

**Western Australian School
Road Safety Project:
2000 Process Evaluation Report
Case Study Observations**

**Prepared by the
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Western Australian School Road Safety Project Process Evaluation 2000

Case Study Observations

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Checklist guides for WASRSP used to inform the development of the questionnaire for telephone interviews with school road safety contact.

- Establishing a School Health Committee to encourage parents and other community members to take active roles in reducing traffic hazards and keeping children safe in the local community.
- Promoting ongoing parent awareness of road safety issues in the school (through newsletters, meetings etc)
- Asking parents to help their children complete the take home activities and to reinforce what the children are learning in the classroom
- Involving parents in excursions in the traffic environment. This will help alert parents to children's limitations and assist you with supervision.
- Asking parents for their help in identifying hazards in or around the school.
- Ensuring parents know the safest places to park at the school.
- Involving parents in discussion and development of relevant school policies on road safety
- Visit the Road Safe display at the Sci-Tech Centre
- Invite the Police Services Community Mobile Road Safety Unit, Roadshow, to visit.
- Establish links with RoadWise to develop a Safe Routes to School Program
- Set up a permanent simulated traffic environment. This can be used to teach safety skills, particularly in relation to pedestrian, cyclist and play situations.
- Provide secure bicycle racks and helmet storage facilities for students.
- Incorporate road safety into the schools policy
- Ask all staff to be good road safety role models
- Include road safety tips or questions and answers in the school newsletter
- Ask a community expert to participate in a school assembly on road safety
- Integrate road safety into the school curriculum at all levels

Rural students:

- Asking parents to bring their cars to school on a particular day to simulate a traffic environment.
- Organising an excursion to another, larger town with a heavier traffic flow.
- Supervising the use of farm vehicles by young children, ensuring that seat belts are used and that vehicles are in safe working condition.

Data Collection

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3.

4. Results - Study Three

(Italics denote direct quotations/comments from respondents)

A total of 10 Western Australian schools agreed to participate in the case studies for the WA School Road Safety Project Process Evaluation for 2000. Of these, eight were primary schools and two were Secondary schools. The majority of schools were from the Perth metropolitan region. Telephone interviews were conducted with staff from the case study schools.

Table 1. Distribution of schools who participated in case studies for the WASRSP Process Evaluation for 2000

School	Metropolitan	Regional	Interviewee
Primary School	7	1	<ul style="list-style-type: none">• Previous WASRSP coordinator (n=1)• Principal (n=3)• Bike Helmet Committee coordinator (n=1)• Chair of the Safer Routes to School Committee (n=1)• Health and Safety Officer (n=1)• P&C representative, Road Safety Sub-Committee member (n=1)
Secondary School	2	0	<ul style="list-style-type: none">• Student Services Council and Health Education Coordinator• Driver Training Coordinator

4.1 School Health Curriculum

4.1.1 Road Safety Materials

Table 2. Question: ‘Does your school have the ‘Kids and Roads’ / ‘Road Smart’ education materials?’

Response	Yes	No	Unsure
Primary School	8	0	0
Secondary School	1	0	1

Table 3. Question: ‘How much of the ‘Kids and Roads’ / ‘Road Smart’ materials have you read?’

Response	Some	Most	All	None	Not answered
Primary School	3	1	1	2	1
Secondary School	0	1	0	1	0

- *Personally I have read very little.*
- *Bits and pieces [has read what she thought she would use for her classes].*
- *I am extremely well versed in the section relevant to Year Four students and have a passing knowledge of the other sections.*

Table 4. Question: ‘Have you used any of the ‘Kids and Roads’ / ‘Road Smart’ to teach road safety to your students?’

Response	Yes	No	Does not have a teaching role
Primary School	3	0	5
Secondary School	1	1	0

- *Personally not involved in teaching and therefore haven’t used the materials. However, road safety has been taught in years K-7 this year. Therefore the use of the road safety materials has been a requirement of the school*
- *As a classroom teacher, yes. The Year Four class that I was teaching were involved with the CPIPP program. I attended an in-service course and used the materials that year. However, I haven’t been in the classroom (teaching) since, and so haven’t used the materials since.*

Table 5. Question: ‘Have you talked about the ‘Kids and Roads’ / ‘Road Smart’ materials with other teachers?’

