Safe Routes to Schools Guide

August 2020

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1   Introduction

1.1 What is Safe Routes to Schools?

Safe Routes to Schools (SRTS) is a local community-based road safety approach that responds to school-related road safety issues, which are one of the key barriers to students using active travel to school. Issues may include busy roads, unsafe driver behaviour and local area traffic congestion around schools. These are often due to a high proportion of families choosing to drive children to school.

By addressing these road safety issues in an integrated way SRTS encourages more children to walk, scoot and ride their bikes to school.

1.2 SRTS context

SRTS supports the 2013-2022 Victorian Road Safety Strategy, which takes a holistic approach to minimise the risk of death or serious injury on our roads by considering the interaction between roads, vehicles, speeds and all road users (people walking, cycling, driving or as passengers in vehicles). Among its principles are that people make mistakes and safety is a shared responsibility.

The Department of Transport (VicRoads) recognises that active travel – walking, scooting and cycling – is the preferred choice for short trips. Many school children live within a 15-20 minute walk, scoot or ride from their school, which is an easy distance for active travel (about 1 to 2 kilometres). Road safety issues are often a barrier to choosing active travel over driving children to school.

SRTS aims to improve road safety outcomes around school precincts through a community-based approach that involves local councils working in partnership with school communities.

1.3 SRTS aims and objectives

Safe Routes to Schools has two aims:
- Encourage more students to walk, scoot or cycle to school more often, using the safest routes.
- Reduce the incidence and severity of injuries to school-age children when walking, cycling and as passengers from Prep to Year 10.

SRTS works to achieve these aims by:
- Building a partnership between municipalities and school communities to implement an ongoing SRTS program.
- Identifying and addressing specific road safety issues for students along major school travel routes in the local area.
- Developing, implementing, and evaluating an integrated program of actions that address the road safety issues and encourage more active travel.
- Raising awareness of road safety and active travel in the local community, including students, parents/carers.

1.4 SRTS approach

SRTS takes an integrated approach to road safety. The stages involved in SRTS are:
- **Plan and build partnerships.** This includes prioritising schools within a municipality and establishing a partnership with each school to support and deliver SRTS.
- **Assess context, issues and needs.** This involves community consultation, data collection and observations about road safety issues and school travel patterns.
- **Develop an SRTS action plan.** The action plan is developed with each school and involves a mix of:
    - Engineering – identify and install local-area infrastructure and parking management improvements, including priority active travel routes.

- Encouragement – involve parents/carers and local residents in a range of events and actions to encourage safe travel behaviour and more active travel to school.
- Education - specific road safety education programs for different age groups, as incursions or included in the curriculum.
- Enforcement – if needed, actions may involve school-level, council local laws officers or local police.
- **Implement, monitor and evaluate.** Both council and the school community are responsible for delivering SRTS actions, for monitoring and evaluating outcomes.

SRTS timeframes

Building a partnership with a school, understanding the local context and developing an SRTS action plan may take three to six months. Once the plan is agreed between council and the school the first priority actions can be scheduled for delivery over six to 12 months.

It is useful to view the SRTS approach as a framework to establish an ongoing working relationship between council and a school to support road safety improvements and more active travel. The initial work to establish SRTS and implement priority actions may take 12-18 months. Beyond that time, the SRTS action plan should help guide actions for both the school and council.

1.5 About this guide

This guide describes the SRTS approach and sets out the steps involved for a local council to work in partnership with schools in its municipality to improve road safety and active travel outcomes for their students and the local neighbourhoods. It has two supporting documents:

- Safe Routes to Schools – information for schools (including their role and responsibilities)
- SRTS processes and templates for councils (including survey instruments)

2   Stages of SRTS

The four stages of SRTS are outlined in the following diagram and described in detail in the following sections.

Stage 1 Plan & build partnerships	Stage 2 Assess context, issues & needs	Stage 3 Develop SRTS action plan	Stage 4 Implement, monitor, evaluate
Assess school-related road safety issues for all schools in municipality. Prioritise based on council criteria. Engage with higher priority schools. Select partner schools based on their support for SRTS. Confirm school commitment & set up SRTS working group.	Investigate the local school context (demographics, access, travel patterns) Identify issues and needs for students travelling to school. Data collection: •Mapping student catchment •Online school travel survey •Local observations survey •On-site investigation.	Work with school to identify integrated actions to support road safety and active travel: • Engineering - infrastructure & parking management • Encouragement – school events & activities • Education about road safety • Enforcement of road safety rules as needed Prepare an SRTS action plan.	Council and school endorse SRTS plan. Set timeframes and priorities for SRTS action plan. Implement SRTS action plan (council and school each have responsibilities). Include monitoring and evaluation in action plan to track progress and outcomes.
Who leads? Council SRTS coordinator	Who leads? Council SRTS coordinator in collaboration with School coordinator	Who leads? Council SRTS coordinator in collaboration with School coordinator	Who leads? School & council, agreed responsibilities

3   Stage 1: Planning and building partnerships

3.1 Council planning to prioritise potential school partners

Identifying which school or schools to work with is a local council's first step in SRTS. Some schools may approach council about parking issues or other road safety concerns, which may be enough impetus for council to partner with them on SRTS.

