

SUMMARY OF THE SDERA SCHOOL ROAD SAFETY EDUCATION GRANT 2009 | 2010

SCHOOL DRUG EDUCATION AND ROAD AWARE (SDERA)
IS THE GOVERNMENT'S PRIMARY DRUG AND ROAD
SAFETY EDUCATION STRATEGY FOR YOUNG PEOPLE.

SDERA WORKS WITH SCHOOLS AND THE WIDER
COMMUNITY TO PROVIDE PREVENTION EDUCATION
AIMED AT KEEPING YOUNG PEOPLE SAFER.

OCTOBER 2010



Department of
Education



getting there together



CATHOLIC EDUCATION
OFFICE OF WESTERN AUSTRALIA



SDERA
SCHOOL DRUG EDUCATION & ROAD AWARE

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SDERA acknowledges the contribution of the following schools in developing and conducting innovative road safety initiatives within their school community.

Ashdale Primary School
Comet Bay Primary School
Dalkeith Primary School
East Narrogin Primary School
East Victoria Park Primary School
Glen Huon Primary School
Parkfield Primary School
Peg's Creek Primary School
Withers Primary School
York District High School
Halls Head Community College – Education Support Centre
Mercy College

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EXECUTIVE SUMMARY

EDUCATING CHILDREN AND YOUNG PEOPLE TO BE RESPONSIBLE, COMPLIANT ROAD USERS AND TO BECOME ADVOCATES FOR THIS BEHAVIOUR, IS A CRITICAL PART OF A SAFE SYSTEM APPROACH.

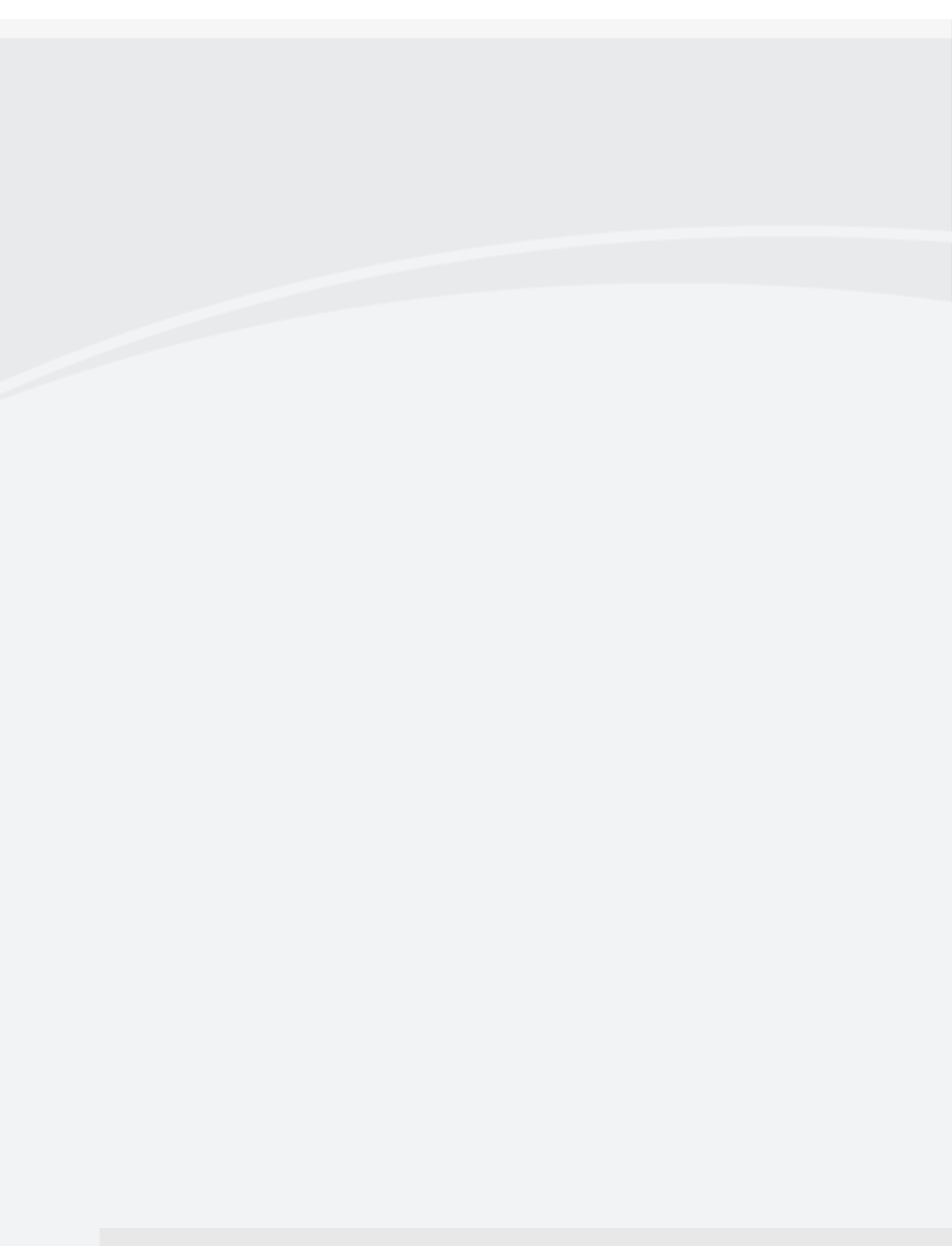
in association with the Child Health Promotion Research Centre at Edith Cowan University to develop the *Principles for School Road Safety Education* (the *Principles*).

In March 2009 the *Getting it Together: A Whole-School Approach to Road Safety Education* resource, which embodies the whole-school approach to road safety education and focuses on the *Principles* and the three areas in the Health Promoting Schools Framework, was launched by SDERA. In conjunction with this launch SDERA offered a limited number of Road Safety Education Grants. Grants were advertised through a variety of sources. A total of 44 schools completed an Expression of Interest. Twelve schools were successful in receiving a grant of \$2000. Grants were offered to those schools whose applications most closely aligned with best practice school road safety education. Applications that endorsed a whole-school approach, used strategies to address all three areas from the Health Promoting Schools Framework and promoted the *Principles*, were considered favourably.

Fostering shared responsibility, building relationships, partnering with the community and ensuring best practice, are also pivotal to the *WA Road Safety Strategy Towards Zero 2008-2020*. These are all cornerstones of the best practice project undertaken in 2007 by School Drug Education and Road Aware (SDERA)

One of the outputs for the funding was the development of whole-school Road Safety Guidelines. Only three of the schools funded had existing guidelines before receiving funding under the SDERA Road Safety Education Grant. On conclusion of the grant timeframe ten schools had formalised Road Safety Guidelines. During the funded period between June 2009 and June 2010, 10 of the 12, or 83% of the funded schools, accessed further professional learning from SDERA in the form of full-day workshops. This professional learning included *Getting it Together*, *Keys for Life*, *Challenges and Choices* and *Smart Steps*. Professional learning was conducted both in the regions and in the metropolitan area. Of significance is that from these funded schools, 44 of the 73 participants who attended the workshops had not previously accessed SDERA professional learning.

The grant process has been successful in allowing schools to lift the profile of road safety within the school environment. Funding has provided a vehicle to 'kick-start' specific initiatives to meet the identified needs of the school community. Additionally, schools have stated that they have experienced increased connectedness between the school, the parent body and the wider community. Programs that developed practical and accessible learning opportunities for parents in familiar, non-threatening environments were well received. This was particularly important for engaging culturally and linguistically diverse parents and carers and those from an Aboriginal background.



BACKGROUND

WESTERN AUSTRALIAN STATISTICS REVEAL THAT CHILDREN AND YOUNG PEOPLE UP TO THE AGE OF 18 YEARS, ARE HIGHLY REPRESENTED IN TRANSPORT RELATED FATALITIES AND HOSPITALISATIONS.

significant contributing factor. Undeniably, the impact of road trauma is devastating for individuals, families and communities.

As a vulnerable and high risk group, children and young people remain a key target group in the *WA Road Safety Strategy Towards Zero 2008-2020* as they are frequent users of the road and transport system in our state, as pedestrians, passengers, cyclists, drivers and increasingly as moped riders.

It is widely recognised that effective road safety education provides the best opportunity for achieving a sustained improvement in behaviour change and a reduction in road trauma for children and young people. However, despite many innovative school-based interventions, there is little evidence-based research that demonstrates positive changes in children's road safety knowledge, attitudes and behaviours (School Drug Education and Road Aware 2007). This makes choosing, and then implementing, effective road safety programs challenging for school administrators and practitioners. Additionally, scarce resources and competing priorities within school communities contribute to the difficulties of promoting and implementing a new program and reinforce the need for concrete evidence for educators on what constitutes effective road safety education (Australian Institute of Health and Welfare 2009).

In 2008, 17 Western Australian children aged between 0-16 years died as a result of a road crash, representing 8.21% of all road crash fatalities (Office of Road Safety 2008). 6.7% of these fatalities were in the metropolitan area and 9.2% in the regions. Males are over-represented in nearly all age and road user groups, and the non-use of restraints remains a

In 2006, the National Road Safety Education Forum (NRSEF), which is a nationally representative group of senior managers who oversee the implementation of road safety in schools, agreed that a set of nationally-relevant principles of best practice would enhance the effectiveness of road safety education in schools. This follows a pattern established by other health fields where principles rather than 'How to manuals' have been developed to guide decision making in school communities.

SDERA coordinated and commissioned the research project, with some financial input from other jurisdictions including South Australia and Victoria, and contracted the Child Health Promotion Research Centre at Edith Cowan University (ECU) in Western Australia to develop the *Principles for Road Safety Education*. After a robust and systematic review and analysis of empirical, theoretical and practical evidence for best practice school road safety education, draft principles were developed. An internal review of the draft principles by a panel of expert National road safety education practitioners and policy makers ratified the 16 *Principles*. 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. The *Principles* ensure content and delivery methods of road safety education are consistent with what is currently understood to be best practice in the field.

A whole-school approach and increased efficacy are key elements of the *Principles*. This approach is also fundamental in that it is a way for schools and educators to contribute to the Safe System approach of the *WA Road Safety Strategy Towards Zero 2008-2020*, by helping schools focus on:

- » best practice
- » a high level of road user compliance and responsibility
- » a shared responsibility between school staff, parents, community and students
- » a collaborative approach to road safety that includes parent and community involvement, sound teaching and learning programs, and an enrichment of the school ethos and environment
- » positive student attitudes towards being an advocate for their own road user behaviour and that of their peers.

In 2009 SDERA developed, and then published, the resource *Getting it Together: A Whole-School Approach to Road Safety Education (Getting It Together)*. This resource is based on the research conducted by the Child Health Promotion Research Centre at Edith Cowan University. The resource endorses a whole-school approach to road safety education and focuses on the *Principles* and the three areas in the Health Promoting Schools Framework (Curriculum, Ethos and Environment, and Parents and Community). The aim of this resource is to assist school communities to develop Road Safety Guidelines and Action Plans in order to assess, plan and implement a whole-school approach to road safety education.

