

Guidelines for Road Safety Around Schools



School Edition



SPEED AND RED LIGHT
CAMERA FUNDED PROJECT



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3. Foreword



The safety of children travelling to, from and around schools is an issue of concern to the whole community.

Local Governments have responsibility for more than 72% of all roads in Western Australia and as most schools are adjacent to those roads, Local Government is concerned that a high level of safety is afforded all those who use schools and drive past them.

These *Road Safety Around Schools Guidelines* have been developed by the Western Australian Local Government Association (WALGA) to assist schools to understand the particular problems that can occur.

The need for these guidelines was identified by Local Government following a survey conducted in 2005.

The guidelines are intended to be practical and include specific problems to look for around schools, the issues involved and how to resolve them. A list of potential solutions to typical problems is included as part of the guidelines. Also included is a list of who to contact about resolving issues.

The information presented is not exhaustive and solutions suggested may not provide all the answers, however it is hoped the guidelines will be a valuable resource for schools across the State.

Improving road safety around schools is important and it is hoped the coordinated approach detailed in these guidelines will help achieve positive results in your local community.

Cr Bill Mitchell JP
President



4. Aim of the Road Safety Around Schools Guidelines

These guidelines are an initiative of the Western Australian Local Government Association's RoadWise Program. They address the vulnerability of school children as pedestrians, passengers and cyclists.

The guidelines aim to assist school communities in the identification of road safety issues in their school environment and the development of strategies to address these issues.

Key outcomes expected from the use of strategies suggested in this document include:

- A safer environment for children on their way to and from school.
- More children walking and cycling safely to school.
- A decrease in the traffic congestion surrounding the school during before and after school.
- A greater awareness and commitment to school road safety by the whole school community.

4.1. *Who will use this handbook?*

This handbook has been designed to be used by teachers and school staff, Parents and Citizens'/Friends' Association members, School Road Safety Committee members, and other interested community members.

The handbook guides these interested parties through a range of education, encouragement, environmental and engineering strategies that can contribute towards a safer school transport environment.

5. Road safety in a health promoting schools framework

Research indicates that the most effective school road safety interventions are those that are based on a 'whole of community' awareness and commitment. A useful framework to keep in mind when planning school road safety strategies is the World Health Organisation's *Health Promoting Schools Framework*.

This framework can be applied to any health issue but in a school road safety context, it advocates that student road safety learning experiences in the classroom be complemented by strong school environment road safety strategies and strong links to parents and relevant community agencies. The figure on page six represents what the *Health Promoting Schools Framework* may look like in the context of effective school road safety:



Health Promoting Schools Framework

School environment

- A School Road Safety Committee or Student Road Safety Committee.
- Road safety issues in the school community are identified and an action plan is developed to address them.
- School Road Safety and Traffic Advice or guides are developed with consultation and distributed to staff, parents and carers.
- Safer school road safety environmental strategies such as Safe Routes to School, the Walking Bus and Kiss and Drive parking bays are implemented.
- School road safety issues are promoted and safer school road safety behaviours are celebrated with parents and carers through newsletter tips, assembly items and library displays.

Parent and community involvement

- The at home activities in the School Drug Education and Road Aware's *Challenges and Choices* resources for early and middle childhood are distributed to parents through their children.
- Parents are represented on the School Road Safety Committee.
- Parents are encouraged to participate in school road safety learning experiences.
- Local Government representatives (engineers, rangers etc), local police, Main Roads WA are consulted to address road safety issues in the school.

School health curriculum

- School Drug Education and Road Aware's *Challenges and Choices* resources for early and middle childhood are used in all classrooms.
- Professional development on road safety is available to staff.
- Students, parents and teachers have input into school road safety issues addressed through the curriculum.



6. Background Information

This background information was adapted from *Challenges and Choices; a middle resource for resilience, drug and road safety education*, School Drug Education and Road Aware, WA, 2006.

6.1. Children are vulnerable road users

Road-related fatalities are the leading cause of death for children aged between 0 and 12 years and the third highest cause of injuries behind falls and unintentional injuries. Despite being vulnerable in the school traffic environment, fortunately the incidence of road related fatalities and injuries among children is very low.

Children involved in road crashes are more likely to:

- be injured than killed;
- die when not wearing a restraint; and
- die as a passenger or pedestrian than as a cyclist.

What are the main issues for children?

The main issues for children aged 5 to 12 years as passengers, pedestrians or cyclists (including skateboards, scooters and other wheeled recreational devices) are:

PASSENGERS	PEDESTRIANS	ON WHEELS
<ul style="list-style-type: none"> • wearing an approved child car restraint or using a booster seat • entering and exiting from the rear door closest to the kerb (safety door) • using safer behaviours to avoid driver distraction 	<ul style="list-style-type: none"> • walking with adult supervision • using the systematic search strategy in different locations including designated pedestrian facilities • checking driveways and other hazards in the traffic environment 	<ul style="list-style-type: none"> • wearing a correctly fitting helmet and other protective equipment and clothing • riding a bicycle suited to the child's height • riding in safer places away from the road

6.2. Passenger Safety

Why are child passengers at risk?

In 2003 there were 179 road crash fatalities in Western Australia and 11% of those killed were aged 0-16 years. The majority of child road users killed or hospitalised were passengers (56%). 17% of this age group who were killed or hospitalised were unrestrained, compared to 7% of all fatally injured or hospitalised motor vehicle occupants.

Passengers in this age group are at risk because they:

- do not wear a restraint or use an incorrectly fitted restraint.
- are not seen by drivers when they are entering or exiting cars due to their smaller stature.
- may distract the driver or engage in some other inappropriate behaviour while travelling.
- do not think about what they are doing or the consequences of their actions.
- often do not know how to enter and exit a vehicle safely or how to use a restraint properly.



What places children at risk?

- Passengers travelling unrestrained in a car are ten times more likely to be killed in a road crash than those wearing a seatbelt (*Data Analysis Australia 2000*).
- Of children and adolescents aged six to 16 years killed in car crashes, 55% were found not to be wearing a restraint (64% males and 44% females). This percentage is high relative to other age groups (e.g. 34% for 17 to 39 year olds). (*Data Analysis Australia. 2000.*)
- Passengers travelling in the back of a ute or open load space (which is illegal in WA) are more likely to suffer injury or death in a crash or rollover due to non-restraint usage.
- Crash studies indicate that the force of a crash at 40km/h with a power pole or parked car is like being dropped from a two-storey building onto concrete. The force at the point of impact will be equivalent to 20 times the child's own weight (i.e. 600kg if the child weighs 30kg).

Protective Passenger Behaviours

To reduce the risk to child passengers, classroom and parent education should focus on children:

- wearing a correctly fitted and adjusted restraint
- sitting in the rear seat of a vehicle
- using the safety door to enter and exit the vehicle. This door is the rear door closest to the kerb.
- travelling without distracting the driver or other passengers
- keeping all body parts within the vehicle
- acting under adult supervision when entering and exiting a vehicle, and while in places such as car parks.

Restraints

- The Office of Road Safety conducted a observational study in 2005 which showed that children had much lower rates of correct restraint use than adults. While the average rate of correct restraint use across the State was 96%, on 63% of children aged between 1 and 4 were correctly restrained, 84% of children aged between 5 and 11 were correctly restrained and 92% of children aged between 12 and 16 were correctly restrained.

Restraint laws for passengers and drivers:

- Every person travelling in a motor vehicle must use an appropriate approved restraint.
- Penalties apply for drivers carrying an illegally unrestrained child passenger aged under 16 years in their vehicle.

Selecting an appropriate child car restraint:

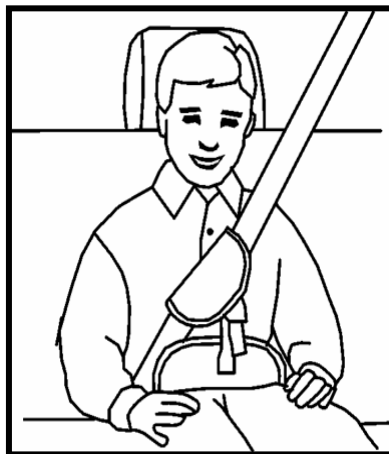
Child car restraints offer crash protection appropriate for the weight and height of the child. **Age is not an indicator for changing the type of restraint.** The following is a guide. Always check restraint manufacturers guide for exact weights.

- **Birth to 9kg – Rearward facing restraint**



- **8kg-18kg – Forward facing restraint**
- **14kg to 26 kg – Booster seat with a lap sash belt or child harness**
As a general rule it is safer to use a rigid booster seat with a back, side wings and sash guide to keep the belt in place. Once a child's eyes are level with the top of the booster seat, it no longer provides protection for the child's head and neck and the child should be moved to a child harness without a booster.
- **14kg to 32 kg – Child harness**
- **32kg + - Adult seatbelt**

When using lap sash belts it is important to tighten the belt and remove the slack. A lap sash belt offers more protection than a lap only belt. A harness is recommended.



Who checks and installs car child restraints?

There is a network of agencies throughout Western Australia who are qualified to check and install child car restraints (e.g. RoadWise).

For further information contact the child car restraint information line on 1300 780 713 or visit the website at www.childcarrestraints.com.au



6.3. Pedestrian Safety

Why are child pedestrians at risk?

Children are considered vulnerable road users, because up to the age of approximately ten years they may not be developmentally ready (i.e. they do not have the physical and cognitive skills) to make safer judgments and choices of their own about traffic. Pedestrian trauma accounts for 20% of injury deaths for children aged between 5 and 14 in Western Australia.

Child pedestrians are at risk because they have:

- **developing peripheral vision**
Children are less likely to notice objects not directly in front of them as their peripheral vision is still developing (it is one-third of an adult's field of vision). Unless they turn their heads, they may not notice vehicles to their right or left.
- **developing directional hearing**
Children may often have problems working out where sounds are coming from and may expect traffic to come from the wrong direction.
- **a smaller stature**
Because of their size it is often difficult for drivers to see children, especially when standing between parked cars.
- **limited sense of perception**
Children have trouble judging how fast a vehicle is coming towards them or just how far away a vehicle is. They may let a slow vehicle pass and then cross in front of a fast one.
- **poor search behaviour and do not take sufficient time to look when crossing the road**
Children like to keep moving! As a result they may not wait for stop lights to change, for cars to stop at crosswalks or give enough time to complete a thorough search procedure before they step out onto the road.
- **unpredictable behaviour, and do not consider the consequences of their actions**
Children often have trouble stopping at the kerb especially if they are excited or are chasing a ball, and may dart out onto the road without thinking.
- **a tendency to be easily distracted**
Children tend to focus only on the things that interest them most. They are easily distracted in the company of friends and cannot be relied upon to use safe behaviour consistently.
- **limited ability to respond quickly to a sudden change in traffic conditions**
They may be able to say when the road is clear and safe to cross but a sudden change in traffic conditions can cause confusion and panic.
- **difficulty seeing a situation from another's viewpoint**
Children often think that if they can see a car approaching them that the driver must be able to see them too.
- **an unwillingness to change from a direct route even if it is dangerous.**

Children may also be at risk because of their:

- lack of knowledge and skills to deal safely with the traffic environment
- responsiveness to peer pressure
- propensity to take risks
- parents or other adults over-estimating their ability



- possible lack of road-side training
- presence on the road not being anticipated by drivers
- lack of experience dealing with different traffic situations (i.e. rural children interacting with city traffic situations).

What are the risks for child pedestrians?

- In Australia (April 2004 to March 2005) 20 pedestrians aged between 0 and 16 years of age were killed (*ATSB, Road Deaths Bulletin March 2005*).
- In Australia, pedestrian injury is the leading cause of death among five to nine year old children (*Al Yaman, Bryant & Sargeant, 2002*).
- Among children aged 1 – 14 years, hospitalisation rates decreased with age and were lowest for those aged 10-14 years (*Al Yaman, Bryant & Sargeant, 2002*).
- Males are twice as likely to be injured as a pedestrian than females.

When are child pedestrians involved in crashes?

Research has found:

- children are more likely to be hit by a car when crossing mid block.
- injuries usually occur in residential areas, on straight, sealed and dry local roads, and during the hours commencing 8:00am, 12:00pm and 4:00pm.

