Keys for Life Program Evaluation

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Program overview

Keys for Life Program Overview

Keys for Life is an evidence-based road safety program with links to the WA Curriculum, WA Certificate of Education (WACE), WA Graduated Driver Training and Licensing System, and WA Road Safety Strategy 2008-2020 *Towards Zero.*

Established in 2004 by School Drug Education and Road Aware (SDERA), the program is predominantly delivered in schools. Non-school sites can also deliver the program.

With funding from the Road Safety Commission via the Road Trauma Trust Account, the program is supported by the Department of Transport, Department of Education (DOE), Catholic Education WA (CEWA) and Association of Independent Schools WA (AISWA), and endorsed by the School Curriculum and Standards Authority (SCSA).

In accordance with Department of Transport guidelines and best practice, schools that implement *Keys for Life* must attend a compulsory professional development workshop and deliver the program for a minimum of ten lessons. This approach prepares staff to implement a teaching and learning program that empowers young people with the knowledge, attitudes and skills to become a safer, compliant and responsible driver.

Evaluation

This program evaluation was initiated by SDERA in 2015: in response to the 2014 Browne report[¥]; as a follow up to the 2009 *Road Aware Drivers* evaluation [Ħ]; and to demonstrate program impact, relevance and responsiveness and identify strategies for expanding program reach.

The following groups were surveyed during the evaluation :
- Program users (students, school leaders, teachers and parents)
- SDERA consultants and stakeholders
- Lapsed* and non-engaged schools.

The key areas of impact to identify during the evaluation included:
- Number of schools delivering the program
- Impact of the program on intended hours of supervised driving
- Impact of the program on pre-driver, novice driver and teacher confidence.

Scope of engagement

Evaluation overview

The 2015 evaluation of the *Keys for Life* program incorporated these four stages.

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Stage 1
Program Usage Data Analysis

Keys for Life program users were segmented based on level of engagement (eg non-users, inactive users, active users).

Segments were then applied to the database for survey sampling and analysis purposes.

Stage 2
School Perspectives

2A: Interviews
The following interviews were conducted from November to December 2015:

• Six 30 minute interviews were conducted with schools defined in the *Keys for Life* database as non-users or lapsed users.

• Four 30 minute interviews were conducted with SDERA Regional Consultants to understand key barriers to program implementation.

2B: Online Survey
A 7 minute online quantitative survey about the program was conducted with schools between November 3 and December 14, 2015. The survey achieved a sample of n=281 and gave insight into program satisfaction and benefits, and areas for improvement.

Stage 3
Stakeholder Perspectives

Stakeholder interviews were conducted between October and December 2015.

A total of 15 interviews were conducted - two were conducted by Metrix and 13 by SDERA.

Metrix developed the discussion guide; analysed the interviews; and led a workshop of the findings to help SDERA understand and gain ideas about how to:

• Improve the *Keys for Life* program

• Assist stakeholders to optimise *Keys for Life*

• Lead and coordinate the WA Road Safety Education Committee.

Stage 4
Student and Parent Perspectives

A paper-based survey was conducted in Term 4, 2015 by SDERA and RAC with parents and students attending a *Keys for Life Parent Workshop.*

The survey was used to gain feedback and key metrics from students, parents and carers.

After 6 workshops, a total of n=96 parents and n=71 students responded.

Key findings

# Summary of 2015 *Keys for Life* Implementation Data

191 (or 66%) of the 290 schools with capacity* to implement *Keys for* Life, implemented the program in 2015. This is in comparison to:

- 60% in 2014
- 65% in 2013
- 58% in 2012
- 55% in 2011
- 52% in 2010
- 47% in 2009
- 41% in 2008
- 38% in 2007
- 30% in 2006
- 22% in 2005
- 13% in 2004 (official roll out)
- 10% in 2003 (pilot).

Percentage of Schools (with capacity*) Implementing *Keys for Life* in WA, 2003 - 2015
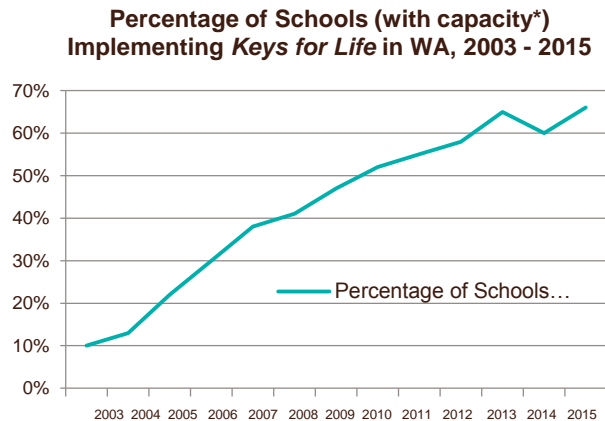
Implementation in 2015 across different school types

- 113 (or **72%**) of 158 Department of Education schools
- 32 (or **74%**) of 43 Catholic schools
- 46 (or **52%**) of 89 Independent schools
- 122 (or **68%**) of 180 metropolitan schools
- 69 (or **63%**) of 110 regional schools.
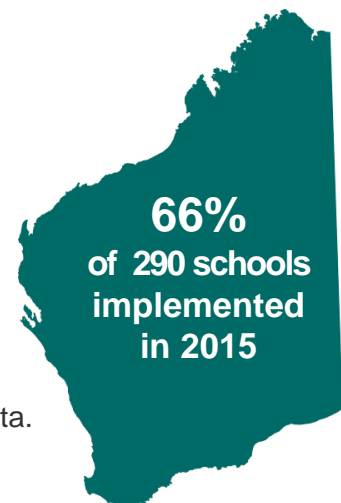
Refer to pages 12 - 20 for additional implementation and trend data.

66%
of 290 schools implemented in 2015

All data in this report is collected on a calendar year, and provided and validated by SDERA.

*The term '*schools with capacity*' is determined by the number and type of student enrolments at each school. Refer below for an explanation.

SDERA records *Keys for Life* implementation data for all WA schools within two databases:

1. **Schools without capacity to implement the program** (n=116)
   This includes schools where the enrolled students' special educational needs preclude them from driving, and/or where less than 10 senior students are enrolled.
2. **Schools with capacity* to implement the program** (n=290)
   This includes all the remaining schools with Year 10 student enrolments.

Teacher, parent and student perspectives

Among teachers, parents and students, the *Keys for Life* program is performing well on its key objectives regarding the development of knowledge, intentions and positive attitudes.

	Awareness of road safety issues	Attitudes towards road safety	Intentions about supervised driving	Satisfaction with the program and content	Recommend the program to others
Students	**85%** of students have a strong understanding of the risks of alcohol and other drugs	**100%** of students believe the more hours of supervised driving they do, the safer they will be	**89%** of students intend to do more than 50 hours of supervised driving	**98%** of students are satisfied with the program and program content	**67%** of students would recommend the *Keys for Life* program
Parents	**96%** of parents feel confident in supervising a learner driver	**99%** of parents believe learner drivers will be safer if they do more hours of supervised driving	**84%** of parents intend to supervise more than 50 hours driving	**100%** of parents are satisfied with the *Keys for Life Parent Workshop* and its content	**91%** of parents would recommend the *Keys for Life Parent Workshop*

Teachers are very positive towards the program

Teachers	**90%** of teachers that are aware of the *Keys for Life* program, know that it is managed by SDERA.	**97%** of teachers who have run the program are satisfied with the teaching and learning resources. *(satisfied, strongly satisfied)*	**93%** of teachers would recommend the program to other teachers *(total definitely, very likely)*	**82%** of teachers who have run the program plan on running it in 2016	**98%** of teachers who have attended *Keys for Life* professional development are aware of the program.

There are barriers to address to increase program reach to disengaged schools.

Barriers
- Competing priorities (crowded curriculum)
- Teachers are time poor
- Unsure of support available
- Cost and coordination of professional development
- Program content

Opportunities
- Improve process for managing database and communication
- Streamline communications
- More proactive contact with schools
- Time saving improvements for teachers – online testing and results, online or ready-made lessons

Source: post Parent Workshop survey with students n=71
Source: post Parent Workshop survey with parents n=96
Source: online survey with teachers completing *Keys for Life professional development n=281*

Stage 1

Program data

Data analysis

The key objective of this stage was to segment the *Keys for Life* database to enable detailed analysis of the motivators and barriers for delivering the *Keys for Life* program in schools.

Program usage data objectives:

1. Identify how many schools are delivering *Keys for Life*.

2. Comparisons between Department of Education (DOE), Catholic Education WA (CEWA) and Independent (AISWA) schools.

3. Comparisons between metropolitan and regional schools.

Other program data objectives:

1. Total number of *Keys for Life* students participating and the number of students that pass (%).

2. Total number of professional development (PD) workshops and number of teachers attending PD workshops.

3. Total number of schools enrolling students in SCSA* endorsed *Keys for Life* program.

4. Total number of parent workshops and parent and student attendees.

*SCSA – School Curriculum and Standards Authority
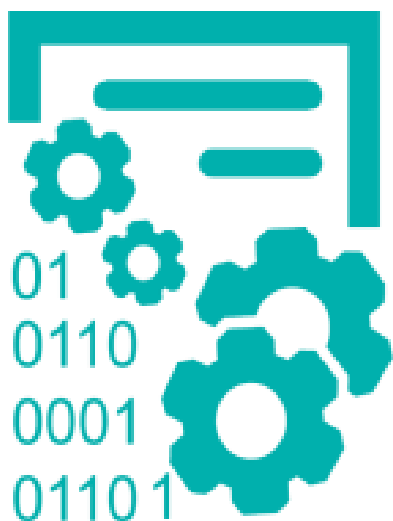
School and student participation numbers

The number of schools and students participating in the *Keys for Life* program has steadily increased since 2003-2004 with a dip in student numbers in 2012 and a slight dip in school numbers in 2014.

In 2015, 66% of schools (with capacity^Y) implemented *Keys for Life* compared to 60% in 2014, 65% in 2013, 58% in 2012, 55% in 2011, 52% in 2010, 47% in 2009, 41% in 2008, 38% in 2007, 30% in 2006, 22% in 2005 and 13% in 2004

In recent years the number of students participating has equated to:

- almost half of the state wide Year 10* cohort; and
- almost one-third of all newly licensed drivers in WA^¥.

School and Student Participation in *Keys for Life*, 2003 - 2015
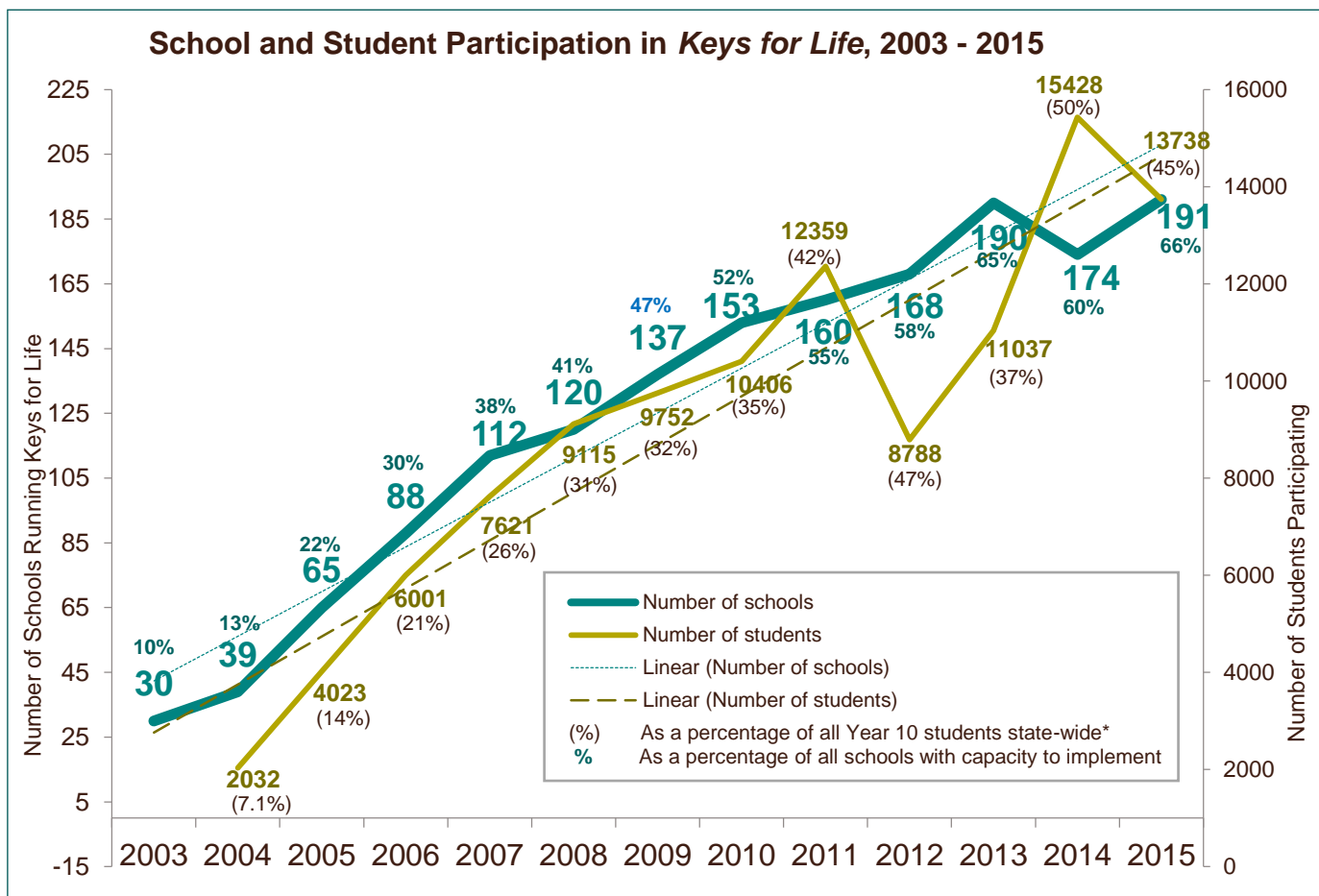
SDERA piloted *Keys for Life* in 2003 and commenced official, state wide implementation in 2004.

All data in this report is provided and validated by SDERA and based on a calendar year.

^Y *Keys for Life* implementation data is recorded for all Western Australian secondary schools and separated into 2 databases:

1. Schools **without** capacity to implement the program (n=116). This includes schools where the majority of enrolled students' special educational needs will preclude them from gaining a driver's licence, or where less than 10 senior students are enrolled.

2. Schools **with capacity** to implement the program (n = 290) includes all remaining schools with Year 10 enrolments.

* Percentage of Year 10 students is based on the total number of Year 10 students state-wide, by the number of students enrolled in *Keys for Life*. Most schools run the *Keys for Life* program in Year 10, however the total number of Year 10 students participating in *Keys for Life* versus other years can not be ascertained. As a result this figure is indicative only, to demonstrate reach of the program across the school cohort. Figures are rounded to the nearest whole number.
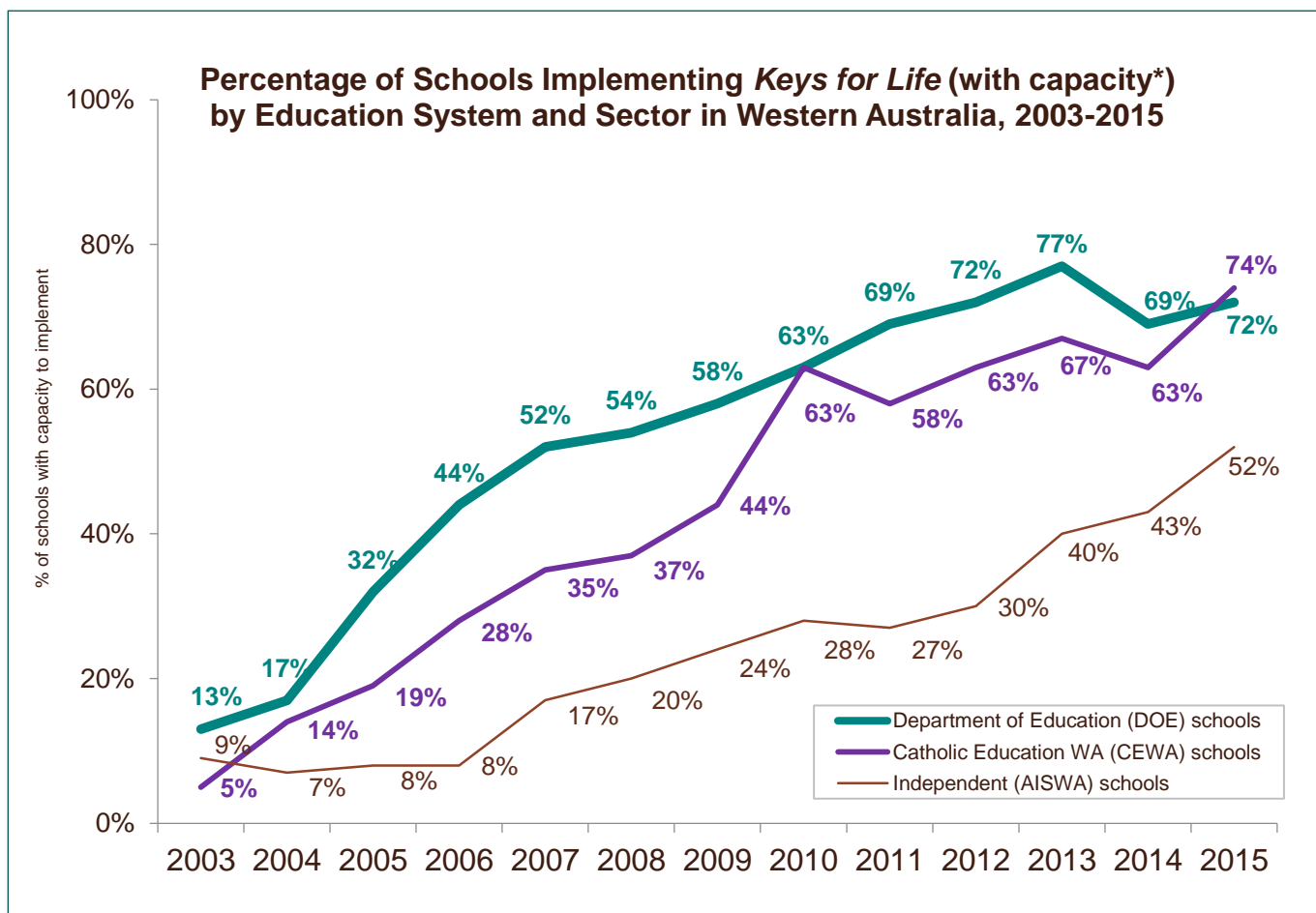
^¥ On average each year about 35,000 people in WA are granted an initial Learner's Permit from the Department of Transport and since 2011 approximately one-third of newly licensed drivers have participated in the *Keys for Life* program.