In partnership with the launch of the *Getting it Together* resource, schools were invited to apply for a SDERA Road Safety Education Grant. The purpose of the grant was to provide schools with an incentive to develop Road Safety Guidelines using the *Getting it Together* resource as a guide. A total of 44 schools applied for a very limited number of grants. SDERA requested applications in the form of a brief Expression of Interest.

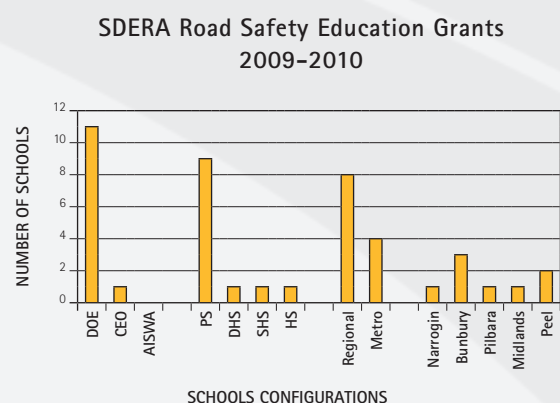
1 _____ SDERA ROAD SAFETY EDUCATION GRANT PROCESS

1.1 _____ INTRODUCTION

In March 2009 the *Getting it Together: A Whole-School Approach to Road Safety Education* resource, which embodies the whole-school approach to road safety education and focuses on the *Principles* and the three areas in the Health Promoting Schools Framework, was launched by SDERA. In conjunction with this launch SDERA offered a limited number of Road Safety Education Grants. Grants were advertised through a variety of sources including: School Matters, Department of Education (DOE) Ed-e-Mail, the Association of Independent Schools of Western Australia (AISWA) Bulletin, Catholic Education Office (CEO) Hotline, Western Australian Council of State School Organisations (WACSSO) Enews, the SDERA website and SDERA News. Additionally, all schools received an information letter from SDERA which accompanied the *Getting it Together* resource and outlined the grant process.

The grants were offered to provide incentive for schools to develop Road Safety Guidelines using the *Getting it Together* resource as a guide. A total of 44 schools completed an Expression of Interest. Of these 44 schools 37 were DOE, 4 were AISWA, 2 CEO and 1 other. Furthermore, of those schools that applied for funding, 29 were Primary Schools (PS), 12 were District High Schools (DHS), High Schools (HS), Colleges or Senior High Schools (SHS), and three were Education Support schools. Twelve schools were successful. The majority of schools funded were Department of Education Primary Schools in regional areas. *Table 1 Successful schools – 2009-2010 Road Safety Education Grant* (page 9) outlines the breakdown of schools funded under the grant process.

Table 1 – Successful schools – 2009-2010 Road Safety Education Grant



1.2 GRANT SPECIFICS

Grants were offered to those schools whose applications most closely aligned with best practice school road safety education. Applications that endorsed a whole-school approach, used strategies to address all three areas from the Health Promoting Schools Framework and promoted the *Principles* were considered favourably.

Successful schools received a *Road Safety Grant Information Pack*, were offered support in the form of a half-day visit from a SDERA consultant and were able to access ongoing SDERA Professional Learning. SDERA developed a 12-month timeframe with a series of milestone outputs. Each successful grant recipient was required to adhere to these or negotiate a more suitable completion date for the individual output. Outputs are included in *Table 2 Key Outputs – 2009–2010 Road Safety Education Grant*.

TABLE 2: Key Outputs – 2009–2010 Road Safety Education Grant

KEY OUTPUTS	COMPLETION DATE
Completed pre-questionnaire returned to SDERA	12 May 2009
School representative/s attend <i>Getting it Together: A Whole-School Approach to Road Safety Education</i> professional learning workshop	26 June 2009 or 1st September 2009
Form a School Road Safety Leadership Team	31 July 2009
Develop a School Road Safety Action Plan	30 September 2009
Commence road safety strategies identified in School Road Safety Action Plan	1 October 2009
Develop School Road Safety Guidelines	30 June 2010
Completed post-questionnaire returned to SDERA	30 June 2010

2____ SDERA ROAD SAFETY GRANT – PRE-QUESTIONNAIRE

2.1____ INTRODUCTION

Funding recipients were required to complete a pre-questionnaire to establish base line data. Questions in the pre-questionnaire covered areas such as: recipients' understanding of road safety issues, level of support for road safety education in the school community, road safety concerns in the school community, and the strategies the school community uses to address road safety concerns.

Data collected from the successful recipients stated that whilst 66% rated the priority their school placed on road safety as either moderate or high, 25% rated the priority as low. Of particular interest is that the same schools that rated the priority their school placed on road safety as low, also stated that there was a low level of support by the parent body for road safety education in their schools, and furthermore that the level of support for the inclusion of road safety education in the curriculum by school staff was also low.

2.2____ ROAD SAFETY CONCERNS

Significant uniformity existed within the 12 schools funded for what constituted as road safety concerns within the school environment. All schools funded suggested that students crossing the road to get to and from school was of significant concern. 92% of funding recipients stated that students cycling to and from school was of concern and 83% suggested that parking in and around the school area was a road safety issue. 42% of funded recipients acknowledged that unsafe driver behaviour in the school vicinity was of concern. Furthermore, 42% suggested that there was a lack of road safety education for students in the school curriculum.

2.3 ____ ROAD SAFETY GUIDELINES

Only three of the schools funded had existing Road Safety Guidelines whereas five of the schools had already established a Road Safety Committee. At the time of receiving grant funding eight of the schools were implementing SDERA road safety education programs in their schools including *Challenges and Choices* and *Keys for Life*. Five schools had had previous dealings with other road safety organisations such as the Royal Automobile Club (RAC) and Western Australia Police.

2.4____ INITIATIVES, STRATEGIES AND AIMS

In analysing the types of initiatives or strategies schools wanted to implement from the funding, similarities were found. All schools wanted to use the funding for more than one initiative. 83% of schools sought to implement classroom programs to meet specific needs, 66% of schools wanted to develop, implement and analyse a road safety survey, and 58% of schools wanted to develop and distribute information flyers throughout the school community. Other general strategies included drama performances and parent evenings with more specific activities focused on developing and implementing programs for using public transport safely and bike education days in conjunction with local Councils.

Schools funded had similar aims with slight variations depending on the specific needs of their school community. All schools were enthused by the opportunity to develop a whole-school approach to road safety, for raising awareness of specific road safety issues pertinent to their school, and formalising road safety education programs within the school community. Many of the schools were also focused on parents and carers modeling appropriate attitudes and behaviours to road safety education. Strategies for achieving this included presenting parents and carers with opportunities to enhance their own knowledge and understanding of road safety issues, and providing them with insight into the impact they can have on their own children's road safety choices.

Strategies chosen to be implemented by the funding recipients support the notion that there needs to be a shift from traditional perceptions about how to respond to the health and safety issues of young people (eg a curriculum based knowledge only approach) to an approach which harnesses the community and community environment to explore values and attitudes in partnership with knowledge to practise safe road wise behaviours.

Further information about the pre-questionnaire can be found in Appendix 1 (p 22) of this document.

3_____

SDERA ROAD SAFETY GRANT – POST-QUESTIONNAIRE

3.1_____ POST-QUESTIONNAIRE RESULTS AND COMPARISONS

3.1.1_____ Introduction

Each funded school was required to complete a post-questionnaire that outlined their outcomes. All schools completed this document. Results from the questionnaire stated that seven schools remained consistent in their understanding of road safety issues specific to young children. Significant shifts were noted in four schools with knowledge levels increasing from *below average* to *average* and *average* to *above average*. One school reported that their knowledge base increased from *below average* to *very high* with the issue of road safety being prioritised within the school community.

3.1.2_____ Road Safety Concerns

In the pre-questionnaire grant recipients listed their road safety concerns. All schools suggested that walking to and from school was of significant concern. To address this concern schools devised a number of strategies including:

- » the marking of safe routes to and from school on footpaths
- » the marking of safe entry and exit points to the school
- » the development of a walking school bus
- » regular walk to school days with parents and community members modeling appropriate road safety behaviours.

83% of funded recipients stated that parking around schools was a specific road safety concern. To address this schools have utilised a variety of strategies including:

- » creation of designated 'kiss n ride' areas
- » signage around the school explaining where parents/carers could drop-off students or park

- » lobbying of local Councils to establish further designated parking areas around schools.

In the pre-questionnaire six of the funded schools, or 50%, stated that there was a lack of explicit road safety education being taught within the school curriculum. With the funding provided by this grant, all of these schools developed road safety classroom programs. Of note is that three of these schools, who had previously not taught the SDERA *Challenges and Choices* K-3 or 4-7 programs, introduced them to their students during the funding period. Additionally, these schools have made a commitment, through their Road Safety Guidelines, to continue to teach road safety education using the SDERA resources for the next three years.

3.1.3_____ Road Safety Guidelines

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. Research suggests that 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).

Only three of the schools funded had existing Road Safety Guidelines before receiving funding under the SDERA Road Safety Grant. On conclusion of the grant timeframe ten schools had formalised Road Safety Guidelines. Eight of the schools have modeled their guidelines on the template provided by SDERA in the resource *Getting it Together* with one of the schools choosing to include key elements of the Road Safety Guidelines within their Health Promoting Schools Guidelines. Discussion with grant recipients highlighted the value of having the simple and user-friendly guide to assist in the development of their guidelines. *Table 3 Road Safety Guidelines* illustrates the key elements for inclusion in Road Safety Guidelines and how schools addressed these.

Table 3 – Road Safety Guidelines

ROAD SAFETY GUIDELINES – KEY ELEMENTS	GRANT RECIPIENTS – ROAD SAFETY GUIDELINES – HOW THE KEY ELEMENTS WERE APPLIED
1. State the school's road safety vision and goals	<p>Schools wrote a succinct vision for road safety within their school community. The visions outlined where the schools would 'like to be'. Seven of the schools chose to use, and modify slightly, the vision created by SDERA in the template provided. A sample vision is included below:</p> <p>'At Dalkeith Primary School we believe that a road safety policy provides a framework of common understanding for students, staff, parents/carers and the community. Road safety is an essential part of the well being of our students and 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 we are committed to providing our students with road safety education across all year levels.</p> <p>The main intention of this policy is to ensure the health, safety and welfare of our students who use the services and facilities of this school. We do this by assessing the risks in the road environment around our school, developing practical school management procedures and ensuring that curriculum that pertains to all road safety issues is taught to our students'.</p>
2. Highlight strategies being used to achieve road safety goals	In developing their Road Safety Guidelines nine of the schools clearly used the Health Promoting Schools Framework to outline strategies. Strategies included for example: using school communication methods to share the road safety message within the school community, dedicated road safety weeks, and incursions to complement explicit road safety curriculum being delivered.
3. Focus on improving road safety in and around the school	In their guidelines schools have outlined the strategies they will use to improve road safety in and around the school. Some examples include: the development of designated school traffic management plans, developing traffic management brochures for distribution to parents/carers, establishment of 'kiss n drive' areas and the creation of signage around the school.
4. Identify roles and responsibilities of school staff and parent groups	Included within the guidelines schools have stated roles for parents/carers, school staff, students and leadership teams.
5. Identify agencies who can contribute to achieving the school's safety vision	Schools included in their guidelines agencies and organisations that could provide them with assistance in the delivery of their road safety programs. Organisations included for example: Local Councils, Police Stations, Roadwise Officers, SDERA and the Public Transport Authority.
6. Provide guidance on school road safety issues	The guidelines outline how schools will achieve their vision and what strategies they will use to achieve this.
7. Be reviewed on a regular basis	None of the schools included a review date but some suggested that the guidelines were current for a specified timeframe (eg three years). The task of review was not allocated to any particular individual or group within the school.

