills and introduce new concepts and skills.
- Program opportunities where students can practise skills in a range of traffic-related situations.

## 3. School management supports staff to implement road safety education.

- Plan regular discussions of road safety issues at staff meetings.
- Create opportunities for staff to attend regular road safety education professional development by experienced health educators.
- Ensure school planning and budgets include professional development costs, registration fees, teacher relief time and resources.

## 4. Use student-centred, interactive strategies.

- Plan student-centred activities which promote play, social interaction, self-awareness, personal reflection and exploration of the world.
- Incorporate the use of visual, interactive learning tools such as group activities, rehearsal opportunities, interactive computer training, videos/DVD's, workbooks, peer group discussion and adult-led discussion, all of which are successful road safety education components.
- Plan programs and teaching materials that consider students' learning styles and needs.

## 5. Actively engage students in skill development.

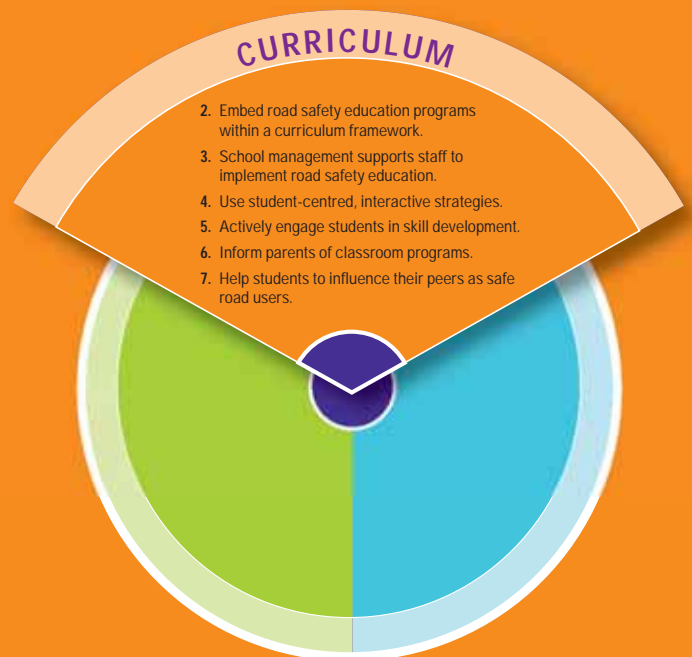
- Have students create and predict traffic-related scenarios in order for students to identify risks and practise decision-making.
- Help students identify traffic-related risks in their local community to raise awareness and develop skills to respond safely.
- Utilise opportunities such as excursions to talk about and practise safe road use in real traffic situations.

## 6. Inform parents of classroom programs.

- Provide parents with information relevant to the age of their child including appropriate websites, resources and videos/DVDs. Refer to the *Road Map* booklet for this information.
- Give parents practical ideas on how to model and teach safe road use. (Sample newsletter tips are provided on the CD-ROM.)
- Use school events such as assemblies and open days to promote road safety and encourage parent involvement in road safety for their child.
- Encourage parents to help their child practise making safe decisions in daily traffic situations.

## 7. Help students to influence their peers as safe road users.

- Have students plan and conduct road safety forums and activities for the school community.
- Establish a buddy program where students talk about road safety issues and ways to stay safe in traffic.
- Acknowledge students' safe road use through rewards such as road safety certificates, newsletter articles and assembly presentations.



# Ethos and Environment

## Principle 8:

**Consult the wider school community when developing road safety guidelines and then disseminate this information to families and monitor implementation.**

School road safety education is more effective when the three areas of the *Health Promoting Schools Framework* and the Principles are considered when planning, implementing and reviewing school road safety guidelines. To ensure guidelines are well implemented, schools are encouraged to involve the wider school community. Inviting feedback on draft versions can encourage ownership and increase acceptance. Providing parents and school staff with the school's road safety guidelines encourages them to model the desired behaviours and attitudes as specified.

## Principle 9:

**School management actively promotes road safety education by supporting staff to plan and implement road safety education within the curriculum and other school programs and initiatives.**

Schools often face many barriers when implementing a new program. To increase program success it is important for school management to provide leadership and support to the school community in their efforts. By taking a proactive approach, school management can openly demonstrate their commitment to the program and promote road safety education.

## Principle 10:

**School management actively encourages staff to model appropriate road safety behaviour and attitudes consistent with the school's road safety guidelines.**

Individuals learn by observing others perform a particular behaviour. Modelling is an important factor in effective injury prevention programs. Positive relationships between students and staff have been found to improve students' connectedness to school as well as reduce problem behaviours and improve attendance and academic achievement. Staff are therefore important role models for students and may exert considerable influence on the behaviours of young people.

## Principle 11:

**Encourage and promote school-community participation in school road safety programs.**

When the whole-school community is involved in addressing road safety through school-based, environmental and community interventions there is potential for long-term behaviour change and reduction in road injuries for children and young people.

## Principle 12:

**Review and update where necessary, in partnership with external authorities, the school traffic environment to encourage and support parents to practise road safety skills.**

Improvements in the school traffic environment such as road design, speed limits and the separation of pedestrians and vehicles around schools can greatly reduce pedestrian and cyclist injuries. This will enhance the safety of road users before and after school, and provide opportunities for parents to model appropriate road user behaviour with these facilities.

## Case Study # 4

**Schools reported providing time for teachers to plan for road safety education in the classroom as well as linking in to relevant days or special road safety events occurring in the community, such as Easter campaigns and Walk to School Days.**

## Case Study # 5

**One primary school reported their success in developing road safety guidelines by creating partnerships with their local government's engineering department and road safety officer, as well as community road safety agencies. Parents were also invited to participate in developing the guidelines. The guidelines were disseminated to families through the Parent Handbook. All new families to the school also received the guidelines at their induction.**

# What do these Principles look like in a school?

## 8. Consult the wider school community when developing road safety plans.

- Form a road safety committee or identify school leaders to coordinate the development and implementation of the school's road safety guidelines. (Sample guidelines are provided on page 26 and a template on the CD-ROM.)
- Survey the school community to determine the road safety issues. (A sample survey is provided on the CD-ROM.)
- Invite feedback on draft guidelines from staff, parent and students.
- Provide parents and students with the school's road safety guidelines.
- Use the school newsletter to highlight how the guidelines can improve road safety in and around the school.