Protective pedestrian behaviours

To reduce the risk to child pedestrians, classroom and parent education should focus on children:

- always using the **systematic search strategy** (described below)
- selecting safer places to cross
- using designated crossings (e.g. crosswalks, pedestrian phase signals, railway crossings)
- being supervised by an adult whenever possible
- using a footpath when available.

Systematic search strategy

- Step 1** Choose the safest place to cross.
- Step 2** Ask an adult for help to cross the road where possible.
- Step 3** **Stop** back from the kerb and road.
- Step 4** **Look** in all directions for traffic.
- Step 5** **Listen** for traffic.
- Step 6** **Think** about when it is safe to cross.



Step 7 When the road is clear or all traffic has come to a complete standstill, walk straight and quickly across the road.

Step 8 Keep checking the road by looking, listening and thinking about the traffic while crossing.

Where are safer places to cross?

Children have difficulty identifying and selecting places to cross the road safely. They tend to assume that all places are safe as long as no vehicles are visible nearby.

Pedestrian facilities

It is important children use a pedestrian facility when there is one available, even if it means walking some extra distance. If a pedestrian facility is not available, encourage children to cross where they have a clear view of traffic in every direction and drivers can see them waiting to cross.

Crossing at traffic lights

It is safer to use the systematic search strategy described previously when the green 'walk' figure is illuminated. However, children should be reminded not to presume that traffic will stop and to check the traffic before stepping onto the road.

Crossing between parked cars

It is dangerous for children to cross between parked cars, however when this is the only choice they should be taught to:

- select a gap between two cars which have no drivers.
- make sure the gap is not big enough for a car to park.
- walk to the outside corner of the car and stop where drivers can see the pedestrian and the pedestrian can see the traffic (i.e. in line with the outside edge of the cars).
- use the systematic search strategy to cross the road.

In a car park

A car park can be a dangerous place for pedestrians as drivers are usually focused on driving into or out of parking bays and may not see pedestrians, especially children. Children should:

- stay close to an adult whenever possible.
- select the safest route (e.g. using footpaths, crosswalks, pedestrian phase lights).
- be aware of sights (e.g. exhaust smoke, reversing lights) and sounds (beepers, slamming doors).
- look and listen for vehicles driving in and out of parking bays.

Walking where there is no footpath

When a footpath is not available, pedestrians should:

- walk on the road verge as far away from the road as possible
- walk on the edge of the road if no verge is accessible and face oncoming traffic
- move off the road edge until the oncoming vehicle has passed.



Boarding a school bus

Pedestrians waiting to board a school bus should stay on the footpath or road verge until the bus has stopped.

Crossing after a school bus has left

Pedestrians should wait until the bus has moved away and the road is clear before crossing using the systematic search strategy.

6.4. Safety on Wheels

Why are children riding bicycles and wheeled recreational devices at risk?

Children derive great enjoyment and satisfaction from cycling and using other wheeled recreational devices such as scooters, skateboards and roller blades. It gives them a sense of pride and achievement when they become proficient in their skills. However each year in Western Australia around 500 children are admitted to hospital with riding-related injuries.

Children under ten years of age generally have not developed the necessary cycling and traffic skills to safely ride in traffic. They need to be closely supervised by an adult at all times. They are also at risk because they:

- may not have the necessary physical skills to handle a bicycle
- lack knowledge and skills to deal with the traffic environment
- do not always think about the consequences of their actions
- have not developed an effective search behaviour and may not look for long enough when scanning traffic
- give in to peer pressure to act unsafely
- over-estimate their ability.

What are the risks for young riders?

It is safer for children to ride on footpaths, as allowed under the Road Traffic Code 2000 or on other off-road locations such as shared paths or parks.

- Between April 2004 and March 2005, 11 cyclists aged between 0 and 16 years of age were killed (*ATSB Road Deaths Report March 2005*).
- Between 1996 and 2000 there were 4 fatalities and 102 hospitalisations as a result of bicycle injuries (*Adams and Cercarelli, 2003*). In Western Australia children aged between 12 and 16 years are the group of cyclists most at risk of injury.
- The majority of these injuries occur on public roads (*Kidsafe Bicycle Safety*).
- Most cycling injuries don't involve another vehicle but occur when children fall off their bike after crashing into a pole, kerb or fence (*Kidsafe Bicycle Safety*).
- In Australia injuries through scooter riding are on the increase. Two out of three of those injured are under 14 years of age. The most common serious injuries are fractures to the arm/wrist usually as the rider puts out a hand as they fall (*Kidsafe Bicycle Safety, WA, 2003*).
- Injuries to the face and head are less frequent but are potentially more serious (*Kidsafe WA, Bicycle Safety, WA, 2003*).



Protective Riding Behaviours

To reduce the risk to child riders, classroom and parent education should focus on children:

- avoiding roadways or other areas that are used by motor vehicles
- wearing an approved helmet at all times
- avoiding large hills, kerbs, cobblestones, grates and other rough or discontinuous surfaces
- never riding with more than one person on a bicycle or scooter
- before each use, checking that there are no loose or missing parts.

Courtesy on shared paths and footpaths

When riding on paths there are rules that need to be followed:

- keep to the left of the path
- don't ride too fast or do anything unexpected
- use a bell when approaching others
- give way to pedestrians
- obey signs along the path
- ride in single file.

Helmets

How can young riders reduce the risk?

- Studies have shown that bicycle helmet use decreases the risk of head injury by 85% and brain injury by 88% (Henderson.1996).

The protective effects of helmets during a crash or fall are increased by:

- the helmet being properly worn (sitting at the front of the head)
- the retention straps being tight and fastened. This prevents the helmet from moving or coming off and the risk of head injury being reduced during a crash
- the helmet being fitted properly. Improperly fitted helmets can double the risk of head injury.

What safety features do helmets have?

- Look for the Australian Standards Mark AS 2063.2 or AS/NZS 2063 certification label. This is usually displayed on and in the helmet. The label ensures that the helmet has passed safety tests and meets the standard required by Australian State road laws. Not all helmets meet this standard.





- Young children require a helmet that provides extra neck support.
- Where possible, a bright or fluoro coloured helmet should be selected to increase visibility in the traffic environment.
- Ensure the helmet has adequate venting to keep the child's head cool.

How to select and fit a helmet?

Correct size

Check head size by using a tape measure placed just above the eyes and ears. Match this with the helmet sizes listed on the display box to find a helmet that covers this measurement.

- Helmets are designed to protect the wearer against possible impact. For maximum protection a helmet must be a good fit (i.e. snug to the head) and securely fastened.
- If a helmet is too small, it will not give adequate coverage and protection.
- If a helmet is too large, it may move on the head and not provide the protection intended.

Fitting a helmet

Helmets come with fitting instructions; however, the following points will be appropriate for most styles:

- Place the helmet on the child's head and use the pads supplied to ensure a snug fit.
- Test the fit by grasping the helmet and attempt to move it to the front and back of the head.
- Adjust the straps so that the side adjustor forms a 'Y' shape below the ears and the buckle is positioned well under the chin.
- Attempt to move the helmet backwards and forwards once on the head and straps have been fastened correctly.
- Make further adjustments if necessary as a loose helmet can increase the risk of injury.

Helmet care

- Extreme heat can damage the shell and weaken the helmet. This is usually visible when 'bubbling' occurs on the surface of the helmet shell. Avoid leaving the helmet outside in the weather, near a heater or on the back ledge of the car.
- Substances (i.e. petrol, paint adhesives and cleaning agents) can damage helmets. Clean helmets with mild soap and water, rinse then dry with a cloth not in front of heater or in the sun.

Replacing helmets

- Helmets are essentially manufactured for single impact protection. They absorb the impact and protect the head. When a helmet has been subjected to a severe blow it should be replaced even if it appears undamaged.
- Replace a helmet when it shows obvious signs of wear or no longer fits the head correctly.



6.5. Road Laws

Road laws have been designed in the interest of promoting a safer community. The WA Road Traffic Code 2000 clearly defines the responsibilities of all road users. The summary of relevant laws outlined below may be useful to consult when schools are developing Road Safety and Traffic Guides.

Further information about the Road Traffic Code 2000 is available on the Office of Road Safety website (www.officeofroadsafety.wa.gov.au).

Passengers and the Law

Restraints

Every person travelling in a motor vehicle must use an appropriate approved restraint. Penalties apply for drivers carrying an illegally unrestrained child passenger aged under 16 years in their vehicle.

Travelling in open space vehicles

It is against the law to travel in the open space of a vehicle where restraints are not provided (e.g. back of ute or van).

Pedestrians and the law

Using the footpath

- Pedestrians should use the footpath or nature strip where possible, as it is an offence to walk on a road if there is a footpath or nature strip to walk on.
- If there is no footpath, pedestrians must travel, where practical, on the right side of the road facing the oncoming traffic. If it is not practical to travel on the right side then the pedestrian must use the left of the road and immediately move off the road when a vehicle approaches from behind.
- Pedestrians must not walk more than two abreast on the road unless overtaking.
- Drivers must give way to pedestrians and cyclists on the footpath when entering or exiting a driveway.
- If a driver is turning left or right or making a U- turn, the driver must also give way to any pedestrian at or near the intersection on the road or part of the road the driver is entering.

Crossing the road

- Pedestrians should use and obey pedestrian signals and crossings.
- Pedestrians must use a marked crossing if they are within 20 metres of the crossing.
- Pedestrians must follow the directions of a traffic warden while crossing.
- Pedestrians must cross intersections using the shortest and most direct route (i.e. no jaywalking).



Cyclists and the law

- Bicycles are classified as vehicles. Cyclists have many similar rights and responsibilities as drivers of other vehicles.
- Cyclists must wear a properly adjusted and fastened, approved safety helmet carrying the Australian Standards Mark (AS2063) or ANZ....
- Cyclists should warn pedestrians overtaking on a shared path or footpath by using a bell or calling out.
- Cyclists must walk their bikes across pedestrian crossings, children's crossings and at traffic signal crossings (unless there is a bicycle crossing light).
- Drivers must give way to pedestrians and cyclists on a footpath when entering or exiting a driveway.

Bicycle offences

Apart from the risk of being killed or seriously injured, there are fines for not wearing a helmet. A first offence will result in a cautionary Bicycle Offence Notice being issued to the child and their parents or guardians. Cyclists 14 years and over not wearing a helmet may be issued with a Traffic Infringement Notice for \$50.

7. Steps to improving road safety around your school

The following step-by-step list is a quick reference guide for teachers, parents and students to plan for improving road safety around schools. These steps are further elaborated upon in this handbook (see appropriate page numbers).

Step 1: Form a School Road Safety Committee - see page 18

Step 2: Conduct a School Road Safety Survey and collate data (or collect other information to determine road safety problems around the school) – see page 20.

Step 3: Develop an Action Plan

Firstly consider a range of education and encouragement strategies such as classroom and at home activities, developing a Road Safety and Traffic Guide, developing a Student Road Safety Committee and safer pedestrian and cyclist programs. See page 27.

Secondly, consider a range of engineering strategies relating to traffic speed, parking and road crossing. See page 36.

Step 4: Implement Action Plan

Step 5: Review progress of Action Plan – by checking if the planned strategies in the 'By when?' column of the Action Plan have been implemented; reflecting on success of strategies to address the issues identified.

Step 6: Maintenance – Monitor your progress and modify strategies, building on your successes and identifying and implementing ways to improve others. Continue to promote your school road safety practices and address other issues as they arise.



8. Forming a School Road Safety Committee

8.1. *Rationale for forming a School Road Safety Committee*

It is essential for those wishing to bring about coordinated change in schools to have a basic working knowledge of how schools can change. The following four components are vital for change to occur in schools:

1. **A pressure for change**

- Is the principal supportive?
- Are teachers, parents and students supportive?
- How can the self interest of all parties be engaged in order to gain their support?

2. **A shared vision of change**

- What will these changes look like?
- How will you visually summarise what you want to do?
- How will you highlight the benefits for students, parents, teachers and school administration?

3. **Capacity for change to occur**

- Will the school make this health change a priority?
- Is the principal supportive?
- How can you build the good will of staff and parents?
- Who can help you implement your health changes? e.g. Local Governments, local police.

4. **A plan for change**

- What are the key issues?
- How will these issues be addressed?
- What resources are required to implement strategies?
- Will there be costs involved?