With limited council resources however, it is important to evaluate the relative need of all schools across a municipality, to help determine which schools to prioritise for SRTS.

Council will need to identify its evaluation criteria and collect relevant data to assess and rank all schools within the municipality. Example criteria may include:

- Local area congestion due to school-related travel
- Infrastructure barriers to active travel access to schools (eg lack of crossings)
- Road safety issues and incidents
- School size and rate of growth
- Local area's rate of growth (residential and other land uses)
- Student catchments of each school (student numbers within active travel distance)

Schools that are proposed for new development areas may also be identified as a priority to ensure road safety and active travel behaviours are established from the start with the new school community.

This evaluation and prioritisation process will help identify higher priority schools to invite to participate in SRTS.

A school's interest and commitment will also be a determining factor for deciding which schools to partner with on SRTS.

3.2 SRTS partners and stakeholders

A local council leads and manages the SRTS program for its municipality. But SRTS is implemented as a partnership between a council, its school communities and local residents.

It is important to inform key stakeholders and give them opportunities to actively participate. Involving school communities early in the process will make SRTS a success.

Key SRTS program partners and stakeholders and their roles are listed in the following table.

A number of organisations can assist schools with road safety education, related services, active travel programs and resources, and funding opportunities. More information about these stakeholders and resources is included in the Resources section.

Organisation	Roles involved	Contributions
Local government municipality	- Traffic engineering - Transport planning - Health promotion - Community development - Sport and recreation - Youth engagement - Local laws	- Leads overall SRTS planning and management, including stakeholder engagement. - One area of council to be the primary contact for school engagement and coordinate contributions across council. - Identify traffic engineering improvements and manage design and delivery of these. - Deliver other agreed actions, monitoring and evaluation of the SRTS Action Plan.

School	• Principal • School Council	• Principal's commitment is essential to SRTS success. • School council is a key decision-maker. They endorse school participation and the action plan
	• School SRTS coordinator/s	• Nominated school representative. Primary contact person with council. • Coordinates school engagement and actions (this may be an assistant principal, teacher and/or parent).
	• Students	• Primary participants in SRTS. • Involve in Stages 2-4. • If the school has a student council or similar body they should be consulted and involved. • The school may set up a student working group to lead actions (eg SRTS mapping, events, monitoring)
	• Parents/carers • Parents Association	• Primary participants in SRTS. • Involve in Stages 2-4. • Offer information sessions about the program and encourage to participate in activities • Provide relevant road safety education resources. • Parents Association may lead specific activities.
	• Teaching Staff	• Involved in supporting delivery of key actions, including surveys and in-class road safety education activities. • Minimise efforts required by teachers but keep them informed about program benefits and their role in the success of SRTS.
	• School crossing supervisors	• Important participant in data collection, to understand travel behaviours of road users and specific road safety issues. • Reinforces safe behaviours for school crossings.
Department of Transport (VicRoads)	• Regional Road Safety Coordinator	• Advises councils on SRTS planning and implementation • May participate in on-site investigations. • Shares road safety education resources. • Advises councils of funding opportunities for programs and infrastructure • Potential to involve in road safety education (eg school assembly)
	• Regional traffic engineers	• Provides advice and participates, when required, in on-site investigations and other activities; particularly where these relate to state roads. • Assesses proposed infrastructure changes that would require VicRoads design and implementation.
Victoria Police	• Local area police officers	• Seek input during Stage 2 data collection to identify any local road safety issues. • Potential to involve in road safety education (eg school assembly) • May assist with a targeted enforcement campaign of relevant road rules if considered necessary.
Local residents	• Adjacent to school and along priority SRTS routes	• Inform them about the SRTS program. • Invite feedback on local road safety and active travel. • Depending on identified actions, may require a communications strategy to keep informed of proposed changes to local area traffic management.

3.3 Engaging with schools

Council will need to engage closely with schools to first gain their commitment and then throughout Stages 2-4 of SRTS. This will involve a series of meetings and other consultation, which may include:

- Introductory meeting with school principal.
- Introductory meeting/briefing with school council.
- Briefing teachers on program benefits and their involvement (may be managed by school coordinator).
- Regular working group meetings with school SRTS coordinator.
- On-site investigation with school representatives.
- Consultation sessions for identification of actions – may include parent/carer workshop, student workshop.
- Consultation with school leadership and school council on SRTS action plan and proposed engineering treatments.
- Other stakeholder meetings on SRTS-related issues.

