

**Submission  
No. 50**

## **DRIVER EDUCATION, TRAINING AND ROAD SAFETY**

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**The Joint Standing Committee on Road Safety**

(The Staysafe Committee)

An inquiry into Driver Education, Training and Road Safety

from

**Road Safety Education Limited**



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## Attachments

- I. RYDA Social Impact Study 2016
- II. Road Safety Education Limited Concise Annual Report 2016
- III. Principles of effective community-based safe driving programs for novice drivers and passengers (NSW Government RTA 2002).

## Executive Summary

Road Safety Education Limited (RSE) is a not-for-profit organisation with a Mission "To provide evidence-based road safety education that saves lives by supporting the development of a road safety culture across the generations".

RSE is the provider of RYDA, a road safety awareness program for senior secondary school students. RYDA is evaluated for effectiveness (2016 RSE Social Impact Study) under the guidance of the RSE Advisory Council consisting of globally recognised road safety researchers. More than 50,000 students from 650 schools attend RYDA each year with over 50% of participants from schools across metropolitan and regional NSW. Since RYDA was established in NSW over 15 years ago, nearly 500,000 students have participated in the program. RYDA is the largest youth focussed road safety education program in Australia.

The RYDA program tag-line *My Life - My Choices*, emphasises the importance of decision-making in lowering road risks. Underlying the program goal is a broader strategy of supporting and strengthening road safety culture with a focus on the social obligations of being a road user.

Youth road trauma is both horrific and unacceptable. In Australia last year, 264 young people aged 17-25 died on the road and over 5,000 suffered a life changing serious injury - a shocking 17% increase on the previous year. In NSW last year, a total of 384 lives were lost on the road - a very worrying increase of nearly 10% on the previous year. Lives are lost, futures are ruined and families are put through never-ending distress. Road crashes also impose very significant financial costs on society and in NSW the detrimental impact on the state's resources is generally accepted as being over \$9 billion annually.

In high schools, road safety competes with many other student health and well-being priorities despite being, along with suicide, the highest injury and fatality risk for teenagers. As students advance in the school system they, generally, receive less road safety education when best practice principles suggest it should be ongoing, continuous, and age appropriate. Getting behind the wheel of a car as a young driver is among the most dangerous thing a person will ever do. To keep faith with the public and the parents of our students, road safety education must be appropriately prioritised and form part of the school curriculum.

### **To support Our Vision of Zero Youth Road Trauma, RSE advocates that the NSW Government:**

1. Support road safety education for senior high school students by only investing in programs that are evidence based and comply with the published NSW Government program guidelines.
2. Not support any "fear-approach" road safety education program for school students that includes crash re-enactment and/or images of horrific injuries - such programs fail both best evidence and governmental guidelines. This is both a waste of limited money and time, taking resources away from the provision of effective programs. It is also a breach of the trust placed in the government by schools and the parents of students who are not skilled to make program efficacy judgements.
3. Establish a system of accreditation for school based road safety education programs, providing guidance for all schools in NSW to only participate in programs that comply with established best practice aimed at ensuring positive outcomes leading to a reduction in youth road trauma. It is essential that teachers and parents are provided with information to help distinguish between effective road safety education and other programs that are ineffective or possibly harmful.
4. Provide hours of credit towards a Learner Driver Log Book for time spent at a NSW Government accredited road safety education program. This initiative is consistent with the philosophy of the current scheme which encourages face-to-face time with licensed Driving Instructors and gives log book credits for classroom style learning through the NSW Safer Driver course. Log book credits would encourage greatly increased participation in effective road safety education.



## 1.1 Introduction - Road Safety Education Limited and the RYDA Program

Road Safety Education Limited (RSE) is a not-for-profit organisation with a mission "To provide evidence-based road safety education that saves lives by supporting the development of a road safety culture across the generations."

RSE is the provider of RYDA, a road safety awareness program for senior secondary school students. More than 50,000 students from more than 650 schools attend each year in Australia and New Zealand - over 50% of participants are from schools in NSW. By a big margin, RYDA is the largest program of its type in Australia.

As well as providing RYDA and four other road safety programs, RSE actively advocates for best practice road safety education in the community, at conferences, and with governments. It maintains a social media presence with students after the program through Facebook and Instagram.

The program tag-line *My Life - My Choices*, emphasises the importance of decision-making in lowering road risks. Underlying the program goal is a broader strategy of supporting and strengthening road safety culture with a focus on the social obligations of being a road user.

In 2015 the RYDA program content was significantly revised to version 3.0 through a lengthy research and evaluation process. RYDA 3.0 included broadening the scope of the program to include personal contribution to road risk, more on passenger role, and increased emphasis on developing strategies. Further revisions and updates have recently been implemented with the release of RYDA 3.2 in February 2017. An important part of this was input from our Advisory Council. Formed in 2012, the role of the Road Safety Education Advisory Council has been to peer-review program content, discuss the application of relevant research to the program, and advise on its evaluation process. This has provided RSE with a conduit to best evidence research, advice on psychological factors for the age group that impact on the program, and evaluation practice.

The Advisory Council is made up of five leading road safety psychologists:

**A/Prof Teresa Senserrick**, Transport and Road Safety Research group, University of NSW;  
**Professor Barry Watson**, Centre for Accident Research and Road Safety, QLD (CARRS-Q);  
**Dr Neale Kinnear**, Principal Psychologist, Transport Research Laboratory, UK;  
**A/Prof Sam Charlton**, Chair of Psychology, Waikato University, NZ;  
**Dr Marilyn Johnson**, Senior Research Fellow, Monash University, Aus.

More than half of students attending RYDA are already driving, either as learners under supervision, or have just begun unsupervised driving. The program aims to prepare all participants for solo driving by giving them tools to lower their risks. By tools we mean knowledge, attitudes and personalised strategies which are detailed further in our Social Impact Study.

In addition, all participants are, of course, passengers. This is a critical area for this age group as peer distraction is a risk factor, and the ability to speak up confidently in situations where they feel concerned can lower those risks, and is the only means of control passengers have in those situations.

RYDA does not teach driving skills, instead focusing on cognition development - it is a risk awareness program. The view of most government agencies is not to encourage young people to gain their licence early, or take part in advanced, skilled-based driving instruction. The message in RYDA is that the best time to get your licence is when you actually need it, not because your friends have one. We also advocate strongly for an attitudinal approach, not a skill-based philosophy, giving students information and strategies that would not be available to them along the typical pathway to full licensure.

The message at RYDA is clear - being safer as a driver or passenger depends on both developing experience and adopting the key risk-lowering strategies.

RYDA is conducted out of school at specially chosen venues. There are six interconnected sessions including practical demonstrations, videos, discussion, and personal strategy development with follow-up messaging at home and school through utilising the student Goals, Plans and Strategies (GPS) booklet and a bank of extension resources for teachers, parents and students.

There are close to 90 venues in Australia and New Zealand with 24 venues in NSW. Each one relies on a network of facilitators, support staff, program materials and quality assurance processes from RSE offices in Sydney. Facilitators use detailed session notes and supporting resources such as videos, the GPS workbook and PowerPoint presentations. They are trained and mentored face to face and through distance learning platforms.

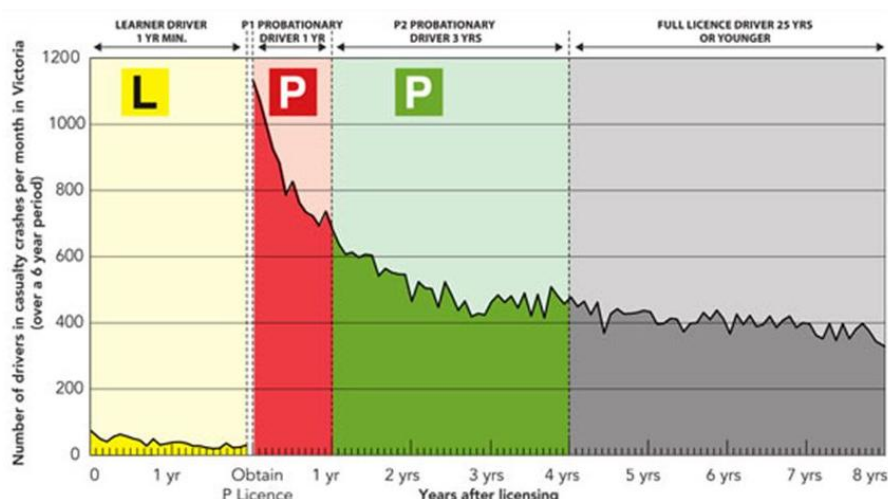
RSE provides parent education through the **RoadGuide** program which is organised, often at the same time as RYDA, on demand from venue coordinators. **SafeStart** is an in-school pre RYDA program available for Year 9-10 students and consists of flexible units focussing on building strategies around risky behaviours to be delivered by the teacher in school.

RYDA receives funding from governments in Tasmania, Queensland, New South Wales, and New Zealand as well as corporate social responsibility funding, primarily from BOC, Toyota Australia, New Zealand Steel and more recently Bosch and Bridgestone. In May 2017 we will celebrate a very special milestone in youth road safety education when the 500,000th student will attend the RYDA Program.

## 1.2 Road risk for young drivers

Along with suicide, road crashes are the greatest cause of death and injury for young people.

Year 10-12 high school students are approaching the most dangerous stage of their driving lives. The well known graph below (VicRoads 2012) shows the spike in casualty (serious) crashes following the supervised learner stage, a picture very similar to most developed countries.



The graph shows crash frequency increasing by more than a factor of thirty in the brief time a learner moves to solo (unsupervised) driving. From being the safest drivers on the road, newly licensed drivers have the highest crash rates. That risk decreases as drivers gain experience.

There are many factors at play in this critical phase including inexperience, greater risk taking, impulsiveness and distractibility, sleep patterns, peer influence, unsafe cars, driving at high risk times of the day/night/week, and heightened optimism bias. Many of these are beyond the control of young people. In that sense, it is not young peoples' fault that they are in a high risk category.

Risk-taking in the RYDA cohort is influenced by age-related brain and physiological development. Frontal lobe functions continue to develop during adolescence through to the early 20s. This is the area of brain that supports and facilitates regulation of impulsivity, overrides emotional arousal, and anticipates consequences.

Biologically driven distractibility may mean peripheral vision or ability to focus on fixed object tasks may be reduced. This has significant implications for being in a car because of the reduced ability to ignore distractions or appropriately allocate attention when driving. Two common areas of concern relate to passenger and phone distractions.

Young drivers have the highest proportion of fall asleep crashes, reflecting their need for more sleep and that they commonly have uneven sleep patterns. They also do more driving than adults in risky driving conditions: at night, on weekends, recreational driving, and in older, smaller cars.

The end result of the described characteristics of young drivers, and the backdrop for the RYDA program, is the extent of death, injury, property damage and social/psychological impact in Australia and New Zealand.

Youth road trauma is both horrific and unacceptable. In Australia, in the year ending December 2016, there were 264 fatalities in the 17-25 age group. It is totally disproportionate to what often is the result of chain of small-scale but poor choices. Lives are lost, futures are ruined and families are put through years of distress and financial hardship.

### **1.3 The economic and social costs of crashes**

Road crashes impose large financial costs on society. The annual economic cost of road crashes in Australia is estimated at \$30 billion (close to 2 per cent of GDP) - in NSW the detrimental impact on the state's resources is estimated to be over \$9 billion annually. The cost of individual human losses are approximately \$2.4 million per fatality and losses for a hospitalised injury were approximately \$214,000 per injury (including disability-related costs).

The non-monetary ripple effect of road crashes should be added to economic costs - the social and psychological effects on the community when a young person dies, or is seriously injured causing life-long effects.

It is generally acknowledged by Australian and New Zealand transport agencies and police that the key issues in reducing youth trauma are speed, impairment (alcohol, drugs and fatigue), distraction (including by phones and other passengers), and seatbelts (Queensland, Victoria and South Australian police services run campaigns on these 'fatal five').

And yet, according to Dr Michael Carr-Gregg, a prominent child and adolescent psychologist in Australia, youth road safety is one of the great success stories of public health policy. During the last ten years, road crash outcomes in this age-group have improved significantly faster than most other ages. It is generally surmised that this has happened through a combination of measures - legal enforcement, better roads and cars, and the growth in evidence-based road safety education. RSE is proud to be a part of this trend but we are mindful that the rate of deaths per population for young adults remains more than 50% higher than that of the general population.

## 1.4 Cars and young people

Social culture in Australia places high importance on cars and car culture. This is reflected in advertising, movies and social media. Young people are exposed to this to a high degree. Rural areas are naturally car oriented and here young people learn to drive and gain their licences earlier. In cities, however, the proportion of young people learning to drive is in decline possibly because of better public transport and the rise of social media as a substitute for face to face interaction with friends.

Getting your licence, once a rite of passage, still represents freedom and independence and, for some young people, is essential to travel to work, school or recreational activities. Gaining a licence also provides young people with the most accepted form of personal identification in both countries.

## 1.5 School road safety education

In high schools, road safety competes with many other student health and well-being priorities despite being, along with suicide, the highest injury and fatality risk for teenagers.

There are surprisingly few references to road safety education in the Australian (draft national) curriculum. Safety is a theme in health education but road safety shares this space with many other safety topics such as personal safety, internet safety, water and sun safety with little guidance to teachers on prioritising topics according to statistically proven risk.

RSE surveyed parents in Australia and New Zealand on how much their school does to promote road safety and their responses were:

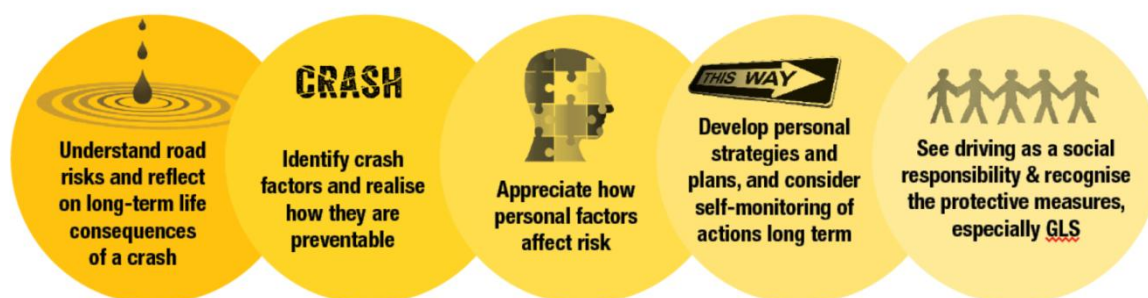


As students advance in the school system they, anecdotally, receive less road safety education when best practice principles suggest it should be ongoing, continuous, and age appropriate.

## 1.6 How the RYDA program works

The broad aim of RYDA is to increase awareness of road risks, and to work with students to help them develop risk reduction strategies.

The fundamental objectives of the RYDA Program are:



Throughout the day, road safety is framed as a social and personal responsibility to protect friends and their wider social circle; and road safety enforcement is presented as a necessary measure to allow for novice driver inexperience and protect society as a whole.

Students rotate through six sessions

<b>Road Choices</b>	Key risk issues and penalties for young drivers / passengers and the role of the police (usually presented by a uniformed officer)
<b>After the Crash</b>	A presentation by a young person who has sustained either a traumatic brain injury, or a spinal cord injury followed by a student self-reflection exercise on how a similar crash would affect their life
<b>Genevieve's story</b>	The story of two girls who made one bad decision, and its ripple effect. Includes student group work on decision-making, mind-state and strategies to lower risks
<b>Speed and Stopping</b>	A practical demonstration of the physics of speed, stopping and following gap, as well as car safety features (esp. seatbelts), ANCAP and tyres
<b>Hazards and Distractions</b>	Strategising about managing distractions (esp. mobiles and passengers) and improving hazard perception skills
<b>The "I" in Drive</b>	A reflective session designed to show students how their personality is an important aspect of the total road safety equation. Students self-assess against five personality areas and use this tool to analyse risky situations in cars.

The RSE Advisory Council was influential in greater focus on two themes above - personal factors that play in contributing to risky driving including transient emotional states; and more importance on passengers in lowering risks in a car.

Program quality is overseen through regional managers and head office staff covering both Australia and New Zealand. Facilitator training, a program manual and PowerPoint presentations are provided and locked presentations on laptops maximise facilitation fidelity. The facilitator training process is in three stages - the first an induction into the session content and facilitation style, the second a workshop in generic facilitation skills, and lastly, individual self-assessment including a visit and critique from program staff.

## 1.7 Government guidelines on secondary school road safety education

School road safety education requires an evidence-based approach. None more so than Year 10-12 where the technical and psychological approaches are more sophisticated, and where teacher bias (all teachers have their own views on driving and road safety measures) can interfere with road safety messages.

Most secondary schools that prioritise road safety education rely on external providers and/or government-developed curriculum resources.

Best practice road safety education is broadly prescribed in Australia. Most government agencies either publish their own guidelines, or make reference to the Western Australian School Drug Education and Road Aware (SDERA) guidelines for schools managers. The NSW Government has published guidelines under the title " Principles of effective community-based safe driving programs for novice drivers and their passengers" - Attachment III.

**To summarise, young driver education jurisdictional guidelines state that programs should:**

- target attitudinal factors - the main cause of crashes for novice drivers,
- discourage driver skills training,
- be interactive, engaging, using multiple educational strategies,
- not include graphic images or fear approaches,
- use small class sizes and promote discussion,
- involve teachers, parents and community,
- promote ongoing messaging in classrooms following the intervention,
- focus on both drivers and passengers,
- promote peer support, and
- be facilitated by experienced, qualified and trained personnel.

## 1.8 Rejection of fear based road safety education

Research into the use of physical threats in road safety advertising shows that they may be problematic given that such appeals may not be regarded as relevant, and hence persuasive, by those road users most commonly targeted - risky drivers and passengers. Male participants were more likely to report that the messages would influence the behaviour of other drivers than themselves. Young males appear to be less persuaded by appeals involving physical threats, perhaps because they feel less vulnerable to such threats. They may be immune to fear tactics given the levels of fear and physical threat in popular media. Consistent with this suggestion, evidence that social threats (e.g., threat of losing licence and the social stigma attached to licence loss) may be an effective threat-appeal alternative, particularly for younger individuals (including younger drivers), is accumulating.

Research summarised by VicRoads indicates the factor most likely to influence attitudes, intentions and behaviours is not the level (severity) of threat, but the individual's perception of their own vulnerability to the threat. Even if a fear response is aroused, or is highly motivating, intentions to change rarely ever result in real world behaviour change. Frequently they find such communication attempts not to be personally relevant.

Young people are generally sophisticated in recognising the intended message and don't become personally involved with or persuaded by the threat. Most road safety arguments and threats are already in the public domain, so it is difficult to make the message appear new.

The VicRoads summary says many young people deep down do not believe they are vulnerable. The key to getting young people to consider their risky behaviour is firstly to establish their own personal vulnerability then developing actions to remove the serious threat. Echoing the Theory of Planned Behaviour, any behaviour change approach needs to focus on modelling the desired behaviour and, where possible, use positive reinforcement and be easy to carry out. Appeals to adolescents should be norm based and should convey severe social disapproval of the risky behaviour.

Another problem associated with the use of fear to change behaviour, says the VicRoads review, is that there is no one measure of fear. What is a 'high' fear level in one situation for one person could be judged as 'moderate' or 'low' by another.

Road safety researchers reject fear-based approaches unless moderated by post activities to empower the students. Young peoples' main reaction to fear is to block it out, and other emotional techniques such as shame, guilt and responsibility are likely to be more effective.

Government road safety education guidelines in Victoria, Queensland, New South Wales and New Zealand clearly advise schools to avoid fear-based programs but, inconsistently, many governments still fund fear-based events.

## **1.9 Curriculum materials approach**

Most government guidelines highlight the importance of the teacher - teachers know their students best and are therefore naturally at the centre of road safety education. RSE supports this by working with teachers before, during and after RYDA. Nevertheless, teachers cannot be expected to have expertise or training in evidence-based road safety education (in addition to their own driving knowledge and attitudes). Effectiveness of the curriculum materials approach in attitude and behaviour change is dependent on them directly addressing those behaviours, that teachers are accountable to carry them out, that they recognise them as helping fulfil curriculum requirements, that they have the time required given their senior school secondary school assessment accountabilities, and that there is professional support based on best practice. In the current senior assessment and qualification environment, that is a big ask.

RSE has observed hundreds of teachers at RYDA programs. Most involve themselves enthusiastically, but only a small proportion has professional experience in road safety education or health promotion through behaviour change. This applies even to some PE/health teachers who are commonly accountable for student well-being topics. With the age cohort approaching driving age, content and delivery becomes more sophisticated and the danger of poor or incorrect messaging increases. When teachers become spontaneously involved in student discussions at RYDA programs, despite their best intentions, they sometimes fall back on anecdotes of their own experience as drivers.

RSE has developed a bank of extension resources to assist teachers in reinforcing road safety messages back in the classroom in the most effective way.

## 1.10 The future direction of road safety education in Australia

Pre-driver road safety education in Australia is a mixture of government, not for profit and commercial programs. The extent they incorporate best-practice principles varies widely.

Most programs fall into one or more of the following categories:

- Large audience crash re-enactments
- Curriculum interventions providing schools with lessons and materials
- School presentations commonly focusing on a specific road crash or experience, and typically delivered by a survivor, or relatives of the deceased.
- Hospital-based programs where students visit trauma departments
- Risk awareness programs encompassing a range of knowledge, skills and attitude objectives.

The fear-approach is commonly used in Australian jurisdictions using crash re-enactment, or video/images of horrific injuries such as that provided by Westmead Children's Hospital in New South Wales (BStreetSmart), the PARTY program run out of several trauma wards in Australian hospitals, fail both best evidence and governmental guidelines and yet are gaining popularity and are often supported by public funds. Often schools regard this as a satisfactory road safety response with it representing their sole commitment. This is money and time wasted, taking resources away from the provision and evaluation of evidence-based programs.

RSE advocates for the use of best-practice in road safety education and encourages governments to support only those interventions, such as RYDA, that evaluate and evolve in order to improve their effectiveness and value. While Governments produce guidelines for schools in choosing road safety programs many, questionably, fund programs that fail to meet these guidelines.

The NSW Government's Safer Driver course has set a precedent for theoretical programs aimed at reducing road risk and developing strategies for safe driving behaviour to give participants learner log book credits. The RYDA program, which addresses many of the same issues but to a broader audience which includes not only novice drivers but their highly influential passengers is well positioned to offer the same incentive. An intensive, best practice program with proven results such as RYDA is surely a valuable inclusion in 120 hours of the learn to drive process.

Youth road safety educators, face very powerful headwinds in relation to the psychological and physiological characteristics of adolescent behaviour, so the application of research into these factors, as a necessary step in designing programs to allow for them, is essential.



**RYDA**

## Social Impact Study 2016



A study into the social and economic  
impact of the RYDA program on  
Australian and New Zealand communities



*Road Safety Education are the providers of*

**SAFESTART RYDA GOOD2GO ROADGUIDE BETTERDRIVER**

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# RYDA Social Impact Study

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## Executive Summary

Youth road trauma is a critical public health issue in Australia and New Zealand. Despite the decline in fatalities and injuries in the last decade, the combined cost of crashes for 17-24 year olds in Australia and New Zealand is currently close to \$6 billion\* (including approx \$800M for NZ) (see page 8), and the social and personal impacts immeasurable.

Given the enormity of this cost to society, the prevention of trauma on the road represents a vital public policy priority.

This Study, produced by Road Safety Education Limited (RSE) was designed to measure the social value created by the RYDA road safety education program in terms of the impact, primarily on participating students, which contributes to reducing trauma and supporting road safety culture in society. It particularly focuses on changes in knowledge, attitude and behaviour in relation to their risk in cars. It also evaluates impacts on teachers, parents, facilitators and program volunteers.

The best road safety programs are those that are professionally developed and delivered but remain engaged with the community. The RYDA program, the largest road safety awareness intervention for students approaching solo driving in both countries, uses evidence based best-practice principles. Currently, over 50,000 students and 2,300 teachers attend each year. RYDA is largely community-based, relying on Rotary volunteers in regional areas for logistical support, with funding from corporate donations, student fees and government (the latter dependent on jurisdiction).

Young people bring a unique set of factors to driving that puts them at high risk on the road: inexperience, factors associated with age such as cognitive development, strong peer influence, and the fact they often drive unsafe cars at riskier times of the day and week.

The Study uses a theory of change, using evaluation evidence to measure different outcomes of the program, discussing the methodology and identifying caveats such as the challenges of measuring behaviour change, attribution of effect to the program, and issues which may have affected the validity of survey results.

The Study incorporates evaluation results from the initial year (2015) of a major program revision (RYDA 3.0). Our Advisory Council provided significant input into RYDA 3.0, and also, in the last few months, the version 3.1 update, and its evaluation process. Net Balance, a research consultancy, helped establish the Study framework, the theory of change and evidence gathering.

### Highlights

The Study shows that RYDA is a highly impactful experience for students. It produces substantial increases in understanding of road risk factors, such as speed, following distance, distractions, car safety features, hazard perception and the role of personality and mind-state. The Study found that the impact is in addition to student prior knowledge in those areas government advertising and school programs have targeted such as drink driving and seatbelt wearing.

There were significant changes in intentions to change personal behaviour - reducing speed, choosing responsible passengers, and not using phones (including hands-free) while driving. The highest impact being increased intentions to keep a safe (3 second) following gap, with knowledge more than doubling across the respondents on this strategy.

Awareness of the consequences of crashes on individuals, and the ripple effect of these to friends, family, and the community was another area of significant increase (87% of students were more or much more aware).

The Study shows significant increased awareness of, and intention to use (between 70-80%), strategies practised at the Program day for avoiding risky driving, dealing with distracting passengers, safe strategies for phones, speaking up as a passenger in concerning situations, planning car trips, being aware of mind-state, staying under the speed limit and being cooperative on the road.

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\* All figures are in Australian dollars unless otherwise stated.

Close to 100% of students say they were likely or highly likely to apply RYDA messages in future and our follow-up survey evidenced this, in some cases a year after attending (in relation to following distances, speed, speaking up with family members, using the ANCAP car safety ratings, and recalling the After the Crash session as a reminder to avoid risk).

When we asked students what changes they experienced during the program, the top response was increased self-awareness of personal risks closely followed by making them a safer driver/passenger through changing their actions. Reducing traffic offences and reducing the chances of crashing were rated third and fourth.

We surveyed teachers on program impact on both their students and themselves. Ninety-nine percent (99%) of teachers rated RYDA as worthwhile for their students in terms of learning outcomes, and between 70 and 85% said they felt involved before, during, and after the program day. The last area is critical as we wanted to know the extent of follow-up back at school. Three quarters of teachers said they had increased their own awareness of road safety.

Parent feedback showed the extent of discussions about road safety following the RYDA day with their child. Eighty percent (80%) of parent respondents said there was a family discussion after RYDA and 66% said RYDA would decrease or greatly decrease their child's risk-taking behaviour. Parents described the continuing effects on the young person's driving, and increases in reminders from their children when driving them.

We surveyed Rotary community volunteers and facilitators who reported a range of personal impacts from working on the program - primarily increased road safety awareness and a sense of purpose in keeping young people safer on the road.

### **Study Conclusions**

Road safety research points to two interrelated outcomes of evidence-based educational interventions - the support and enhancement of existing road safety culture and crucially, the direct reduction of road trauma.

The Study evidence shows that RYDA reinforces government and community road safety measures and, importantly, plays a critical role in filling the gaps where there are no established measures, thereby helping to reduce the burden of health, infrastructure and human costs to government and society as a whole. In addition, RSE advocates for the use of best practice in road safety education and encourages governments to support only those interventions that comply with their guidelines for schools.

While the measurement of crashes avoided is problematical and hence there is a lack of research evidence on how road safety education directly contributes to trauma prevention, most leading researchers acknowledge education as an important component of the road safety equation. Therefore, it is reasonable to expect that an evidence-based and government compliant program would reduce risk behaviour sufficient to represent a significant social and economic benefit. The absence of best practice road safety education would be unconscionable.

The annual financial cost of youth road trauma is enormous with over 400 deaths (approximately \$2.4M per death<sup>15</sup>) and more than 2,400 life threatening injuries (each costing between \$1.8-3.8M<sup>16</sup>), amounting to many billions of dollars every year.

RYDA costs just \$2M annually and impacts over 50,000 students, their teachers, parents and the broader community every year. Purely economically, the potential reduction in road trauma resulting from the RYDA education program represents a significant financial contribution to society. Socially, the value of reducing road trauma is immeasurable.

## **Preamble**

### **Aim and objectives**

The overarching aim of RYDA is to prepare young people for solo driving and safer passenger behaviour. This Study evidences the benefits that the program contributes to society in relation to lowering driving risks by documenting the impact on students, and other stakeholders.

### **Structure of the Study**

**Section one** outlines the program, its history and operations. We also look at the context for the program including car culture, key elements of best practice road safety education, the school and curriculum setting, and investigate the vulnerability of young drivers and their passengers.

**Section two** presents the methodology used for the Study and presents a theorised story of change focusing mainly on the student participants while also looking at other impacts caused by the program.

**Section three** describes the evidence for the hypothesis with a more detailed profiling on the stakeholder groups and an analysis of their feedback on personal and social impacts.

**Section four** discusses the evidence for the theorised story of change and draws conclusions about intermediate outcomes and the resultant social and economic benefits.

A full bibliography is included in addition to references, both of which provide a comprehensive listing of sources we used which are more numerous than can be reviewed within this document.

### **Limitations**

The Study's priority was in evidencing impact on students, and this makes up a majority of the discussion. Teachers were the second priority group given their centrality in the education process and the limited but important accountabilities of road safety in the curriculum. Parents were surveyed to identify the effects at home following the program day. Facilitator and volunteer stakeholders working on the program were also evaluated to gauge the different impacts on them likely to impact on the road safety environment. What is not included is long term follow up (more than a year) of students in relation to driving or passenger behaviour, or crash incidence.

Student survey and focus group processes were informed by the advice of our Advisory Council members, and project partner, Net Balance. The implementation was by RSE team members who worked with teachers to organise them. Reliability and validity considerations are outlined in the methodology section.

### **Ongoing program development**

The Study progressed over much of the period RYDA was revised to Version 3.0 including the stock take and upgrade to 3.1 in late 2015. We used the opportunity of gathering a large amount of feedback to inform new content and increase activities that were evidence-based, and were also informed by student and teacher comments.

Throughout the Study we have noted areas for further study. RSE is an education provider and our research and evaluation program is prioritised in relation to making a direct contribution to program effectiveness. We don't expect a major revision of RYDA 3 content for at least two years so priority focus areas will be the effectiveness of new facilitator training platforms, better targeting of teacher and student prolongation activities, and multi-channel approaches to connect directly with RYDA graduates.

### **Acknowledgements**

The development of a broad evaluation of the impact and positive effects of the RYDA road safety education program is in large part due to Toyota Australia's support in building Road Safety Education Limited's capacity.

The contribution to RSE and RYDA from BOC (a member of the Linde Group) over the last 10 years has also been considerable, enabling us to expand the reach of RYDA nationally and into New Zealand.

Our intention is that the Study will improve the program, strengthen advocacy and further build our research and evaluation culture and, by so doing, increase our contribution to youth road trauma reduction. The Study was co-developed by Net Balance, a sustainability research organisation, in 2012-13. EY, the international accounting firm known as Ernest & Young, acquired Net Balance in 2014 and continued to provide support during the remainder of the Study.

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## Section One: The Program

Outlines the program, its, history and operations.

We also look at the context for the program including car culture, key elements of best practice road safety education, the school and curriculum setting, and investigates the vulnerability of young drivers and their passengers.

# 1

## SECTION ONE: THE PROGRAM

RYDA is a road safety awareness program for senior secondary school students. More than 50,000 students from more than 650 schools attend each year in Australia and New Zealand. By a big margin it is the largest program of its type across both countries.

RYDA is provided by Road Safety Education Limited (RSE), a not-for-profit. Our mission is:

"To provide evidence-based road safety education that supports the development of a road safety culture, contributing to a reduction in road trauma."

As well as providing RYDA and four other road safety programs, RSE actively advocates for best practice road safety education in the community, at conferences, and with governments. It maintains a social media presence with students after the program through Facebook and Instagram.

The program tag-line *Road Choices*, emphasises the importance of decision-making in lowering road risks. Underlying the program goal is a broader strategy of supporting and strengthening road safety culture with a focus on the social obligations of being a road user.

In 2014-5 the RYDA program content was significantly revised to version 3.0 through a lengthy research and evaluation process. An important part of this was input from our Advisory Council. Formed in 2012, the role of the Road Safety Education Advisory Council has been to peer-review program content, discuss the application of relevant research to the program, and advise on its evaluation process. This has provided RSE with a conduit to best evidence research, advice on psychological factors for the age group that impact on the program, and evaluation practice.

The Advisory Council is made up of five leading road safety psychologists:

**A/Prof Sam Charlton**, Chair of Psychology, Waikato University, NZ;  
**Dr Marilyn Johnson**, Senior Research Fellow, Monash University, Aus;  
**Dr Neale Kinnear**, Principal Psychologist, Transport Research Laboratory, UK;  
**A/Prof Teresa Senserrick**, Transport and Road Safety Research group, University of New South Wales, Aus;  
**Professor Barry Watson**, Adjunct Professor, Faculty of Health, Centre for Accident Research and Road Safety, QLD (CARRS-Q), Aus

Many research papers provided input into the revision process and this is referenced throughout this document. One study<sup>1</sup> for example concludes that campaigns aimed at influencing safety attitudes in general have been unsuccessful because they do not focus on the specific attitudes likely to influence risk-taking behaviour. This was taken on board as we reshaped content to focus more closely on key young driver issues using facilitator-moderated co-construction of low risk strategies and goal-setting.