School Implementation Across Education Systems and Sectors

While the number and proportion of all school (types) implementing *Keys for Life* has risen since 2004, Department of Education and Catholic schools have been more inclined to implement.

191 schools (out of a possible 290) implemented *Keys for Life* in 2015 and the proportion of each school type (by education system and sector) that implemented the program was as follows:

- **72%** Department of Education (DOE) schools (n = 113 of 158)
- **74%** Catholic Education WA (CEWA) schools (n = 32 of 43)
- **52%** Independent (AISWA) schools (n = 46 of 89) .

Percentage of Schools Implementing *Keys for Life* (with capacity*) by Education System and Sector in Western Australia, 2003-2015

All data is collected on a calendar year, and has been provided and validated by SDERA.
* **With capacity**: *Keys for Life* implementation data is recorded for all Western Australian secondary schools and separated into 2 sets of data: schools with and without capacity to implement the program. Schools without capacity are those where the vast majority of students enrolled at the school have a severe cognitive impairment, or where there are less than 10 senior students enrolled at the school that year.

School Implementation Across Metropolitan and Regional Areas

Program implementation is consistent over the years, across metropolitan and regional schools.

Since 2013 the comparative proportion of regional and metropolitan schools implementing the program has been almost on par.

Between 2004 and 2011, regional schools were, on average, 6% more likely to implement Keys for Life than metropolitan schools. This supported the qualitative findings of the benefit of regional consultants working closely with schools.

Regional schools often identify road safety education as even more import in the country where driving conditions are seen as particularly important for youth.

Percentage of Schools Implementing *Keys for Life* (with capacity*)
By Regional and Metropolitan areas of Western Australia, 2003-2015

Metropolitan schools
Regional schools

All data has been provided and validated by SDERA.
* **With capacity**: *Keys for Life* implementation data is recorded for all Western Australian secondary schools and separated into 2 sets of data: schools with capacity to implement the program and schools without capacity to implement the program. Schools without capacity are those where the vast majority of students enrolled at the school have a severe cognitive impairment, or where there are less than 10 senior students enrolled at the school that year.
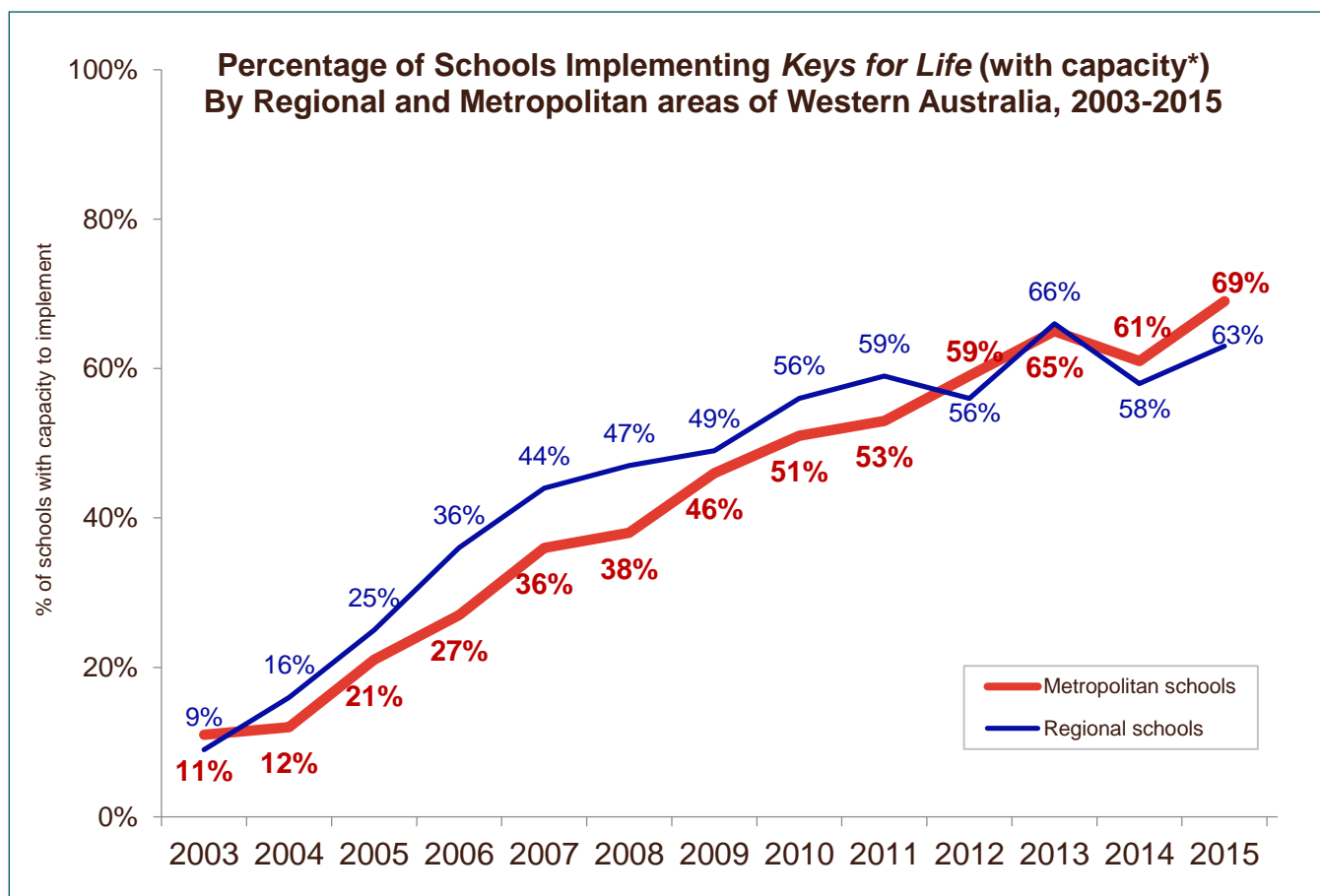
Keys for Life Professional Development

The SDERA *Keys for Life* professional development workshop is compulsory for staff to attend prior to program implementation. This protocol is based on a code of practice established by the Department of Transport and SDERA in 2003-2004 to foster best practice and quality assurance in the delivery of road safety education and administration of the Learner Theory Test.

SDERA has offered *Keys for Life* professional development workshops in all regional areas of Western Australia since the program commenced as a pilot, in 2003.

Since 2003, 3,975 staff have attended 379 separate *Keys for Life* professional learning workshops.

**Keys for Life Professional Development
Workshops and Participant Numbers, 2003-2015**

All data has been provided and validated by SDERA..
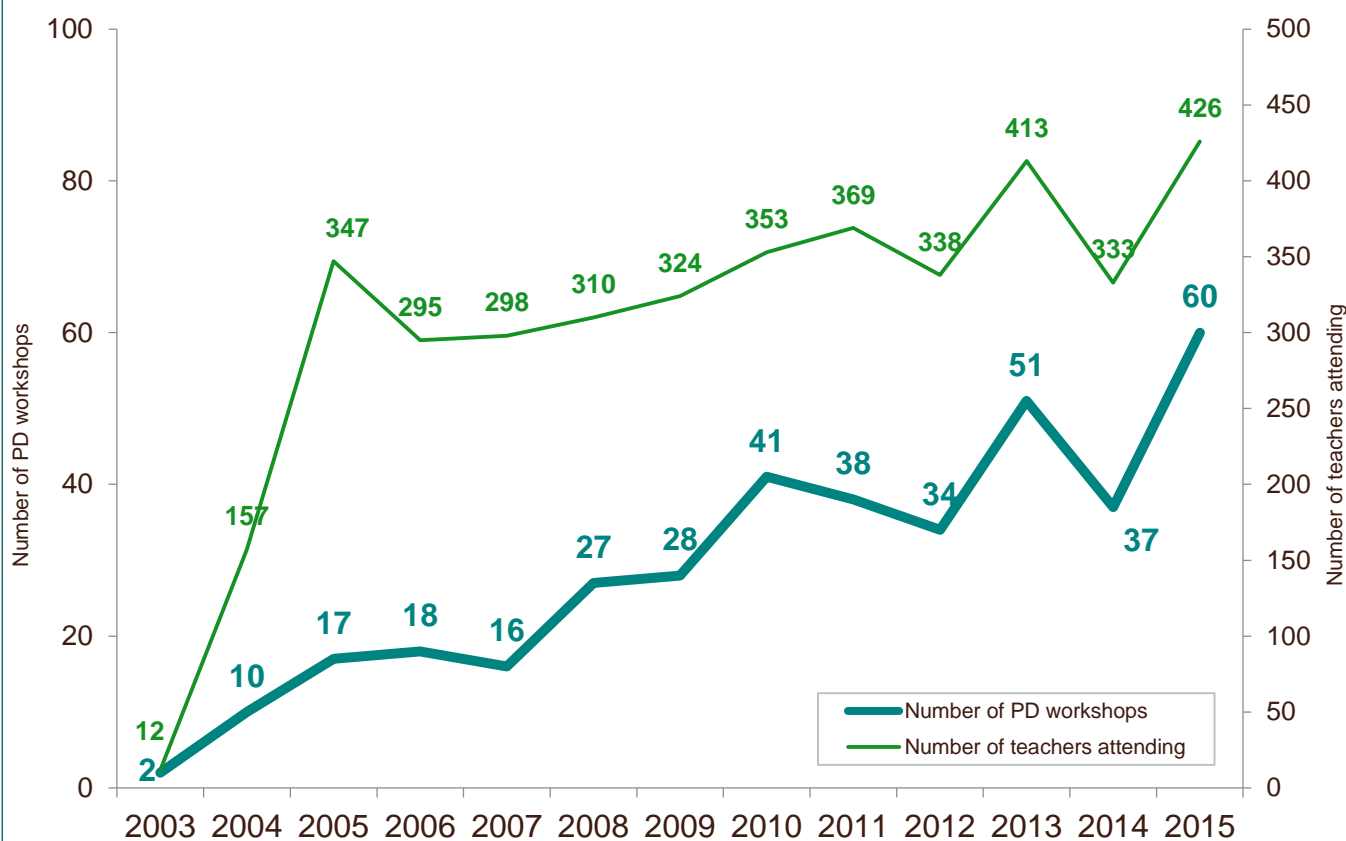
Participation in the *Keys for Life Parent Workshop*

A key growth area for *Keys for Life* is the *Keys for Life Parent Workshop** (for parents and students), with one third of schools offering this workshop in 2015.

The *Keys for Life Parent Workshop* is hosted (offered) by schools that deliver the *Keys for Life* program. It is 45-60 minute seminar designed to inform parents, carers and students about safer driving, licensing and the learn-to-drive process. While it is not compulsory for *Keys for Life'* schools to host a parent workshop, SDERA strongly recommends that schools offer this seminar to foster a whole-school approach to road safety. SDERA Consultants present the parent workshop for regional schools and the RAC present it for metropolitan schools.

School Percentages and Participant Numbers for the *Keys for Life* Parent Workshop, 2004-2015

Chart: % of schools offering parent workshops (teal line) and Number of participants (green line), 2004–2015.

Teal line (% of Keys for Life schools offering parent workshops): 64%, 52%, 45%, 31%, 26%, 11%, 47%, 50%, 35%, 40%, 41%, 30%

Green line (Number of participants — parents and students): 1143, 1776, 1461, 2008, 1753, 579, 3345, 4116, 3744, 4175, 3230, 4197

Legend:
— % of Keys for Life schools offering parent workshops
— Number of participants (parents and students)

All data has been provided and validated by SDERA.
All school data is based on schools with ability to implement. This is shown in the appendix.

Participation / Enrolments for the *SCSA-endorsed *Keys for Life* programs

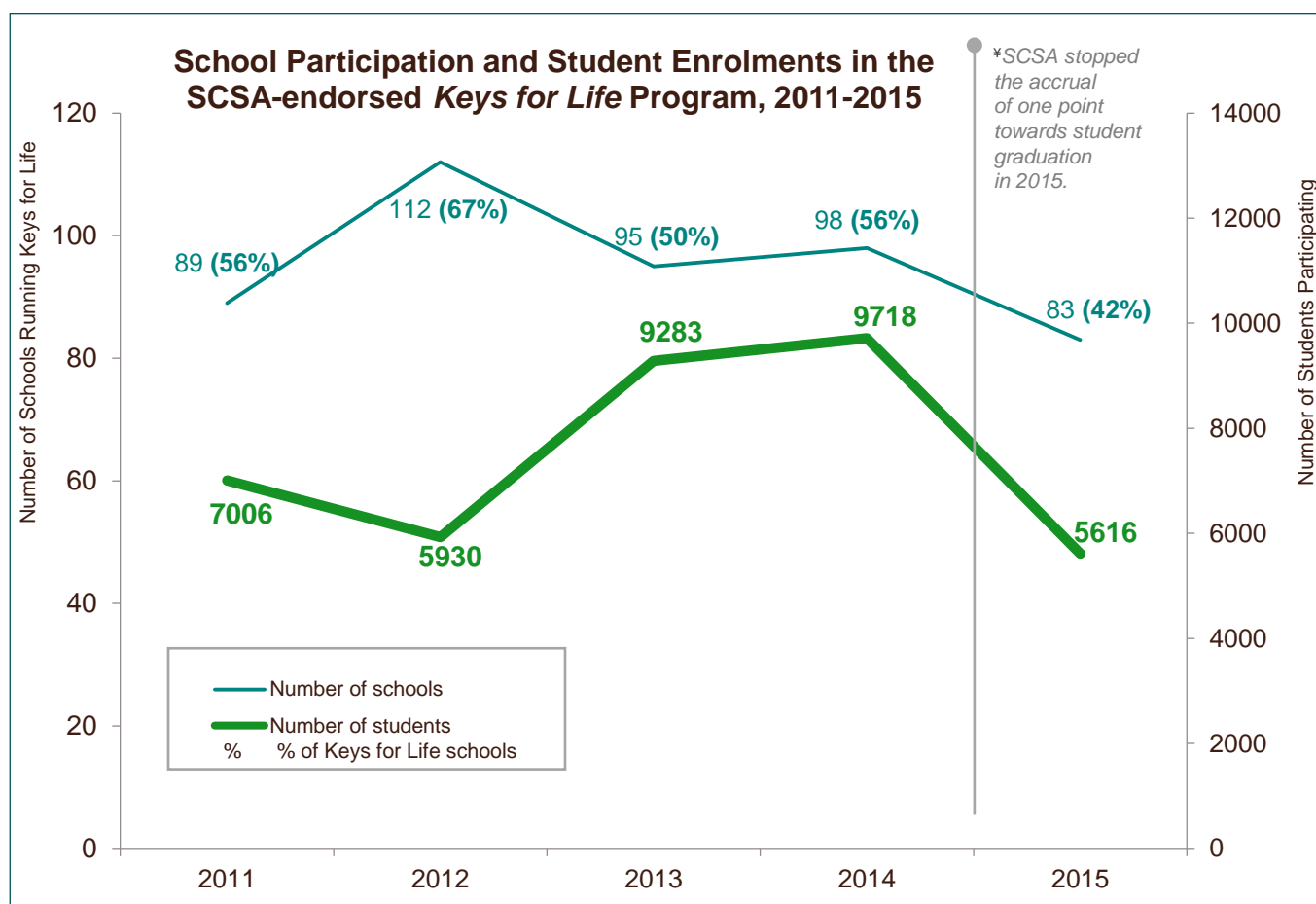In 2010 and 2015¥, the School Curriculum and Standards Authority (SCSA*) approved two separate *Keys for Life* endorsed programs – a 10-lesson SCSA-endorsed program and a 40-lesson SCSA-endorsed program. This created an opportunity for schools that were implementing *Keys for Life*, to enrol their students in one of the SCSA-endorsed *Keys for Life* programs. It should be noted that it is not compulsory for schools implementing *Keys for Life* to enrol students in one of the SCSA-endorsed programs.