3.4 Securing commitment from schools

It is important council has buy-in from a school before commencing SRTS. The school also needs to understand their contributions and responsibilities as an SRTS partner.

Council may first write to schools to invite them to participate. It is then essential to meet with schools that express an interest in SRTS.

Meeting the school principal to introduce the program is important as they are the key decision-maker. At this meeting council would:

- Introduce SRTS and outline school benefits of partnering in SRTS
- Identify and discuss areas of common interest and concern around school-related road safety and active travel
- Learn about the school context (eg school growth, current travel patterns, cultural diversity, level of parent engagement etc) which may influence their interest in SRTS
- Outline council's and school's roles and responsibilities.
- Provide the SRTS school guide for more information.

Council may also meet with and present the SRTS program to the school council. Support from school council will strengthen the school's participation.

A council should receive in writing a school's commitment to SRTS, which includes:

- Acceptance of their role and contributions to SRTS
- Involvement required from staff and students during Stages 2-4
- Nominating an SRTS coordinator.

Once a school is onboard, set up a SRTS working group with school and council representatives who will lead and contribute to Stages 2-4. This group may be a mix of staff, parents and students.

> **Stage 1 key actions**
>
> - Council planning: review all schools in municipality and prioritise for SRTS
> - Contact priority schools and invite them to partner in SRTS
> - Meet with school leadership team to introduce program benefits, roles and responsibilities, understand their context and gauge their interest.
> - Confirm school commitment to SRTS program
> - Set up SRTS working group with school and council representatives

4 Stage 2: Assessing context, issues and needs

With a school on board, the next stage is to learn about the school context, issues and needs relating to road safety and active travel to school. The main steps are to:
- **Collect school profile information**
- **Map the student catchment** of the school to assess the potential for active travel and to help identify priority active travel routes
- **Survey students and parents/carers** to identify current travel patterns, behaviours, barriers and opportunities relating to road safety and active travel
- **Run an on-site investigation** around the school and along key travel routes to identify priority active travel routes, infrastructure needs and observe travel behaviours.

Council will need to work closely with the school coordinator to schedule surveys, site visits and other data collection.

4.1 School profile information

Council needs to have a good understanding of the school's profile, which includes student numbers, travel patterns, access issues and any participation in road safety education. This will help assess issues and needs and inform the SRTS action plan. This information may be provided by the principal and/or the SRTS coordinator. School profile information is included in the SRTS Guide for Schools.

4.2 Map student catchment

Ask the school to provide de-identified home address data of students. This means address information only, without any names or other identifiers. A school principal usually seeks permission from school council. Local council ensures that address data is kept secure and the catchment map is shared only with the project working group to inform the SRTS.

Council maps the address locations to produce a 'student catchment' around the school, which shows the distribution of students living locally. Council is usually able to map the approximate location of individual addresses to ensure privacy. The catchment mapping helps to:
- Assess the distances students are travelling (how many live within and beyond walking and cycling distance)
- Identify significant clusters of students and likely main travel corridors and road crossing points, which will inform priority travel routes.

4.3 Survey students and parents/carers

There are three recommended surveys:
- An online travel survey completed by students in-class
- An online travel survey sent to parents/carer
- Local observations survey and mapping travel routes with the school community.

4.3.1 Travel survey

The travel surveys for students and parents/carers aim to identify:
- The way that students travel to and from school
- Their preferred travel options
- Road safety issues related to school travel (to inform site investigation)
- Other barriers and opportunities relating to local-area road safety and active travel.

The travel survey questions and process are included in *SRTS Processes and Templates for Councils*.

4.3.2 Local observations survey

The local observations survey helps to identify key travel routes for walking and cycling, specific locations of road safety problems encountered by students along common travel routes and other issues that may be barriers to students walking and cycling. The findings help council to prioritise areas for investigation and potential engineering works.

The local observations survey can be delivered in two ways:
- Individual paper surveys distributed to all families. This requires more resources and time for data entry and analysis but may provide more responses
- Hold a pop-up stall at a time when many families are at school, for example before school assembly, and invite people to provide feedback and mark observations and their usual travel route on a large map. This may result in fewer responses but may provide more detailed information and reduce time to analyse data.

The observations survey questions and process are included in *SRTS Processes and Templates for Councils*.

Analyse the travel patterns, barriers and opportunities identified through the travel survey and local observations. This information will identify potential SRTS actions and help prepare for the site investigation.

4.4 On-site investigation

Conduct an on-site investigation once the catchment map is completed and survey results are analysed (see the supporting document *SRTS Processes and Templates for Councils* for the observation record sheet templates). This involves making observations while walking around the school perimeter and along key travel routes to school.

