



# **Administrative Guidelines for Traffic Safety Education**

**A SUPPORT DOCUMENT TO THE  
SCHOOLS OF THE FUTURE  
REFERENCE GUIDE**

## ***ADMINISTRATIVE GUIDELINES FOR TRAFFIC SAFETY EDUCATION***

This new support document to the Schools of the Future Reference Guide replaces the Administrative Guidelines - Traffic Safety Education, 1991. It provides guidelines to schools on how to run practical activities in pedestrian safety education, passenger safety education, cycling education and pre-licence education. It also contains an extensive list of agencies and organisations that support Traffic Safety Education and internet sites which focus on road safety.

The Administrative Guidelines for Traffic Safety Education document was developed in co-operation and consultation with many schools, teachers, professional associations, community and business organisations involved in Traffic Safety Education. Most of these people and organisations provide direct support to Traffic Safety Education activities in schools.

Comprehensive, sequential and ongoing Traffic Safety Education in schools helps students to develop safe behaviours and responsible attitudes to their road use.

The Administrative Guidelines for Traffic Safety Education document provides essential information and support to help schools ensure they include TSE in their curriculum to provide students with the life skills to avoid injury or death on our roads.

Peter Allen  
Director of Schools

## ***Acknowledgments***

The Administrative Guidelines for Traffic Safety Education have been developed by the Department of Education as a support document to the Schools of the Future Reference Guide. It replaces the previous document, Administrative Guidelines—Traffic Safety Education, 1991.

The project to redevelop the guidelines was coordinated by the Professional and Leadership Development Centre, Department of Education, with VicRoads being commissioned to project manage the rewriting of the 1991 guidelines. This included establishing a reference group, comprising teachers and representatives of organisations with an interest in traffic safety education. In addition VicRoads provided ongoing consultation and advice to the Department of Education throughout the development process.

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Beaumaris Primary School	Honda Rider Training Australia
Bundoora Secondary College	Motorcycle Safety Forum
Carwatha College	PFC Services P/L
Chalcot Lodge Primary School	Public Transport Corporation
Cleeland Secondary College	Royal Automobile Club of Victoria
Collingwood College	State Bicycle Committee
Hurstbridge Primary School	Stay Upright
Keilor Downs Primary School	Transport Accident Commission
Kooweerup Primary School	VicRoads
Korumburra Secondary College	Victoria Police
Lyndale Secondary College	Victorian Association of State Secondary Principals
Rowville Primary School	Victorian Association of Traffic Safety Education Teachers
Somerville Primary School	Victorian Primary Principals Association
St Albans East Primary School	
Upwey High School	
Wellington Secondary College	
Westall Primary School	
Warragul North Primary School	

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## ***Contents***

	Page
<b>1. Introduction</b>	<b>7</b>
1.1 Rationale for traffic safety education	7
<b>2. Pedestrian safety education</b>	<b>9</b>
2.1 Developing programs	9
2.2 Approval of programs	10
2.3 Legal liability	10
<b>3. Passenger safety education</b>	<b>11</b>
3.1 Developing programs	11
3.2 Approval of programs	11
3.3 Legal liability	12
<b>4. Cycling education</b>	<b>13</b>
4.1 Developing programs	13
4.2 Approval of programs	14
4.3 Legal liability	14
4.4 Qualifications of staff	15
4.5 Practical instruction	15
4.5.1 Cycling activities within the school grounds	15
4.5.2 On-road cycling activities	16
4.5.3 Safety equipment for cycling activities	16
4.6 Bicycles used for cycling education programs	17
<b>5. Pre-licence education</b>	<b>18</b>
5.1 Developing programs	18
5.2 Student off-road driving experience	19
5.3 Motorcycle safety education	19
5.3.1 Legal liability	20
<b>6. Additional traffic safety information</b>	<b>21</b>
6.1 School excursions	21
6.2 Bicycle riding to and from school	21
6.3 Bicycle and foot races on public roads	21
6.4 School crossings	21
6.5 Use of private motor vehicles to transport students	22
6.6 Bus safety	22
<b>7. Resources for traffic safety education</b>	<b>23</b>
7.1 Organisations	23
7.2 Internet sites	24

	Page
<b>Appendix A: Conduct of practical driving experiences</b>	<b>25</b>
1. Approval of programs	25
1.1 Approval of off-road practical driving experiences	25
2. Legal liability	26
3. Qualifications of staff	26
4. Practical instruction	27
4.1 Number of students in-car	27
4.2 Supervision	27
4.3 Minimum age	27
4.4 Off-road driving instruction	27
4.5 On-road demonstration drives	28
4.6 Footwear for students	28
5. Use of motor vehicles for practical driving experiences	28
5.1 Procedure for purchasing a motor vehicle	28
5.2 Arrangements with dealers for loan vehicles	29
5.3 Sharing arrangements between schools	29
5.4 Sales tax exemption for motor vehicles	29
5.5 Use of used motor vehicles	30
5.6 Registration and insurance	30
5.7 Security of vehicles	32
5.8 Car care	33
5.9 Crashes	33
5.10 Equipment	33
<b>Appendix B:</b>	<b>34</b>
1. Registration and insurance information	34
2. Insurance registration form	34

## ***Introduction***

This document provides administrative advice to schools concerning the conduct of traffic safety education programs and activities in schools in Victoria. Traffic safety education consists of a variety of themes including pedestrian safety, passenger safety, cycling education and pre-licence education. These themes address significant community concerns and schools are encouraged to secure the support and involvement of their community in providing programs.