The best way for these four components to be incorporated into changes to school road safety issues is to work with a committee. It is suggested that the School Road Safety Committee comprise between 5 and 8 representatives from the following:

- Principal or member of the school administrative team
- Health education coordinator
- Interested teachers (from different year levels)
- Interested parents
- Community members e.g. Local Government representative
- Students

8.2. *Tips for effective coordination of a School Road Safety Committee*

Conducting effective meetings

- Meet once a month or twice a term preferably away from school as this may provide a more relaxed atmosphere
- Start and finish meetings on time
- Conduct meetings with an agenda



- Ensure that tasks are equally shared among the committee
- Clearly record actions
- Appoint a facilitator for each meeting to keep the group on task (this role can be rotated).

Developing an action plan

- Before developing an action plan, conduct a survey of parents/families using the School Road Safety Survey Form (Appendix 1) to determine the most popular routes to school and problem areas around the school.
- Collate and interpret data from this survey using the Safe Routes to School Access database program enclosed in the CD Rom in this handbook.
- Identify no more than three key issues for the committee to plan strategies to address each term. Substantial environmental strategies may take some time to achieve due to the need for Local Governments and the Department for Education and Training to budget for these items.
- Use the Action Plan (Appendix 2) provided to plan strategies that the committee will undertake.

Implementing the action plan

- Consider whether the plan will need to be passed to the school decision making group for approval.
- Ensure that the first strategy to be implemented is a high profile or very visual strategy e.g. An assembly launch of the school's Road Safety and Traffic Guide.
- Ensure that planned strategies are spread evenly throughout the course of the year for maximum impact and to spread the workload.
- Ensure that the workload is evenly shared among the committee.
- Ensure that the Student Road Safety Committee (if it exists) is aware of the action plan and is addressing similar outcomes.
- Ensure that the plan is reviewed at each meeting.

Maintaining momentum

- If frustrations or doubts occur, remind people that change is a process not an event and that it takes time to gain results from a new initiative.
- Prepare for the long haul. A new program needs to be sustained for three to five years before it becomes part of a school culture. Ensure that new teachers and families to the school are made aware of any existing road safety strategies and the School Road Safety Traffic Guide.
- Involve all stakeholders. Parents must be part of the strategies the committee develop. They can become the best advocates for school initiatives if they are brought on side and informed early in the planning process. Representatives from Government agencies such as Main Roads WA, Local Governments, and local police are crucial for the implementation of planned strategies. Try to develop personal relationships with these representatives.
- Share successes and results of data collection. This positive feedback loop will sustain the implementation of your program. Articles in the newsletter, on the school website, in local newspapers, on school notice boards and items at assemblies are useful means of celebrating success.
- Don't underestimate the power of a Student Road Safety Committee. Strategies implemented by this student body (e.g. assembly items about parking congestion around the school, double parking etc. or special Walk to School or Bike to School Days) have a strong impact on other students who can, in turn, encourage their own parents to 'do the right thing'.



9. Collating data from school road safety survey and developing an action plan

Included in the appendices is a standard survey you can use to systematically identify road safety issues around your school. It is recommended that you include the whole school community in determining priorities and building ownership of them. This also ensures that all issues are identified and can be addressed.

An electronic copy of the survey is included on the CD which accompanies these guidelines. You can make changes to the survey so that it best suits your school.

Also included on the CD is the Safe Routes to School database into which survey responses can be entered. The database will analyse survey responses for you and create a proforma action plan. Instructions are provided in the user manual which is included on the CD. If you prefer, you can analyse your survey responses manually and then prepare the action plan yourself.

The responses collected should be used to guide you in developing your action plan. Repeating the survey once you have completed all the actions in your plan will help measure your success.

10. Possible solutions to common problems identified in the action plan

The following solutions are a guide only to the possible problems identified by the Action Plan and may not be appropriate in every situation. Additionally not all solutions have to be implemented to address these common problems. Schools are encouraged to observe problems closely to help them identify the cause and should consider using a range of education, encouragement and environmental strategies. Advice is available from Local Governments to assist in the selection of appropriate strategies.

The sample Action Plan on page 24 has been included to help schools plan a strategic road safety program. The 'What are our key issues?' column relates to the main findings from the data collection. The 'How will we address this issue?' column identifies the range of education, encouragement and engineering strategies the school plans to use to address these issues. The 'Who will do this?' column ensures that the workload is shared among the School Road Safety Committee or school community and the 'By When?' column ensures accountability and can be used as a checklist to monitor the progress of the Action Plan. An Action Plan pro forma is included in Appendix 2.

10.1. Congestion or lack of parking

- Install a Kiss and Drive area to increase the use of available bays. Refer to page 38 for more information.
- Encourage students to walk and cycle to school by promoting Walk to School or Ride to School days; identify and mark with blue footprints and stop smiley faces the safest routes to walk and or cycle to and from school; and promote these footprints and walking/cycling events at assemblies and in newsletters and local



papers. The ability of a school to implement this activity would depend upon schools policies regarding these promotional days and insurance.

- Encourage parents to park away from school in an alternative parking area (e.g. shopping centre, local reserve) and reward this behaviour at school assemblies and in school newsletter.
- Stagger start and finish times of school day for different year groups.
- Review available parking and as a last resort, plan for increases if insufficient.
- As a last resort, ask the Local Government to investigate the possibility of installing more parking bays if road reserve is available (Most Local Governments require that schools fund 50% of the infrastructure costs. Schools need to contact their funding body for capital works to determine if this can be provided).

10.2. Double parking

- Request enforcement through Council Rangers Service.
- Consider participating in the Volunteer Wardens Program conducted by some Local Governments where concerned parents or teachers are trained to assist in the safe movement of traffic around schools at drop off and pick up times.
- Develop a School Road Safety and Traffic Guide and outline expectations of school community for compliance to parking laws.
- Include reminders about the importance of safe parking in newsletters and praise those parents who 'do the right thing'.

10.3. Parking in no standing or no parking zones

- Check the signage and road markings to make sure they are clear and legible. If not, place a request with your Local Government for maintenance.
- Request enforcement by Local Government Rangers.
- Develop a School Road Safety and Traffic Guide and outline expectations of school community for compliance to this parking law.
- Include reminders about this aspect of safe parking in newsletters and praise those parents who 'do the right thing'.

10.4. Parking on the nature strip

- Request Local Government put parking restrictions about verge parking in place and that the Rangers enforce these when they are first installed.
- Consider a voluntary one-way system to prevent parking on both sides of the road.
- Ask the Local Government to investigate the possibility of installing parking bays to formalise the parking area and create order (the Department of Education and Training would be required to half fund this in most Local Government areas).
- Develop a School Road Safety and Traffic Guide and outline expectations of school community for compliance to this parking law.
- Include reminders about this aspect of safe parking in newsletters and praise those parents who 'do the right thing'.



10.5. Parking in the bus bay

- Ensure all signage is clear and legible.
- Have teachers/parent volunteers monitor the bay occasionally to encourage compliance with this parking law.
- Request enforcement and assistance from Local Government Ranger Service.
- Develop a School Road Safety and Traffic Guide and outline expectations of school community for compliance to this parking law.
- Include reminders about this aspect of safe parking in newsletter and praise those parents who 'do the right thing'.

10.6. Parking or driving though the teachers' car park

- Ensure all signage is clear and legible.
- Have teachers monitor the area occasionally to encourage compliance with this parking law.
- Develop a School Road Safety and Traffic Guide and outline expectations of school community for compliance to this parking law.
- Include reminders about this aspect of safe driving in newsletters and praise those parents who 'do the right thing'.
- Consider installing gates on the car park which get closed during peak periods.
- As a last resort, request enforcement and assistance from Local Government Ranger Service to provide private parking agreements.

10.7. Children crossing the road to cars parked on opposite side of the road to school

- Request the Local Government install parking restrictions on the areas opposite the school during school periods.
- Request enforcement and assistance from Local Government Ranger Service.
- Consider a voluntary one-way system so that parents are encouraged not to park on the opposite side of the road.
- Develop a School Road Safety and Traffic Guide and outline expectations of school community for compliance to this parking law.
- Include reminders about this aspect of safe parking in newsletters and praise those parents who 'do the right thing'.
- Conduct classroom based pedestrian safety education from the *Challenges and Choices: Early and middle childhood resource for resilience, drug education and road safety*.
- Send home the At Home Activities about pedestrian safety from *Challenges and Choices: Early and middle childhood resource for resilience, drug education and road safety*.

10.8. Children crossing the road at dangerous places or crossing busy roads

- Include reminders about pedestrian safety at assemblies and praise those students who 'do the right thing'.
- Conduct classroom based pedestrian safety education from the *Challenges and Choices: Early and middle childhood resource for resilience, drug education and road safety*.



- Send home the At Home Activities about pedestrian safety from *Challenges and Choices: Early and middle childhood resource for resilience, drug education and road safety*.
- Identify and mark with blue footprints and stop smiley faces, the safest routes to walk and or cycle to and from school. Promote these routes at assemblies, in newsletters and in the local paper.
The ability of a school to implement this activity would depend upon schools policies regarding these days and insurance.
- Request warning signs from Main Roads WA or Local Government if not already installed.
- Review sight lines and school entry locations.
- Examine path and fencing requirements for preferred crossing locations.
- Request children's crossing through the Traffic Warden State Management Unit.
- Review the need for refuge or median islands with Main Roads WA or Local Government.

10.9. U-turns in front of the school

- Request Police enforcement if the U-turns are illegal or are considered to be dangerous.
- Consider a voluntary one-way system so that parents are encouraged to approach the school in a way that does not require a u-turn.
- Discuss engineering options with Local Government if the problem is widespread and causing a significant safety hazard. The options could include splitter islands, roundabouts and centre island median treatments.
- Develop a School Road Safety and Traffic Guide and outline expectations of school community for compliance to this traffic law.
- Include reminders about this aspect of safe driving in newsletters and praise those parents who 'do the right thing'.

10.10. Pulling into and reversing out of private driveways

- Consider a voluntary one-way system so that parents are encouraged to approach the school in a way that does not require reversing into driveways.
- Develop a School Road Safety and Traffic Guide and outline expectations of school community for compliance to this traffic law.
- Include reminders about this aspect of safe driving in newsletters and praise those parents who 'do the right thing'.

10.11. Speeding

- Check sight lines of *Children/School* warning signs and contact Local Government or Main Roads WA to relocate if necessary.
- Request Police enforcement of special school zone speed limits.
- Contact Local Government to see if they can make available a speed alert mobile, if they provide "Please Slow Down – Consider our Kids" bin stickers.
- Develop a Pace Car Pledge program, where parents sign pledges agreeing not to speed and place a bumper sticker on their car to show their commitment.
- Consider other engineering traffic calming strategies with consultation with the Local Government or Main Roads WA.



School Edition

- Develop a School Road Safety and Traffic Guide and outline expectations of school community for compliance to this traffic law.
- Include reminders about this aspect of safe driving in newsletters and praise those parents who 'do the right thing'.