The objectives of the on-site investigation are to:
- Review the issues raised in the travel surveys and the local observation survey
- Identify potential behavioural issues (eg unsafe driver behaviour when dropping-off students)
- Identify potential engineering responses to improve student safety and active travel

The recommended on-site investigation team includes:
- Council traffic engineer and other participating council officers
- School SRTS coordinator
- Two or more school representatives (principal, school council member or parents)
- Students.
- VicRoads traffic engineer, if required.

Involving students in the site-investigation is important to understand access and road safety issues from their perspective.

4.4.1 Conducting the on-site investigation

To conduct an effective on-site investigation:
- Use a standard investigation checklist and map for recording information
- Brief the team on what to look for and record, to ensure consistent data collection
- Ensure it is a regular school day
- Undertake it in the morning and afternoon (for at least half an hour before/after school)
- Ensure the school leadership/administration is aware it is happening
- Do not inform parents/carers in advance (to ensure usual travel behaviours)
- Avoid wet weather as it changes usual travel behaviours
- De-brief with the team to discuss what people observed.

4.4.2 Walking the local area – things to look for

Walking the local area is crucial to help identify potential priority walking routes, issues and sites for improvement.
- Cover the main travel routes identified in the surveys within walking/cycling distance of school

- Observe travel behaviours of students and parents walking, cycling, as passengers and drivers. Note down unsafe travel behaviours.
- Bend down to observe sight lines from a young child's height.
- Record locations where students who are walking and cycling across roads.
- Note whether there are crossing facilities (eg pram ramps, pedestrian priority etc) their condition, and how they are used by people.
- Note any difficulties relating to access (eg lack of footpaths)
- Look for and note objects (eg dense vegetation, parked vehicles) that block sight lines between students walking and cycling and approaching vehicles. The safest condition can be achieved when both road users can clearly see each other.
- Go to all the "issue" sites identified in the school community surveys.
- More information on how to conduct a walking audit is included in the Resources section.

Safety and access issues must be considered from a student's perspective. This includes observing an area from a child's height to assess sight-lines as a reported problem may not be obvious at an adult's eye level.

Prepare a summary report outlining the results of the surveys and on-site investigation. Share the report with the school community. This could be done through the school newsletter, staff meeting, school council or an information session with students and/or parents/carers.
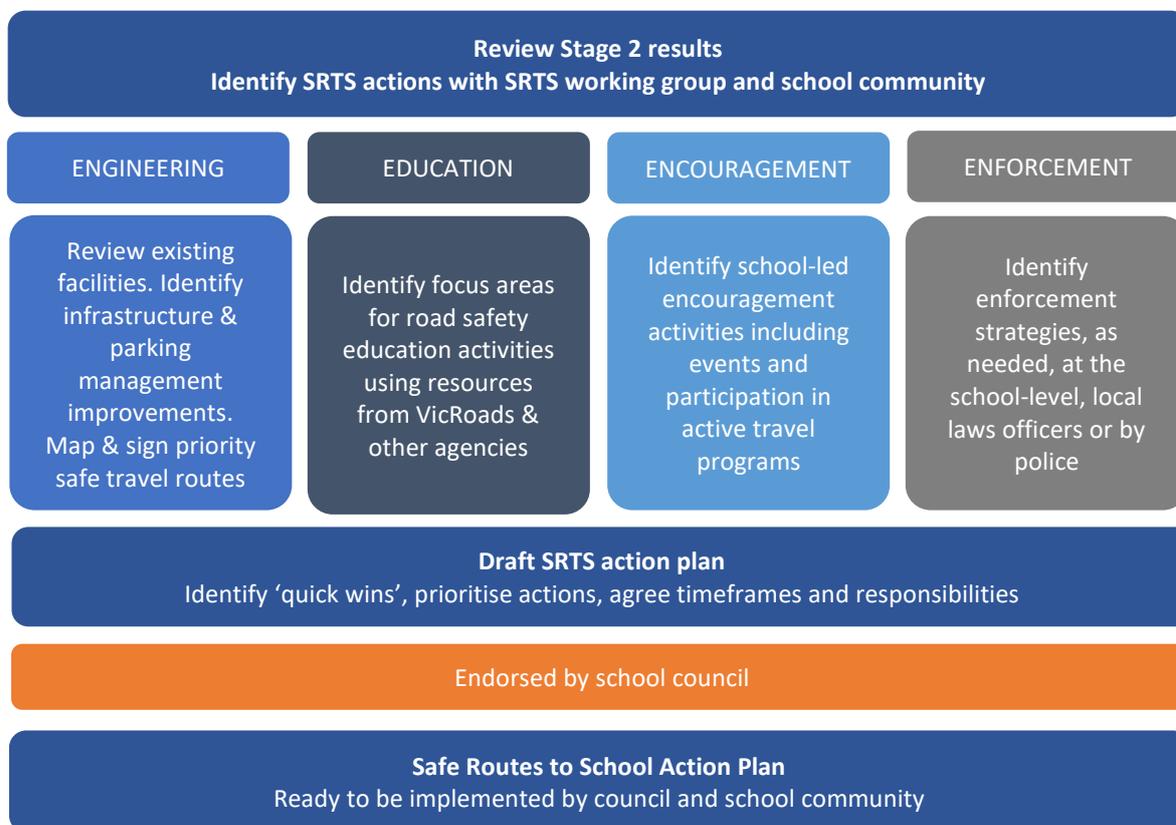
The results and outcomes of the catchment mapping, surveys and on-site investigation inform what goes into the SRTS action plan.