Students who complete and are enrolled in either one of the two SCSA-endorsed programs will have 'Achievement' of *Keys for Life* reported on their WA Statement of Student Achievement (WASSA). In addition, students who complete and are enrolled in the 40-lesson *Keys for Life* endorsed program, gain graduation points (a complete 'unit equivalence') towards their WA Certificate of Education (WACE).

In 2014 SCSA reported to SDERA that *Keys for Life* was the second most popular endorsed course, after Workplace Learning.

School Participation and Student Enrolments in the SCSA-endorsed *Keys for Life* Program, 2011-2015

¥*SCSA stopped the accrual of one point towards student graduation in 2015.*

Data points — Number of schools: 89 (56%), 112 (67%), 95 (50%), 98 (56%), 83 (42%)
Number of students: 7006, 5930, 9283, 9718, 5616

Legend:
- Number of schools
- Number of students
- % — % of Keys for Life schools

Y-axis left: Number of Schools Running Keys for Life
Y-axis right: Number of Students Participating
X-axis: 2011, 2012, 2013, 2014, 2015

¥ In 2015 SCSA re-endorsed *Keys for Life* and changed the graduation-point parameters. AS a result, students completing and enrolled in the 10-lesson course now gain *Achievement* ('A') on their WACE, rather than one graduation point. Students enrolled in the 40-lesson course now gain a full *unit-equivalence* (five points) for their WACE, rather than 3 graduation points.

*The School Curriculum and Standards Authority (SCSA) is an independent statutory authority in WA, responsible for developing a curriculum and assessment outline for schools, setting standards and maintaining a database of student achievement, and accrediting and developing courses.

All data on this graph has been provided by SCSA and validated by SDERA.
It was not part of the scope of this research to examine the SCSA enrolments and participation.
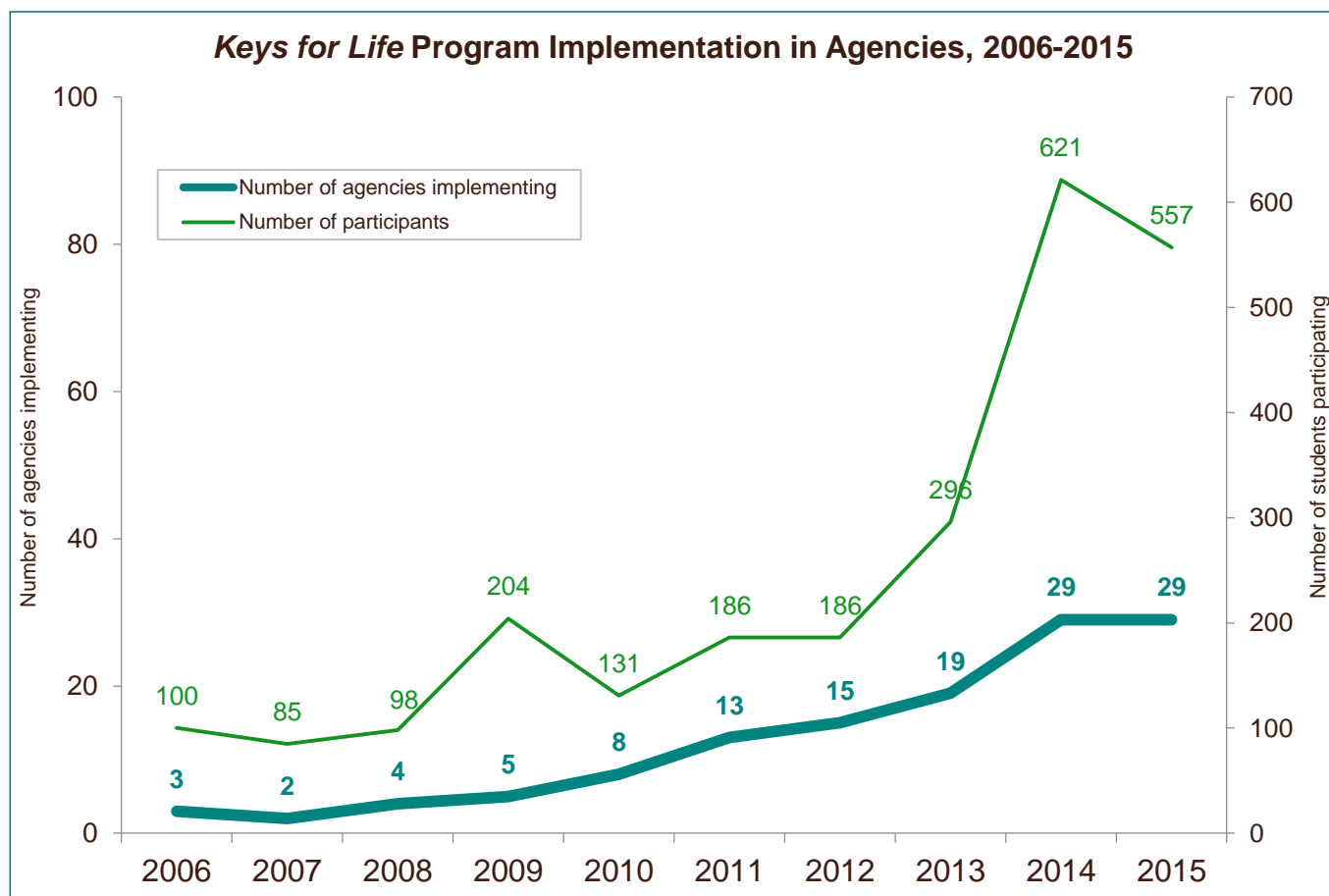
Agency Implementation Rates

A diverse range of agencies (non-school sites) implement *Keys for Life*, including:
- Migrant centres
- Corrective Services detention centres, prisons and reintegration centres
- Aboriginal development and training centres
- Training and alternative learning centres for young people not at school and not working
- Centres supporting mental health and disability
- Youth, employment and job training centres
- Technical colleges (formerly TAFE colleges)

The number of agencies and students (young people) participating in *Keys for Life* at these agencies, has trended upward since 2006.

Agency implementation increased in 2014 following the release in 2013, of *Keys4Life* Online, a multi-media learning resource funded by the Australian Government* and designed specifically for the target group, with a focus on enhancing literacy, language and numeracy through the topics of road safety and licensing.

Keys for Life Program Implementation in Agencies, 2006-2015

All data has been provided and validated by SDERA.
* *Keys4Life Online* was developed and published in 2013 by Evolve CDT Pty Ltd with funding from the Australian Government, Department of Industry, Innovation, Science, Research and Tertiary Education, and support from SDERA.

Additional Program Data (continued)

Breakdown of implementation data by regional and metropolitan areas

Table 1 represents the metropolitan-regional split for the total 191 schools that implemented *Keys for Life* in 2015 – 64% metropolitan : 36% regional.

Table 2 represents the implementation 'rate' for metropolitan and regional schools, as a proportion of the total number of metropolitan and regional schools, with capacity to implement.

	Table 1 Percentage of metro/regional schools implementing in 2015, as a proportion of the total 191 schools implementing	**Table 2** Percentage of metro/regional schools implementing in 2015 as a proportion of the total 180 metropolitan and 110 regional schools, that have the capacity to implement the program
Metropolitan schools	**64%** (122 of 191)	68% (122 of 180)
Regional schools	**36%** (69 of 191)	63% (69 of 110)
Total	100% (191 of 191)	

Breakdown of implementation data by education systems and sectors

Table 3 represents the education system and sector split for the total 191 schools that implemented *Keys for Life* in 2015 - 59% DOE : 17% CEWA : 24% AISWA schools.

Table 4 represents the implementation 'rate' for DOE, CEWA and AISWA schools, as a proportion of the total number of DOE, CEWA and AISWA schools with capacity to implement.

	Table 3 Percentage of DOE/CEWA/AISWA schools Implementing as a proportion of the total 191 schools implementing in 2015	**Table 4** Percentage of DOE/CEWA/AISWA schools implementing in 2015 out of the total of 158 DOE, 43 CEWA and 89 AISWA schools, that have the capacity to implement the program
DOE* schools	**59%** (113 of 191)	72% (113 of 158)
CEWA+ schools	**17%** (32 of 191)	74% (32 of 43)
AISWA¥ schools	**24%** (46 of 191)	52% (46 of 89)
Total	100% (191 of 191)	

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*DOE   Department of Education schools
+CEWA   Catholic Education WA schools
¥AISWA Association of Independent Schools

Stage 2

School perspectives

2

School perspectives

Methodology

2A: Interviews

The following interviews were conducted from November to December 2015:

- Six 30 minute interviews were conducted with schools defined in the *Keys for Life* database as non-users or lapsed users.

- Four 30 minute interviews were conducted with SDERA Regional Consultants to understand key barriers to implementation.

School respondents were sourced by from the *Keys for Life* data base, which consists of teachers who have completed a *Keys for Life* professional development workshop since the program was piloted in 2003.

2B: Online Survey

A 7 minute online quantitative survey was conducted with schools about the program between November 3 and December 14, 2015.

1,587 survey invites were sent to achieve a final sample of n=281. This is an 18% response rate.

The survey gave insight into program satisfaction, benefits and improvement areas.

Interview respondents were sourced by Metrix from the *Keys for Life* professional development database. Additional contacts were also provided by SDERA to reach schools that had never engaged with the program

School Survey Objectives

1. Understand awareness and perceptions of road safety education.

2. Understand satisfaction with SDERA customer service (website, phone, email, PDs).

3. Understand satisfaction with the program (content, time investment, ease of implementation).

4. Understand satisfaction with Keys for Life processes and protocols.

5. Understand teachers perceptions about whether the program is meeting the needs of students (engaging, accessible and informative).

6. Understand perceived key benefits of the program (incentives, moral, other).

7. Identify barriers to implementation.

8. Understand likelihood to continue implementing.

9. Understand likelihood to recommend.

Teacher Perceptions

Overall, knowledge and perceptions of *Keys for Life* are overwhelmingly positive among those who have attended the *Keys for Life* professional development workshop (PD).

98% — 98% of teachers who have attended PD have an awareness of the *Keys for Life* program.

90% — 90% of teachers that are aware of the program, know it's managed by SDERA.

97% — 97% of teachers who have run the program are satisfied with the resources. *(satisfied, strongly satisfied)*

82% — 82% of teachers who have run the program, plan on implementing it in 2016.

93% — 93% of teachers would recommend it to others. *(definitely, very likely)*

"I have found the 'Keys for Life' program beneficial to students. It is engaging and students understand the benefit to themselves. I would strongly recommend the program to any other school."

Intention to Deliver the Program

Eight out of ten teachers state they intend to run the program in 2016.

Even amongst lapsed schools, intentions to run the program are strong. This demonstrates the importance of maintaining close contact with schools throughout the year to ensure these intentions eventuate.

Yes, planning to run program

82%

This increases to 92% amongst *Keys for Life* school coordinators.

Intent to run program in 2016

No, not planning to run program

8%

Unsure

10%

The key reasons for teachers not planning to run the program, or unsure about this, are:

- Moving to a different school
- A change to their teaching role
- Time pressure
- Curriculum restraints and conflicts.
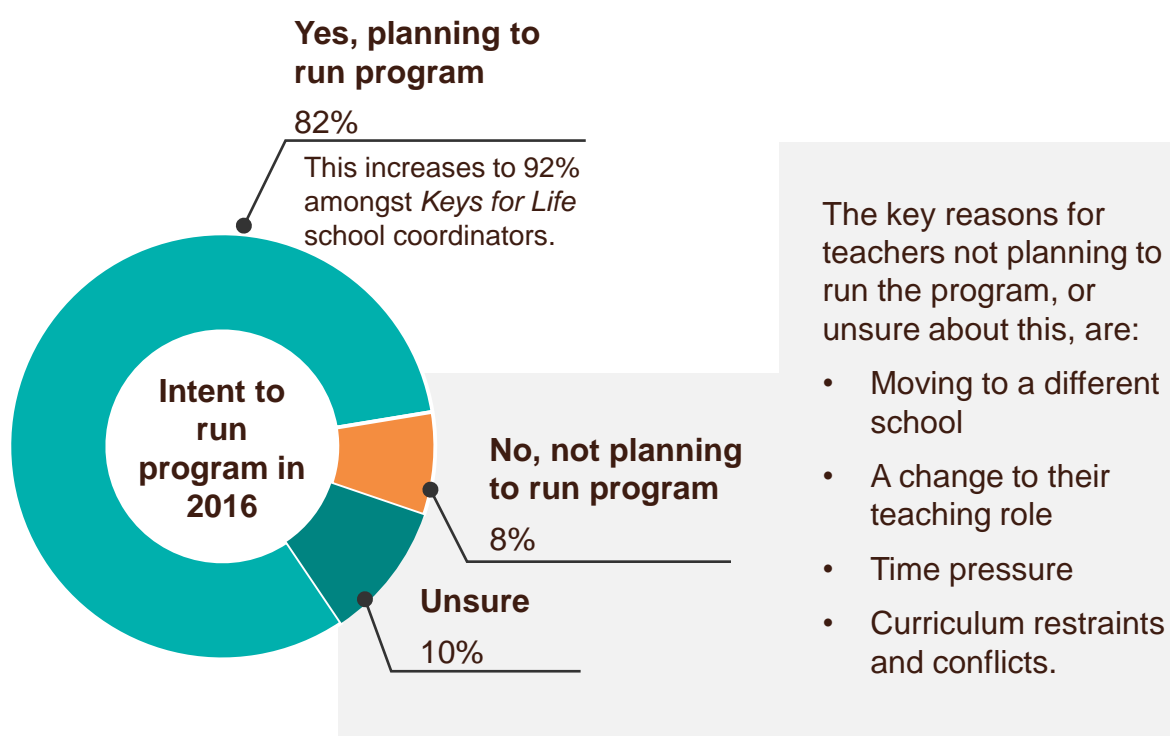
Base: teachers / schools who have implemented the program n=252

Teacher Recommendation

There is a strong intention among *Keys for Life* teachers to recommend the program to other teachers and schools, and this is more likely to occur the longer a teacher has delivered the program.

98% of *Keys for Life* coordinators* would recommend the program to others.

> *"Our students enjoy the program and value it's benefits. We have delivered for many years and students are always keen to participate. Teachers also value and enjoy delivering the program and appreciate the quality of [SDERA] resources provided. The contribution of RAC and Paraplegic Benefit Fund [PBF] speakers to our Keys for Life program, is also greatly valued by students and staff."*

Likelihood to Recommend
Keys for Life

Category	Value
Total definitely or very likely	93
Definitely likely	61
Very likely	32
Somewhat likely	5
Not very likely	2
Not at all likely	0
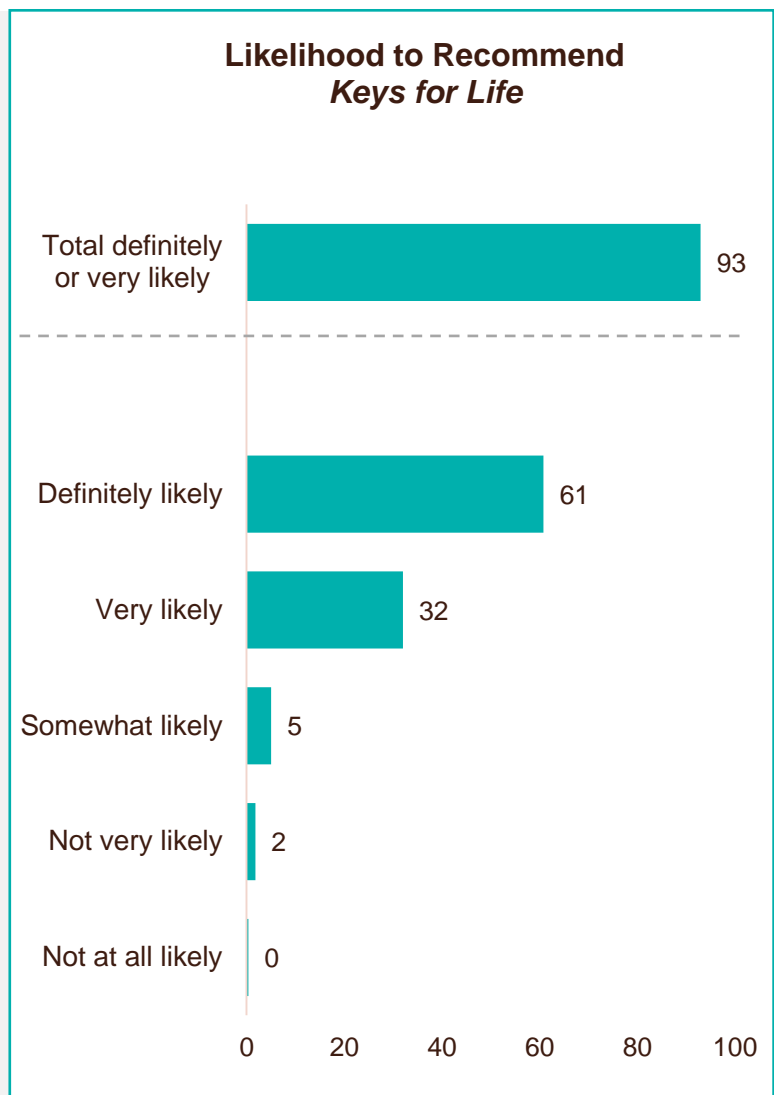
Base: teachers / schools aware of Keys for Life n=278
Q20. How likely are you to recommend the Keys for Life program to other teachers or schools?