More than half of students attending RYDA are already driving, either as learners under supervision, or have just begun unsupervised driving. The program aims to prepare all participants for solo driving by giving them tools to lower their risks. By tools we mean knowledge, attitudes and personalised strategies which are detailed later in the Study.

In addition, all participants are, of course, passengers. This is a critical area for this age group as peer distraction is a risk factor<sup>2</sup>, and the ability to speak up confidently in situations where they feel concerned can lower those risks, and is the only means of control passengers have in those situations.

RYDA does not teach driving skills, instead focusing on cognition development - it is a risk awareness program. The view of most government agencies where we work is not to encourage young people to gain their licence early, or take part in advanced, skilled-based driving instruction. The message in RYDA is that the best time to get your licence is when you actually need it, not because your friends

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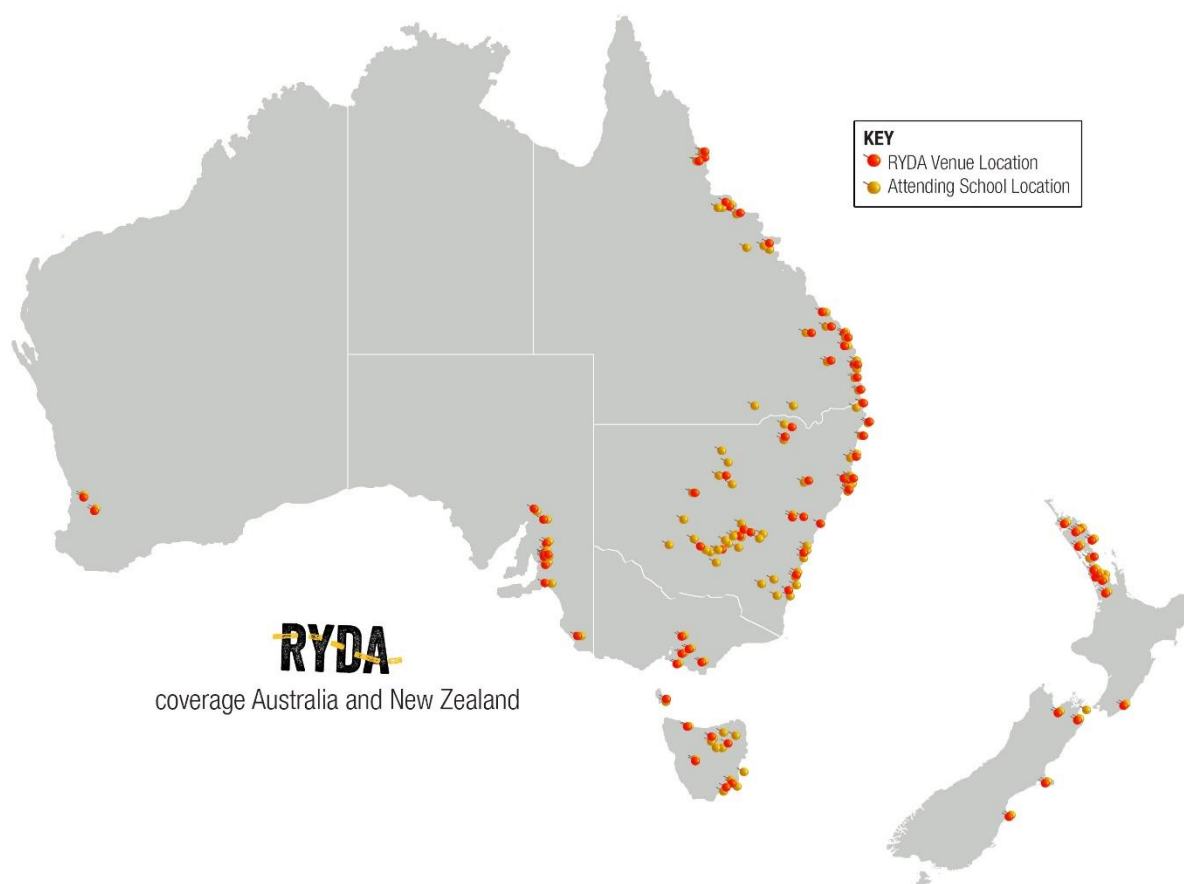
<sup>1</sup> Glendon et al; Evaluating a novice driver and pre-driver road safety intervention, Accident Analysis and Prevention 64 (2014) 100– 110

<sup>2</sup> Mirman et al; *Peer Passengers: How Do They Affect Teen Crashes?* Journal of Adolescent Health (Impact Factor: 3.61). 06/2012; 50(6):588-94

have one. We also advocate strongly for an attitudinal approach, not a skill-based philosophy, giving students information and strategies that would not be available to them along the typical pathway to full licensure. The message at RYDA is clear - being safer as a driver or passenger depends on both developing experience and adopting the key risk-lowering strategies.

RYDA is conducted out of school at specially chosen venues. There are six interconnected sessions including practical demonstrations, videos, discussion, and personal strategy development with follow-up messaging at home and school through utilising the student Goals, Plans and Strategies (GPS) booklet and a bank of extension resources for teachers, parents and students.

There are close to 90 venues in both countries. Each one relies on a network of facilitators, support staff, program materials and quality assurance processes from RSE offices in Sydney and Auckland. Facilitators use detailed session notes and supporting resources such as videos, the GPS workbook and PowerPoint presentations. They are trained and mentored face to face and through distance learning platforms.



RSE provides parent education through the RoadGuide program which is organised, often at the same time as RYDA, on demand from venue coordinators. There are in-school pre and post RYDA programs available for teachers (SafeStart for Y9-10, and Good2Go, a social action program which can be initiated by RYDA graduates).

### History of RYDA

RYDA started in 2000 in Sydney as a community response to a local car crash that killed four teenage boys. Rotary and its *U turn the Wheel* program was the originator, with content developed in collaboration with the New South Wales Departments of Education and Training, Transport, Police, Health and Fair Trading.

The first six session program was held in 2001 at the Honda Australia Roadcraft Training site in St Ives, Sydney. Approximately 1,200 students attended the program in its inaugural year and in the 14 years since, it has grown to more than 50,000 students Australia and New Zealand-wide with close to 450,000 graduates since 2001.

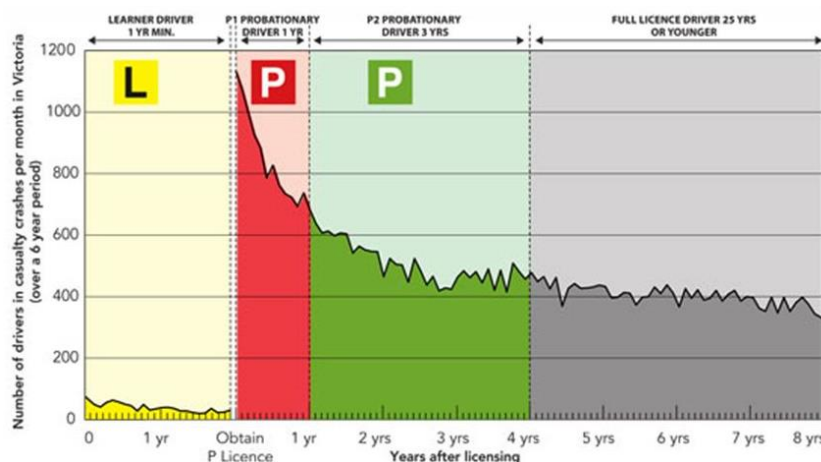
Importantly, in the 14 years since, RYDA has become a program reflecting best practice, moving from a community developed product to an evidence based program, professionally developed by Road Safety Education Limited under the guidance of an internationally renowned, expert Advisory Council. RYDA remains engaged with the community through its relationship with Rotary Clubs who ensure that the program remains available and affordable through their logistical and fundraising efforts.

In 2014, after significant revision, RYDA 3.0 was launched, broadening the scope of the program to include personal contribution to road risk, more on passenger role, and increased emphasis on developing strategies. Today RYDA is available in most Australian states and territories, and in New Zealand. It receives funding from governments in Tasmania, Queensland, New South Wales, and New Zealand as well as corporate social responsibility funding, primarily from BOC, Toyota Australia, New Zealand Steel and more recently Bosch and Bridgestone.

### Road risk for young drivers

The fact that close to 650 schools send their senior students each year underlines their recognition that driving, riding, being a car passenger or pedestrian is a universal health and well-being issue, and that the consequences of poor choices in traffic situations are serious, sometimes fatal. This is so especially for high school students. Along with suicide, road crashes are the greatest cause of death and injury for young people<sup>3</sup>.

Year 10-12 students are approaching the most dangerous stage of their driving lives. The famous graph below (VicRoads 2012) shows the spike in casualty (serious) crashes following the supervised learner stage, a picture very similar to most developed countries.



The graph shows crash frequency increasing by more than a factor of thirty in the brief time a learner moves to solo (unsupervised) driving. From being the safest drivers on the road, newly licensed drivers have the highest crash rates. That risk decreases as drivers gain experience. Males are over-represented in road crash fatalities generally, and this is reflected in young adult fatalities<sup>4</sup>. In fatal crashes, young adults usually die as an occupant of a vehicle (77%) not pedestrians or motorcyclists, and often (67%) in single vehicle crashes, a much higher percentage than all drivers.<sup>5</sup>

*On L's you do everything perfectly but once passed test and on P's you slacken off and don't do everything properly because you are more experienced and can get away with it.*

Student, Barker College, NSW

<sup>3</sup> It is assumed that suicide has overtaken road death as the leading cause of death and injury for young people. For more information on the comparison, visit <http://www.abc.net.au/news/2015-10-08/suicide-rates-road-toll-john-brogden-fact-check/6822324>

<sup>4</sup> <http://www.youngdriverfactbase.com/key-statistics/>

<sup>5</sup> Bureau of Infrastructure, Transport and Regional Economics; *Young Adult Road Safety—A Statistical Picture*, Canberra, 2013, p2

There are many factors<sup>6</sup> at play in this critical phase including inexperience, greater risk taking, impulsiveness and distractibility, sleep patterns, peer influence, unsafe cars, driving at high risk times of the day/night/week, and heightened optimism bias. Many of these are beyond the control of young people. In that sense, it is not young peoples' fault that they are in a high risk category.

Risk-taking in the RYDA cohort is influenced by age-related brain and physiological development described by Senserrick 2013<sup>7</sup>. Frontal lobe functions continue to develop during adolescence through to the early 20s. This is the area of brain that supports and facilitates regulation of impulsivity, overrides emotional arousal, and anticipates consequences.

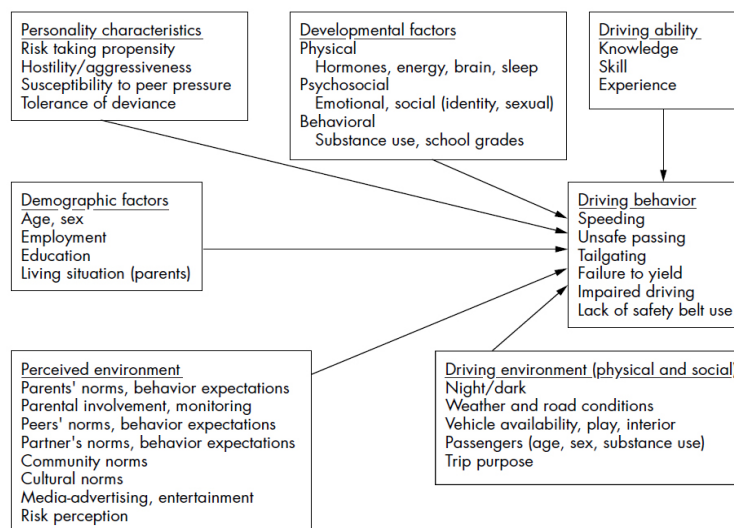
Biologically driven distractibility<sup>8</sup> may mean peripheral vision or ability to focus on fixed object tasks may be reduced. This has significant implications for being in a car because of the reduced ability to ignore distractions or appropriately allocate attention when driving. Two common areas of concern relate to passenger and phone distractions.

Young drivers have the highest proportion of fall asleep crashes, reflecting their need for more sleep and that they commonly have uneven sleep patterns<sup>9</sup>. They also do more driving than adults in risky driving conditions: at night, on weekends, recreational driving, and in older, smaller cars.

Recent research indicates that, rather than young people thinking differently from adults, the major influences in risk-taking come from the interplay between internal and external factors. According to Laurence Steinberg, a leading American researcher into adolescent psychology, there is little evidence young peoples' risk perception and appraisal is different than adults. He suggests that the greater propensity of adolescents to take risks is not due to age differences in risk perception or appraisal, but to age differences in psychosocial factors that influence self-regulation.

Adolescence, he says, "is a period of heightened vulnerability to risk taking because of a disjunction between novelty and sensation seeking (both of which increase dramatically at puberty) and the development of self-regulatory competence (which does not fully mature until early adulthood)."<sup>10</sup>

All the above factors are summarised by the following diagram sourced from the United States, and which maps the 'perfect storm' that accounts for the disproportionate crash frequency of young drivers and represents a consensus in the research literature.



Shope 2006<sup>11</sup>

<sup>6</sup> Senserrick, Young Drivers: *Willful risk takers or are the odds simply stacked against them?* Presentation to RSE Annual Awards, Dec 2012

<sup>7</sup> ibid

<sup>8</sup> Luna & Sweeny, *The emergence of collaborative brain function*; *Annals of New York Academy of Sciences*, 2004 Jun;1021:296-309.

<sup>9</sup> <https://www.betterhealth.vic.gov.au/health/healthyliving/teenagers-and-sleep>

<sup>10</sup> Steinberg, *Risk taking in adolescence: what changes, and why?*, *Annals of New York Academy of Sciences*, Vol 1021, 2004

<sup>11</sup> Shope, *Influences on youthful driving behavior and their potential for guiding interventions to reduce crashes*. *Inj Prev*. 2006 Jun;12 Suppl 1:i9-14.

The end result of the described characteristics of young drivers, and the backdrop for the RYDA program, is the extent of death, injury, property damage and social/psychological impact in Australia and New Zealand.

Youth road trauma is both horrific and unacceptable. It is totally disproportionate to what often is the result of chain of small-scale but poor choices. Lives are lost, futures are ruined and families are put through years of distress and financial hardship.

In both countries, the highest peak in death and injuries is at 18 years. The increase at 18 years is more pronounced in Australia, with New Zealand having higher injury numbers for 17 and 18 year-olds.<sup>12</sup> In Australia, in the year ending November 2015, there were 230 fatalities in the 17-25 age group.

### **The economic and social costs of crashes**

A key part of assessing the likely impact of the RYDA program is the magnitude of the costs incurred.

Road crashes impose large financial costs on society. The economic cost of road crashes in Australia is estimated at \$27 billion each year (close to 2 per cent of GDP)<sup>13</sup>. Estimated cost of human losses were approximately \$2.4 million per fatality, losses for a hospitalised injury were approximately \$214,000 per injury (including disability-related costs), and losses for non-hospitalised injury were approximately \$2,100 per injury<sup>14</sup>.

Serious crashes causing profound impairment result in a loss of \$3.82 million and severe impairment \$1.78 million per person<sup>15</sup>. The cost of crashes includes a long list of direct and indirect outcomes including loss of life and life quality, loss of output due to temporary incapacitation, medical costs, legal costs and property damage costs<sup>16</sup>. In both countries the average value of a loss of life and the total economic impact is estimated by the amount of money that the members of the population would be willing to pay for a safety improvement that results in the expected avoidance of one premature death. The value of statistical life (VOSL) in New Zealand was established in 1991, using a willingness to pay (WTP) survey. It is indexed to average hourly earnings (ordinary time) to express the value in current prices. In Australia the 2008 calculation of a statistical life was A\$3.5M and in New Zealand NZ\$3.95 in 2014<sup>17</sup>.

In Australia, young drivers aged 17–25 accounted for 336 fatalities, 2,029 serious injuries with high threat to life and 7,852 hospitalisations in 2010.

In New Zealand, young drivers aged 15–24 were involved in 71 fatal traffic crashes, 485 serious injury crashes and 2,581 minor injury crashes in 2013. The total social cost of the crashes in which 15–24 year-old drivers had the primary responsibility was NZ\$737 million. This is 24 percent of the social cost associated with all injury crashes in New Zealand.<sup>18</sup>

The non-monetary ripple effect of road crashes should be added to economic costs - the social and psychological effects on the community when a young person dies, or is seriously injured causing life-long effects.

It is generally acknowledged by Australian and New Zealand transport agencies and police that the key issues in reducing youth trauma are speed, impairment (alcohol, drugs and fatigue), distraction (including by phones and other passengers), and seatbelts (Queensland, Victoria and South Australian police services run campaigns on these 'fatal five').

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<sup>12</sup> Austroads, *Road Fatalities and Serious Injuries in Australia and New Zealand 2001–10*, p 20  
<https://www.onlinepublications.austroads.com.au/items/AP-R478-15>

<sup>13</sup> <https://infrastructure.gov.au/roads/safety/>

<sup>14</sup> Bureau of Infrastructure, Transport and Regional Economics; *Cost of road crashes in Australia*, 2006

<sup>15</sup> [https://bitre.gov.au/publications/2010/report\\_118.aspx](https://bitre.gov.au/publications/2010/report_118.aspx)

<sup>16</sup> Bureau of Infrastructure, Transport and Regional Economics; *Social Cost of Road Crashes*, Australasian Transport Research Forum 2010 Proceedings, Canberra, p3.

<sup>17</sup> <http://www.transport.govt.nz/research/roadcrashstatistics/thesocialcostofroadcrashesandinjuries/report-overview/>

<sup>18</sup> Ministry of Transport; *Crash Statistics for the year ended 31 December, 2012*, Crash Fact Sheet, Wellington; 2013,

And yet, according to Dr Michael Carr-Gregg<sup>19</sup>, a prominent child and adolescent psychologist in Australia, youth road safety is one of the great success stories of public health policy. During the last ten years, road crash outcomes in this age-group have improved significantly faster than most other ages. In Australia, for example, fatalities are now 29% lower than five years ago and 47% lower than ten years ago according to the Bureau of Infrastructure, Transport and Regional Economics. It is generally surmised that this has happened through a combination of measures - legal enforcement, better roads and cars, and the growth in evidence-based road safety education. RSE is proud to be a part of this trend but we are mindful that the rate of deaths per population for young adults remains more than 50% higher than that of the general population.<sup>20</sup>

### **Cars and young people**

Social culture in Australia and New Zealand places high importance on cars and car culture. This is reflected in advertising, movies and social media. Young people are exposed to this to a high degree. Rural areas are naturally car oriented and here young people learn to drive and gain their licences earlier. In cities, however, the proportion of young people learning to drive is in decline<sup>21 22 23</sup> possibly because of better public transport and the rise of social media as a substitute for face to face interaction with friends.

Getting your licence, once a rite of passage, still represents freedom and independence and, for some young people, is essential to travel to work, school or recreational activities. Our survey data shows that young people associate driving with excitement.

Gaining a licence also provides young people with the most accepted form of personal identification in both countries.

RYDA participants bring their own set of attitudes towards road safety issues, often reflecting current social and family norms. Student feedback in this Study shows the influence of changing social norms on key road safety issues. A study into random breath testing in New South Wales, for example, describes how government, police and community safety measures have altered the way people think about road safety<sup>24</sup>. Another important influence on young people is that many are learning to drive with parents or driving instructors, and parent attitude, in particular, is known to be an important influence<sup>25</sup>.

### **School road safety education**

In high schools, road safety competes with many other student health and well-being priorities despite being, along with suicide, the highest injury and fatality risk for teenagers.

There are surprisingly few references to road safety education in the Australian (draft national) and New Zealand curricula. Safety is a theme in health education in both countries but road safety shares this space with many other safety topics such as personal safety, internet safety, water and sun safety with little guidance to teachers on prioritising topics according to statistically proven risk.

We surveyed parents in Australia and New Zealand on how much their school does to promote road safety. Their responses were:

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<sup>19</sup> Unpublished Speech to Young Driver Safety Program Workshop, Melbourne Convention and Exhibition Centre, 27 August 2015

<sup>20</sup> Bureau of Infrastructure, Transport and Regional Economics; *Young Adult Road Safety—A Statistical Picture*, Canberra, 2013, p7

<sup>21</sup> <http://www.abc.net.au/news/2015-01-06/young-people-less-likely-to-get-a-driver27s-license/6002600>

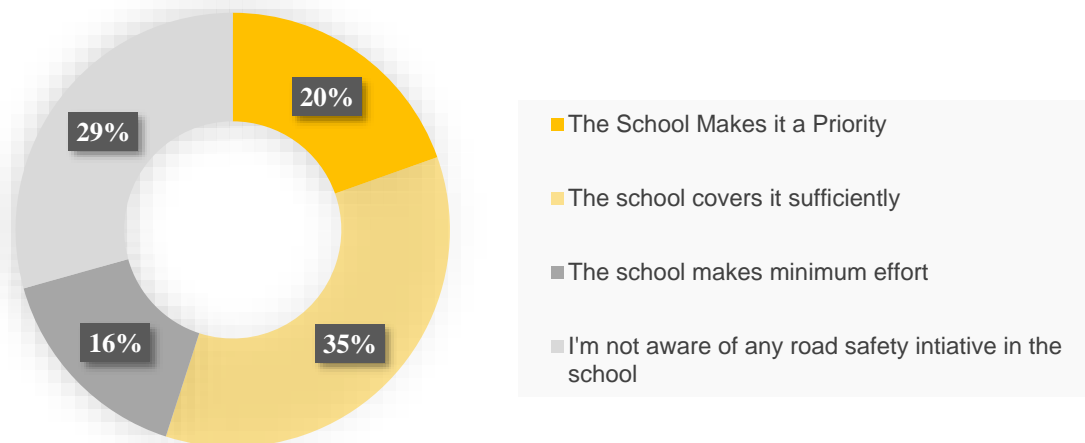
<sup>22</sup> Raimond and Milthorpe: *Why are young people driving less? Trends in licence-holding and travel behaviour*, Australasian Transport Research Forum Proceedings 2010

<sup>23</sup> <http://chartingtransport.com/2015/03/09/trends-in-drivers-license-ownership-in-australia/>

<sup>24</sup> Prabhakar et al; *Factors involved in the long-term benefits of Random Breath Testing in NSW*: Report to the Federal Office of Road Safety, University of Sydney, Australia 2006

<sup>25</sup> Scott-Parker; *A comprehensive investigation of the risky driving behaviour of young novice drivers*, PhD Thesis, Queensland University of Technology, 2012





As students advance in the school system they, anecdotally, receive less road safety education when best practice principles suggest it should be ongoing, continuous, and age appropriate.

### A brief history of road trauma and responses to it

Road trauma has increased steadily in line with the numbers of vehicles on the road. The mass produced motor vehicle was not designed with safety in mind for much of the twentieth century. Most car manufacturers now compete to bring the latest safety technology to market. Significant legislative measures from the 1970s steadily brought the fatality and injury rate down. In New South Wales, for example, the introduction of compulsory seat belts in the 70s, random breath testing in the 80s and speed cameras in the 90s coincided with sharp drops in crash rates<sup>26</sup>. The 90s also saw the start of the ANCAP car safety rating system.

In Australia the number of road fatalities has fallen from 3572 in 1974, to 1053 in 2014<sup>27</sup> and in New Zealand for the same period 676 to 294<sup>28</sup>.

For the young driver crash rate, the main game-changer has been the introduction of the graduated licensing system (GLS), designed to mitigate the effects of youth and inexperience. Novice drivers progress through a series of stages involving a variety of restrictions until they attain full licensing allowing them to accumulate experience, while minimising exposure to risky conditions. Full driving privileges are therefore delayed until young people begin to mature out of risky driving practices.

New Zealand introduced the first comprehensive GLS in 1987, featuring passenger restrictions, night curfews and reduced BAC. Some Australian states, including NSW, adopted some elements of GLS in 1990s. In July 2007, New South Wales, Victoria and Queensland introduced more comprehensive GLSs (followed by other states).

The common features of car GLS in Australia and New Zealand are:

- Learners licence
  - Must be held for 6-12 months
  - Minimum period of supervised driving
  - Zero blood alcohol limit
- Provisional licence (Restricted licence in NZ)
  - Must be held for at least 3 years (18 months in New Zealand)
  - Divided into two phases in most Australian jurisdictions
  - Restrictions on carrying young passengers (most states)
  - Vehicle power, towing and mobile phone use restrictions
  - Zero blood alcohol limit

<sup>26</sup> <http://roadsafety.transport.nsw.gov.au/statistics/fatalitytrends.html>

<sup>27</sup> Bureau of Infrastructure, Transport and Regional Economics; *Australian Infrastructure Statistics Yearbook*. 2015

<sup>28</sup> Ministry of Transport; Road deaths and reported injury casualties 1921 to 2014, Wellington, NZ.



## How the RYDA program works

The broad aim of RYDA is to increase awareness of road risks, and to work with students to help them develop risk reduction strategies.

The objectives of the day are:



Throughout the day, road safety is framed as a social and personal responsibility to protect friends and their wider social circle; and road safety enforcement is presented as a necessary measure to allow for novice driver inexperience and protect society as a whole.

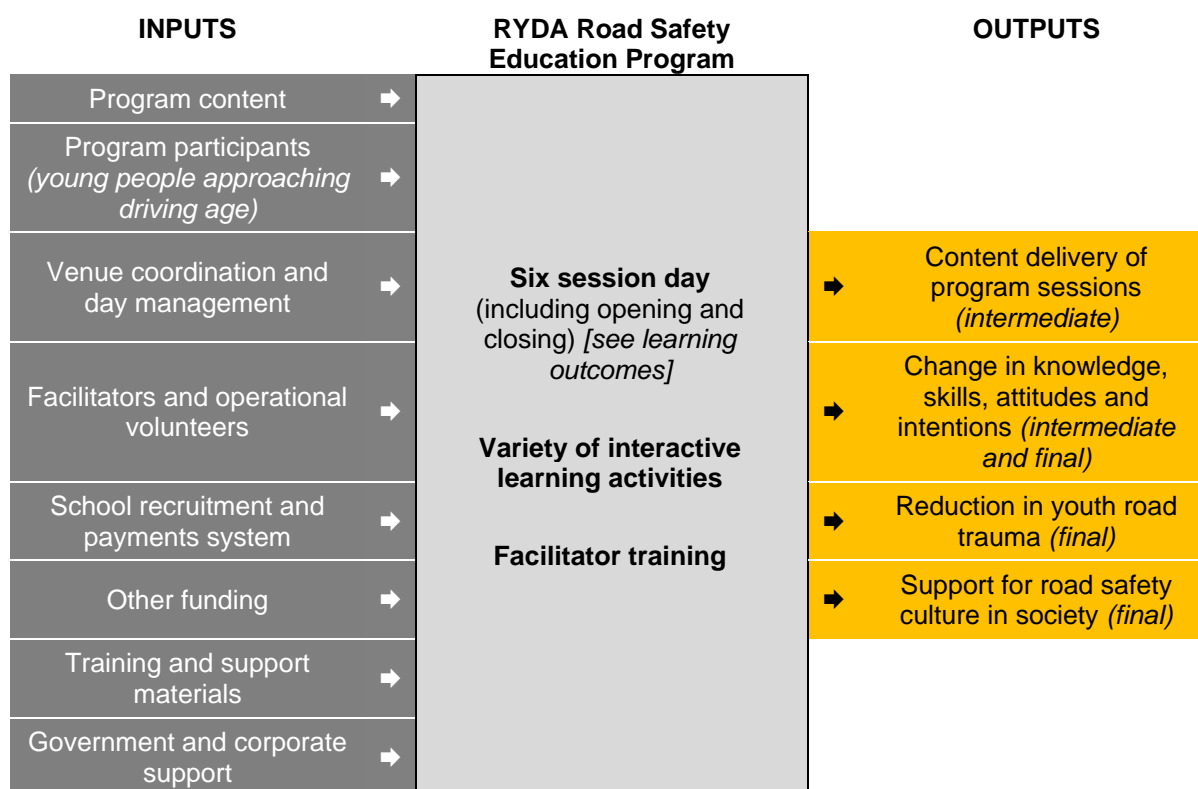
Students rotate through six sessions

<b>Rights and Responsibilities</b>	Key risk issues and penalties for young drivers / passengers and the role of the police (usually presented by a uniformed officer)
<b>After the Crash</b>	A presentation by a young person who has sustained either a traumatic brain injury, or a spinal cord injury followed by a student self-reflection on how a similar crash would affect their life
<b>Genevieve's story</b>	The story of two girls who made one bad decision, and its ripple effect. Includes student group work on decision-making, mind-state and strategies to lower risks
<b>Speed and Stopping</b>	A practical demonstration of the physics of speed, stopping and following gap, as well as car safety features (esp. seatbelts), ANCAP and tyres
<b>Hazards and Distractions</b>	Strategising about managing distractions (esp. mobiles and passengers) and improving hazard perception skills
<b>The Personality Test</b>	The personality's role in road risk and how to manage it as a driver and a passenger

The Advisory Council was influential in greater focus on two themes above - personal factors that play in contributing to risky driving including transient emotional states; and more importance on passengers in lowering risks in a car.

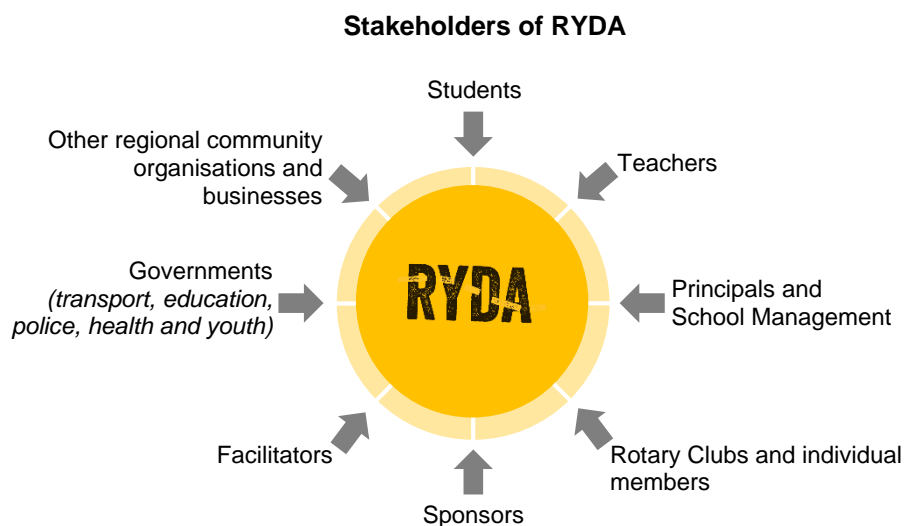
Program quality is overseen through regional managers and head office staff covering both Australia and New Zealand. Facilitator training, a program manual and PowerPoint presentations are provided and locked presentations on laptops maximise facilitation fidelity. The facilitator training process is in three stages - the first an induction into the session content, the second a workshop in generic facilitation skills, and lastly, individual self-assessment including a visit and critique from program staff.

The diagram below describes the RYDA 'system' inputs, processes and outputs.



### The stakeholder groups

The primary stakeholder group is students, and the sub-categories within that: provisionally/restricted licence drivers, learner (supervised) drivers, and non-drivers.



Although we have disaggregated some of the survey and focus group evidence, RYDA objectives are designed for all students who will be driving one day, plus passengers (the program has increasingly focused on this group). In that sense, it is just as useful to show that the effects of RYDA are long-lasting, as well as the specific effects on each of the three groups. In fact, only a small proportion of participants are novice solo drivers and the largest proportion of the student audience are learners (56%).

The Study prioritises the examination of student knowledge, skills and attitudes; however RYDA influences a wider circle of stakeholders and, in doing so, may provide broader support for community road safety measures.

The Study also includes tracing and evaluating the different levels of social impact the program has for:

- teachers (who attend the program with their students),
- parents (through home conversations occurring as a result of their child's attendance),
- facilitators (contracted and trained to deliver RYDA sessions), and
- Rotary volunteers (acting as organisers in regional areas, day managing the program, and providing logistical support on the day).

The Study did not include the role of sponsors or school principals.

### **The Theory of Planned Behaviour**

Road safety educators are sometimes asked about the theoretical underpinnings of their program, particularly in relation to changing young driver and passenger behaviour. When RYDA was revised to Version 3.0 many of the research papers we used referred to the Theory of Planned Behaviour (TPB) (Ajzen, 1991) as a way of explaining the decision-making process of, in this case, young people in cars.

TPB says individual actions depend on three factors. The first is attitude toward the behaviour by the individual. The second is subjective norms - what the individual believes about whether significant others (eg. friends, parents) think he or she should engage in the behaviour. The third is perceived behavioural control - the extent to which the behaviour is easy or difficult to perform - and whether they believe they are capable of it.

According to the TPB, a young person is likely to decide to adopt a risk-lowering measure if they believe that this will reduce the risk of crashing, if they also believe that people whose views they value think they should avoid the risk behaviour, and, thirdly, if they feel that they have the necessary resources and opportunities to do so.<sup>29</sup>

In RYDA sessions students observe and discuss the factors and consequences of crashes - physically, emotionally, socially, legally, and financially; and strategise about preventative measures. This correlates with the first aspect of TPB.