Schools	Yes	No	Other
Primary School	3	3	1 = Does not teach, therefore unaware of the materials 1 = not answered
Secondary School	1	0	1= unaware of the materials

Of the respondents that had not discussed the materials, two indicated that while they had not personally discussed the WASRSP materials with others, they had heard other teachers discussing the materials.

- *Again, personally no. However, a presentation of the materials was made to the staff last year (1999) by a representative from Roadwise.*

Table 6. Question: ‘Have you recommended the ‘Kids and Roads’ / ‘Road Smart’ materials to other teachers?’

Schools	Yes	No	Other
Primary School	3	1	2 = not answered 1 = a requirement of school’s approach 1 = non teaching staff
Secondary School	0	0	2 = no response

- *The use of the materials is a requirement of the schools current approach.*
- *The school has received considerable support from the Roadwise community (school principal).*
- *Yes, to other teachers at this school. As a result some of the teachers, particularly the Year One and Year Three teachers, decided to get involved and use the resources (Health and Safety Coordinator with prior experience in teaching with the materials).*

4.1.2 Teacher Training

Table 7. Question: ‘How many teachers from your school have been trained in Road Safety or the use of the ‘Kids and Roads’/‘Road Smart’ materials?’

Schools	Total Number of teachers trained	Unsure
Primary School (n=8)	29	1
Secondary School (n=2)	5	0

Two primary schools said that all teachers received training in the use of WASRSP materials. One of these schools trained 17 teachers. The other school did not specify the number of teachers trained. One teacher each from two other primary schools received training in the Bike Education project then conducted in-service workshops for the other staff. Another primary school had three Year 5 teachers and two Year 7 teachers who had received training in Bicycle Helmet Usage and Bicycle Education.

Three teachers from one of the responding Secondary schools had attended WASRSP training and they expected several others to attend training sessions next year. Another Secondary school had two teachers trained in the use of WASRSP materials however one of these teachers had since become a relief teacher.

4.1.3 Road Safety and Learning Areas Other than Health

Table 8. Question: ‘Is Road Safety education integrated into learning areas other than health education?’

Schools	Yes	No	Unsure
Primary School	7	0	1
Secondary School	0	1	1

Yes. This depended largely upon the individual teachers. Some did and others did not.

4.1.4 Cross curriculum activities.

Table 9. Examples of curriculum areas (other than health and physical activity) that had integrated Road Safety education activities.

Schools	Areas other than Health
Secondary School	No response
Primary School	<ul style="list-style-type: none"> • Technology and Enterprise • Art • Society and Environment • English • People and Society • Mathematics

Technology and Society appeared to be particularly conducive to integration of Road Safety education activities. For example, students from one case study (primary school) had been asked to design a safe playground where one of the prerequisites had been an awareness and recognition of traffic movements in the vicinity of the playground.

4.2 Outcome Focussed Education

Table 10. Question: ‘How useful was the ‘Kids and Roads’ / ‘Road Smart’ Teachers’ Guide in assisting you to develop outcome focussed education in your classroom?’

Schools	Useful	Not Useful	Did not answer	Other
Primary School	1 (Very useful)	0	2	5
Secondary School	1 (Very Useful)	0	0	1

Respondents from two primary schools had not used the WASRSP materials. Another primary school respondent could not remember using the materials.

Two primary and two Secondary schools indicated that they did not focus upon or did not assess the success of the WASRSP materials in relation to outcome focussed education. One of the primary schools indicated that this was to be a priority in 2001.

4.3 School Health Environment

Table 11. Question: ‘Does your school have a Road Safety policy?’

Schools	Yes	No	Unsure
Primary School	3	4	1
Secondary School	1	0	1

For examples of school policy relating to Road safety please refer to the Appendices.

4.3.1 Health and Road Safety Committee

Table 12. Question: ‘Does your school have a Health and Road Safety Committee?’