11. Sample Action Plan: Gunnadoo Primary School

<ul style="list-style-type: none"> - Before and after school congestion - Congestion around Busy Street at drop off and pick up times - Children running onto road from behind parked cars - Parking on footpaths during these times 	<p>Education and encouragement</p> <ul style="list-style-type: none"> - Develop a School Road Safety and Traffic Guide to outline rules and guidelines for parking and vehicle access around the school. Launch at assembly. - Encourage teachers to use the classroom and At Home activities from the <i>Challenges and Choices</i> resources relating to Pedestrian safety. - Identify the safest routes to school and paint footprints and stop smiley faces. Promote through newsletter and local paper. - Certificates at assembly for Safe Pedestrians and Safe Driver Awards. <p>Engineering</p> <ul style="list-style-type: none"> - Liaise with Local Government to install Kiss and Drive and Stop and Chat signs and have a special morning tea to launch the use of them. <p>Enforcement</p> <ul style="list-style-type: none"> - Liaise with Local Government Ranger to book illegally parked cars over a two week period initially 	<ul style="list-style-type: none"> - School Road Safety Committee (Tom and Lisa) with consultation with P&C and Student Road Safety Committee. - Mark to liaise with all teachers. - Vicki and Tom liaise with P&C for parent help. Whole school involvement in painting. Tom to deal with promotion. - Tony to explain system to Student Road Safety Committee. Students to identify and present certificates every fortnight at assembly. - Tom to liaise with Sue (engineer at Local Government) - Student Road Safety Committee to organise launch event (invitations, media etc.) - Lisa contact Local Government Ranger and explain problem areas. 	<ul style="list-style-type: none"> - end of Term 1 - By Week 3 Term 1 - End of Term 1 - By Week 3 Term 1 - Kiss and Ride installed by start of Term 2. Provide information to parents Week 10 Term 1 - Two weeks each term if required
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<p>Cars speeding along Straight Street particularly before and after school.</p>	<p>Education and encouragement</p> <ul style="list-style-type: none"> - Assembly item about dangers of speeding by students from <i>Challenges and Choices</i>. - Liaise with Local Government to borrow a speed alert mobile (SAM). - Request in newsletter to obey speed limits around school. <p>Engineering</p> <ul style="list-style-type: none"> - Liaise with Main Roads WA to install 40kmh school zone on both sides of school grounds. <p>Enforcement</p> <ul style="list-style-type: none"> - Liaise with local police to make spot visits to school (before and after) and book speeding offenders. 	<ul style="list-style-type: none"> - Students Road Safety Committee to organise (Lisa to assist coordination). - Vicki organise newsletter snippet. - Tom to liaise with John at Main Roads WA. - Students Road Safety Committee to write letter requesting visit from John (Main Roads). - Tony liaise with Sue (Local Government) and Frank (Police). - Student Road Safety Committee to write article about this for newsletter and assembly 	<ul style="list-style-type: none"> -By Week 5 Term 1 - By Week 1 Term 1 Each term as required
<p>Dangerous situation for children as cyclists and drivers share main drive to car park</p>	<p>Education and encouragement</p> <ul style="list-style-type: none"> - Ensure that rules for shared paths for cyclists are clearly outlined in School Road Safety and Traffic Guide and promote in newsletter - Discuss with students at assembly - Encourage teachers to use the classroom and At Home activities from the <i>Challenges and Choices</i> resources relating to safety on wheels. 	<ul style="list-style-type: none"> - Vicki to check and organise newsletter snippet - Tom to discuss at assembly and organise Student Road Safety Committee to reinforce at weekly assembly spot. - Mark to liaise with all teachers. 	<ul style="list-style-type: none"> - End of Week 3 Term 1 - ongoing as required - By end of Term 1



	<p>Engineering - Liaise with Local Government to install a pedestrian/cyclist bollard at end of shared paths to encourage student cyclists to dismount and not enter main drive to car park.</p>	<p>- Tony liaise with Sue (Local Government)</p>	<p>- By end of Term 1</p>



12. Suggested education and encouragement strategies to address key road safety issues

Education and encouragement strategies should be the strategies that the committee considers first. These strategies usually involve the whole school community and are often effective economical solutions to key road safety issues. Choose from the following education and encouragement strategies:

12.1. Classroom and at home curriculum material

Challenges and choices: early childhood and middle childhood resilience, drug and road safety resources

These two free resources, produced by *School Drug Education and Road Aware* were sent to all WA primary schools in 2006. Encourage teachers to use these resources first to plan and implement whole school road safety programs. All learning experiences in these resources are linked to the *Curriculum Framework*.

The focus areas for the **early childhood** resource include:

- **Focus area 1: Passenger safety** (focuses on wearing a correctly fitted restraint; using the safety door; behaviours that will not distract the driver and using public transport.)
- **Focus area 2: Pedestrian safety** (focuses on holding an adult's hand to walk and cross roads; identifying safe places to cross the road and the systematic search strategy; potential and existing hazards in the traffic environment including car parks and planning safe routes to walk to and from school.)
- **Focus area 3: Playing safely** (focuses on wearing a correctly fitted helmet when riding a bike or wheeled device; and safe places to ride.)
- **Focus area 4: Sensing traffic** (focuses on identifying relevant pedestrian and cyclist road signs; developing auditory recognition of sounds that relate to pedestrians and cyclists and increasing the visibility of pedestrians).

The focus areas for the **middle childhood** resource include:

- **Focus area 1: Passenger safety** (focuses on the role of a restraint in a crash; correct ways to get in and out of cars, buses and trains and the passengers' responsibility to act safety to avoid driver distraction.)
- **Focus area 2: Pedestrian safety** (focuses on using the systematic search strategy in different locations; identifying potential pedestrian risks; and identifying potential hazards in the local area.)
- **Focus area 3: Safety on wheels** (focuses on selecting safer places to ride bikes and wheeled devices; choosing and maintaining a bike and helmet and the physical, emotional and financial consequences of crashes.)
- **Focus area 4: Road signs and rules** (focuses on identifying relevant pedestrian and cyclist road signs and the consequences of non-compliance; and making decisions in road user situations.)



The *At Home Activity Sheets* at the end of each focus area provide easy to use activities to involve and educate parents and families in school road safety.

TravelSmart to school program

TravelSmart to School is a Department of Planning and Infrastructure integrated education program raising awareness about the impacts of car use and encouraging the use of travel alternatives. The program promotes walking, cycling, public transport and carpooling for school trips.

TravelSmart to School Kit contains a range of classroom based learning experiences focussing on these issues. This free kit may be ordered by contacting (08) 9336 7047 or emailing info@milleniumkids.com.au.

The TravelSmart to Schools Program is supported by the Walking School Bus (details below).

Get on board: Transperth's community education program

This free Transperth program, suitable for Years 5-7 students is delivered by a trained facilitator. It focuses on using public transport as an alternative to car travel. Delivery of the program can be arranged by contacting 9326 3970 or emailing education@transperth.wa.gov.au.

Planet ThinkSafe

Planet ThinkSafe provides safety information in an interactive way, using colourful graphics and animation specially designed for primary school students from 7 to 11 years old.

Students can explore Planet ThinkSafe and find out about common hazards using the ThinkSafe SAM methodology of:

- **Spot the hazard**
- **Assess the risk**
- **Make the changes**

Planet ThinkSafe encourages children's safe behaviour in four main areas in a range of situations; playgrounds, at home, at school and on the road. In each situation some of the most common hazards have been identified, the risk of each hazard assessed and ways to control the hazard provided.

Planet ThinkSafe provides printable teacher tips and teacher led classroom activities that have been designed to encourage enquiry from students and consolidate the information on the website. All classroom activities have been mapped to relevant WA Curriculum Framework outcomes across the eight curriculum areas where appropriate.

Planet ThinkSafe can be accessed from the WorkSafe website on www.worksafe.wa.gov.au by clicking on educational resources and students on the home page.



12.2. Whole school strategies

The following strategies can be implemented as whole school or classroom based initiatives. They may be coordinated by teachers, members of the School Road Safety Committee or members of the Student Health Committee: See page 33 for a range of strategies specifically suggested for members of the Student Health Committee to undertake.

- **Special events days:** Road Safety Week; White Ribbon Day; Walk to School and Cycle to School Day; Blessing of the Roads.
- **Guest speakers:** – see Appendix 4
- **Launches:** To promote the Safe Routes to School Stop Smiley Faces program, a Road Safety and Traffic Guide or Kiss and Drive bays or similar.
- **Competitions:** Posters and quizzes on a road safety theme.
- **Library and shopping centre displays:** Students' road safety work or skits.
- **Advocacy:** Students lobby authorities for improvements in local traffic conditions; or lobby the Advertising Standards Bureau (Reply paid 83005 Turner ACT 2612) about advertisements that promote unsafe driving practises. Students make personal checklists to take home to their parents/caregivers to advocate use of the Road Safety and Traffic Guide or personal pledges to walk or cycle to school.
- **Newsletter items:** Student work; promotion of special road safety events or general tips about road safety - see Appendix 3.
- **Certificates of encouragement:** for students and parents who 'do the right thing' with regards to road safety.
- **Road safety monitors:** Older students assist younger students to cross busy roads or wait at Kiss and Drive bays.

12.3. Developing a road safety and traffic guide

A Road Safety and Traffic Guide is basically a blue print of how the committee would like pedestrians, cyclists and motorists to behave while travelling and moving around your school. It lets everyone know when and where they can park; how to use special parking areas such as Kiss and Drive and Stop and Chat Bays; and includes information about pedestrian and cyclist safety programs such as the Safe Routes to School signs or the Walking School Bus.

The key to successful acceptance of this guide is to involve the whole school community in its planning and to launch the guide in a very public way e.g. at an assembly with invited local media and community members in attendance. The launch of this guide is an ideal opportunity to acknowledge all the community agencies you have liaised with e.g. Main Roads WA, WA Police, Local Government Rangers, Traffic Wardens, Road Safety Officers and even local Councillors.

It may also be appropriate to involve the Student School Road Safety Committee (if you have one) in the publication of this guide. A colourful student generated pamphlet or fold out wallet card will have more chance of being read by families than an official policy style document.

Ensure that new families and teachers to the school receive this guide and continue to modify and promote it each year. Also distribute the guide to parents at Kindergarten students' orientation day and reproduce this information in the school handbook or school website (if applicable).



Possible information to include in a road safety and traffic guide:

➤ **Introduction**

- Explain that the School Road Safety Committee has developed the following advice to ensure that all children travel to and from school in the safest environment possible.
- Encourage parents to read and follow these guidelines and also discuss it with their children to ensure they understand the guidelines appropriate to them as pedestrians and cyclists.
- Explain that it is important that other people that take their children to school (grandparents, babysitters) need to be aware of this information.

➤ **Parking issues**

- Explain applicable designated drop off and pick up areas. For example:

Kiss and Drive Zones are specially marked bays to drop off and pick up students and not for standing for periods of over two minutes.

Stop and Chat Zones are specially marked bays that may be used for extended periods of time before and after school.

Class and family pick up points are areas specially designed to alleviate congestion at the main entrance of the school

Pre-primary: give identified pick up area

Years 1-3: give identified pick up area

Year 4-7: give identified pick up area

Families: give identified pick up area

- Explain alternative parking options. For example:

Through negotiation with the Local Government it may be possible to use the parking area of a nearby community amenity such as a sporting club, community centre, shopping centre for parking before and after school. Encourage parents and carers to use these areas for parking rather than parking in the street.

- Explain that parking opposite bus bays is prohibited as this situation forces children to cross in front of or behind a bus, putting them at risk of not being seen by other drivers.
- Encourage parents to ask their children to use the safety door (rear door nearest the kerb) for exiting and entering their car.
- Encourage parents to walk their children to and from school to reduce parking congestion and to act as active role models for their children.

➤ **Pedestrian issues**

- Explain the *Safe Routes to School Follow Me Footprints and Stop Smiley Faces* (if applicable). For example:



Our School has identified the *safest routes for children to walk/cycle to and from school*. These have been marked with blue footprints and yellow and red stop signs and smiley faces. Walking/cycling to and from school helps to alleviate congestion at drop off/pick up times.

The blue footprints serve as a guide for our children to choose the safest way to walk and or cycle to and from school (attach a map to show where the safe routes have been marked).

The yellow and red stop sign and smiley face at intersections have been placed at the safest crossing points on the safe routes and remind children to:

- STOP back from the kerb
- LOOK in all directions
- LISTEN for traffic
- THINK about when it safe to cross

The school will be educating and encouraging the children to use the recommended safe routes. We therefore ask parents to:

- Be aware and supportive of the use of the designated safe routes
 - Take care when parking not to park on the verge/footpaths or in areas which have been signed with the *Follow Me* footstep and the identified safest crossing points with the stop signs and smiley faces.
 - Take time to discuss the program with your child/ren and encourage them to use the designated routes.
- Explain the *Walking School Bus* (if applicable) for example:

The *Walking School Bus* is a supervised walking group of students, escorted by parent volunteers from our school. Students are "picked up" along a set route in the morning and returned in the afternoon.

It is designed for children who live within 1 km of our school or who can be taken to the *Walking School Bus* route terminus point at the (insert name of meeting point).

For more information about the *Walking School Bus* route please contact (insert contact details and name of committee member). The Department for Planning and Infrastructure has assisted our school to identify suitable *Walking School Bus* routes and provided training for parent volunteers as proficient escorts.