Secondly, peer influence is critical in decision-making at this age. RYDA asks students to think about what their friends really think about risk-taking in a car.

Thirdly, RYDA asks students to rethink how much control they have, for example how easy or hard it is to speak up as a passenger in a concerning situation. As most students (and adults) perceive this as being hard, program participants are lead through simulations and discussion to formulate ways of speaking up that are both effective (won't alienate the driver), and suited to the personality makeup of the message-deliverer.

TPB also says that the three together decide the intention to act which makes up the main determinant of the behaviour itself. In describing behaviour change in this Study we have used both intentional evidence, and evidence from focus groups on behaviour change itself.

### **Government guidelines on secondary school road safety education**

School road safety education requires an evidence-based approach. None more so than Year 10-12 (NZ Years 11-13) where the technical and psychological approaches are more sophisticated, and where teacher bias (all teachers have their own views on driving and road safety measures) can interfere with road safety messages.

Most secondary schools that prioritise road safety education rely on external providers and/or government-developed curriculum resources.

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<sup>29</sup> Adapted from *Effective Interventions for Speeding Motorists*, Road Safety Research Report No. 66, Department for Transport: London; 2006

Best practice road safety education is broadly prescribed in both Australia and New Zealand. In Australia, most government agencies either publish their own guidelines, or make reference to the Western Australian School Drug Education and Road Aware (SDERA) guidelines for schools managers (Appendix 1).

In New Zealand the Safer Young Driver<sup>30</sup> guidelines (Appendix 2) provide the reference point for government agencies and schools in choosing providers.

To summarise young driver education jurisdictional guidelines from both countries:

Programs should:

- target attitudinal factors - the main cause of crashes for novice drivers,
- discourage driver skills training,
- be interactive, engaging, using multiple educational strategies,
- not include graphic images or fear approaches,
- use small class sizes and promote discussion,
- involve teachers, parents and community,
- promote ongoing messaging in classrooms following the intervention,
- focus on both drivers and passengers,
- promote peer support, and
- be facilitated by experienced, qualified and trained personnel.

The guidelines make indirect reference to the role of intra-personal awareness, attitude, mindstate and personality highlighted as key issues for learning to drive. The best example of a theoretical approach to this is the Goals of Driver Education (GDE) matrix developed by Hatakka and Keskinen et al<sup>31</sup> and which is summarised in the following diagram.

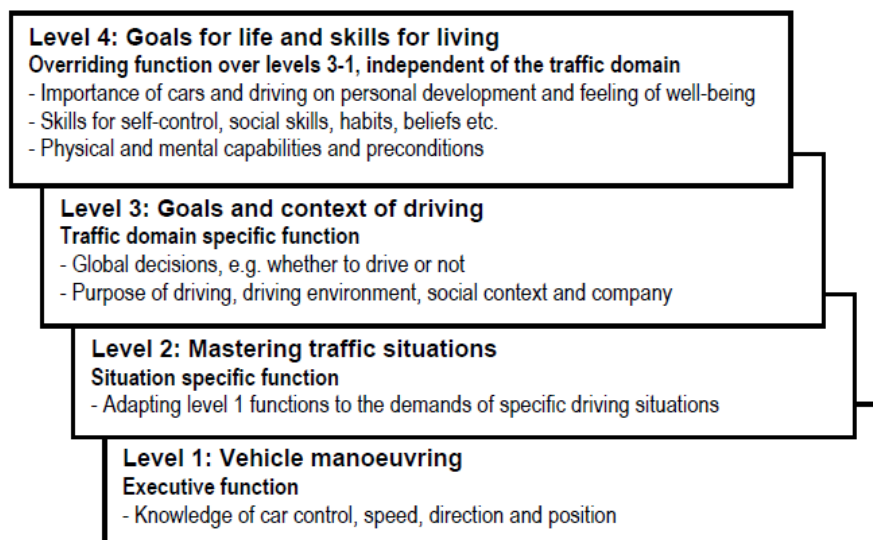


Fig.1. Hierarchical levels of driver behaviour (adapted from Keskinen, 1996).

The matrix highlights the different influences and skills required for low-risk driving, from low level (technical skill) to higher levels (including trip planning, lifestyles and impulse control). The implications of this model, which is reflected in official European driver instructional guidelines, is that influencing the beliefs and motivations of young people for driving is more likely to be effective in terms of crash prevention than developing technical skills.

According to Berg, a road safety researcher, "the focus should therefore be to make young drivers aware that their personal motives, tendencies, and social relations in the broader sense always affect

<sup>30</sup> <http://www.nzta.govt.nz/assets/resources/safer-young-drivers/docs/safer-young-drivers.pdf>

<sup>31</sup> Hatakka, Keskinen, Gregersen, Glad & Hernetkoski; *From control of the vehicle to personal self-control; broadening the perspectives to driver education*, 1999

their goals and context of driving, with the aim of getting them to change their goals behind driving and the context in which driving is performed—that is, why a driver is driving on a certain occasion, where and when, and with whom."<sup>32</sup>

This model, the advice of the RSE Advisory Council, appropriate research and stakeholder feedback, and the government education guidelines influenced the development of current RYDA content by more emphasis on factors related to levels three and four of the model.

### Teaching and learning principles

RSE also referenced best-evidence teaching and learning as an important component of program revision, particularly the work of Hattie in summarising research into effective learning<sup>33</sup>. Chamberlain and Hook have also contributed to the discussion on effective road safety education in a curriculum context for the New Zealand Transport Agency.<sup>34</sup>

Hattie's application to effective learning in road safety education (those variables we can control) might be summarised in the following principles:

- understand what a student knows already and give them the right level of challenge
- show students what success looks like in relation to constructing an understanding of what a low-risk driver/passenger is, and foster a safety point of view
- apply road safety knowledge to situations through skill and attitude development (including self-knowledge)
- understand the impact of the program and maximise feedback to facilitators
- use peer influence
- establish an atmosphere of:
  - respect (students are able, valuable and responsible)
  - trust (session leads to collaborative cooperative engagement)
  - optimism (students possess untapped potential)
  - intentionality (creating and maintaining session flow)
- students should evaluate their own learning through planning and implementing actions to lower their risks

Chamberlain and Hook summarise characteristics of effective road safety education teaching and learning approaches, echoing Hattie:

- approaches based on best evidence teaching and learning
- content which is explicit, appropriate and challenging
- focus on individual learning needs
- target causes of risk behaviour
- approaches that are evaluated

### The existing state of road safety education in Australia/New Zealand

Pre-driver road safety education in Australia and New Zealand is a mixture of government, not for profit and commercial programs. The extent they incorporate best-practice principles varies widely.

Most programs fall into one or more of the following categories\*:

- Large audience crash re-enactments
- Curriculum interventions providing schools with lessons and materials
- School presentations commonly focusing on a specific road crash or experience, and typically delivered by a survivor, or relatives of the deceased.
- Hospital-based programs where students visit trauma departments
- Risk awareness programs encompassing a range of knowledge, skills and attitude objectives.

\* Some programs use a combination of the above

The fear-approach is commonly used in Australian jurisdictions using crash re-enactment, or video/images of horrific injuries such as that provided by Westmead Children's Hospital in New South

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<sup>32</sup> Berg: *Reducing crashes and injuries among young drivers: What kind of prevention should we be focusing on?* Injury Prevention 2006; 12; 15-18

<sup>33</sup> Hattie, J. *Visible Learning*, Routledge, 2008

<sup>34</sup> <https://education.nzta.govt.nz/guidelines/research-on-road-safety-education>

Wales (BStreetSmart<sup>35</sup>), the PARTY program<sup>36</sup> run out of several trauma wards in Australian hospitals, and other smaller presentations in New Zealand and Australia fail both best evidence and governmental guidelines and yet are gaining popularity and are often supported by public funds. Often schools regard this as a satisfactory road safety response with it representing their sole commitment. This is money and time wasted, taking resources away from the provision and evaluation of evidence-based programs.

RSE advocates for the use of best-practice in road safety education and encourages governments to support only those interventions, such as RYDA, that evaluate and evolve in order to improve their effectiveness and value. While Governments produce guidelines for schools in choosing road safety programs many, questionably, fund programs that fail to meet these guidelines.

Youth road safety educators, face very powerful headwinds in relation to the psychological and physiological characteristics of adolescent behaviour, so the application of research into these factors, as a necessary step in designing programs to allow for them, is essential.

Fear approaches in particular are shown to be ineffective or counter-productive.

Research into the use of physical threats in road safety advertising<sup>37</sup> shows that they may be problematic given that such appeals may not be regarded as relevant, and hence persuasive, by those road users most commonly targeted - risky drivers and passengers. Male participants were more likely to report that the messages would influence the behaviour of other drivers than themselves. Young males appear to be less persuaded by appeals involving physical threats, perhaps because they feel less vulnerable to such threats. They may be immune to fear tactics given the levels of fear and physical threat in popular media. Consistent with this suggestion, evidence that social threats (e.g., threat of losing licence and the social stigma attached to licence loss) may be an effective threat-appeal alternative, particularly for younger individuals (including younger drivers), is accumulating.

These programs also largely follow an "information deficit" philosophy believing that students lack information on road safety and that by providing information through confrontational presentations alone (without small group discussion to process such information into personal strategies) this will automatically lead to knowledge formation, then attitudinal change and behaviour change.

Research summarised by VicRoads<sup>38</sup> indicates the factor most likely to influence attitudes, intentions and behaviours is not the level (severity) of threat, but the individual's perception of their own vulnerability to the threat. Even if a fear response is aroused, or is highly motivating, intentions to change rarely ever result in real world behaviour change. Frequently they find such communication attempts not to be personally relevant.

Young people are generally sophisticated in recognising the intended message and don't become personally involved with or persuaded by the threat. Most road safety arguments and threats are already in the public domain, so it is difficult to make the message appear new.

The VicRoads summary says many young people deep down do not believe they are vulnerable. The key to getting young people to consider their risky behaviour is firstly to establish their own personal vulnerability then developing actions to remove the serious threat. Echoing the Theory of Planned Behaviour, any behaviour change approach needs to focus on modelling the desired behaviour and, where possible, use positive reinforcement and be easy to carry out. Appeals to adolescents should be norm based (RYDA participants often assume, incorrectly, for example, that most people speed, talk on phones etc.), and should convey severe social disapproval of the risky behaviour.

Another problem associated with the use of fear to change behaviour, says the VicRoads review, is that there is no one measure of fear. What is a 'high' fear level in one situation for one person could be judged as 'moderate' or 'low' by another.

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<sup>35</sup> <http://www.bstreetsmart.org/>

<sup>36</sup> [partyprogram.com](http://partyprogram.com)

<sup>37</sup> Lewis, Watson, Tay & White; *The role of fear appeals in improving driver safety: A review of the effectiveness of fear-arousing (threat) appeals in road safety advertising*, Health Communication, 28: 84–98, 2013

<sup>38</sup> Young people's response to intended 'shocking' road safety messages, VicRoads, 2010

Road safety researchers reject fear-based approaches unless moderated by post activities to empower the students. Young peoples' main reaction to fear is to block it out, and other emotional techniques such as shame, guilt and responsibility are likely to be more effective<sup>39</sup>.

Government road safety education guidelines in Victoria, Queensland, New South Wales and New Zealand clearly advise schools to avoid fear-based programs but, inconsistently, many governments still fund fear-based events.

### **Curriculum materials approach**

Most government guidelines highlight the importance of the teacher - teachers know their students best and are therefore naturally at the centre of road safety education (ROSE 25, Chamberlain and Hook). RSE supports this by working with teachers before, during and after RYDA. Nevertheless, teachers cannot be expected to have expertise or training in evidence-based road safety education (in addition to their own driving knowledge and attitudes). Effectiveness of the curriculum materials approach in attitude and behaviour change is dependent on them directly addressing those behaviours, that teachers are accountable to carry them out, that they recognise them as helping fulfil curriculum requirements, that they have the time required given their senior school secondary school assessment accountabilities, and that there is professional support based on best practice. In the current senior assessment and qualification environment, that is a big ask.

We have observed hundreds of teachers at RYDA programs. Most involve themselves enthusiastically, but only a small proportion has professional experience in road safety education or health promotion through behaviour change. This applies even to some PE/health teachers who are commonly accountable for student well-being topics. With the age cohort approaching driving age, content and delivery becomes more sophisticated and the danger of poor or incorrect messaging increases. When teachers become spontaneously involved in student discussions at RYDA programs, despite their best intentions, they sometimes fall back on anecdotes of their own experience as drivers.

We surveyed teachers on RYDA's connection to the curriculum. 32% said it directly supported the school's curriculum, 21% said RYDA probably directly supported other curriculum areas without any alteration, 26% it could support their or other curriculum areas but would require adaption for the classroom, and another 25% said RYDA could support their or other curriculum areas with classroom follow up. Only 21% felt RYDA had a weak or no connection.

*Curriculum does not have much of this (maybe some drugs and some physics and some choices work) which is why this programme is so very suitable for us.*

Year level coordinator, New Zealand

*Road safety is not part of our curriculum which is why RYDA has such value*

Senior school manager, Qld

Road safety knowledge, skills and attitudes have additional connection through both curricula and cross-curricula elements in both countries. The Australian Draft Curriculum contains **General Capabilities** and those most relevant to road safety are *Personal and social capability* and *Ethical understanding*.

*Personal and social capability* is an important part of being safe in and around cars and other vehicles. Decision-making ability, social skills and personal resilience are keys to being a low-risk driver or a passenger. Road safety education that involves young people in developing and practicing appropriate strategies contributes to building this capability.

*Ethical understanding* involves evaluating right and wrong human actions. Road safety behaviour involves building a strong personal and socially oriented ethical outlook with an awareness of the influence that their values and behaviour have on others, especially considering the huge consequences of wrong decisions. Best practice road safety education places students in decision-making situations and supports them to discuss outcomes, and consider what effect their decisions have on others.

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<sup>39</sup> Senserrick, University of NSW, Unpublished comments, RSE Advisory Council, 2014.

In the New Zealand Curriculum Framework the equivalent curriculum elements are the **Key Competencies**. Those most relevant in this context are *Managing self* and *Relating to others*.

*Managing self* is key to being a driver or passenger. Key strategies in a car include meeting challenges, knowing when to lead, when to follow, and when and how to act independently. This is a key to managing peer pressure, distraction and risks (speed, alcohol etc). Resilience and reliability are important elements of this.

*Relating to others* points to two road safety aspects. One is social responsibility - the recognition of the essentially social nature of driving - sharing the road, thinking about the impact of your actions, and exercising courtesy. The other is managing interpersonal relationships with friends and family when planning and taking trips to negotiate safer outcomes. Protecting friends from harm is an effective motivator when changing young driver attitudes.

Road safety is an appropriate context for resilience education, for example as contained in the Victorian *Building Resilience* document<sup>40</sup>, and in addition much of the knowledge, skills and attitudes developed at RYDA contribute to schools' health and well-being framework a requirement in all jurisdictions.

More than half of surveyed teachers said RYDA linked with other related programs, or initiatives in their school. Commonly these were life skills, pastoral, personal development and well-being programs. Physical education/health programs were mentioned as well as specific programs such as Crossroads (New South Wales). Police, fire service and ambulance services were less frequently mentioned, with a few mentioning programs run by motoring associations (RACV, Defensive Driving) and students against driving drunk (SADD). And 57% of surveyed teachers said their school had policies or procedures which RYDA connects with (e.g. health promotion, injury prevention, road safety, car use) mentioning a range of health programs and safety procedures for students bringing vehicles to school.

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<sup>40</sup> Building Resilience: Social & Emotional Learning Materials Year 11-12 VCE/VCAL, Department of Education and Early Childhood Development (DEECD), Melbourne, Undated





## Section Two: Methodology & the Story of Change

Presents the methodology used for the study and presents a theorised story of change focusing mainly on the student participants while also looking at other impacts caused by the program.



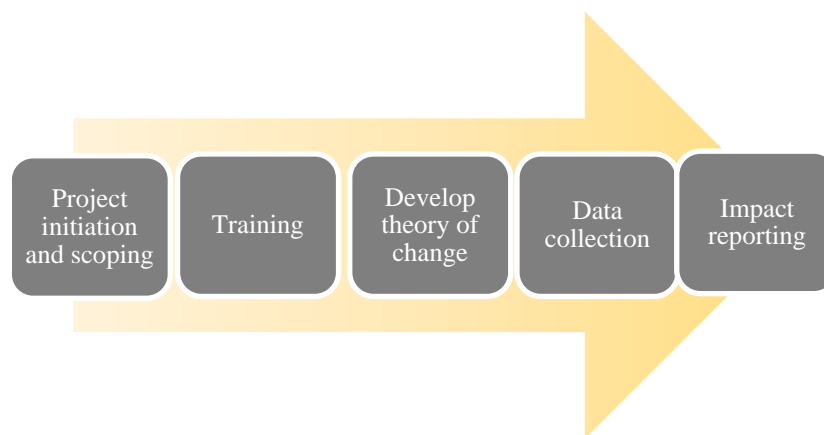
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## SECTION TWO: METHODOLOGY AND THE STORY OF CHANGE

The Study was conducted in phases. Initially RSE liaised with Net Balance, our research partner, and conducted formal workshops with their staff to:

- Outline the evaluation approach;
- Gain an understanding of the study methodology;
- Define the stakeholders who benefited from the initiatives and partnerships, prioritising these by impact;
- Suggest outcomes that may have occurred for these stakeholders as a result of their involvement and developed a "Theory of Change" logic model; and
- Provide suggestions for ways that these outcomes could be measured (appropriate indicators and existing data that could validate the outcomes).

The diagram below summarises the development steps of the Study.



Outcomes are the changes that occur as a result of an activity. Focusing on outcomes, as distinct from outputs, helps us better understand the social impact of activities rather than simply cataloguing the delivery of activities. Outcomes-based measurement allows us to move from listing what we do, to examining the extent of the value we create. The rest of the Study primarily looks at the range of feedback that provides the evidence for this.

This Study aims to measure change

- change in knowledge (e.g. the relationship between stopping distances and speeds),
- skills (e.g. having new strategies to speak up in a car),
- attitudes (e.g. changing your mind on what's acceptable while driving and what's not) and
- behaviour (putting risk lowering strategies into use).

It also aims to find out how these changes, primarily to students, have the capability to reduce road trauma and build a culture of road safety in society.

### Value measurement approaches

The approach the Study uses describes the value added using a range of quantitative and qualitative measures viewing the benefits from the perspective of the participant. We identified the program stakeholders and traced their story, matching it to the key road safety issues for young people and identifying the ways it might impact on knowledge, skills and attitudes, and the take-up of these elements.

When a broad evaluation of RYDA impact was first conceived, we considered using a Social Return on Investment methodology. SROI uses a financial ratio to express monetised inputs and outcomes for key stakeholders to arrive at a dollar figure to quantify net benefit.

SROI methodology factors in deadweight, attribution and drop-off. Deadweight measures outcomes that would have happened anyway (without the intervention) and deducts them from the calculation. Attribution assesses how much of the outcome was caused by the intervention - say 25, 50 or 75%. Drop-off accounts for the loss of effectiveness of measures over time. All are factored in to avoid over-claiming economic value created.

Measuring deadweight and attribution in road safety education is complex and beyond the resources available for this Study. If research was conducted on proven measures for reducing young driver crashes it would likely find that a combination of education, advertising, enforcement (including GLS) and road engineering was responsible. To disaggregate these factors would involve, for example, calculating how much acceptance of a particular road safety measure derives from a specific intervention when young people receive multiple messages (safe and unsafe) from a variety of sources throughout their lives.

To help us assess SROI methodology we modelled the hypothetical monetary value of RYDA impacts through crash reduction. Initially the calculations looked very encouraging - the prevention of one crash leading to paraplegia or quadriplegia, for example, justified the cost of a program like RYDA after factoring in attribution and deadweight.

A UK study using SROI methodology<sup>41</sup> on the contribution of driver training programs run by the Institute of Advanced Motorists to the overall improvement in road safety from 2007 to 2009, assumed that its influence equated to 2.5% of that improvement after allowing for deadweight, attribution and drop-off.

The methodology was not used, however because without proving crash reduction, the chain of causality cannot be verified.

The current social impact study approach relies less on calculating attribution and deadweight than SROI methodology given that proving a direct line of causality is reduced in importance (but still important to consider).

More important, perhaps, is the difficulty of measuring the extent of causality itself.

Kinnear et al, in a report to the UK Department of Transport, scanned and critiqued the existing research<sup>42</sup> and conclude that there are almost no studies which reliably prove trauma reduction results from road safety education interventions. To be authoritative in relation to the causes of crashes, an SROI study requires at least existing research that proves an intervention reduces crashes, deaths and injuries. One recent study<sup>43</sup> in the US shows cautious support for road safety education improving casualty data, although the authors were careful to note the limitations of the data.

Broadening the notion of outcomes, the UK Report broadens the discussion of road safety education effectiveness beyond trauma reduction to encompass how interventions might support and legitimise legislation and enforcement, and support the development of positive road safety culture in society. In other words, the value to society of road safety education might be in both direct prevention of crashes and casualties, and the support for a safety culture that education can provide to mechanisms that do reduce the risk of crashes and casualties.

This second goal deserves further study as, conversely, an increasingly positive road safety culture must contribute to lower crash rates through widespread acceptance of safety measures.

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<sup>41</sup> Social Impact Evaluation using Social Return on Investment, Institute of Advanced Motorists (IAM)/Baker Tilly, London 2011

<sup>42</sup> Kinnear et al. *Novice Drivers: Evidence Review and Evaluation*, Transport Research Laboratory report commissioned by Department of Transport, UK, 2013. pp 35-36

<sup>43</sup> Mayhew, et al *Evaluation of Beginner Driver Education Programs*, Studies in Manitoba and Oregon, AAA Foundation for Traffic Safety, Washington DC, 2014

A model used to describe the broad range of road safety measures is the safe system approach (shown below<sup>44</sup>), a policy framework adopted by most government transport agencies in both countries. Its underlying philosophy is that:

- People make mistakes
- People have a limited tolerance to injuries
- Safety is a shared responsibility



According to the Victorian Transport Accident Commission, which is currently promoting the *Towards Zero* public education campaign, one of the challenges of truly adopting safe system thinking within road safety is informing and engaging the community regarding the concept<sup>45</sup> which is the philosophical basis and approach of the RYDA program.

The current Study retains the broad approach of the SROI - evidencing a story of change for the program stakeholders - but does not demand proof of causality on casualty reduction although it arrives at a conclusion in relation to how best-practice road safety education provides substantial benefits for society.

We also wanted a broad evaluation study to inform us on future improvements to RYDA, and in the way we measure RYDA impact long term. In that case the current approach was a better fit for purpose.

### Developing robust data and evidence

After confirming a lack of robust evaluation and systematic evidence of the impact of road safety education the UK report goes on to recommend road safety education providers present a logical model that justifies why and through which mechanisms their interventions should work. This is what we have done and is discussed in the next section.

Full randomised control trials (RCTs) are seen as the only means of proving effectiveness, yet present considerable challenges to even large scale providers such as RSE. They are resource heavy, often beyond the reach of not-for-profits and can lead to the diverting of internal resources away from the primary purpose of their work, even with a research partner assisting. Not-for-profits may also have reservations if it requires handing over control of the process to a research organisation or university.

RCTs require a long duration to arrive at a result which may be obsolete before it is published. The RYDA program, for example, is reviewed regularly and therefore the results, although relevant, could paint a historical picture that becomes the sole judge of the worth of the program for years afterwards.

### Comments on current study methodology

Our own data collection and methodological issues need explanation in terms of process and reliability. We used both hard copy and electronic surveying. Hard copies were administered at program days and sometimes sent to teachers with students completing before and after the program. Electronic surveying relied on sending links to teachers who would then send them to students or, sometimes, supervise them in a classroom with students on school desktop computers or their own laptops or tablets. Although we asked teachers to supervise all surveying, we know this did not always happen. Relying on teachers was hit and miss as they were always time poor and sometimes preferred students to do it as homework.

<sup>44</sup> <https://www.nzta.govt.nz/resources/statement-of-intent-2014-2018/2013-16/section-2-priorities/>

<sup>45</sup> <https://www.tac.vic.gov.au/road-safety/the-safe-system>

We trialled electronic submission on the day with students using smart phones. This has potential but had issues such as student collaboration in answering questions and student reluctance to use their own data allowance without wifi.

These issues affect reliability and validity of this survey feedback. Mindful of this, the most recent pre and post feedback was collected using paper surveys at programs.

Focus groups were more reliable but, again, rely heavily on teachers to organise. The students were usually willing, especially where food was provided, but organising them was demanding if done on a non-paid basis.

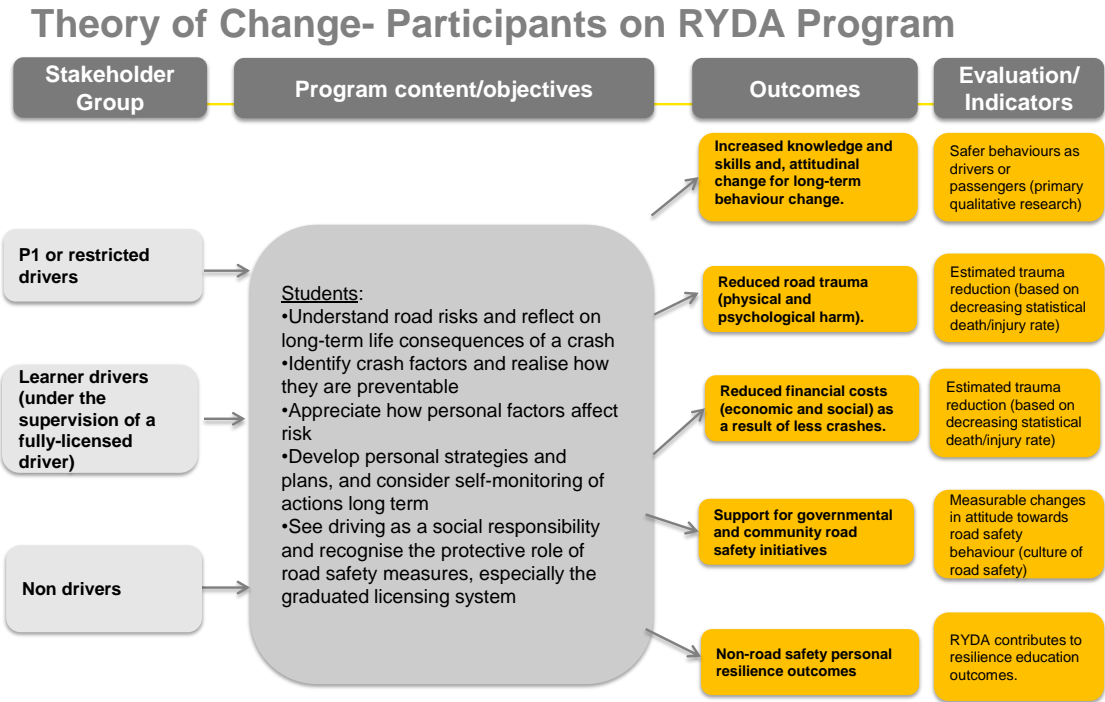
Lastly, some of our surveying, particularly the website competition and some of the student surveys were skewed towards female responses. Girls, it appears, generally respond better than boys.

**A story of change**

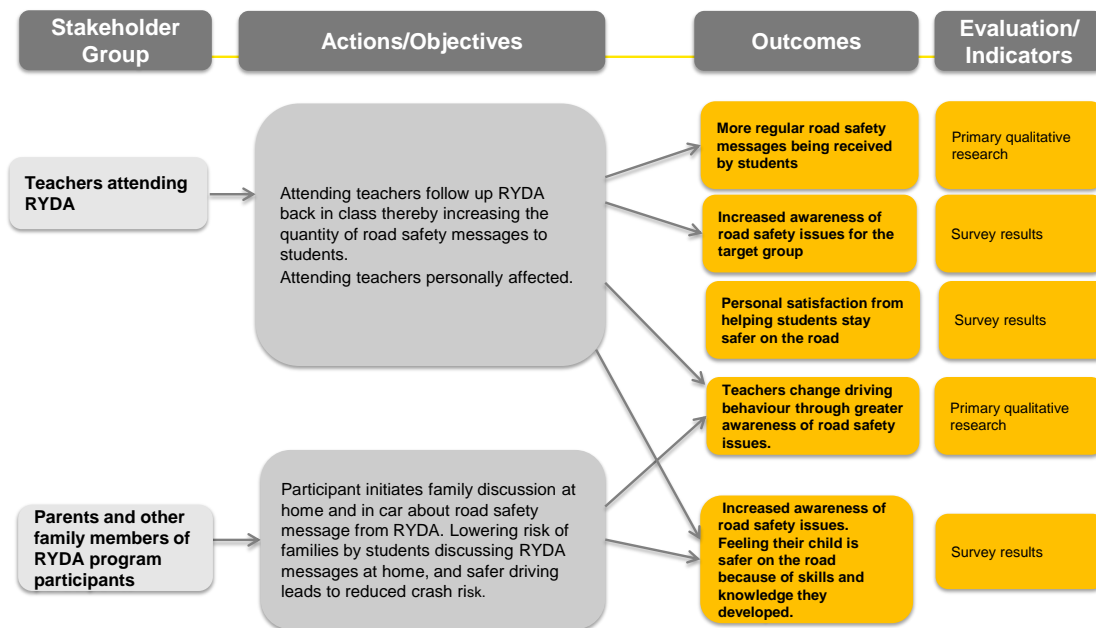
At an early point of this Study, a draft theory of change was developed with Net Balance as a starting point in helping us identify the stakeholder groups involved and how they were influenced in relation to the intermediate and ultimate outcomes of the program.

The diagram below summarises the theory of change - how the link between RYDA and the final outcomes works. It is intentionally high level and relies on the evidence which is described in the following section.

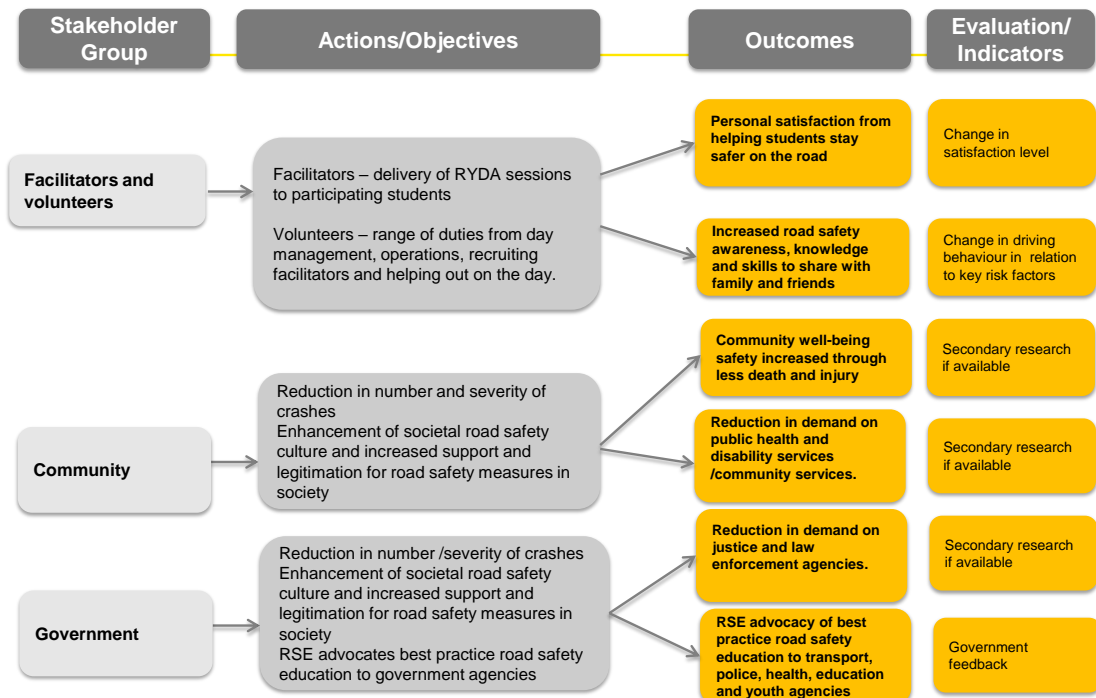
The Study therefore measures the extent to which the RYDA program addresses the proven risks of young people on the road, exhibits the proven low-risk behavioural measures represented by the learning outcomes; and is effective in communicating the measures through take-up of knowledge, skills, attitudes and behaviour.



## Theory of Change- Other stakeholders

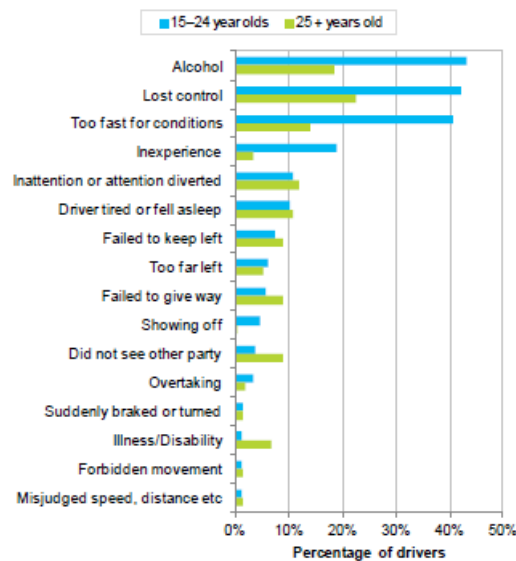


## Theory of Change- Other stakeholders



As previously discussed, young driver crash factors are well understood having been identified through jurisdictional crash data. A good summary is shown in the diagram below, from the New Zealand Ministry of Transport, and, for this purpose, we would expect the pattern to be the same in Australia.