School	Yes	No	Unsure
Primary School	7	0	1
Secondary School	1	1	0

School had a variety of committee with varying responsibilities. Examples of these committees were:

- Health Committee incorporating road safety;
- RoadWise committees;
- Defensive Driver Committees;
- Health and Road Safety Committees;
- Health and a Safer Routes to School Committee; and
- Bike Helmet Committees.

Perceived benefits listed by respondents of a Health and Road Safety Committee in their schools were:

- *A safer physical environment – eg the Safe Routes to School and road modifications;*
- *The education programs - making the students aware of how to be safe in the road/traffic environment.*
- *The importance of the use of bike helmets and knowing what the new road rules are. The importance of seat belts in cars. We are hoping that by educating the children, they will take the messages home to their families.*
- *‘Keep them [students] alive. Drop off and pick up time is a nightmare. The committee has sought to educate parents and this works well while the principal stands on duty. However this ‘order’ quickly disintegrates when the principal isn’t present.*
- *Awareness raising. Roadwise footprints etc give visual reminders.*
- *Secondary lighting safer practices.*

- *Students surviving through the 17-25 year age range and to develop good driving habits.*
- *Keeping them alive! Good road user behaviour that will be ingrained by the time they get to Secondary school.*
- *The survey results have shown changes with the amount of students who walk to school from South of Road X (about 1.5km's from school, furthest area the student come from). When surveys first started there were only seven students now there are 27. This is seen largely as a result of having a crossing attendant on this road.*
- *Road safety addressed in the parent handbook. Parents are informed of the system for using the roads around the school. Students are also encouraged to walk and ride.*
- *Encouraged teachers to be more vigilant in teaching and promotion of road safety and using it as a vehicle for addressing issues within the community.*

Case study example

Pat saw only positive benefits from the committee's involvement. She noted that the benefits were particularly apparent when looking at 'near misses' or accidents involving children near the school. 'We used to have children who would have near misses or accidents – on a daily basis. But since the committee has become active I can't remember hearing of a child being in a road mishap'. Pat noted that the committee's involvement has 'given the children more of a sense of ownership of their own safety'. The committee's work has increased road safety awareness among the students. 'For example the Safe Routes to School Project. The committee took them [students] out day after day for weeks to paint the footprints. The students seem to take pride in being safe road users.'

The following is a summary of initiatives that had been implemented by the various Road Safety Committees:

- Linking Road Safety with Drug Education, for example drinking and driving, though the Health Committee..
- Liaising with the Shire, Department of Transport and the P&C.
- PURD (Perth Urban Regional? Development) traffic past the school, this will include big trucks.
- Painting crosswalks.
- Painting Footprints (Safe Routes to School)
- Bicycle Helmet Safety
- Encourage Defensive Driving among students.
- Regular newsletter tips about road/bike safety,
- Bike Ed at School

- Road modifications.
- Drama performances promoting road safety.
- Set up the schools accreditation system/process with Road Wise.
- Annual surveys relating to road use and transport of students and parents.

Case study 1

As far as initiatives go, minimal as the committee is still focussed on the planning stage. For example, they have been working towards the introduction of the Safe Routes to School Project (planned for 2001). The committee has been involved in introducing the Safety House project in the school locality, although this has largely had a community based focus rather than a school focus.

Case study 2

The Parents and Citizens Roadwise Committee has been very active in improving safety around the school. The committee has liaised with the school and outside agencies (council, Roadwise, police services) to improve safety. The council has been involved in the following initiatives:

- *The committee was actively involved in the Safe Routes to School Project. Members of the committee volunteered to participate in the painting of footprints.*
- *The committee organised with the local council to have additional car parking bays assigned in the school locality. They were instrumental in ensuring that the additional bays were close to but at a safe distance from the school.*
- *The committee was instrumental in getting 40km/h speed signs placed around the school. They lobbied council to place the large electronic signs that read and display oncoming vehicles travelling speed. The following day a police officer issued warnings to drivers whose vehicles were transgressing the 40km/h speed.*
- *The school is situated close to the train tracks and the committee has done a lot regarding educating students about safety in relation to crossing the train tracks.*
- *The committee have actively been involved in monitoring the condition of footpaths and hand rails at the road crossings. They have regularly reported to the local council the condition of these structural items and have sought to have them fixed where so required.*

- *At each assembly a Roadwise monitor (committee member) presents a short discussion on a road safety issue. For example, at the last assembly the issue discussed was drink driving.*

Case study 3

The RoadWise committee has initiated:

- *the introduction of a cross-curriculum road safety program in all classes;*
- *bike education for Years Four to Seven;*
- *the Safe Routes to School Program;*
- *The Human Bus Experience - Teachers, parents and students walked or rode to school using the Safe Routes to School footprints. Breakfast at the school was then provided by the P&C Association.*

Table 13. Question: ‘What has been done to make your school road environment safe?’