Stage 2 key actions

- School provides school profile information and de-identified student address data to council.

- Council maps student catchment of the school to assess the potential for active travel and to help identify priority active travel routes

- Students and parents/carers complete online travel survey and local observations survey.

- SRTS working group and school representatives and students complete an on-site investigation around the school and along key travel routes.

- Council prepares a summary report on survey and on-site investigation results.

- School provides regular updates to keep the school community informed of program, opportunities to be involved and Stage 2 outcomes.

5   Stage 3: Develop the SRTS action plan

With a good understanding of school travel patterns, local access and road safety issues, the next step is to develop the SRTS action plan. The process is summarised in the diagram.

| **Review Stage 2 results** |
| **Identify SRTS actions with SRTS working group and school community** |

ENGINEERING	EDUCATION	ENCOURAGEMENT	ENFORCEMENT
Review existing facilities. Identify infrastructure & parking management improvements. Map & sign priority safe travel routes	Identify focus areas for road safety education activities using resources from VicRoads & other agencies	Identify school-led encouragement activities including events and participation in active travel programs	Identify enforcement strategies, as needed, at the school-level, local laws officers or by police

Draft SRTS action plan
Identify 'quick wins', prioritise actions, agree timeframes and responsibilities

Endorsed by school council

Safe Routes to School Action Plan
Ready to be implemented by council and school community

5.1 SRTS action plan approach

The action plan is developed as a cooperative effort. A common approach is to hold a workshop with the SRTS working group, school council representatives and invite parents/carers to review the results of Stage 2 and then identify priority areas and actions for both the council and school to implement. It is recommended to hold a similar workshop process with students.

The integrated plan covers four areas:
- **Engineering** – identify and install local-area infrastructure and parking management improvements, including mapping and signage for priority active travel routes.
- **Education** – specific road safety education programs for different age groups, using resources from VicRoads and other agencies, eg Bike Ed.
- **Encouragement** – school-led events, programs and activities involving students and parents/carers to encourage safe travel behaviour and more active travel to school. For example, Walk to School or Ride2School program.
- **Enforcement** – if needed, actions at the school-level, council local laws officers or by the police. Designed to reinforce the education and encouragement components if other strategies are proving less successful or to address a serious safety concern.

In the workshop, present results from Stage 2 and use the observations and analysis to brainstorm potential actions across the four areas. Utilise resources listed at the end of this guide and consider participating in related programs, such as Walk to School, which will cover a range of encouragement and education activities.

The following issues should be considered and strategies identified to address them:
- Low rates of active travel and how to increase this, including park and walk options
- Any gaps in facilities and infrastructure to improve safety for walking and cycling access
- Parking management issues that impact on safe driver behaviour and local area congestion
- Unsafe travel behaviour of students along the major routes, eg running behind parked cars to cross the road, not wearing helmets when riding etc.
- Unsafe driver behaviour when dropping off/picking up children
- School bus access or other public transport related issues.

5.1.1 Prepare and endorse SRTS action plan
Following the workshop, the coordinating local council officer, with input and review by the school SRTS coordinator prepares:
- A draft SRTS action plan that covers the four SRTS areas. Keep it short and simple. Focus on identifying 'quick wins' – actions that are easy to do and that will build momentum – to implement in the first three months. Identify priorities, timelines and responsibilities for all actions over a 1-2 year timeframe.
- A list of proposed infrastructure and parking management improvements for council's consideration (based on funding availability and other council priorities)

It is important that the four components of the SRTS action plan are developed and implemented as an integrated package. For example, engineering improvements in the absence of behavioural strategies will likely be of limited benefit.

Present the draft SRTS action plan to school council for endorsement to finalise the plan and then get started on implementation.

Report back to the school community through the school's usual communication channels (eg newsletter article, school app and/or school Facebook page) on the SRTS action plan and opportunities to contribute to its development and implementation.