Figure 8: Driver contribution to fatal crashes by age group (2009–2013)



The Version 3.0 program changes were designed to focus more sharply on the key issues shown in Figure 8<sup>46</sup> as well as examining the legal and moral framework of road safety, the role of the police, and personal influences on risk.

The next section identifies how RYDA content addresses these proven risks and its other learning outcomes. This helps us follow the story of change for students, as well as teachers, parents, facilitators and volunteers as they experience the day and its after-effects.


<sup>46</sup> Ministry of Transport, Young Drivers, 2014.

## Analysis of Outcomes by stakeholder Students

### Program content, outcomes and evaluation - understanding road risks

The program content is the link in addressing the main causes of crashes of young novice drivers. To increase awareness of the statistically proven road risks, each of the key issues are "to the front" at RYDA. Students are exposed to key facts and the relevant research backing them, and are provided an opportunity to discuss each in relation to safer behaviours. The linkage with the program content and evaluation evidence is described here.

The Program Outcome column for students lists the range of outcomes derived from the theory of change diagrams, and we have asterisked the outcomes which are covered by our evidence, however modestly, or extrapolated from secondary sources.

Key issue	Content (intermediate objectives)	Learning outcome	Program outcome	Evidence for change
Speeding and seatbelts (Speed and Stopping session)	<p>Students</p> <ul style="list-style-type: none"> <li>Predict, observe and prove the rule of "double your speed, quadruple your stopping distance".</li> <li>Investigate physical and human factors that affect stopping distance (inc. reaction time).</li> <li>Experience demonstration car hitting a dummy at different speeds and examine the concept of wiping off half the speed in the last quarter of the stop and the disproportionate effect of small increases in speed on crash impact.</li> <li>Guess the safe following distance behind a car, prove, and learn to measure, the three second safe following gap.</li> <li>Apply the physics of stopping to the safety features of a car, focusing particularly on how seatbelts work and the correct wearing of them.</li> </ul>	<p>Speed and Stopping</p> <ul style="list-style-type: none"> <li>Understand that small increases in speed have a big effect on stopping distance and impact</li> <li>Relate stopping distance to human factors (distraction and impairment), road conditions and vehicle condition</li> <li>Prove safe following gap (3 second rule)</li> <li>Understand the protective role of seat belts and identify other car safety features</li> <li>Encourage use of ANCAP / other web sites to choose a safer car</li> <li>Raise awareness of tyre checks and other maintenance tasks as a safety measure</li> </ul>	<ul style="list-style-type: none"> <li>Increased knowledge and skills and, attitudinal change for long-term behaviour change*</li> <li>Reduced road trauma (physical and psychological harm).</li> <li>Reduced financial costs (economic and social) as a result of less crashes.</li> <li>Support for other community and governmental road safety initiatives*</li> <li>Personal resilience strategies learnt*</li> </ul>	<ul style="list-style-type: none"> <li>Student survey/ focus group feedback on knowledge, attitude and behaviour change.</li> <li>Website feedback on learning from session</li> </ul> 



Key issue	Content (intermediate objectives)	Learning outcome	Program outcome	Evidence for change
Speeding and seatbelts (other sessions)	<p>Students</p> <ul style="list-style-type: none"> <li>• Relate mind-state and rushing to speeding, and distraction.</li> <li>• View and discuss the NZTA <i>Mistakes</i> video advertisement in relation to speed management in allowing for the mistakes of others.</li> <li>• Learn the penalties (fines, demerit points and criminal charges) for speeding infringements.</li> </ul>	<p>Genevieve's Story</p> <ul style="list-style-type: none"> <li>• Analyse a crash and its contributing factors</li> <li>• Recognise alcohol, drugs, fatigue and speed as key risk factors (Rights and Responsibilities)</li> </ul>		
Distraction (Hazards and Distractions session)	<p>Students</p> <ul style="list-style-type: none"> <li>• Discuss the science of distraction, and strategise to break the habits of mobile phone use and distracting others in the car.</li> </ul>	<p>Hazards and Distractions</p> <ul style="list-style-type: none"> <li>• Define hazards, distractions and risks and give examples of each</li> <li>• Learn and appreciate the importance of hazard perception strategies</li> <li>• See the GLS system as a protective mechanism (in relation to phone use, passengers and other restrictions)</li> <li>• Recognise how mobiles and passenger distractions impair hazard perception and car safety</li> <li>• Evaluate positives and negatives of distraction reduction strategies in relation to future plans</li> </ul>		
Distraction (Speed and Stopping session)	<p>Students</p> <ul style="list-style-type: none"> <li>• Link distraction to reaction time and stopping distance</li> </ul>	<ul style="list-style-type: none"> <li>• Relate stopping distance to human factors (distraction and impairment), road conditions and vehicle condition</li> </ul>		
Impairment (Rights and Responsibilities session)	<p>Students</p> <ul style="list-style-type: none"> <li>• Learn science of impairment by fatigue, alcohol and drugs</li> </ul>	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>• Recognise alcohol, drugs, fatigue and speed as key risk factors</li> </ul>		




Key issue	Content (intermediate objectives)	Learning outcome	Program outcome	Evidence for change
	<ul style="list-style-type: none"> <li>Watch the <i>Don't Trust Your Tired Self</i> video advertisement (Transport for NSW),</li> <li>Question and answer session with Police on alcohol and drug enforcement, and penalties.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the role of the Graduated Licensing System in protecting them and getting your licence as an agreement with the GLS conditions</li> <li>View personal road safety in a social responsibility context.</li> </ul>		

\* Outcomes which are covered by the evidence source

### Program content, outcomes and evaluation - reflecting on consequences

The concept of small mistakes leading to disproportionate consequences features in two RYDA sessions which contain content that, while designed not to instil fear, or use graphic imagery, clearly and relatably shows the impact of serious road crashes on young people, their friends and the wider community.

Key issue	Content (intermediate objectives)	Learning outcome	Program outcome	Evidence for change
Consequences of crashes	<p>Students</p> <ul style="list-style-type: none"> <li>Appreciate vulnerability of head (brain) and spinal cord through learning basic physiology</li> <li>Listen to a story of someone with lifelong brain or spinal injuries resulting from a crash focusing on the causes of the crash, and its life-changing after-effects</li> <li>Reflect on how their personal hopes and dreams would be affected by a similar crash in areas of their life like financial cost, career aspirations, and contact with friends, relationships, effects on family and physical alteration to their house.</li> </ul>	<p>After the Crash</p> <ul style="list-style-type: none"> <li>Understand the fragility of head and spine in the case of a crash</li> <li>Appreciate the consequences of car crashes through crash survivor story</li> <li>Apply crash presenter experiences (self and others) to their life plans</li> <li>Accept it could happen to them but that crashes are preventable by taking action to lower risks</li> </ul>	<ul style="list-style-type: none"> <li>Increased knowledge and skills and, attitudinal change for long-term behaviour change*</li> <li>Reduced road trauma (physical and psychological harm).</li> <li>Reduced financial costs (economic and social) as a result of less crashes.</li> <li>Support for other community and governmental road safety initiatives*</li> </ul>	<ul style="list-style-type: none"> <li>Student survey/ focus group feedback on knowledge, attitude and behaviour change.</li> <li>Website feedback on learning from session</li> </ul> 


Key issue	Content (intermediate objectives)	Learning outcome	Program outcome	Evidence for change
	Students <ul style="list-style-type: none"> <li>View and discuss a story (short film) of a young person, and her friend and a mistake that costs their lives.</li> <li>Analyse the crash, identifying possible crash factors</li> <li>Discuss preventative measures such as preplanning situations where impulsive decisions could be made, and come up with strategies for controlling mindstate.</li> </ul>	Genevieve's Story <ul style="list-style-type: none"> <li>Appreciate the extent of the 'ripple effect'* after a crash</li> <li>Identify strategies that protect self and friends in risky situations</li> <li>Appreciate the benefits of having a plan for decision-making in risky situations</li> </ul>	<ul style="list-style-type: none"> <li>Personal resilience strategies learnt*</li> </ul>	
	Students <ul style="list-style-type: none"> <li>Watch and discuss a short student-directed film about the consequences of not speaking up in a car (as a passenger)</li> <li>Consider and critique strategies for speaking up in a car</li> </ul>	The Personality Test <ul style="list-style-type: none"> <li>See importance of practicing low-risk behaviours and monitoring car behaviour in future</li> </ul>		

\* Outcomes which are covered by the evidence source

### Program content, outcomes and evaluation - appreciating personal factors

Hatakka et al and their GDE model described earlier explains the need for including personal and attitudinal factors in the total picture of behaviour change. This includes temporary mind-state, personality factors ("you drive as you live"), and long-term monitoring of cognitive factors by students as life circumstances change over time.

Key issue	Content (intermediate objectives)	Learning outcome	Program outcome	Evidence for change
Appreciating how personal factors affect risk (The Personality)	Students <ul style="list-style-type: none"> <li>Discuss how the personality influences decision-making</li> <li>Take an individual test where they respond to a series of statements under the</li> </ul>	<ul style="list-style-type: none"> <li>Identify key personal factors and mind state (mood) that contribute to risk and apply to a real road risk situation</li> <li>Develop a personal risk profile</li> </ul>	<ul style="list-style-type: none"> <li>Increased knowledge and skills and, attitudinal change for long-term behaviour change*</li> </ul>	<ul style="list-style-type: none"> <li>Student survey/ focus group feedback on knowledge, attitude and behaviour change.</li> <li>Website feedback on learning from session</li> </ul>

Key issue	Content (intermediate objectives)	Learning outcome	Program outcome	Evidence for change
Test session)	categories of Knowing Yourself, Self Control, Thinking Social, Risk Awareness, and Speaking Up <ul style="list-style-type: none"> <li>Explore their own ability to exercise self control and apply this to drivers</li> <li>Appreciate the necessity for speaking up for passengers in concerning situations in a car</li> <li>Role-play, discuss, and critique strategies they could use in difficult situations.</li> </ul>	<ul style="list-style-type: none"> <li>Select ways to boost personal low-risk attributes</li> <li>See importance of practicing low-risk behaviours and monitoring car behaviour in future</li> </ul>	<ul style="list-style-type: none"> <li>Reduced road trauma (physical and psychological harm).</li> <li>Reduced financial costs (economic and social) as a result of less crashes.</li> <li>Support for other community and governmental road safety initiatives*</li> <li>Personal resilience strategies learnt *</li> </ul>	

\* Outcomes which are covered by the evidence source

### Program content, outcomes and evaluation - developing strategies

Four of the sessions involve students discussing and planning strategies for car scenarios.

Key issue	Content (intermediate objectives)	Learning outcome	Program outcome	Evidence for change
Developing strategies	Students <ul style="list-style-type: none"> <li>Prove safe speed and the safe following gap strategies,</li> <li>Learn the correct use of safety features, skills of tyre maintenance, and use the ANCAP car safety rating system.</li> </ul>	Speed and Stopping <ul style="list-style-type: none"> <li>Understand that small increases in speed have a big effect on stopping distance and impact</li> <li>Relate stopping distance to human factors (distraction and impairment), road conditions and vehicle condition</li> <li>Prove safe following gap (3 second rule)</li> </ul>	<ul style="list-style-type: none"> <li>Increased knowledge and skills and, attitudinal change for long-term behaviour change*</li> <li>Reduced road trauma (physical</li> </ul>	<ul style="list-style-type: none"> <li>Student survey/ focus group feedback on knowledge, attitude and behaviour change.</li> <li>Website feedback on learning from session</li> </ul>

Key issue	Content (intermediate objectives)	Learning outcome	Program outcome	Evidence for change
		<ul style="list-style-type: none"> <li>Understand the protective role of seat belts and identify other car safety features</li> <li>Encourage use of ANCAP / other web sites to choose a safer car</li> <li>Raise awareness of tyre checks and other maintenance tasks as a safety measure</li> </ul>	<ul style="list-style-type: none"> <li>and psychological harm).</li> <li>Reduced financial costs (economic and social) as a result of less crashes.</li> <li>Support for other community and governmental road safety initiatives*</li> <li>Personal resilience strategies learnt *</li> </ul>	
	Students <ul style="list-style-type: none"> <li>Develop strategies in response to analysing possible crash factors in similar situations as the video.</li> </ul>	Genevieve's Story <ul style="list-style-type: none"> <li>Identify strategies that protect self and friends in risky situations</li> </ul>		
	Students <ul style="list-style-type: none"> <li>Discuss strategies for dealing with mobile phones and same-age passengers as distractions.</li> <li>Weigh up strategy implementation benefits with personal inconvenience</li> </ul>	Hazards and Distractions <ul style="list-style-type: none"> <li>Evaluate positives and negatives of distraction reduction strategies in relation to future plans</li> </ul>		
	Students <ul style="list-style-type: none"> <li>Evaluate individual strategies for self control and speaking up, particularly in relation to how a passenger could effectively deliver a hard message in a difficult situation, designed to produce a positive reaction of the driver.</li> </ul>	The Personality Test <ul style="list-style-type: none"> <li>Select ways to boost personal low-risk attributes</li> </ul>		
	Students <ul style="list-style-type: none"> <li>Apply speaker story (and advice where appropriate) to things they could do to prevent a crash like theirs.</li> </ul>	After the Crash <ul style="list-style-type: none"> <li>Apply crash presenter experiences (self and others) to their life plans</li> </ul>		



Key issue	Content (intermediate objectives)	Learning outcome	Program outcome	Evidence for change
	Students <ul style="list-style-type: none"> <li>Reflect on strategies to stay within the law in relation to alcohol, drugs, fatigue, speed and other key young driver risk areas through considering negative consequences of penalties (fines, demerits, loss of licence)</li> </ul>	Rights and Responsibilities <ul style="list-style-type: none"> <li>View personal road safety in a social responsibility context</li> </ul>		

\* Outcomes which are covered by the evidence source

### Program content, outcomes and evaluation - driving as a social responsibility

RYDA presents road safety as a social responsibility.

*"By signing that licence, you are agreeing to abide by the conditions of it. Every time you get in your car you need to be thinking of, not only following the rules, but doing everything you can to keep the people sharing the road with you safe."*

Hazards and Distractions session


*"You are sharing the road with all sorts of drivers - experienced, inexperienced, distracted, focused, drunk, sober - don't assume they are going to do the right thing. Crashes are usually caused by ordinary people making everyday mistakes. You can't control what the other person does, but as drivers there's a lot within your control to reduce your risks..."*

Rights and Responsibilities session

*"Are you socially responsible and look out for other people? Do you consider what effect your risk taking has on others?"*

The Personality Test session

Key issue	Content (intermediate objectives)	Learning outcome	Program outcome	Evidence for change
Driving as a social responsibility	Students <ul style="list-style-type: none"> <li>Hazard perception exercise shows collision avoidance with pedestrians and cyclists as legal and personal responsibility</li> </ul>	Hazards and Distractions <ul style="list-style-type: none"> <li>Evaluate positives and negatives of distraction reduction strategies in relation to future plans</li> </ul>	<ul style="list-style-type: none"> <li>Increased knowledge and skills and, attitudinal change for long-term behaviour change*</li> </ul>	<ul style="list-style-type: none"> <li>Student survey/ focus group feedback on knowledge, attitude and behaviour change.</li> <li>Website feedback on learning from session</li> </ul>

Key issue	Content (intermediate objectives)	Learning outcome	Program outcome	Evidence for change
	<ul style="list-style-type: none"> <li>Examination of GLS restrictions in context of driving as an agreement with government to abide by same</li> </ul>	<ul style="list-style-type: none"> <li>See the GLS system as a protective mechanism</li> </ul>	<ul style="list-style-type: none"> <li>Reduced road trauma (physical and psychological harm).</li> <li>Reduced financial costs (economic and social) as a result of less crashes.</li> <li>Support for other community and governmental road safety initiatives*</li> <li>Personal resilience strategies learnt*</li> </ul>	
	<p>Students</p> <ul style="list-style-type: none"> <li>Identify the part of the personality that deals with social cooperation and assess its influence on driver and passenger behaviour including their own</li> <li>Develop personal strategies for "thinking social"</li> </ul>	<p>The Personality Test</p> <ul style="list-style-type: none"> <li>Select ways to boost personal low-risk attributes</li> </ul>		
	<p>Students</p> <ul style="list-style-type: none"> <li>View ANCAP as an example of a government measure to reduce the impact of crashes on the community</li> </ul>	<p>Speed and Stopping</p> <ul style="list-style-type: none"> <li>Encourage use of ANCAP / other web sites to choose a safer car</li> </ul>		
	<p>Students</p> <ul style="list-style-type: none"> <li>View the effects of sustaining a life-changing injury (paraplegia, quadriplegia, or traumatic brain injury) on others</li> </ul>	<p>After the Crash</p> <ul style="list-style-type: none"> <li>Appreciate the consequences of car crashes through crash survivor story</li> <li>Apply crash presenter experiences (self and others) to their life plans</li> </ul>		
	<p>Students</p> <ul style="list-style-type: none"> <li>Consider the GLS as providing more freedom as young drivers gain experience</li> <li>Consider the effect of what they do on the road on others</li> </ul>	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>Appreciate the role of the Graduated Licensing System in protecting them and getting your licence as an agreement with the GLS conditions</li> <li>View personal road safety in a social responsibility context</li> </ul>		
	<p>Students</p> <ul style="list-style-type: none"> <li>Appreciate the role of, and impact on, emergency service personnel, and others as result of serious crashes</li> </ul>	<p>Genevieve's Story</p> <ul style="list-style-type: none"> <li>Appreciate the extent of the 'ripple effect'* after a crash</li> </ul>		

## Teachers

While teachers are not the target group, their on-going influence is significant, more so because many of them attend the program. We hypothesise that the impact on teachers are four-fold.

The first and most powerful effect is building teacher commitment, and through providing them with resources enables them to prolong RYDA messages back at school. An associated influence is for teachers, by attending and observing the program, to apply best practice principles to their own teaching. The continuum diagram below, used by RSE in working with student teachers in university pre-service programs, summarises the best-evidence and governmental guidelines applied to a classroom context on the right hand side of the continuum, and practices that fail best-evidence on the left hand side.

Currently we have no detailed evaluation evidence for the amount of prolongation of program messages and this is an area for development in future.

The road safety education pedagogical continuum		
Fear approach	↔	Strategy building Optimism
External risks only	↔	Personalised risk factors in addition to external risks
Instructional	↔	Collaborative "Be your own coach"
Information deficit model	↔	Empowerment
One-off	↔	Continuous
Driver-focused	↔	Peer-protection and social responsibility focused

A second area of teacher impact is increased awareness of road safety issues for the target group. While the school's commitment in sending students to RYDA indicates they recognise road safety as a priority issue, convincing teachers, particularly heads of relevant departments who are key decision-makers in setting curriculum priorities is likely to lead to greater classroom follow-up. Teacher feedback discussed in the evidence section regarding RYDA linkage to the curriculum generally supports this.

The teacher survey evidence supports the third area of impact - personal satisfaction from helping learner drivers. More than half of attending teachers indicated this impact according to survey feedback. Lastly, changing teacher driving behaviour where we know 44% of teachers say they will share road safety knowledge and skills with friends and family. We currently have no feedback on whether this translates into behaviour change and this is an area for development.

## Parents

Parents are involved in the program through the flow-on effects of the day. Parents seldom attend the program themselves.

The hypothetical benefits for parents of RYDA attendees are reduced physical and psychological harm to family members, increased awareness of road safety issues (through their children), and feeling their son or daughter is safer on the road because of the program. We have good survey evidence on the extent of discussion with parents after programs, and perceptions of their effectiveness, discussed in the next section. The evidence for direct harm reduction is weaker.

## Facilitators and community volunteers

Facilitators and community volunteers have high pre-existing levels of commitment to youth road safety. The impacts on these two groups we hypothesise as being greater road safety awareness, knowledge and skills to share with friends and family, and, by implication, intentions to change



behaviour, plus personal satisfaction from helping learner drivers to be safer on the road. Although far less involved in the flow-on effects on the students, the personal effects can contribute to building community road safety awareness.

### **Government and Community impacts**

A reduction in youth road trauma represents a net benefit to government and the community. Hypothetically, the strongest effect is in the reduction in economic and social costs of road crashes leading to a net increase in quality of life and social well-being although the evidence of RYDA leading to this directly is not robust.

Road safety education advocacy is another aspect of social impact. RSE works with governments and their agencies to advocate for best practice education in general and RYDA in particular. We meet and correspond with governments and their agencies regularly to discuss the guidelines. We also provide best practice guides for teachers using the principles and guidelines set by government and discussed in a previous section.

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## **Section Three:**

# **Evidencing the Story of Change**

**Describes the evidence for the hypothesis with a more detailed profiling on the stakeholder groups and an analysis of their feedback on personal and social impacts.**

# 3

## SECTION THREE: Evidencing the story of change

### Methodology

To evidence change we used surveys, focus groups and other feedback collected over five years. A tabular summary of the surveys and focus groups follows.

### Focus groups

Focus groups summary			
Group name	Respondent group	Location	
1. Net Balance focus groups	Students	New South Wales	2012
2. Revision focus groups	Students	Australia / NZ	2014
3. St Charbles focus group	Students	New South Wales	2015
4. Net Balance focus groups	Teachers	New South Wales	2012
5. Net Balance focus groups	Parents	New South Wales	2012

In December 2012 RSE undertook, in collaboration with Net Balance, a series of focus groups (1, 4 and 5) with students, teachers and parents as the starting point for evidence gathering.

They involved a range of schools in New South Wales who had attended RYDA in the last 18 month period. The schools represented a range of urban-rural co-ed single sex, and government-Catholic-private (participating schools listed as Appendix 3).

The Net Balance focus groups were supplemented by a further series (2) in 2014 during the RYDA 3.0 revision process in Melbourne, Sydney, Brisbane and Auckland.

The most recent student focus group (3) was November 2015 at St Charbles College, Punchbowl, Sydney, a Maronite Christian co-ed. The students had participated in RYDA 12 months previously. A follow-up teacher focus group was also held at this time at Genesis Christian College in North Brisbane.

Against the range criteria, schools were selected on their availability and willingness to participate.

### Surveys

RSE's surveys have evolved since 2012 from paper to mainly electronic. The full list of surveys in this Study is:

Survey summary (covering Australia and New Zealand)			
Survey name	Respondent group	Survey type	
1. Impact survey	Students n=226	Impact: pre + post identical cohort	2015
2. Program survey	Students n=1120	Impact: post	2015
3. Revision survey	Students n=550	Impact & process: post	2014
4. Teacher survey	Teachers n=100	Impact & process: post	2015
5. Teacher revision survey	Teachers n=150	Impact & process: post	2014
6. Teacher survey (RYDA 2)	Teachers n=280	Impact & process: post	2014
7. Parent survey	Parents n=99	Impact: post	2015
8. Rotary revision survey	Volunteers n=55	Impact & process: post	2014
9. Rotary stock-take survey	Volunteers n=91	Impact & process: post	2015
10. Facilitator revision survey	Facilitators n=118	Impact & process: post	2014
11. Facilitator stock take	Facilitators n=73	Impact & process: post	2015

The 2015 RSE impact pre and post survey (1) involved more than 200 students from Sydney, Melbourne and Brisbane in October last year. It was paper based and traced each respondent individually through a unique identifier. 159 male and 66 female students responded, of whom 128 held learner permits, 14 provisional licences and 75 hadn't started learning to drive.

A parallel post-only survey (2) has been running since the introduction of RYDA 3.0 in February 2015. With more than 1100 responses focusing on student perceptions of RYDA impact.

Four other surveys were initiated at the start of the RYDA 3.0 revision process in early 2014. One asked students for feedback on the current program to inform the revision in 2014 (3). 550 responses were received. Similar surveys were used with teachers (5), Rotary volunteers (8), and facilitators (10). In 2015 the RYDA 3.0 stock-take involved further surveying of the last two groups (9, 11).

## Other evidence

Other evidence summary			
Group name	Respondent group	Location	
Website competition	Students	Australia / NZ	2015
The Catalyst study	Students	Australia	2012

### Website competition

Students send comments about RYDA through the RSE website to win prizes. Many of the comments cast light on the changes that they experience, and commitments they make. To enter the draw students enter a unique code on their attendance certificate which is contained in the GPS booklet they use on the day. The question they answer is... "tell us what your favourite session was and why".

In the second half of 2015 close to three hundred entries were received. 96 of these were for Speed and Stopping, 82 for After the Crash, 45 for Genevieve's Story, 26 for The Personality Test, 17 for Rights and Responsibilities, and 14 for Hazards and Distractions. Although students are not asked directly about intentions for change, their comments give clues about what changes in awareness are likely to translate into behaviour change.

Additional feedback comes from a report on student perceptions on road safety education in general (not RYDA) in 2012 by Catalyst Consultancy and Research. 38 students, selected by their teachers, took part in the Study. Four students had been to RYDA.

### Evidence - Student

*"What I liked was that I was treated like I was on an equal level – the day was not measured on what I was taught but what I learnt"*

Male, 16, Sydney

*"After RYDA, that night I got in the car and realised that I didn't have to drive at 60, it was ok to drop back and drive under the speed limit"*

Male, 16, Sydney

*"I can recall a lot more from it because of the different methods of teaching. It was a successful day and got the message across".*

Female, 16, Auckland

Students are the target group and primary beneficiaries of the RYDA program. They receive information about the day beforehand and survey data indicates most have a good idea of what to expect - that they will be discussing road safety in groups, listening to experts, watching demonstrations, learn the statistics of crashing and helping them look after friends and themselves when riding in cars.

The Catalyst research (2012), a telephone and on-line survey of students and other stakeholders not associated with RSE or RYDA, on perceptions to road safety education, showed almost half of the students said they would 'definitely' attend a road safety education excursion with two thirds responding 'definitely' or 'probably'. Almost nine in ten felt road safety education was important and more than half 'very important'.

The research showed parents and schools were the most commonly used source of information about road safety and 82% of students said they would ask their parents about road safety while half said they would ask a teacher. Police and ambulance drivers are the most valued/influential with almost nine in ten students saying they value their opinions 'a lot'.

A third of students had heard of RYDA previously. One in five became aware through school. The four respondents who attended felt it was valuable, three 'extremely valuable'. All said they would 'definitely' recommend the program.

### The student survey respondents - overview

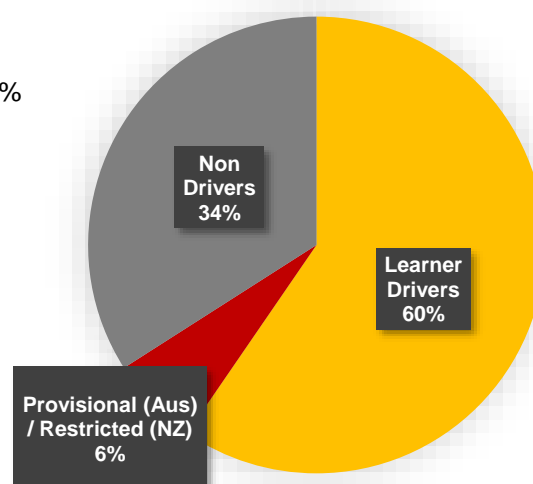
We analysed 3500 student survey responses in total. They represented the broad range of RYDA venues - rural and urban, high and low incomes. The geographic distribution was:

New South Wales	33%
Queensland	49%
South Australia	5%
Tasmania	6%
Victoria	4%
New Zealand	3%
Western Australia	1%

Females made up 61% of responses and males 39% (RYDA statistics indicate the gender split of RYDA participants is close to 54% female and 46% male).

Most (63%) of those students surveyed were 16 years old. 17 and 15 were the next most common ages. Their licence is illustrated in the graph (right):

The remainder were students who had passed their learner test but have not started supervised driving.



Before students come to RYDA they already know a lot about road safety. The survey results showed they were generally well informed about risks and that previous road safety messages influenced them. Speeding and alcohol are widely targeted in advertising and were first and second in what students thought were the top risks to young people in cars. It appears that there is *not* an information deficit here - young people are aware of the risks in many of the key areas. Other survey responses suggest there is, in general, a reasonable level of student perception for legitimacy in enforcement. These will be discussed later.

The survey responses showed that students get the same amount or more out of the program than they expected, 29% saying a lot more, 31% more and 33% about the same.

*I thought it would be a day of adults telling you to not drive but instead most modules were engaging and interesting.*

Female learner driver, Qld

*Stopping distances, and the awareness given has stuck in my head when driving now.*

Female learner driver, NSW

We analysed the most commonly occurring words in the **student learner driver** comments on the things that stayed in their minds (size of text indicates frequency of mention).

Accidents Useful Dangers Idea Safer Driver Alcohol  
 Aware Expect Knowledge Experience  
 Learn Course Road Speed Safety  
 Education Safe Laws Tips Unsafe Driving  
 Situations Facts Stopping Distance Potential  
 Better Driver Day off School Skills

The impression the comment graphic gives, mindful that the words are taken out of sentences only on the basis of frequency, is consistent with the intent of RYDA, and mentions of speed and stopping distance are the most frequently mentioned specific outcomes of the program.

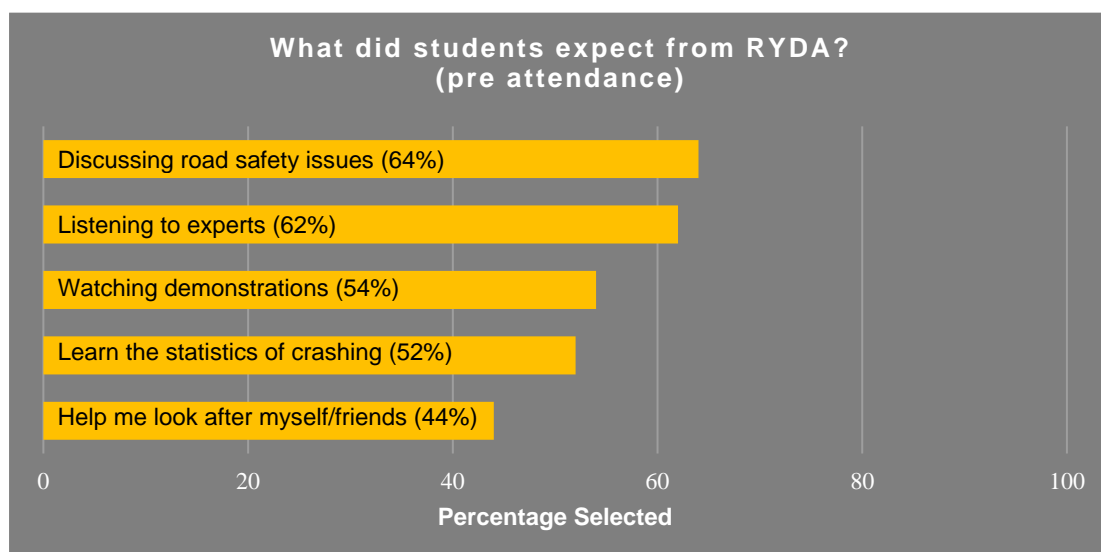
And the most commonly occurring words in the student **non-driver** (haven't started learning) comments on the things that stayed in their minds from RYDA were:

Attend Speed School Fun Safer Age Risks Lessons  
 Starting to Drive Improve Learn Education  
 Safety Regulations Road RYDA Course  
 Safe Compulsory Tips Licence Dangers Follow  
 Distance Safty Hazards Good Driver

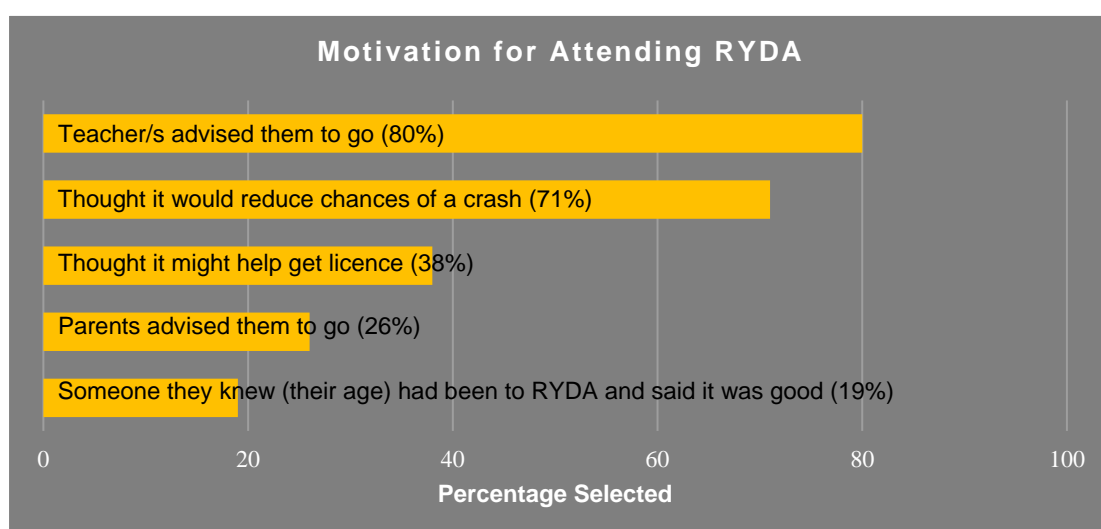
Although similar, non-drivers, not surprisingly, mentioned more general aspects of the day.

Focus group feedback indicated students, before attending, were interested in practical information - better understanding of the dangers, tips and tricks on how to drive, information on car safety, strategies for the car, and ways to be safer. Most students expected to hear personal experiences, e.g. from a crash survivor. They also wanted to have fun.

