

Totara School Safety Education Intervention

A place where students travel safely



Our **vision** is for a safe physical and emotional environment where students are inspired and innovative in influencing the transport environment to be safe for themselves and for other students.

Our **short-term** goal for this intervention is decreased complaints from local residents about parking problems and from parents about the difficulty in collecting and dropping off their students at schools.

Our **longer-term** goal for this intervention is that students and family/whānau express an increased sense of safety travelling to and from school.

Our **planning and reporting** targets that will be most influenced by undertaking this intervention are:

- NAG 5 - a safe physical and emotional environment
- enhanced student achievement
- enhanced community engagement.

The **data sources and consultations** we are using to help identify this issue and review this plan are:

- students' travel modes
- parking complaints by residents
- school consultation parent/whānau survey
- school consultation students survey
- review of [CAS](#) (Crash Analysis Tool) road safety data
- review of 555 calls and number plates of repeat offenders.

School community safety education intervention plan template

Intervention focus	Scan - Gather data and assessing needs (Step 1)	Analyse (Step 2)		Respond (Step3)	Assess the impact (Step 4)
Travelling safely	<p>What does data and other evidence say about current practice?</p> <p>Complaints average 10 per term, including double parking, parking over driveways, and extended parking in 2-minute drop-off area and 5-minute dairy parking area. Complaints have come from local dairy, local residents and staff and parents.</p> <p>Currently there is minimal coordination of services between different agencies including Territorial Local Authority (TLA), NZ Police, Totara School BOT.</p> <p>Currently 20% of students walk, scooter, or cycle to school, 60% of students are driven, and 20% use public transport.</p> <p>70% of parents express concern for the safety of children who walk, scooter, or cycle to school.</p> <p>Totara School's road safety policy was last reviewed 2 years ago.</p> <p>Recent PLD for staff has not used road safety as a context for learning.</p> <p>The current road environment includes a high volume urban road and residential street. The high volume road had a speed restriction to 40km installed 2 years ago. The residential street had 2 minute parking for 6 cars installed 2 years ago.</p> <p>Students are mainly driven to school.</p> <p>20 scooters and 15 cycles may be stored securely at school.</p> <p>Currently road safety education is based around safety knowledge, practical training for pedestrians and cycling, and training of a school patrol.</p>	<p>What does our data suggest are next step goals for this aspect?</p> <p>Decrease in complaints from 10 per term to 3 per term.</p> <p>Improved coordination of services related to this problem.</p> <p>Decrease in parking warnings from 30 to 10.</p> <p>Decrease in parking tickets from 23 to 8.</p> <p>Increase from 30% to 55% of students who would feel safe to walk, scooter, cycle to and from school.</p> <p>Review of the school's road safety policy.</p> <p>Provision to all teaching staff of PLD around NZTA resources and road safety as an authentic and relevant context for learning based on NZC.</p> <p>Production of a report with recommendations to the TLA for funding in annual plan.</p> <p>Further data on poor road user behaviour.</p> <p>Sufficient storage and security facilities for increase in scooters and cycles bought to school.</p> <p>Increase of student-led action to influence themselves and their family and friends to be safe around this problem, and to influence the community relating to safety around this problem.</p>	<p>What activities, programmes, or strategies are we going to use to action these goals?</p> <p>TLA leads communication with dairy owner and residents near school.</p> <p>School leads meetings with parents.</p> <p>TLA agrees to provide specific services e.g. travel planning, travel data, parking wardens, funding for engineering solutions connection with local dairy and local residents, promotion of actions through TLA newsletter</p> <p>Police agree to provide specific services e.g. enforcement of 2 minute drop off parking and 40k speed limit on main road, support for road safety education.</p> <p>PTA promote safe travelling at school gala.</p> <p>Walking School Bus is reinstated.</p> <p>Road safety review group formed to review road safety policy, to include procedures for: running road patrol, staff parking, road safety education, student drop-off and pick-up zones and times, use of vehicles for EOTC.</p> <p>PLD around SOLO taxonomy and road safety through the NZC.</p> <p>Students encouraged to report poor road user behaviour.</p> <p>Volunteer(s) recruited to gather data on road user behaviour.</p> <p>Design and build sufficient storage and security of future scooter and cycle use.</p> <p>Implement a student-led inquiry to promote students to walk, scooter or cycle to school, and to influence the behaviour of friends to walk, scooter or cycle to school. Ideas developed from NZTA and Police 'Road Safe' resources.</p>	<ul style="list-style-type: none"> • Who is leading the activities and who else is involved? • Are resources allocated? • What is the timeframe? <p>TLA-led resident consultation by 20 Feb.</p> <p>School-led consultation with parents by 1 March.</p> <p>Report prepared for BOT at April BOT meeting.</p> <p>TLA monitor and enforce parking in Terms 1 & 2 and consider funding an engineering solution in following year.</p> <p>Police monitor and enforce 40km speed restriction in Terms 1 & 2 and participate in at least 2 lessons per class from March-June.</p> <p>'Safe Travel' stand at school gala on 10 Nov.</p> <p>August TLA newsletter includes Totara School intervention.</p> <p>Community Patrols NZ monitoring of parking ongoing.</p> <p>Walking School Bus begins by 10 Feb.</p> <p>Revised road safety policy presented at April BOT meeting.</p> <p>PLD on SOLO by 1 March.</p> <p>Student-led social studies inquiry planned to occur during March-April.</p> <p>Student-led technology project to occur in May-June.</p> <p>Road safety review group's report and recommendations to June BOT meeting.</p> <p>Student achievement against learning outcomes from social studies inquiry provided to Principal by start of Term 2.</p>	<ul style="list-style-type: none"> • What criteria or data will we use to show us we have met our goals? • When will we assess this? <p>Compare complaints with previous year to ascertain if they are down to 3 complaints in Term 3.</p> <p>At least 55% of students/family/whānau feel it is safe for students to travel to and from school by walking, scooter, or cycle</p> <p>Report at November BOT meeting:</p> <ul style="list-style-type: none"> • compares delivery of services by Police, TLA and other agencies from start of school year to end of school year • describes effect of implementing revised policy and procedures • agrees on recommendations from the road safety review group on the road environment to be presented to the TLA for funding contribution. <p>Compare number of warnings and tickets for parking given to parents in Term 1 with Term 3.</p> <p>Principal and/or DP are provided with feedback on the confidence of teachers to use road safety as a context for learning across the NZC.</p> <p>System of secure storage for scooters and cycles (20% above current use) in place at start of the following year.</p> <p>Report on student-led actions to Principal by end of Term 3.</p>