The guidelines in this document fall into two categories:

- those that schools must follow, as they embody Department of Education policy as outlined in the Schools of the Future Reference Guide 1996
- those that should be followed, as they provide the basis for safe and viable conditions and arrangements for traffic safety education in schools.

Traffic safety education is most readily located in the Health and Physical Education Key Learning Area of the Curriculum and Standards Framework. Traffic safety education themes and issues may also be integrated within other key learning areas such as Science, Mathematics, Studies of Society and Environment, English, The Arts, and Technology.

Traffic safety education curriculum advice is included in the Traffic Safety component of the Health and Physical Education Key Learning Area Course Advice, sent to schools in 1995. These administrative guidelines are to be read in conjunction with that document. It is in the context of a comprehensive, sequential and ongoing traffic safety education program that schools conduct the activities addressed in these guidelines.

### ***1.1 Rationale for traffic safety education***

Children and adolescents use the road and transport system frequently as pedestrians, passengers and cyclists. Most will become drivers and/or motorcyclists. As present and future road users they are at risk of injury or death as a result of road crashes caused by inappropriate behaviour and irresponsible attitudes.

Comprehensive traffic safety education programs conducted by schools can play an essential role in developing responsible attitudes and behaviours for safe road use. It is Department of Education policy that schools provide a comprehensive traffic safety education curriculum from Year Prep to Year 10.

The following excerpt from the Health and Physical Education Course Advice, Traffic Safety component, page 3, establishes the parameters for schools:

Traffic Safety Education is concerned with information, ideas, skills, behaviours, attitudes, values and beliefs related to individuals and groups using the traffic system and travelling responsibly and safely. Effective traffic safety education programs need to be relevant to students' ages and abilities, and combine the following three elements:

- knowledge and understanding of the road traffic and transport environment and the law
- the development of physical skills to manage such an environment safely ...

- the development of behaviours, attitudes and decision making skills to manage this environment in a responsible and safe way.

Parents play a vital role in the child's learning about traffic safety. They can complement the school's teaching of traffic safety and take part in traffic safety programs in schools.

Effective traffic safety education programs allow students during their schooling to develop gradually in degree and scope the responsible attitudes, behaviours and skills conducive to safe road use. Activities will need to be designed to allow all students, particularly those with special needs or disabilities, to participate and progress at their own rate.

Practical components of traffic safety education as outlined in these guidelines should only be undertaken in the context of a comprehensive program involving theory. Practical components should complement and reinforce classroom teaching and learning. In particular, the aim of pre-licence education programs is to help students develop responsible attitudes and decision making skills for safe road use, not to teach students how to drive.

It is suggested that schools designate a teacher as a traffic safety education coordinator. This person should draw on the resources of the school and community to implement a comprehensive, sequential and ongoing traffic safety education program, within the context of the Curriculum and Standards Framework.

## ***2. Pedestrian safety education***

### ***2.1 Developing programs***

Analysis of pedestrian accidents has identified primary school-age children as a vulnerable group. They are particularly at risk as pedestrians because of their lack of experience in traffic situations and their limited physical and psychological development.

Children can learn and practise safe traffic behaviour in a comprehensive traffic safety education program. Advice on developing such programs is provided in the Health and Physical Education Key Learning Area Course Advice.

Pedestrian safety education should develop an understanding of why roads are dangerous and develop safe behaviours in dealing with varied traffic situations. Activities should focus on identifying and using the safest crossing points at roads and rail lines and the importance of being visible to other road users.

Children should have first hand experience of observing and interacting with traffic if they are to develop lasting knowledge, skills and attitudes that contribute to safe behaviour. These supervised on-road experiences should reinforce and complement learning activities undertaken in the classroom and school grounds. Activities will need to be designed to allow all students, particularly those with special needs or disabilities, to participate and progress at their own rate.

Parental involvement may enhance pedestrian safety education in schools. Parents should be informed about the school's program, its objectives and ways in which they can be involved to support and extend their child's learning.

### ***2.2 Approval of programs***

All Department of Education requirements for excursions must be followed for pedestrian safety education activities in which students are to leave the school grounds. These include:

- advice to parents regarding the nature and conditions of the activity
- written permission from a parent for each student participant.

See the Schools of the Future Reference Guide 1996, Section 4.4.2 School excursions.
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### ***2.3 Legal liability***

Teachers employed by the Department of Education and approved volunteers are indemnified by the State of Victoria in the event of the teacher or volunteer being sued for a negligent act.

Schools using the services of paid instructors for pedestrian safety education activities must ensure that these instructors have a minimum public liability insurance of \$5 million and that the policy is endorsed to indemnify as interested parties the school council and the State of Victoria.

Schools may contact the Department of Education's Insurance and Risk Management Unit on telephone (03) 9628 2923 for further details.

See the Schools of the Future Reference Guide 1996, Sections 6.14.2 The matter of liability, and 7.13.7 Public liability.

### ***3. Passenger safety education***

#### ***3.1 Developing programs***

Children and young people are frequently passengers in vehicles and on the public transport system. A significant proportion of those injured and killed as passengers are not wearing an appropriate restraint or seatbelt in a motor vehicle, or are behaving dangerously on and around public transport. Frequently these inappropriate behaviours are the result of peer pressure.

School children need to develop safe and responsible passenger behaviours. Students should also explore strategies for dealing with peer pressure in this context. Excursions involving students as passengers in vehicles and on public transport provide an excellent opportunity to reinforce learning in the classroom. Activities will need to be designed to allow all students, particularly those with special needs or disabilities, to participate and progress at their own rate.