- Explain alternatives to the *Walking School Bus*. For example:

Research indicates that children under the age of 10 should not walk to school unsupervised as they cannot accurately judge traffic speed and distance. If your child is under 10 and walks to school unsupervised, please contact your School Road Safety Committee representative (insert contact details and name) so we can look at forming a buddy system with an older student or another appropriate solution to decrease their road safety risk.



➤ **Cyclist issues**

- Explain cycling rules in and around the school. For example:
 - Cyclists must wear a correctly fitted bike helmet when riding to and from school.
 - Cyclists must ride on the left of the footpath when it is available and give way to pedestrians.
 - Cyclists must walk their bikes across the school pedestrian crossing and into the school grounds.
 - No primary school age child should cycle to school unsupervised unless there are no roads to cross or there is a designated safe pathway.

➤ **Specific notification of road safety concerns surrounding the school**

- Explain areas of road safety concerns specific to your school. For example, a crossing point which does not meet criteria for crossing guard but is used by children; intersections which may require extra care during drop off and pick up times. Liaise with your Local Government regarding which areas need to be included in this section and for practical advice on how dangerous situations may be avoided.

12.4. Developing a Student Road Safety Committee

Rationale for developing a Student Road Safety Committee

A Student Road Safety Committee may be an alternative and more effective way to influence the road safety attitudes and behaviour of students, and in turn, the parents and caregivers in the school community. This committee can work alongside the School Road Safety Committee or act as an alternative to this parent/teacher committee.

A Student Road Safety Committee provides meaningful leadership roles for 6-8 senior students. The strategies implemented by this student group reinforce classroom based road safety curriculum and other education strategies that may have been implemented by the School Road Safety Committee. They also promote a greater awareness and commitment to school road safety by the whole school community.

Tips for effective coordination of a Student Road Safety Committee

The committee

- Particularly encourage boys to nominate for the Student Road Safety Committee as often it is boys who participate in risky road safety behaviour.
- Appoint 6-8 Year 7 students to the committee and acknowledge their appointment in the same way as other student leadership roles e.g. students receive name badges similar to student council or house captain badges.
- Nominate specific roles on the committee e.g. Chairperson, Events Coordinator, Secretary, Treasurer, Data Collector, Journalist, Photographer. Outline responsibilities of these roles and rotate the roles each term.
- Appoint an adult to supervise the Committee on a regular basis, ideally a teacher or parent from the School Road Safety Committee.
- Hold weekly or fortnightly meetings during school time to monitor progress of action plan.



Developing an action plan

- Encourage students to develop an action plan that complements or reinforces the action plan developed by the School Road Safety Committee or if no such committee exists, use the data from the School Road Safety Survey Form (Appendix 1) to help students determine road safety issues around the school that need addressing.
- Encourage students to identify no more than three key issues for the committee to plan strategies to address each term.
- Use the Action Plan (Appendix 2) provided to plan strategies that the committee will undertake.

Implementing the action plan

- Consider who the plan will need to be authorised by before strategies are implemented.
- Consider allocating a budget to the committee so that student road safety events can be catered for and promoted.
- Encourage the Secretary to write letters of thanks to any agencies (Main Roads WA, Traffic Wardens, local Councils etc.) who may have assisted with school road safety issues and supply regular minutes to the Principal or School Road Safety Committee.
- Encourage the Reporter and Journalist to contribute regular articles to the school assembly, newsletter or website.
- Ensure that the workload is evenly shared among the committee and encourage those students who are not contributing to reconsider their role on the committee.
- Review the committee's action plan at each meeting.

Possible activities for a Student Road Safety Committee to undertake

- Special road safety events at school such as Bike to School or Walk to School days, launch of the Road Safety and Traffic Guide, Kiss and Drive bays, White Ribbons for Road Safety or the Blessing of the Roads Easter campaign, followed by breakfast. These should be implemented in accordance with your school's or the Department for Education and Training's risk management and duty of care guidelines.
- Assembly items each term about some aspect of school road safety including reports for the committee, songs and skits by other students and/or guest speakers.
- Committee to encourage parents and students to 'do the right thing' with regard to road safety by awarding regular Safe Driver and Safe Pedestrian/Cyclist awards at assembly.
- Buddy road safety activities with the Year 7 and 6 students and Year 1 and pre-primary classes such as correct crossing of the road with a Traffic Warden.
- Organisation of road safety excursions (e.g. to Wheelchair Sports to play wheelchair basketball – contact ph: 08 9443 4833) and incursions (e.g. The Tree House by Spare Parts Puppet Theatre – contact ph: 9335 5044).
- Fortnightly road safety snippets in school newsletter (See Appendix 3).



- Development of illustrations or graphics to make the Road Safety and Traffic Guide pamphlet more visually appealing. Remember to get permission to use photographs of children.
- Assistance to coordinate the painting of blue footprints and yellow and red stop smiley faces on safest routes to school as well as the ongoing promotion of this program.
- Poster or colouring competitions or lunch time song or rap competitions to promote road safety issues or events.
- Coordination of busy bees to cut down any trees or vegetation that may be interfering with driver/pedestrian sight lines or to repair or replace bike racks.
- Lobbying support from local agencies for environmental strategies that may be needed in the school road environment or wider community.
- Student evaluation of classroom and whole school road safety strategies that have been implemented.
- Free dress days that promote the message that safer pedestrians wear bright clothing, promote the colours of the footprints and stop smiley faces and raise money for future school road safety activities in accordance with established school and Department of Education and Training policies.

12.5. Safer pedestrian and cyclist programs

Follow me footprints and stop smiley faces

This involves the identification and signage of the safest routes for children to walk and cycle to and from school. It also encourages more children to walk and or cycle to school to decrease traffic congestion during drop off and pick up periods.

Data from the School Road Safety Survey and consultation with Local Government or Main Roads WA representatives must occur so as to correctly identify these safe routes. Incorporating Safety Houses along the safe routes is also recommended.

It is suggested that students and parents are involved in the painting of the Follow Me Footprints and Stop Smiley Faces to encourage greater ownership and compliance.

- **Suggested specifications for the placement of Follow Me Footprints and Stop Smiley Faces**

Templates for the Follow Me Footprints and the Stop Smiley Faces are included on the CD for schools to create stencils. It may be advisable to liaise with other surrounding primary schools to share the costs of the paint.

To educate children about the systematic search strategy for crossing roads it may also be useful to paint the symbols in a safe area in the playground so younger students have the opportunity to practice in a simulated environment.

To create a uniform and consistent approach to the identification of the safest routes with the footprints and stop smiley faces, the following specifications are suggested:



Footprints

- When identifying the safe routes, footprints should begin where roads intersect, that is at the corner point and not half way down the street.
- Footprints should be placed approximately 3 metres apart and face toward the school.

add footprints in correct spots



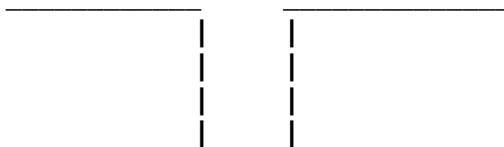
- It is recommended that the footprints be painted blue (Colour Tone, Victoria Blue - all season low sheen) for easy and consistent identification.

Stop Smiley Faces

The Stop Smiley Faces should be placed at the identified safest crossing points along the routes. These include:

- Crossing points with pedestrian refuges.
- Other points which do not have engineering treatments present but will need to be selected in conjunction with Local Government engineering staff.
- The approach to each junction/intersection where children have to cross a street.
- The Stop Smiley Faces should be placed approximately 50cm from the edge of the kerb with eyes to the left on the left and eyes to the right on the right, simulating students looking right and left.
- The Stop sign is to be placed in the centre. It is recommended that the background be painted bright red with the letters for stop being painted in yellow. The Smiley Faces should also be painted in the bright yellow.

add smiley faces in correct place



Walking School Bus

The *Walking School Bus* is a supervised walking group for primary school students, escorted by parent volunteers. Students are 'picked up' along a set route in the morning and/or in the afternoon.



It is designed for children who live within 1 km of their school or who can be taken to a *Walking School Bus* route terminus point. The Department for Planning and Infrastructure assists schools to identify suitable *Walking School Bus* routes and provides training for parent volunteers as proficient escorts.

The 'bus' usually operates only a limited number of days each week. Parents are not asked to commit themselves to more than 2 days per week. Nominating one day per week as *Walking School Bus Day* is a good start for the escort group. This can then be increased at a later date.

13. Suggested engineering strategies to address key road safety issues

Engineering strategies are not always the best or only solution to school road safety issues. Education and encouragement strategies should always be considered first, however a number of engineering measures can be used to regulate traffic flow and make school environments safer. When considering engineering strategies, consider the following aspects of the school environment:

- Traffic speeds should be low – 40km/h or less is desirable.
- Parking should be adequate to allow safe drop off and pick up of children, through indented on road parking or restricted speed off road parking.
- Paths should be provided on the school side of the road and cycle access paths should be separate from entrances for vehicles and pedestrians.
- Roads should be generally free from high levels of congestion through the use of one way traffic flow and roundabouts or turning areas.
- Sight lines for drivers and children should be clear. Ensure that vegetation and other obstructions at all entry points, drive ways and road crossings are lower than a small child.
- Road crossings for children and school warning signs should be safely located and clearly visible on all approaches to the school.
- Staff parking should be away from other parking and on school grounds.

13.1. Traffic speed strategies

School zone signs and speed limits

40 km/h school zone signs

Main Roads WA's policy is to install these limits along all school frontages where appropriate. School zones usually operate from 7.30 – 9.00am and 2.30 – 4.00pm on school days during the school term.





School zone speed limits are installed as follows:

- within 80km/h and higher speed limit roads – 60 km/h School zone
- within 50, 60 and 70km/h speed limit roads – 40 km/h School zone

Installation of the 40 km school zone signs can be negotiated with Main Roads WA.

Warning signs, lights and messages

Warning signs to warn motorists to modify their driving behaviour as they near a school include:

- School crossings
- Pedestrian crossings
- Presence of school or pre school
- Presence of pedestrians in the vicinity of a pre school
- People with disabilities

Installation of these warning signs can be negotiated with Main Roads WA.



The Local Government (either through the Road Safety Officer, Community Safety Officer or the Engineering Department) can arrange for temporary installation of Speed Alert Mobiles (SAM) to warn vehicles if they are travelling faster than the 40km/h speed limit or praise those who are travelling within the speed limit.

Other traffic calming devices

While the above speed limits and signs with regular enforcement and education have been shown to reduce operating vehicle speeds, the following calming devices may be an option:

Roundabouts

Roundabouts are useful as a speed control treatment on local roads at intersections. They also provide a means for vehicles to U-turn with reasonable safety and assist with parents/carers picking up or setting down children on the school side of a road without having to travel long distances or attempting to u-turn near the school. Particular care should be taken when considering roundabouts at intersections where there are high numbers of pedestrians or cyclists crossing one or more of the roads. Children, in particular should be encouraged to cross roads away from roundabouts that have high traffic flows. Children should preferably cross where median refuge islands are installed.



Median islands

While median islands improve pedestrian safety by enabling pedestrians to cross roads in two stages, they also assist in slowing traffic speeds. When used near schools they:

- Reduce the road space available to traffic
- Deter overtaking
- Provide 'side friction' that reduces traffic speed.

Speed humps and raised plateaus

These treatments are useful in parking areas or accesses to school where speeds must be no more than 10 km/h.

13.2. Parking strategies

The parking requirements for schools are related to the number of students attending the school and access to public transport. The formula applied by Local Governments and accepted by the Department of Education and Training is:

- Approximately 14 pick up and set down bays for every 100 children enrolled at primary schools and 7 per 100 for high schools
- School staff parking to be provided in the school grounds.

The following parking strategies may be negotiated with Local Governments (or Main Roads WA in the case of main roads and highways):

Kiss and Ride, Stop and Chat and Class and Family Pick Up Zones

A Kiss and Ride Zone is an area designated and appropriately signed for the dropping off and picking up of students only and not for stopping for periods of over two minutes. These zones essentially mean the same as No Parking and can be complemented with an advisory No Parking sign if approved.

A Stop and Chat Zone is an area designated and appropriately signed for those parents/guardians who may arrive at school prior to school beginning or finishing who may need to park for extended periods of time.