What did students expect from RYDA? These were the most frequent responses (students could select multiple answers);



Their own strongest motivation for attending was that (students could select multiple answers):



Students said the main messages from teachers prior to attending, according to our surveys, were: it was compulsory, it was going to be good for me, it was going to reduce my risks on the road (less chance of being in a crash), and it was part of the school's program. They also said that teachers recommended it from past years.

We asked them about the level of the content at RYDA - whether it was sufficiently challenging. 70% of students answered that it was at their level, 21% it was too simple, 6% way too simple, and 4% said it was hard and they were challenged. This was a response from late 2014, before the RYDA 3.0 revision. In response, changes were made including more discussion, a greater amount of research presented to increase the fact-base to do with hazard perception, brain function and distraction. In addition, the lowest rated session, one that many students said was covered by school health and science programs (involving alcohol, fatigue and drugs) was replaced with critical content moved to the new Rights and Responsibilities session.

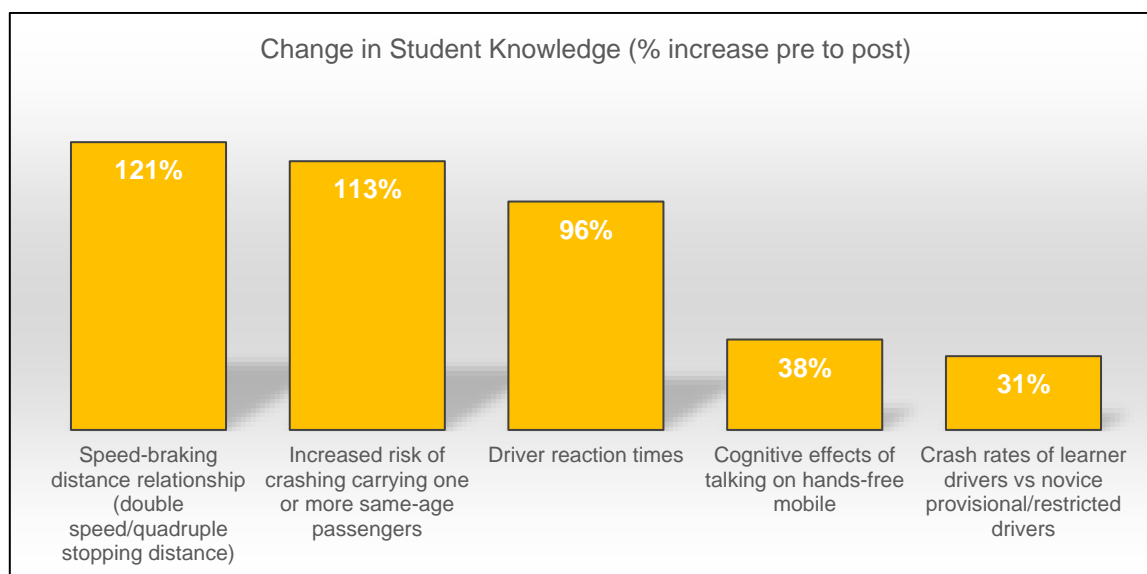


## Survey evidence

Survey results described in the previous section help us gain an overall picture of changes the students and other stakeholders experience as a result of the RYDA program.

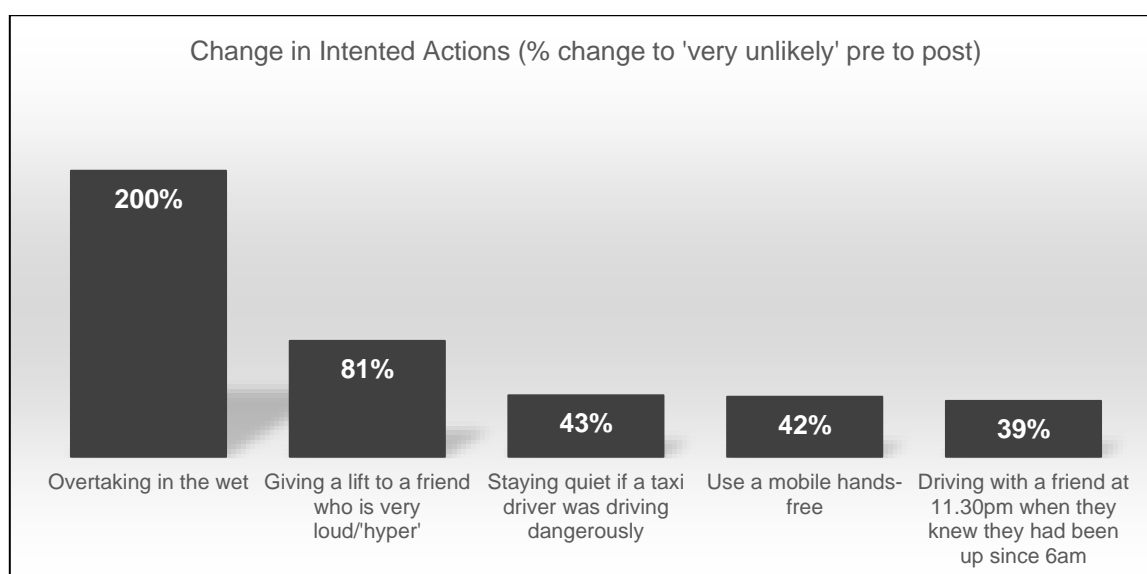
The pre and post survey (1) showed significant movement particularly in specific areas of risk reduction knowledge and attitude. The responses were from October 2015 and more than 200 students from Sydney, Melbourne and Brisbane responded with 159 male and 66 female students, of whom 128 held learner permits, 14 provisional licences and 75 hadn't started learning to drive. Unique identifiers were used to ensure the same students answered both surveys.

To assess the areas of RYDA where knowledge has increased the most we asked multi-choice questions. The results were:



Lower percentages were recorded for seatbelt wearing and drink driving, where perhaps, student exposure to government, school and community road safety measures account for prior knowledge.

We asked students to rate a list of personal actions they could take to lower their risks using a five point scale (very likely to very unlikely). The question asked, *"Imagine you have your licence. Please indicate how likely you would be to do the following:"*

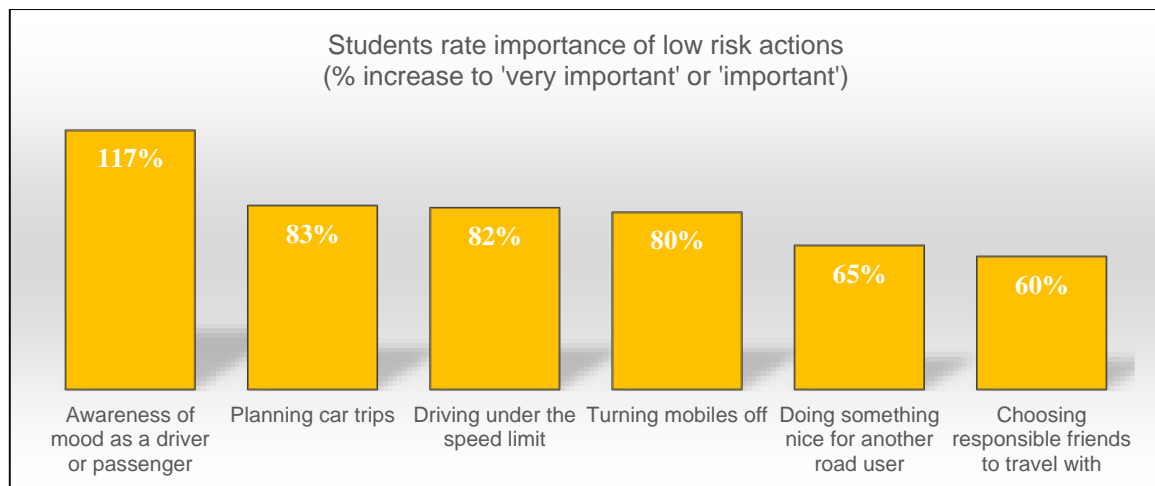


The change in "speeding or running a red light to get to an appointment on time", was 6%, "quickly checking a message on my phone when driving" was 3%, and "squeezing into the back seat of a car when there is no spare seatbelt" 5%. These questions showed a high level of unlikely responses in the pre-survey underlining the attitudes students had prior to the program.

Statements at the lower end of the change scale where "unlikely" pre scores were high were: not putting on a seatbelt if the journey was less than a block (3%), fudging my learner driver logbook to overestimate my hours (3%), driving with an adult who had drunk 3 cans of beer in the last 2 hours (-2%).

The top responses correlate strongly with program content. Overtaking in the wet rates very high, we surmise, because of both the Speed and Stopping demonstration, and the fact that Genevieve's Story crash was caused by overtaking (though not in the wet).

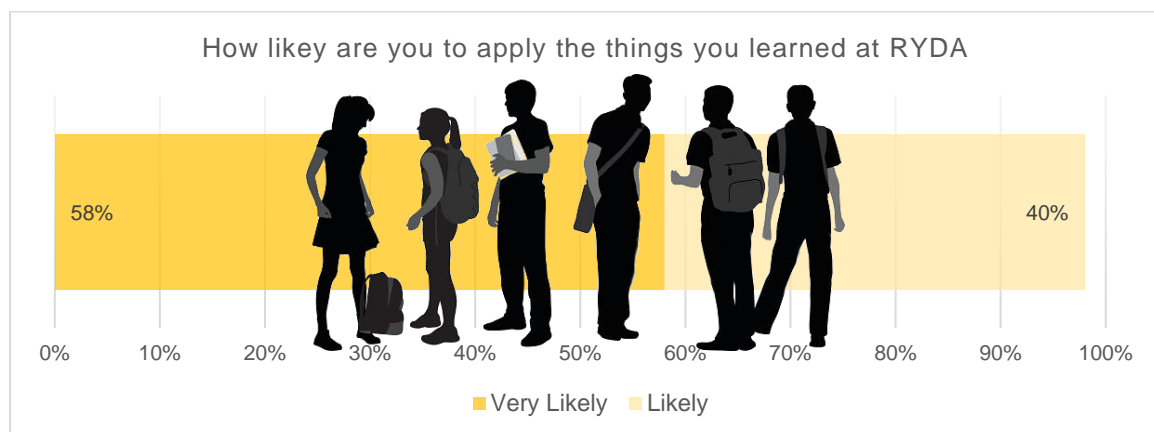
A further question was designed to test changes in awareness, again on a five point scale (very important to not at all important). The question was "Here is a list of things you might do to lower your road risks. How important do you rate each one?" The items where pre-post movement were highest were:



The six awareness items are core to program content.

Little movement from pre to post responses was recorded in driving drunk or drugged, obeying road rules, and wearing seat belts.

Immediately following the program most participants intend to make changes in their car-related behaviour. When students were asked, "When you are driving or a passenger in the future, how likely are you to apply the things you have learned at the RYDA day?"



We had asked this same question in two previous surveys (2, 3) the previous year. The same question with 1200 responses is shown in the second column.

	2015	2014
Very likely	37%	44%
Likely	37%	35%
Somewhat likely	17%	11%
Undecided	4%	0%

Students were invited to comment on their response to this question and these included:

*I liked the "stand up for yourself" when in the car with a dangerous driver take home message.*

*After seeing the things we did at the RYDA program and learning new things, we may not consciously make decisions from what we've learnt but the knowledge was definitely absorbed and it will influence future decisions whether we are aware of it or not (i.e. subconsciously).*

The research suggests that impact falls off over time unless reinforced through regular messaging. Other results in this Study show a drop-off in the strength of attitude and knowledge on the one hand<sup>47</sup>, but a perception, reflected in survey and focus group comments, discussed later, that RYDA messages strengthen general attitudes which are sustained over time, if not always acted upon.

This second post survey (2) asked a number of questions about the changes they experienced by attending RYDA. Shown are percentage figures of those that answered "very likely" or "somewhat likely" and, in addition, weighted average of all responses.

<i>Thinking back to the RYDA day as a whole, how likely is it to...</i>	<i>% very likely</i>	<i>% somewhat likely</i>	<i>% weighted average of all scores</i>
Increase my self-awareness of personal risks of driving and being a passenger	39	45	84
Make me a safer driver/passenger long-term through changing my actions	39	43	80
Reduce my chances of being charged for a traffic offence, e.g. speeding	33	40	73
Actually reduce my chances of a crash when I start driving unsupervised	30	46	75
Change my attitudes toward police enforcement and road safety advertising in a positive way	39	38	68

The figures suggest students self-assess awareness changes slightly higher than the likelihood of behaviour changes.

We then compared their road safety awareness pre-post more specifically across a number of items by asking, "How has participating in RYDA changed the way you think about your safety when driving and riding in a car?"

<sup>47</sup> Elkington; Evaluation of the RYDA road safety education program. Paper presented at the Annual Conference of the Institute of Public Works Engineering Australia NSW Division, NSW, Australia, 2005.

Please indicate your awareness of the following issues after attending, compared to before attending the RYDA program (sorted by No Change in ascending order)

	Much more aware %	More aware %	No change %
How small increases in speed can cause big changes in impact and crash trauma	52	38	9
How to increase / hone your own hazard perception skills	31	59	10
The life-long implications of a crash	52	35	13
The importance of using the ANCAP car safety rating system when buying a car	46	40	14
Knowing how to get my car risk factors down	31	53	16
How to reduce distractions in a car	34	49	17
The positive influence passengers can have on young drivers	33	50	17
How personality factors (including mood) affects risk	33	49	18
How the GLS (rules for young drivers) helps protect them and other road users	31	48	21
Driving is a social responsibility	34	45	22
The role the Police play in making the road safer for all motorists	30	46	23

The results underline the Speed and Stopping and After the Crash sessions as particularly impactful and, again, the areas of less change are likely to be influenced by existing knowledge or attitude, or student disinterest or lack of engagement with that part of the program.

*The day was very informative and intense. I loved it!*  
Female, 15, Killara High School, NSW

### Student focus group evidence

The focus groups allowed us to explore student responses more deeply across different schools, particularly their awareness change and behavioural intentions.

Students were asked, as an open question without prompted recall, what they remember most about RYDA. In all focus groups, they remember the Speed and Stopping session the most - keeping a three second gap and understanding the relationship between speeds and stopping distance. This is substantially new knowledge for most of them requiring a rethink of appropriate speed and safe following distance. Comments indicated students found this interesting and surprising information. It also matched feedback that participants preferred hands-on, practical activities.

*I remember the demo person hit by car, the impact. 10-20k's makes a big difference.*  
Student, Barker College, NSW

*Tailgating happens to us from others. I don't do it; I remember the 3 second rule from RYDA, hadn't heard of it before and learnt it at RYDA,*  
Student, Galston High School, NSW

Within focus groups particular sub-groups of students responded differently. Licence holders, (current provisional/restricted drivers) focused on "safer" or "better" driving and their most frequently mentioned areas of raised awareness were, in descending order: being more aware of hazards, won't ride in an overloaded car, feeling more cautious, turning off mobiles, knowing causes of accidents (sic), recognising the effects of fatigue, more awareness of risk, using peripheral vision, and not speeding.

Raised awareness reflected both general awareness elements, ("feel more cautious", and "feel more awareness of risk"), and specific behaviour changes/intention to change (e.g. "turning off mobile" and "using peripheral vision").

Learner drivers (those that are being supervised) reported increased awareness of road safety risks, have less distracted behaviour while in the car, greater awareness of keeping an eye out for micro sleeping, greater awareness of hazards, they feel more cautious, and were more likely to turn off their mobiles.

Non-drivers reported increased skills and confidence to raise concerns with drivers and said they would be less likely to get in a car with someone when feeling concerned. These students raised greater awareness of hazards, greater likelihood to refuse to ride in an overloaded car, and greater recognition in recognising the effect of fatigue.

*One episode was when I was getting into a car, but there were not enough seats for everyone so I decided to walk instead*  
Student, St Stanislaus College, Bathurst, NSW

Many students said that, following RYDA, they actively influenced parent and other family members by commenting while driving. The most common to parents were, in descending order, keeping to the three second rule, speed reduction, keeping calm and road rage reduction, "country driving", "bad habits", mobile phone use, indicating, and seat belts.

There was mixed feedback on the effectiveness of such comments with some students saying their parents responding negatively - "my parent's response not positive - (they said) "I already have my license"". This area, the short and long term effects on parents of pressure from driver age children, deserves further study.

Students from some groups reflected on their behaviour change as an influence from the program.

*I changed my behaviour because I don't want the guilt,*  
Female, Brigidine College, NSW

In all focus groups, and this also came through strongly in surveys, students mentioned the impact of listening to the After the Crash (formerly called Crash Survivor) speakers. This session had the most 'votes' in the Website competition.

We raised the issue of drop-off during the focus groups. Some felt that the impact of the course faded as time went by but most, not all, acknowledged that the learning at RYDA consolidated their overall attitudes and feeling toward road safety

*"Straight after course, yes, all the stories had a big impact and this lasted maybe 3 weeks as a strong impression and now still in the back of their minds."*  
Student, Barker College, NSW

*All feel they are much better drivers for having done the course and definitely an advantage to do it on your L's whilst you are learning and having it reinforced. Most things in a car are common sense but good to have things pointed out to you.*  
Killara High School focus group summary statement

### **Other focus groups**

The 2012 focus groups were supplemented by a further series in 2014 in Melbourne, Sydney, Brisbane and Auckland as part of the RYDA 3.0 revision feedback process.

Again, the main thing we asked the students was what they took from the day - something that caused a change in the way they thought or acted?

Across the groups, the most commonly mentioned personal behavioural intentions ('acted') were: always wear a seatbelt, be conscious of the passengers you invite in the car, have your own seat, don't show off "don't hoon", and I will speak up more now.

Students reported that they had checked ANCAP rating on parents vehicle - (in one focus group four out of 12 did this after the program).

Other personal actions were to always go 5kpm under speed limit and always be aware of surroundings (hazard perception). Actions related to parents were mentioned, for example not letting parents use phone on loud speaker, telling them to service the car, influencing them on car purchases, and tell parents to slow down.

Awareness (knowledge) outcomes were: knowing how fatigue affects driving (revive as a driver), what the ripple effect of a crash is on family and friends, and being more aware that things can "happen to anyone".

The most recent focus group was at St Charles College, Punchbowl, Sydney, a Maronite Christian co-ed in November 2015. Twelve students participated who had been at RYDA 12 months previously and were now in the last year of school. They were aged 16-17 and all but two were learner drivers with one on provisional plates and the other not driving.

The students discussed several influences of the program on their car behaviour.

The feedback was consistent with previous groups. Stopping distance and safe following gap were frequently mentioned. Students were surprised by the distance it took to stop even at 40kph, and therefore how much you should be slowing down.

One mentioned braking distance - "as a learner this is hard to judge" and others added that they slow down in anticipation of orange/red traffic signals. Another reported widening their following gap and using the three second gap as habit.

The After the Crash session speaker had a lasting effect, with students remembering the effects on the speaker's family particularly. The students talked about the girl herself (the speaker) and how everything changed for her following the crash.

Many of the students recalled the Hazards and Distractions session in detail. One student, referring to the 'girl on the bike' hazard perception video, saying she "always looked around" now. Several students mentioned the Moonwalking Bear video (a perception 'test'), also shown in the session. This session raised self-awareness of "zooming out" among some in the group. Again, this recall was not prompted.

One student mentioned the ANCAP star safety rating system discussion at RYDA and said, in relation to wider family members looking to buy a car, "I always mention that the design of the car influences safety".

We asked the students about whether awareness of driver risks as passengers had increased. Several students gave examples of becoming more active in warning drivers they were travelling with about hazards (e.g. cars coming out of side roads). Music was mentioned as a distractive factor where passengers could play a role.

There were other individual mentions of reminding parents to slow down, and one telling her brother not to brake so hard.

We asked the St Charles group to suggest strategies on speaking up in concerning car situations. The most popular was telling directly "straight up", or "factual". A female student asked her mother to tell her brother to improve his driving. Another student said she used "I'm personally scared/worried". Another said she held the door handle or looked at the speedo, and a male student said he used the strategy of saying there was sometimes a police car or speed camera around the next corner. Others suggested humour, and another turned the issue of speed into a quiz, "how fast can you go in a speed zone?"

How well did they remember RYDA messages after 12 months? The general response was summed up by these student quotes:

*"RYDA is constantly there"*

*"RYDA has true stories" (the After the Crash session)*

*"RYDA enhances the other reminders"*

The group estimated that 45% of the total road safety messages they remembered was from RYDA and 55% from other "outside" sources - road safety advertising was mentioned most commonly (particularly fatigue "Don't Trust Your Tired Self", Plan B and Slow Down advertising were mentioned). One student said her greatest influence was the experience of a crash where her sister was injured sustaining a lifelong neck injury.

RYDA was seen as different from mass media messaging which they viewed as mainly designed for fully licensed drivers whereas RYDA was for L and P plate drivers. "At RYDA we were paying more attention, it was more effective because you were the single focus", said a male student.

The group was asked about the fall-off (in retention) after RYDA. Interestingly there were comments such as "we know what's right to do, it doesn't fall off", and "its common sense". Another said "It's still in mind after a year. It's effective with a day focus".

We also asked the students about differences in reaction between girls and boys at the program. Girls, the group agreed, tended to consider the effects on friends and family, "The effects make me mindful when I'm driving." Boys, they said, were more interested in the cars - the safety features, but that influences like understanding distractions (unspecified) could make them reduce their speed.

The group discussed their experience of barriers to safety in cars. Peer pressure and weak will were quickly mentioned. "It depends on who you are with", one said. How you are feeling on the day was mentioned; "being in an angry mood". Other drivers pushing learner drivers was also seen as a barrier to safe driving by "someone behind me, pushing me".

What about where there was no one else on the road, we asked. They said that some young drivers had adrenalin that could lead them to behaviour like racing. One student said he felt a sense of freedom in driving, and another male student said, "something explodes in you". There were mentions of video games making young drivers more dangerous (The *Fast and the Furious* was mentioned).

### Website competition

The website competition gathered feedback comments on the RYDA session students liked the most and why. The question was not designed to find out intentions for change, but their comments give clues into where awareness could result in behaviour change. A selection of session comments is below. We have to allow for validity issues in the answers as students are trying to win the prize - however the responses are generally indicative of the outcomes, albeit more positively expressed, and are consistent with other feedback.



### Speed and Stopping

Many comments focused on awareness and knowledge change:

*"It really opened my eyes up to how long it takes to brake and the distance away I should be from the car in front to stop"*

Male, St Dominics, NSW

*"Because I was able to witness firsthand the effect speed can have on the stopping distance of a vehicle. It was intriguing to see the workings of a car and what the best safety features are."*

Female, St Mary's College, TAS

Student comments also refer to behaviour change subsequent to knowledge change, for example:

*"I'm learning to drive and I never realised how long it would actually take me to stop! It was a really valuable lesson."*

Female, St Michael's Collegiate, TAS



### After the Crash

Students found this a compelling session. Having a speaker with life-changing injuries telling their story brought a range of reflective comments on the effect of road crashes. Many of them highlighted the consequences of bad choices on the road

*"It really made me think twice about driving or being a passenger."*

Female, Norwood Morialta High School, SA

*"Because it makes you think about doing the same thing he did and if u really want to be in the same position as he is in and by him telling us his story he is changing people's mind by making them think twice before taking any actions"*

Female, Holroyd High School, NSW



From some comments, the session provided an opportunity to reflect on risk reduction strategies.

*"It made me think about what happened to him and inspired me to do good on the roads and make sure I'm safe as well with other people and things around me. ... I think that I've learnt a lot of new things, for eg, road rules, help on how to concentrate, and that I should always be aware of my surroundings."*

Male, Tyndale Christian School, NSW

*"...allowed me to enhance my understanding of driving while fatigued. I know from now on I will always think of her story when driving, to ensure when I'm fatigued I don't get behind the wheel."*

Male, Vermont Secondary College, Vic

*"I could definitely say that this session has definitely impacted the way I will drive and the way I am aware of the surroundings around me."*

Male, William Clarke College, NSW

The effectiveness of testimonial presentations for behaviour change is contentious in some jurisdictions particularly if they comprise the entire program. RYDA's After the Crash presentation is primarily an activation session designed to make students rethink or challenge their behaviour or attitudes through a focused story which highlights what they can do differently. Speakers for this session are trained by RSE to specifically focus on lessons from their crash. We work with rehabilitation organisations to source young speakers whose injuries were the result of a preventable crash.

Recent research from Epworth Hospital, Melbourne<sup>48</sup> examined how educating students on the long term consequences of road trauma can positively impact upon their attitudes towards risk taking behaviour providing evidence for the positive impact of such a session conditional on it being presented as part of a broader road safety awareness program.



### **Genevieve's Story**

This session revolves around a short film made about Genevieve Matarazzo, a senior high school student, and a crash which killed her, as the driver, and her friend Shannon. The film was commissioned by RSE, with the collaboration of the affected families, to be relatable to the RYDA audience. It shows Genevieve's life before the crash and the effect on family friends and the community. Students' comments are understandably related to the emotional impact of the film.

*"I easily related to Genevieve's Story and it made me realise how much different decisions can greatly change the outcome."*

Female, Fahan School, TAS

*"I felt like I knew the victim, and it really made me think about the consequences of unsafe driving"*

Male, Winmalee High School, NSW

Other comments suggest that the emotional engagement of the film supports intentions to change car behaviour.

<sup>48</sup> Buckmaster, Brownlie, Olver, Fedele, McKenzie; *Road trauma education: the impact of a patient presenter on the road safety attitudes of adolescents*; Journal of the Australasian College of Road Safety – Volume 26 No.2, 2015

*"This was my favourite session - a lot of my friends and I could relate our life to Genevieve's because we were around the same age and we're starting to get rides from our friends. So seeing Genevieve's story and the crash she was involved in was a real eye opener, letting us know that these kinds of crashes can happen to anyone. I'm now a lot more aware of the dangers of freeways and overtaking etc. if you are an inexperienced driver and also getting rides with inexperienced drivers..."*

Female, Moreton Bay College, Qld

*"because not only was it touching and emotional but ... it provided a good insight into why it is important to take time, not rush and be careful when driving on the road because you have to feel comfortable and safe and have a good judgement over your actions."*

Female, Bossley Park High School, NSW



## The Personality Test

This session examines the relationship between personality and road risk. Students discuss aspects of the personality that influence risk taking and test themselves to identify their main area needing development. Strategies for speaking up and self control are developed through role-play and discussion and self-coaching tips are provided.

The session was introduced for the first time as part of the RYDA 3.0 development. The theory behind it largely comes from the work of the previously discussed Finnish road safety researchers Hatakka, Keskinen and colleagues<sup>49</sup> whose GDE matrix (sometimes known as GADGET) identifies the range of competencies a safe driver (and passenger) needs.

This session is unique to RYDA - we are not aware of any other road safety awareness program that has applied the GDE framework in this way to a secondary school program - and was also developed to link to school programs dealing with self-assessment, resilience and risk awareness in general.

Student comments referred to linking the personality aspect content to car behaviour.

*"Because it was interactive and it showed me how different drivers think behind the wheel resulting in the actions they choose to make"*

Female, Loyola College, Vic

*"It gave good positive coaching for real life situations"*

Female, MacKillop Catholic College, TAS

Some comments reflected actions students could take based on the session

*"Know ourselves and have a plan for risky situations, and help others"*

Female, Lalor North Secondary College, Vic

*"It gave me the opportunity to explore my own strengths and weaknesses. As someone who recently got my L's I found it very useful because I now know what I need to focus to ensure my own safety and the safety of those around me when I'm the driver and the passenger."*

Female, Rose Bay High School, TAS

<sup>49</sup> Hatakka et al; *From control of the vehicle to personal self-control; broadening the perspectives to driver education*; Transportation Research Part F 5 (2002) 201–215.



## Rights and Responsibilities

This session aims to build support and acknowledgement for the protective aspects of road policing and the graduated licence system, rather than seeing it as a restriction on personal freedom, or unnecessarily targeting young drivers.

The presence of uniformed police at road safety programs increases authoritativeness and credibility. RSE worked with police from different jurisdictions to develop the session content and gathered feedback from all police services where we operate. RSE trains the police facilitators for this session.

Student comments on this session included:

*"The officers leading the session were helpful in answering our questions and I now understand a lot better why the police are so strict when it comes to road rules. I know I will definitely remember all that I learned from this session and it will help me to be a good driver in the future."*

Female, ACG Strathallan College, NZ

*"I found the police officer really engaging and fun to listen to. The information he shared with my group was really mind blowing - like the fact that L platers are actually the safest drivers! I also found the video pleasantly confronting, and it made me realise how aware I need to be of my surroundings, when I am driving."*

Female, All Saints Anglican School, Qld



## Hazards & Distractions

The session deals with cognitive process while driving - how the ability to perceive hazards is reduced by adding to mental load by using phones and being distracted by passengers which elevates an already high crash risk. There are two short video clips that test students' hazard perception and they discuss current research into brain function specifically related to using mobile phones, and the crash risk elevating effects of riding with young passengers. Lastly they discuss the perception of expectations young drivers can have of the passengers or peers around them.

*"The driver perception video really caught me off guard. I especially remember how the driver was about to turn left and collide with the cyclist. And when the supervisor explained that this is due us being too focused on the opposite car which is turning, I realized that I have to be more aware of things that fall on my blind spot."*

Female, The Cathedral School, Qld

*"Being a passenger I have been in a lot of close calls in terms of accidents due to distractions such as phones, it was interesting to see how long it took for everyone to see the cyclist and identify it as a hazard in the hazard awareness test, highlighting the importance of being 100% focused on driving without getting distracted."*

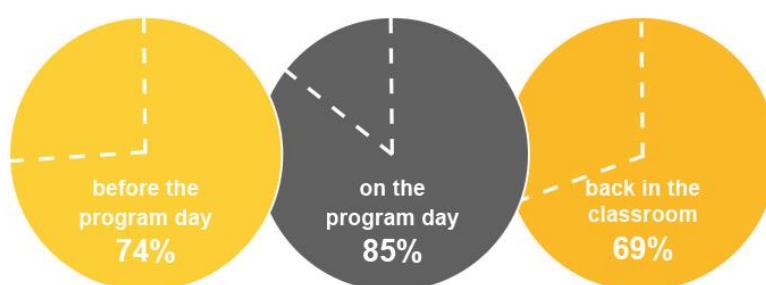
Male, Townsville Grammar School, Qld

## Evidence - Teachers

Approximately 2300 teachers accompany their students to the RYDA program each year. Many teachers come each year - according to survey results, 50% had been to three or more programs.

Teachers are involved in the program by preparing students for the day, participating at the day (each session has a role for teachers to play), and following up road safety messages through support materials such as the bank of online teaching resources and the GPS booklet to use with their students. An important aim is to advocate and build support for road safety education as a school and individual teacher priority.

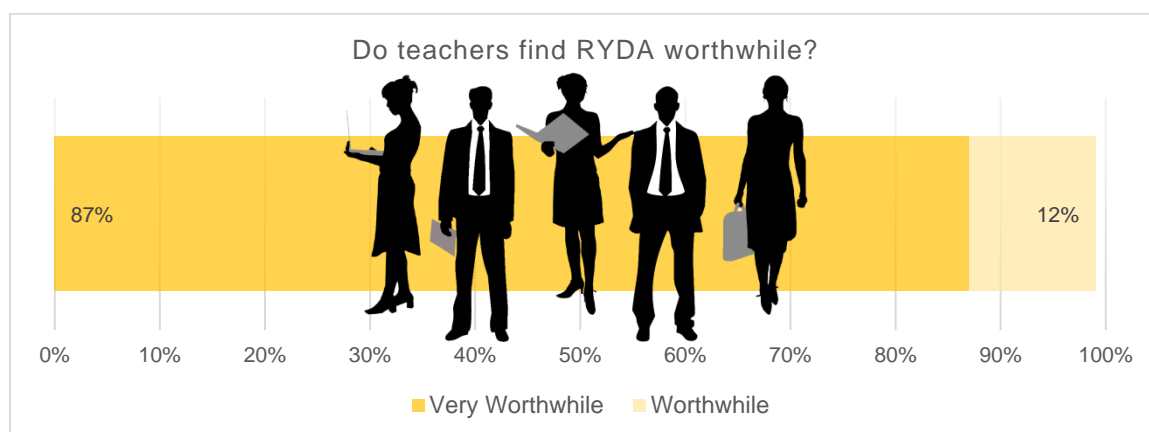
Commenting on this support, teacher respondents said that they felt either very or somewhat involved before, during and after the program day. The following graphs show percentage of teachers who felt 'very involved' in supporting the RYDA road safety messages at various stages of the process:



The survey (5) covering Australian states and New Zealand, both city and country schools generated 280 responses from participating teachers. More than three quarters of them had attended in the last year.

Of the respondents, 37% were year level deans, 28% senior management and a further 15% pastoral care staff. The most common teaching subjects of the participants were physical education/health, social studies, and English.

Most of responding teachers said RYDA was very worthwhile and worthwhile.