3.1.4 _____ Initiatives, Strategies and Aims

The strategies and initiatives used by the schools for their road safety programs endorse Elliot's (2000) viewpoint which suggests that young children learn best in a social context when they are interacting in meaningful ways with their peers and adults. Peg's Creek Primary School utilised this philosophy in the development of safe pathways to and from school. Students, staff and parents/carers worked together to establish safe routes to school and then to paint the SDERA *Smart Steps* mascot, Izzy, on the pathways indicating where it was safe to walk. Collaborating on this project enhanced and encouraged the development of a workable relationship between the school, parents and the community to deliver a shared road safety message in a culturally appropriate manner.

Waksman and Pirito (2005) suggest educational programs which include parents are often more successful than those that do not as they result in improved supervision and positive role modelling. The inclusion of parents/carers in road safety programs by the funding recipients is well documented. Comet Bay Primary School has encouraged parents to be active members on the Road Safety Committee, and a series of parent morning teas to discuss road safety initiatives and to gather support, have been held. Numerous schools used information sessions and established school communication channels, such as the school newsletter, to progress road safety initiatives. Peg's Creek, one of the funded recipients had this to say about including parents in their road safety program:

'A large focus was placed on parent/carer participation to ensure the success of the 'Walk Safe to School Day' event. Whilst most parents used strategies to keep their children safe in the road environment they didn't necessarily understand the powerful influence and impact they had on their children's road safety attitudes and behaviours as role models. Some of the strategies that supported parents' participation included:

- » Parent morning tea road safety information sessions which were provided by the Parents and Citizens (P&C).
- » P&C 'Chat' newsletters incorporating road safety information that was developmentally appropriate and inclusive of all school years.
- » Shopping Centre displays and information stands.
- » Parents/carers supervising and assisting the students to paint the Izzy templates on the foot paths.
- » Parents/carers full participation in the day event by either walking from home to school with their children or parking their car outside the school grounds and walking the designated safe routes to school with their children.'

The now inaugural National Walk Safe to School Day event has expanded to become a Walk Safe to School Week event. However, many students now walk or ride to school daily under parental supervision. With the bonus of increased exercise and the opportunity for socialisation there has been a fostering of community connectedness, in particular among parents/carers who are generally taking more interest in school activities'.¹

Booth and Samdal (1997), in introducing the Health Promoting Schools Framework, suggest that the formal curriculum should equip students with sufficient knowledge to make informed choices about their health as young people and adults, foster the development of

1 Peg's Creek was nominated for a National *Meerilinga Children's Week Award* which they received a High Commendation in the 'Department for Communities Outstanding Children and Family Service/Project'.

a range of cognitive, physical and interpersonal skills, and support aspects of intrapersonal development including personal values, positive self-concept and resilience. Halls Head Community College Education Support Centre have attempted to ensure that the curriculum that they provide to their students is culturally and developmentally appropriate. They have modified the existing *Challenges and Choices* suite of evidence-based resources to suit their learners. Furthermore they have engaged their learners through interactive strategies of multiple-session duration where students were required to complete an observational traffic survey. The results were then compiled, with the assistance of staff, to be presented to administration in the school. It is anticipated that the student analysis is to be used in the development of a traffic management plan for the school.

3.1.5 ____ Barriers

A number of the funded recipients suggested impediments to the full achievement of their aims. Barriers included:

1. Lack of time for collaborative planning within the school community.
2. Large size of the school community requires continual motivation and ongoing support to engage in and support safe road practices.
3. Building works in the school environment meant continual adjustment of the planning process to ensure messages about safe entry and exit points to the school were being continuously updated and communicated to the school community.
4. Crowded curriculum which left limited amount of time to include explicit road safety teaching and learning opportunities.
5. Harnessing parent involvement in sharing the road safety message and modeling best practice road safety behaviours.
6. Targeting hard-to-reach parents.
7. Sustainability of projects in schools with changing administration, staff, and the parent body.
8. Embedding the cultural change within the school community.

Four funded recipients suggested that an increase in the funding timeframe would have assisted in the full achievement of their project aim. Additionally, one funded recipient stated that they would like ongoing support for programs that target the courtesy of parent drivers as a means of modeling future safe driver practices.

Further information about the post-questionnaire can be found in Appendix 1 (p 22) of this document.

3.2___ SDERA PROFESSIONAL LEARNING

SDERA offers a suite of professional learning workshops and seminars each semester, free of charge, to school and community based staff, to support the delivery of effective road safety education programs. In conjunction with the workshops and seminars offered, SDERA produces and distributes a comprehensive range of road safety education resources to assist program development in the 0-18 year age group.

During the funded period between June 2009 and June 2010, 10 of the 12, or 83% of the funded schools, accessed further professional learning from SDERA. These workshops included *Getting it Together, Keys for Life, Challenges and Choices* and *Smart Steps*. Professional learning was conducted both in the regions and in the metropolitan area. Of significance is that from these funded schools 44 of the 73, or 60% of the participants who attended the workshops, had not previously accessed SDERA professional learning.

During the same period of time 34% of the schools that were not funded, but had applied for a SDERA Road Safety Education grant, accessed professional learning. Training included *Getting it Together, Keys for Life, Challenges and Choices* and *Smart Steps*. 24 new individuals were introduced to the professional learning offered by SDERA during this period.

The above data suggests that providing grant opportunities to schools elevates the awareness for the issue within the school and encourages greater participation across the school community. This statement is further strengthened when comparing the road safety professional learning accessed by the funded schools in the period July 2008-June 2009 and the grant period of July 2009-June 2010. In the first period 47 individuals attended SDERA workshops. In the funded period 73 individuals attended the workshops, an increase of 55%.

4 CASE STUDIES

4.1 COMET BAY PRIMARY SCHOOL – GRANT PROJECT OVERVIEW

Background	<p>Comet Bay Primary School is a Level 6 school serving families living in the suburb of Secret Harbour. The school opened in 2007 with approximately 420 students, and is part of the Fremantle-Peel Education District. In 2010, 850 students are enrolled.</p> <p>The school has been developed around the Health Promoting Schools Framework where the three domains (Ethos, Partnerships, Curriculum) are interconnected in order to achieve a type of 'magic' in the school. The motto – <i>Growing Together</i> – represents this interconnectedness and partnerships. <i>Growing Together</i> represents the growing community and the importance of the partnership between the school and home.</p>
Aim of the Grant Project	<ol style="list-style-type: none"> 1. Greater awareness for staff, students and parents of current road safety issues. 2. More explicit teaching in classrooms of road safety education. 3. Form a Road Safety Committee and develop Road Safety Guidelines.
Road safety issues within the school community	<ol style="list-style-type: none"> 1. Congestion 2. Parking 3. Students crossing the road 4. Unsafe driver behaviour in school traffic environment 5. No cross walk attendant 6. Students not wearing bicycle helmets while riding scooters
Strategies used to target specified road safety issues	<ol style="list-style-type: none"> 1. Classroom programs 2. Information flyers to the school community 3. Developed a walking school bus 4. Organised to cross walks 5. Purchased signage for around the school 6. Marked footpaths for safe entry/exit points 7. Parent morning tea
Outcome(s) of the strategies used in the grant project	<p>Comet Bay PS has achieved their aim of providing a safe (as possible) environment for their school community. They now have explicit road safety lessons in the school curriculum.</p> <p>Comet Bay PS has developed a Road Safety Committee and Road Safety Guidelines. These guidelines have been communicated through whole-school staff meetings, the Parents and Citizens body, and through School Board meetings. The guidelines include a vision and the strategies to be used to achieve this vision. Strategies and initiatives have been grouped into the three areas of the Health Promoting Schools Framework. The school has also developed a Traffic Management brochure which highlights the key road safety initiatives within the school and how parents and carers can work with the school to ensure the safety of students. All parents within the school community received a copy of this brochure.</p> <p>The Road Safety Committee are encouraged to think proactively about new road safety initiatives and review existing strategies.</p>
Barriers to implementing strategies	<p>Time played a factor in Comet Bay PS being able to successfully translate their initiatives into actions within the 12-month timeframe. Currently, strategies are still currently being implemented to address all of the road safety concerns within the school community.</p>

A copy of Comet Bay Primary School's Road Safety Guidelines are included in Appendix 2 (p 39).

A copy of Comet Bay Primary School's Traffic Management Brochure is included in Appendix 3 (p 43).

4.2___ PEG'S CREEK PRIMARY SCHOOL – GRANT PROJECT OVERVIEW

Background	Peg's Creek Primary School is multi-cultural school centrally located in the mining town of Karratha, 1557km north west from Perth. Peg's Creek Primary School is part of the Pilbara Education District and is one of four government and one independent primary schools in Karratha.
Aim of the Grant Project	To provide a safer environment for the whole-school community.
Road safety issues within the school community	<ol style="list-style-type: none"> 1. Congestion 2. Parking 3. Signage 4. Students crossing the road 5. Students cycling to and from school 6. Lack of road safety education for students in school 7. Unsafe driver behaviour in school traffic environment
Strategies used to target specified road safety issues	<ol style="list-style-type: none"> 1. Classroom programs 2. Road safety forum 3. Drama performance – 'Izzy' and 'Constable Care' 4. Parent morning tea 5. Footpath and roadway markings involving students 6. Signage 7. Simulated traffic awareness activities in a controlled environment 8. Reward Day – 'Walking Wednesdays'
Outcome(s) of the strategies used in the grant project	<p>Within the confines of budget restraints and time, the Peg's Creek PS success story has not only achieved a safer environment in the immediate community but has facilitated road safety education and implementation in most schools within the Pilbara regions of Karratha, Dampier and Roebourne Shires.</p> <p>Peg's Creek Primary School have identified priority issues and developed a set of Road Safety Guidelines that provided the focus and framework for parent, student, school and whole of community engagement that aligns with the school's motto – 'Be Aware Be Involved'. To do this they have incorporated best practice principles using a 'whole-school approach' of curriculum, community and school ethos whilst observing the road safety issues that are concurrent with recent trends in road safety education.</p> <p>The biggest contributor to road safety implementation was the inclusion of parents/carers in all planning and implementation phases of the program. Not only did the parents take ownership of the program which gave it more meaning, it brought the community together and all involved were exposed to receiving good road safety knowledge and information – a very empowering effect.</p> <p>The initial 'Walk Safe To School Day' project is a true demonstration of what can be achieved with a small amount of funds, a set of road safety guidelines, a proactive P&C, and community partnerships with organisations who share a common vision of keeping children safe on the roads.</p> <p>The success of the program has meant that road safety education is embedded in the school curriculum, police continue to monitor driver speeds around all schools and provide bike safety education on request, and the Shire is working with the school to provide engineering works that keep cars away from the immediate school grounds.</p>
Barriers to implementing strategies	Time constraints and limited financial backing impacted upon the ability for the committee to be able to administer all of their initiatives. Community support and partnerships have assisted to spread the message but Peg's Creek PS could do so much more with further funding.