School	Initiative	Yes	No	Other
Primary Schools	Crossing attendant	7	1	
	Parent parking areas	5		3 = N/A
	Footbridges/underpasses/ cycle paths	4	3	1 = N/A
	Speed humps	1	5	2 = N/A
Secondary Schools	Crossing attendant	1	1	
	Parent parking areas	1	1	1 (no) = On hold due to financial constraints
	Footbridges/underpasses/ cycle paths		2	
	Speed humps		2	

The City of Joondalup has also been heavily involved in providing a safer environment. They have recently spent \$100 000 on road modifications to make the traffic environment around the school safer.

4.3.2 Budget

Table 14. Question: ‘How would you describe your school’s budget for health/road safety education?’

School	Good	Moderate	Poor	Other
Primary School	3	2	1	2 (<i>comes under general school budget</i>)
Secondary School	0	0	1	1 (<i>unsure, though aware that the school has some outside sponsors for road safety</i>)

Good – received additional funding from local council. The school is also committed to fundraising for the road safety projects eg the Fancy Feet fundraising activities.

Most receive additional funding from P and C Association.

The budgets for the road safety program was very moderate, however the initiatives implemented were not particularly expensive.

4.4 Health Promotion Events/Strategies

Table 15. Question: 'What are some strategies your school has used to teach/promote road safety? Please give examples.'

Strategies adopted	Primary School YES	Primary School NO	Secondary School YES	Secondary School NO	Other
a) excursions to another, larger town with heavier traffic flow	2	6	1	1	
b) visited the road safe display at SciTech (metro) or invited the Police Services Community Mobile Road Safety Unit, Road Show to visit (country)	3 1	5	1	1	
c) established links with Road Wise to develop a Safe Routes to School program	7	0	1	1	1 (ps) = N/A
d) set up a permanent simulated traffic environment	2	5	0	2	1 (ps) = N/A
e) provided secure bicycle racks and helmet storage facilities for students	8	0	2	0	
f) invited community expert to participate in a school assembly on Road Safety.	6	2	2	0	
g) Driver training	1	7	1	1	
h) Student competitions	5	3	0	2	
i) School Matters articles	2	6	0	2	
j) Travel Smart	2	5	0	2	1 (ps) = N/A
k) Bike Ed (cyclist of the year)	8	0	0	2	
l) cycle to school instead	2	4	0	2	2 (ps) = actively encourage but are not directly involved in the program.
m) Other					

4.4.1 Examples of strategies used to promote road safety in schools.

EXAMPLE ONE:

- b) Display in shopping centre. Visiting Bike Ed officers for Years 4, 5, 6 and 7 classes, focused on bikes but included road rules etc.*
- c) Tried to this year, will try and set up in 2001*
- d) They have planned to paint a course on the courts for students to practice riding bikes, it will include signs and signals etc.*
- e) Students need their own lock and they take their helmets with them to class.*
- f) Community Police Officer has visited classrooms – and discussed road rules/safety as part of talk.*

EXAMPLE TWO:

- e) currently organising*
- j) not formally involved yet but looking at it for next year*
- l) Not involved in the competition but they encourage student to cycle to school*

EXAMPLE THREE:

- a) Excursions to busier areas but they usually don't have a Road Safety Focus. Road rules and information on how to handle busy traffic situations is part of excursion learning.*
- d) Planning to run Bike Ed course in 2001, so one will be set up then.*
- f) A Roadwise Representative has been to talk to the P&C – regarding grants.*
- i) There is a Roadwise message in each school newsletter.*