School ethos and environment					
	Scan - Gather data and assessing needs (Step 1)	Analyse (Step 2)		Respond (Step3)	Assess the impact (Step 4)
Policies	<p>The Totara School road safety policy was last reviewed 2 years ago.</p> <p>Other policies that impact on road safety include EOTC.</p>	Review the school's road safety policy.	<p>Road safety review group including school staff, TLA and Police will meet to review road safety policy to include procedures for:</p> <ul style="list-style-type: none"> • running road patrols, including level of supervision and training • staff parking • road safety education including safety of pedestrian, scooter and cycling • identifying drop-off and pick-up zones and times (maybe consider distant drop-offs, alternate start/finish times for different syndicates) • use of vehicles for EOTC. 	Revised road safety policy presented at April BOT meeting (includes attendance by TLA and Police).	Report to BOT at November meeting on the implementation of the revised policy and procedures.
Skilled and model staff	Current staff have had PLD in <i>The NZ Curriculum (NZC)</i> and National Standards. Currently this PLD has not used road safety as a context for learning.	<p>All teaching staff are provided with PLD:</p> <ul style="list-style-type: none"> • around the SOLO taxonomy to align with NZTA resources • that shows how road safety can be effectively be used as an authentic and relevant context for learning based on the NZC. 	<p>Syndicate head or DP provides PLD around SOLO taxonomy during February.</p> <p>This PLD specifically uses road safety as a context for learning across NZC (especially on the key competencies of Managing Self and Participating and Contributing, and Citizenship within the Future Focus principle).</p>	<p>Syndicate heads or DP run PLD on SOLO by 1 March.</p> <p>Teachers plan a unit with a focus on student-led inquiry to occur in Term 1. The unit will focus on the key competencies of Managing Self and Participating and Contributing, and Citizenship within the Future Focus principle.</p>	<p>In Term 4 Principal and/or DP are provided with feedback on the confidence of teachers to use road safety as a context for learning across the NZC (especially on the key competencies of Managing Self and Participating and Contributing, and Citizenship within the Future Focus principle).</p>
Safety focussed environment	<p>The current road environment outside school includes a high volume urban road and residential street.:</p> <ul style="list-style-type: none"> • The high volume road had a speed restriction to 40km before and after school installed 2 years ago. • The residential street had a 2minute parking before and after school for 6 cars installed 2 years ago. <p>Students are mainly driven to school.</p> <p>The current storage and security facilities do not encourage scooters and cycles to be brought to school.</p>	<p>Current environment to be reviewed with recommendations (if any) to allow placement into the TLA annual plan for the following financial year.</p> <p>Gather further data on poor road user behaviour (e.g. double parking, parking over the 2-min time, parking over resident driveways, speeding).</p> <p>Ensure sufficient storage and security facilities for students' scooters and cycles that are brought to school.</p>	<p>Students encouraged through an assembly and an easy reporting system to report examples of poor road user behaviour.</p> <p>Volunteer(s) recruited to gather data on road user behaviour around the school that may impact on student safety.</p> <p>Road safety review group including school staff, TLA and Police will meet to review current environment and include suggestions from students' technology project.</p> <p>Design, plan and access resourcing to ensure storage and security facilities for students' scooters and cycles.</p>	<p>Students will analyse the poor road user data gained from student reports and the volunteer(s) data as part of numeracy during April.</p> <p>Through a technology project in May students will develop a brief to improve the road environment.</p> <p>Road safety review group including school staff, TLA and Police will present recommendations to June BOT meeting.</p> <p>Consultation and design completed by end of Term 1, fundraising competed by end of Term 2 and construction (if necessary) completed by the end of Term 3.</p>	<p>In Term 4 the BOT will agree recommendations from the road safety review group on the road environment and present this to the TLA to prioritise any resource allocation to fit within the TLA's annual plan for the following financial year.</p> <p>By start of Term 4 suitable storage and security system for scooters and cycles will be in place for current demand plus a growth of 20% in Term 1 of the following year.</p>