Passenger safety education should occur within the context of a comprehensive traffic safety education program. Advice on developing comprehensive traffic safety education programs is provided in the Health and Physical Education Key Learning Area Course Advice.

Parental involvement may enhance passenger safety education in schools. Parents should be informed about the school's program, its objectives and ways in which they can be involved to support and extend their child's learning.

#### ***3.2 Approval of programs***

All Department of Education requirements for excursions must be followed for passenger safety activities in which students are to leave the school grounds. These include:

- advice to parents regarding the nature and conditions of the activity
- written permission from a parent for each student participant.

See the Schools of the Future Reference Guide 1996, Section 4.4.2 School excursions.
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For information on the use of private motor vehicles to transport students see the Schools of the Future Reference Guide 1996, Sections 4.4.2.10 Use of private motor vehicles, 4.10.6 Use of private cars, 4.10.6.3 Prohibition on use of student cars, and 4.10.6.4 Parents and volunteer workers' cars.

For information on seating arrangements on buses transporting students see the Schools of the Future Reference Guide 1996, Sections 4.10.5.4 Loadings on charter buses, 4.10.5.5 Loadings on school-owned and hire drive buses, and 4.10.5.6 Loadings on school buses.

### **3.3    *Legal liability***

Teachers employed by the Department of Education and approved volunteers are indemnified by the State of Victoria in the event of the teacher or volunteer being sued for a negligent act.

Schools using the services of paid instructors for passenger safety education activities must ensure that these instructors have a minimum public liability insurance of \$5 million and that the policy is endorsed to indemnify as interested parties the school council and the State of Victoria.

Schools may contact the Department of Education's Insurance and Risk Management Unit on telephone (03) 9628 2923 for further details.

<p>See the Schools of the Future Reference Guide 1996, Sections 6.14.2 The matter of liability, and 7.13.7 Public liability.</p>
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## ***4. Cycling education***

### ***4.1 Developing programs***

Many children and young people ride bicycles for recreation or as a means of transport in a variety of traffic situations. They are at greater risk if they are not practising safe and appropriate behaviours and do not have an understanding of relevant road laws. It is also essential that they develop the skills necessary to control a bicycle safely, particularly when riding in traffic.

Cycling activities should be conducted initially within the school grounds and involve students progressing through a structured program, each lesson building on previously mastered skills. On-road activities should be introduced only after students have demonstrated cycling competence within the school grounds or in other off-road venues. Under appropriate supervision, students should be introduced to a range of traffic situations and given the opportunity to practise riding safely in traffic.

On-road cycling activities provide valuable opportunities for students to develop safe and appropriate attitudes, behaviours and skills that will be of benefit to them later as drivers of motor vehicles. Activities will need to be designed to allow all students, particularly those with special needs or disabilities, to participate and progress at their own rate.

Schools should undertake cycling education within the context of a comprehensive traffic safety education program. Advice on developing comprehensive traffic safety education programs is provided in the Health and Physical Education Key Learning Area Course Advice.

Parental involvement may enhance cycling education programs in schools. Parents should be informed about the school's program, its objectives and ways in which they can be involved to support and extend their child's learning.

### ***4.2 Approval of programs***

All Department of Education requirements for excursions must be followed for cycling education activities conducted beyond the school grounds. These include:

- advice to parents regarding the nature and conditions of the activity
- written permission from a parent for each student participant.

See the Schools of the Future Reference Guide 1996, Section 4.4.2 School excursions.

Cycling activities undertaken outside the school grounds and which are part of the cycling education component of a traffic safety education program require the approval of the principal.

See the Schools of the Future Reference Guide 1996, Section 4.4.5.5 Traffic safety education.

Cycle touring or other cycling activities undertaken as part of an elective or recreational program are considered to be outdoor adventure activities and therefore require school council approval.

See the Schools of the Future Reference Guide 1996, Section 4.4.3 Adventure activities.

### **4.3 *Legal liability***

Teachers employed by the Department of Education and approved volunteers are indemnified by the State of Victoria in the event of the teacher or volunteer being sued for a negligent act.

Schools using the services of paid instructors for cycling education activities must ensure that these instructors have a minimum public liability insurance of \$5 million and that the policy is endorsed to indemnify as interested parties the school council and the State of Victoria.

Schools may contact the Department of Education's Insurance and Risk Management Unit on telephone (03) 9628 2923 for further details.

See the Schools of the Future Reference Guide 1996, Sections 6.14.2 The matter of liability, and 7.13.7 Public liability.

### **4.4 *Qualifications of staff***

At least one staff member (teacher, instructor or volunteer) responsible for instructing in on-road practical cycling components of traffic safety education programs must have an approved qualification. It is suggested that staff conducting cycling activities within the school grounds or other off-road venues also have approved qualifications.

The approved qualifications are satisfactory completion of the Bike Ed Instructor Course and the Cycle On Instructor Course. The Bike Ed Instructor Course is the recommended course for staff conducting programs in primary schools and the Cycle On Instructor Course is the recommended course for staff conducting programs in secondary schools. The Victoria Police Bicycle Safety Course provides an approved qualification for police personnel.

Bike Ed and Cycle On Instructor Courses are conducted by an approved Department of Education training provider. These courses, which are conducted regularly throughout the year, are held in all regions and include practical cycling components. They are advertised in the Victorian School News.