EXAMPLE FOUR:

- a) The excursion was to the nearby railway crossing, and focused on safety in using the crossing.*
- d) They do have one set up in the Pre-primary*
- f) They have had Police Officers in the school discussing road safety.*
- l) They started to promote this but decided that they would rather the children walked – they are safer!*

EXAMPLE FIVE:

- e) No secure area for helmets, its up to the kids to lock them to their bike or take them with them into class.*
 - h) Constable Care*
- Kids and Roads, materials as part of safety lessons.*
- Regular updates as part of road and parking safety in the newsletter.*
- P&C and school together campaigned and got a crosswalk attendant*
- Policy statements in the parents handbook.*
- Carry out spot checks on bike helmets and a letter goes home if students are regularly found not wearing their helmet.*

EXAMPLE SIX:

- a) As a Maths teacher – not involved in many excursions. On one Year 8 excursion (Community Area Clean-up) she talked about road safety with her students prior to going out.*
- b) The mobile Police display 'Roadshow' came to the school, but only the Year 12 students involved in the Defensive Driver Training course visited this (40 students).*
- f) Police from the Traffic Branch.*
- i) There have been newsletter articles relating to the Driver Training course.*

4.4.2 Other initiatives - Primary Schools

- The Human Bus experience (walking/cycling to school using safe routes. P & C Association provided a breakfast).
- Several articles in the local media (community newspaper).
- Bus drills for school excursions/ students that catch the bus.
- The school has encouraged parents to drop off and pick up students at different (staggered) times. For example some parents were encouraged to pick up students 15 minutes later. Students were supervised in a classroom until parents arrived. About a dozen parents have adopted this strategy. (The principal is hoping that the Safe Routes to School Project will change some of the transport habits of the students/parents).
- School purchased 30 bike helmets and 20 old bikes which the students are going to fix. The bikes came from police auction of unclaimed bikes. They are looking to get up to 40 bikes. These will be used for bike education.
- Video presentation to the P&C Association members– ‘Children’s Perceptions of Traffic’. This covered issues such as why children haven’t got the same ability to judge traffic situations as adults. Their peripheral vision is less developed than adults.
- Safe Routes to School Committee – includes a junior and senior school teacher, and parents. Established three years ago.
- Safety Focus Week – painting footprints, stop signs and smiley faces for the Safe Routes to School Project, library display and posters on the theme ‘safety to and from school ... and all around the town’.

“ I get the strong impression that our children have the feeling that they have taken ownership of their own safety to and from school as they have contributed to the painting of the safe paths. I went out with a Year 6/7 and a Year 1 class and was delighted by the sense of purpose both groups put into the task and the enjoyment both got from contributing to the safety of us all.”

4.4.3 Other initiatives - Secondary Schools

- Members of the group ‘Parents against Drink Drivers’ were invited to speak to the Year 12 students. The speakers had lost their own teenage children to accidents involving drink driving. Student feedback indicated that this was a particularly salient initiative.
- RAC representative came and spoke to the Year 12 students about Road Safety.

4.5 Parent and Community Involvement

Table 16. Question: 'What strategies has your school used to involve parents in Road Safety Education? Please give examples.'

Strategies adopted	Primary School YES	Primary School NO	Secondary School YES	Secondary School NO	Other
a). encouraged parents and other community members to take active roles in reducing traffic hazards and keep children safe	8	0	1	1	
b). promoted parent awareness (newsletters, meetings, social activities)	8	0	1	1	
c). asked parents to reinforce what the children are learning in the classroom	7	1	N/A	1	
d). involved in excursions in the traffic environment	4	4	0	2	
e). asked parents to help with identification of hazards in or around the school	4	3	0	2	1 (ps) = did not need to ask.
f). Included Road Safety tips or questions and answers in the school newsletter / assemblies /	6	2	1	1	
Country Schools only					
g). reminded parents of the importance of providing their children with opportunities to cope with busy roads	1	0	N/A	N/A	
h). asked parents to bring their cars to school on a particular day to simulate a traffic environment	0	1	N/A	N/A	
i). Supervising the use of farm vehicles by young children, ensuring seat belts are used and that vehicles are in safe working condition	0	1	N/A	N/A	
j). bus safety rules	2	0	N/A	N/A	

Additional initiatives included:

- *Driver education for parents. This includes educating parents about safety issues relating to parking, picking up students etc. This was largely done through newsletters, assemblies etc.*
- *Local council issues parking tickets on a regular basis to parents who are incorrectly parked.*

Question: 'Which strategies worked best?'