Class and Family Pick Up Zones are appropriately signed areas to pick up and drop off children from specific year groups or multiple children from a range of year groups.

In all of these zones:

- Discuss with Local Government if one way traffic flow can be developed to keep pick up / set down on the school side of the road/
- The location should be on the school side of the road.
- Parking restrictions on the side of the road opposite the school should be installed for before and after school.
- Entries and exits should be separate from entries for bicycles and pedestrians.
- Traffic speeds should be no more than 10 km/h.



On road parking

On road parking outside schools should preferably be in marked bays with kerbed nodes. These nodes provide places where pedestrians can see past parked vehicles. On road parking should be provided away from the entrance of the school on a local road.



Off road parking

On road parking is not always feasible. Off road options that may be negotiated include adjacent sporting or shopping facilities or adjacent public open space. When choosing alternate off road parking, try to avoid pedestrians having to cross major roads to access these areas.

Bus parking

If more than one bus or an articulated bus is to park at a stop, it is necessary for *Bus Zone* signs to be installed to define the kerbside space required. It is illegal for other vehicles to stop in this zone. Bus stops should be on the same side as the school, away from the main congestion area.

School owned buses should have a stopping area on the school grounds, separate from other parking. Stopping places should avoid the need for the bus to reverse and children should be able to enter and leave the bus from a path.



13.3. Road crossing strategies

Children's Crossings

Children's crossings afford children the highest level of protection at road crossings. This is because an adult trained warden or volunteer operates the crossing and traffic is controlled by stop banners held by this adult.

Applications for a children's crossing need to be made by the Principal or President/Secretary of the P&C or P&F to the *School Crossing and Road Safety Committee* through the Traffic Warden State Management Unit or local police. This police unit is also responsible for the recruiting, training and assessing of Traffic Wardens and parent volunteers.

Following a review by the *School Crossing and Road Safety Committee*, either a Type A or Type B crossing may be offered. When student numbers and traffic volumes are high, a Traffic Warden is appointed (Type A). When student numbers and traffic volumes are considered 'not abnormal', a crossing that utilises a volunteer warden is offered (Type B).

Main Roads WA installs the crossing pavement markings, appropriate advance warning signs a red and white bollards at the crossing.

Unattended pedestrian crossings (zebra crossings) are not recommended for use outside primary schools because children often step onto the crossing in the belief that vehicles will always stop and this is not always the case.

Marked foot crossings

These are pedestrian operated signals that are usually part of intersection signals. They are installed only where crossing demand is high. Young children often have difficulty understanding the operation of these signals so they are not a preferred option.

Pedestrian fencing and landscaping

Pedestrian fencing and landscaping is generally used in association with crossing facilities to direct children to safer crossing points or deter them from crossing where it is unsafe.

It may be used on nature strips or wide median islands. Attention needs to be given to the placement and height of the fencing or vegetation to ensure that sight lines for drivers and pedestrians are not obscured.

13.4. Road Safety audits

Road safety audit is a process whereby the safety potential of proposed projects is maximised and hazards of existing roads are identified. It is looking at a project from the perspective of the safety of all road users and identifying the potential risks and hazards posed by the project as proposed (or as is in the case of an existing road). Road Safety Audits are commissioned by the road owner and are conducted by a qualified, independent senior road safety auditor.



In Western Australia the Road Safety Council's Road Safety Around Schools Taskforce developed Road Safety Around Schools Audit Checklists to ensure road safety at schools sites can be addressed systematically in a road safety audit format. Checklists are available from the WA Local Government Association.

13.5. Who to contact for engineering strategies

The following table provides a guide on areas of responsibility relating to school road safety issues and may be useful to consult when developing an action plan.

Organisation	Responsibilities
Main Roads WA	Traffic lights (including pedestrian lights)
	Road markings (centre lines, edge lines, lane lines, school crossing markings, zebra crossing markings, stop and holding lines) – responsibility for installing and maintaining may be delegated to Local Governments in some areas.
	Main roads and highways - Road widening, resurfacing, pedestrian median islands, drive way approvals
	Main roads and highways - Parking signs and traffic signs
	Warning signs – children and school signs, intersection warning signs (in metropolitan areas). In areas outside the metropolitan area, contact Local Governments for local roads and Main Roads WA for main roads and highways.
	Regulatory Signs – school zones, speed limits, stop and give way signs
	Street lighting – in conjunction with Local Government
	No Through Road signs
	Traffic, crash and speed data for main roads and highways
Local Governments	Footpaths, shared paths and bicycle paths (except on freeways)
	Local roads - Road widening, resurfacing, pedestrian median islands, driveway approvals
	Local roads - Parking signs and road signs
	Bus stops – location determined in association with the Department of Planning and Infrastructure
	Street lighting on local roads
	Traffic, crash and speed data for local roads.
School Crossing and Road Safety Committee	Assessment of children's crossings. Contact the Traffic Warden State Management Unit on 9222 1917 for application form or visit www.police.wa.gov.au/Services/Traffic.asp?SchoolCrossingSection



14. Appendix 1: School road safety survey and cover letter

School Letterhead

SCHOOL ROAD SAFETY SURVEY

Dear Family

As part of our commitment to the safety of our children, Primary School's School Road Safety Committee will be implementing a range of road safety strategies around our school and local community.

To determine what the key road safety issues are for our school we are collecting vital information from you through the attached data collection form. In addition, drop off and pick up times will be monitored and reviewed to address key road safety issues.

Your co-operation in the completion and return of these forms is greatly appreciated. Should you have any queries, please do not hesitate to contact on (08)

We look forward to working with you in creating a safer environment for our children.

Yours faithfully,

<Name>
Principal



14.1. School Road Safety Survey

(One form per family, to be completed by a parent/carer in reference to the student with the next birthday.)

SCHOOL: _____

By completing this questionnaire you will be providing important information to assist in the development of strategies to improve road safety around your school. The information you provide will be collated by RoadWise who will work with the school staff, students and parents in implementing the Safe Routes to Schools program. Please fill in the questionnaire and return it to school by *INSERT DATE*.

STUDENT'S NAME _____ **YEAR LEVEL** _____ **AGE** _____

MALE **FEMALE**

If you have other children at this school, please list for each, their year level and age

Year level	Age
<i>Example</i> <i>Year</i>	<i>10 years</i>
5	

Year level	Age

1. **How does your child get to and from school on MOST DAYS:**
(Please tick one box only)

In dry weather?

- CAR
- WALK OR CYCLE
- BUS
- WALKING SCHOOL BUS
- OTHER _____

In wet weather?

- CAR
- WALK OR CYCLE
- BUS
- WALKING SCHOOL BUS
- OTHER _____

2. **How many times LAST WEEK did your child travel to/from school by:**
(Indicate by placing a number in each box)

- | | | |
|-------------------------------|---|--------------------------------------|
| <input type="checkbox"/> CAR | <input type="checkbox"/> BUS | <input type="checkbox"/> BICYCLE |
| <input type="checkbox"/> WALK | <input type="checkbox"/> WALKING SCHOOL BUS | <input type="checkbox"/> OTHER _____ |



3. Please estimate the distance your child travels from home to school. (Use the map on the last page, as a guide. Please tick one box only.)

- 5 km 1 to 2 km 3 to 5 km
- .5 to 1 km 2 to 3 km 5 km or more

4. Please list any reasons which might prevent you from walking or cycling to school.

5. If your child walks or cycles, are they accompanied to school?

- NO (go to question 6)
- YES

- BY: ADULT (parent/carer/other)
- OLDER BROTHER OR SISTER - AGE: _____
- YOUNGER BROTHER OR SISTER - AGE: _____
- OTHER STUDENT/S - AGE: _____

6. Please indicate on the scale below how important you believe road safety is, compared to other issues at the school? (please circle one only)

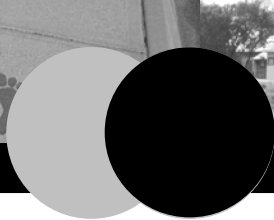
- | | | | | |
|----------------|-----------|----------------------|--------------------|---------------|
| Very important | Important | Moderately important | Somewhat important | Not important |
| 1 | 2 | 3 | 4 | 5 |

7. How would you rate your understanding of road safety issues? (please circle one only)

- | | | | | |
|-----------|---------------|----------|---------------|----------|
| Very high | Above average | Average | Below average | Limited |
| 1 | 2 | 3 | 4 | 5 |

8. In your opinion, how safe is the road environment and the people who use the road near your school? (please tick one box only)

- Very safe
- Fairly safe
- Not sure
- Fairly unsafe
- Very unsafe



9. (A) **INSERT STREET NAME:** Do you believe there are any traffic problems affecting road users (drivers, cyclists and pedestrians) in the drop off/pick up area, in this street, next to the school? (tick as many boxes as apply)

- CONGESTION
- DOUBLE PARKING
- PARKING IN NO STANDING OR NO PARKING ZONES
- PARKING ON THE VERGE
- PARKING IN THE BUS BAY
- PARKING OR DRIVING THROUGH THE TEACHERS CAR PARK
- U-TURNS IN FRONT OF THE SCHOOL
- LACK OF PARKING
- CHILDREN CROSSING THE ROAD TO CARS PARKED ON THE OPPOSITE SIDE OF THE ROAD TO THE SCHOOL
- PULLING INTO AND REVERSING OUT OF PRIVATE DRIVEWAYS
- OTHER (Please specify below)

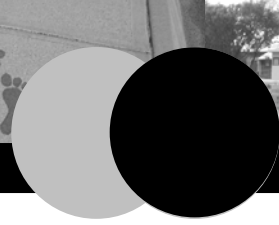
9. (B) **INSERT STREET NAME:** Do you believe there are any traffic problems affecting road users (drivers, cyclists and pedestrians) in the drop off/pick up area, in this street, next to the school? (tick as many boxes as apply)

- CONGESTION
- DOUBLE PARKING
- PARKING IN NO STANDING OR NO PARKING ZONES
- PARKING ON THE VERGE
- PARKING IN THE BUS BAY
- PARKING OR DRIVING THROUGH THE TEACHERS CAR PARK
- U-TURNS IN FRONT OF THE SCHOOL



- LACK OF PARKING
- CHILDREN CROSSING THE ROAD TO CARS PARKED ON THE OPPOSITE SIDE OF THE ROAD TO THE SCHOOL
- PULLING INTO AND REVERSING OUT OF PRIVATE DRIVEWAYS
- OTHER (Please specify below)

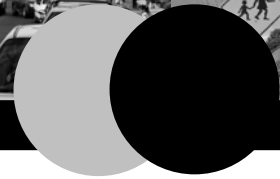
10. **Please mark your normal route to and from school on the map below. Please use different colours to specify mode of transport (ie red = car, blue = bicycle, green = walk).**



11. **Have you noticed any other road safety danger spots in the area or on your regular route to & from school?**

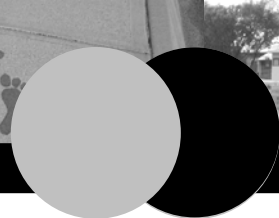
(Please use the map provided should you wish to indicate the exact location/s.)

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS FORM, PLEASE RETURN IT TO ***INSERT WHERE & WHO*** BY ***INSERT DATE DUE***



15. Appendix 2: School road safety action plan

What are our key issues?	How will we address this issue?	Who will do this?	By when?



16. Appendix 3: Newsletter tips

Contained in this appendix are over 50 articles with a road safety theme that may assist in reducing road safety issues at your school or broader community. These short articles can be reproduced in weekly school newsletters, in your School Road Safety and Traffic Guide or wherever the committee decides that this education strategy is appropriate.

An electronic version of this appendix (that can be cut and pasted) is available on the CD ROM that accompanies this handbook.

16.1. Information about Roadwise and your School Road Safety Committee

Welcome from your School Road Safety Committee

Recently our school formed a School Road Safety Committee. This Committee consists of _____, _____, _____, _____, _____, _____ (names and position in school community e.g. teacher, parent, students etc.). The committee members, with your help, will be identifying and addressing local road safety problems around our school. To do this task effectively we ask that you complete the School Road Safety Survey that will be sent home this week with your child. For more information please contact (school contact number).