A copy of Peg's Creek Primary School's Road Safety Guidelines is included in Appendix 4 (p 45).

5 CONCLUSIONS

Analysis of the data from the pre and post questionnaires and an examination of the case studies indicated that providing grant opportunities to schools elevated road safety as an issue and encouraged school community engagement. The concept of a health promoting school is one that emphasises the close associations between health and education. According to this concept schools influence the health status of their students (and staff). This philosophy has embodied the principles of the Road Safety Education Grant process by providing real opportunities for school communities to make a valuable contribution to preparing young people for the challenges of living and working in the world around them, by providing best practice road safety education during their developmental years.

Furthermore, the results of the study support the approach that SDERA is adopting in implementing *CHAT (Changing Health Acting Together)*. *CHAT* aims to embed a more comprehensive approach to resilience, drug and road safety education by offering Western Australian schools the opportunity to develop and implement longer-term health and well-being initiatives. At the heart of *CHAT* is a process which will enable schools to identify needs, develop actions and implement changes, ensuring they are relevant and grounded in the ethos of the school and the needs of the local community. Schools engaging with *CHAT* will have access to grants as well as receiving significant information, consultation and collaboration over a period of several years. Of note is that a number of the funded recipients have joined the *CHAT* initiative and several more are interested in pursuing the opportunities that participation in the initiative can offer.

6 RECOMMENDATIONS

The following suggestions and recommendations for consideration have been informed through analysis of the grant process and consultation with grant recipients and SDERA consultants.

EVALUATION

1. Questionnaires need to be prepared to include scope for the collection and collation of both qualitative and quantitative data.
2. Simple measurement tools could be developed by SDERA and provided to grant recipients to assist in the collection of data.
3. It is suggested that the pre and post questionnaires developed by SDERA and provided to grant recipients, contain specific questions related to the collection of data.
4. A specific output related to data collection should form one of the deliverables for grant recipients.
5. Funding recipients should be encouraged to set SMART goals that can be evaluated rather than writing motherhood statements as aims.
6. The Point of Contact who completes the pre-questionnaire should, where possible, complete the post-questionnaire to increase the reliability of the results being provided to SDERA for analysis.
7. Further evaluation needs to occur with the funded schools through one-on-one interviews. Typically evaluation should target the higher levels of Kirkpatrick's (1994) model of evaluation:
 - » Behaviour evaluation to assess change, relevance of change, and sustainability of change.
 - » Results evaluation to determine the finite effect on the environment due to the changes applied.

FINANCIAL ACCOUNTABILITY

1. Funding recipients should be required to provide specific details on how monies were acquitted. This will allow SDERA to collect data on the perceived most pressing road safety issues and the cost of strategies to address them within funded schools. This will establish a bench mark for interpreting 'value for money'.

TIME CONSTRAINTS

1. Seven of the grant recipients stated that time was a major factor in being able to unpack road safety issues in the school community and then develop and implement innovative and targeted strategies to address them. Anecdotally, a number of schools suggested that an 18-month timeframe would be more realistic to develop programs and strategies, implement them and then measure their impact.

SDERA ROAD SAFETY GUIDELINES

1. Eight schools implicitly followed the sample Road Safety Guidelines included on pages 26-27 in the *Getting it Together* resource. Two schools modified their guidelines to suit their specific needs. No schools built into their guidelines a review and update timeframe. This is essential for sustainability and a continued focus on road safety education.
2. It is suggested that SDERA look at adding a section into their sample Road Safety Guidelines included in the resource *Getting it Together* that targets review and update of the guidelines and provides provision for this task to be allocated.

7 REFERENCES

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8____ APPENDICES

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8.1____ APPENDIX 1 – PRE AND POST QUESTIONNAIRE DATA

QUESTIONS		SCHOOLS			
	Ashdale PS	Comet Bay PS	Dalkeith PS	East Narrogin PS	East Victoria Park PS
<input type="checkbox"/> Pre-questionnaire Data <input type="checkbox"/> Post-questionnaire Data					
Questions 2-6 required funding recipients to choose the most appropriate response from a selection of five responses.					
2. How would you rate your understanding of the road safety issues for young people and children? (Limited, Below average, Average, Above average, Very high)	Average	Above average	Below average	Average	Average
	Average	Above average	Average	Above average	Above average
3. In your opinion, what priority does your school currently place on road safety? (None at all, Low, Moderate, High, Highest)	High	Moderate	Low	High	High
	High	High	High	Moderate	Moderate
4. In your opinion, what level of support exists among school staff for the inclusion of road safety education in the school's curriculum? (None at all, Low, Moderate, High, Highest)	Moderate	Moderate	Low	High	High
	Moderate	High	High	Moderate	Moderate
5. What level of support do you feel exists among parents for road safety activities at your school? (None at all, Low, Moderate, High, Highest)	Moderate	Moderate	Low	High	High
	Moderate	Moderate	High	Moderate	Moderate
6. In your opinion, how safe is the school road environment? (Very unsafe, Fairly unsafe, Not sure, Fairly safe, Very safe)	Fairly unsafe	Fairly safe	Not sure	Fairly safe	Fairly unsafe
	Fairly safe	Fairly safe	Fairly safe	Fairly unsafe	Fairly safe
The following question asked recipients to choose as many appropriate responses to the question from: Congestion, Parking, Signage, Students cycling to and from school, Lack of road safety education for students in the school curriculum, Lack of school management support for road safety education, Lack of parent support for road safety education, Unsafe driver behaviour in school traffic environment, Other.					
7. Which of the following are road safety concerns at your school?	1. Congestion 2. Parking 3. Signage 4. Students crossing the road 5. Students cycling to and from school 6. Unsafe driver behaviour in school traffic environment As we are a large school (800+) and have an adjoining road with a high school (1800-2000) we would like to be proactive to ensure safety of student body	1. Congestion 2. Parking 3. Students crossing the road 4. Unsafe driver behaviour in school traffic environment	1. Congestion 2. Parking 3. Students crossing the road 4. Students cycling to and from school 5. Lack of road safety education for students in school curriculum	1. Parking 2. Students crossing the road 3. Students cycling to and from school	1. Congestion 2. Parking 3. Signage 4. Students crossing the road 5. Students cycling to and from school 6. Unsafe driver behaviour in school traffic environment
	1. Congestion 2. Parking 3. Students crossing the road 4. Students cycling to and from school 5. Lack of parent support for road safety education 6. Unsafe driver behaviour in school traffic environment	1. Congestion 2. Parking 3. Unsafe driver behaviour in school traffic environment 4. Students not wearing helmets on scooters	1. Congestion 2. Parking 3. Unsafe driver behaviour in school traffic environment	1. Congestion 2. Parking 3. Signage 4. Students crossing the road 5. Adjacent to a SHS which causes extra traffic, buses and P plate drivers	1. Congestion 2. Parking 3. Signage 4. Students crossing the road 5. Lack of parent support for road safety education 6. Unsafe driver behaviour in school traffic environment

SCHOOLS							
	Glen Huon PS	Parkfield PS	Peg's Creek PS	Withers PS	York DHS	Halls Head Community College – Ed. Support Centre	Mercy College

	Average	Below average	Above average	Very High	Above average	Above average	Above average
	Average	Very high	Above average	Average	Above average	Above average	Above average
	Moderate	Moderate	Highest	Low	Moderate	Low	Moderate
	High	High	High	Moderate	High	Moderate	High
	High	Moderate	Highest	Low	Moderate	Low	High
	Moderate	Moderate	High	Moderate	High	Moderate	High
	High	High	High	Low	Moderate	Low	Moderate
	Moderate	High	High	Low	High	Low	Low
	Fairly unsafe	-	Fairly safe	Not sure	Fairly safe	Fairly unsafe	Fairly safe
	Fairly safe	Fairly safe	Fairly safe	Fairly unsafe	Fairly safe	Fairly unsafe	Fairly safe

	<ol style="list-style-type: none"> 1. Congestion 2. Parking 3. Students crossing the road 4. Students cycling to and from school 5. Lack of road safety education for students in school curriculum 	<ol style="list-style-type: none"> 1. Congestion 2. Parking 3. Students crossing the road 4. Students cycling to and from school 5. Lack of school management support for road safety education (to be assessed through grant funding) 	<ol style="list-style-type: none"> 1. Congestion 2. Parking 3. Signage 4. Students crossing the road 5. Students cycling to and from school 6. Lack of road safety education for students in school curriculum 7. Unsafe driver behaviour in school traffic environment 	<ol style="list-style-type: none"> 1. Students crossing the road 2. Students cycling to and from school 3. Lack of road safety education in school curriculum 4. Lack of parent support 5. Unsafe driver behaviour 	<ol style="list-style-type: none"> 1. Parking 2. Students crossing the road 3. Students cycling to and from school 4. Students walking to and from school 	<ol style="list-style-type: none"> 1. Students crossing the road 2. Students cycling to and from school 3. Lack of road safety education in the school curriculum 4. Unsafe driver behaviour in school traffic environment 5. Use of public transport facilities eg buses 6. Traveling safely to bus stops 7. Use of traffic lights 8. Understanding major versus minor roads 9. Comprehending traffic signals 	<ol style="list-style-type: none"> 1. Congestion 2. Parking 3. Students crossing the road 4. Students cycling to and from home 5. Unsafe driver behaviour in school traffic environment 6. Lack of road etiquette by parents being modeled to students
	<ol style="list-style-type: none"> 1. Congestion 2. Parking 3. Signage 4. Students crossing the road 5. Students cycling to and from school 	<ol style="list-style-type: none"> 1. Congestion 2. Parking 3. Students cycling to and from school 	<ol style="list-style-type: none"> 1. Congestions 2. Parking 3. Signage (currently addressing) 4. Unsafe driver behaviour in school traffic environment 	<ol style="list-style-type: none"> 1. Parking 2. Students crossing the road 3. Students cycling to and from school 4. Lack of road safety education for students in the school curriculum 5. Lack of parent support for road safety education 6. Unsafe driver behaviour in school traffic environment 	<ol style="list-style-type: none"> 1. Students crossing the road 2. Students cycling to and from school 3. Students walking to and from school 	<ol style="list-style-type: none"> 1. Congestion 2. Parking 3. Signage 4. Students cycling to and from school 5. Unsafe driver behaviour in school traffic environment 6. Poorly planned student pick-up and drop-off areas 7. Poor maintenance of signage 8. Lack of apparent concern, action and awareness of existing problems and solutions 	<ol style="list-style-type: none"> 1. Congestion 2. Students crossing the road 3. Students cycling to and from school 4. Unsafe driver behaviour in school traffic environment 5. A lack of driver courtesy in the school environment