For information on Bike Ed and Cycle On Instructor Training Courses contact the Professional and Leadership Development Centre, Department of Education, on telephone (03) 9628 4915.

See the Schools of the Future Reference Guide 1996, Section 4.4.5.5 Traffic safety education.

#### **4.5 Practical instruction**

A class engaged in practical instruction must be adequately supervised by at least one teacher employed by the Department of Education or the school council. Visiting police, volunteers and instructors may assist in conducting the program, but cannot accept sole responsibility for, or control of, cycling classes.

##### *4.5.1 Cycling activities within the school grounds*

Effective cycling activities conducted within the school grounds provide the opportunity for students to develop and demonstrate necessary skills before progressing to on-road cycling.

See the Schools of the Future Reference Guide 1996, Section 4.4.5.5 Traffic safety education.

##### *4.5.2 On-road cycling activities*

On-road cycling activities as part of a traffic safety education program can provide valuable practical learning experiences. These activities can range from on-road lessons with a focus on riding in a group and negotiating a variety of traffic situations and conditions to cycle touring. All such activities should be carefully planned and routes to be taken by students checked beforehand for potential traffic hazards. It is useful for students to experience a range of road and traffic conditions throughout the program.

The level of staff supervision should, among other things, be appropriate to the competence of the riders and to the traffic conditions. While the general requirements and guidelines for excursions (see the Schools of the Future Reference Guide 1996, Section 4.4.2 School excursions) apply, the following specific supervision details apply to cycling activities:

- at least one staff member is to be qualified in cycling education
- all staff involved in cycling activities are to be suitably experienced for the activity and preferably qualified in cycling education
- in general at least half of the staff involved with cycling activities should be teachers
- at least two staff are to be present with each group of students
- the minimum overall ratio is to be at least one staff member for every ten students or part thereof.

See the Schools of the Future Reference Guide 1996, Section 4.4.5.5 Traffic safety education.

#### 4.5.3 *Safety equipment for cycling activities*

Teachers must ensure that:

- all cyclists, both students and staff, wear an approved helmet carrying the Australian Standards Mark TM (AS 2063)
- helmets are in good condition, correctly fitted and positioned, with the straps securely fastened
- cyclists wear closed-toe footwear.

For on-road cycling activities, including cycling tours, teachers should ensure that cyclists wear a conspicuous vest, bright clothing or have a bright flag attached to the bicycle.

It is also suggested for on-road cycling activities, including cycling tours, that:

- all cyclists, both students and staff, wear cycling gloves and have suitable eye protection
- a first-aid kit is readily available
- a mobile telephone is carried for use in an emergency.

See the Schools of the Future Reference Guide 1996, Section 4.4.5.5 Traffic safety education.

#### 4.6 *Bicycles used for cycling education programs*

Schools may purchase or hire suitable bicycles or students may provide their own bicycles for use in cycling education programs.

Prior to the participation of students in school cycling activities, teachers should ensure, as far as possible, that the bicycles are of an appropriate size for each student and in safe mechanical condition. Under no circumstances must a student be permitted to ride a bicycle known to be in unsafe condition or incorrectly sized.

Maintenance and repairs, other than normal adjustments and puncture repairs, to bicycles owned by students, the school or hired should only be carried out by an experienced bicycle mechanic.

VicRoads provides sets of bicycles that may be hired by schools. These are available from various locations throughout the state. For further information contact the nearest VicRoads regional office.

Where students provide their own bicycles:

- it is the responsibility of parents to ensure that the bicycle is mechanically sound, safe and the appropriate size
- bicycles should be checked for size and safety and, if found to be unsafe, a note should be sent home to the parents asking for the bicycle to be repaired prior to their child's involvement in any school cycling activities
- any bicycle checklist sent home to the parents should state that it is only an indication of the condition of the bicycle and that full inspection regarding safety of the bicycle should be carried out by an experienced bicycle mechanic

- it is suggested that a secure location be provided for the storage of bicycles and helmets during the school day.

See the Schools of the Future Reference Guide 1996, Section 4.4.5.5 Traffic safety education.

## ***5. Pre-licence education***

### ***5.1 Developing programs***

Pre-licence education is designed for students to undertake prior to gaining their driver or motorcycle licence.

Young people aged seventeen to twenty-five years are over-represented in road crash statistics. Young drivers:

- have limited experience of traffic
- are easily distracted
- lack skills
- tend to engage in high-risk activities such as travelling at high speed or using alcohol or other drugs.

Young people should be encouraged to develop safe and appropriate behaviours and attitudes to road use before they obtain a licence to drive or ride.

Pre-licence education, however, is not about teaching students how to drive or ride. It should be aimed at developing appropriate behaviours, attitudes and decision making skills to enable students to manage the road traffic environment in a responsible and safe way. Activities will need to be designed to allow all students, particularly those with special needs or disabilities, to participate and progress at their own rate.

Pre-licence education should be undertaken within the context of a comprehensive traffic safety education program. Advice on developing comprehensive traffic safety education programs is provided in the Health and Physical Education Key Learning Area Course Advice.

The involvement of parents in pre-licence education is important if it is to be fully effective. Parents should be informed about the school's program, its objectives and ways in which they can be involved and support their children's learning. Schools should consider conducting parent information sessions.

### ***5.2 Student off-road driving experience***

Recent research (Fresta et al, 1995 1; Lonero et al 1995 2) shows that there are no significant road safety benefits from off-road practical driving activities. These may, in fact, have negative consequences from a road safety perspective.