*Keys for Life coordinators are teachers who take on the responsibility of organising the program within their school which can include program planning, assisting other staff, liaising with SDERA and ordering resources.

Program Delivery and Importance of Road Safety

Program delivery

The program resonates strongly with teachers who completed the professional development workshop, with 96% going on to implement *Keys for Life.* Only 4% of teachers who completed the PD did not go on to deliver the *Keys for Life* program.

96% of teachers attending PD have implemented the program

96%
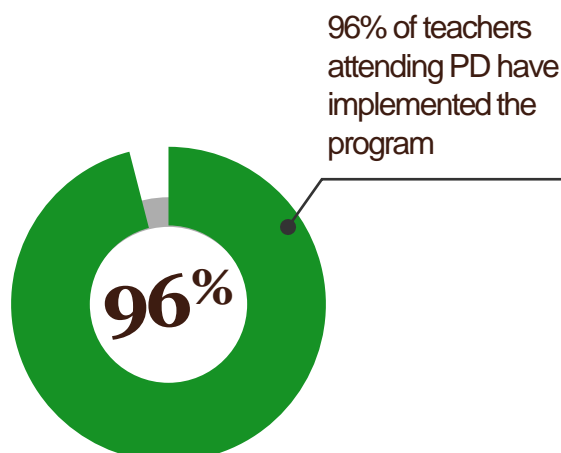
Importance of road safety

All teachers agree road safety education is important in schools. Among Workplace Training and VET teachers road safety education is considered more important than other program/learning areas, particularly more technical subjects such as maths and science.

Very Important
This increases to 96% amongst Workplace Training and VET teachers.

Important

90%

10%
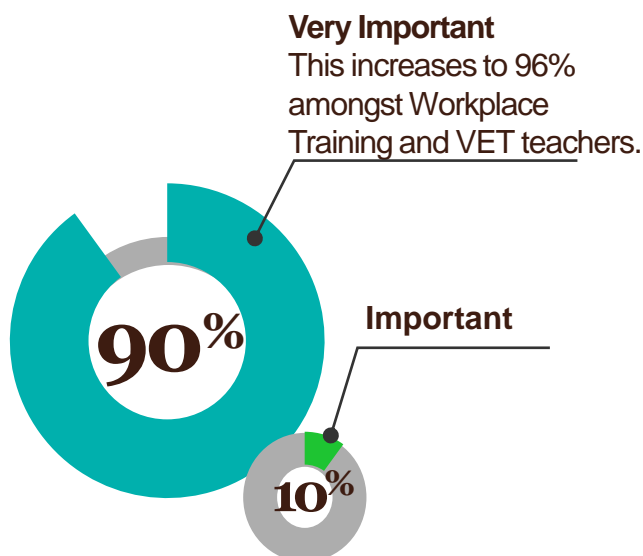
Q5 Base: teachers completing PD n=281
Q7 Base: teachers completing PD n=281
Q5 Have you personally delivered the Keys for Life program?
Q7. How important do you think it is to deliver road safety education programs/courses in schools?
*During the survey it was apparent that the list provided contained teachers who had completed the professional development from commencement. 4% of these teachers surveyed never went on to implement the program. No data was available on the year the teacher completed PD.
Note: In 2008 this question was only asked to Principals.

Perceived Comparative Importance of Road Safety

While road safety is considered important, it is perceived to be just as important as sexual health, alcohol and other drugs, online etiquette and mental health.

WA Curriculum

The introduction of the WA Curriculum (derived from the Australian Curriculum) has only increased timetable requirements and the pressure placed on teachers as they work through the transition until 2017.

There is an opportunity for SDERA to demonstrate that the program covers multiple areas of the curriculum and multiple health issues.

Limited Competition

Competition is primarily with other competing health education requirements, with few 'road safety programs' run besides what has been developed by individual schools for specific lessons.

Increase of Health and Wellbeing Issues

There is a burden upon teachers to educate in all social areas…the difficulty is achieving this within the small amount of Health and Physical Education (HPE) timetabling.

Program Awareness

Awareness of the program is high among teachers who have completed the *Keys for Life* professional development workshop.

Qualitative feedback suggests that awareness of SDERA and *Keys for Life* is linked to past usage.

Among schools that have never engaged or lapsed with *Keys for Life,* there was not a broad awareness of SDERA's other programs or it's role as an education organisation.

98% of teachers interviewed are aware of *Keys for Life*

98%

90% of those aware of *Keys for Life* state SDERA manages the program.

This increases to 96% among *Keys for Life* coordinators.

There is some misattribution to RAC, Department of Education and Department of Transport.
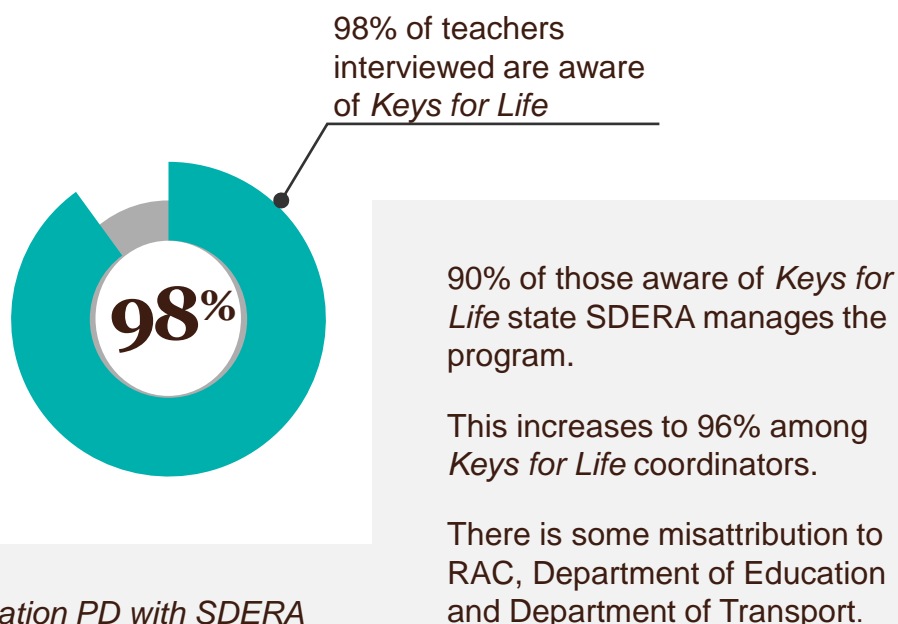
"I did a drug education PD with SDERA many years ago, but I hadn't heard of Keys for Life until now." (Depth interview)

Q1 Base: teachers completing PD n=281
Q2 Base: teachers completing PD and aware of Keys for Life n=266

Q2. Before today, had you heard of the Keys for Life Pre-driver Education program for schools?
Q3. Which organisation do you believe manages the Keys For Life program in WA? – Coded

Key outcomes of *Keys for Life*

Key outcomes of the program are consistent with the 2008 evaluation*, with a slight increase in suitability for all students. Imparting knowledge is the most important benefit.

Program outcomes

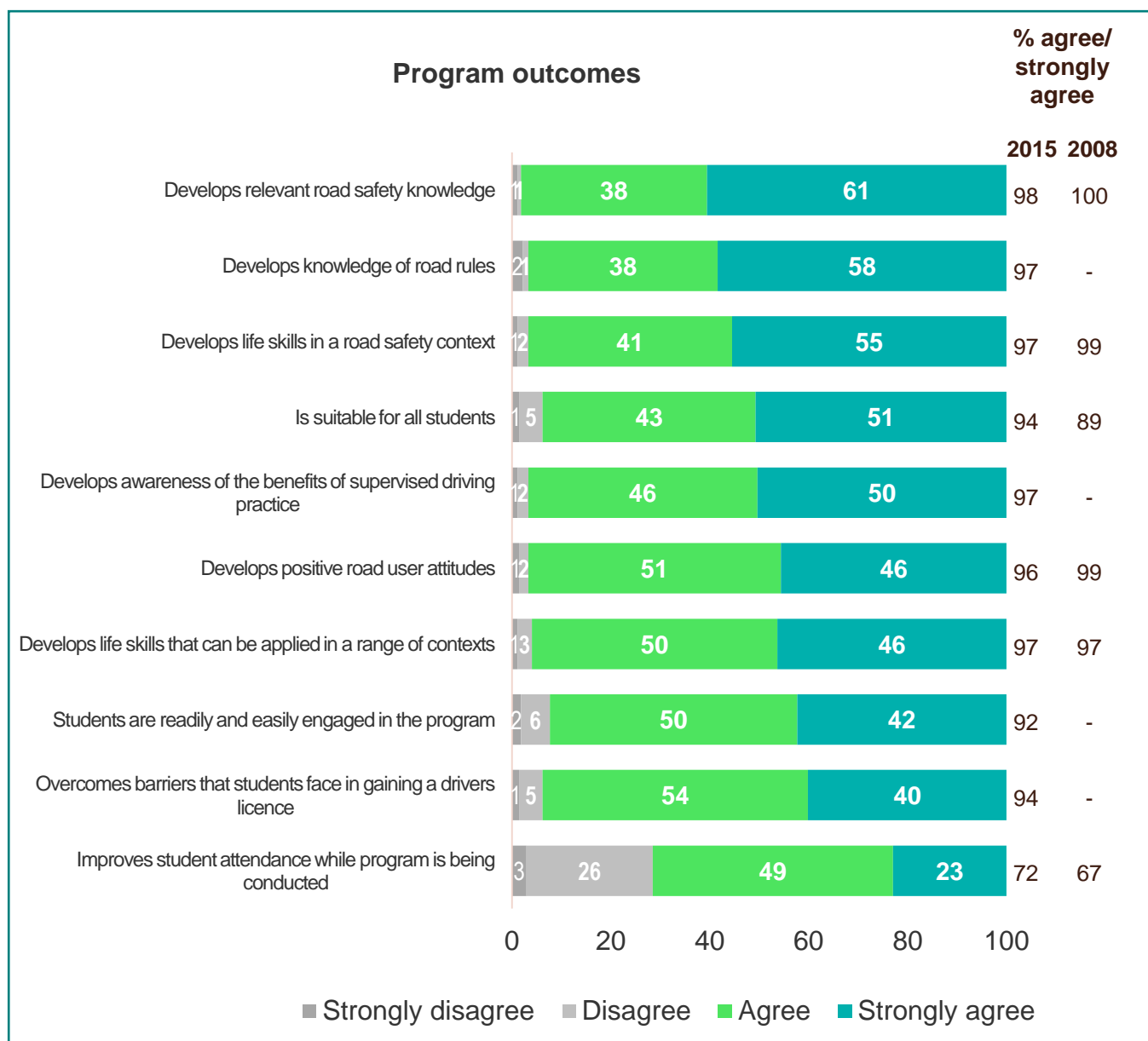| Program outcomes	Strongly disagree	Disagree	Agree	Strongly agree	% agree/ strongly agree 2015	2008
Develops relevant road safety knowledge		1 1	38	61	98	100
Develops knowledge of road rules		2 1	38	58	97	-
Develops life skills in a road safety context		1 2	41	55	97	99
Is suitable for all students		1 5	43	51	94	89
Develops awareness of the benefits of supervised driving practice		1 2	46	50	97	-
Develops positive road user attitudes		1 2	51	46	96	99
Develops life skills that can be applied in a range of contexts		1 3	50	46	97	97
Students are readily and easily engaged in the program		2 6	50	42	92	-
Overcomes barriers that students face in gaining a drivers licence		1 5	54	40	94	-
Improves student attendance while program is being conducted		3 26	49	23	72	67

0   20   40   60   80   100

■ Strongly disagree   ■ Disagree   ■ Agree   ■ Strongly agree
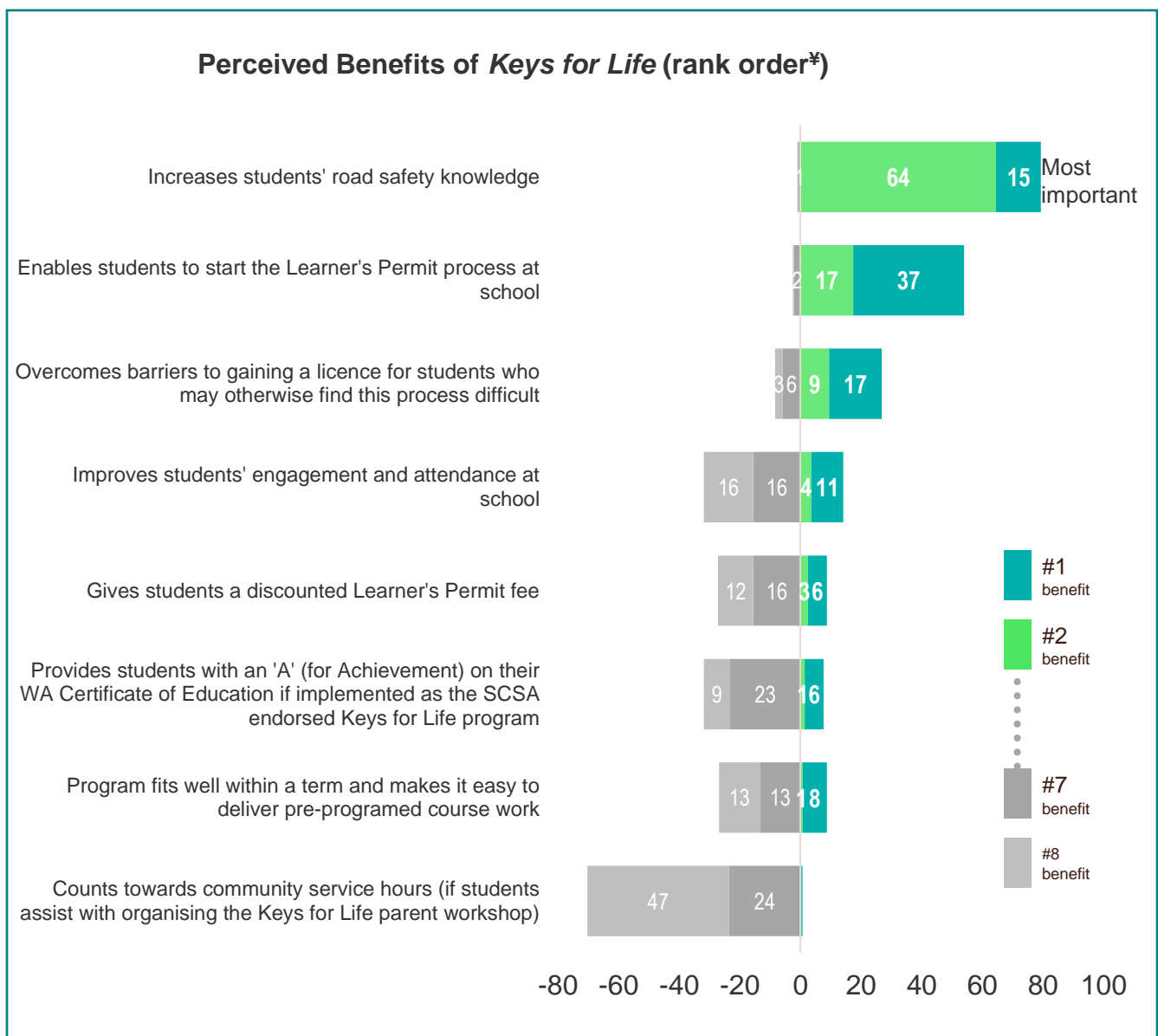
Base: teachers / schools who have implemented the program n=274

Q10. We want to understand your personal views of the program benefits. Please indicate the level to which you agree or disagree with the following statements. 2008 n=121

* A 2008 evaluation of SDERA's *Road Aware Drivers* program (*Keys for Life* program*)* was conducted by Quantum Consulting in 2008-2009.