8.1___ APPENDIX 1 – PRE AND POST QUESTIONNAIRE DATA CONT

QUESTIONS	SCHOOLS				
	Ashdale PS	Comet Bay PS	Dalkeith PS	East Narrogin PS	East Victoria Park PS
<input type="checkbox"/> Pre-questionnaire Data <input type="checkbox"/> Post-questionnaire Data					
8. Does your school currently have guidelines about road safety? a) Content b) How communicated? c) Who they are communicated to?	Unsure	No	No	No	Yes a) Road Wise Policy developed about 5yrs ago b) Guidelines communicated once a year and available on request c) Guidelines are communicated to whole-school community
	Yes a) Guidelines communicated through Community Reference Book (annual document)	Yes a) Guidelines communicated through school staff meetings, PtC and School Board meetings b) Guidelines communicated through administration, Road Safety Committee and Learning Teams (all staff)	Yes a) The guidelines were collaboratively devised and agreed upon b) Taken to the School Council and PtC c) Published on the school website Communicated to the whole-school community	Yes a) Guidelines are communicated through the PtC, the School Council b) All staff had input into the draft guidelines and received a final copy c) Guidelines are communicated to the PtC, School Council and available for viewing at the front desk	Yes a) Guidelines communicated through website and enrolment packages b) Guidelines communicated to parents, staff and students

SCHOOLS							
	Glen Huon PS	Parkfield PS	Peg's Creek PS	Withers PS	York DHS	Halls Head Community College – Ed. Support Centre	Mercy College
	No	No	Yes a) Speed zones during school hours b) Guidelines are communicated through road signs at the entry to school zone c) Guidelines are communicated to all road users	No	No	No	Yes a) Content includes: - rules of bicycles and skateboards - student pick-up and drop-off procedures - safety updates b) Guidelines are communicated through: - student College organiser/diary - staff organiser - College newsletter c) Guidelines are communicated to: - students - parents - staff
	Yes a) Content included in the Guidelines looked at improving traffic hazards around the school and developing an Action Plan in case of a road injury b) Guidelines are part of the Health Policy and are available on the school server for staff and also in hard copy for staff and parents c) Guidelines were communicated to teaching staff, School Council, P&C and interested parents and community members	Yes a) Guidelines included a vision, statements outlining school commitment, notes about curriculum ethos, parents, and community, procedures to follow in the event of an accident and contact details b) All staff were provided with a copy of the Guidelines and the Scope and Sequence document in a file c) Guidelines were communicated to all staff	Yes a) Guidelines support the Health Promoting Schools Framework b) Guidelines are communicated through assemblies, newsletters, pamphlets and flyers. General morning teas with parents and carers have also been used as an effective avenue for communication c) Guidelines are communicated to students, parents, carers, education staff, local school community and Shire	Unsure	Yes a) Formation of a road safety committee b) Professional development and use of resources c) Parent and community involvement Guidelines communicated by Road Safety Committee and School Management Committee to all students and parents	No	Yes a) Guidelines include: - areas designated for parking - a focus of courtesy - the 20km/h speed limit - the use of helmets - the 'Keys for Life' program b) The guidelines were communicated: - via the 'Mercy Way' safety brochure - regular items published in the weekly newsletter - through the school curriculum c) They were communicated to all staff and students

8.1___ APPENDIX 1 – PRE AND POST QUESTIONNAIRE DATA CONT

QUESTIONS	SCHOOLS				
	Ashdale PS	Comet Bay PS	Dalkeith PS	East Narrogin PS	East Victoria Park PS
<input type="checkbox"/> Pre-questionnaire Data <input type="checkbox"/> Post-questionnaire Data					
9. Does your school currently have a road safety committee? a) Roles and activities	Yes Currently reviewing all concerns noted and working with all parties to look at sustainable solutions suitable to our situation Initial development of Roadwise Plan – further review	No	No	No	Yes Developing a Travel Smart Program with Town of Victoria Park to include Road Safety Guidelines
	Yes 1. Communication 2. Links to home through newsletters 3. Providing information to staff	Yes 1. Review current strategies 2. Attend SDERA PD 3. Think proactively about new initiatives 4. Share information with staff 4. Work staff through new resources	Yes 1. Walk/ride to school days 2. Liaise with the City of Nedlands 3. Promote road safety – assemblies and newsletters 4. Organise bike-ed incursions 5. Write Health/PE operational plans to include road safety	Yes 1. Writing guidelines 2. Ordering resources 3. Feedback to parents about survey and information in newsletter 4. Planning road forum 5. Planning and changing infrastructure	Yes 1. Reviews road safety issues

SCHOOLS							
	Glen Huon PS	Parkfield PS	Peg's Creek PS	Withers PS	York DHS	Halls Head Community College – Ed. Support Centre	Mercy College
	Yes Signage around school and looking at options/funding for more car parking bays	No	Yes 1. Assess all road safety concerns – parking, crossings, education, pedestrian and cycle crossings 2. Develop a Strategic Plan/ Program to address all these concerns 3. Work closely with Council and RoadWise Committee to address concerns on a government level 4. Work closely with SDERA	No	No	No	Yes 1. Revise and update safety policy 2. Review incidents and accidents 3. Recommend changes 4. Identify safety issues for informing the College community 4. Working closely with cross walk attendants
	Yes 1. Formation of road safety guidelines 2. Sourcing of resources to be used in the classroom 3. Using grant money to purchase signage for the 'Kiss n Drive' area to raise awareness and reduce risks	Yes 1. Wrote a Scope and Sequence document 2. Surveyed parents regarding road safety issues 3. Contributions to the school newsletter	Yes 1. The Road Safety Committee is chaired by a Road Safety Coordinator who works in conjunction with the P&C, Shire, education staff and parent body 2. This group has held information sessions (morning teas) for parents/ carers, developed pamphlets and flyers, written articles for the school newsletter, acts as a resource for the school community and represents the school at Council level with the guidance of SDERA	No	Yes 1. Identifying traffic issues 2. Review of the school road environment 3. Review of Road Safety Guidelines	No	Yes 1. Review the College's Safety Policy and programs 2. Review signage and internal road system

8.1____ APPENDIX 1 – PRE AND POST QUESTIONNAIRE DATA CONT

QUESTIONS	SCHOOLS				
	Ashdale PS	Comet Bay PS	Dalkeith PS	East Narrogin PS	East Victoria Park PS
<input type="checkbox"/> Pre-questionnaire Data <input type="checkbox"/> Post-questionnaire Data					
10. Which SDERA road safety education programs are implemented at your school? » Smart Steps » Challenges and Choices K3 » Challenges and Choices 4-7 » Challenges and Choices 8-10 » Keys for Life	Unsure	Nil	Nil	Yes 1. Challenges and Choices: K-3 2. Challenges and Choices: 4-7	Yes 1. Challenges and Choices: K-3 2. Challenges and Choices: 4-7
	Yes 1. Challenges and Choices: K-3 2. Challenges and Choices: 4-7	Yes 1. Challenges and Choices: K-3 2. Challenges and Choices: 4-7	Yes 1. Challenges and Choices: K-3 2. Challenges and Choices: 4-7	Yes 1. Smart Steps 2. Challenges and Choices: K-3 3. Challenges and Choices: 4-7	Yes 1. Challenges and Choices: K-3 2. Challenges and Choices: 4-7
11. Prior involvement with SDERA in road safety education.	Nil in the last 5yrs	Nil	Nil	Resiliency	Nil
11. Does your school intend to begin implementing or continue implementing SDERA road safety education programs?	Yes Will continue to implement Challenges and Choices Programs Run parent sessions with early childhood parents	Yes We are committed to ensuring all staff are familiar with and use Challenges and Choices Will also begin introducing Smart Steps	Yes Continue implementing Challenges and Choices Programs	Yes Continue implementing and receive further training to be able to run Smart Steps forums for parents	Yes Continue implementing Challenges and Choices
12. Is your school involved in road safety education agencies/programs other than SDERA? a) Provide details	Unsure	No	No	Yes 1. Police talks about bike safety at whole-school assemblies 2. Police mini-workshops in classes on road safety	No
	Yes Tracks 2 School Bike Ed Walk to school day	Yes 1. Local Council	Yes 1. Travel Safe – City of Nedlands 2. Schweelies – Bike education	No	No

SCHOOLS							
	Glen Huon PS	Parkfield PS	Peg's Creek PS	Withers PS	York DHS	Halls Head Community College – Ed. Support Centre	Mercy College
	Yes 1. Challenges and Choices: K-3 2. Challenges and Choices: 4-7	Yes 1. Challenges and Choices: K-3 2. Challenges and Choices: 4-7	Yes 1. Challenges and Choices: K-3 2. Challenges and Choices: 4-7 3. Keys for Life	Yes 1. Smart Steps 2. Challenges and Choices K-3 3. Challenges and Choices 4-7	Yes 1. Challenges and Choices: K-3 2. Challenges and Choices: 4-7 3. Challenges and Choices: 8-10 4. Keys for Life	No	Yes 1. Challenges and Choices: K-3 2. Challenges and Choices: 4-7 3. Keys for Life
	Yes 1. Challenges and Choices: K-3 2. Challenges and Choices: 4-7	Yes 1. Challenges and Choices: K-3 2. Challenges and Choices: 4-7 3. Smart Steps	Yes 1. Smart Steps 2. Challenges and Choices K-3 3. Challenges and Choices 4-7	Yes 1. Smart Steps 2. Challenges and Choices K-3	Yes 1. Smart Steps 2. Challenges and Choices: K-3 Challenges and Choices: 4-7 3. Challenges and Choices: 8-10 4. Keys for Life: Pre-driver education: 10-12	Yes 1. Challenges and Choices: K-3 2. Challenges and Choices: 4-7 3. Challenges and Choices: 8-10 4. Keys for Life: Pre-driver education: 10-12 (All in modified form)	Yes 1. Smart Steps 2. Keys for Life: Pre-driver education: 10-12
	Yes Approx. half of teaching staff have attended Challenges and Choices training	Yes Several members of the teaching staff have attended Challenges and Choices PL	Yes Limited other than Challenges and Choices K-7	Yes SDERA conducted ½ day workshop at start of term x2 staff completed Smart Steps x4 staff completed Challenges and Choices	Yes PD as above	No	Yes Annual PD – Keys for Life
	Yes All programs stated	Yes All programs stated	Yes Will continue to implement the above programs and incorporate regular updates and new information as it arises	Yes Smart Steps and Challenges and Choices K-7	Yes All programs stated	Yes All programs stated	Yes Over a period of time introduce: - Challenges and Choices: K-3 - Challenges and Choices: 4-7 - Challenges and Choices: 8-10
	No	Yes 1. Constable Care for all classes PP-7	Yes -	No	Yes 1. RAC	No	Yes 1. Bike education 2. P.A.R.T.Y (visiting hospital emergency wards and rehab hospital – students) 3. Drink Driving – Drama incursion
	No	No	No	Unsure	Yes 1. RAC 2. PBF 3. Constable Care Road Show	Yes 1. RAC	Yes 1. WA Police