## 9. School management actively promotes road safety education.

- Provide professional development opportunities for staff and allocate funds for resources and materials.
- Demonstrate commitment through leadership and support from school management for all road safety efforts.
- Have school management verbally express support, attend meetings and activities.
- Allow in-school time for program planning and staff discussions.

## 10. Staff model appropriate road safety behaviours and attitudes.

- Encourage staff to model behaviours and attitudes consistent with the school's road safety guidelines.
- Suggest staff use opportunities such as excursions and traveling to sporting events to model safe road user behaviour.
- Include road safety guidelines on the agenda at staff meetings on a regular basis.
- Give new staff the school's road safety guidelines as part of their induction.

## 11. Encourage school-community participation in school road safety programs.

- Establish a School Road Safety Leadership Team to develop a plan for road safety interventions in and around the school.
- Encourage interaction and communication with all groups in the whole-school community that have an interest in road safety.
- Run a community campaign including features, editorials and advertisements in local newspapers to raise awareness of road safety issues being addressed in the school community.

## 12. Review and update the school traffic environment.

- Conduct surveys and hold meetings involving parents, staff and local community members to determine road safety issues for the school. (A sample survey is provided on the CD-ROM.)
- Identify and engage key agencies that assist schools to address road safety hazards such as local government.
- Address traffic movement by establishing procedures such as designated pick up and drop off areas, cycling entry and exit points, and parking guidelines for student, staff and delivery drivers.
- Communicate changes and procedures relating to traffic management around the school to parents.
- Maintain the school traffic environment with regular reviews.



# Parents and Community

## Principle 13:

**Provide parents with information that will assist them to reinforce appropriate road safety messages and skills (including school guidelines) at home.**

Parents are best placed to model road safety for their children because they care and are motivated to ensure their child's safety. They are also aware and responsive to their children's habits in traffic and have many opportunities to teach their children about staying safe. Road safety information that is practical, offers ideas and encourages interaction between parents and their children is preferred. Families are more likely to be engaged in road safety education when information is relevant for their child and combines printed materials with interactive activities.

## Principle 14:

**Provide parents and carers with practical, opportunistic and planned, on-road training for modelling of appropriate behaviours to their children.**

Practical road-side training is an effective way of improving children's road safety knowledge and skills. Perceptual-motor skills are best developed at the road-side or in the car. Teaching and modelling safe road user behaviours are important indicators of children's road safety behaviours. Parents are best placed to practise and model these behaviours with their children.

## Principle 15:

**Establish and maintain links and involve community agencies and local government in the delivery of road safety messages that complement and support existing school road safety programs.**

Road safety educators and stakeholders are recommended to collaborate and combine their expertise when developing new road safety initiatives in schools as this will contribute to improved health and safety outcomes.

## Principle 16:

**Engage, train and resource school health service staff to complement and support road safety education programs and other initiatives in schools.**

Road safety requires a comprehensive, combined approach. Engaging school-based health staff and relevant community groups to support road safety education curriculum supports this approach. Presentations and services offered by these groups can complement and reinforce classroom programs when included as part of a road safety education program.

## Case Study # 6

**Many schools reported sending home information through every school newsletter, pamphlets and booklets supplied by external road safety agencies, and discussing road safety issues at school assemblies at least once a term.**

# What do these Principles look like in a school?

## 13. Provide parents with information to reinforce road safety messages and skills.

- Give parents road safety information through brochures, story books, newsletters, school assemblies and at home activities on a regular basis. (Sample newsletter tips are provided on the CD-ROM.)
- Provide information sessions and resources for parents to use when teaching their teenager to drive such as agreements that encourage practice and safer driving.

## 14. Encourage parents to model safe road use.

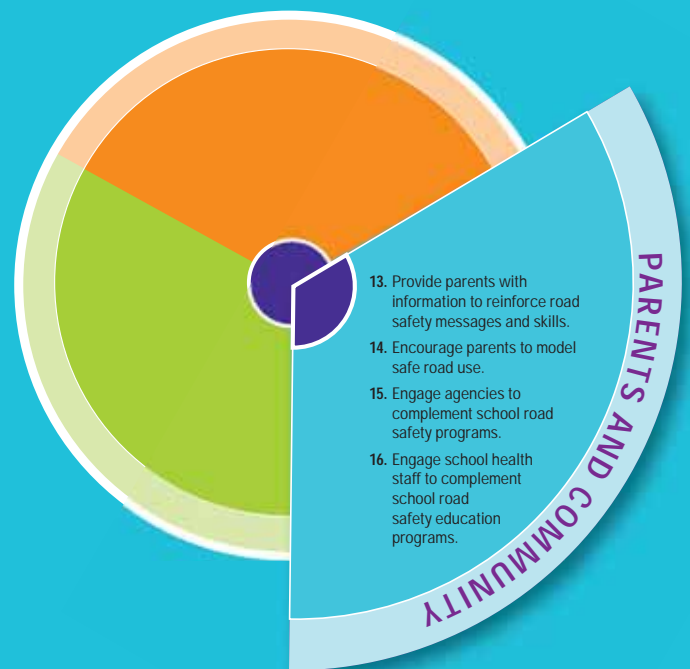
- Use all opportunities such as newsletters and assemblies to remind and provide parents with ways to teach and model safe road use with their child.
- Direct parents to resources and websites that explain practical road safety training tips.
- Remind parents to talk with their children when demonstrating safe behaviours in traffic by explaining what they are doing and why.

## 15. Engage agencies to complement school road safety programs.

- Identify agencies that provide resources, services and presentations to support road safety. Refer to the *Road Map* booklet for this information.
- Invite community agencies and local government to conduct presentations and workshops as part of a road safety education program.
- Participate in road safety competitions and awards that complement a road safety education program.
- Utilise community agencies support when planning ways for students to travel safely to school.