Update local residents as needed and consult on specific actions as needed.

5.1.2 Responsibilities for implementing the SRTS action plan components
Recommended responsibilities across the four action areas:
- **Engineering**: led by local council's traffic engineer and other municipal officers involved, and VicRoads traffic engineer, if required, for selection, design and delivery. School community consulted on priority actions.
- **Education**: shared between each school's SRTS coordinator and teaching staff. Information on available resources and programs provided by council.
- **Encouragement**: led by the school and involving parents/carers and students. Support and contributions from council for specific actions or to seek funding for programs, eg Ride2School.
- **Enforcement**: shared by the SRTS coordinator, principal (and school community) and the local council. Local laws officers may have a role to enforce parking management. Local police may also have a role, if this is considered necessary.

5.2 Identifying engineering improvements
When assessing the issues identified in Stage 2, the SRTS team needs to consider whether an engineering response will improve road safety and active travel outcomes. Engineering treatments should:
- Improve the safety of students (eg reduce road crossing distance, improve sight lines etc)
- Reduce vehicle speeds (eg slow turning vehicles)
- Discourage through traffic, where possible
- Encourage active travel (eg install decals along priority routes, install secure bike parking)
- Respond to existing active travel patterns and anticipate growth in walking and cycling.

Engineering improvements that have been implemented by VicRoads and municipalities participating in SRTS are listed in the following table.

Example SRTS engineering improvements

Pedestrian crossing facilities:
- Repaint hardware
- Repaint line marking
- Improve sight lines by removing obstructions, such as trimming vegetation
- Upgrade advance warning signs
- Pedestrian refuges
- Kerb outstands or extensions
- Upgrade, relocate or install new crossing facilities (raised platform crossing, children's crossing or pedestrian operated school signals)
- Modify signal phasing to reduce wait time and increase walk phase

Speed reduction devices:
- Road humps, including construction of raised pavement at the children's crossing
- Slow points
- Splitter islands
- Entry threshold treatment

Delineation and devices:
- Repaint and improve line marking in the local area
- Raised reflective pavement markers
- Advance warning signs
- Chevron hazards boards

Roundabouts
- Improve sight lines
- Construct kerb outstands or extensions
- Construct splitter islands where possible

Signage
- Crossing signs (adult holding child's hand)
- Review parking signs and restrictions
- Upgrade worn signs
- "Stop Look Listen Think" (SLLT) at each exit gate of the school
- "Safe Routes To School - Recommended Crossing Point" signs at appropriate points
- "School Zone" signs
- Stencil "SLLT" on pram crossings at "SRTS Recommended Crossing Points", and along the most used routes
- Footpath decals along priority walking routes (eg Ride2School program)
- "No U-turn" signs.

Parking restrictions
- Review existing parking restrictions
- Add restrictions that apply to times when parents are picking up or dropping off students

Pram crossings
- Install pram crossings to designate and improve access at crossing points
- Upgrade pram crossings for all abilities access

Bicycle facilities
- Install bicycle lanes
- Install hand rail or refuges for road crossings along shared paths
- Install secure bicycle and scooter parking at school

5.3 Planning road safety education

Integrating road safety education into the school's teaching and extra-curricular activities is an important component of the SRTS action plan. These education activities need to be implemented alongside the SRTS engineering actions.

A range of road safety education resources are available (see Resources section), such as *Kids on the Move*, Bike Ed, that align with the Victorian curriculum. SRTS helps teachers to relate activities in these resources to the experiences of students in the school when they are walking, cycling or being driven in the local area.

Identify the education modules that the school will teach as part of the SRTS action plan. The school may wish to focus education activities on specific issues identified in Stage 2, such as correct road crossing procedure, wearing of bicycle helmets, cycling skills, safety on and around school buses or wearing of seatbelts when in a vehicle.

A number of resources include parent/carer information and take-home activity sheets. Information and activities sent to parents/carers aims to:

- Raise awareness of parents/carers about school-related road safety
- Modify unsafe adult travel behaviour (for example, illegal parking)
- Involve parents/carers in teaching road safety skills to their children
- Support road safety education delivered by teachers in school.

5.4 Planning encouragement actions

This area focuses on a broad range of behavioural strategies and interventions to encourage safe road user behaviours and increase active travel. Parent behaviours significantly influence children's behaviours around road safety and active travel. Encouragement actions need to involve the school community approach to encourage positive travel behaviours.