The trend nationally and overseas is to move away from behind-the-wheel activities in school programs.

Pre-licence education programs should, however, have a clear link to instruction and on-road practice conducted by parents and specialist training providers within the community.

While the provision of off-road driving experience for students in school is not the preferred option, it is recognised that there are schools which choose to conduct

practical driving experiences for students. Guidelines for the conduct and approval of such programs are included in Appendix A, Conduct of practical driving experiences. Some practical in-car experience can be provided that does not require students to actually drive. Such experience could include driver simulation programs, car safety checks, students practising the system of car control without actually turning the ignition on and students as passengers in a demonstration drive.

### **5.3 Motorcycle safety education**

The teaching of motorcycle safety related issues may be included in a comprehensive traffic safety education program where a school considers it appropriate.

In motorcycle safety education programs delivered by staff in school grounds, students' experience with motorcycles should be limited to activities such as familiarisation with the controls, safety checks, protective clothing and appropriate safety demonstrations, for example braking.

However, it is acknowledged that:

- the development of riders' skills in specialist off-road complexes is relevant to safer riding on the road
- for crash prevention, vehicle control skills are more important in motorcycle riding than in car driving.

Therefore, schools wishing to offer a practical component of motorcycle rider training can do so, but only through motorcycle rider training organisations accredited by VicRoads or through individuals or organisations with Motorcycling Victoria coaching accreditation.

The practical component of motorcycle rider training can only be delivered at the off-road complexes provided by those organisations or individuals as part of their accreditation requirements.

#### **5.3.1 Legal liability**

Teachers employed by the Department of Education and approved volunteers are indemnified by the State of Victoria in the event of the teacher or volunteer being sued for a negligent act.

Schools using the services of paid instructors for motorcycle safety education activities must ensure that these instructors have a minimum public liability insurance of \$5 million and that the policy is endorsed to indemnify as interested parties the school council and the State of Victoria.

Schools may contact the Department of Education's Insurance and Risk Management Unit on telephone (03) 9628 2923 for further details.

See the Schools of the Future Reference Guide 1996, Sections 6.14.2 The matter of liability, and 7.13.7 Public liability.
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Activities conducted outside the school where students are pedestrians, cyclists or users of public transport should be carefully planned and take into account traffic

safety considerations. These activities can reinforce the use of safe and appropriate traffic safety behaviours such as using the safest crossing points at roads, encouraging students to be visible to other road users and the safe and responsible use of public transport.

The following references to the Schools of the Future Reference Guide 1996 cover a range of situations where appropriate traffic safety attitudes, knowledge and skills can be introduced and/or reinforced by teachers.

## **6. Additional traffic safety information**

### **6.1 School excursions**

#### *Section 4.4.2 School excursions*

This covers all requirements related to excursions.

### **6.2 Bicycle riding to and from school**

#### *Section 4.4.7.1 Bicycle riding*

This relates to students cycling to and from school and to other venues during school hours.

### **6.3 Bicycle and foot races on public roads**

#### *Section 4.4.7.2 Bicycle and foot races on public thoroughfares*

This covers requirements related to seeking permission from police.

### **6.4 School crossings**

#### *Section 4.4.7.3 School crossings*

This relates to the operation of school crossings and the displaying of flags.

### **6.5 Use of private motor vehicles to transport students**

#### *Section 4.4.2.10 Use of private motor vehicles*

#### *Section 4.10.6 Use of private cars*

#### *Section 4.10.6.3 Prohibition on use of student cars*

#### *Section 4.10.6.4 Parents' and volunteer workers' cars*

These sections cover a range of situations related to transporting students in private vehicles.

### **6.6 Bus safety**

#### *Section 4.10.5.4 Loadings on charter buses*

#### *Section 4.10.5.5 Loadings on school-owned and hire-drive buses*

#### *Section 4.10.5.6 Loadings on school buses*

These sections relate to seating arrangements on buses transporting students.

## ***7. Resources for traffic safety education***

### ***7.1 Organisations***

The following organisations can provide useful resources and material related to traffic safety education:

Alcohol and Drug Foundation  
Bicycle Victoria  
Community Road Safety Councils  
Federal Office of Road Safety (FORS)  
Headway Victoria  
Home Safely  
Kidsafe—Child Accident Prevention Association of Victoria  
Monash University Accident Research Centre (MUARC)  
Paraplegic and Quadriplegic Association  
Public Transport Corporation (PTC)  
Public Transport Users Association  
Royal Automobile Club of Victoria (RACV)  
Royal Children's Hospital Safety Centre  
State Emergency Service (Victoria)  
Traffic Safety Schools and Centres  
Transport Accident Commission (TAC)  
VicRoads  
Victoria Police  
Victorian Injury Surveillance Centre  
Victorian Association of Traffic Safety Education Teachers (VATSET)  
Youth Research Centre, University of Melbourne

### ***7.2 Internet sites***

The following Internet sites have useful information related to traffic safety education:

- *Department of Education*

<http://www.sofweb.vic.edu.au/pd/traffic/>

Provides a discussion page for traffic safety education network leaders and traffic safety issues.

- *Australian Police sites*

<http://www.ruralnet.net.au/~ashco/ozpolice.html>

Provides links to police web sites around Australia. Most have a section on road safety.

- *Federal Office of Road Safety*

<http://www.dot.gov.au/programs/fors/forshome.htm>

Provides links to the various free publications they offer.

- *Road safety organisations*

<http://users.netinfo.com.au/~ausauto/links.htm>

Look into each and find road safety links in most of the associations.