## 16. Engage school health staff to complement school road safety education programs.

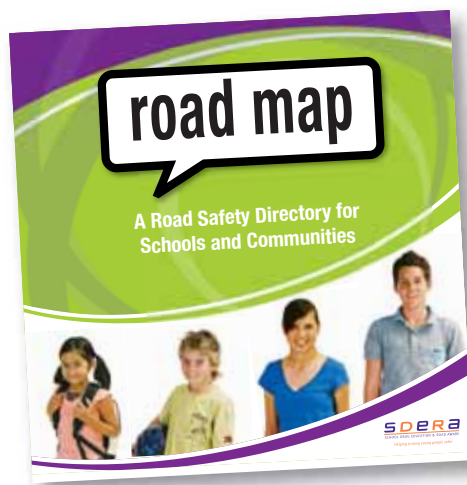
- Encourage involvement from school health staff in the provision of road safety education such as the school nurse setting up road safety displays and school chaplain giving counseling advice to students.
- Ensure the school's road safety guidelines include information about 'one-off' visits from outside agencies being embedded in a whole-school approach.
- Make staff aware of the complementary role that guest presentations can play in their road safety education program.



## Is there support available to help school communities implement road safety education?

Some road safety initiatives are easily implemented by schools, whereas other initiatives may require consultation, collaboration and support from external agencies.

**Yes.** There are many agencies in Western Australia that support road safety education in schools. The booklet, *Road Map: A Road Safety Directory for Schools and Communities*, provides information about these agencies and how they can help school communities implement road safety education.



Schools are encouraged to utilise these agencies as part of their whole-school approach to road safety education.

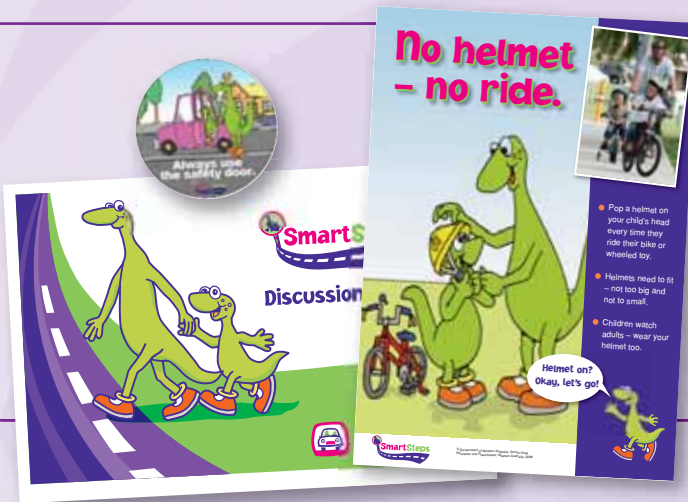
## School Drug Education and Road Aware (SDERA)

is the State Government's primary drug and road safety education strategy to help keep young people safer. SDERA offers a comprehensive range of road safety education programs and professional development for school-based staff.



Helping to keep young people safer

[www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)



**Smart Steps** is a road safety education program targeted at parents/carers of children aged from 0 to 4 years. *Smart Steps* professional development is available to Kindergarten and Pre-primary staff.

**Challenges and Choices** is a resilience, drug and road safety education program targeted at children and young people from Kindergarten through to Year 10 and their parents/carers.

These resources are in all WA schools. The Teacher Resource can be downloaded from the website.



**Keys for Life** is a pre-driver education program targeted at young people in Year 10 to 12 and their parents/carers.

Information about these resources is available can be viewed at [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)

## Why should road safety education programs be age appropriate?

As children develop at different rates, programs and teaching materials should be adapted to suit the developmental capabilities of children. It is therefore appropriate that road safety education information is tailored to the developmental phases of schooling.

Developmental phases have been defined according to the *Curriculum Framework for Kindergarten to Year 12 Education in Western Australia* (Curriculum Council of Western Australia, 1998).

Age appropriate road safety content for Kindergarten to Year 12 is described on page 24.

**School communities working with vulnerable groups (i.e. lower socio-economic, rural and remote, Indigenous and culturally and linguistically diverse) should consider the learning styles of these groups and adapt road safety activities and programs to meet students' needs.**



# Teaching and learning styles

## Early Childhood Kindergarten to Year 3

### Young children learn best:

- ▶ in a social context, interacting in a meaningful way with peers or adults
- ▶ through earnest exploration of their surroundings, actively constructing their own understanding of them
- ▶ through their own self-initiated play
- ▶ holistically, and do not divide their thinking up into subjects
- ▶ when language development facilitates their learning at all levels
- ▶ through reflective self-awareness.



### More specifically, this group would benefit from:

- ▶ *roadside learning* rather than classroom-based road safety education
- ▶ *parent involvement* including improved supervision and positive role-modelling.

## Middle Childhood Year 3 to Year 7

- ▶ Children in this age group begin to work more collaboratively in groups and draw from an increasing number of sources and information to enhance learning experiences.
- ▶ Interactive sessions should be a key component of school road safety education to maximise effectiveness.
- ▶ Road safety education in this age group should respond to gender differences in road safety issues. It should be provided in a positive learning environment that challenges the unsafe and risky behaviour that can lead to injury.
- ▶ Parent involvement at this stage is still crucial.



## Early Adolescence

### Year 7 to Year 10

- ▶ Interactive techniques such as adult-led and peer collaboration are particularly useful in the road safety education context.
- ▶ Activities or programs that allow achievement of outcomes in a number of learning areas at one time should be encouraged.



## Late Adolescence

### Year 10 to Year 12

- ▶ Group activities that focus on ethical issues and how changing values in society can affect learning should be included.
- ▶ Activities or programs that allow students to plan and manage complex tasks and to demonstrate their initiative, creativity and problem-solving skills are beneficial.
- ▶ Include a focus on reviewing and reflecting on decisions made and actions taken.



# Road safety content

The research for the *Principles for School Road Safety Education* identified appropriate road safety content for each phase of schooling.

SDERA's resources, *Smart Steps, Challenges and Choices* and *Keys for Life*, focus on this content which is also described in the *K-10 Health and Physical Education Syllabus* (Department of Education and Training 2007).