Perceived Benefits of *Keys for Life*

The perceived benefits of implementing *Keys for Life* are predominantly about increasing student road safety knowledge, closely followed by the benefit of students starting their Learners Permit* at school.
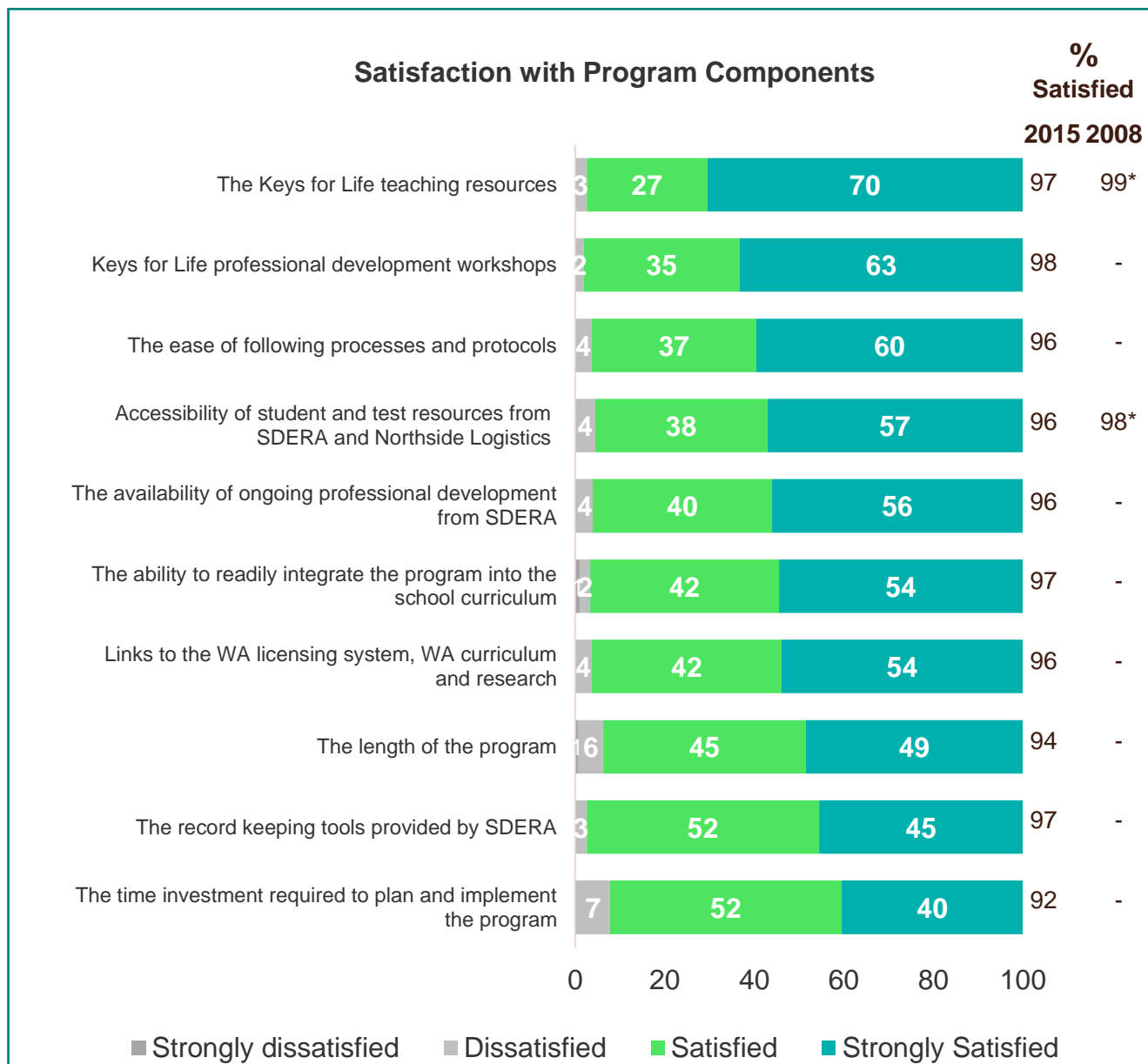
Perceived Benefits of *Keys for Life* (rank order¥)

Benefit	Values
Increases students' road safety knowledge	1, 64, 15 — Most important
Enables students to start the Learner's Permit process at school	2, 17, 37
Overcomes barriers to gaining a licence for students who may otherwise find this process difficult	3, 6, 9, 17
Improves students' engagement and attendance at school	16, 16, 4, 11
Gives students a discounted Learner's Permit fee	12, 16, 3, 6
Provides students with an 'A' (for Achievement) on their WA Certificate of Education if implemented as the SCSA endorsed Keys for Life program	9, 23, 1, 6
Program fits well within a term and makes it easy to deliver pre-programed course work	13, 13, 1, 8
Counts towards community service hours (if students assist with organising the Keys for Life parent workshop)	47, 24

Legend:
- #1 benefit
- #2 benefit
- #7 benefit
- #8 benefit

Axis: -80 -60 -40 -20 0 20 40 60 80 100

¥ Q11. Please rank the following from 1 to 8 based on what you view as the key benefits or outcomes of the program. 1 is the most important benefit and 8 is the least important benefit.

* Students that complete all *Keys for Life* program requirements (as defined by the Department of Transport and SDERA) are eligible to undertake the Learner Theory Test at the school. Those who pass receive a *Keys for Life* Certificate from the school. The certificate is formally recognised during the Learner's Permit application process at all Transport Driver and Vehicle Services Centres (DVS Centres) in WA and selected Australia Post Offices, as: (i) one of the five forms of identity required for a Learner's Permit; and (ii) proof that the student has passed the Theory Test at school, thereby providing the student with an exemption from undertaking the Computerised Theory Test (CTT) and an exemption from paying the CTT fee.

Satisfaction with Program Components

Satisfaction with program components is high, however there is room for improvement, particularly with lapsed schools, such as the record keeping tools provided by SDERA and the time investment required of teachers to plan the program.

Satisfaction with Program Components

Component	Strongly dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied	% Satisfied 2015	% Satisfied 2008
The Keys for Life teaching resources		3	27	70	97	99*
Keys for Life professional development workshops		2	35	63	98	-
The ease of following processes and protocols		4	37	60	96	-
Accessibility of student and test resources from SDERA and Northside Logistics		4	38	57	96	98*
The availability of ongoing professional development from SDERA		4	40	56	96	-
The ability to readily integrate the program into the school curriculum		2	42	54	97	-
Links to the WA licensing system, WA curriculum and research		4	42	54	96	-
The length of the program		16	45	49	94	-
The record keeping tools provided by SDERA		3	52	45	97	-
The time investment required to plan and implement the program		7	52	40	92	-

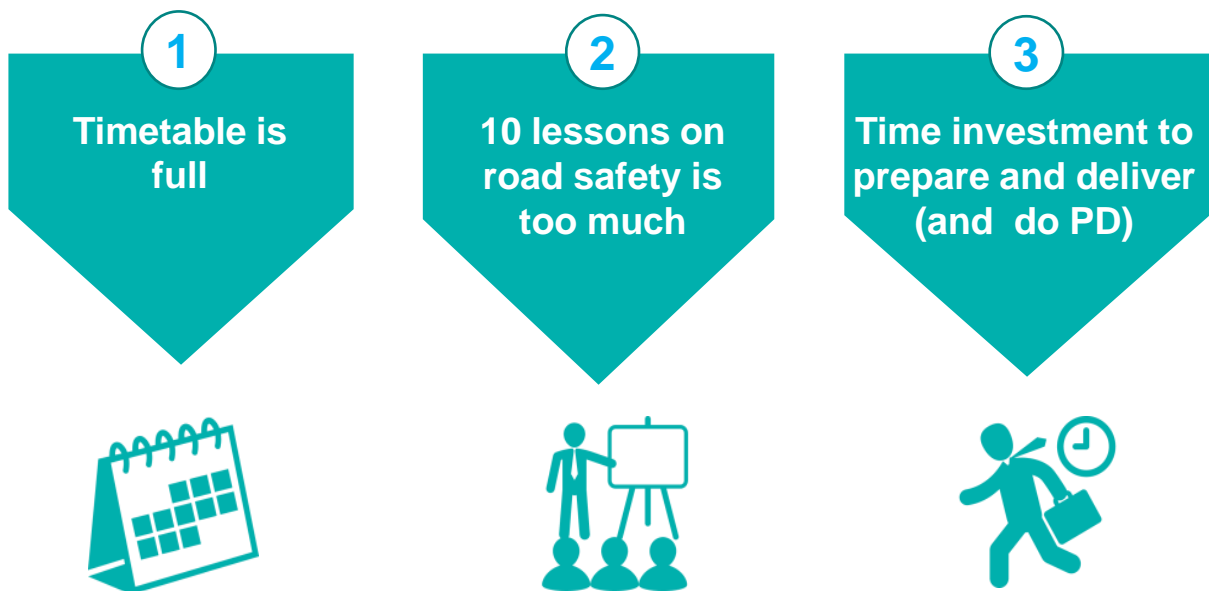Legend: ■ Strongly dissatisfied ■ Dissatisfied ■ Satisfied ■ Strongly Satisfied

Opportunities and Barriers for Disengaged Schools

For teachers and schools that have never engaged in *Keys for Life*, the program does have appeal but there is often a lack of desire to find out more due to time constraints.

Some schools did seek more information about the program, however, they wanted this delivered in a face to face meeting to promote and explain the benefits of the program and how easily it can be implemented; they didn't want to be burdened to do all the work themselves.

Initial reactions and conceptual barriers to implementing the program are these:

1 Timetable is full

2 10 lessons on road safety is too much

3 Time investment to prepare and deliver (and do PD)

Program Improvements for Engaged Schools

Although *Keys for Life* is effective and well received, it can be time intensive to run, which can be a significant barrier when coupled with other administrative and curriculum time pressures. Anything that SDERA can do to take the pressure off teachers will provide SDERA with a major promotional and selling point for the program.

Opportunities to save time, include offering and promoting:

✔ Online testing, results and printing of certificates

✔ Consolidated content and short 'how to' guides

✔ Online content and activities

✔ Ready made resource packs

✔ Promote different ways to run the program (10 lessons, 2 days or online)

"I feel the program and resources are really useful as is. I just need more time to turn the resources into working condition."

"I have found that the old file system contains too many options/resources that need lots of photocopying and take up a lot of preparation time."

"Time is the biggest pressure on everyone, but to do this course properly takes a real time commitment…both in preparing staff properly and in presenting it to staff, students and parents."
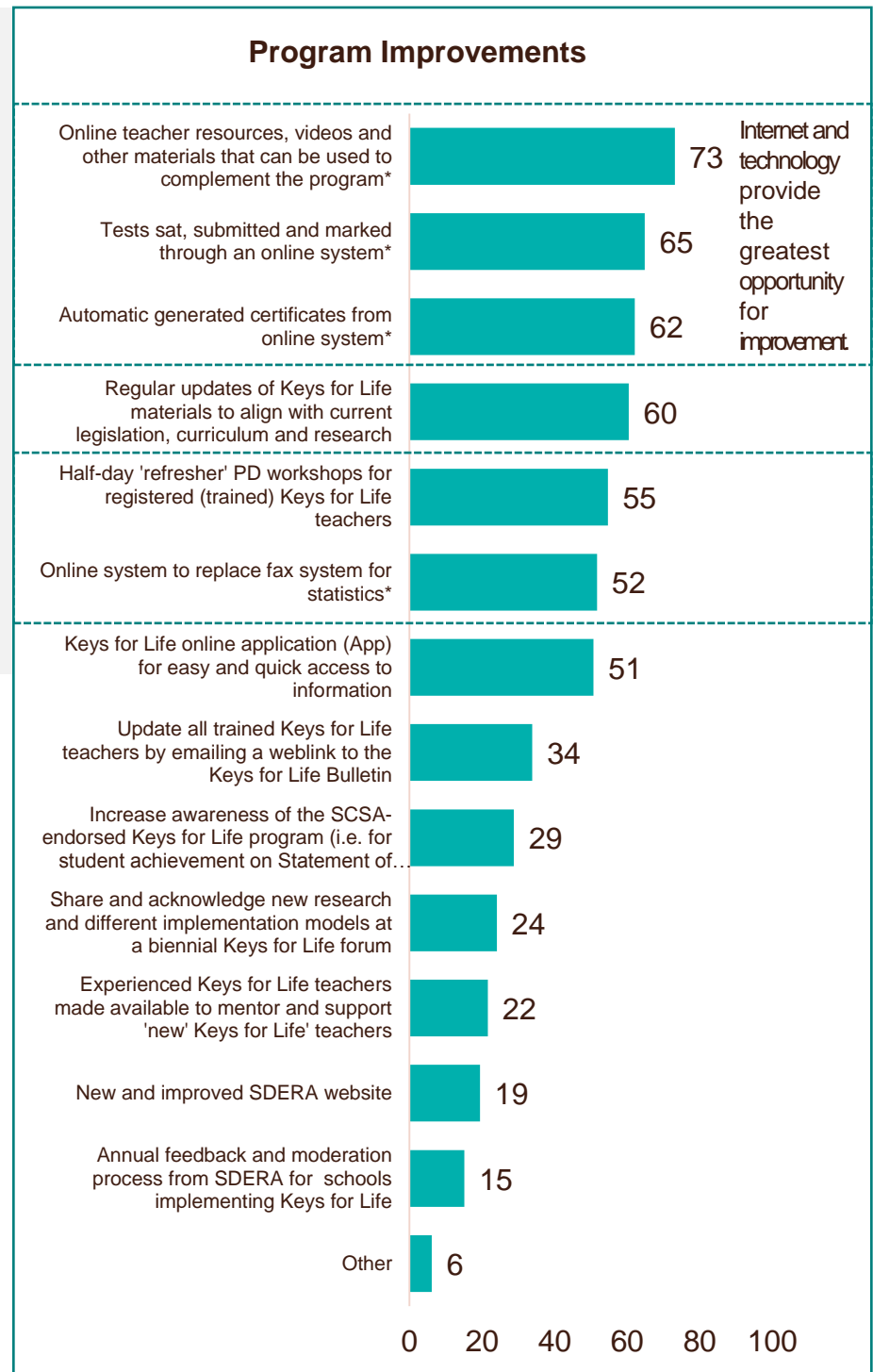
* PBF – Paraplegic Benefit Fund
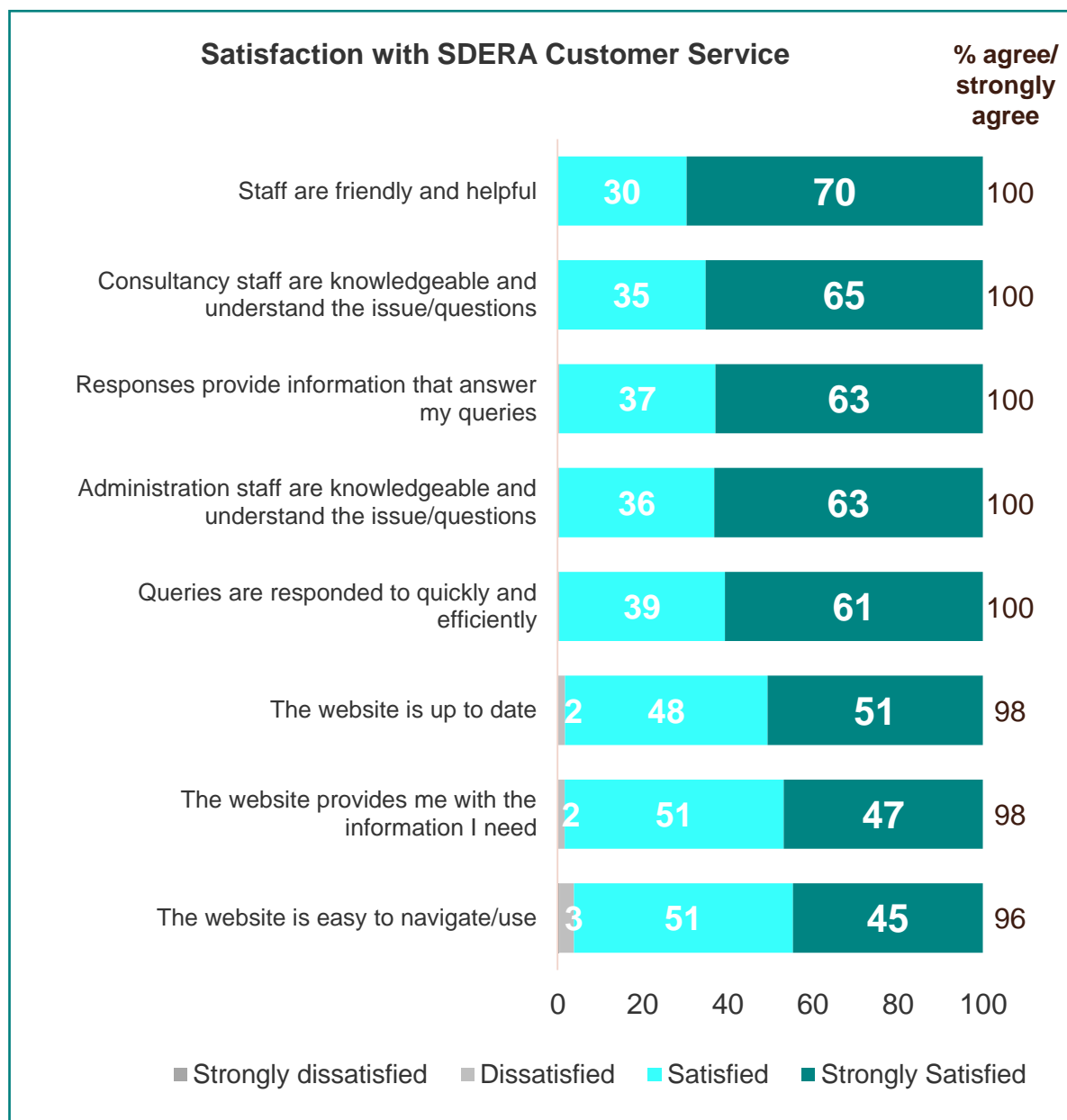
Program Improvements for Engaged Schools

Reducing the time teachers have to spend manually implementing the program would provide the biggest gain. While SDERA already provides electronic and online *Keys for Life* tools and materials, there is an opportunity to increase awareness and engagement, with these systems.