Community connections

	Scan - Gather data and assessing needs (Step 1)	Analyse (Step 2)		Respond (Step3)	Assess the impact (Step 4)
Consultation	<p>Data from previous year shows complaints have averaging 10 per term.</p> <p>Complaints have included concerns about double parking, parking over driveways, and extended parking in 2 minute parking area.</p> <p>Complaints have come from:</p> <ul style="list-style-type: none">local dairylocal residentsstaff and parents.	<p>A decrease in complaints from 10 per term to 3 per term by Term 3, from:</p> <ul style="list-style-type: none">local residentslocal dairystaff and parents.	<p>Meeting with stakeholders to consider range of options.</p> <p>TLA to lead meetings with:</p> <ul style="list-style-type: none">dairy ownerresidents near school - through a mail drop. <p>School to lead meeting with parents through a survey monkey questionnaire with a follow up parent meeting that will include TLA, NZ Police.</p>	<p>TLA-led consultation with dairy owner and local residents completed by 20 Feb.</p> <p>School-led consultation with parents completed by 1 March.</p> <p>Principal, TLA and SCO present a report prepared for BOT on parking issues, consultation and implementation plan at April BOT meeting.</p>	<p>In Term 3:</p> <p>Compare number complaints from previous year down to 3 complaints in Term 3.</p>
Collaboration	<p>Currently there is minimal coordination of services between different agencies e.g.:</p> <ul style="list-style-type: none">Territorial Local Authority (TLA)NZ PoliceTotara School BOTNeighbourhood SupportCommunity Patrols (CPNZ)	<p>An increase in coordinated services related to this problem delivered by:</p> <ul style="list-style-type: none">Police (enforcement, education, tasked patrols)TLA (travel planning, data gathering, engineering, connections)School - through student -led monitoring.	<p>Agreement from TLA to provide:</p> <ul style="list-style-type: none">support for travel planningdataparking wardensengineering solution placed in priority queueconnection with local dairy and local residents. <p>Agreement from Police to provide:</p> <ul style="list-style-type: none">visibility and enforcement of 2 minutes drop off parking and 40k speed limit on main roadsupporting school road safety education with School Community Officer (SCO).	<p>TLA will assist with:</p> <ul style="list-style-type: none">data for the report for the April BOT meetinggathering information from dairy owner and local residentsmonitoring and enforcing parking at least 10 mornings and 3 afternoons in Terms 1 & 2travel planning in Term 1placing any engineering solution into the council planning for the following financial year. <p>Police will assist with:</p> <ul style="list-style-type: none">monitoring and enforcement of 40km speed restriction at least 7 mornings and 7 afternoons for Terms 1 & 2participating in at least 2 student inquiry lessons per class from March-June.	<p>In Term 4:</p> <p>BOT will receive a report at November meeting that compares delivery of services by Police, TLA and other agencies around this issue from start of school year to end of school year.</p>
Model parents and whānau	<p>Currently 20% of students walk, scooter, or cycle to school, 60% of student are driven, and 20% use public transport.</p> <p>70% of parents express concern for the safety of children who walk, scooter or cycle to school.</p> <p>Parents regularly express concern at the chaos of cars and parking at the start and end of school day.</p>	<p>A decrease in parking warnings to parents from 30 in Term 1 to 10 in Term 3.</p> <p>A decrease in parking tickets to parents from 23 in Term 1 to 8 in Term 3.</p> <p>An increase from 30% to 55% in the percentage of students and family/whānau who say they would feel safe travelling to and from school.</p>	<p>The PTA promotes safe travelling at the school gala.</p> <p>School actions are promoted through TLA newsletter.</p> <p>Social Studies includes student-led inquiry on road user behaviour.</p> <p>Parking wardens and police are visible at promoting desired behaviour.</p> <p>Walking School Bus is reinstated.</p>	<p>'Safe Travel' stand at school gala on 10 Nov - supported by TLA and Police.</p> <p>August newsletter includes content provided by TLA travel planner and SCO.</p> <p>Syndicate head plans Social Studies inquiry using SOLO taxonomy by 1 March.</p> <p>Monitoring and enforcement of parking as agreed, plus monitoring support from Community Patrols NZ.</p> <p>Parent leader and roster provided for Walking School Bus facilitated by TLA by 10 Feb.</p>	<p>In Term 3:</p> <p>Compare number of warnings and tickets for parking given to parents in Term 1 with Term 3.</p> <p>Post-survey to measure student/family/whānau feelings of safety of students travelling to and from school by walking, scooter or cycle up to 55%.</p>