Content area	Appropriate content	Kindy to Year 3	Year 3 to 7	Year 7 to 10	Year 10 to 12
<b>Sensing Traffic</b>	What traffic is and what vehicles are.	●			
	Searching in a systematic way for traffic.	●			
	Meaning of road signs.	●			
	Understand how and why vehicles contribute to safety or danger.	●			
<b>Passenger Safety</b>	Being a safe passenger (e.g. wearing seat belts, child car restraints, using the safety door, not distracting the driver).	●	●		
	Rules that help to keep them safe.	●			
	How and why vehicles contribute to safety and danger.		●		
	How and why their own behaviour as a passenger contributes to safety and danger.		●		
	Adolescents should be made aware of the benefits of engaging in safe behaviours and the dangers associated with taking risks such as driving under the influence of alcohol or other drugs, or getting into a car with someone under the influence of alcohol or other drugs.			●	●
	Protection offered by seat belts, air bags and other vehicle safety features.				●
<b>Pedestrian Safety</b>	Vocabulary of the road (kerb, pavement, etc).	●	●		
	Skills needed to keep them safe (e.g. holding an adult's hand when crossing the road, stopping back from the kerb).	●	●		
	Choosing the safest places to cross the road.	●	●		
	Planning a safe route.	●	●		
	Safer places to play and safe rules for play.	●	●		
	Identifying people who could assist them to use roads more safely.		●		
	Explore strategies for avoiding or reducing associated risks in the traffic environment.		●		
	Avoidance of risk taking as a pedestrian.			●	●
	Resistance to peer pressure.			●	●
Getting home safely when under the influence of alcohol or other drugs.			●	●	
<b>Bicycle Education</b>	Safer cycle training including on-road training element and bicycle maintenance.		●	●	
	Helmet education, traffic rules, safety guidelines and on-bike training.	●	●	●	
	Avoidance of risk-taking as a cyclist.	●	●	●	●
	Resistance to peer pressure.			●	●
	Getting home safely when under the influence of alcohol or other drugs.			●	●
<b>Driver Education</b>	Relationship between alcohol and other drugs and road safety.				●
	Encourage the development of safe driving techniques including knowledge of road laws and in-car components.				●
	Causes of common traffic accidents involving young drivers and how such accidents can be prevented.				●
	Laws which apply to vehicle ownership.				●
	Journey planning including maps and timetables.				●
	Benefits of supervised driving practice.				●
<b>Parent Involvement</b>	Modelling and teaching correct road safety behaviours in a real traffic environment.	●	●	●	
	Raise awareness of young children's limitations in the traffic environment (e.g. crossing roads).	●	●	●	
	Parents should teach their children about potential dangers in the traffic environment and support this learning by demonstrating practical strategies for dealing with these dangers.	●	●		
	Educating parents in school pick-up and drop-off zones.	●	●	●	●
	Parents should develop a safer socialising agreement with their teenagers.			●	
	Practising and modelling good driver safety behaviours.				●
	Encouraging driving practice in a range of conditions.				●

# How can school communities get started?

When a school community makes the decision to implement road safety using a whole-school approach it is suggested that School Road Safety Guidelines are developed and supported by action plans for each area of the *Health Promoting Schools Framework*.

## School Road Safety Guidelines

School Road Safety Guidelines aim to keep young people safer in the traffic environment and encourage a shared commitment to road safety between parents, staff and students.

Guidelines that are developed in consultation with school community members, and are clear and well communicated, are more likely to be implemented and effective (SDERA 2007).

Guidelines should:

- state the school's road safety vision and goals
- highlight strategies being used to achieve road safety goals
- focus on improving road safety in and around the school
- identify roles and responsibilities of school staff and parent groups
- identify agencies who can contribute to achieving the school's road safety vision
- provide guidance on school road safety issues
- be reviewed on a regular basis.

Guidelines need to be distributed to staff, parents and students with other opportunities used to communicate and highlight their importance, such as:

- school assemblies
- inclusion of guidelines in induction packs
- school newsletters and website
- parent information evenings
- staff meetings
- letters to parents.

A guidelines template is included on the accompanying CD-ROM of this resource. Schools may contact SDERA to review and feedback on draft School Road Safety Guidelines.

Sample School Road Safety Guidelines are provided on pages 26 to 27.

The School Road Safety Action Plan (page 30) can assist schools to identify their road safety vision and goals when developing road safety guidelines.

**Where guidelines state the school's road safety goals, the action plan states how these goals are to be achieved.**



# Crossroads Primary School

## Road Safety Guidelines

*Promoting a safe school road environment*

### Vision

At Crossroads Primary School we believe road safety is integral to the well-being of our students. We aim to provide a safe and supportive environment for the school community. We endeavour to engage the whole-school community in our road safety initiatives and are committed to providing our students with road safety education across all year levels.

### School Commitment

Our School Road Safety Guidelines are consistent with the *Principles for School Road Safety Education*. The guidelines promote a whole-school approach to road safety, where school staff, parents, students and the wider community encourages safer road use and work together to establish and maintain a safe road environment.

Our guidelines have been developed in consultation with staff, students, parents and community members to address road safety in a caring and consistent manner within the Crossroads Primary School community.

### Curriculum

- Our three year road safety education plan identifies age appropriate road safety education content across all year levels.
- We use evidence-based road safety resources such as:
  - Smart Steps (SDERA)
  - Challenges and Choices (SDERA).
- School management supports staff to deliver appropriate road safety education by allowing in-school time for planning, providing professional development opportunities for staff and allocating funds for resources and materials.
- Classroom programs focus on skill development and develop students' knowledge and understandings, attitudes and values.
- A minimum of three hours of road safety education per term is provided to all students across each school year.
- Excursions are used as a road safety opportunity where students and school staff road user behaviour is a focus. Risk management of students in the traffic environment is always addressed.

### Ethos and Environment

- A School Road Safety Leadership Team with representatives from the teaching and administration staff, parents and students is supported.
- Road safety is included in all school planning.
- School Road Safety Guidelines are reviewed on an annual basis in consultation with the school community.
- Regular reviews of our school road environment are conducted in consultation with the school community.
- Traffic issues are identified and managed in consultation with the school community and relevant agencies.