Road Safety Action Plan

Thanks for the information you provided the School Road Safety Committee. The committee has developed an action plan for road safety around our school which includes: *(list key aspects of action plan)*

- Amend with any additional activities

For more information please contact <insert school phone number>.

Your RoadWise Committees

Throughout the State of Western Australia, there are currently over 73 Local Government areas that have active RoadWise Committees who work on local projects to improve road safety in their area.

These committees consist of interested members of the local community, including Local Government representatives, police and teachers.

If you would like to become involved with your local RoadWise Committee or would like further information about RoadWise, please telephone 9213 2066 or call your Local Government.



16.2. Information about vehicle movement around schools

Using the safest routes to schools

Parents, teachers and students have recently been involved in the school's Safe Routes to School Program by painting blue footprints and red and yellow stop smiley faces on the most commonly used footpaths leading to and from school. The Safe Routes to Schools Program aims to develop a safer environment for children to walk to and from school and also encourage more children to walk and cycle safely to school.

The blue footprints show the safest and quickest way to walk or cycle to school. The yellow and red stop smiley face at intersections have been placed at the safest crossing points on the safe routes and remind children to:

- STOP back from the kerb
- LOOK in all directions
- LISTEN for traffic
- THINK about when it safe to cross

We ask you to:

- be aware and supportive of the use of these designated safe routes with your children;
- avoid parking on footpaths or verges marked with the Follow me footsteps or safest crossing points which are identified with a Stop sign and a Smiley Face;
- remember that no child under the age of 10 should walk unsupervised to school.

School 40 km per hour zones

In 1997 Main Roads WA introduced a new speed zone applicable only to roads located around schools.

Today the 40km/h school zones are still in place and are working towards their aim of a reduction in road trauma for school aged children. The zones are applicable from 7.30am-9am and 2.30pm-4pm on school days and normal speeding penalties apply.

If you do speed you can expect a fine and the loss of demerit points. Please take care when driving around our school and observe the 40km/h limit for the safety of all children.

For more information please contact Main Roads WA on 138 138.

No stopping signs

No Stopping signs are located around our school to help your children stay safe. They mean that cars cannot park or drop off/pick up children at all or in some instances during the hours specified on the sign. It may seem convenient to park or stop in these areas but it may also endanger the lives of children, especially small children, who cross the road or walk through this area to school. This sign consists of a red 'S' in a circle with a line through it.



Double Parking

Double parking is unfortunately a problem that places the lives of our young children at unnecessary risk. Double-parked vehicles are visual obstructions for young children trying to cross to the other side of the road. They also place children getting in or out of the car at risk, as they must venture to the middle of the road to do so. Please refrain from double parking around our school and use the other safer parking options available to you.

Park on which side?

Many of us never give a second thought as to which side of the road we should drop off or collect our children. ***It is much safer for your children and other motorists if your children leave the car from the rear kerb side door.*** Your child will know this door as 'the safety door'. This stops children getting out of the car into oncoming traffic and reduces their risk of being injured. It is safer if you park on the school side of the road. Please take care not to park in the 'No Parking' and 'No Stopping' areas marked around our school as this places children at unnecessary risk.

Pick up areas

When picking up children in the afternoon, here are a few suggestions for you to help ease traffic congestion around our school.

- Pre arrange a pick up place with your children
- If possible, arrange to meet your children a little further away from the school
- Arrange to meet your children 5 to 10 minutes later than school finish time to avoid congestion.
- If this is not possible, then always attempt to park on the school side of the road to collect your children.
- Use the Kiss and Drive pick up area – if your child is not there, move through the area and go around the block
- Otherwise park your car further away and walk into the school ground to meet your children.

How does 'Kiss and Drive' and 'Stop and Chat' work?

We have recently installed some *Kiss and Drive* and *Stop and Chat* Bays alongStreet to help overcome the traffic congestion that occurs before and after school.

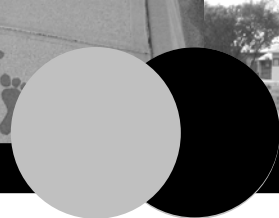
Kiss and Drive

In the morning:

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

In the afternoon

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



Stop and Chat

- For those parents/carers who need to park for extended periods of time before or after school, please park in these designated bays.

Please discuss with your children your most preferred pick up point.

Motorists and Guard Controlled Children's Crossings

When driving around schools, motorists need to be aware of children's crossing locations. When the orange Children Crossing flags are displayed, the crossing is in operation, and all drivers should be prepared to stop. Here are a few rules to adhere to:

- Look out for the advanced warning Children Crossing signs and flags.
- When you see the warden entering the road, you must prepare to stop your vehicle at the stop line just before the crossing.
- Remain stationary until all pedestrians and the warden are safely on the kerb or median.
- Do not overtake any other vehicle stopped at a Guard Controlled Children's Crossing.

For further information please contact Traffic Warden State Management Unit, Police Traffic and Operations on 9222 1922.

Disabled parking

We have disabled parking bays reserved near our school. Please do not park or stand in these bays if you do not have an ACROD sticker in your vehicle. Even dropping your children off in these bays can be inconvenient for those people who need to use these bays. Please be considerate when around these reserved bays for the safety and convenience of others.

School Holidays

School holidays are a time to relax and enjoy the break from school, however they are also a time when many children are injured on our roads. As parents we have a responsibility to ensure our children are properly supervised when on or near roads, car parks and driveways, as this is where many injuries and fatalities occur. Please keep watch over children during this time, as we want to see you and your family back after the break.

School Road Safety Reminder

As we embark on a new school term, it is important to remember the importance of some basic road safety rules around school. Please drive carefully remembering the 40km/h speed zones. Be mindful of children and their parents walking and cycling to school, as well as those students catching buses or waiting to be picked up by parents in vehicles. Schools can be very busy places at drop off and pick up time, and your courtesy and patience are appreciated.



16.3. Information about pedestrian and bus safety

Walking to school

While walking to school is encouraged for school children, here are some hints for parents to follow to ensure your children enjoy a safe trip to and from school every day:

- Where possible, walk to school with your children, especially if children are under the age of 10.
- Arrange for another adult or a group of older friends to walk with your children.
- Walk your children along the safest route to school and identify hazards and appropriate crossing locations along the way.

Crossing at a marked pedestrian crossing

Pedestrian Crossings are designated by road markings (either painted white lines or concrete centre islands) that warn motorists that a crossing is ahead, to take care and give way to pedestrians.

To use a crossing safely you must;

- Walk up to the crossing
- Stop
- Look
- Listen
- Think
- Keep looking and listening whilst crossing
- Do not run, ride or skate across

Crossing at a guard controlled children's crossing

Following are some simple steps to ensure you and your children use guard controlled children's crossings safely.

- When approaching a Guard Controlled Children's Crossing, stop back from the edge of the kerb.
- Wait for the attendant to blow the whistle for you to cross.
- Keep your eyes on the traffic and warden whilst crossing.
- If you are on a bike, skateboard or scooter get off the vehicle and wheel/carry it across the road.

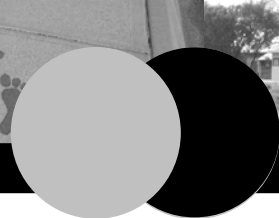
Safer playing areas

Most of us know that children will play anywhere at any time. However there are places where children should be discouraged from playing. Playing in driveways, car parks and even local cul-de-sacs should be strongly discouraged as these have all been designed for vehicle movement, not as child play areas. Suggest that your children play in the back yard, in a local park or skateboard facility instead.

Picking up your children from the bus stop

When picking up children at their bus stop, there are a few tips for you to follow to get your children home safely.

- Park your car on the same side of the road as the bus stop.
- If you are not driving or cannot park your car on the same side as the bus stop, ensure you wait for your child at the bus stop and accompany them across the road.
- Encourage your children to get off the bus, take five steps away from the road and wave goodbye to the driver as a signal they have alighted safely.
- If required, always cross the road with your child **after** the bus has driven away.



Dropping your children off at their bus stop

Below are some hints for dropping your children off safely at their bus stop:

- Always arrange for an adult to accompany your child to the bus stop.
- Always drop your children off on the same side of the road as the bus stop.
- Encourage your child to wait quietly for the bus and to refrain from playing games or with toys by the side of the road.

Getting off the bus

It is extremely important that children are taught how to get off a bus safely to avoid confusion for the driver. Small children can be very hard for the driver to see, and often cross the road in front of the bus, without the driver seeing them. Here are some tips for your children:

- Get off the bus once it has stopped moving.
- Take 5 steps away from the bus.
- Wave goodbye to the driver.
- Wait away from the bus for the bus to leave – then find a safe place to cross the road.

Bus Rules – O.K.!!

Bus safety is extremely important and your child should be aware of how to travel safely on buses. All children catch a bus, either to or from school or on excursions. The following are good tips to remind your children about bus travel:

- Always sit quietly on the bus.
- Do not distract the driver.
- Do not put any part of your body outside the bus windows.
- Stay seated.
- Place schoolbags etc. out of other people's way.

Road Trains

Road trains can weigh up to 170 tonnes or the same amount as 113 cars and therefore can take more time to stop. This is why our children need to take special care when road trains are passing. The following are some tips to give to your children:

- Stand well back from the side of the road if a road train is passing to avoid the wind draught.
- If you are riding your bike, get off your bike and wheel it off the road to avoid the wind draught.
- Allow plenty of time for a road train to pass.
- Always look for cars behind the road train before crossing.

For further information please contact Main Roads Heavy Vehicle Section on 9311 8450.



Crossing at railway lines

Do your children have to cross a railway line to get to school? The following tips will help you and your children reach school safely:

- Only ever cross at designated crossing points
- Obey all warning bells, signs and boom gates
- Wait until the boom gate has risen and the bells and lights stopped before crossing.

Ask your children if they know these rules, and if not, take them out to the nearest railway crossing and demonstrate the correct way to use the crossing.

Where to walk on gravel roads

If there is no footpath along a gravel road that your children use often, the following tips may be useful for them to ensure they get home safely.

- Always walk in together away from the edge of the road.
- Walk on the right hand side of the road to face any oncoming traffic.
- The adult or older child should walk closest to the road.
- Always keep your eyes and ears open for approaching traffic.

Crossing between parked cars

Crossing the road between parked cars is not recommended. The potential for danger of being hit by a car whilst crossing between parked cars is enormous. Drivers cannot always see pedestrians (particularly small children) waiting to cross the road. Parents and children should plan their route to and from school to allow them to cross roads at the safest possible locations such as school crossings, pedestrian islands or traffic lights with pedestrian phasings.

School Crossings – general

For the safety of children and parents across Western Australia, Children's Crossings have been installed at over 465 locations. Pedestrians and motorists alike share responsibility for using the crossing appropriately:

- Pedestrians must wait one metre back from the crossing and wait for two short blasts of the whistle to cross.
- When crossing, all pedestrians are required to cross in front of the traffic warden and keep to the left.
- Motorists must not park or stop in the area 20 metres before and 10 metres after the school crossing.

For further information, please contact Traffic Warden State Management Unit, Police Traffic and Operations on 9222 1917.

16.4. Safety on wheels information

Cycling to school

Road safety experts recommend that children under the age of 10 should not be cycling to and from school unaccompanied. Here are some tips for you to ensure your children get to and from school safely every day:

- Cycle to school with your children
- Arrange for another adult to cycle to school with your child
- Encourage your child to ride with older children.



- Children under 12 years can legally ride on footpaths, which is a safer option. Cyclists must give way to pedestrians
- Always make sure that your child is wearing an approved helmet that is fitted correctly.

Bicycle Helmets

In 2001, one third of cyclists seriously injured were not wearing a helmet at the time of the crash. Studies show helmet use decreases the risk of head injury by 85% and brain injury by 88%. The following will help to ensure your children are adequately protected:

- Adults and children alike must wear approved bike helmets when cycling.
- The helmet should fit the child's head securely, without being too tight or too loose.
- A helmet should not be worn if it has been previously involved in a crash or fall.
- The outer shell of the helmet should not be cracked or broken.
- The polystyrene foam lining should be uncracked and should not be able to be depressed with a finger.
- It is also important to adjust the straps and buckles to assist with comfort.
- All helmets bought must carry the Australian StandardsMark™ AS2063.2 and logo.

