



COBURN PRIMARY SCHOOL

TRAFFIC SAFETY EDUCATION

POLICY - 2015



Rationale:

Traffic Safety Education, part of Health and Physical Education, is a vital component of the school's curriculum. Traffic Safety Education is a community concern involving a shared responsibility and partnership between students, parents and the local and wider community. Safe Routes to School are integral to our school's approach to Traffic Safety Education.

Aims:

- Traffic Safety Education is included in the Health and Physical Education Curriculum across Years P to 6 and in Integrated Studies Community unit during Prep Year
- The Traffic Safety section of the Health and Physical Education Course Advice forms the basis of the curriculum
- The Safe Routes to School Program enables the school to provide for the local traffic safety needs

Implementation:

Teaching Traffic Safety Education will:

- enable students to learn about their traffic environment
- develop the physical skills, attitudes and behaviour patterns for the safe use of the roads and the public transport system – including the wearing of helmets if riding a bike, scooter or skateboard to and from school.
- develop a partnership between home and the school in Traffic Safety Education
- ensure that students gain awareness with practical experience around Kids on the Move
- benefit from an interactive partnership between schools and parents through increased parental involvement in the Traffic Safety Education Program

Strategies may include:

- Ride or walk to School day
- promotion in local paper and Newsletter
- videos, police visits Bike Ed, RACV and Vic Roads visits
- use of VicRoads resources *RoadSmart*, storybooks and posters
- poster competition, colouring competition, slogan competition
- Whole school – safe routes to school, signs, crossing supervisor (lolly pop)
- 3 -6 mapping P-2 symbols and signs
- Excursion to Road Safety Essendon
- talk by crossing supervisor in Prep
- traffic school excursion / incursion
- mobile traffic school in the playground
- local walks
- maintaining ongoing partnership with local councils in relation to the school's traffic engineering needs
- Ongoing communication with local police through City of Melton Police and Schools Consultative Committee

Assessment:

Assessment of the student's progress will be continuous and part of the learning process. A range of appropriate assessment methods will be used including anecdotal records, checklists, work samples, self-evaluation by the students.

Evaluation:

Evaluation of the program will be carried out at the:

- Classroom level – based on the AusVELS Domains and Dimensions.
- Area level – based on the term planner, Inquiry Scope and Sequence documentation and AusVELS.
- Whole school level – AusVELS achievement levels.
- Annual minor evaluation of the program for the purposes of program budgeting
- Major evaluation of the program through whole school review

This policy will be reviewed as part of the school's three year review cycle.