"An excellent program that ran smoothly throughout the term. I found some of the online resources difficult to navigate and would prefer an electronic system for the theory test, recording/emailing of results, and issuing/printing of Certificates."

Program Improvements

Improvement	Value
Online teacher resources, videos and other materials that can be used to complement the program*	73
Tests sat, submitted and marked through an online system*	65
Automatic generated certificates from online system*	62
Regular updates of Keys for Life materials to align with current legislation, curriculum and research	60
Half-day 'refresher' PD workshops for registered (trained) Keys for Life teachers	55
Online system to replace fax system for statistics*	52
Keys for Life online application (App) for easy and quick access to information	51
Update all trained Keys for Life teachers by emailing a weblink to the Keys for Life Bulletin	34
Increase awareness of the SCSA-endorsed Keys for Life program (i.e. for student achievement on Statement of…	29
Share and acknowledge new research and different implementation models at a biennial Keys for Life forum	24
Experienced Keys for Life teachers made available to mentor and support 'new' Keys for Life' teachers	22
New and improved SDERA website	19
Annual feedback and moderation process from SDERA for schools implementing Keys for Life	15
Other	6

Internet and technology provide the greatest opportunity for improvement.

0   20   40   60   80   100

Customer Service

The SDERA website could be a more streamlined and effective source of information, particularly among engaged schools. Keys for Life coordinators have a more positive view of the SDERA customer service experience compared to other '*Keys for Life*' teachers.

Satisfaction with SDERA Customer Service

Statement	Strongly dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied	% agree/ strongly agree
Staff are friendly and helpful			30	70	100
Consultancy staff are knowledgeable and understand the issue/questions			35	65	100
Responses provide information that answer my queries			37	63	100
Administration staff are knowledgeable and understand the issue/questions			36	63	100
Queries are responded to quickly and efficiently			39	61	100
The website is up to date		2	48	51	98
The website provides me with the information I need		2	51	47	98
The website is easy to navigate/use	3		51	45	96

■ Strongly dissatisfied ■ Dissatisfied ■ Satisfied ■ Strongly Satisfied

Base: teachers / schools who have implemented the program n=274 (excluding DK – bases may vary)
Q9. How satisfied are you with SDERA's customer service.

Stage 3

Stakeholder perspectives

metrix

Stakeholder perspectives

Stage 3: Stakeholder Perspectives

Stakeholder interviews were conducted by SDERA between October and December 2015.

A total of 15 interviews were conducted, Two interviews were conducted by Metrix and 13 by SDERA.

Metrix developed the discussion guide; analysed the interviews; and led a workshop of the findings to help SDERA understand and gain ideas about how to:

• Improve the *Keys for Life* program

• Assist stakeholders to optimise *Keys for Life*

• Lead and coordinate the WA Road Safety Education Committee.

Stakeholder objectives:

1.   Explore perceptions of SDERA and *Keys for Life* program

2.   Explore satisfaction with the role SDERA is playing overall and with the delivery of *Keys for Life*

3.   Identify areas for improvement for SDERA and Keys for Life

4.   Explore the perceived role of SDERA versus other organisations involved in road safety education

5.   Identify the perceived key benefits of stakeholders associating with SDERA

6.   Gauge awareness and role of the SDERA-led reference group (WA Road Safety Education Committee WARSEC)

7.   Determine communication needs/wants.

Stakeholders who are invited by SDERA to promote their programs at SDERA-led *Keys for Life* workshops objectives:

1.   Involvement in *Keys for Life* and benefits to their organisation

2.   Engagement with the program (eg delivery of guest presentations etc.)

3.   Stakeholders willingness to participate, and barriers to participate

4.   SDERA lead/coordinates the area, and stakeholders are complimentary to *Keys for Life* program and each other.

Stakeholder perspectives

Overall perceptions of SDERA and *Keys for Life* among stakeholders are positive and there is a general belief that SDERA consultants are doing a good job.

Stakeholders are comfortable with SDERA coordinating and leading the Western Australian Road Safety Education Committee (WARSEC).

While reactions to SDERA were positive, perceptions were that WARSEC needs to: establish a clear remit with stakeholders; encourage cross-agency promotion; and create awareness about the relevant documents and literature.

Runs the committee

Coordinates agencies

Provides advice on the WA curriculum

SDERA ticks all the boxes, and overall stakeholders are comfortable with SDERA taking on the coordination role.

Stakeholders want there to be an organisation that:

Establishes a best practice approach to education review

Increases awareness of road safety education
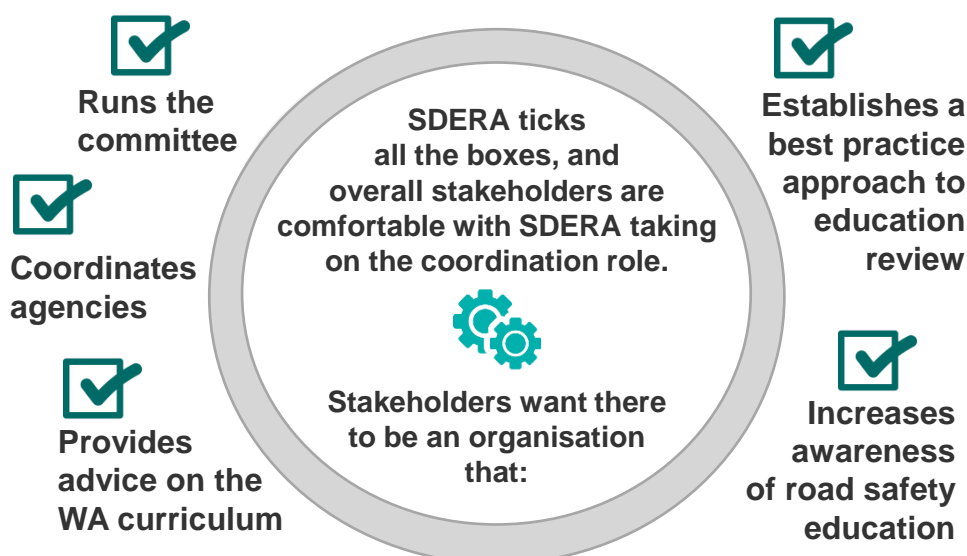
Similar to teachers, stakeholders identified opportunities to improve and further leverage the *Keys for Life* program. This included:

- Improving processes and technology where possible

- Utilising opportunities to market *Keys for Life* via the three education systems and sectors (ie policy change) and to undergraduate teachers, parent groups/associations and stakeholders themselves

- Communicating *Keys for Life* program data to key stakeholders.

Stakeholder Interviews were conducted by SDERA.

Stage 4

Student and parent perspectives

Student and parent perspectives

Stage 4: Student and parent perspectives

A two page paper-based survey was conducted in Term 4 2015 by SDERA and the RAC after parents and students had attended a *Keys for Life Parent Workshop**.

The survey was used to gain feedback on key metrics from students and parents/carers.

A total of n=96 parents and n=71 students responded from the following 6 workshops.

- York District High School
- St Andrew's Grammar
- Rockingham Senior High School
- Rossmoyne Senior High School
- Greenwood College
- Willetton Senior High School

Parent survey objectives:

1. Satisfaction with parent workshop
2. Impact on confidence to teach
3. Intentions to supervise practice
4. Attitudes to driving / practice
5. Suggestions / improvements
6. Likelihood to recommend
7. Perceived benefits of parent workshop

Student survey objectives:

1. Satisfaction with program
2. Impact on confidence to drive / learn to drive
3. Intentions to practice (supervised hours)
4. Attitudes to driving / practice
5. Likelihood to recommend

* The *Keys for Life Parent Workshop* is hosted (offered) by schools that deliver the *Keys for Life* program. It is 45-60 minute seminar designed to inform parents/carers and students about safer driving, licensing and the learn-to-drive process. While it is not compulsory for '*Keys for Life*' schools to host a parent workshop, SDERA strongly recommends that schools offer this in order to create a whole-school approach to road safety, and to invite parents and students. SDERA Consultants present it at regional schools and RAC present it at metropolitan schools.
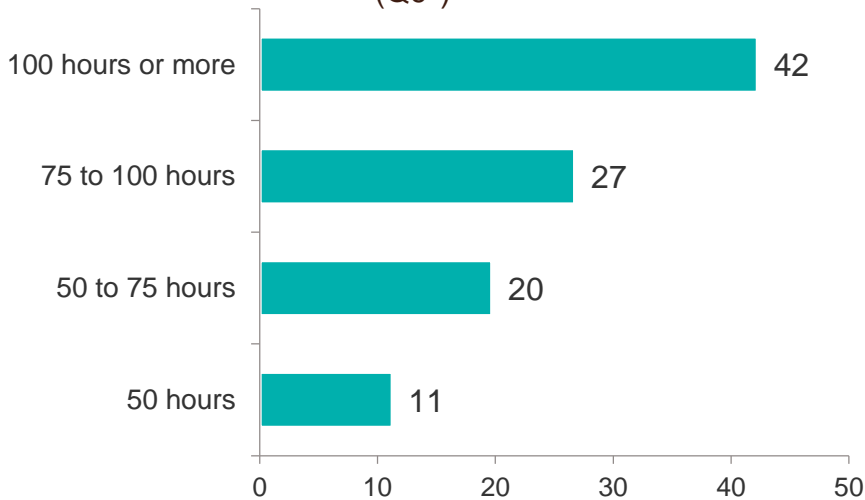
Student Satisfaction and Recommendations

Students are highly satisfied with the *Keys for Life* program and two-thirds would recommend it. This is consistent with 2013-2014 *Keys for Life Parent Workshop* data collected by SDERA.

Satisfaction with the *Keys for Life* program

98% total satisfied

56	
43	
2	

- ■ Strongly Satisfied
- □ Satisfied
- ■ Dissatisfied
- ■ Strongly Dissatisfied

Likelihood to recommend *Keys for Life* program

67% likely to recommend

37	
30	
31	
1	

- ■ Not at all likely
- ■ Quite likely
- □ Very likely
- ■ Definitely likely

Base: Students attending the parent workshop n=71
Q5 Overall, how satisfied were you with the Keys for Life program (lessons)?
Q10 How likely are you to recommend the Keys for Life program to other students?

metrix

Parent Satisfaction and Recommendations

Parents are highly satisfied with the *Keys for Life Parent Workshop*[*] and nine out of ten would recommend it to other parents.

Satisfaction with the *Keys for Life Parent Workshop*

100% total satisfied

- 57 (Strongly Satisfied)
- 43 (Satisfied)

☐ Satisfied
☐ Strongly Satisfied

Likelihood to recommend *Keys for Life*

91% likely to recommend

- 65 (Definitely likely)
- 26 (Very likely)
- 8 (Quite likely)
- 1 (Not at all likely)

☐ Not at all likely
☐ Quite likely
☐ Very likely
☐ Definitely likely
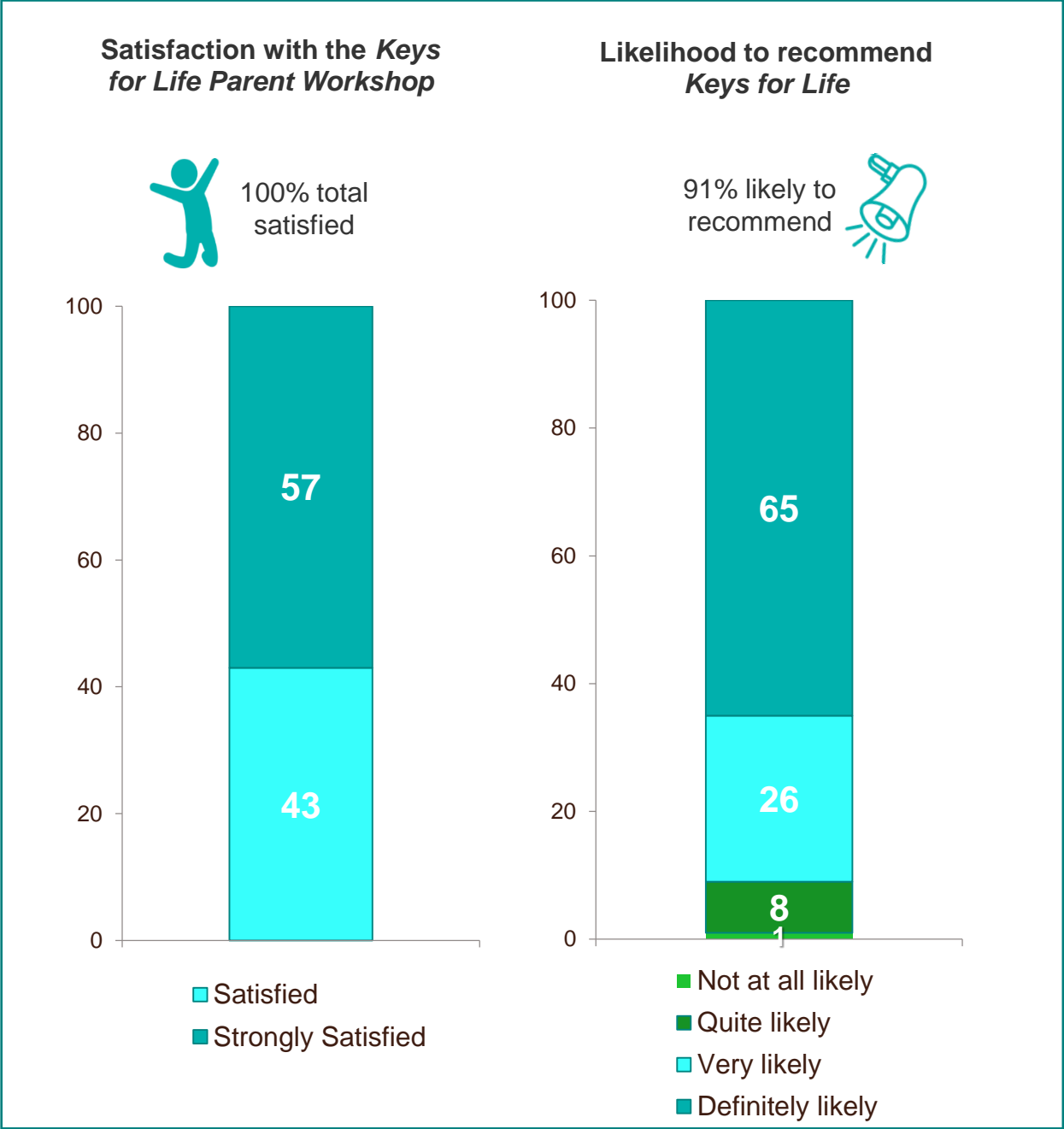
Base: Parents attending the parent workshop n=96

Q2 Overall, how satisfied were you with the Keys for Life Parent Workshop? Q9 How likely are you to recommend the Keys for Life program to other parents?