It was generally felt that the communicative strategies worked best. The use of newsletters, for example, as they were a non-confrontational means of distributing information to the parents in relation to parking/safety.

The combination of strategies –there needs to be a 'multi-pronged' approach

Question: 'Why do you think these strategies worked well?'

Because they were non-confrontational.

Road Safety is ingrained in the school community – parents get the message from all areas.

Question: 'What strategies has your school used to involve community members in Road Safety education? (eg Road Wise)'

- *Developing links with Road wise and the local council. For example, during Safety Week they had guest presenters. Parents and Citizens representative and someone from the council presented at the Roadwise conference – 'Working together to follow Safe Routes to School'*
- *Staff and students in Year 4 and above were involved in the White Ribbons campaign.*
- *None.*
- *Bringing back ideas*

Question: 'What were the most effective strategies your school implemented in the school health/Road Safety education in 2000?'

- *The principal noted that the two most successful strategies that the school had implemented in relation to road safety were the Safe Routes to School Project and the Bike Education initiatives.*
- *Video's from the package were very useful, also a play school video called 'Roadshow'*
- *The most effective strategy was using the road safety as an integrated part of the health syllabus. This has given the best use of the resources available.*

- *Safe Routes to School Committee – The committee includes parents with younger children (they actively seek this, so they are training parents) so that the knowledge does not get lost when parents of older children leave.*
- *Parent induction when children start at the school ‘Take a Walk in my shoes’ video shown (deals with Road Safety issues). The committee has set up a proforma (deals with school road safety policy and set up) for Year One and Pre-primary teachers to use when they have their meetings with new parents. P & C Association representative also goes to group meeting for the new parents and talks about road safety.*
- *Regular newsletter items – Hoo B. Ware Road Wise mascot on all the newsletters with a Road Safety message.*

5.0 Limitations

This section of the WA Road Safety Project Process Evaluation, 2000 was not intended to deliver generalisable findings. Rather, the case study’s were collected with the intention of providing a more in-depth overview of some of the strategies and issues relating to the WASRSP materials and their application at 10 school who were participating in the WA School Road Safety Project. The information presented in this report is limited by the fact that not all of the interviewee’s had any direct knowledge of, or had used the WASRSP materials. As Secondarylighted in Table 1, the interviewee’s represented a mixture of principals, teachers, P & C Association members, WASPSP coordinators and representatives of the various Health and Road Safety Committee’s.

6.0 Discussion

The information collected for the case studies was limited by the knowledge of the interviewee, particularly in relation to the WASRSP materials and their application in the classroom. This Secondarylights a potential need for greater emphasis on the induction of principals and relevant committee members (and not just teachers) to the use of the WASRSP educational materials. The case study data suggests that the teacher training component appeared to have been widely utilised among the participating schools. All of the case study schools indicated that at least one teacher in their school had received training in Road Safety and/or in the use of the ‘Kids and Roads’/’Road Smart’ materials.

The application/integration of Road Safety into areas other than health appeared to have been extensive. Particularly among the primary schools. Technology and Society appeared to be particularly conducive to integration of Road Safety education activities. For example, students from one case study (primary school) had been asked to design a safe playground where one of the prerequisites had been an awareness and recognition of traffic movements in the vicinity of the playground.

It is important to note that while conducting the case study interviews, several respondents indicated that although they had not attempted to initiate some of the strategies listed in the telephone questionnaire, they would like to do so in the future. The use of the list of strategies (developed from the checklist in the WASRSP Teachers' Guides) therefore served as a prompt to some of the interviewees. This suggests that use of case study examples and lists of initiatives that other schools have introduced might be an effective method of encouraging the implementation of further road safety initiatives.

7.0 Appendices

Examples of School Road Safety Policy

The questionnaire