## Parents and Community

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- Parents and families are involved in road safety initiatives.
- Road safety information and strategies for parents and families are provided on a regular basis through different methods such as the newsletter, website and school assemblies.
- A dedicated road safety week is conducted on an annual basis.
- SDERA's *Road Map* is used to identify agencies who support our school road safety.
- Incursions are used to complement our classroom programs and whole-school activities. Guest speakers are issued with the schools expectations for the presentation.
- Information on traffic management around the school and road safety advice to staff, parents and students including walking and cycling to school, and parking, is communicated on a regular basis through the school newsletter and assemblies.
- Induction packs to new staff members and families include our School Road Safety Guidelines.

## Procedures in the event of a road incident

*In the event of a road incident the following procedures will be followed:*

- parents will be notified
- students and families will be offered counselling
- the incident will be documented and protective factors investigated by the School Road Safety Leadership Team
- at all times respect, courtesy and confidentiality will be given to all parties concerned.

### Useful contacts and information

St John Ambulance	(08) 9334 1222 <a href="http://www.stjohnambulance.com.au">www.stjohnambulance.com.au</a>
Local Council: City of Gettinbetta	(08) 1234 1234 <a href="http://www.gettinbetta.wa.gov.au">www.gettinbetta.wa.gov.au</a>
SDERA	(08) 9264 4743 <a href="http://www.sdera.wa.edu.au">www.sdera.wa.edu.au</a>
WALGA RoadWise	<a href="http://www.roadwise.asn.au">www.roadwise.asn.au</a>
Public Transport Authority	<a href="http://www.pta.wa.gov.au">www.pta.wa.gov.au</a>

### School contacts

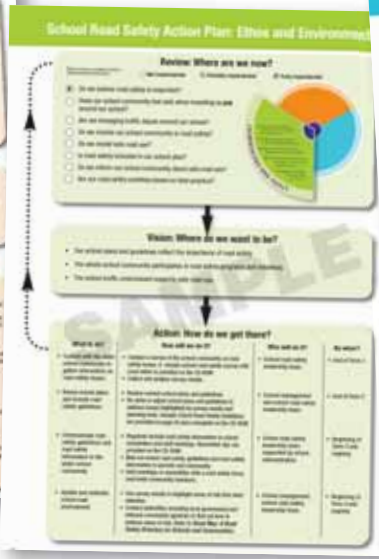
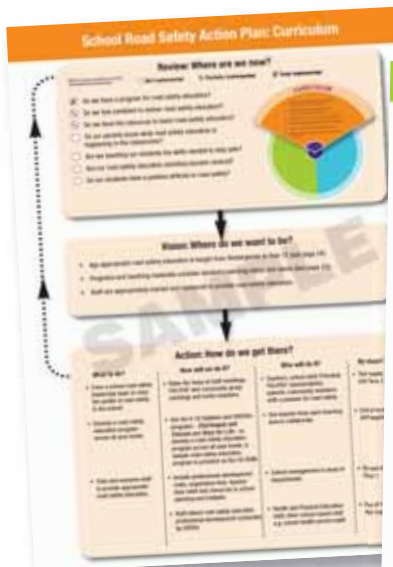
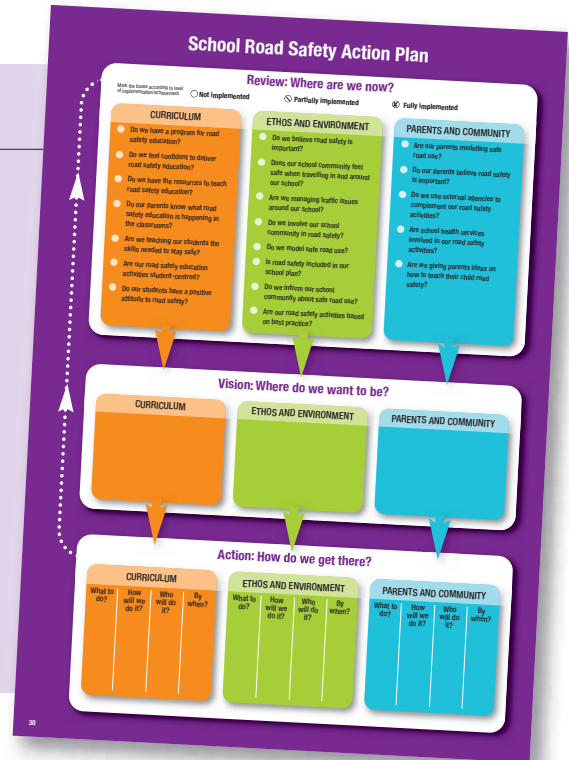
Principal – Mrs Sally Green	1234 5678
Deputy Principal – Mr Graham Watt	1234 5678
School Health Nurse	1234 5678
School Road Safety Leadership Team	1234 5678
Mrs Sue Kirkham	
Mrs Joanna Wallace	
Ms Rhianna Ford	
Mr Tom Samson	

# School Road Safety Action Plan

The School Road Safety Action Plan described in this section will assist schools to assess, plan and implement road safety strategies. This plan is based on the *Principles for School Road Safety Education* and the three areas of the *Health Promoting Schools Framework*.

## Step One

Become familiar with the *School Road Safety Action Plan* (page 30). Three sample action plans for Curriculum, Ethos and Environment, and Parents and Community in a Kindergarten to Year 12 school indicate areas that schools may focus on (pages 31 to 33). Although these sample action plans are spread across one year, it is important to acknowledge some road safety strategies will take longer to implement than others and plans may be spread over a period of two to three years.



## Step Two

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Use the Planning Templates (pages 34 to 36), to develop a Road Safety Action Plan for your school by progressing through the phases described below. (The planning templates are also provided on the CD-ROM accompanying this resource).

- **Phase 1**

**Review: Where are we now?**

Take a snapshot of your school's current road safety education programs and practice by answering the questions listed for each of the three areas. These questions are derived from the *Principles for School Road Safety Education*. This phase can help to highlight areas of strength and those needing to be addressed.

A simple checklist of the *Principles for School Road Safety Education* (page 37) may help to take a snapshot of your schools current practice in road safety education.