8.1___ APPENDIX 1 – PRE AND POST QUESTIONNAIRE DATA CONT

QUESTIONS	SCHOOLS				
	Ashdale PS	Comet Bay PS	Dalkeith PS	East Narrogin PS	East Victoria Park PS
<input type="checkbox"/> Pre-questionnaire Data <input type="checkbox"/> Post-questionnaire Data					
13. What road safety education initiatives/ activities would you like to implement at your school with the assistance of this grant? <ul style="list-style-type: none"> » School road safety survey » Classroom programs » Expo/fair » Road safety forum » Drama performance » Information flyers to school community » Parent evening » Other a) What is the overall aim of your proposed road safety education initiatives/activities?	1. School road safety survey 2. Classroom programs 3. Road safety forum 4. Information flyers 5. Parent evening 6. Continual development of Roadwise Plan Aim To improve the awareness and application of good road safety behaviours of the school community	1. School road safety survey 2. Classroom programs 3. Information flyers Aim 1. Greater awareness for staff, students and parents 2. More explicit teaching in classrooms of safe road practices 3. Form committee and develop guidelines	1. School road safety survey 2. Classroom programs 3. Drama performance 4. Information flyers 5. Bike Education Day in conjunction with Nedlands City Councils Traffic Officer Aim Increased knowledge and application for the whole-school community	1. School road safety survey 2. Classroom programs 3. Road safety forum 4. Information flyers 5. Parent evening Aim To develop a Road Safety Action Plan for ENPS	1. Facilitator to be engaged to develop Road Safety Guidelines with staff, parents and surrounding residents Aim To develop a fully comprehensive Travel Smart Program with incorporation of Road Safety Guidelines

SCHOOLS							
	Glen Huon PS	Parkfield PS	Peg's Creek PS	Withers PS	York DHS	Halls Head Community College – Ed. Support Centre	Mercy College
	1. Classroom programs 2. Develop a road safety committee to write a policy document incorporating scope and sequence and car park/cycling procedures Aim 1. To have road safety taught in all classes 2. To have a safer school environment	1. School road safety survey 2. Classroom programs 3. Drama performance (use assemblies to remind and provide parents with ways to teach and model safe road use) 4. Newsletter information 5. Formation of a small committee with parents and teachers to assist in identifying road safety issues in the school community Aim 1. We aim to develop a whole-school approach to the explicit teaching of road safety including sustainable curriculum documents. This will be done after consultation with the school community including the local shire	1. School road safety survey 2. Classroom programs 3. Road safety forum 4. Drama performance 5. Information flyers 6. Parent morning tea/Information Day 7. Use of school newsletter 8. Further integration of Challenges and Choices information in classroom curriculum in lead-up to Walk Safe to School Day 9. Establishment of a 'Kiss and Drop' Zone (parents aware of signage) Aim Is to achieve a whole-school and community awareness of road safety and the provision of a safe environment	1. Classroom programs 2. Drama performance (K/P) 3. Presenting Smart Steps (to parents) 4. Information flyers Aim 1. Helping to make young people safer 2. Increase parent awareness 3. Use Challenges and Choices resource in all classrooms	1. School road safety survey 2. Classroom programs 3. Road safety forum 4. Information flyers Aim 1. Form a Road Safety Committee 2. Make better use of road safety resources 3. Form stronger links with local government agencies	1. School road safety survey 2. Classroom programs 3. Road safety forum 4. Information flyers 5. Parent evening 6. Program of learning for using public transport using practical experience and development of models 7. 'Off road' education 8. Year 10 Driver-ed 9. Hands-on learning using models, maps and signs Aim ESC students and parents will be more knowledgeable in the safe use of roads and public transport (with special emphasis on individual needs)	1. Drama performance 2. Information flyers 3. Parent evening Aim 1. Improve parent driver attitudes and standards 2. Make students aware that they can positively influence parent driving behaviours

8.1___ APPENDIX 1 – PRE AND POST QUESTIONNAIRE DATA CONT

QUESTIONS	SCHOOLS				
	Ashdale PS	Comet Bay PS	Dalkeith PS	East Narrogin PS	East Victoria Park PS
<input type="checkbox"/> Pre-questionnaire Data <input type="checkbox"/> Post-questionnaire Data					
13. What road safety education initiatives/ activities are you implementing at your school with the assistance of this grant? <ul style="list-style-type: none"> » School road safety survey » Classroom programs » Expo/fair » Road safety forum » Drama performance » Information flyers to school community » Parent evening » Other 	1. School road safety survey 2. Classroom programs 3. Drama performance at school assembly 4. Information flyers to school community 5. Parent evening (Dec 2010)	1. Classroom programs 2. Information flyers 3. Signage around school 4. Organise two crosswalks 5. Marking footpaths for safe entry/exit points 6. Developing a walking school bus	1. Classroom programs 2. Information flyers 3. Schweelies bike education 4-7	1. Road safety survey – feedback used for Guidelines 2. Development of new classroom resources 3. Road safety Forum – date to be set and unspent monies used for this 4. Smart Steps parent evening 5. Signage and new bike track need to be built	1. School road safety survey 2. Classroom programs 3. Information flyers to school community
14. Which groups will be involved in your road safety initiatives/activities? (eg teachers, parents, police, local community groups)	1. Teachers 2. Parents 3. Students 4. Wanneroo City Council 5. Main Roads 6. PtC 7. Local Police (Traffic Management)	1. Teachers 2. Parents 3. Local council 4. Community groups	1. Students 2. Teachers 3. Parents 4. Council	1. Teachers 2. Students 3. Parents 4. Police	1. Staff 2. Parents 3. Community 4. Police 5. Town of Victoria Park
14. Which groups are involved in your road safety initiatives/activities (eg teachers, parents, police, local community groups)	1. Teachers 2. Staff 3. Parents 4. Community members 5. Students	1. Council 2. Staff 3. Parents	1. Staff 2. Parents 3. Community representatives	1. Teachers 2. Parents 3. Main Roads 4. Road Wise 4. SDERA	1. Teachers 2. Parents 3. Students 4. Town of Victoria Park

SCHOOLS							
	Glen Huon PS	Parkfield PS	Peg's Creek PS	Withers PS	York DHS	Halls Head Community College – Ed. Support Centre	Mercy College
	<ol style="list-style-type: none"> 1. School road safety survey 2. Classroom programs 	<ol style="list-style-type: none"> 1. School road safety survey 2. Classroom programs 3. Expo/fair 4. Information flyers 	<ol style="list-style-type: none"> 1. Classroom programs 2. Road safety forum 3. Drama performance – 'Izzy' and 'Constable Care' 4. Parent morning tea 5. Footpath and roadway markings involving students 6. Signage 7. Simulated traffic awareness activities in a controlled environment 8. Reward Day – 'Walking Wednesday's' 	<ol style="list-style-type: none"> 1. Classroom programs 2. Parent workshops 3. Resources – Road safety puzzles, car mats and road signs (K/PP) 	<ol style="list-style-type: none"> 1. Classroom programs 2. Expo/fair 3. Information flyers, newsletter, bin stickers 4. Smart Steps symbols to be painted on footpaths leading to the school 5. Students development of radio advert for local community radio 	<ol style="list-style-type: none"> 1. School road safety education (Student centered activity) 2. Classroom Program 3. Road safety forum – student representation to school 4. Modification of existing resources by EAs 5. Preparation of modified resources for ESC 6. Preparation of Student School Road Safety study (student observations are completed but not in presentable formats) 7. Ongoing adaptation and preparation of resources (when staff are available to be employed specifically for this task) 	<ol style="list-style-type: none"> 1. School road safety survey 2. Classroom programs 3. Road safety forum to introduce the 'Mercy Way' 4. Colouring competition to raise awareness – winning entry becomes the bumper sticker promoting courtesy in the school grounds. Artwork also included in school signage
	<ol style="list-style-type: none"> 1. Teachers 2. Parents 3. Education Assistants 4. SDERA Coordinator 	<ol style="list-style-type: none"> 1. Teachers 2. Parents 3. Police 4. Other relevant outside agencies 	<ol style="list-style-type: none"> 1. P&C 2. Parents 3. Teachers 4. Road Wise 5. Police 6. Local government 7. District Office of Ed 8. Students <p>Shortly creating School Road Safety Leadership Team</p>	<ol style="list-style-type: none"> 1. Teachers 2. Parents 3. Police 4. Road Wise Officer 	<ol style="list-style-type: none"> 1. Teachers 2. Parents 3. Regional external agencies 4. Students 	<ol style="list-style-type: none"> 1. Parents 2. Teachers 3. Public Transport Authorities 4. Local Council 5. Police 	<ol style="list-style-type: none"> 1. Parents 2. Students 3. Staff 4. Community representatives
	<ol style="list-style-type: none"> 1. Teachers 2. Members of the P&C 	<ol style="list-style-type: none"> 1. Teachers 2. Parents 3. Harvey Shire 4. Police 	<ol style="list-style-type: none"> 1. Teachers 2. Parents and carers 3. Shire 4. Police 5. SDERA 6. Roadwise 	<ol style="list-style-type: none"> 1. Teachers 2. Police 	<ol style="list-style-type: none"> 1. Teachers 2. Parents 3. Local/regional external agencies 4. Students 5. Police 	<ol style="list-style-type: none"> 1. Teachers 2. Education Assistants 3. School administrators (A school centered program at this stage) 	<ol style="list-style-type: none"> 1. Staff 2. Students 3. Parents

8.1___ APPENDIX 1 – PRE AND POST QUESTIONNAIRE DATA CONT

QUESTIONS	SCHOOLS				
	Ashdale PS	Comet Bay PS	Dalkeith PS	East Narrogin PS	East Victoria Park PS
<input type="checkbox"/> Pre-questionnaire Data <input type="checkbox"/> Post-questionnaire Data					
15. How will students be involved in road safety at your school? (eg in the development, as facilitators, as participants)	1. Participants in teaching and learning programs related to road safety education	1. Participants	1. 287 Participants 2. 21 Year 7 leaders to assist in development	1. Participants 2. Facilitators	1. Student Council 2. Senior Students
15. How are students be involved in road safety at your school? (eg in the development, as facilitators, as participants)	1. Assembly items 2. Participation in classroom activities Role modelling behaviours – eg 'Kiss and Drive'	1. Participants 2. Involved in some planning	1. As participants	1. Running the road forum	Development and review of the policy