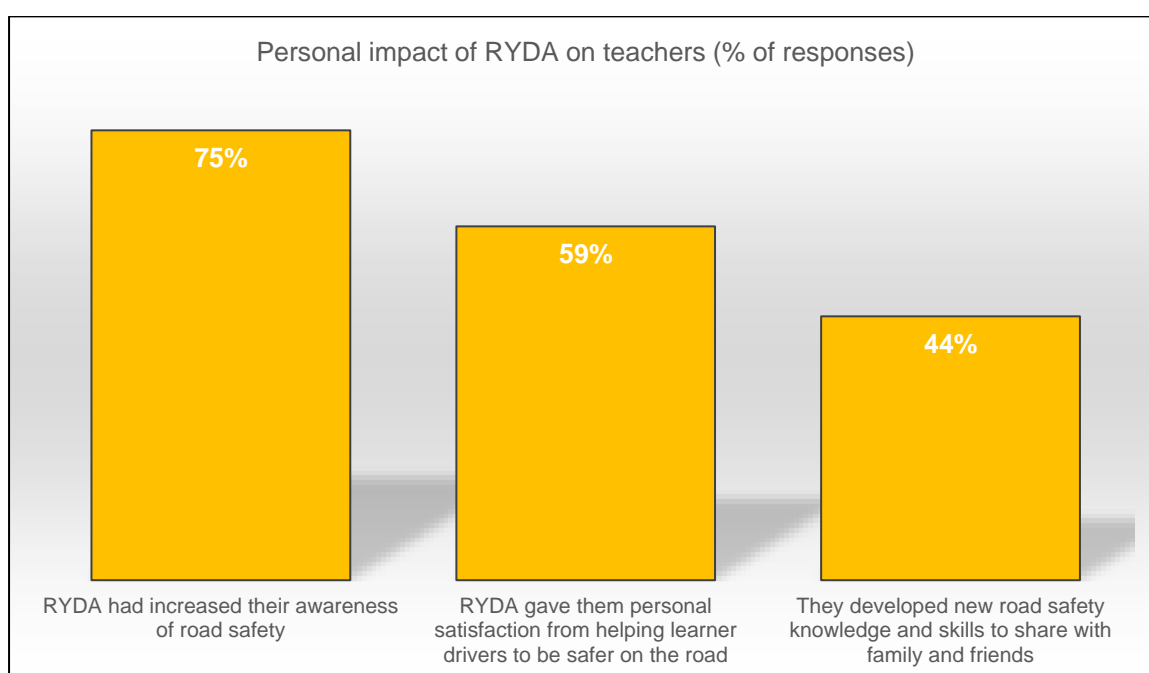
All said they would recommend it to a colleague. They were asked about the effectiveness of the RYDA program across a range of outcomes using a five point scale and the results were (teachers could select multiple answers):

*How effective do you think the RYDA program is for each of the following*      % very effective

Increasing students' self-awareness of personal risks of driving and being a passenger	71
Building positive attitudes for government and community road safety measures	44
Long-term behaviour change for becoming a safer driver / passenger	34
Actually reducing crashes (involving RYDA participants)	24

They were asked to rate program facilitators on how well they ascertained and adapted the session to account for what students already knew. 43% said facilitators ascertained and adapted, 38% ascertained and adapted a little, and 5% ascertained but did not adapt.

We were interested in teachers' assessment of the personal impact on them by attending RYDA. A full day exposure to RYDA, sometimes on an annual basis should generate thoughts and actions following the day, either personal or back at school, perhaps both.



## Evidence - Parents

Parents of approximately 50,000 RYDA student participants each year give permission and pay for their child to attend. They generally, according to feedback, discuss how the day went. The nature of that discussion and the extent it initiates or supports frequent and engaging dialogue between parent and child on road safety issues is key to measuring program impact in reducing risks.

Research indicates parents are highly influential, perhaps the greatest social/environmental influence on young people in relation to road safety, with peers and Police the other dominant influences.<sup>50</sup> Parents providing supervision and driving instruction to learners is clearly a direct influence, and adolescents are exposed to parent attitude and behaviour long before they begin supervised driving<sup>51</sup>. Risky car behaviour is closely associated with parents' risky driving<sup>52</sup> and their attitudes and behaviour<sup>53</sup>. Parents are also pivotal in novice driver car ownership through buying cars for their children.

Close to 100 parents responded on RYDA's impact on their son or daughter, and the family as a whole. 73% were from NSW with responses from Victoria, New Zealand and Queensland.

Of respondents, 45% had sons/daughters on learner licences, 35% were approaching driving age and 10% had children having passed their practical test.

Surveyed parents were asked their children's' largest risk factors were. The feedback was, in descending order (multiple answers were allowed)

<i>Son or daughter's five greatest needs approaching driving age in reducing their risks on the road</i>	<i>% response</i>
Anticipating hazards while driving	91
Speed control according to driving conditions	69
Self-knowledge about their real ability (e.g. not overestimating their ability)	52
Controlling position and direction of the car on the road	44
Reducing distractions in the car like mobiles, car radios etc	41

This result appears to show that parent views of young driver needs are more on attitudinal and self-regulatory factors, than technical or skill aspects.

We asked them what approaches to road safety education they thought worked best with young people. The top five responses, again in descending order, were

<i>What approaches to road safety education work best with young people?</i>	<i>% very effective</i>
Driving lessons	84
Advanced driver training of students/skid control etc.	76
Talk from a young crash survivor	61
Demonstration of stopping distances at different speeds	55
Guest speaker, for example family of deceased	51
Shock tactics (e.g. images of crashes, injuries).	36

This result, in contrast to the previous question, rates technical training higher than attitudinal development. Notable is the lack of support for shock tactics as an effective strategy with young people.

Most parents had a discussion after their student had attended RYDA (only 20% didn't and of those, almost half of these heard their child raise it but without discussion). For 23% the discussion involved some use of the student GPS booklet.

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<sup>50</sup> Scott-Parker; *A Comprehensive Investigation of the Risky Driving Behaviour of Young Novice Drivers*, PhD Thesis, Queensland University of Technology, 2012

<sup>51</sup> *ibid* p36

<sup>52</sup> *ibid* p37

<sup>53</sup> *ibid* p137

Of the 17 parent respondents whose students were driving, just under half said they noticed a change in driving behaviour. Comments included:

*"More cautious about mobile phones in cars being a distraction even when hands free"*

*"They were more aware and cautious"*

*"Greater effort and focus"*

*"She seemed much more cautious and discussed her need for more time to practise hazard perception"*

Of the total surveyed 66% of parents said RYDA would decrease or greatly decrease their child's risk taking driving/passenger. Of these, close to two thirds mentioned increased awareness of following gaps and 20% were unsure.

Parent comments included:

*"He already had had the 3 second gap rule drilled in, but it always helps if the message comes from another source rather than parents."*

*"When she drove she mentioned it to me and demonstrated how to maintain her gap using the technique she learnt at RYDA."*

We asked about their feelings on what impact their son or daughter's attendance at RYDA had on them personally. Their responses were:

<i>Impact of RYDA</i>	<i>% of responses</i>
Felt their child was safer on the road because of skills and knowledge they developed	43
Their son or daughter's participation had increased their own awareness of road safety issues	37
Felt that, considering their son or daughters' reaction to the RYDA program, their attendance would decrease or greatly decrease their risk-taking	57% of the 28 that responded to the question

A future development for RSE could be to focus on ensuring that parents know how best to protect their children from risk (e.g. exposure to night time driving, with friends etc). We do this already through the RoadGuide program, and this can be enhanced. Sending a child might have potential for unintended consequences if parents think they will behave more safely because they have been to RYDA, and so relax the 'rules' and let them take the car out more often, or at night. This could do harm if the child's skills and experience have not actually improved along with their knowledge and attitude.

We also asked "Does your son or daughter pick you up on your driving more after attending RYDA?" 44% said yes mentioning students commenting on them answering the phone (hands free), driving too fast too often, not maintaining a following gap, not indicating long enough, or not using indicators.

There was limited but, nevertheless, informative evidence from a focus group with three Brigidine College parents, a Sydney girls' school in 2012. All the parents' children currently had learner or provisionally licensed daughters who had attended the program four months earlier.

Parent perception was that the program was a bit confronting and they thought it was good. We presume they were referring to the crash speaker or the Genevieve's Story video - the two most confronting parts of the day. They said it was apparent that their daughter had never thought about road safety that way adding that the students were not upset per se.

*"Students get their L's and start driving without thinking of the bigger picture and they don't think of their car as a weapon."*



*"...they understand that crashes happen and people get can get hurt but it came home to them that they are really in control of this vehicle and whatever they do impacts on someone else."*

We asked the parents whether they felt RYDA was still having an impact on your children after several months. One parent said her daughter had become a back seat driver.

*"They don't specifically mention RYDA but yes definitely say things like "don't you think you're going too fast here", "don't tailgate"."*

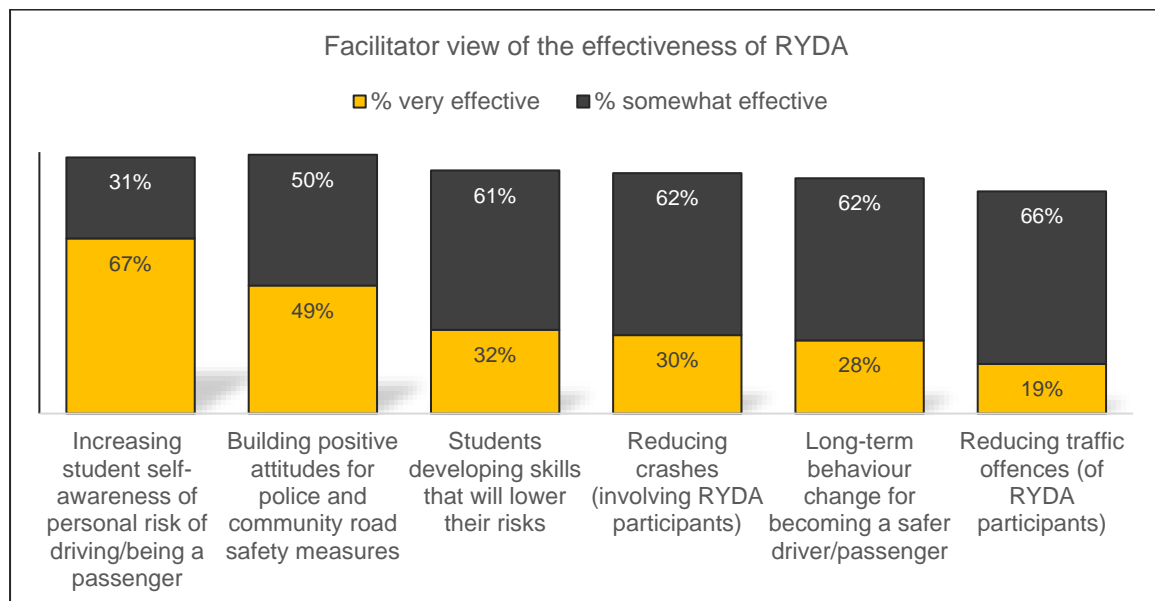
Another said...

*"Yes, when things click and they get a message in that sort of situation they don't forget that. Whether or not they carry it out, it's still there."*

We asked the parents what the greatest impact of the day was. One said that her daughter had talked about the crash survivor (After the Crash) session, that it was such a personal experience and it had certainly stuck with them. Another mentioned the police were there and it was more the message of the crash and injuries that had them talking.

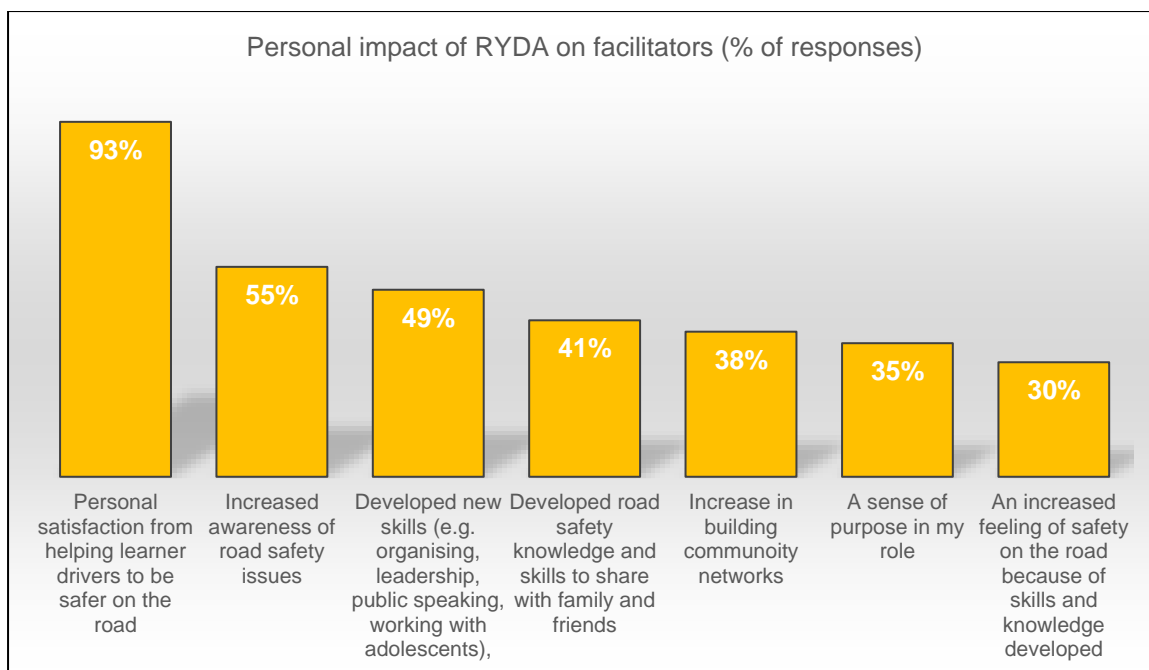
### Evidence - Facilitators

Close to 500 facilitators, including police, work on the program in Australia and New Zealand. From survey data from the two most recent large surveys we know the largest group has been facilitating for three to four years (33%), a third are from country venues, and two thirds city. Close to 90% of facilitators have training or prior learning/qualifications in facilitation-related fields and over 90% have received additional training by RSE.



We asked facilitators about the personal impact of RYDA involvement. The results showing the two survey results were (multiple responses allowed):





Comments included:

*"I love facilitating these groups, the information is so useful and potentially lifesaving, and fun to teach and learn. And I do have way more knowledge than I had previously. A really satisfying job."*

*"I have been involved with RYDA from its inception in Tasmania, and continue to give up time to make sure that it progresses as it has over the years. It is one of the most enjoyable and rewarding training sessions, both with Rotary and School groups."*

*"Motivates me to pass on more when teaching new drivers."*

*"Building positive relationships between Police and young drivers"*

### Evidence - After the Crash speakers

We interviewed six After the Crash session speakers to find out the impact on them particularly in relation to their motivations for participating on the program. The interviews were conducted in 2012, all in New South Wales over the phone or in person. The six worked on the speakers bureau of the NSW Brain Injury Association. They were selected to present because of the nature of the crash experience, their relatability to the students, and, importantly, because of their individual stories about life before and after the crash.

*After a year being at RYDA ### feels this is his job in life*  
After the Crash presenter #1, Sydney

Speakers said their role was satisfying particularly through telling their stories at RYDA, fielding questions from students during and after the sessions, and because of positive feedback from young people. Although daunting at first almost all said they gained confidence, that it had increased their self-worth, and given them additional sense of purpose. Although mentally fatiguing, the presenters added that RYDA involvement had developed their skills and, for some, this had enabled next steps, for example exploring new work opportunities.

*Without RSE ### feels that something would be missing. The program is a vital part of her everyday life. ### hungers for the facilitating as it has opened doors and now she can 'perform' to a group.*  
After the Crash presenter #2, Sydney

### tried voluntary and paid work but didn't feel he was giving anything back to society. It has definitely given him the confidence to look for other work but he is happiest in his presenting role with RYDA. ### doesn't think this feeling of confidence would have happened without his role at RYDA. Being a facilitator has given him "the guts" to get out there and not be worried.

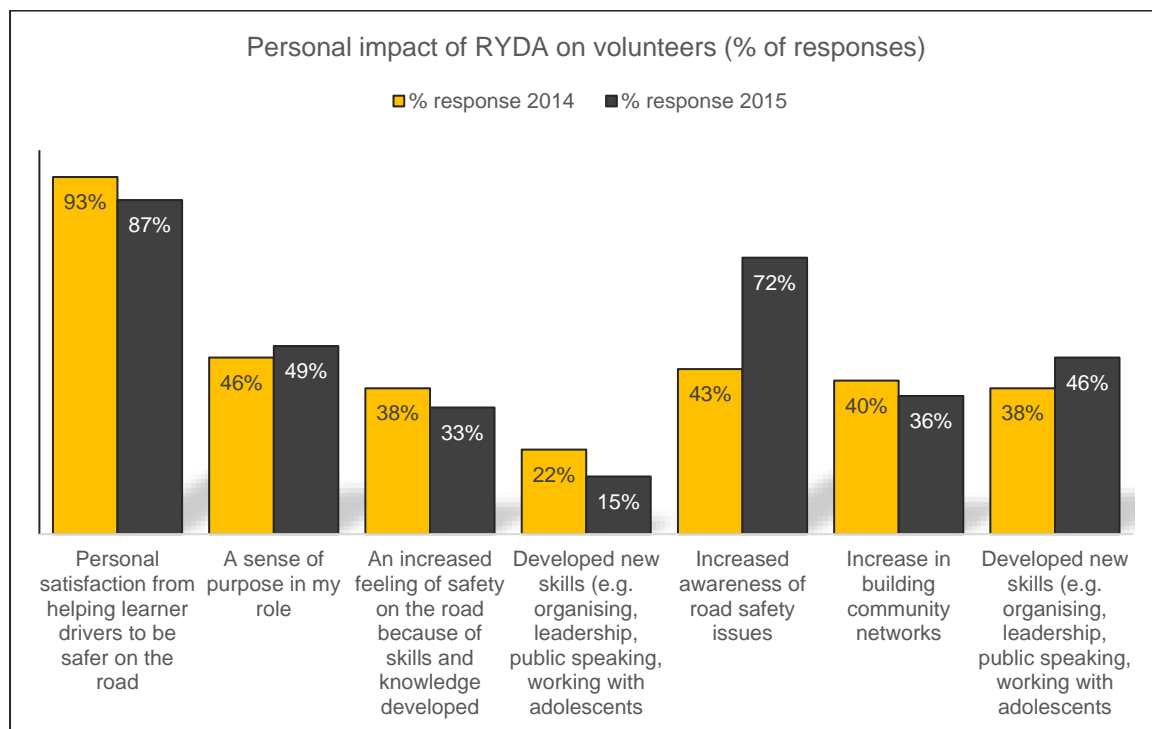
After the Crash presenter #3, Sydney

### Evidence - Community Volunteers

We surveyed Rotary community volunteers on the impact the RYDA program has on them. Rotary has a strong connection with RYDA through the program's origins. It is seen as an important component of the work that the organisation does with young people.

Rotarian volunteers, men and women, organise and day-manage non-metropolitan programs. They make connections with schools, organise venues, and provide helpers for the day ensuring the programs run efficiently. Some Rotary Clubs donate substantial sums of money to support and subsidise schools and individual students. Some even put on barbeques at lunchtime for the students.

We were interested, therefore, to ask survey respondents about the personal impact on them through their participation. Their responses to two surveys, one year apart, were (multiple answers allowed):



### Comments included

"Has made me a safer driver and rider."

"My wife becomes much more vocal when I am driving in that I should be making an example....."

"Developed networks to encourage involvement"



## Section Four: Summary Discussion

**Discusses the evidence for the theorised story of change and draws conclusions about intermediate outcomes and the resultant social and economic benefits.**

# 4

## SECTION FOUR: Summary Discussion

### Students

The theory of change discussed earlier specifies five outcomes for students:

1. Increased knowledge, skills and attitudinal change for long-term behaviour change.
2. Reduced road trauma (physical and psychological harm).
3. Reduced financial costs (economic and social) as a result of less crashes.
4. Support for other community and governmental road safety initiatives
5. Personal resilience strategies learnt

The survey and focus group feedback gathered in this Study provides evidence for 1, 4 and 5. We hypothesise, 3 and 4, and there is little evidence of this sort for pre-driver education globally<sup>54</sup>. Notwithstanding that, given the number of participants attending RYDA each year, the fact that RYDA follows best-practice principles, and the extent of economic and social costs of road crashes in Australia and New Zealand, the likelihood that the program could prevent even a small number of crashes sees it as a significant contributor to road safety and a worthwhile investment. RYDA contribution to crash prevention should be seen not only as influencing participant risk-lowering behaviour (decision-making and strategy adoption) in response to common crash-causing scenarios of young drivers, but also through adding weight to community-wide road safety measures which have so successfully reduced the youth road toll in the last decade. According to Kinnear et al, education should not be expected to reduce road trauma on its own but may have a vital role in legitimising enforcement and supporting the development of road safety culture in society.<sup>55</sup>

The evidence supports RYDA's role in increasing knowledge, skills and attitudinal change for long-term behaviour change. Students said they intend to apply the messages and strategies from the day.

The Study shows that the student information deficit, a foundation of many road safety interventions that fail best practice, largely does not exist. Students come to RYDA with prior knowledge of many road risks and, to some extent, a positive view of road safety enforcement measures. Importantly, this influenced the experience of participants at RYDA, according to the feedback, in what they viewed as the most significant parts of the day for them - often those not covered in community-wide road safety messaging containing new and surprising content such as car motion physics, the science of distraction, the role of the personality, and the life story of a crash survivor. This was also influenced by their age and licence status.

In other words, RYDA fills an existing gap in government and community road safety initiatives in these and other areas.

Willingness to take risky action declined most sharply in the cases of overtaking in the wet, giving a lift to a loud passenger, staying quiet in a concerning car situation, and, to a lesser extent, not using a mobile phone hands-free, or getting a lift from a friend who had been awake for an unacceptable length of time.

Students prioritised things they might do to lower their road risks, in order of importance, by being more aware of mood, greater planning of car trips, driving under the speed limit and turning phones off. Participants overwhelmingly intend to apply the things they learnt from RYDA - between 70 and 80% across surveys.

The surveys from participants and parents also revealed that there was discussion at home after attending RYDA and that this influenced parent behaviour through reminders from sons and daughters while driving. The experience may provide an opportunity to reinforce positive attitudinal messaging from home prior to, and during the supervision of learner drivers given parents' view that young driver attitudes are the priority risk factors (above technical driving skills). Scott-Parker's research showed, however, that some parent influence can be risk-increasing.

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<sup>54</sup> Kinnear et al; p36

<sup>55</sup> *ibid* p36

Focus group responses supplemented survey data in indicating practical actions students took afterwards - passenger choice, seatbelt wearing, speaking up in the car, checking parent car ANCAP ratings, reducing speed, keeping a safe following gap, and influencing parents, brothers and sisters. There was heightened awareness of fatigue as a crash factor, and the extent of the 'ripple effect' in the community following a crash.

Drop-off and attribution of resultant behaviour change was discussed in one of the groups. Falloff in commitment was confirmed by the participants but this was qualified by saying that RYDA messages were absorbed into a general underlying safety outlook. These students estimated, after discussing the issue, that RYDA had contributed just under half of their road safety knowledge and attitude one year after attending.

The fourth outcome is the impact of RYDA role in supporting community and government measures. Primarily this is through program content (*Rights and Responsibilities* session) designed to show the role of police, particularly their community protection role, discussion of the graduated licensing system and its purpose of targeting proven risk factors and allowing more freedom as driver experience develops, and the social nature of driving. RYDA rescreens, with discussion, road safety advertisements, and refers to jurisdictional initiatives that reinforce program content, for example Queensland's *Join the Drive* - Distraction Action Plan campaign (for breaking the mobile phone habit).

A high percentage, 77%, of student survey respondents said RYDA was likely or very likely to "change my attitudes toward police enforcement and road safety advertising in a positive way". Building positive attitudes for police and community road safety measures ranked second on the list of both Rotary volunteer and facilitator responses when asked to rate the most likely outcomes of the program, behind student self-awareness of road risks.

The fifth outcome is personal resilience strategies learnt. RYDA's approach to road safety education is highly consistent with, and supports the development of generic resilience life skills amongst participants while acknowledging this a separate and less impactful in the context of road safety behaviour change. It contributes to national curriculum outcomes, not only in personal and peer safety, but also in planning, managing mindstate, overcoming difficulties and speaking up in challenging situations. Survey evidence showed student recognition of the personality in general and temporary mindstate in particular, as influential in risk taking behaviour.

A further angle of inquiry that would likely provide more detailed evidence of this would be systematic participant observation of *The Personality Test* and *Genevieve's Story* sessions where much of the discussion involves personal resilience and strategy development. We were surprised at the number of comments from teachers during programs who noticed the complementarity with programs in their schools.

### **Teachers**

Summarising teacher responses, the greatest value in the program was seen (and was identical to the student response) in increasing students' self-awareness of personal risks of driving and being a passenger.

Teachers reported greater road safety knowledge and planned to share this with family and friends. We hypothesise that this may influence their commitment back at school to increase the frequency of curriculum activities involving road safety messaging in their classes, or more simply, more mentions of the issue. This deserves further investigation given the importance of regular reinforcement underlined by education research.

### **Parents**

Parents are impacted primarily through a greater awareness of road risk by discussion and their young person's behaviour change. Family discussions after RYDA are likely to impact on parent knowledge and attitudes on program elements such as speed, following distances, safe car choice for themselves and their teenage children. In a more general way, discussions with parents may influence student perception of social norms in relation to safer driving, particularly if these are reinforced through peer influence, and could counter their perception that risky driving is the prevailing social norm, though not in all cases.

### **Facilitators and volunteers**

Other facilitators and program volunteers reported outcomes that clearly reinforce low risk driving behaviour and road safety culture in general, as well as giving them a sense of purpose in helping young people reduce their road risks. Facilitators of the After the Crash session, those with serious life-changing effects of road crash injuries, placed a very high importance on their role in their sense of social contribution and personal well-being by increasing the opportunity for them to turn an extremely negative life experience into a preventative and proactive message for young people in their local community and to participate in the community.

### **The Social & Economic Impact of RYDA**

A key objective of the Study was to determine the impact of the RYDA program on the broader community. This impact would include both social and economic components. The original logic framework hypothesised RYDA would impact:

- Reduced demand on justice and law enforcement agencies.
- Reduced demand on public health and disability services /community services.
- Increased community well-being and safety through less death and injury.

The annual direct financial cost of youth road trauma is enormous. With over 400 deaths (approximately \$2.4M per death<sup>15</sup>) and more than 2,400 life threatening injuries (each costing between \$1.8-3.8M<sup>16</sup>), the total cost of crashes is estimated at \$6B per annum.

As an evidence-based and government compliant program, costing only \$2M and delivered to over 50,000 students every year, it is reasonable to expect RYDA would reduce risk behaviour sufficient to represent a net social and economic benefit many times the financial investment.

In returning to the issue of how to measure the value of best-evidence road safety education, the positive effects on awareness and intentions should be seen as contributing to the total picture of road safety culture change when judging the value of the RYDA program. It is fair to ask, would there have been the same degree of change in social attitudes to key issues such as speeding, alcohol, use of mobiles and seat-belt wearing if there had been no road safety education and no RYDA program?

Based on the evidence, RYDA contributes to changing attitudes and behaviour supporting road safety enforcement, legitimising legislation and supplementing road safety advertising. It thereby adds to the totality of road safety culture change. It does this in a way no other national intervention does - by personally engaging young people in an intense series of facilitator-moderated workshops, peer discussions and strategy development, and through a community-based approach involving a wide range of stakeholders.

## Key Research References

Among the research papers we read during the review, these were the most influential.

Bailey T J

*Self-awareness and self-monitoring - Important Components of Best Educational Practice for Novice Drivers*

Journal of the Australasian College of Road Safety Feb 2009

Investigates and supports the application of self-awareness, self-evaluation and self-monitoring to novice driver training.

Begg, D. J., Langley, J. D., Brookland, R. L., Ameratunga, S., & Gulliver, P. (2014). *Pre-licensed driving experience and car crash involvement during the learner and restricted, licence stages of graduated driver licensing: Findings from the New Zealand Drivers Study*. *Accident Analysis & Prevention*, 62

Investigated whether illegal pre-licence driving increased or decreased crash risk. It showed that pre-licensed driving did not reduce crash risk among learner or restricted licensed drivers, and in some cases may have increased risk. The researchers recommended young people should be discouraged from the illegal behaviour of driving a car on-road before licensing.

Brijs, Kris; Cuenen, Ariane, Brijs, Tom; Ruiter, Robert; Wets, Geert

*Evaluating the effectiveness of a post-licence education program for young novice drivers in Belgium*. *Accident Analysis and Prevention* 66 (2014) 62-71.

Includes discussion on recommendations for programs to aim for fewer learning objectives and targeting at-risk groups. Emphasises distraction as a big issue for young drivers as well as recommending a 'coaching' model to encourage student self-reflection.

Buckley, Lisa; Chapman, Rebekah L.; Sheehan, Mary

*Road safety messages tailored for young adults: Using the Internet and encouraging protective passenger behaviour*. Centre for Accident Research & Road Safety – Queensland, Queensland University of Technology 2010

Commentary of passenger influence in road crashes, and includes important sections on peer influence caused by individuals' perceptions of young adult attitudes and behaviour. It supports the use of the Internet in providing interesting and engaging content capable of contributing to behaviour change.

Buckley, Lisa & Watson, Barry (2014) *Best practice in peer-led curriculum content: informing an interactive program to improve passenger safety among high school seniors*. In *Proceedings of the 2014 Australasian Road Safety Research, Policing and Education Conference*, Grand Hyatt, Melbourne, VIC.

Points to important design features of best-practice road safety education for young people including peer influence, facilitator training, organisational factors, community linkage, consistency with legal framework, pedagogy and evaluation.

Buckmaster, J; Brownlie, C; Olver, J; Fedele, B; McKenzie, D

*Road trauma education: the impact of a patient presenter on the road safety attitudes of adolescents*. *Journal of the Australasian College of Road Safety*. Vol 26 No 2, 2015.

Establishes positive effects for a crash-injury presenter in the content of a wider road safety education program for young people.

Centre for Disease Control and Prevention *Characteristics of an Effective Health Education Curriculum*, 2015, ` <http://www.cdc.gov/healthyyouth/sher/characteristics/>

The characteristics of effective health education curriculum, according to reviews of effective programs and curricula and experts in the field of health education

Curry, Allison; Peek-Asa, Corinne; Hamann, Cara; Mirman, Jessica  
*Effectiveness of Parent-Focused Interventions to Increase Teen Driver Safety: A critical review.*  
Journal of Adolescent Health 57 (2015) S6-S14

Reviews parent programs that work with young drivers and underlines the value of strongly focused initiatives that provide parents with concrete tools and a strong conceptual approach.

Gabriel Molina, J; Sanmartin; Keskinen, E  
*Driver training interest of a Spanish sample of young drivers and its relationship with their self-assessment skills concerning risky driving behaviour.* Accident Analysis and Prevention 52 (2013) 118-124.

A study investigating the contrast between young people's actual risks and their own perception of them and the need for self-assessment across the range of technical and higher level thinking skills (applying the GDE matrix).

Glendon A. Ian et al  
*Evaluating a novice driver and pre-driver road safety intervention*  
Accident Analysis and Prevention 64 (2014) 100– 110

Hatakka M., Keskinen E. et al  
*From control of the vehicle to personal self-control; broadening the perspectives to driver education*  
Transportation Research Part F 5 (2002) 201–215

An explanation of the GDE (Goals for Driver Education) Matrix which is discussed in the Study.

Kinnear N. et al, *Novice drivers: Evidence Review and Evaluation*  
Transport Research Laboratory, UK, 2013

Summary of research and discussion of the effectiveness of young driver education and associated issues. It also compares the research with existing model of behaviour change including the Theory of Planned Behaviour.

McKenna, Frank P.  
*The public health benefits of road safety education for teenagers*  
<http://www.road-safety.org.uk/research/completed-research/think-piece-by-frank-mckenna/>

McKenna argues for road safety education funding to be based on evaluation results.

*ROSE 25 Report:* European Union

A policy framework for best practice road safety education in Europe.

Scott-Parker B, BC Watson, MJ King *The risky behaviour of young drivers: developing a measurement tool.* 2010 eprints.qut.edu.au

Describes the development of a research tool to measure the contribution of various risk factors (external and internal) to young driver crashes.

Senserrick T, 2013, *Young drivers: wilful risk-takers or are the odds stacked against them?* Road Safety Education Australia, North Ryde NSW 2113, RSE Newsletter, March 2013, Issue 19

A summary of factors contributing to young driver vulnerability.

Simons-Morton BG, Bingham CR, et al  
*Experimental Effects of Injunctive Norms on Simulated Risky Driving Among Teenage Males.* 2014



A fascinating experimental study of how young people's perceptions of their passengers view on risk can change their risk behaviour.

VicRoads *Fact Sheet 4 What doesn't work for young road users and why*,

<https://www.vicroads.vic.gov.au/~media/files/documents/safety-and-road-rules/vcrspp8294victrackfactsheet4whatdoesntworkforyoungroadusersandwhyweb.ashx?la=en>

A summary of research on road safety education characteristics that fail good practice

Walsh, S; White, K; Hyde, M; Watson, B

*Dialling and driving; Factors influencing intentions to use a mobile phone while driving* Accident Analysis and Prevention 40 (2008) 1893-1900

Applies the theory of planned behaviour to phone use in cars by young people and underlines the importance of changing peoples' attitudes to phone use in cars and building an understood safety culture.

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## Appendices

## APPENDIX 1: Principles for School Road Safety Education<sup>56</sup>

### OVERARCHING PRINCIPLE

1. Implement evidence-based road safety education programs and initiatives in schools and include local research and current legislation where available.