- **Phase 2**

**Vision: Where do we want to be?**

Record any gaps you have identified in your review. This phase helps schools determine their road safety vision and set goals that form part of their School Road Safety Guidelines.

- **Phase 3**

**Action: How do we get there?**

Think about and record ways to achieve your road safety vision, who needs to be involved and what steps can be taken to get the wheels in motion. This phase helps schools map out a plan to achieve their road safety vision.

## Step Three

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**Consult** with your school community to reach an agreement on the proposed plans. Incorporate feedback from the consultation into your final action plan/s.

## Step Four

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**Implement** the action plan/s and **monitor** progress by returning to Phase 1 at regular intervals.

# School Road Safety Action Plan

## Review: Where are we now?

Mark the boxes according to level of implementation/achievement.

Not implemented

Partially implemented

Fully implemented

### CURRICULUM

- Do we have a program for road safety education?
- Do we feel confident to deliver road safety education?
- Do we have the resources to teach road safety education?
- Do our parents know what road safety education is happening in the classrooms?
- Are we teaching our students the skills needed to stay safe?
- Are our road safety education activities student-centred?
- Do our students have a positive attitude to road safety?

### ETHOS AND ENVIRONMENT

- Do we believe road safety is important?
- Does our school community feel safe when travelling in and around our school?
- Are we managing traffic issues around our school?
- Do we involve our school community in road safety?
- Do we model safe road use?
- Is road safety included in our school plan?
- Do we inform our school community about safe road use?
- Are our road safety activities based on best practice?

### PARENTS AND COMMUNITY

- Are our parents modelling safe road use?
- Do our parents believe road safety is important?
- Do we use external agencies to complement our road safety activities?
- Are school health services involved in our road safety activities?
- Are we giving parents ideas on how to teach their child road safety?

## Vision: Where do we want to be?

### CURRICULUM

### ETHOS AND ENVIRONMENT

### PARENTS AND COMMUNITY

## Action: How do we get there?

### CURRICULUM

What to do?	How will we do it?	Who will do it?	By when?

### ETHOS AND ENVIRONMENT

What to do?	How will we do it?	Who will do it?	By when?

### PARENTS AND COMMUNITY

What to do?	How will we do it?	Who will do it?	By when?



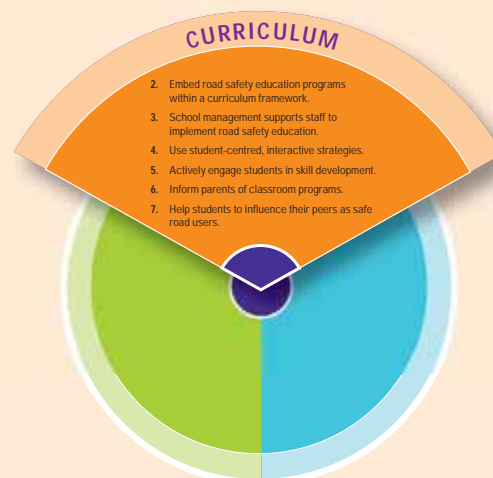
# School Road Safety Action Plan: Curriculum

## Review: Where are we now?

Mark the boxes according to level of implementation/achievement.

- Not implemented   
  Partially implemented   
  Fully implemented

- Do we have a program for road safety education?
- Do we feel confident to deliver road safety education?
- Do we have the resources to teach road safety education?
- Do our parents know what road safety education is happening in the classrooms?
- Are we teaching our students the skills needed to stay safe?
- Are our road safety education activities student-centred?
- Do our students have a positive attitude to road safety?



## Vision: Where do we want to be?

- Age appropriate road safety education is taught from Kindergarten to Year 12 (see page 24).
- Programs and teaching materials consider student's learning styles and needs (see page 23).
- Staff are appropriately trained and resourced to provide road safety education.

## Action: How do we get there?

What to do?	How will we do it?	Who will do it?	By when?
<ul style="list-style-type: none"> <li>• Form a school road safety leadership team to raise the profile of road safety in the school.</li> <li>• Develop a road safety education program across all year levels.</li> <li>• Train and resource staff to provide appropriate road safety education.</li> </ul>	<ul style="list-style-type: none"> <li>• Raise the issue at staff meetings, P&amp;C/P&amp;F and community group meetings and invite members.</li> <li>• Use the K-10 Syllabus and SDERA's programs - <i>Challenges and Choices</i> and <i>Keys for Life</i> – to develop a road safety education program across all year levels. A sample road safety education program is provided on the CD-ROM.</li> <li>• Include professional development costs, registration fees, teacher time relief and resources in school planning and budgets.</li> <li>• Staff attend road safety education professional development conducted by SDERA.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers, school staff, Principal, P&amp;C/P&amp;F representative, parents, community members with a passion for road safety.</li> <li>• One teacher from each learning area to collaborate.</li> <li>• School management or head of departments.</li> <li>• Health and Physical Education staff, other school-based staff e.g. school health service staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Two weeks into Term 1</li> <li>• End of Term 2 and ongoing</li> <li>• By end of Term 1</li> <li>• End of Term 2 and ongoing</li> </ul>

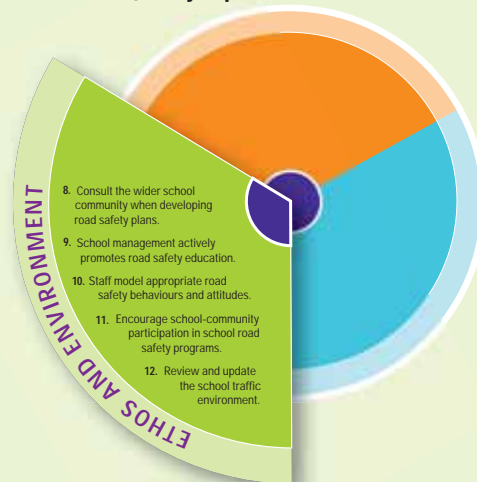
# School Road Safety Action Plan: Ethos and Environment

## Review: Where are we now?

Mark the boxes according to level of implementation/achievement.