* The *Keys for Life Parent Workshop* is hosted (offered) by schools that deliver the *Keys for Life* program. It is 45-60 minute seminar designed to inform parents/carers and students about safer driving, licensing and the learn-to-drive process. While it is not compulsory for '*Keys for Life*' schools to host a parent workshop, SDERA strongly recommends that schools offer this in order to create a whole-school approach to road safety, and to invite parents and students. SDERA Consultants present it at regional schools and RAC present it at metropolitan schools.

Student Intentions Regarding Supervised Driving Practice

The *Keys for Life* program has a strong impact on students' intentions to participate in increased hours of supervised driving practice.

Impact of the *Keys for Life* program (Q7*)

Legend: ☐ Agree   ■ Strongly agree

Statement	Agree	Strongly agree
I feel more confident in driving / learning to drive	65	31
I understand the licensing system	55	45
The more hours of supervised driving a learner does, the safer they will be	25	75
I understand the risk of alcohol and other drugs on driving	15	85
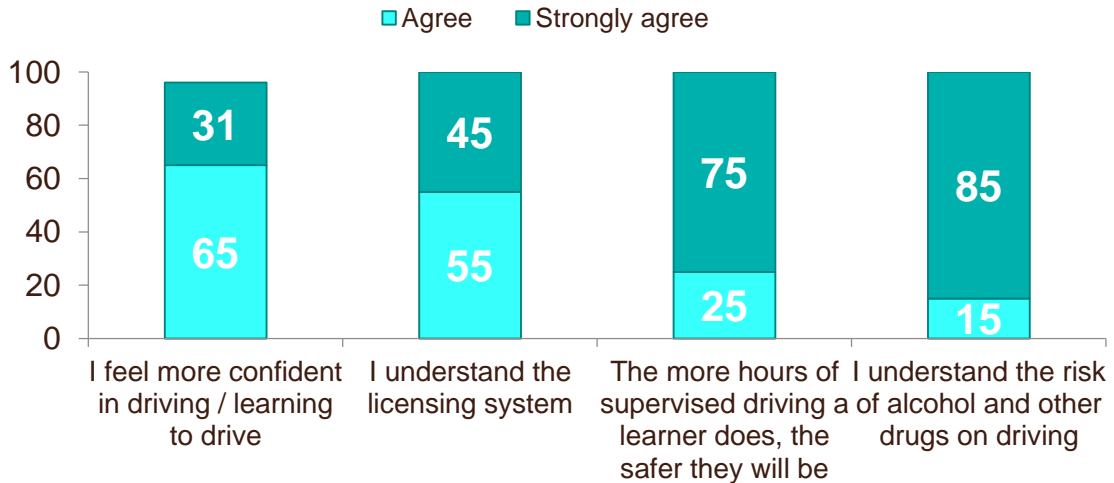
Student intentions about hours of supervised driving (Q9*)

Hours	Value
100 hours or more	42
75 to 100 hours	27
50 to 75 hours	20
50 hours	11

Base: Students attending the parent workshop n=71

* Q7. Thinking about the Keys for Life Program (lessons) and tonight's workshop, to what extent do you agree or disagree with the following statements?

* Q9 How many hours of supervised driving do you intend to achieve and record in your log book? Note: question wording was consistent with 2008, however, in 2008 25 hours was the required supervised driving requirement and thus data is not directly comparable.
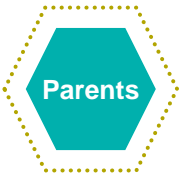
Parent Intentions Regarding Supervised Driving Practice

Parents and carers have strong intentions to increase supervised driving.

44% of parents intend to supervise their learner driver (son / daughter) for 100 hours or more. This is on par with data collected by SDERA in 2013 - 2014 (47%).

96% of parents feel more confident to supervise a learner driver, which is an increase on the 2014 results (91%).

Impact of the *Keys for Life* program (Q4*)

□ Agree ■ Strongly agree

I now feel more confident to supervise a learner driver: Agree 67, Strongly agree 29

I believe the more hours of supervised driving a learner does the safer they will be as a P plate driver: Agree 20, Strongly agree 79

Parents intentions about hours of supervised driving (Q7*)

100 hours or more	44
75 to 100 hours	24
50 to 75 hours	20
50 hours	9
Less than 50 hours	3

Base: Parents attending the parent workshop n=96
* Q4. To what extent do you agree or disagree with the following statement?
* Q7. How many hours of supervised driving do you intend to achieve with your learner driver (and record in the log book)?
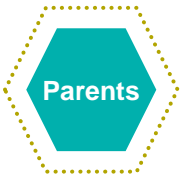
Parent Perspectives Regarding the *Keys for Life Parent Workshop*

Parents report that key benefits of the parent workshop are: increasing understanding of the licencing system; providing useful road safety information; and improving confidence to teach someone to drive.

Benefits of *Keys for Life Parent Workshop* (Q5*)

Benefit	Value
Increased my understanding about the licensing system	86
Provided useful take-home information, including relevant websites and resources	84
Increased my understanding about the steps for teaching someone to drive	82
Increased my understanding about the Keys for Life program and other road safety programs offered at school and in the community	82
Increased my understanding about the benefits of supervised driving practice	81
Provided an opportunity to talk to my teenager about learning to drive, licensing and safe driving habits	75
Provided sufficient information about the risk of alcohol and other drugs on driving	75
Increased my understanding about handling difficult driving situations while supervising a learner driver	64

Base: Parents attending the parent workshop n=96
* Q5. Thinking about the workshop you attended, which of the following statements do you agree with.

Parent and Student Interest in Road Safety and Licensing

Both parents and students are interested in receiving more information.

Students would like more information on these topics:			Parents would like more information on these topics:	
44%	**34%**	**52%**	**46%**	**59%**
The licencing system	The risk of alcohol and other drugs	The benefit of supervised driving	The steps for teaching someone to drive	Handling difficult situations while supervising a learner
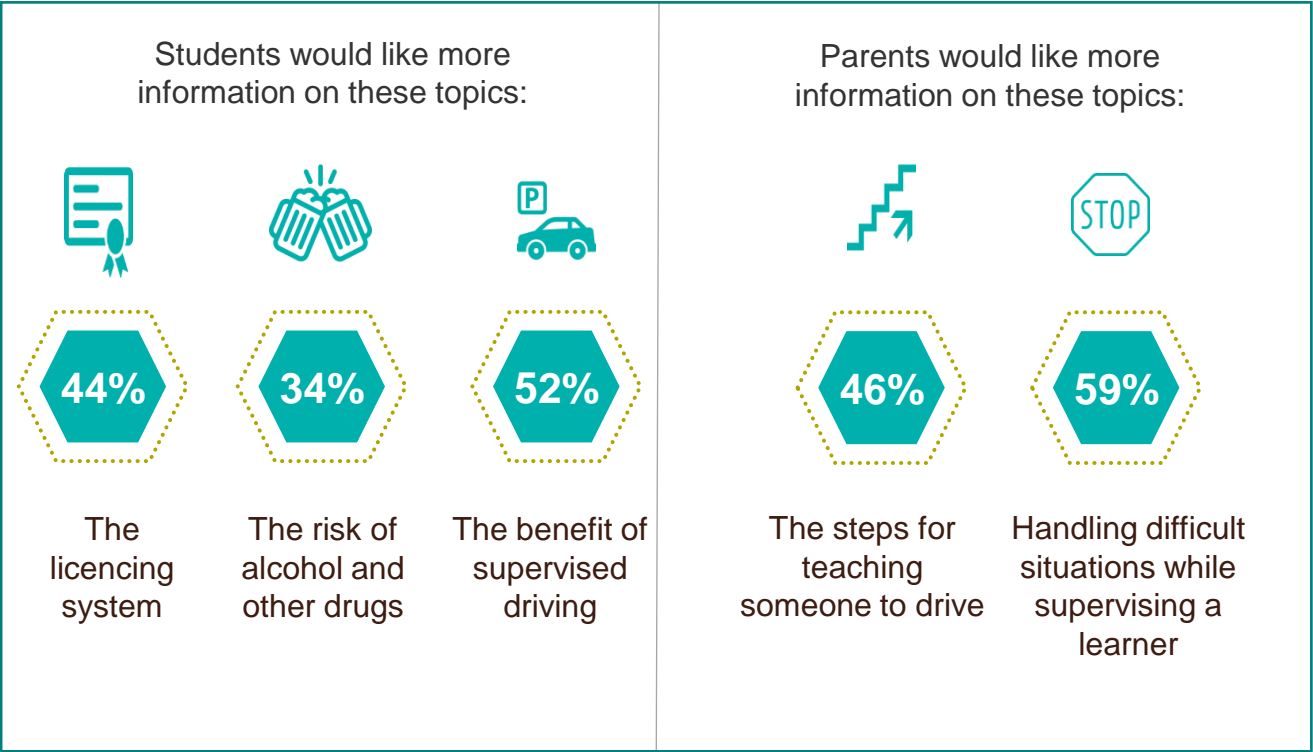
Base: Students attending the parent workshop n=71
Base: Parents attending the parent workshop n=96

Q8. Would you like the program(lessons) to provide more information on the following?

Appendix

Appendix 1: Recommendations for Optimising *Keys for Life*

The following recommendations* contribute to SDERA's marketing and quality improvement strategies.

Promotion and reach

- Target CARE schools, Engagement schools and VET teachers to broaden the reach.
- Target undergraduate teachers to broaden the reach of qualified teachers.
- Contact and visit non-engaged metropolitan schools (as per the regional consultant model) to promote the benefits of the program and understand barriers to implementation.
- Engage parents and carers by product placement of *Keys for Life Parent Workshop* advertising materials at: Transport Driver and Vehicle Services (DVS) centres and selected Australia Post Offices; and also requesting that a link to these materials be created on the Transport website.
- Investigate low cost marketing strategies, such as utilising *Keys for Life* teachers as advocates to champion the program and mentor recently-trained *Keys for Life* teachers.
- Consider investigating *Keys for Life* as mandatory program in all Catholic secondary schools (as 74% of Catholic schools currently implement the program)

Communication

- Regularly share program results and statistics with Road Safety Commission and stakeholders.
- Use info-graphic style material to clearly promote the program – what it offers, how it works, and how it can be delivered (i.e. flexibility, tick off topics, guests, online options).
- Use Campaign Monitor to communicate program updates via the *Keys for Life Bulletin* to reduce the text heavy communication style.
- Reframe wording and promote Teacher Relief and all costs as being subsidised by the Road Trauma Trust Account (RTTA), rather than 'free'.
- Publish a Learn to Drive guide (an extract from *Let's Practise*) to promote the program at all Transport Driver and Vehicle Services (DVS) centres.
- Investigate establishing service level agreements with WARSEC members/stakeholders to:
  1) Create a school engagement process (for engaged and disengaged schools), to include a system for answering/tracking enquires, marketing, and sharing information.
  2) Increase low cost opportunities for stakeholders to cross-promote, by introducing readily available *Keys for Life* promotional material in printable-flyer format (ie reduce print costs).

Systems

- Investigate a new data system to more efficiently monitor program users, key contacts and program implementation, and manage business development.
- Promote the mail-merge certificate printing facility to large schools to improve program efficiency.
- Make links with the Australian Professional Standards for Teachers and Teacher Registration Board.
- Investigate an online Theory Test to replace the current paper-based Theory Test.
- Investigate adding more online, program content options (eg *YouTube*, online workshops).

* This list of recommendations (marketing and quality improvement strategies) is an extract from the complete list of recommendations compiled by Metrix.

Appendix 2: Methodology

Differences Between 2008 and 2015 Methodology

The differences between 2008 and 2015 research can be attributed to budget changes and revised research objectives.

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The methodology for the 2008 evaluation consisted of the following key components:

Surveys
- An online survey completed by teachers that attended *Keys for Life* professional development (n=151)
- An online survey completed by Principals in secondary schools (n=58)
- A paper-based survey completed by students that participated in the *Keys for Life* program (n=118)
- A paper-based survey completed by parents that attended a *Keys for Life Parent Workshop* (n=100)

School site visits
- Site visits to a selection of schools in metropolitan and regional locations that had implemented the *Keys for Life* program
- Site visits to a selection of schools that had implemented the *Keys for Life* program.

Stakeholder consultation
- Consultation with key stakeholders, including road safety agencies and education systems/sectors.

Program data
- Analysis of program data and funding data.

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The methodology for the 2015 evaluation consisted of the following key components:

Surveys
- An online survey completed by those who attended *Keys for Life* professional development (n=281)
- A paper-based survey completed by students that attended a *Keys for Life Parent Workshop* (n=71)
- A paper-based survey completed by parents that attended a *Keys for Life Parent Workshop* (n=96)

School Interviews
- Telephone interviews with schools in metropolitan and regional locations that had lapsed or never implemented the *Keys for Life* Program
- Telephone interviews with SDERA Regional Consultants

Stakeholder consultation
- Interviews conducted by SDERA, with key stakeholders including all education systems and sectors, and government and non-government organisations represented on the WA Road Safety Education Committee
- Analysis of the interviews conducted by Metrix

Program data
- Analysis of program data.

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Appendix 3: Additional Program Data

Profiling Respondents

A seven minute online survey achieved a total of n=281 responses, with a response rate of 18% (consistent with the 2008 survey).

Segment*

10+ years, Active	25
5+ years, Inactive	3
5-9 years, Active	42
Less than 5 years, Active	15
Less than 5 years, Inactive	6
Never participated	9

Position

Teacher	72
Head of Department	16
Year Coordinator	8
Pastoral Care Coordinator	3
Senior Executive	2
Other	9

Learning Area

Health / Phys Ed	70
VET	18
Social sciences	11
Science	11
English/Media	9
Maths	9
Technology	8
The Arts	7
Other	16

n=281

Q1a. What is your role at your current school?
Q1b. What learning area/s do you teach?
*Note – segment is based on the school not individual teacher. As data is only held on school completion of the program, not teacher implementation. Active/Inactive refers to implementation in 2014

Additional Program Data (continued)

Profiling Respondents

Are you the *Keys for Life* Coordinator at your school?

- ■ Yes — 45
- ■ No — 52
- ■ Unsure — 3

School Type

DET	67
CEO	15
AISWA	18

Location

Metro	63
Regional	37
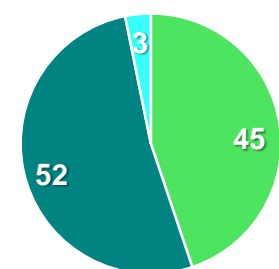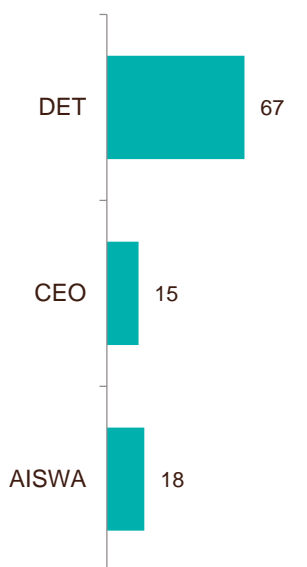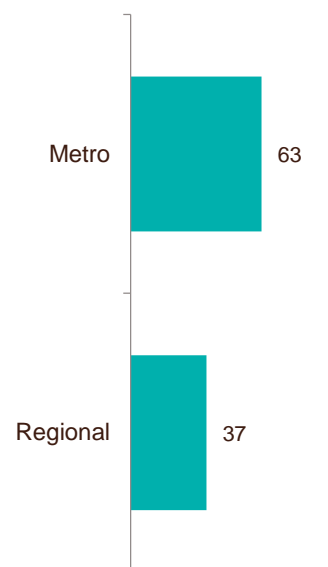
Personal Delivery of Program

Yes, at my current school	89
Yes, at my previous school	7
No, I have never implemented the program	4
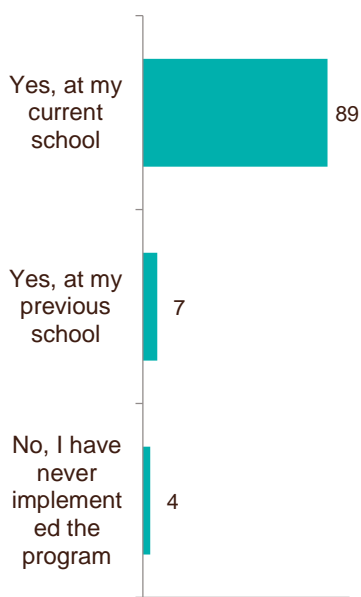
Years teachers have delivered *Keys for Life*

Year	
2003	3
2004	7
2005	9
2006	13
2007	16
2008	19
2009	24
2010	33
2011	37
2012	47
2013	54
2014	55
2015	69
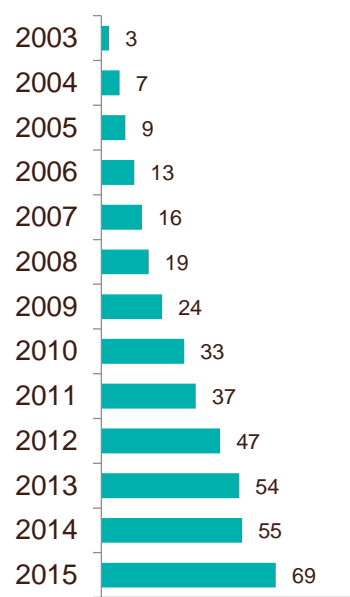
n=281

Appendix 4: Effective school road safety education

The *Keys for Life* program is the recommended pre-driver education strategy for Year 10 to 12 students in Western Australia and provides a best practice approach to road safety education.