SCHOOLS							
	Glen Huon PS	Parkfield PS	Peg's Creek PS	Withers PS	York DHS	Halls Head Community College – Ed. Support Centre	Mercy College
	1. Participants	1. Students will be involved through: - their input in a school survey to determine issues and attitudes - consultation and trialing of the curriculum	1. As participants in programs designed by SDERA and integrated by teachers in the classroom 2. As facilitators by relaying information/ education to parents, carers and siblings 3. As developers – School Council representatives will assist in the design of signs and footprints on footpaths etc	1. K/P simulating real-life road safety situations in a 'skit' 2. 1-3 Challenges and Choices resources – Performing road safety songs to parents and upper primary 3. 4-7 modeling key road safety messages to juniors	1. Students as participants 2. Limited opportunity for some students to be involved in the development of the program	1. Students as participants including the creation of learning models	1. Students as participants and facilitators
	1. Participants in programs	1. Participants in programs	1. Involved in road safety education through classroom programs 2. Involved in school community programs – Walking Wednesday's 3. Membership on the Road Safety Committee	1. K/PP participants in classroom activities	1. Youth Parliament – radio adverts 2. Emergency Services Cadets – footpath painting and expo 3. Information Technology Leaders – logo design for painting	1. Observation and raising awareness of road safety issues in and around the school environment 2. Over a 6-week period students observed and recorded safety issues in the bus, pedestrian and traffic areas within the school property. Results are being compiled to present to Principals	1. Participants 2. Students model the 'Mercy way' to their parents (K-6) 3. Seniors participate in Keys for Life program

8.1___ APPENDIX 1 – PRE AND POST QUESTIONNAIRE DATA CONT

QUESTIONS	SCHOOLS				
	Ashdale PS	Comet Bay PS	Dalkeith PS	East Narrogin PS	East Victoria Park PS
<input type="checkbox"/> Pre-questionnaire Data <input type="checkbox"/> Post-questionnaire Data					
16. What is the overall aim of your road safety education initiatives/activities? a) Have you achieved your aim for the 12-month period? b) What were some of the barriers preventing you from achieving your aim?	1. Better road behaviour 2. Safer environment in and around the school grounds a) Unsure Barriers 1. Time for meetings/ implementation 2. Increased duty requirements due to increased supervision responsibilities 3. Timetables – teacher time, difficulty with collaborative planning 4. Size of student and parent body – continual motivation to engage in and support safe practices	1. Provide a safe environment around the school 2. Inform parents 3. Teach explicit road safety lessons to students a) Yes	1. Students to travel to and from school safely 2. Students to understand and abide by road safety rules 3. Parents to drive safely to and from school 4. Parents to park safely around the school 5. Parents and community members to abide by speed limits in school zones a) Unsure Barriers 1. Lack of parking bays and lack of support for realigning bays (progressing) 2. Increased enrolments has lead to increased cars	1. Work towards a safer environment for our school community and to educate students and parents about the importance of road safety Barriers 1. School site still incomplete – building in progress a) No	1. Reduce congestion and minimize parking issues 2. To improve road safety
17. Is there anything you would feel would be beneficial to include in future grant schemes?		Increased timeframe	-	Increased time frame for project and spending of monies	
ATTACHMENTS	1. Road Safety Guidelines	1. Road Safety Guidelines	1. Road Safety Policy 2010	1. Road Safety Guidelines	-

SCHOOLS							
	Glen Huon PS	Parkfield PS	Peg's Creek PS	Withers PS	York DHS	Halls Head Community College – Ed. Support Centre	Mercy College
	<ol style="list-style-type: none"> To improve road safety knowledge and skills of students To make parents aware of riskier traffic spots around the school Improve the management and signage of parent and staff parking <p>a) Yes</p>	<ol style="list-style-type: none"> An increase in the knowledge, skills and values of our parents and students in regard to road safety <p>a) Yes</p>	<ol style="list-style-type: none"> To provide a safer environment for the whole-school community <p>a) Yes</p>	<ol style="list-style-type: none"> Increased awareness of students and parents on how to stay safe on the road <p>a) Unsure</p>	<ol style="list-style-type: none"> To promote road safety to the school and wider community To increase awareness of main road safety issues affecting the community <p>a) Unsure</p> <p>Barriers</p> <ol style="list-style-type: none"> Time constraints 	<ol style="list-style-type: none"> Increased student awareness and responsibilities towards personal safety around traffic <p>a) Some achievement</p> <p>Barriers</p> <ol style="list-style-type: none"> Limited amount of time within the curriculum 	<ol style="list-style-type: none"> To inform parents of the need for courtesy and patience To raise road safety awareness within the student body <p>a) Unsure</p> <p>Barriers</p> <ol style="list-style-type: none"> An ongoing need to raise awareness The selfishness of individual parents who are difficult to reach
	-	-	Greater funding amount		Funding period to be 18 months	<ol style="list-style-type: none"> Good scheme Limited time to complete all tasks The learning experience has been invaluable Looking at a SDERA Education Support version of resources 	Ongoing support for programs to target parent drivers' courtesy therefore modeling future driver safe practices
	<ol style="list-style-type: none"> Road Safety Guidelines Road Safety Survey 	<ol style="list-style-type: none"> Road Safety Guidelines Road Safety – Scope and Sequence 2010 	<ol style="list-style-type: none"> Road Safety Guidelines 		<ol style="list-style-type: none"> Road Safety Guidelines 	-	<ol style="list-style-type: none"> Colour competition winning entry The 'Mercy Way' road safety initiative

Comet Bay Primary School
85 Miltna Drive, SECRET HARBOUR WA 6173
Ph: 9524 9033 Fax: 9524 9011



Road Safety Guidelines

Promoting a Safe School Road Environment

Vision

At Comet Bay Primary School we aim to provide a safe environment for all children and the wider community. We believe that children need to be equipped with the necessary life long skills to help keep them safe as road users. We encourage the growth of our school community through positive and supportive relationships between school staff, parents and families and the wider community.

School Commitment

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

These 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 Comet Bay Primary School community and will be implemented in the following ways.

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)
 - TRIBES
 - Angelican Care
 - School Chaplain
 - Rockingham Council
 - Western Australian Police
 - CHAT model
- 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.
- Encourage the use of the Challenges and Choices (SDERA) resources in all classes from K to 7.
- Excursions are used as a road safety opportunity
- Provide opportunities for formal and informal professional development, on a needs basis, on Monday meetings.
- The Road Safety Committee will endeavour to organise incursions which are supportive of the road safety guidelines.

Ethos and Environment

- A School Road Safety Leadership Team with representatives from the teaching and administration staff, parents and students are supported.
- Road safety is included in all school planning.
- School Road Guidelines are reviewed on an annual basis.
- Regular reviews of school road environment and management plan.
- Traffic issues are identified and managed in consultation with the school community and relevant agencies.
- Regularly review Kiss and Drive, Staff and Parent car park to improve pedestrian safety in these areas.
- Promote and support the Traffic Warden and identify future Traffic Wardens.
- School provides opportunities for staff to complete basic first aid training.
- Continual display of school road safety signs.

Parents and Community

- Investigate the feasibility of a walking school bus.
- Traffic Management Brochure and School Road Safety Guidelines to be included in induction packs for new staff and families.
- Inform parents and community of upcoming road safety events through the newsletter and website.
- Road Safety Launch to be conducted in term 3 2010.
- Make Tracks to School month.
- Smart Steps information to be implemented through early childhood parent induction.
- Encourage parents to volunteer for Kiss and Drive through newsletters, incentives, assemblies and posters.
- Information on traffic management around the school and road safety advice to staff, parents and students through school communication.

Procedures in the event of a road incident

- Secure the site and make safe for victim
- Apply first aid (if capable)
- Alert Principal/ Deputy Principal
- Follow established Emergency Management Response plan.

Useful contacts and information

St John Ambulance	(08) 9334 1222 www.stjohnambulance.com.au
Local Council:	Rockingham
SDERA	(08) 9264 4743 www.sdera.wa.edu.au Tania Gigg 95502528
WALGA RoadWise	www.roadwise.asn.au
Public Transport Authority	www.pta.wa.gov.au

School contacts

Principal – Matthew Osborne
Deputy Principal – Graeme Watson
School Health Nurse – Phillip Sgro
School Road Safety Leadership Team – Bree Van Beek, Fiona Carter,
Sarah Miles, Amber Peake & Amy Robertson

Traffic Management



Comet Bay PRIMARY SCHOOL

Ensuring a safe arrival and departure for our students.






How does 'Kiss and Drive' work?
Our Kiss and Drive is located on Burnsville Drive and is aimed at helping overcome traffic congestion that occurs before and after school.

In the morning:

- Move to the forward most bay in the Kiss and Drive area
- Ask your children to get out of the rear left hand side door (the safety door)
- Parents and carers must remain in the vehicle
- When children are clear of the vehicle, indicate and enter traffic flow.

In the afternoon

- Only enter the Kiss and Drive area if you can see your child is ready to be picked up
- Remain in the car with your engine running and handbrake on
- If you can not see your child, drive on around the school and rejoin the queue.

Painted Feet
Please follow the Blue Feet on the paths to take you to a safe place to cross the road

Please do not cross the road directly in front of the Kiss and Drive area. This is an unsafe practice.

School Road Safety Reminder
It is important to remember the some basic road safety rules around school. Please drive carefully remembering the 40km/h speed zones. Be mindful of children and their parents walking and cycling to school, as well as those students catching buses or waiting to be picked up by parents in vehicles. Parking on the wrong side of the road is illegal in W.A. Schools can be very busy places at drop off and pick up time, and your courtesy and patience are appreciated.

We really appreciate your efforts to ensure a smooth and safe drop off and pick up of students.

Thank you for your patience and consideration as we all learn our routines and procedures.