Actions may include:

- Create maps of the identified priority active travel routes to school and share with all families
- Participating in Bicycle Network's Ride2School, VicHealth's Walk to School or Department of Education and Training's Health Schools Achievement program. These programs will provide a range of actions and incentives to encourage active travel behaviours
- Hold regular fun events, such as themed walk, ride and scoot to school days
- Use competitions and incentives to motivate children to walk, scoot and ride to school more often
- Install park and walk zones and promote their use through competitions and events
- Install 'drop and go' zones to reduce traffic congestion outside school
- Encourage informal 'walk to school together' groups with parents or older students supervising
- Share regular updates on school social media and newsletter about active travel to school
- Share information with new school families about the school's SRTS action plan and information on active travel to school
- Other creative ideas identified by students and the school community.

5.5 Planning enforcement actions

Road safety enforcement measures are part of the integrated approach to SRTS and should be incorporated if there are significant unsafe travel behaviours occurring that do not improve through engineering, encouragement and education actions.

Actions that a school may lead include:

- Volunteer parent or teacher supervision of the "drop and go" zone to ensure parents pull up at the front of the zone and remain by their vehicle
- School crossing supervisors reminding students of safe crossing behaviours

- Reward safe passenger behaviours (eg getting out on the kerb side) with house points (or other incentives)
- Reward students wearing helmets with house points (or other incentives)
- Invite new police recruits to practice traffic management training outside the school with a focus on encouraging positive driver behaviours

To maintain a positive focus on SRTS, keep other enforcement measures, such as local laws officers distributing parking fines and police involvement, to a minimum.

Stage 3 key actions

- Hold workshop with SRTS working group and school community to identify SRTS actions and priorities. Council SRTS coordinator to lead workshop coordination and delivery, with involvement from working group.

- Council prepares draft SRTS action plan with review and contributions from SRTS coordinator.

- Council prepares list of proposed infrastructure and parking management improvements

- Council presents draft action plan to school council.

- School council endorses SRTS action plan

- School SRTS coordinator provides regular updates to the school community about the SRTS action plan.

- Council promotes SRTS awareness in the local community through

6   Stage 4: SRTS implementation, monitoring and evaluation

6.1 SRTS implementation
SRTS implementation and outcomes rely on:
- Integrated actions and priorities
- Continued support and involvement from council
- Continued leadership by the school SRTS coordinator and principal
- An active working group of parents and students to lead actions and monitoring.

Responsibility for implementing the different components of the SRTS action plan should be shared among the SRTS working group and identified in the action plan.

Planned engineering improvements may take several years to implement, due to funding availability and other council priorities. It is important to make this clear to the school community and have priority works completed as soon as possible to maintain momentum with the school.

Add regular maintenance of SRTS facilities into the annual capital works program, such as repainting pavement markings, replacing lost or deteriorated signs, trimming vegetation that obstruct sightlines and restrict clear view of crossing facilities.

6.2 Monitoring and evaluation
It is hard to assess the road safety and active travel outcomes of SRTS without monitoring and evaluation in place. The aims of the monitoring and evaluation include:
- Increase in the proportion of students regularly walking, scooting and cycling to school
- Increase road safety skills and capabilities of students as pedestrians and cyclists
- Reduce unsafe student travel behaviours as pedestrians, cyclists and passengers
- Reduce unsafe travel behaviours of parents as pedestrians, cyclists and drivers
- Reduce engineering-related barriers to road safety around the school (installation and maintenance of engineering improvements).

Consider applying these monitoring and evaluation methods to assess SRTS processes and outcomes:
- Track annual progress of SRTS implementation against action plan
  - Number and type of road safety education sessions (eg incursions, Bike Ed)
  - Number of students participating in road safety education
  - Number of events and activities to encourage active travel
  - Active school SRTS working group
  - Student-led actions to support SRTS
- Annual travel survey of students and parents/carers – use Stage 2 online survey and add specific road safety questions
  - Active travel mode share
  - Change in perceptions of barriers to active travel
  - Recollection of road safety messages and safe travel behaviours
- On-site inspections of engineering improvements
  - Progress in installing proposed engineering improvements
  - Maintenance of facilities
- Observations of travel behaviours (Be cautious with analysing results. Different observers may provide different interpretations of behaviours. One-day or one-week surveys may not be representative or reflect trends).
- Reduction in school-related traffic congestion outside school (may be hard to measure but could be done with traffic counters))

6.3 SRTS update and ongoing implementation

Maintaining regular contact between council and the school will support SRTS implementation and keep the school involved. During the first year of implementation, council should meet at least each term with the SRTS coordinator and working group to discuss progress of council and school SRTS actions.

A change in school leadership or SRTS coordinator may impact on SRTS implementation. If this happens, council should meet with the school to re-establish the partnership and confirm the school's ongoing commitment. This is an opportunity to review SRTS actions.

As part of the annual evaluation council and the school SRTS coordinator should review the SRTS action plan and update it. Seek school council's endorsement to ensure the action plan continues to be supported by the school.