- *The Met On Line*

<http://www.victrip.vic.gov.au>

Visit VicTrip for information on public transport services (Met and V/Line), fare and ticket information, the history of public transport, special events, school and community education programs and students' project information.

- *VicRoads*

<http://www.vicroads.vic.gov.au>

Includes information on a range of traffic safety issues such as road crashes, drink driving and fatigue. Also provided is access to a version of CrashStats—a database on road crashes in Victoria.

A more comprehensive list of recommended traffic safety education resources and organisations is included in the Resources bibliography of the Health and Physical Education Key Learning Area Course Advice.

## ***Appendix A. Conduct of practice driving experiences***

### ***1. Approval of programs***

The inclusion of off-road driving experience for students within a pre-licence component of a traffic safety education program is not the preferred option (see 5.2 Student off-road driving experience).

If a school chooses to conduct an in-car component as part of its traffic safety education program, it should be regarded as an extension of the theoretical aspects of the program and be aimed at supporting matters dealt with in the classroom. It should not be a 'how to drive' program and should be of relatively short duration.

Programs in which students drive a vehicle may only be conducted in an off-road situation.

Under no circumstances must students be permitted to drive in an on-road situation as part of a school's pre-licence program.

#### ***1.1 Approval of off-road practical driving experiences***

Teachers intending to conduct off-road practical driving experiences with students must obtain approval for that program from the school council which should consider the following aspects when making its decision:

- details of the program
- aims and objectives
- length of the program
- statement on the extent, location and arrangements for practical tuition, including supervision of students not involved in the in-car activity
- period of operation (dates and times)
- experience and qualifications of staff (teachers, instructors or volunteers)
- details of vehicles to be used.

All Department of Education requirements for excursions must be followed for students involved in off-road practical driving experiences. These include:

- advice to parents regarding the nature and conditions of the activity
- written permission from a parent for each student participant.

See the Schools of the Future Reference Guide 1996, Section 4.4.2 School excursions.
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### ***2. Legal liability***

Teachers employed by the Department of Education and approved volunteers are indemnified by the State of Victoria in the event of the teacher or volunteer being sued for a negligent act.

Schools using the services of paid instructors for off-road practical driving experiences must ensure that these instructors have a minimum public liability insurance of \$5 million and that the policy is endorsed to indemnify as interested parties the school council and the State of Victoria.

Schools can contact the Department of Education's Insurance and Risk Management Unit on telephone (03) 9628 2923 for further details.

See the Schools of the Future Reference Guide 1996, Section 7.13.7 Public liability.

### **3. *Qualifications of staff***

Staff including teachers, instructors and volunteers conducting off-road in-car practical components of traffic safety education programs must have an approved qualification or be considered to be appropriately experienced and skilled. All staff must hold a current Victorian Driver Licence that is not a probationary licence.

Approved qualifications for staff are the Graduate Certificate of Education—Traffic Safety Education, or its predecessor, or a traffic safety education course that includes an in-car component and is approved by the Department of Education.

### **4. *Practical instruction***

#### **4.1 *Number of students in-car***

In addition to the student driver under practical instruction, it is suggested that other students be in the vehicle as passengers. Students who are passengers can observe and appreciate at first hand the complexity of the driving task, before they take their own turn as drivers. Other students who are observing the actual driving instruction should be located in a safe place.

#### **4.2 *Supervision***

The staff member must be seated beside the student under instruction while the keys are in the ignition or the vehicle is in motion. Only staff who are qualified or considered appropriately experienced and skilled are permitted to conduct practical driving instruction. Students not involved in the in-car activity should be adequately supervised.

If an instructor or volunteer is delivering the in-car component, then it must be made clear that the teacher is in charge of and responsible for all students. If the instruction is to take place without a teacher on-site, then such an activity should be treated as an unsupervised excursion.

See the Schools of the Future Reference Guide 1996, Section 4.4.2.6 Guidelines for supervision.

#### **4.3 *Minimum age***

The minimum age for students undertaking off-road practical driving experiences is fifteen years.

#### **4.4 *Off-road driving instruction***

Practical driving instruction, where a student is operating the vehicle, must take place in an off-road area. Within the context of the Road Safety Act 1988, an off-road area is deemed as one where access is denied to the public. Since schools are public places in the context of the Road Safety Act 1988, school grounds can be legally used only if the public is prevented from gaining access. To meet these requirements and for safety

purposes, any gates should be closed or a chain placed across entrances. A sign should be used to indicate the area is closed.

Schools may negotiate use of other off-road areas such as car parks at football grounds, local ovals, shopping centres, off-road driving centres or another school, but the public must be prevented from gaining access. Conditions may range from dirt tracks to sealed areas with line markings and, occasionally, traffic lights.

#### *4.5 On-road demonstration drives*

Demonstration drives by staff may be conducted on public roads.

#### *4.6 Footwear for students*

All students driving should wear appropriate footwear. Thongs and high heels are not acceptable.

### **5. Use of motor vehicles for practical driving experiences**

This section outlines how schools may acquire vehicles as well as guidelines covering issues such as registration, insurance and maintenance requirements relating to all vehicles used during programs.