Bicycle maintenance

A bike is just like a motor vehicle and should be constantly maintained to ensure it will perform as designed whilst riding. Below are some of the things you and your children should check regularly:

- Make sure brakes are working by trying to wheel the bike forward whilst activating the brake.
- Check that wheel nuts are not loose.
- Check tyres for pressure and wear.
- Check that pedals turn smoothly and are not broken.
- Ensure the bike has wheel and pedal reflectors and a rear red reflector.
- Check that the chain works smoothly and is free of grease.

If you have any concerns with your child's bike, please see your local police or bike shop.

Bicycle Statistics

In Western Australia during 2000, there were two bicycle fatalities recorded and 749 hospitalisations as a result of bicycle injuries. It is interesting to note that both fatalities and an enormous 80% of the bicycle hospitalisations were males.

These numbers are a huge improvement on the previous five years. Some of this reduction can be attributed to the increase in shared paths and on-road cycling lanes, bicycle helmet legislation and education of children about bike safety.

Cycling on gravel roads

Cycling on gravel and unsealed roads can be made safer by following these helpful hints:

- Don't ride narrow tyred bicycles on loose surfaces.
- Avoid riding along ridges and hollows in the road or path.
- Try to avoid turning sharply on loose surfaces.



- Concentrate on the road surface ahead, ride at lower speeds and avoid rapid braking.
- Always wear a helmet and, where practicable, wear clothes that protect the arms and legs in the event of a fall and closed-in shoes.

Bike, skateboard and scooters – where can they play?

For most children riding on their bike, skateboard or scooter with their friends is a great past time. Quiet streets and driveways have been popular choices in the past, but these are designed for cars, not as play areas. Here are some places you can suggest your children play on their bikes, skateboards and scooters:

- Backyard
- Oval or park
- Bike training tracks/facilities
- Bike paths.

Rollerblades, skateboards, scooters

Under the Road Traffic Code 2000, scooters, skateboards and rollerblades when being used are not permitted:

- On a carriageway with a dividing line or median strip.
- On a one-way carriageway with more than one marked lane.
- On a carriageway with a speed limit exceeding 60km/h.
- On a carriageway during the hours of darkness.

16.5. General road safety information

What's your rush?

One of the most common contributing factors in fatal and serious car crashes is speed. Speeding not only puts *you* at risk, but also endangers the life of your passengers, other motorists, pedestrians, your car and your wallet.

Figures show that speed was a factor in 35% of fatal crashes in Western Australia during 2001; with more speed related fatal crashes occurring in rural Western Australia. Remember, every 5km/h makes a difference.

Drink Driving

Alcohol and driving do not mix. In 2000, 35% of all fatal crashes that occurred had at least one driver (or rider) involved in the crash with a BAC of over 0.05%.

Even small amounts of alcohol can affect your reaction time, stopping distances, can impair your vision and severely affect your coordination.

Remember some hangovers last a lifetime.

For more information, please contact RoadWise on 9213 2066.

First Aid

It is most important that you establish some rules with your children if they are ever the first on the scene of a road trauma.

- Always make sure **you** will not be in danger before you offer help.
- Make sure the injured person is away from any danger (e.g. help to protect them from further injury).
- Always get an adult to help straight away.



- Call an ambulance if necessary.
- Stay with the injured person until an adult arrives to help you.

All children should be taught the basics of first aid. For more information please contact the Australian Red Cross on 9325 5111, your local St Johns Ambulance Sub-Branch or the Road Trauma Counselling Service on 131114.

Child Restraints

Every person travelling in a motor vehicle must use an appropriate approved restraint.

Penalties apply for drivers carrying an illegally unrestrained child passenger under 16 years in their vehicle.

Selecting an appropriate child car restraint

Child car restraints offer crash protection appropriate for the weight and height of the child. **Age is not an indicator for changing the type of restraint.** The following is a guide. Always check the restraint manufacturers guide for exact weights.

- **Birth to 9kg – Rearward Facing Restraint**
- **8kg-18kg – Forward Facing Restraint**
- **14kg to 26 kg – Booster seat with a lap sash belt or child harness**
As a general rule it is safer to use a rigid booster seat with a back, side wings and sash guide to keep the belt in place. Once a child's eyes are level with the top of the booster seat, it no longer provides protection for the child's head and neck and the child should be moved to a child harness without a booster.
- **14kg to 32 kg – Child harness**
- **32kg + - Adult seatbelt**
When using lap sash belts it is important to tighten the belt and remove the slack. A lap sash belt offers more protection than a lap only belt. A harness is recommended.

Braking Distances

To ensure you have enough stopping distance between you and the car in front under ideal conditions, it is recommended you leave at least a 2-second gap. To estimate this:

- Pick a stationary object that will soon be passed by the vehicle ahead of you.
- Once that vehicle passes the object, count two full seconds.
- It should take at least 2 seconds for you to reach that same object.
- When roads are wet it's a good idea to keep a four second gap behind the car in front.

Riding in the open space of utes and trucks

Travelling as a passenger in the open load space (on the back of utes, trucks etc) is extremely dangerous. The risk of death or serious injury is much greater than to passengers correctly restrained inside a vehicle.



Regulations were introduced in Western Australia in January 2006 which made it illegal to carry passengers in the open load space of a vehicle, whether a rollover protection device is fitted or not.

Parents influence on kid's future driving

New research being conducted by road safety experts suggests that children begin to develop their road safety behaviours and attitudes as young as three and four years of age. Most parents know that children are very keen to learn at this age, but may not consider that their driving habits now, may influence their child's attitudes and behaviours towards road safety in the future. Next time you get in the car, think about practising appropriate road safety behaviours and encourage your children, however old, to do the same.

For more information, please contact School Drug Education and Road Aware Program on 9264 4743.

Driving on gravel roads

Below are some tips for driving on gravel roads:

- Always drive to the conditions at the time.
- Don't brake excessively.
- Don't make sudden steering changes.
- Stay a reasonable distance behind another vehicle to avoid dust and stones.
- Be careful of soft verges in winter.
- Ensure you fill your windscreen washer bottle to allow you to regularly clean your windscreen.

Fatigue

Fatigue, often dubbed the hidden killer, is a major problem on our roads. Fatigue has earned this name because we often do not know that we are tired until it is too late.

To help avoid fatigue on long trips you can:

- Have a good night sleep before travelling
- Start your trip early in the morning
- Don't travel more than 8 hrs in one day
- Take breaks at least every two hours
- Share the driving
- Don't drink any alcohol before, or during the trip
- Drink plenty of fluids.

50km/h Speed limit on local streets

Up to a third of all fatalities and serious crashes in WA happen on local residential streets. Research shows a lower speed limit in built-up areas will save lives and reduce injury from road trauma.

In December 2001 a new default speed limit of 50km/h in built-up areas was introduced in WA. Local streets are the smaller roads in built-up areas that carry neighbourhood traffic, or give direct property access. Remember, unless otherwise signed the speed limit on local streets is 50km/h.



Road Condition Report Number – 1800 013 314

After heavy rains many roads (especially gravel roads) are closed by local Councils or Main Roads WA. This is to stop the road surface from being needlessly damaged.

Before heading off on your trip, take a minute to call the Main Roads WA road condition report number above - it's free. This will ensure that you do not have a stressful trip and inadvertently damage our roads.



17. Appendix 4: Useful road safety agencies and websites

Agency	Contact details	Information available
Western Australian Local Government Association (RoadWise Program)	9213 2066 roadwise@walga.asn.au www.roadwise.asn.au	Provides: <ul style="list-style-type: none"> • assistance in the coordination of road safety efforts at local and regional levels. • facilitation of community participation in road safety. • information on the Type 1 Child Car restraints fitting service. • administration of the Community Road Safety Grants Program.
State Traffic Coordination and Enforcement Division	9222 1922 traffic.warden.state.management.unit@police.wa.gov.au	Branch of WA Police Service that coordinates traffic wardens and children's crossing requests.
Main Roads WA – Traffic and Safety Section	138 138 www.mainroads.wa.gov.au	Branch that coordinates the installation of 40km school zone signs and replacement of damaged road signs.
TravelSmart (Department for Planning and Infrastructure)	9216 8306 www.dpi.wa.gov.au	Program encouraging primary and secondary students to reduce their car dependency, thereby increasing physical activity. Includes the Walking School Bus initiative.
Public Transport Authority	9326 3970 www.pta.wa.gov.au	DVD, education resource and presentation on all facets of public transport including how to travel safely and responsibly.



<p>Australian Red Cross</p>	<p>9325 5111</p>	<p>First aid courses, poster, videos and display materials.</p>
<p>St John Ambulance</p>	<p>9334 1222</p>	<p>First aid courses and information.</p>
<p>Health Promotion Centre (Edith Cowan University)</p>	<p>9273 8207</p>	<p>Research on a range of road safety issues e.g. child pedestrian safety, school bike safety, and role of parents in road safety.</p>
<p>Injury Control Council of WA</p>	<p>9420 7212 iccwa@iccwa.org.au www.iccwa.org.au</p>	<p>Injury fact sheets available on the web site. The Council advocates to effectively reduce the incidence and severity of injury in WA. It highlights physical, mental, social and economic issues that result from injury.</p>
<p>School Drug Education and Road Aware</p>	<p>9264 4743 www.sdera.wa.edu.au sdera@det.wa.edu.au</p>	<p>Provides</p> <ul style="list-style-type: none"> • Road safety education resources including <i>Challenges and Choices</i> for early and middle childhood and early adolescent students • Professional development for school staff • Support for schools and community throughout the State



Australian based websites	Interactive	For children	For parents	For teachers
www.sdera.wa.edu.au Information for parents and teachers on road safety. Interactive site for kids to use at home and school.	✓	✓	✓	✓
www.kidsandtraffic.mq.edu.au Information for parents and teachers on road safety including resources, fact sheets, information for families, FAQs and useful links.			✓	✓
www.transperth.wa.gov.au Interactive web-based resource covering the use of bus transport in Western Australia. Contact details and timetable information also available	✓	✓	✓	✓
www.giddygoanna.org Resources covering a variety of safety issues for parents and teachers to order.	✓		✓	✓
www.kidsafewa.com.au Fact sheets covering a variety of safety issues including road safety.	✓	✓	✓	✓
www.constablecare.org.au Information on the Constable Care Child Safety Program including the road safety puppet theatre. Interactive online activities, puzzles and colouring sheets. Information for parents and teachers. Primary school students can enter in their own "Constable Care" safety messages to be published in the West Australian newspaper.	✓	✓	✓	✓
www.abc.net.au/children/play/grownup/prognost/series85.htm Information for teachers about teaching younger children up to pre-primary age about road safety. Suggested activities, books and songs.				✓
www.roadsafety.net Interactive web-based resource covering all issues of road safety including games for children and fact sheets for parents/teachers.	✓	✓	✓	✓
www.officeofroadsafety.wa.gov.au Fact sheets on road safety issues.	✓		✓	✓
International based websites	Interactive	For children	For parents	For teachers
www.roadsense.co.nz Interactive web-based resource covering road safety issues for New Zealand primary schools.	✓	✓	✓	✓
www.bmweducation.co.uk Interactive web-based resource covering road safety issues for UK primary schools.	✓	✓	✓	✓
www.aap.org/family/bicycle.htm Information about use of bicycles and encouraging children to wear helmets. Minimal games for older primary school children.			✓	✓



18. Appendix 5: Safe Routes to Schools templates



19. Appendix 6: References

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19.1. Websites

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www.nrma.com.au/reversing

www.maa.nsw.gov.au/campaigns

[www.kidsafewa.com.au/factsheets/Safety in the Driveway SGIO 2003.pdf](http://www.kidsafewa.com.au/factsheets/Safety_in_the_Driveway_SGIO_2003.pdf)

www.atsb.gov.au/road/stats/pdf/mrf032005.pdf (ATSB Road Deaths Bulletin March 2005)

www.kidsafewa.com.au/factsheets/Bicycles%20&%20Helmets.pdf (Kidsafe WA, Bicycle and helmet safety, 2003)

www.kidsafewa.com.au/factsheets/Skateboarding%20Rollerblading%20&%20Rollerskating.pdf (Kidsafe WA, Skateboarding, roller blading and roller skating, 2003)

www.roadwise.asn.au (RoadWise, Western Australian Local Government Association)