Council and the school should each continue to promote and share the SRTS program achievements through council and school communications, as well as local media. This will raise awareness in the local community of SRTS actions and benefits for students and residents.

Stage 4 key actions

- Quarterly meeting with SRTS coordinator to discuss progress and SRTS priorities.

- Conduct annual evaluation, including online travel survey.

- Each year council and school SRTS coordinator review and update action plan.

- Updated action plan endorsed by school council.

- School SRTS coordinator provides regular updates to the school community about the SRTS action plan implementation.

7 Resources

The table below summarises key Victorian road safety education and active travel programs and resources. It also lists grant programs that may be funding opportunities for SRTS actions.

Road safety and active travel programs and resources

Program/Resource	Organisation	Focus
Road Safety Education resources and programs	Road Safety Education Victoria	• Hosts information on available resources and programs relating to road safety education in Victoria. • Resources for early childhood, primary and secondary students •
Kids on the Move	Transport Accident Commission	• The core road safety education resource for primary schools. Focuses on AusVELS Levels Prep to 2 and AusVELS Levels 3 to 6. • Provides a variety of in-class and outside activities for exploring the travel and road safety.
Road Safety Education	Department of Transport (VicRoads)	• Road safety materials free to download and links to related programs, includes: • Improving safety around our schools • Primary school information covers pedestrian and passenger safety • Secondary school information focuses on travelling independently and safely as a pedestrian, cyclist and passenger on public transport
Bike Ed	Department of Transport (VicRoads)	• Delivered in schools and community settings. Helps children aged 9 to 13 years to develop the skills they need to ride safely and independently on roads and paths. • Training must be delivered by a qualified teacher or other school support person (or through Ride2School). • Instructor's manual and resources free to download.
Road Smart	Department of Transport (VicRoads)	• Core Victorian resource for road safety education in secondary schools aimed at Year 10 or equivalent. • Extends and reinforces key messages and learning from the Road Smart program through ten interactive lessons
Healthy Schools Achievement Program	Department of Education and Training	• The program for primary and secondary schools focuses on an integrated approach to children's health and wellbeing. • Includes physical activity and provides resources to support active travel to school. • Registered school have access to resources, support and recognition as they achieve program modules. • Aligns with health policies and guidelines and Victorian Curriculum

Public Transport Teachers Hub	Department of Transport (Public Transport Victoria)	• Public transport safety and travel education resources for teachers and students (primary and secondary).
Walk to School	VicHealth	• Behaviour change program encouraging active travel to school during October and with support to carry change forward. • Councils register to participate and partner with schools. • Schools track active travel trips each day through October • Online resources, incentives and rewards
Walking audit tools and guide	Victoria Walks	• Practical information on all aspects of conducting a walking audit. • Includes what to look for and assess with footpaths, crossing roads, safety, traffic, facilities and aesthetics • Includes checklists and guides to download
Ride2School	Bicycle Network	• Behaviour change program encouraging active travel to school • Up to $5,000 grants following school commitment to track active travel trips • Includes audit and mapping of active travel routes and installation of wayfinding decals • Events and skills programs including Bike Ed • Online resources, incentives and rewards • Grants may fund bicycle racks and other actions
Safety Squad	RACV	• In-school road safety sessions for Prep to Grade 6 students • One school visit each year by a RACV road safety educator. • Free teacher resources and in-class activities linked to curriculum
Bike Ed	Department of Transport (VicRoads)	• Bike Ed is a bicycle proficiency training program delivered in schools to help children develop the skills they need to ride safely and independently on roads and paths • Teachers, parents and community members can complete a training program to become a Bike Ed instructor for their school. • Program materials are available to download • Funding to support Bike Ed training can be applied for under the Community Road Safety Grants Program

Grants programs

Program	Organisation	Focus
Community Road Safety Grants Program	Department of Transport (VicRoads)	• Provides $1.5 million each year to fund delivery of community road safety programs across the state through its Standard

(includes Safe to School funding)		• Programs ($1.3 million) and Towards Zero Challenge ($200,000) • Councils may apply for grants to support Bike Ed, implementation of SRTS action plan initiatives (under the Safe to School program area) and other non-infrastructure initiatives, which support road safety and active travel to school
Towards Zero Community Grant Program	Transport Accident Commission	• Grants of up to $30,000 • The grants support local organisations, including schools and councils, to develop and implement effective community-based road safety projects targeting local road safety issues. • Funds implementation of non-infrastructure projects and actions
Towards Zero Local Government Grant Program	Transport Accident Commission	• Grants program for pedestrian and cyclist road safety projects that are aligned with the Towards Zero Strategy and Action Plan 2016-2020 and Safe System principles • Annual grants program. • 2019 funding available includes up to $30,000 for analysis and up to $100,000 for infrastructure (1:1 matched funding with LGA)