### CURRICULUM

2. Embed road safety education programs within a curriculum framework thereby providing timely, developmentally appropriate and ongoing road safety education for all year levels.
3. School management supports teachers to effectively implement road safety education by ensuring access to available resources and professional learning opportunities.
4. Use student-centred, interactive strategies to develop students' utility knowledge, skills, attitudes, motivation and behaviours regarding road safety.
5. Actively engage students in developing skills that focus on identifying and responding safely to risk situations.
6. Provide information to parents/carers that will encourage them to reinforce and practise road safety skills developed in the classroom, in the real road environment.
7. Encourage students to support and influence their peers positively as a way of improving road safety behaviour.

### ETHOS AND ENVIRONMENT

8. Consult the wider school community when developing road safety guidelines and policies and then disseminate this information to families and monitor implementation
9. School management actively promotes road safety education by supporting staff to plan and implement road safety education within the curriculum and other school programs and initiatives.
10. School management actively encourages staff to model appropriate road safety behaviour and attitudes consistent with the school's road safety guidelines.
11. Encourage and promote school-community participation in school road safety programs.
12. Review and update where necessary, in partnership with external authorities, the school road environment to encourage and support parents and carers to practise safer road safety skills.

### PARENTS AND COMMUNITY

13. Provide parents and carers with information that will assist them to reinforce appropriate road safety messages and skills (including school guidelines and policies) at home.
14. Provide parents and carers with practical, opportunistic and planned, on-road training for modelling of appropriate behaviours to their children.
15. Establish and maintain links and involve community agencies and local government in the delivery of road safety messages that complement and support existing school road safety programs.
16. Engage, train and resource school health service staff to complement and support road safety education programs and other initiatives in schools.

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<sup>56</sup> <http://www.det.wa.edu.au/sdera/detcms/navigation/road-safety/principles-for-school-road-safety-education/>

**APPENDIX 2: Safer Young Driver Guidelines (NZ)**

- 1 The training builds on and complements other road safety education that is available regionally
- 2 The training builds on and complements other road safety education that the young people have participated in
- 3 The training is embedded in a New Zealand context
- 4 If the training is a 'one off' event, e.g. it's a one day course; steps have been taken to increase its effectiveness
- 5 The training has been tailored to meet the needs of individual participants
- 6 The training applies a participant centred approach to teaching and learning
- 7 The training educates the whole driver i.e. it considers and influences a young driver's motivation and attitude as a way to affect behaviour
- 8 The training has learning goals in addition to participants gaining their driver licences
- 9 The training appeals to young people
- 10 The safety content relevant for young novice drivers is included
- 11 An appropriately qualified trainer will deliver the training
- 12 If role models are being used they will be credible and effective from the participants' perspective
- 13 Steps are taken to involve and empower parents (or supervisors)
- 14 As far as possible, a mix of training environments or delivery methods will be used
- 15 The exact mix of training environments or delivery methods is determined by the learning objectives of the training and the learning needs of participants
- 16 Steps are in place to minimise the likelihood of causing unintended effects e.g. causing over-confidence and increasing unnecessary risk-taking behaviour
- 17 If 'scare tactics' or a confrontation approach are to be used, the training (or event) has been designed to provide participants with a positive learning experience that achieves an on-going learning outcome
- 18 Training messages are simple and clear
- 19 Discussion and feedback sessions have been built into each exercise to check for and correct any unintended messages
- 20 The training includes or promotes 'eco-driving' and alternative transport choices
- 21 The training provider has a strong organisational focus on quality and a culture of continuous improvement

**APPENDIX 3: 2012 Focus group schools**

- Brigidine College - Independent Catholic day girls, St. Ives, Sydney, New South Wales. Students attended 16 months prior.
- Killara High School - A co-educational public, Sydney. Students attended 16 months prior.
- St Stanislaus' College - Catholic boarding high school for boys, located in Bathurst, a regional centre 200 kilometres west of Sydney. Students attended 16 months prior.
- Bathurst High Campus - A government comprehensive rural high school. Students attended 4 months prior to the focus group.
- Galston High School - Public, co-educational, high school, located in Galston, in the Hills District of Sydney, Students attended RYDA 3 months prior to the focus group.
- St Ives High School - coeducational government high school located on the Upper North Shore, Sydney. Students attended 3 months prior.
- Barker College - Independent Anglican, boarding school, located in Hornsby, Sydney. Students attended RYDA 3 months prior to the focus group.

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making our roads a safer place

## Our Partners

### In Australia & New Zealand



A Member of The Linde Group



**BOSCH**

Invented for life



**BRIDGESTONE**

### In Australia



### In New Zealand



### Community Partner



Rotary Clubs in Australia  
(ACT, NSW, Qld, SA, Tas &  
Vic) & New Zealand



## Concise Annual Report 2016



*Providers of*

**~~SAFESTART~~ ~~RYDA~~ ~~GOOD2GO~~ ~~ROADGUIDE~~ ~~BETTERDRIVER~~**



## From a position of industry leadership...

**OUR VISION** Zero Youth Road Trauma

**OUR MISSION** To provide evidence-based road safety education that saves lives by supporting the development of a road safety culture across the generations

**OUR VALUES** Our people are passionate and dedicated, strive for excellence, act with integrity and are guided by the following values:

- Best practice meeting individual needs and supports behaviour change through interactive learning, local relevance, age appropriate content, and promoting social and peer responsibility;
- Empowering informed decision making in supportive environments to create enduring change - lifelong learning tools of decision-making, problem solving and self-awareness of personal risk;
- Sustainability through broad community engagement with stakeholders including schools, local communities, volunteers, corporations, government and police: we are accountable to them;
- Continual program improvement through research and evaluation.

# About Road Safety Education Limited

Road Safety Education Limited (RSE) is a not-for-profit organisation with a commitment to the reduction of road trauma through the delivery of evidence based road safety education programs. Our flagship program RYDA has been providing novice drivers and their passengers with lifesaving knowledge and skills for over ten years.

Last year 226 young people aged 17-25 years old were killed on the road in Australia and 81 young people in New Zealand aged 15-24 years died in road crashes. It should always be remembered that approximately twenty times this number were left with a life changing traumatic injury.

It is very encouraging to note that the number of young people killed in road crashes in Australia and New Zealand has fallen from 538 in 2006 to 307 last year – a reduction of 43% over the decade. This significant reduction in youth road trauma is due to many factors; education is an

important factor along with safer cars, safer roads, increased enforcement and the Graduated Licensing Scheme for novice drivers. Together we are making a very significant difference however there is still the challenge that young people as drivers and passengers continue to be over represented in crash data.

Young drivers and their passengers are at greatest risk of being involved in a serious road crash immediately after they change from being a supervised learner to an independent driver. RSE is focused on delivering practical road safety information for our most at risk drivers and their passengers.

**Youth road trauma is a community problem that needs a whole of community response. RSE is in a unique position to bring together all the essential elements to provide a highly successful road safety education program for young people.** Working with our partners, we are also able to minimise the student participation cost and ensure that our programs are accessible to all young people in our community.



## Concise Annual Report 2016

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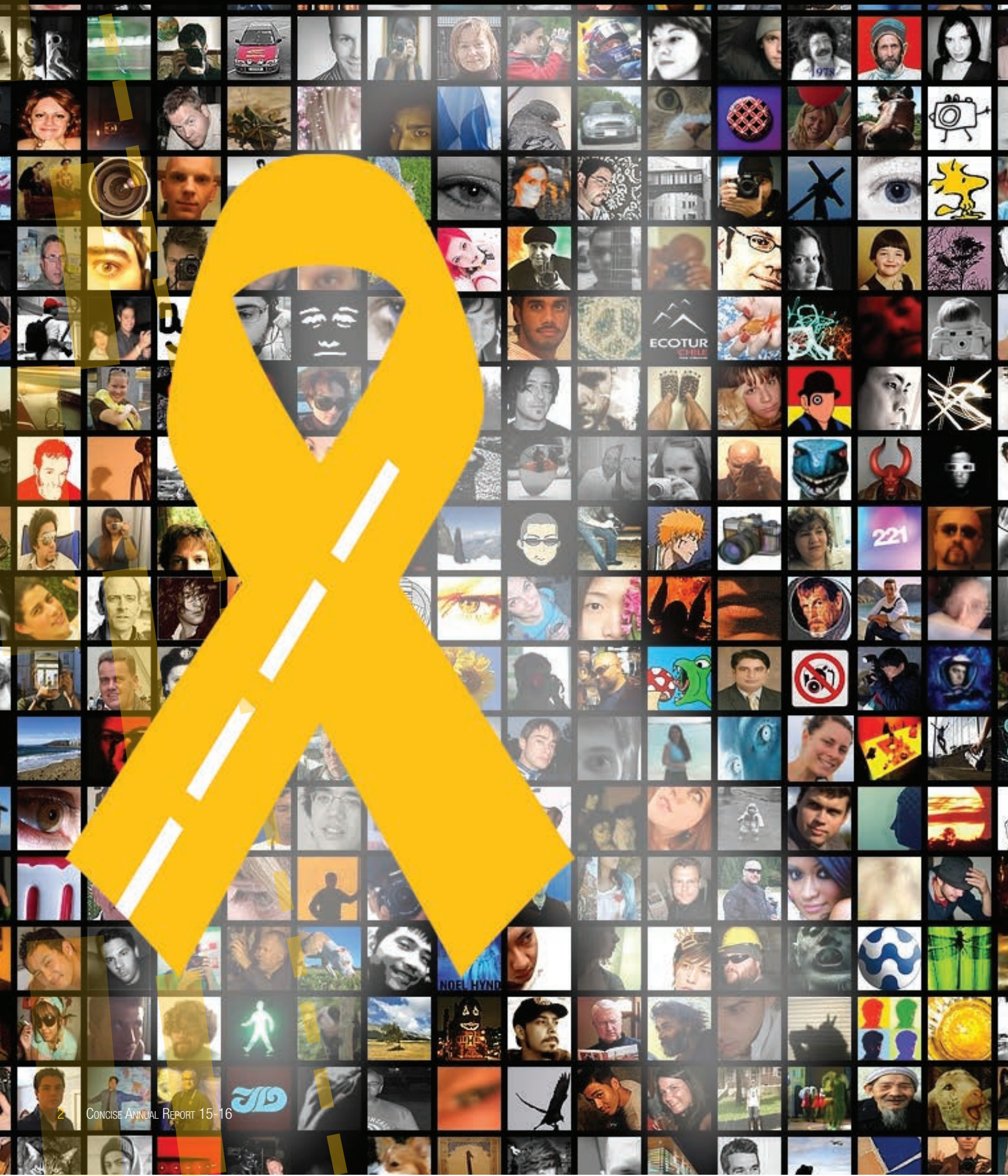
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THE ROAD TOLL...

IT'S NOT JUST A NUMBER





# Chair's Message

Kerry Chikarovski

Road Safety Education Limited (RSE) has continued to demonstrate a commitment to providing evidence based road safety education that contributes to a reduction in road trauma with a focus on our most vulnerable young drivers and passengers. Unfortunately recently released statistics show a worrying rise in road deaths in both Australia and New Zealand and these figures are certainly just one more reminder that more needs to be done to make our roads a safer place for all.

Once again behavioural issues including distracted drivers and the texting epidemic, speeding, drugs and alcohol are at the centre of the increased road trauma figures and it is increasingly recognised that education needs to take centre stage as technology and the challenges of driving evolve. More than ever, it is not enough to just teach a young person the skill of manoeuvring a vehicle, we must balance this with the skill of critical thinking and an appreciation for safety on the road.

We are very pleased to report that during 2015/16 our flagship program RYDA, was presented throughout Australia and New Zealand to over 50,000 students from over 600 high schools. The RYDA Program provides senior high school students with a unique opportunity to intensively engage in an interactive environment designed to help them better understand the risks associated with road use and to also develop an appreciation for the reasons for many of the laws in place to protect them as novice drivers and passengers.

**RSE has a long history of helping to reduce youth road trauma** and in large measure our achievements can be attributed to successfully mobilising community engagement, combined with professionally developed and delivered programs. Through our direct contact with high schools, RSE is in a unique position that allows us to develop a greatly valued relationship with the broad school community, including teachers, students and parents.

RSE maintains a very significant emphasis on the quality of programs and this is reflected in the RSE Advisory Council made up of leading research practitioners with a particular focus on the psychological aspects of youth road safety education. This year we were pleased to welcome Dr Marilyn Johnson from Monash University to join the four other members of the RSE Advisory Council. The development of

RYDA 3.1 that was released in February 2016 has again established a new benchmark in youth road safety education and maintains RSE as an industry leader.

The special position we occupy with novice drivers and their passengers represents a very effective and additional conduit for the delivery of government road safety messages and we remain committed to working very closely with all governments. Investment in road safety education is recognised to provide significant financial and social benefits to our broad community and it is hoped that more governments will now follow the recent initiative of the Queensland State Government to provide over \$800,000 to directly fund student participation in the RYDA Program over a three year period.

The level of community support for RSE and our road safety education activities is also reflected in the substantial number of sponsors who do support our organisation, especially our Founding Sponsor BOC and Major Sponsors Toyota Australia, New Zealand Steel and Bosch. In June 2016 we were very pleased to welcome Bridgestone Australia and New Zealand as a sponsor to support RSE in our mission to help save young lives on the road. To all those who do so much to support our cause, we extend to them our sincere appreciation.

We also thank the many hundreds of Rotary Clubs and thousands of Rotary volunteers who contribute so much to the growth and success of RYDA in Australia and New Zealand. Through the annual "BOC Champions Award" we are pleased that we can recognise the outstanding Rotarians who have supported the RYDA Program over many years.

Our sincere thanks for his past services, go to Geoffrey McIntyre AM, who retired as Chair of our Foundation. He has accepted appointment as a Vice Patron and we welcome Dr Stuart Boland as the new Chair. I also convey our deep appreciation to our Patron, Sir William Deane and Vice Patrons, for their help in our endeavours.

I thank my fellow Directors for their support during the year and on behalf of the Board express our appreciation to CEO & Managing Director Terry Birss and his team for their commitment to our company and the dedicated and effective way in which they go about delivering our mission of helping to reduce youth road trauma.

**Kerry Chikarovski**  
**Chair**  
**December 2016**

# CEO/Managing Director's Report

Terry Birss

## The quality of our programs and the level of participation

*RYDA version 3.1 & RSE Social Impact Study released*

*50,000 students attended RYDA bringing RYDA graduates to over 460,000*

The RSE Advisory Council is an integral part of RSE program excellence and we were pleased to welcome the appointment of an additional member, Dr Marilyn Johnson, Senior Research Fellow at Monash University, Vic. We also welcomed Mr Geoffrey McIntyre AM as an additional Vice Patron, previously Chair of RSE.

**For the third consecutive year over 50,000 students participated in RYDA, our flagship program bringing the total number of RYDA graduates to over 460,000.**

**RSE maintained its industry leadership and released, during the year, the latest version of its flagship best practice program, RYDA 3.1.**

We also released the RSE 2016 Social Impact Study - a four year evaluated study which identified the valuable contribution that the RYDA program is making in reducing youth road trauma. This study, was initiated in 2012 with the support of partner, Toyota Australia and the study's evidence is outlined later in this Annual Report. With pre and post program day evaluation, it shows that RYDA reinforces government and community road safety measures. Importantly, RYDA plays a critical role in filling the gaps where there are no established measures, with information and strategies designed to reduce student vulnerability, whether as novice drivers or passengers. This is a highly cost-effective way of reducing road trauma. The study also shows significant changes in intention to change personal behaviour.

The annual financial cost of youth road trauma from over 275 deaths and 5,500 serious and life changing injuries is enormous, with each fatality amounting to approximately \$2.4M and each serious injury between \$1.8M – \$3.8M. Annually this adds up to many billions of dollars and is to be contrasted with the cost of providing RYDA which is \$2M pa impacting over 50,000 students, teachers, parents and the broader community. Purely economically, the potential reduction in road trauma resulting from the RYDA education represents a significantly valuable contribution to society. Socially, the value of reducing road trauma is immeasurable.

## RSE partners

In an economic environment which continues to put up challenges, we continued to allocate student places to the maximum prudent extent (given availability of funds) although we have experienced a loss in operations for the third consecutive year. Towards the end of the year we were very pleased to add to our cohort of valuable corporate partners, the world's leading automotive tyre producer, Bridgestone (Australia and New Zealand) who now join BOC and Bosch in both countries along with Toyota in Australia and NZ Steel in New Zealand. The significant contribution provided by our partners is complemented by our community Partner – hundreds of Rotary Clubs that make financial donations and also provide many volunteer hours to maintain the accessibility and affordability of RYDA.

## Good2Go under development

*– enabling students to put RYDA into practice*

RYDA incorporates the RSE 'GPS', a personal road safety plan which students complete during the RYDA day and also discuss with their families. To enable students to put RYDA into practice, this year we proceeded with the development of Good2Go, our in-car coaching program.

The redeveloped Good2Go, which is currently being piloted for targeted release early in 2017, is designed to reinforce in a hands-on way, RYDA program messages, extending student learning opportunities to support novice drivers and, in turn, their parents.

## RSE 2016 Social Impact Study

*A study into the social and economic impacts of the RYDA program on Australian and New Zealand communities,*

The Social Impact Study, indicates that governments can only do so much through their public and mass messaging; only so much with web-based information.

This was clear from students' responses to knowledge, pre and post RYDA regarding seat belt use and impairment (alcohol/drugs) where there was little change. But the evidence shows that there are alarming gaps in knowledge - and this was most evident in the RYDA sessions covering high risk areas such as understanding the effect of speed on stopping distances, trip planning, distraction relating to mobiles and choosing responsible passengers - where pre and post RYDA knowledge typically doubled.



The SIS also measured changes in attitude based on the interrelation of the structured RYDA course – results showed that 94% change their attitude towards recognising and understanding why an increase of just 5 km/h can mean the difference between death/serious injury or none at all - a valuable change in attitude given the increasing number of incidents involving vulnerable road users. This change in attitude combined with a substantially increased awareness of risk, was reflected in 98% of students committing to change their behaviour and to apply the things that they had learned at RYDA.

Parental engagement was significant with 80% of students talking to their families about RYDA messages and their personal safety plan developed during the RYDA day, which also often developed into positive messages during family car trips.

*Empowering teachers to reinforce the RYDA messages back in the classroom.*

The RYDA teacher partnership is a unique blend of technical and expertly presented information, interaction and experiences complementing the teacher student relationship.

Teachers reported that they felt 'very involved' in supporting RYDA and its messages before the program day (74%), on the program day (85%) and back in the classroom 69%). Teachers reported that the value of RYDA to the students was 'very worthwhile' (87%) with 12% reporting 'worthwhile'.

Teachers also reported that they considered that 80% of students would in fact change their behaviour based on what they had experienced at the RYDA day.

### Financial – consolidated results

- Revenue of \$3.33M (LY \$3.55 in) 6% reduction
  - Program subsidies given of \$1.15M (LY \$1.41M) 18% reduction
  - Expenditure of \$2.27 M (LY \$2.21M) 3% increase
  - Loss of \$92,382 (LY \$69,142) incorporating amortisation \$47,240 (LY \$20,598)
  - Members Group Equity \$162,733 (LY \$255,115)
- Further financial information is provided later in this Annual Report.

### Looking ahead – as a community we need to do more, better.

*This means targeting more, but only, best practice education.*

Annually there are 1,500 fatalities of which 275 are young people - a national tragedy on both sides of the Tasman.

Over 1,500 Australians and New Zealanders should not be dying on our roads every year – 1,500 is not just a number but represents 1,500 family tragedies which are compounded each year by 30,000, suffering serious and life changing injuries.

A huge toll on the public purse; a huge toll on families. These fatalities represent 3 airliner crashes every year. That would not be tolerated and nor should we tolerate this level of death and injury as the price of road transportation.

### *Road safety education is a key part of the solution.*

Not just any education, but education which is structured and evidence-based, is evaluated and is demonstrably best practice. Given its purpose, to keep young people safe, road safety education must be the best it can be. In a tight school curriculum there is no time for non-compliant education which will do harm by diverting students away from education that may well save their lives.



# CEO/Managing Director's Report (cont)

Unknowingly, students can miss out on life saving messages designed to increase their awareness and perception of risk and help them make better choices in navigating their road journeys, both as novice drivers and passengers.

The road to safer journeys is much more than learning sufficient vehicle manoeuvring skills to obtain a licence. It is also more than receiving professional tuition in return for which there is a reduction in GLS driving hours. In the absence of minimum standards set by governments, schools, teachers and parents cannot be expected to know what is, or where to find, effective education.

Now the release of RSE's 2016 Social Impact Study is assisting schools in this area. The study demonstrates that RYDA is a valuable, trusted and affordable tool in trauma reduction.

Currently, RSE's available funds enables 25% of the targeted cohort typically age 16 – 18 years to attend RYDA. Depending on government support this varies significantly from virtually 100% in Tasmania, 50% in NSW, over 25% in Queensland, 20% in SA, 12% in NZ, whilst for example, with an absence of Victorian government support, 3% in that state.

Shortly after year end, we entered into a collaboration agreement with Proactive, an education trust incorporating interests associated with the transport industry in the South Island of New Zealand. This welcomed association is designed to strengthen support for RSE programs in that area.

*The burden on many parents particularly the disadvantaged, is too heavy.*

Approximately 75% of the program cost falls more or less equally on our corporate partners and parents. Governments contribute on average 5% with the balance made up of support from hundreds of communities. But it is governments that reap the major financial reward of reduced road trauma.

*We need to make RYDA available to more students than our current 25% coverage.*

We are continuing our call to action: for governments which are not doing so to lift their funding. We argue that governments should direct their funds to programs that are

structured courses, are evidence-based, are evaluated and which demonstrate their capacity to reduce road trauma. It will be governments that reap the reward financially and it will be families that will be saved from suffering tragedy. We will also support this call to action by broadening our current partner base.

## **The RSE organisation**

The RSE team includes our Board, our Patronage and our Advisory Council which contribute substantially to the outcomes our education provides. Our corporate partners, along with hundreds of Rotarians and community sponsors and supporters are also crucial to ensuring the RYDA program is accessible and affordable for all. And of course our staff in Australia and New Zealand that make it all happen.

It is this combination of support that enables RSE to protect the lives of many thousands of young people and their families. As the leading and only national organisation for youth road safety education in Australia and New Zealand our organisation has the unique opportunity to increase the provision of life-saving road safety education at a crucial time for these highly vulnerable road users.

My deep appreciation goes to this extraordinary group of people working for a common goal – our Vision of: 'zero youth road trauma'.

My personal thanks go to the Board including our Chair, Kerry Chikarovski and to our staff and management team, who passionately and competently go about executing our Mission, which, from a position of industry leadership is to provide evidence-based road safety education that saves lives by supporting the development of a road safety culture across the generations.

**Terry Birss**  
**CEO/Managing Director**  
**December 2016**

# RYDA

## F16 BY THE NUMBERS

**346**  
participating  
Rotary Clubs

**2,757**  
participating  
teachers

**597** participating  
schools

**6,918**  
Rotary  
volunteer hours

**450**  
trained facilitators

**82** venues

**461**  
program days

over  
**460,000**  
students to date

**50,733**  
students this year

The following venues conducted RYDA Programs in 2015/16

### Australia

**New South Wales** Bathurst, Bega, Central Coast, Coonabarabran, Cowra, Dubbo, Eurobodalla, Illawarra, Leeton, Maitland, Narrabri, Nelson Bay, Newcastle, Orange, Sydney (Penrith, Sydney Olympic Park, St Ives), Taree, Wagga Wagga, Woolgoolga, Yamba | **Queensland** Ayr/Home Hill, Brisbane (Bracken Ridge, Chandler, Ipswich, Logan), Cairns, Caloundra, Darling Downs, Gold Coast, Gympie, Kingaroy, Mackay, Mareeba, Maryborough, Mossman, Nambour, Noosa, Townsville | **South Australia** Adelaide (Flinders University), Barossa Valley, Campbelltown, Clare, Elizabeth, Gawler, Mount Gambier, Salisbury, Seaton, Victor Harbor, Waikerie, Whyalla | **Tasmania** Devonport, Hobart, Huonville, King Island, Launceston, Queenstown, Smithton | **Victoria** Leongatha, Melbourne (Bayswater, Broadmeadows, Lilydale, Springvale), Phillip Island

### New Zealand

**North Island** Auckland (Central, North, South, West), Dargaville, Feilding, Kaitia, Kawakawa, Masterton, Okaihau, Paraparaumu, Pukekohe, Whangarei, | **South Island** Blenheim, Darfield, Nelson, Timaru





# RSE Advisory Council

## meet the members

RSE is guided by its Advisory Council in providing the best possible education programs for young people. The involvement of the Council is an important link between RSE and the research community ensuring all RSE programs are strongly underpinned by best-evidence road safety education.

During 2016, Council members critiqued the current RYDA program and advised on a range of matters including current research indicating where the program could be revised and

where research supported specific learning elements. The Council also engaged in the Social Impact Study process. We also worked individually with Council members on issues appropriate to their specialities.

We are indebted to the contributions from members for their valued counsel and advice in relation to our programs, their development, quality assurance and evaluation processes.



**Professor Barry Watson, PhD** is an Adjunct Professor in the Faculty of Health at the Centre for Accident Research and Road Safety, QLD (CARRS-Q). He has over 25 years experience in road safety research and policy development. As a founding member and former head of CARRS-Q, Barry has been involved in the development and delivery of courses in road safety and traffic psychology for undergraduate and postgraduate students. Barry has lead research teams examining a range of road user behaviour issues including drink driving, speeding, driver licensing, driver education and traffic law enforcement.



**Associate Professor Teresa Senserrick, PhD** is a member of the Transport and Road Safety (TARS) Research Group, University of New South Wales. Teresa was trained in Developmental Psychology and has two decades of experience in health and safety research. Since focusing on road safety in 1999, she has become internationally renowned for her expertise in young and novice driver research, particularly regarding driver training, education and graduated licensing. She has over 200 publications, reports and presentations, and has been called upon to provide policy advice to several jurisdictions in Australia, the United States and Sweden.



**Dr Neale Kinnear, PhD, BSc (Hons), CAD** is a principal psychologist in the study of human behaviour and transport at TRL, the UK's Transport Research Laboratory. Neale has led or contributed to numerous studies evaluating driver training and education, advanced methods for driver instruction, and studies to understand the needs of novice drivers. In 2013 Neale was the lead author of an international evidence review of best practice for novice driver safety for the UK Government. Neale's work has been widely published and he has presented at various international conferences. Neale has also served as a collision investigator attending crash scenes and providing psychological input to crash reconstruction.



**Associate Professor Samuel Charlton, PhD, MA, BA** is Head of the School of Psychology at the University of Waikato in New Zealand. A member of the Traffic and Road Safety Research Group (TARS) for the past 20 years, his work has examined a range of road transport issues such as driver attentiveness and fatigue, drivers' perceptions of risk, acute protracted error effects associated with alcohol, the effect of cell phones on driver performance, the conspicuity and comprehension of hazard warning signs, and the design of self-explaining roads. Samuel is also interested in driving as skilled behaviour, and how it can inform theory development in attention, decision-making, and automaticity of performance.



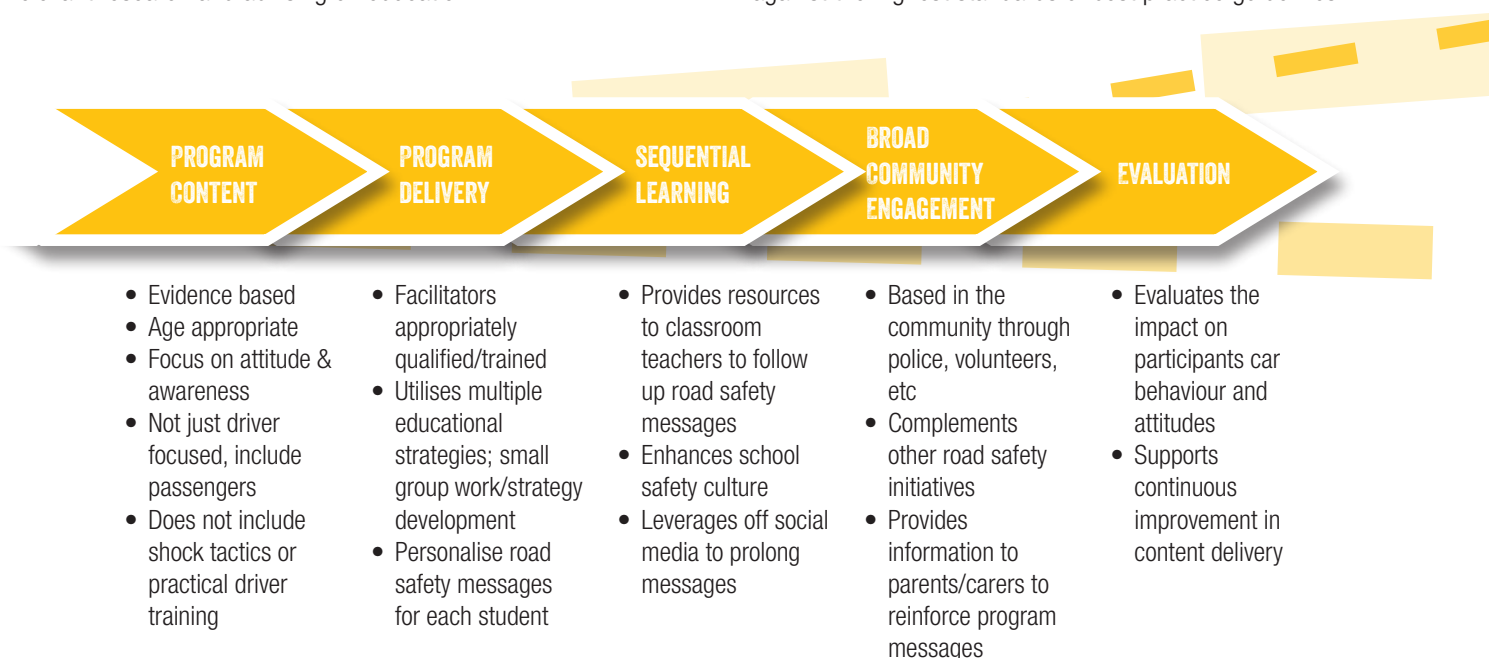
**Dr Marilyn Johnson, PhD** is a Senior Research Fellow in the Institute of Transport Studies at Monash University. Her research focuses on cyclist safety including electric bikes, motorised mobility scooters and the elderly, driver training and, cyclist fatality crash factors. She is also the Research Manager at the Amy Gillett Foundation (AGF), where she ensures activities and programs are based on critically evaluated scientific evidence. Marilyn was a significant contributor to action that has led to the amendment of minimum passing distance legislation in several Australian jurisdictions. She has over 10 years experience in road safety research and policy development and has provided expert advice on road safety policy in Australia.

# Best Practice

what the evidence shows is the best practice educational response

RSE has a practical commitment to best practice road safety education. Our programs target the statistically proven road risks and is informed by current research in both youth road safety psychology and teaching and learning methodology. Our Advisory Council supports our program development through peer review, highlighting relevant research and advising on education.

Each government jurisdiction RSE works in has developed their own guidelines on what constitutes a good road safety education program (distilled into the framework below). While there are many road safety education programs, many fail to meet best practice guidelines. RSE is committed to ensuring our programs are benchmarked against the highest standards of best practice guidelines.



**Program Content** The RYDA Program has been developed over a number of years. It draws its content and delivery techniques from road safety, behaviour change and health literature, road safety and education experts. The tried and tested strategies are appropriate for the age of the students attending. The RYDA Program does not include shock tactics or practical driver training but rather focuses on attitude and awareness and includes influence of passengers. Students are encouraged to explore their own experience and problem solve and develop appropriate strategies to stay safe.

**Program Delivery** The quality of the program is only as successful as the quality of the delivery. RSE engages with appropriately experienced and trained professionals to deliver the RYDA Program. This is enhanced through the mandatory RSE Facilitator Training Program.

**Sequential Learning** Rather than a one-off initiative, road safety experiences should be delivered over time to further enhance and develop the road safety message

further. There are many good road safety programs provided within schools and the RYDA Program enhances these programs. In addition, RSE provides road safety education for the preceding and proceeding years to the RYDA Program via SafeStart and Good2Go, respectively.

**Broader Community Engagement** RSE aims not only to reduce youth road trauma but also to impact road safety culture in society. A key component of this is to engage with the broader school community. RSE provides the RoadGuide program for parents of RYDA participants and has designed the BetterDriver program for all staff in corporations that support us throughout Australia and New Zealand. Through these initiatives RSE is engaging with the broad community to make our roads a safer place.

**Evaluation** RSE evaluates programs regularly to measure student achievement of learning outcomes, impact on attitudes and to monitor the operational aspects of program delivery. Our Advisory Council supports our evaluation process which we aim to continually improve.



# RSE Program Guide

## RYDA sessions

Students take part in six interactive sessions.

- **SPEED & STOPPING** On a closed section of roadway, students experience the relationship between speed and stopping distance through practical observation. Students also learn about the importance of car safety features and maintenance.
- **HAZARDS & DISTRACTIONS** An interactive session where students strategise to manage distractions and improve their hazard perception skills.
- **THE PERSONALITY TEST** A reflective session designed to show students how their personality is an important aspect of the total road safety equation. Students self-assess against five personality areas and use this tool to analyse risky situations in cars.
- **RIGHTS & RESPONSIBILITIES** A discussion, routinely led by a Police Officer on key risk areas for young drivers and passengers. Features hard-hitting videos on decision-making and choices.
- **AFTER THE CRASH** A powerful presentation by a speaker about the crash that changed their life. Features an exercise where students examine how a similar crash would affect their life and plans.
- **GENEVIEVE'S STORY** A true and emotional story about a young driver and passenger involved in a road crash. Students analyse the crash and its contributing factors, discuss the ripple effect and develop plans for decision making in risky situations.