Teaching and learning

	Scan - Gather data and assessing needs (Step 1)	Analyse (Step 2)	Respond (Step3)	Assess the impact (Step 4)
Students looking after themselves	Currently road safety education about looking after themselves is based around information and practical training around safe pedestrians and cycle safety, and training of a school patrol.	Increase student-led action to influence themselves and their family and friends to be safe around this problem.	<p>Syndicate heads lead lesson planning by 1 March.</p> <p>Lessons occur during March-April.</p> <p>Feedback of student achievement against learning outcomes provide to Principal by start of Term 2.</p> <p>Unit includes a lesson with the SCO and TLA travel planner.</p>	<p>Count number and assess outcomes of student-led actions to influence themselves and their family and friends to be safe around this problem, which have come out of this unit of work.</p> <p>Feedback of outcomes of student-led actions provided to Principal by end of Term 3.</p>
Students looking after their friends / family	Currently road safety education about looking after their friends and family is based around the School Traffic Safety Team that runs the school patrol.	<p>Increase student-led action to influence the community relating to safety around this problem.</p> <p>Implement a student-led inquiry to promote students to walk, scooter or cycle to school, and to influence the behaviour of friends to walk, scooter or cycle to school.</p> <p>Ideas developed from NZTA pedestrian safety inquiry and NZTA cycle safety inquiry.</p> <p>Shared road safety education planning using Totara School scenarios based on NZTA resources and Police Road Safe learning activities.</p>	<p>Syndicate heads lead lesson planning by 20 April.</p> <p>Lessons occur during May-June.</p> <p>Unit includes a session with the SCO and TLA travel planner.</p>	<p>Count number and assess outcomes of student-led actions to influence the community relating to safety around this problem, which have come out of this unit of work.</p> <p>Feedback of outcomes of student-led actions provide to Principal by end of Term 3.</p>
Students looking after the community	Currently there is no road safety education about looking after the community/school.	<p>Increase student-led action to influence the community relating to safety around this problem.</p> <p>Implement a student-led inquiry with Year 7-8 students to modify the environment that students use, to make it safer when they walk, scooter or cycle to and from school, using the learning areas:</p> <ul style="list-style-type: none"> • numeracy (statistical analysis - parking, driving behaviour) • technology project (engineering solution - implementing a design brief) • social studies (driver behaviour and values). <p>Idea developed from:</p> <ul style="list-style-type: none"> • NZTA - pedestrian safety inquiry and cycle safety inquiry • Police - Road Safe. 	<p>Syndicate heads lead lesson planning by 20 April.</p> <p>Lessons occur during May-June.</p> <p>Unit includes a session with the SCO and TLA travel planner.</p>	<p>Count number and assess outcomes of student-led actions to influence the community relating to safety around this problem, which have come out of this unit of work.</p> <p>Feedback of outcomes of student-led actions provide to Principal by end of Term 3.</p>