- Not implemented    
  Partially implemented    
  Fully implemented

- Do we believe road safety is important?
- Does our school community feel safe when travelling in and around our school?
- Are we managing traffic issues around our school?
- Do we involve our school community in road safety?
- Do we model safe road use?
- Is road safety included in our school plan?
- Do we inform our school community about safe road use?
- Are our road safety activities based on best practice?



## Vision: Where do we want to be?

- Our school plans and guidelines reflect the importance of road safety.
- The whole-school community participates in road safety programs and initiatives.
- The school traffic environment supports safe road use.

## Action: How do we get there?

What to do?	How will we do it?	Who will do it?	By when?
<ul style="list-style-type: none"> <li>• Consult with the wider school community to gather information on road safety issues.</li> <li>• Revise school plans and include road safety guidelines.</li> <li>• Communicate road safety guidelines and road safety information to the wider school community.</li> <li>• Update and maintain school road environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a survey of the school community on road safety issues. A sample school road safety survey with cover letter is provided on the CD-ROM</li> <li>• Collect and analyse survey results.</li> <li>• Review current school plans and guidelines.</li> <li>• Re-write or adjust school plans and guidelines to address issues highlighted by survey results and planning tools. Sample School Road Safety Guidelines are provided on page 26 and a template on the CD-ROM.</li> <li>• Regularly include road safety information in school newsletters and staff meetings. Newsletter tips are provided on the CD-ROM.</li> <li>• Mail out school road safety guidelines and road safety information to parents and community.</li> <li>• Hold meetings or assemblies with a road safety focus and invite community members.</li> <li>• Use survey results to highlight areas of risk that need attention.</li> <li>• Contact authorities including local government and relevant community agencies to find out how to address areas of risk. Refer to <i>Road Map: A Road Safety Directory for Schools and Communities</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• School road safety leadership team.</li> <li>• School management and school road safety leadership team.</li> <li>• School road safety leadership team supported by school administration.</li> <li>• School management, school road safety leadership team.</li> </ul>	<ul style="list-style-type: none"> <li>• End of Term 1</li> <li>• End of Term 2</li> <li>• Beginning of Term 3 and ongoing</li> <li>• Beginning of Term 3 and ongoing</li> </ul>

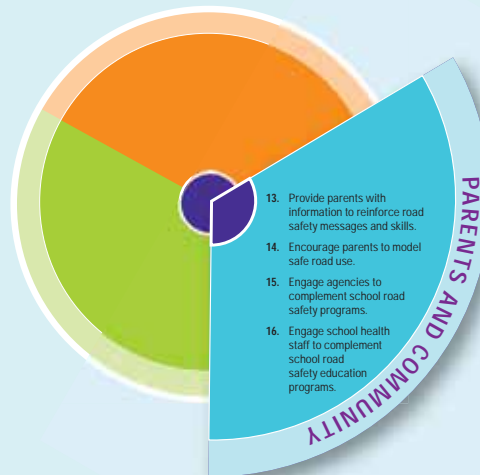
# School Road Safety Action Plan: Parents and Community

## Review: Where are we now?

Mark the boxes according to level of implementation/achievement:

- Not implemented    
  Partially implemented    
  Fully implemented

- Are our parents modelling safe road use?
- Do our parents believe road safety is important?
- Do we use external agencies to complement our road safety activities?
- Are school health services involved in our road safety activities?
- Are we giving parents ideas on how to teach their child road safety?



## Vision: Where do we want to be?

- Parents consider road safety is important.
- Parents model safe road use in and around the school and at home.
- Agencies complement and support school road safety programs and initiatives.
- School health staff complement and support road safety education and initiatives.

## Action: How do we get there?

What to do?	How will we do it?	Who will do it?	By when?
<ul style="list-style-type: none"> <li>• Encourage appropriate road use and participation in road safety initiatives from parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide regular road safety information to parents through school newsletters, information mail outs and school assemblies.</li> <li>• Include homework activities designed for students to complete with their parents.</li> </ul>	<ul style="list-style-type: none"> <li>• School road safety leadership team supported by school administration and teaching staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning of Term 3 and ongoing</li> </ul>
<ul style="list-style-type: none"> <li>• Implement SDERA's <i>Smart Steps</i> program.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend <i>Smart Steps</i> professional development and obtain the resources.</li> <li>• Hold a <i>Smart Steps</i> parent workshop at the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-primary teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• By end of Term 4</li> </ul>
<ul style="list-style-type: none"> <li>• Implement SDERA's <i>Keys for Life</i> program.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend <i>Keys for Life</i> professional development and obtain the resources.</li> <li>• Contact RAC to arrange a <i>Keys for Life</i> parent workshop.</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Physical Education (HPE) teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• By end of Term 3</li> <li>• By end of Term 4</li> </ul>
<ul style="list-style-type: none"> <li>• Involve agencies in school road safety programs and initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the booklet <i>Road Map</i> to identify agencies who can provide road safety presentations, resources and services.</li> </ul>	<ul style="list-style-type: none"> <li>• School road safety leadership team; HPE teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning of Term 3</li> </ul>
<ul style="list-style-type: none"> <li>• Engage, train and resource school health staff to support road safety education and initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify school health service staff with the capacity to provide road safety information.</li> <li>• School health service staff attend professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• School road safety leadership team, school management.</li> <li>• School health service staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning of Term 3</li> <li>• End of Term 4</li> </ul>

# Curriculum

## Review: Where are we now?

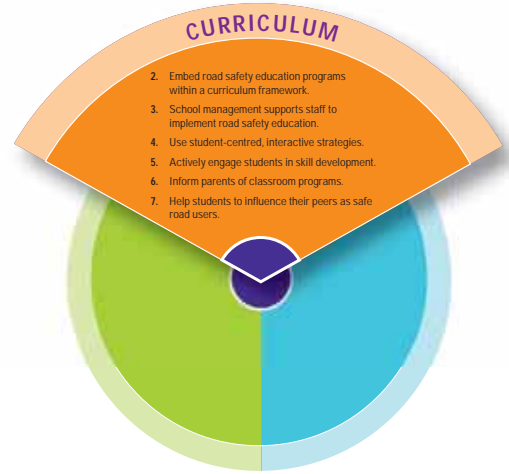
Mark the boxes according to level of implementation/achievement:

Not implemented

Partially implemented

Fully implemented

- Do we have a program for road safety education?
- Do we feel confident to deliver road safety education?
- Do we have the resources to teach road safety education?
- Do our parents know what road safety education is happening in the classrooms?
- Are we teaching our students the skills needed to stay safe?
- Are our road safety education activities student-centred?
- Do our students have a positive attitude to road safety?