#### *5.1 Procedure for purchasing a motor vehicle*

Schools intending to purchase a motor vehicle must obtain the prior approval of the General Manager (Schools) of the region. Where several schools plan to jointly purchase a vehicle, each school council should endorse the submission to the region. A submission should include:

- details of the proposed use of the vehicle
- reference to the proposed make, model, purchase price and dealer who would be supplying the vehicle
- the necessary quotations (see the Schools of the Future Reference Guide 1996, Section 7.7 Purchasing)
- details of garaging, day-to-day running costs, costs of dual controls, servicing, insuring and registering the vehicle
- details of any proposed sharing of the vehicle with another school (where this is the case, the cost of the vehicle may be divided between the schools)
- information relating to disposal of the vehicle in the future.

See the Schools of the Future Reference Guide 1996, Sections 4.10.4.1 Purchase of vehicles, and 7.7 Purchasing.
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#### *5.2 Arrangements with dealers for loan vehicles*

When arranging for a loan vehicle from a car dealer:

- the school council must approve the proposed program for off-road practical driving instruction and must give permission to negotiate with a dealer for the loan of a vehicle
- on acquisition of a motor vehicle, or changeover to another motor vehicle, the Department of Education's Insurance and Risk Management Unit must be informed immediately to ensure that the comprehensive insurance cover is operative.

For a dealer who wishes to have some form of advertising on the vehicle loaned to the school, schools should note the following:

- a header board or suitable alternative sign incorporating a courtesy reference to the dealer and identifying the user school(s) may be supplied by the dealer
- a removable sign is preferable so that, if the vehicle is used by dealership personnel, the vehicle is not associated with the school.

### 5.3 *Sharing arrangements between schools*

It is recommended that, where two or more schools intend to share a vehicle, a coordinator is appointed to take charge of the vehicle and act as the contact person. The following arrangements should be formalised in writing and approved by the school council of each participating school:

- cleaning and maintenance
- sharing of fuel, registration and insurance costs
- reporting damage
- provision of equipment such as floor mats, first-aid kit, witches hats, fire extinguisher and seat covers
- garaging and security arrangements and the issue of keys
- timetable arrangements.

Each school is advised to retain a copy of these arrangements.

### 5.4 *Sales tax exemption for motor vehicles*

When applying for sales tax exemption for the purchase of a motor vehicle for off-road practical driving experiences, it is necessary to produce for the car dealer, a completed purchase order containing the sales tax exemption certificate at the foot of the order form.

As an alternative to purchasing a vehicle, a school may enter into an arrangement with a car dealer to borrow a vehicle for a specified period of time. In such cases the vehicle may be lent to the school with or without the sales tax exemption being claimed. Where the vehicle is borrowed by the school and the dealer wishes to claim the exemption from sales tax, it will be necessary for the school to provide the dealer with two signed copies of the appropriate Certificate A, the motor vehicle exemption certificate.

It should be stressed that, where application is being made for sales tax exemption in the case of either the purchase or the borrowing of a motor vehicle from a dealer, it is a condition of the sales tax exemption that the vehicle will not be sold or otherwise disposed of before the expiration of two years or 40,000 kilometres of actual running.

If a school should experience any problems in obtaining the sales tax exemption, it is recommended that they contact the motor vehicle exemption officer, Sales Tax Division, Australian Taxation Office.

See the Schools of the Future Reference Guide 1996, Section 7.7.5.8 Sales tax exemption on pre-driver education vehicles.
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### 5.5 *Use of used motor vehicles*

A used vehicle is a vehicle that is not a current model. A used vehicle may be purchased or supplied on loan by a dealer or on loan from a member of staff. The principal should be satisfied that the vehicle meets the requirements of a current Roadworthy Certificate and that the vehicle is suitable and appropriate for use.

### 5.6 *Registration and insurance*

All motor vehicles must be registered and comprehensively insured at all times.

Normal comprehensive motor vehicle insurance will not cover vehicles when driven by students under the legal learner age. Therefore, the Department of Education has arranged a comprehensive motor vehicle insurance cover with GIO Australia for off-road practical driving experiences for school owned vehicles or vehicles on loan (see Appendix B for details).

All vehicles being used for off-road practical driving experiences must be covered under this policy. The policy is managed and paid by the Department of Education.

The policy is renewed on

1 April annually and is numbered CO 463887B.

This insurance policy will cover the vehicle when it is being driven by a student under the legal learner permit age in an off-road area under the supervision of a staff member who is qualified or considered appropriately experienced and skilled to conduct off-road practical driving instruction.

The policy is operative when the vehicle is being used for practical driving instruction or is being driven to or from the:

- school
- off-road areas
- schools involved in sharing arrangements (if applicable)
- agreed garaging location, or
- approved pre-licence education professional development activities.

Used vehicles are covered by the Department of Education's special comprehensive insurance policy, provided the following conditions are also met:

- the vehicle must be registered and hence comply with all relevant safety design standards
- a Roadworthy Certificate must be obtained annually by the school council
- a certificate stating that the brake fluid and clutch fluid has been drained, flushed and refilled is to be obtained annually by the school council.

This policy covers loss, damage and liability in the following circumstances only when the vehicle is being driven:

- (a) by a student of or under the legal learner permit age, other than on a highway, under the supervision of approved staff (see Appendix A, Section 3 Qualifications of staff)
- (b) between the authorised dealer/school and an agreed garaging location

- (c) to and from the off-road driving area
- (d) on a highway for demonstration driving by approved staff (see Appendix A, Section 3 Qualifications of staff)
- (e) to or from approved pre-licence education activities, such as inservice training at the Driver Education Centre of Australia.