The program aims to develop in students knowledge, skills and attitudes about responsible road user practices, including but not limited to: safer socialising, licensing and road rules, safer vehicles, extensive driving practice and the importance of looking after passengers, peers and friends. The Department of Transport recognises *Keys for Life* as an important prerequisite to the Western Australian Graduated Driver Training and Licensing System.

The aim of *Keys for Life* is for students to develop:

- Positive road user attitudes and resilient capabilities to help them make safer, informed decisions in traffic and social situations[1].
- An understanding of the importance of extensive supervised driving practice and driving safer vehicles[2].
- A partnership with parents and the community in the learn to drive process[3].

To achieve these aims, *Keys for Life* is underpinned by a combination of frameworks, principles and sound teaching and learning methods that have been shown through research to be effective in helping young people to adopt safer behaviours.

Evidence informed practice

The evidence-informed practice on which *Keys for Life* has been developed and continuously improved includes the Health Promoting School ('whole-school' approach) framework, *Principles for School Road Safety Education*[5], research about effective teaching and learning practices, and research about effective school road safety education for young people[6]. The following recommendations about what constitutes effective school road safety education[7], have been adhered to by SDERA when developing and implementing the program. An effective school road safety education program for pre-drivers and novice drivers includes the following elements[6]:

- Ongoing, developmentally appropriate and fit within the school curriculum.
- Strengths-based, encouraging students to develop resilience and social competencies.
- Holistic, including professional learning for teachers, school policies and curriculum.
- Content relevant, with a focus on driving practice, vehicle safety, licensing and compliance.
- Integrated with age-appropriate alcohol and other drug prevention programs, at school.
- Interactive, with initiatives to enhance school connectedness among students and parents.
- Engaging and informative for parents, with initiatives about role modelling and risk-reduction.
- Is based on the curriculum, supported by professional learning and delivered by teachers
- Aligns with guidelines about evidence-informed best practice in road safety education
- Aligns with a strengths-based approach where social competencies and resilience are developed.
- Is reinforced by ongoing parent initiatives and a school culture that promotes road safety
- Is guided by research about positive attitudes and behaviours in traffic and social situations[4]
- Is connected to and based on the licensing system, and supports vehicle safety.

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2. Gregerson, N.P., Nyberg, A. and Berg, H-Y. (2003) Accident involvement among learner drivers - an analysis of the consequences of supervised practice, *Accident Analysis and Prevention,* 35(5):725-30.
3. World Health Organisation (1982) *Health Promoting School Framework*. Geneva Switzerland.
4. Harris, A. (2013) Effective community and school based road safety for young people - A summary of the research, Prepared for VicRoads and the Transport Accident Commission.
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6. Harris, A. (2013) Effective community and school based road safety for young people - A summary of the research, Prepared for VicRoads and the Transport Accident Commission.
7. Victorian Community Road Safety Partnership, Victorian Road Safety Education Reference Group and SDERA (2014) Road safety education in senior secondary schools: Good practice guide - Fact Sheet 1. (Prepared for VicRoads and the Transport Accident Commission by Anne Harris)

(This summary has been researched and written by SDERA)

Effective school road safety education (continued)

Sound teaching and learning strategies

Activities in the *Keys for Life* Teacher Resource are based on the Western Australian Curriculum and Assessment Outline, mapped to the WA Health and Physical Education Year 10 Syllabus, and based on sound teaching and learning strategies that help young people manage and adopt safer behaviours in challenging traffic and social situations. In summary, the activities focus on:

- Reinforcing laws, penalties and compliance with licensing, vehicle safety and safer driving.
- Promoting the benefits of vehicle safety and extensive and varied supervised driving experience.
- Exploring crash consequences.
- Rehearsing assertive responses to scenarios about challenging situations.
- Identifying personal strengths and skills and consolidating these.
- Resilient attributes including negotiation, planning and decision making.
- Critical thinking about vulnerability, risk and reducing risk in challenging situations.
- Reflective thinking and cooperative learning strategies.
- Correcting myths and misinformation.
- Exploring and clarifying attitudes and opinions about driving situations.
- Making a personal pledge towards safe and considerate driving.

Evidence[8], about **what to avoid** when developing effective road safety education programs in secondary schools, has guided SDERA to ensure the *Keys for Life* program does not:

- Encourage or facilitate earlier licensing nor lead to a reduction in the age at which a licence can be obtained[9][10]
- Include or support emergency driver training skills such as skid training which can result in overconfidence[11].
- Offer a program based only on the provision of information.
- Promote fear arousal images and activities, proven to be a less effective strategy[12].

A supportive school ethos and classroom environment

A supportive classroom environment fosters trust, confidence and resilience in students, enabling them to explore and share their opinions in a non-judgemental atmosphere, free from the threat or perceived threat, of criticism and ridicule. This approach combined with a school culture that reflects the road safety practices and messages taught at home and in the classroom, provides students with a supportive learning environment that emphasises positive road user attitudes and behaviours.

Involving parents and community in road safety education

Research shows that parent involvement is a vital for an effective road safety program targeting young road users[13] because it helps parents understand novice driver limitations, model safe driving, take an active role in the learn to drive process, and reinforce messages. SDERA encourages schools to implement the *Keys for Life Parent Workshop* (school-based seminar) for parents and students and distribute road safety fact sheets.

Road safety in Western Australia

Secondary schools can play an important role in improving the road safety attitudes, intentions and behaviours of their students through the delivery of road safety education which emphasises the *Towards Zero* WA Road Safety Strategy 2008-2020 and the WA licensing system. Young people should be made aware of the evidence about the use of safer vehicles and extensive and varied supervised driving practice both of which can significantly reduce their crash rate as novice drivers[17][18].

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16. Office of Road Safety website http://www.ors.wa.gov.au/Statistics/Annual-Crash-Statistics
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Appendix 5: Timeline of relevant legislation and initiatives

Events and initiatives relevant to Keys for Life — YEARS (2002 to 2016)	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
State Government implements WA Graduated Driver Training and Licensing System	■														
State Government launches *Road Aware* (with a pre-driver program)	■														
SDERA pilots *Keys for Life* program (with draft certificates and protocols)		■													
SDERA chairs 1st meeting of WARSEC (formerly Road Safety Coordination Group)		■													
Atelier Consulting conducts 1st stakeholder consultation/evaluation of *Keys for Life*		■													
SDERA launches, publishes and distributes 1st edition of Keys for Life			■												
Injury Research Centre (UWA) conducts preliminary evaluation of *Keys for Life*				■											
State Government implements 50kph speed limit on local roads				■											
SDERA publishes 1st edition of Road Map (service provider directory)				■											
State Government legislates ongoing enhancements to Licensing System							■	■			■	■			
Quantum Consulting conducts 2nd evaluation of *Keys for Life*							■								
SCSA approves roll-out of two SCSA-endorsed *Keys for Life* programs								■						■	
SDERA publishes *Principles of School Road Safety Education*							■								
SDERA publishes/distributes 2nd edition of *Keys for Life*									■						
WARSEC releases 1st edition of *Directions* (action plan)										■					
State Government implements 5 Proof of identity forms for Learner's Permit											■				
SDERA launches *Keys for Life Online* material for agencies												■			
Transport increases validity of *Keys for Life* Certificate from 1 yr to 2 years												■			
ACARA releases Australian Curriculum draft Health and Physical Education Syllabus												■			
WARSEC releases 2nd edition of *Directions* (action plan)												■			
SCSA releases WA Curriculum and Assessment Outline (derived from Australian Curriculum)													■		
SDERA applies to Government for *Keys for Life* as registered trademark (incomplete)													■		
SDERA establishes *Keys for Life Leadership Group* (metropolitan teachers)													■		
SDERA implements 3rd Marketing Strategy													■		
SDERA releases web-based student journal (E-Journal)													■		
SDERA publishes and distributes 3rd edition of *Keys for Life*													■		
SDERA celebrates with schools the10-year Keys for Life anniversary) with school awards													■		
SCSA re-approves the two SCSA-endorsed *Keys for Life* programs													■		
WARSEC releases 3rd edition of *Directions* (action plan)														■	
Metrix Consulting conducts 3rd evaluation of *Keys for Life*														■	
SDERA publishes/distributes 4tth and 5th editions of *Keys for Life*														▬	■

SCSA - School Curriculum Standards Authority
ACARA – Australian Curriculum Assessment and Reporting Authority
WARSEC – WA Road Safety Education Committee

Timeline of relevant legislation and initiatives (continued)

2000

Commencement of the Graduated Driver Training and Licensing System with the introduction of:

- 16 years (minimum) to apply for a Learner's Permit (previously 16 ½ years).
- A 25 hour log book to be completed by the learner driver with a professional instructor and/or driving instructor (previously no log book).
- 16 ½ years of age (minimum) to undertake the Practical Driving Assessment.
- 17 years of age (minimum) to undertake the Hazard Perception Test and after the completion of the 25 hour log book.
- 19 years of age (minimum) to be granted a full (ordinary) licence (previously was 18 years of age).
- 2 year validity period (maximum) for a Learner's Permit.
- 2 year period (minimum) for a Provisional (red P plates) driver.
- 0.02% BAC limit for Learner and Provisional (P plate) drivers.
- Learner drivers to log driving trips on their log book no shorter than 15-minutes.
- A driver with a minimum 4-year (unbroken) driver's licence, can supervise a learner driver.
- Learner drivers able to learn to drive on freeways at a maximum speed limit of 100 kilometre per hour.

2001

- Introduction of 50 kilometre per hour speed limit in WA.

2003

- Road Aware became strategically aligned to the School Drug Education Project.
- *Keys for Life* was developed and piloted with several schools in WA.
- *Keys for Life* Certificate introduced into the licensing system and recognised at all Transport Licensing centres in WA. It provided the bearer of a Keys for Life Certificate exemption from undertaking the Computerised Theory Test when applying for a Learner's Permit and receiving a $17.40 discount on the application fee.

2004

- *Keys for Life* was formally launched and rolled out in WA schools.
- *Keys for Life* Certificate continued to be recognised at licensing centres in WA with a 1 year validity period.

2009

- Introduction of 0.0% BAC for learner and P plate drivers (no longer 0.02% BAC).
- Introduction of Red and Green P plates (previously red plates).
- Introduction of midnight to 5am driving curfew for Red P plate drivers.
- Introduction of a 3 year validity period for a Learner's Permit (previously 2 years.
- The Curriculum Council approved *Keys for Life* as a Council-endorsed program providing students with graduation points on completion with the proviso that schools followed the Council's enrolment procedures.

2010

- Introduction of a graduated demerit point system for L and P plate drivers.

2012

- Introduction of a 50 hour log book split into two 25 hour sections (before and after the Practical Driving Assessment).
- Introduction of a minimum of 6 months between the Practical Driving Assessment and the Hazard Perception Test (ie learner driver must take a minimum of 6 months to complete second 25 hours of the 50 hour log book).
- Introduction of learner drivers recording driving trips in their log book no less than 10-minutes.
- Introduction of an overseas drivers driver's licence accepted for 3 months.
- Introduction of five forms of identity required for the Learner's Permit application process.
- *Keys for Life* Certificate recognised as a Category C form of identity for a Learner's Permit (one of five forms of identity).
- *Keys for Life* Certificate validity period increased to 2 years and an increase in Learner's Permit fee discount to $18.90

2015

- School Curriculum and Standards Authority (SCSA) (formerly Curriculum Council) re-approved *Keys for Life* as a SCSA-endorsed program providing students with recognition on their WA Statement of Secondary Achievement (WASSA) and/or unit equivalence towards their WA Certificate of Education (WACE) on the proviso that the school followed the Council enrolment procedures and students completed all program requirements as set out by SDERA.

Appendix 6: *Keys for Life* school testimonials

The following quotes were chosen as a representative sample* of different school types implementing *Keys for Life*, including: remote, regional, metropolitan, public, independent, Catholic, special educational needs and an agency.

- **Albany Senior High School**
  (REGIONAL PUBLIC SCHOOL)
  The Keys for Life program is a much anticipated component of the Year 10 Health Education program at Albany Senior High school. It gives students practical preparation, prior to them receiving a Learner's Permit, by encouraging them to ask questions of drivers, to watch driver behaviour on the road and to observe how they react to certain situations. It also provides students with a tangible, real world reward for their efforts in class.

- **Ballajura Community College**
  (METROPOLITAN PUBLIC SCHOOL)
  One student remarked after this year's course, "I feel like I actually belong on the road now". The College has been running Keys for Life as a part of Year 10 Health Education program for many years. It caters to around 290 students every year and has allowed over 1700 students to gain a Keys for Life Certificate through completion of the course, since the college first implemented the program ten years ago. Our students have regularly commented on how useful it is for them, and how it clears up a lot of questions that they and their parents have about driving. The course has been a valuable tool for our college and has allowed our students to achieve success in an area where many may have struggled without the program's guidance.

- **Lumen Christi College**
  (METROPOLITAN INDEPENDENT SCHOOL)
  Keys for Life is part of the college's Health Education program for our Year 10 students. Typically each year, around 160 to 180 Year 10 students participate, and over the past 10 years around 1600 to 1800 Lumen Christi College students have participated. Students engage in the classes and enjoy undertaking this life-skill course.

- **Yandeyarra Remote Community School**
  (REMOTE PUBLIC SCHOOL)
  Yandeyarra's Keys for Life program is offered to senior school students and community members. It is a program that we are very proud of and people travel a long way to attend. All participants live in a remote Aboriginal Community, so the staff must contextualize and tailor it to specific student and participant needs. It's wonderful having everyone working together towards a safer driving community.

- **HALO Aboriginal Leadership Agency**
  (AGENCY)
  HALO has run Keys for Life for many years and recently included it as part of the Intensive English Program with 45 participants. One HALO graduate has gained his license, is now supporting his family and driving to work every day as a concreter. His next career move will be to the police force. Our latest Aboriginal and Torres Strait Islander (ATSI) mentor is a Keys for Life graduate, proudly driving to work every day and serving his community with pride

Keys for Life school testimonials (continued)

- **Cyril Jackson Senior Campus Education Support Centre**
  (METROPOLITAN PUBLIC SCHOOL, EDUCATION SUPPORT CENTRE)
  The Cyril Jackson Senior Campus Education Support Centre caters for students with mild to moderate learning difficulties and disabilities. The Keys for Life program was first implemented at Cyril Jackson ESC ten years ago, and is part of our senior school Life Skills program, allowing students to develop confidence, and gain the skills and knowledge to successfully obtain their learners permit by sitting the test at school. It has been an outstanding success, allowing our students to engage and receive assistance in the process of gaining their learners permit. The structure of the program enables students to progress in an ordered manner, at their own pace, and has proved to be very popular with students and parents. The program also reflects our school ethos of independence in the workplace and community, and assists our students to achieve these goals.

- **Governor Stirling Senior High School**
  (METROPOLITAN PUBLIC SCHOOL)
  As a school with a large group of country students boarding at Swanleigh Hostel, the staff at Governor Stirling Senior High School recognised many years ago that crash events occurring anywhere in the state, could potentially impact our students. We have sadly lost some students through poor choices and events and this was the mandate through which we saw the need to introduce the Keys for Life program in 2003. Each year all Year 10 students participate and eagerly await this program as a 'rite of passage'. Keys for Life forms a major stepping stone for Year 10 students and increases their understanding of the licensing system. The program is complemented with RAC and Paraplegic Benefit Fund guest presentations and a Keys for Life Parent Information session. Congratulations to SDERA for their excellent work keeping schools informed and up to date with resources..

- **Nagle Catholic College**
  (REGIONAL CATHOLIC SCHOOL)
  Nagle Catholic College has been offering the Keys for Life program as part of Year 10 Health Education for the past 10 years. In that time we have had a large number of students successfully complete the program, some of those who are now teachers at the College and are now delivering the program themselves. Our staff, parents and students all realise the value of the program and the positive contribution it makes to keeping our students safe on the road, both now and in the future. The learning experiences that the program has developed are engaging and ensure that students develop the necessary skills to make them able to cope with the challenges that lie ahead with regard to road safety. The College is committed to continually offering the program to our entire Year 10 cohort as a valuable component of our teaching and learning program.

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