## Vision: Where do we want to be?

## Action: How do we get there?

What to do?

How will we do it?

Who will do it?

By when?

# Ethos and Environment

## Review: Where are we now?

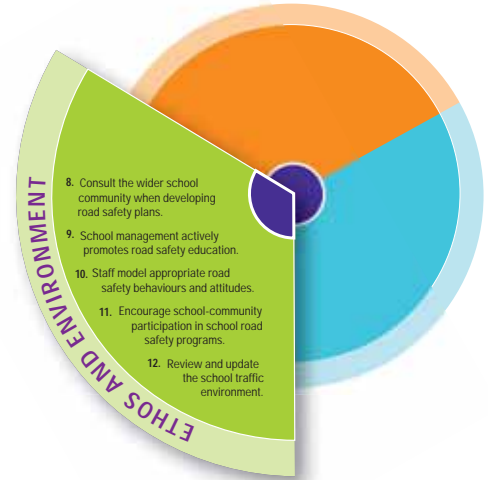
Mark the boxes according to level of implementation/achievement:

Not implemented

Partially implemented

Fully implemented

- Do we believe road safety is important?
- Does our school community feel safe when travelling in and around our school?
- Are we managing traffic issues around our school?
- Do we involve our school community in road safety?
- Do we model safe road use?
- Is road safety included in our school plan?
- Do we inform our school community about safe road use?
- Are our road safety activities based on best practice?



## Vision: Where do we want to be?

## Action: How do we get there?

What to do?

How will we do it?

Who will do it?

By when?

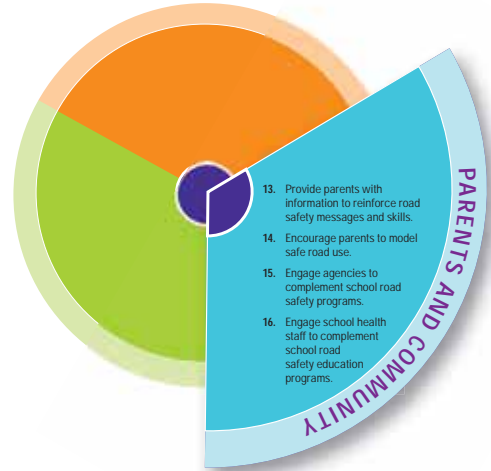
# Parents and Community

## Review: Where are we now?

Mark the boxes according to level of implementation/achievement:

- Not implemented    
  Partially implemented    
  Fully implemented

- Are our parents modelling safe road use?
- Do our parents believe road safety is important?
- Do we use external agencies to complement our road safety activities?
- Are school health services involved in our road safety activities?
- Are we giving parents ideas on how to teach their child road safety?



## Vision: Where do we want to be?

## Action: How do we get there?

What to do?

How will we do it?

Who will do it?

By when?

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# Principles for School Road Safety Education Checklist

Mark the boxes according to level of implementation/achievement:



Not implemented



Partially implemented



Fully implemented

## OVERARCHING PRINCIPLE

1. Implement evidence-based road safety education programs and initiatives in schools and include local research and current legislation where available.

## CURRICULUM

2. Embed road safety education programs within a curriculum framework thereby providing timely, developmentally appropriate and ongoing road safety education for all year levels.
3. School management supports teachers to effectively implement road safety education by ensuring access to available resources and professional learning opportunities.
4. Use student-centred, interactive strategies to develop students' utility knowledge, skills, attitudes, motivation and behaviours regarding road safety.
5. Actively engage students in developing skills that focus on identifying and responding safely to risk situations.
6. Provide information to parents/carers that will encourage them to reinforce and practise road safety skills developed in the classroom, in the real road environment.
7. Encourage students to support and influence their peers positively as a way of improving road safety behaviour.

## ETHOS AND ENVIRONMENT

8. Consult the wider school community when developing road safety guidelines and policies and then disseminate this information to families and monitor implementation.
9. School management actively promotes road safety education by supporting staff to plan and implement road safety education within the curriculum and other school programs and initiatives.
10. School management actively encourages staff to model appropriate road safety behaviour and attitudes consistent with the school's road safety guidelines.
11. Encourage and promote school-community participation in school road safety programs.
12. Review and update where necessary, in partnership with external authorities, the school road environment to encourage and support parents and carers to practise safer road safety skills.

## PARENTS AND COMMUNITY

13. Provide parents and carers with information that will assist them to reinforce appropriate road safety messages and skills (including school guidelines and policies) at home.
14. Provide parents and carers with practical, opportunistic and planned, on-road training for modelling of appropriate behaviours to their children.
15. Establish and maintain links and involve community agencies and local government in the delivery of road safety messages that complement and support existing school road safety programs.
16. Engage, train and resource school health service staff to complement and support road safety education programs and other initiatives in schools.

## References

Department of Education and Training (2007) *Kindergarten to Year 10 Syllabus*, Government of Western Australia, Perth.

Road Safety Council (2008) *Towards Zero: getting there together: Road Safety Council's recommendations to the Government to reduce road trauma in Western Australia 2008-2020*, Government of Western Australia, Perth. Available: <http://www.officeofroadsafety.wa.gov.au/> [10/10/08].

School Drug Education and Road Aware (SDERA) (2007), *Principles of Best Practice: Road Safety Education*, report prepared by S Waters, J House, L Dearle, D Cross & M Hall, Child Health Promotion Research Centre, Edith Cowan University, Perth.

World Health Organisation (1986) *Ottawa Charter for Health Promotion*, First International Conference on Health Promotion, World Health Organisation, Geneva.



# getting it together

For more information visit  
[www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)



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The information referred to in this brochure was correct at the time of publication.  
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