**Cover will not operate if the vehicle is used for other than the above purposes.**

**Note:** Sections (b), (c), (d) and (e) are only applicable to road registered vehicles.

- Through this policy, indemnity is granted to anyone using the vehicle with the permission of the insured, provided they have not been refused cover by any insurer and provided indemnity is not offered under another policy.
- No excess applies to the policy.
- Indemnity under the policy shall be granted only in respect of vehicles about which the Insurance and Risk Management Unit has been notified.
- A copy of the policy and further details concerning the insurance arrangements can be obtained from the Department of Education's Insurance and Risk Management Unit, telephone (03) 9628 2743, fax (03) 9628 2732.

Vehicles used in programs for off-road practical driving experiences must be listed annually with the Insurance and Risk Management Unit. The Insurance Registration Form (see Appendix B) should be copied, completed and forwarded to the Insurance and Risk Management Unit no later than 20 March each year or immediately possession of a vehicle is taken. Details of the cover offered by this policy are given in

Appendix B.

Comprehensive insurance policies negotiated by schools directly with insurance companies or other organisations do not provide insurance cover during off-road practical driving activities with students.

Where the vehicle is being used for any purpose other than for off-road practical driving instruction, it is the school's responsibility to arrange and pay for additional comprehensive insurance cover on the vehicle.

*5.7 Security of vehicles*

Garaging is to be arranged by the school and in consultation with the dealer if the vehicle is on loan. If the school does not have a lock-up garage, it is recommended that other appropriate security arrangements are made, which may include returning the vehicle to the dealer each night if the vehicle is on loan.

Under no circumstances must the vehicle be left in public thoroughfares overnight or left unlocked when not attended at other times.

Loan vehicles are to be returned to the dealer at the end of each school term, unless other arrangements are agreed to with the dealer.

*5.8 Car care*

Vehicles used for off-road practical driving experiences must incorporate all safety features and accessories required by law. All appropriate maintenance should be carried out to ensure that the vehicle is kept in a roadworthy condition.

It is suggested that schools make arrangements with a local garage to supply petrol and oil as needed. For vehicles purchased by schools, a local garage can be engaged to undertake regular maintenance according to the service manual.

Servicing and repairs are the responsibility of the dealer for vehicles on loan. Day-to-day running repairs for vehicles on loan, such as punctures, globes and fuses, are the responsibility of the school, but the dealer is to be notified of the repairs.

The dealer will be responsible for the cost of general maintenance for vehicles on loan and repairs resulting from fair wear and tear only.

### *5.9 Crashes*

In the event of a crash:

- any loss or damage to the vehicle must be immediately drawn to the attention of the principal
- the dealer must also be informed if the vehicle is on loan
- should a vehicle be damaged during any traffic safety education activity and a claim is to be lodged for repairs under the Department of Education arranged policy, the Insurance and Risk Management Unit must be notified immediately
- once a claim is made under the Department of Education arranged policy, repairs can only be authorised by GIO Australia.

### *5.10 Equipment*

Further equipment that may be included in the vehicle is:

- a fire extinguisher, which is SAA approved, adequately maintained and safely housed inside the vehicle
- a first-aid kit, which is stored in the vehicle and checked regularly.

Instructors may find that an additional interior mirror for the instructor's use may be helpful.

## ***Appendix B. Registration and insurance information***

### ***1. Registration and insurance information***

Registration

- All motor vehicles must be registered annually by the owner.

Transport accident charge

- Registration, including recreation registration, includes a compulsory transport accident charge.
- The registration and transport accident charge are the responsibility of the motor vehicle owner.
- The transport accident charge provides a cover for injuries to drivers, riders, passengers or pedestrians in the event of an accident.
- Compensation and benefit are therefore in accordance with the Transport Traffic Act 1986.
- The transport accident charge does not provide any cover for damage to property.

Department arranged comprehensive insurance policy

This policy is currently arranged through GIO Australia. Cover will not operate if the vehicle is used for other than the purposes outlined in Appendix A, Section 6 Registration and insurance.

A copy of the policy and further details concerning the insurance arrangements can be obtained from the Department of Education's Insurance and Risk Management Unit, telephone (03) 9628 2743, fax (03) 9628 2732.

**2. *Insurance registration form***

The following form should be used for a pre-licence education motor vehicle on the Department of Education arranged comprehensive insurance policy. The motor vehicle must be listed annually with the Insurance and Risk Management Unit by 20 March or immediately possession of the vehicle is taken.

Inquiries can be directed to the Insurance and Risk Management Unit, telephone (03) 9628 2743.

***Pre-Licence Education Vehicle Insurance***

***Please copy, complete and return by 20 March, to:***

Insurance and Risk Management Unit  
Department of Education  
GPO Box 4367  
Melbourne Vic 3001

School \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_ Postcode \_\_\_\_\_

Telephone \_\_\_\_\_ Fax \_\_\_\_\_

Vehicle Year \_\_\_\_\_ Make \_\_\_\_\_ Model \_\_\_\_\_

Type \_\_\_\_\_ Registration No. \_\_\_\_\_

Is the vehicle owned by the school? YES/NO

Is the vehicle used for any purposes other than pre-licence education? YES/NO

If yes, has the school arranged further comprehensive cover? YES/NO

If yes, please advise name of insurer

Is the vehicle supplied by a dealer? YES/NO

If yes, please supply name and address

\_\_\_\_\_

Is the school complying with the insurance requirements specified in the Administrative guidelines for traffic safety education? YES/NO

Is the school sharing the vehicle with other schools? YES/NO

If yes, list schools

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Signed (principal) \_\_\_\_\_ Date \_\_\_\_\_