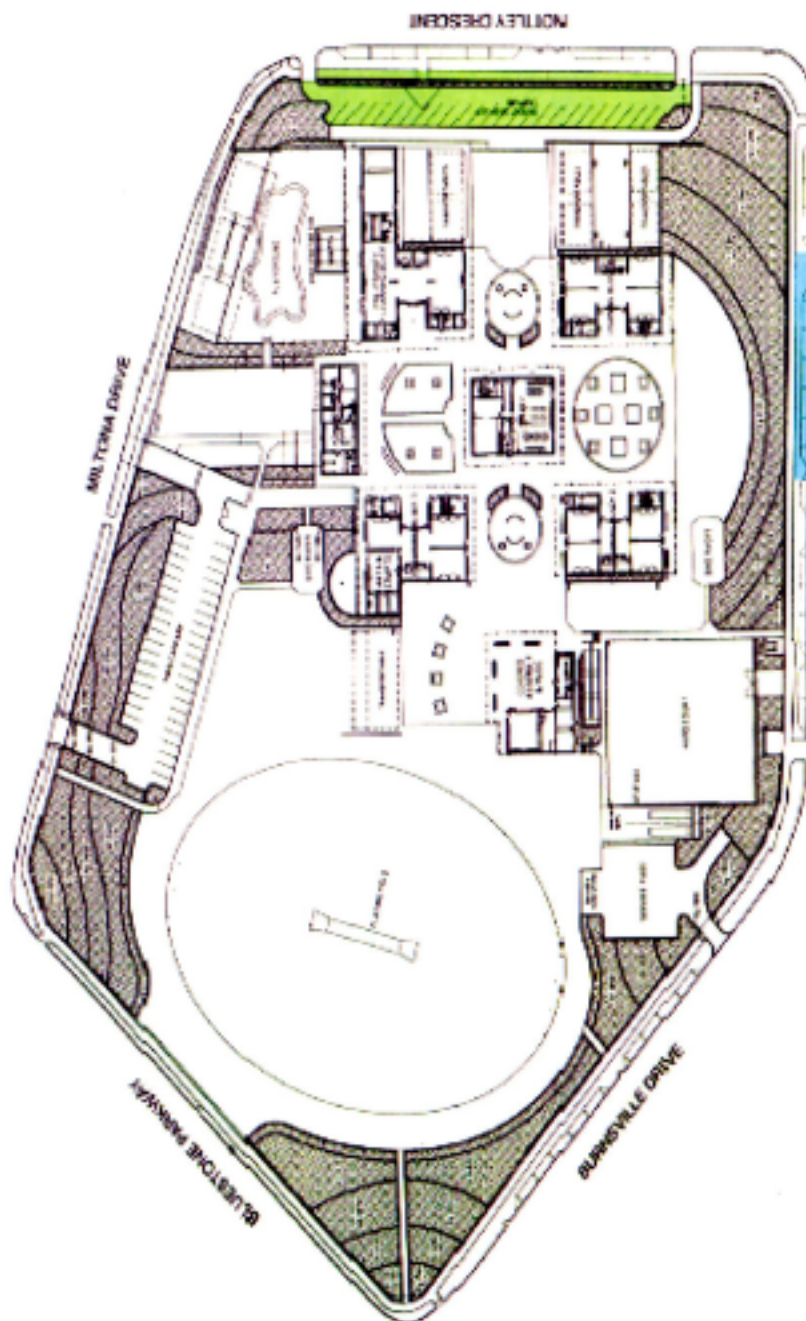
Thank you to our fantastic volunteers who have given their time for the benefit of our students.

Our volunteers and procedures are there to ensure the safety of all our students.

If you have and queries / comments or are able to volunteer your time please contact

Graeme Watson
Deputy Principal

Comet Bay Primary School
85 Militona Drive
Secret Harbour W.A
6173
Ph: 9524 9033



Traffic Flow– To help with the flow of traffic and to ensure children being dropped off or picked up don't have to cross the road, please endeavour to travel around the school in an **anti-clockwise** direction.

Kiss and Drive– **Burnsville Drive**–For just dropping off and picking up students.

Park and Walk- **Nottely Crescent**– For use by our Kindy to Year 1 parents who wish to park and walk their children to their class and collect them from their classes. Please do not stop at the entrance of the car park. It causes cars to back up on the road. Drive slowly through the car park and around the block if there are no spaces. Avoid turning right off Nottely Crescent into this car park.

Pedestrians– Please use the crosswalk when crossing Burnsville Drive. Please do not cross the road directly in front of the Kiss and Drive area. This is an unsafe practice. A second crosswalk is located at the roundabout on Anstey Drive.

Peg's Creek Primary School
Galbraith Road
KARRATHA WA 6714
Ph 08 9144 4141
Fax 08 9144 4074



Road Safety Guidelines

Promoting a Safe School Road Environment

Vision

At Peg's Creek Primary School we aim to provide a safe environment for all children and the wider community. We believe that children need to be equipped with the necessary life long skills to help keep them safe as road users. We encourage the growth of our school community through positive and supportive relationships between school staff, parents and families and the wider community.

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 work together to establish and maintain a safe road environment and encourage safer road use.

These 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 Peg's Creek Primary School community and will be implemented in the following ways.



Curriculum

- We have a 3 Year road safety plan, which identifies age appropriate road safety education for all year levels.
- We use evidence based road safety resources such as Smart Steps (SDERA) and Challenges and Choices (SDERA).
- School Management is working towards delivering appropriate road safety education by allowing staff to have in-school time for planning, providing professional development opportunities for staff to up-skill in order to provide the suitable information for each child.
- We are consistently searching for outside funding to provide resources and materials for educational staff.
- Classroom programs focus on skill development and develop students knowledge and understandings, attitudes and values.
- Where possible, 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 Road Safety Committee has been incorporated and developed within the role of the P&C. The Committee will consist of P&C members, parents, educational staff and students.
- Road Safety is included in all school planning.
- Road Safety guidelines are reviewed on a bi-annual basis, unless items are evident prior to this date.
- Regular reviews of our school road environment are conducted in consultation with the school community, the road safety committee and relevant external agencies.
- Traffic issues are identified and managed in consultation with the school community, the road safety committee and relevant external agencies.

Parents and Community

- Parents and families are involved in road safety initiatives.
- Notification is provided on a regular basis via various methods, eg. The school newsletter, the P&C Chit Chat, morning teas, assemblies and via leaflets as necessary.
- The school supports road safety initiatives through Walk to School Wednesday and Walk Safe to School Day.
- Incursions such as Constable Care, Community Policing are used where suitable to compliment our classroom programs and whole-school activities. All guest speakers are advised of our Road Safety Guidelines which are to be used as a indication of our 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, assemblies and pamphlets.
- Welcome packs to new staff members and families include our school road safety guidelines and they are also available at our parent morning teas which are conducted every term.

Procedures in the event of a road incident

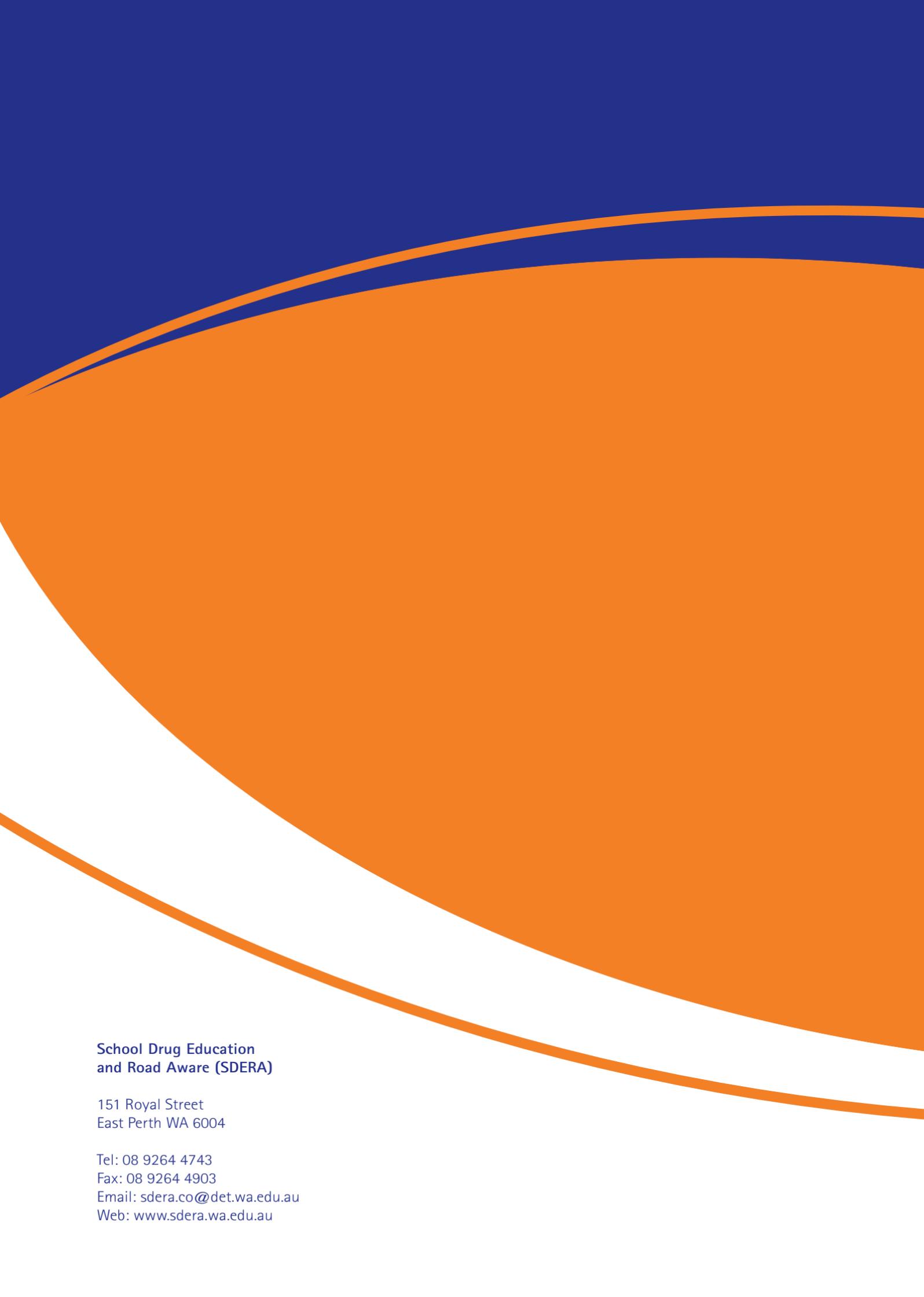
- In the event of a road incident involving students or school community members, the Emergency Management Plan will be strictly adhered to.

Useful contacts and information

St John Ambulance	08 9185 1222 or 000 www.stjohnambulance.com.au
Nickol Bay Hospital	08 9143 2333
Karratha Police Station	08 9143 7200 or 000
Local Council:	Shire of Roebourne 08 9186 8555 www.roebourne.wa.gov.au
SDERA	(08) 9185 0111 0428 855 594 Contact: Lynelle Fozard www.sdera.wa.edu.au
WALGA RoadWise	www.roadwise.asn.au
Public Transport Authority	www.pta.wa.gov.au

School contacts

Peg's Creek Primary School	-	08 9144 4141
Principal – Lynette Macauley		
Deputy Principal – Anika Blackmore		
School Road Safety Leadership Team	-	Michelle Waddington
	-	Jeanelle Dol



**School Drug Education
and Road Aware (SDERA)**

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