Setting the course for a safer future

RSE's flagship RYDA Program is delivered to over 50,000 16-18 year old high school students, at venues across Australia and New Zealand.

At RYDA, students attend six interactive sessions at a dedicated venue over the course of a school day. In small peer groups, they are challenged to change the way they think about road safety; participating in a stopping distance demonstration, devising personalised strategies, gaining an understanding of their individual risk profile and getting tips from road safety experts on how to protect themselves, their friends and family. The greatest impact at RYDA often comes from the personal stories of loss and survival where students come to realise how one poor choice can change a life forever.

IT'S **NOT ENOUGH** TO TEACH A YOUNG PERSON  
THE SKILL OF CONTROLLING AND MANOEUVRING A **VEHICLE**  
WE MUST **BALANCE** THIS WITH THE  
SKILL OF **CRITICAL THINKING**  
AND AN APPRECIATION FOR **SAFETY** ON THE ROAD

### SAFESTART

14-15 years

The SafeStart program consists of flexible units focussing on building strategies around risky behaviours to be delivered by the teacher in school.

### GOOD2GO

17-18 years

A unique opportunity for young drivers to work closely with specially trained instructors to hone their critical thinking, hazard perception, scanning, risk assessment and decision making skills behind the wheel in a real traffic environment.

### ROADGUIDE

parents

RoadGuide gives parents the tools to help keep their children safe across a range of risk behaviours.

### BETTERDRIVER

corporate employees

RSE's corporate program, BetterDriver is designed to contribute to the culture of safer travel by targeting all employees and developing a better understanding of what road safety looks like.



# Broad Impact of RSE Programs

## Social & Economic Impact of RYDA

**In 2012, with the support of partner Toyota Australia, RSE embarked on a significant study, designed to measure the social and economic value created by the RYDA program. This study investigated the impact, primarily on participating students, supporting a road safety culture in our society and contributing towards the reduction of trauma.**

Based on the theory of change, the study focussed on changes in knowledge, attitude and behaviour in relation to students' risk in cars. We also evaluated impacts on teachers, parents, facilitators and program volunteers.

The best road safety programs are those that are professionally developed and delivered but remain engaged with the community.

Young people bring a unique set of factors to driving that puts them at high risk on the road: inexperience, factors associated with age such as cognitive development, strong peer influence, and the fact they often drive unsafe cars at riskier times of the day and week.

The Study uses a theory of change; using evaluation evidence to measure different outcomes of the program; discussing the methodology and identifying caveats such as the challenges of measuring behaviour change; attribution of effect to the program, and issues which may have affected the validity of survey results.

**The Study shows that RYDA is a highly impactful experience for students.** It produces substantial increases in understanding of road risk factors, such as; speed, following distance, distractions, car safety features, hazard perception and the role of personality and mind-state.

### Study Highlights

- Significant changes in intentions to change personal behaviour
- Significant increases in knowledge
- Awareness of the consequences of crashes on individuals, family and friends (increased for 87% of respondents)
- Close to 100% of students say they were likely or highly likely to apply RYDA messages in future and our follow-up survey evidenced this, in some cases a year after attending.

### Study Conclusions

The Study evidence shows that RYDA reinforces government and community road safety measures and, importantly, plays a critical role in filling the gaps where there are no established measures, thereby helping to reduce the burden of health, infrastructure and human costs.

Most leading researchers acknowledge education as an important component of the road safety equation. It is reasonable to expect that an evidence-based, government compliant program would reduce risk behaviour sufficient to represent a significant social and economic benefit.

The annual financial cost of youth road trauma is enormous with over 400 deaths (approximately \$2.4M per death) and more than 2,400 life threatening injuries (each costing between \$1.8-3.8M), amounting to many billions of dollars every year.

Annually, RYDA costs just \$2M and impacts over 50,000 students, their teachers, parents and the broader community. Purely economically, the potential reduction in road trauma resulting from the RYDA education program represents a significant financial contribution to society. Socially, the value is immeasurable.

### RYDA - Key Learning Outcomes



# Broad Impact of RSE Programs

## Highlights from the RSE's Social Impact Study

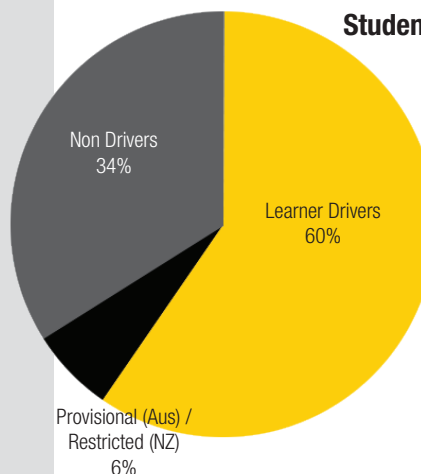
### Methodology - Supporting the Theory of Change

To evidence change we used surveys, focus groups and other feedback collected over five years.

Focus groups conducted in Australia and New Zealand involved students, teachers and parents and represented a range of urban-rural, co-ed single sex, and government-Catholic-private schools. Student groups were conducted up to 12 months post RYDA attendance to ascertain retention of messaging.

We analysed 3,500 student survey responses and almost 1,000 from teachers, parents, volunteers and facilitators. They represented the broad range of RYDA venues - rural and urban, high and low incomes. These highlights focus largely on evidence from students and, to a lesser extent, teachers. The full report is available on RSE's website.

### Student Survey Demographic



Females made up 61% of responses and males 39% (RYDA statistics indicate the gender split of RYDA participants is close to 54% female and 46% male).

Most (63%) of those students surveyed were 16 years old. 17 and 15 were the next most common ages. Their licence is illustrated in the graph (left).

### Key Word Student Memories

We analysed the most commonly occurring words in the student learner driver comments on the things that stayed in their minds after RYDA (size of text indicates frequency of mention).

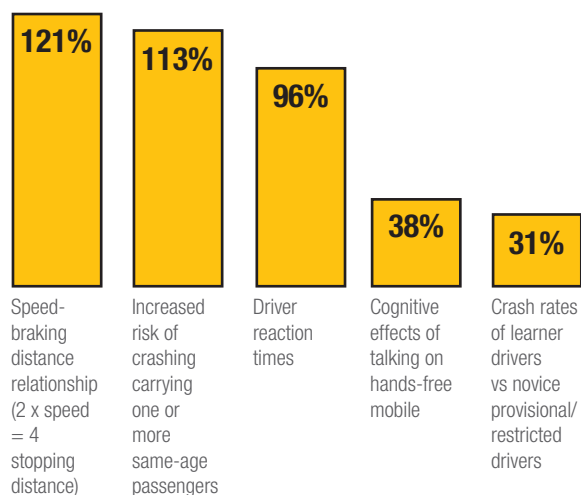
Accidents Useful Dangers Idea Safer Driver Alcohol  
 Aware Expect Knowledge Experience  
 Learn Course Road speed Safety  
 Education Safe Laws Tips Unsafe Driving  
 Situations Facts Stopping Distance Potential  
 Better Driver Day off School Skills

### Measuring Change - Knowledge and Attitude

The pre and post survey showed significant movement particularly in specific areas of risk reduction knowledge and attitude. The responses were from October 2015 and more than 200 students from Sydney, Melbourne and Brisbane responded with 159 male and 66 female students, of whom 128 held learner permits, 14 provisional licences and 75 hadn't started learning to drive. Unique identifiers were used to ensure the same students answered both surveys.

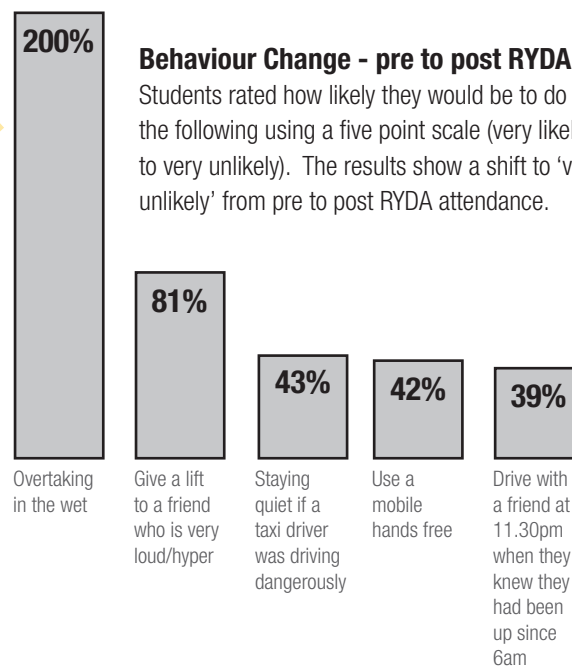
### Knowledge Increase - pre to post RYDA

To assess the areas of RYDA where knowledge has increased the most we asked multi-choice questions. The results were:



### Behaviour Change - pre to post RYDA

Students rated how likely they would be to do the following using a five point scale (very likely to very unlikely). The results show a shift to 'very unlikely' from pre to post RYDA attendance.



# Broad Impact of RSE Programs

## Highlights from the RSE's Social Impact Study

### Analysing the results

In both the knowledge and attitude questions, statements at the lower end of the change scale pertained to areas including seatbelt wearing and drink driving. These areas showed a high level of knowledge and desired attitude in the pre-surveys. Student exposure to government, school and community road safety measures perhaps accounts for prior knowledge.

The top responses correlate strongly with program content. Overtaking in the wet rates very high, we surmise, because of both the Speed and Stopping demonstration, and the fact that Genevieve's Story crash was caused by overtaking (though not in the wet).

### Student Focus Group Evidence

The focus groups allowed us to explore student responses more deeply across different schools, particularly their awareness change and behavioural intentions. Students were asked, as an open question without prompted recall, what they remember most about RYDA. Within focus groups particular sub-groups of students responded differently.

**P**

Licence holders, (provisional/restricted) focused on "safer" or "better" driving. Their most frequently mentioned areas of raised awareness were, in descending order: more aware of hazards, won't ride in an overloaded car, feeling more cautious, turning off mobiles, knowing causes of accidents (sic), recognising the effects of fatigue, more awareness of risk, using peripheral vision, and not speeding. Raised awareness reflected both general awareness elements, ("feel more cautious"), and specific behaviour changes/intention to change (e.g. "turning off mobile" and "using peripheral vision").

**L**

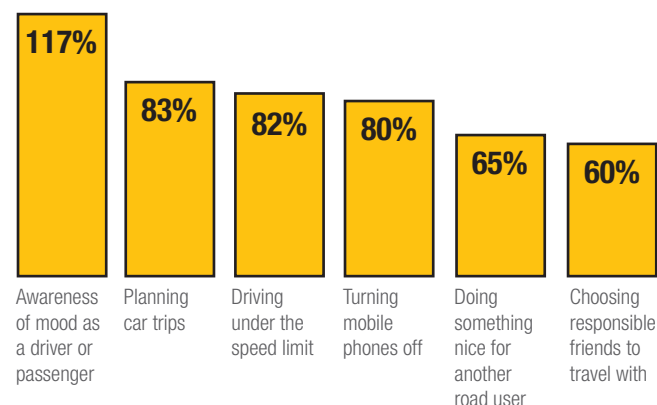
Learner drivers (those being supervised) reported increased awareness of road safety risks, have less distracted behaviour while in the car, greater awareness of keeping an eye out for micro sleeping, greater awareness of hazards, feel more cautious, and were more likely to turn off their mobiles.



Non-drivers reported increased skills and confidence to raise concerns with drivers and said they would be less likely to get in a car with someone when feeling concerned. These students raised greater awareness of hazards, greater likelihood to refuse to ride in an overloaded car, and greater recognition in recognising the effect of fatigue.

### Awareness Increase - pre to post RYDA

A further question was designed to test changes in awareness, again on a five point scale (very important to not at all important). The question was "Here is a list of things you might do to lower your road risks. How important do you rate each one?" The items where pre-post movement were highest are highlighted in the graph below. The six awareness items correlate to program content.



### Focus Group Question:

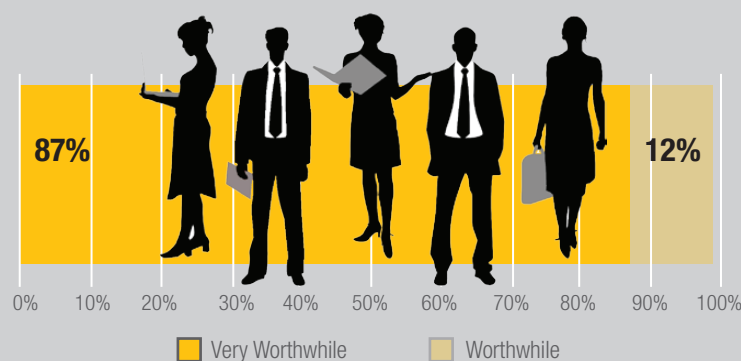
How well did you remember RYDA messages after 12 months?

Student Answer: **RYDA is always there.**

### The Wider Community

Approximately 2,300 teachers accompany their students to the RYDA program each year. Many teachers come each year - according to survey results, 50% had been to three or more programs.

The survey covering Australian states and New Zealand, both city and country schools generated 280 responses from participating teachers. When asked, 99% of responding teachers said RYDA was either very worthwhile or worthwhile.



# Company Directory

## Road Safety Education Limited (Australia)

### The Company

Road Safety Education Limited (RSE) is incorporated under the Corporation Act 2001 as a company limited by guarantee.

RSE is a not for profit company that has developed a suite of road safety education programs specifically designed for youth in the community. The evidence based RSE RYDA Program is presented by professionals in a community environment supported by partnerships with Rotary Clubs as well as government agencies, corporate Australia and civil society RSE also provides the BetterDriver program for employees of corporations. RSE is a registered authority holder under the Charitable fundraising Act 1991.

### National Program Office

Level 2, 10 Julius Avenue  
North Ryde  
NSW 2113

### Directors

at the date of this financial report  
Kerry Chikarovski, Chair  
A T (Terry) Birss, CEO/Managing Director  
John Loughlin  
Paul Pixton  
Dr Ronald (Keith) Barton  
Edward (Ned) Boyce  
Lynne Wilkinson  
Dr Stuart Boland

### Executive Officers

at the date of this financial report  
CEO/Managing Director, A T (Terry) Birss  
Program Director, Greg Rappo  
General Manager - Education & Communications,  
Brooke O'Donnell

### Bankers

Macquarie Bank Limited  
ANZ Banking Group Limited

### Auditor

Storey Blackwood  
Level 4, 222 Clarence Street  
Sydney, NSW, 2000

### Website

[www.rse.org.au](http://www.rse.org.au)

# Report of the Directors

## Road Safety Education Limited & Controlled Entity 30 June 2016

### Introduction

Your directors are pleased to present their financial report, together with the financial statements of the Group, being the Company and its controlled entities, for the financial year ended 30 June 2016. The financial report comprises the financial statements and the notes thereto being the statement of profit or loss and other comprehensive income, statement of financial position as at 30 June 2016, statement of changes in equity and statement of cash flows and notes thereto.

### Directors

The names of the directors in office at any time during, or since the end of, the year are:

- Albert Terence Birss, CEO/Managing Director
- John Loughlin
- Paul Albert Pixton
- Dr Ronald (Keith) Barton
- Edward (Ned) Boyce
- Kerry Chikarovski, Chair, elected 27/08/13
- Lynne Wilkinson
- Dr Stuart Boland

Directors have been in office since the start of the financial year to the date of this report unless otherwise stated.

### Principal activities

The principal activities of the Group during the financial year were the provision of road safety education programs for youth which are delivered by professional presenters in partnership with Rotary Clubs in Australia and New Zealand. RSE is a registered authority holder under the Charitable Fundraising Act 1991.

### Change in State of Affairs

During the financial period there were no significant changes in the state of affairs of Road Safety Education Limited and Controlled Entities or of its principal activities except as set out in this report and in the financial statements and notes thereto.

### Short term objectives

The Group's short term objective is to increase the availability of the RSE Programs throughout Australia and New Zealand in partnership with all sectors of society including the community, government agencies and corporations.

### Long term objectives

The Group's long term objective is as the premier road safety educator for youth in Australia and New Zealand to contribute to the reduction of trauma on our roads.

### Strategy for achieving the objectives

To achieve these objectives, the Group has adopted the core strategies of:

- A professional educator engaging with the community;
- Delivering quality, evidence based road safety education programs designed to help facilitate a cultural shift in the perception of, and attitude towards, risk by young people;
- Making, over time, RSE's suite of school programs available to all high schools throughout Australia and New Zealand;
- Marshalling and managing resources to facilitate sustainable operations.

### After balance date events

No matters or circumstances have arisen since the end of the financial year which significantly affected or may significantly affect the operations of the Group, the results of those operations or the state of affairs of the Group in future financial years.



# Report of the Directors (cont)

Road Safety Education Limited & Controlled Entity 30 June 2016

## Information on the Directors

Kerry Anne Chikarovski Chair, elected 27/08/2013

Qualifications

B.Ec LLB

Experience



Ms Chikarovski began her career as a solicitor before entering parliament in 1991. In parliament she held the position of Minister for Consumer Affairs. In Government, she held the further portfolios of Assistant Minister of Education, Minister for Industrial Relations, Minister for the Status of Women and Shadow Minister for the Arts, Ethnic Affairs and Women. After four years as Deputy Leader of the NSW Parliamentary Liberal Party, Ms Chikarovski was elected Leader 1998. Since retiring from politics in 2003 Ms Chikarovski has successfully established a career in government relations, as a corporate advisor, event speaker, leadership mentor and media commentator. She is an ambassador for the Egtober Foundation, YWCA NSW and Australian Indigenous Education Foundation and the Chair of NSW Women's Rugby. Directorships include NSW Rugby Union, Waratahs Rugby Union and Humpty Dumpty Foundation.

Albert Terence Birss

CEO/Managing Director  
(Chair 2004 – 2011)

Qualifications

CA(NZ), FCIS, FCSA, FIPA

Experience



Mr Birss was appointed CEO/MD on 1st July 2011 having held the position of Executive Chairman in the prior year. Over a period of approximately 10 years from 2001 to 2011, Mr Birss was Chairman of RSE's predecessor and Chairman of RSE since incorporation in 2004. He is a director of the trustee of the Road Safety Education Foundation, a director Road Safety Education Limited in New Zealand and is a Rotarian and dual Paul Harris Fellow. Before his appointment as CEO/MD, Mr Birss, a member of Chartered Accountants Australia and New

Zealand was an accountant in public practice specialising in the provision of business and financial advice. Mr Birss' experience includes corporate reconstruction and recovery and the establishment of new businesses. His background includes corporate acquisition and consultancy and extensive experience in the finance industry where he held senior positions in corporate lending, strategy development and risk assessment.

John Loughlin  
Experience



Mr Loughlin is the Managing Director of a building contracting company specialising in the construction of sport and leisure facilities for community groups including schools. He has wide experience in business including quality assurance, environment and safety policy, marketing and costing and project management. Mr. Loughlin was instrumental with others in establishing the RSE Program, contributing to policy formulation and implementation in such areas as program content, research, risk assessment, quality assurance and sponsorship and liaison with government and government authorities. Mr Loughlin is a Rotarian.

Paul Albert Pixton  
Qualifications  
Experience



Dip FP, JP

Mr. Pixton was managing director of a financial planning practice which has been in business for over 20 years in the Hills District of Sydney. He specialised in advice in the superannuation and retirement fields for both corporate and individual clients. Following the sale of this business he is now managing director of a general insurance company. Paul is also involved in charitable works and is a local business leader. He has long

Paul Pixton  
(cont)

involvement with road safety and was one of the founders of the RYDA program. Mr. Pixton is a Rotarian and a Past President of the Rotary Club of Dural.

Dr Ronald (Keith) Barton

Qualifications

BSc(Hons 1), PhD, FTSE

Experience

Dr Keith Barton graduated with degrees in Chemical Engineering from the University of New South Wales. He retired from full time employment in 1999 after a career in manufacturing in Australia and the USA working for companies such as BHP, CSR (Executive Director) and James Hardie Industries (CEO and Managing Director). He has had extensive board experience with a number of public companies as a non executive director of Colonial Ltd, F H Faulding, Goodman Fielder (Chairman), Citect Ltd, Keycorp Ltd, Tower Ltd (Chairman), Coles Group and Amcor Ltd. Dr Barton is currently a Non Executive Director of Air Liquide (Australasia) Ltd.



Edward (Ned) Boyce

Qualifications

BA LLB (ANU) FAICD

Experience

Mr Boyce is a Senior Consultant at Hunt & Hunt practising since 1974 in property and commercial law from the Sydney office of the firm. He is a past National Managing partner and chairman of the firm. Mr Boyce is a member of and past president of the Rotary Club of Sydney, a past chairman of the Foundation of a major independent school in Sydney and a past councillor of the Law Society of New South Wales. Mr Boyce is a graduate of an executive education program of the Harvard Business School and is a director of the trustee of Road Safety Education Foundation.



Lynne Wilkinson

Qualifications

BA Hons Grad Dip Fin Mgt.

Experience

As a director of Niche Business Solutions Ms Wilkinson works with industry groups in strategic communications. During 2008-2014 she was the CEO of The Australian Companies Institute Limited (AUSBUY) representing businesses across many industry sectors which



requires active media, lobbying and community engagement. Her business career has provided opportunities to apply communication skills in senior marketing roles with Myer Property in shopping centres, nationally with Coles and Myer. She has also consulted in agriculture/ food, education and property development. Throughout her career Lynne has been a change agent in organisations working with and through people. As an Infants Teacher for a decade, her skills were acknowledged as a specialist Reading and Communication Adviser in the North Sydney Region. Lynne experienced first hand Rotary's influence on youth as a member of one of the first Rotaract Clubs in Australia, and the opportunity to spend time in the USA under Rotary's auspicious.

Dr Stuart Boland

Qualifications

AM, MB, BS, FRCS, FRACS, FACS, FAMA, FAICD

Experience

A/Prof Boland graduated in Medicine at Sydney University in 1967 and was appointed an Honorary General Surgeon at Sydney Hospital and Mona Vale Hospital in 1975. He served the Medical Profession in a number of roles including as Chairman of the Medical Board at Mona Vale Hospital, subsequently on the Council of the Association of Surgeons and the Australian Council of Health Care Standards, two years as President of the NSW Branch of the AMA in 1991-1992 and later was the medical representative on the Council of Professions in NSW. He had 10 years as Chairman of Australia's biggest Medical Indemnity Insurer (AVANT) until he retired in 2014. Since 2011 he has taught anatomy at Notre Dame University. Dr Boland is a director and Chairman of the trustee of Road Safety Education Foundation.



# Report of the Directors (cont)

## Road Safety Education Limited & Controlled Entity 30 June 2016

### Information on the Executive Officers

Albert Terence Birss CA(NZ), FCIS, FGIA, FIPA  
CEO/Managing Director

Greg Rappo B.Sc.Agr. (Hons), FAICD  
Program Director  
Mr Rappo joined the company in 2008 and was appointed Program Director in July 2015. He has a background in sales and marketing that has included a range of senior management positions with multi national corporations including Chevron, Abbott Laboratories and Sumitomo. Greg is an active member of the State Emergency Service (SES) and Past President of the Rotary Club of St Ives.

Brooke O'Donnell General Manager Education & Communications  
Joining the company in 2006 Ms O'Donnell has gained a wide experience in all facets of the company's activities including in her role as National Operations Manager. She was appointed General Manager Education & Communications in February 2016. Brooke has a background in administration that has included a range of senior positions with multinational corporations including Mayne Nickless Limited and not for profit, Institute for Magnetic Resonance Research.

### Meetings of directors

During the financial year, seven meetings of directors (including committees of directors) were held. Attendances by each director during the year were as follows:

	Number of Directors eligible to attend	Meetings attended
Albert Terence Birss	9	9
John Loughlin	9	9
Paul Albert Pixton	9	8
Dr Ronald (Keith) Barton	9	8
Edward (Ned) Boyce)	9	9
Kerry Anne Chikarovski	9	9
Lynne Wilkinson	9	7
Dr Stuart Boland	7	7

### Operating Results

The consolidated loss of the Group amounted to \$ (93,912) (2015: \$ (68,234)).

### Dividends paid or recommended

RSE's constitution prohibits the payment of dividends to equity holders. No dividends were paid or declared since the start of the financial year. No recommendation for payment of dividends has been made.

### Indemnification and insurance of officers and auditors

No indemnities have been given or insurance premiums paid, during or since the end of the financial year, for any person who is or has been an officer or auditor of Road Safety Education Limited and Controlled Entities with the exception of the payment of a premium for directors and officers liability insurance of \$3,559 (2015: \$4,023).

### Proceedings on behalf of company

No person has applied for leave of court to bring proceedings on behalf of the Company or intervene in any proceedings to which the Company is a party for the purpose of taking responsibility on behalf of the Company for all or any part of those proceedings.

The company was not a party to any such proceedings during the year.

### Auditor's independence declaration

The lead auditor's independence declaration in accordance with section 60-40 of the Australian Charities and Not for Profits Commission Act 2012 for the year ended 30 June 2016 has been received and can be found on page 7 of the financial report.

This statement is made in accordance with a resolution of the Directors and is signed for and on behalf of the Directors by K A Chikarovski, Chair and A T Birss, CEO/Managing Director 14 November 2016.

The reference to page 7 in the preceding paragraph is a reference to the Auditor's Independence Declaration which appears on page 20 of this report.

# Financial Report

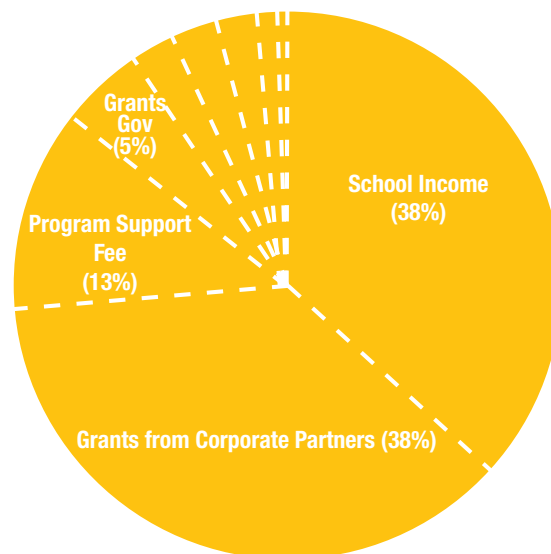
## Income & Expenditure Analysis (the parent)

The annual financial report which includes the audited financial statements of the Company is distributed to members for adoption at the annual general meeting. Set out below is summarised financial information including excerpts from the audited financial statements.

### Income

Total income for the year was	\$2,844,014
Less Program Discounts given	-\$1,083,485
<b>Income before Expenditure</b>	<b>\$1,760,528</b>

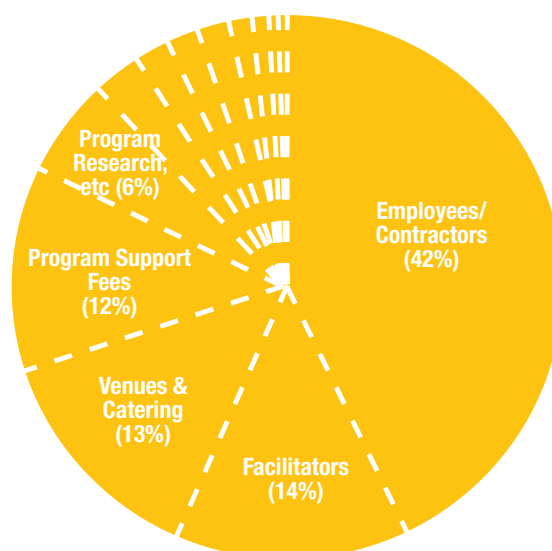
Schools	\$1,745,058	99%
Less discounts given (support from):		
Community, including Rotary	-\$ 208,586	-12%
Corporate Partners	-\$ 645,849	-37%
Grants applied to school/student fees	-\$ 85,654	-5%
Special discounts applied	-\$ 143,396	-8%
Schools, net after discounts given	\$ 661,573	38%
Grants from Corporate Partners	\$ 666,487	38%
Program Support Fees	\$ 222,327	13%
Grants (Government)	\$ 85,586	5%
Grants (Councils)	\$ 49,520	3%
License & Management Fees	\$ 45,000	3%
Other Sponsorship & Donations	\$ 41,617	2%
Rotary Donations	\$ 27,522	2%
Interest Received	\$ 4,552	<1%
Other	\$ 1,344	<1%



### Expenditure

<b>Total Expenditure</b>	<b>\$1,868,031</b>
--------------------------	--------------------

Employees/Contractors	\$ 792,962	42%
Facilitators	\$ 254,962	14%
Venues & Catering	\$ 250,145	13%
Program Support Fees	\$ 222,783	12%
Program Research, QA, Training & Development	\$ 110,774	6%
Amortisation & Depreciation	\$ 46,422	2%
Premises, Utilities & Office Services	\$ 39,000	2%
Program Venue Materials	\$ 38,046	2%
Communications & Travel	\$ 34,587	2%
Printing, Advertising, Promotional	\$ 24,620	1%
IT, Equipment & Office Supplies	\$ 17,292	1%
Accounting & Compliance	\$ 10,930	1%
Interest Fees & Insurance	\$ 9,262	<1%
Other	\$ 16,911	1%



# Financial Report

## Road Safety Education Limited (Australia) Independent Audit Report

An independent audit of the 2015/2016 Financial Report for Road Safety Education Limited has been conducted by Geoffrey Adcock (Partner), Storey Blackwood, Chartered Accountants, Level 4, 222 Clarence Street, Sydney, NSW 2000.

### Road Safety Education Limited and Controlled Entities

#### Auditor's Independence Declaration

#### To the Directors of Road Safety Education Limited and Controlled Entities

In accordance to the requirements of section 60-40 of the Australian Charities and Not-for-profits Commission Act 2012, as lead auditor for the audit of The Australian Outward Bound Foundation And Controlled Entity for the year ended 30 June 2016, I declare that, to the best of my knowledge and belief, during the year ended 30 June 2016, there have been no contraventions of:

- (i) the auditor independence requirements as set out in the Australian Charities and Not-for-profits Commission Act 2012 in relation to the audit; and
- (ii) any applicable code of professional conduct in relation to the audit.

*Storey Blackwood*

Storey Blackwood  
Level 4, 222 Clarence Street  
Sydney NSW 2000

*Geoffrey N Adcock*  
Geoffrey N Adcock - Partner

Dated this 14<sup>th</sup> day of ...November...2016



**Storey Blackwood**  
CHARTERED ACCOUNTANTS

ABN 16 495 461 685

#### ACCOUNTING

Report of the independent auditor on the summary consolidated financial statements to the members of Road Safety Education Limited

#### AUDITING

The accompanying summary consolidated financial statements, which comprise the summary consolidated statement of financial position as at 30 June 2016, and the summary consolidated statement of comprehensive income are derived from the audited financial report of Road Safety Education Limited for the year ended 30 June 2016. We expressed an unmodified audit opinion on that financial report in our report dated 14 November 2016.

#### TAXATION SERVICES

#### BUSINESS CONSULTING

That financial report, and the summary consolidated financial statements, do not reflect the effects of events that occurred subsequent to 14 November 2016, the date of our report.

#### PERSONAL SUPERANNUATION

The summary consolidated financial statements do not contain all the disclosures required by the Australian Accounting Standards – Reduced Disclosure Requirements. Reading the summary consolidated financial statements, therefore, is not a substitute for reading the audited financial report of Road Safety Education Limited.

#### COMPANY SECRETARIAL

#### Directors' responsibility for the summary financial statements

The directors are responsible for the preparation of a summary of the audited financial report.

#### LIQUIDATIONS

#### Auditor's responsibility

Our responsibility is to express an opinion on the summary consolidated financial statements derived from the audited financial report of Road Safety Education Limited based on our procedures, which were conducted in accordance with Auditing Standard ASA 810 *Engagements to Report on Summary Financial Statements*.

#### Opinion

In our opinion, the summary consolidated financial statements derived from the audited financial report of Road Safety Education Limited for the year ended 30 June 2016 are consistent, in all material respects, with that audited financial report.

*Storey Blackwood*

Storey Blackwood

*Geoffrey N Adcock*

Geoffrey N Adcock  
Level 4, 222 Clarence Street  
Sydney NSW 2000

Dated this 30<sup>th</sup> day of November 2016

#### DIRECTORS

I.A. TOLLY  
G.N. ADCOCK

LEVEL 4, 222 CLARENCE STREET SYDNEY NSW 2000 - POSTAL ADDRESS: PO BOX Q186 QVB SYDNEY 1230  
TELEPHONE: (02) 9283 4500 (FACSIMILE: (02) 9283 4643 EMAIL: mail@storeyblackwood.com.au  
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Liability limited by a scheme approved under Professional Standards Legislation





# Financial Report

Road Safety Education Limited & Controlled Entity (as at 30 June 2016)

## Statement of Comprehensive Income

	Consolidated		Parent	
	2016	2015	2016	2015
	\$	\$	\$	\$
Sponsorships & grants for program maintenance, development & subsidies	<b>1,018,069</b>	1,171,553	<b>981,962</b>	1,092,829
Program school fees & grants for program delivery	<b>2,310,801</b>	2,379,832	<b>1,933,887</b>	2,038,716
<b>TOTAL REVENUE</b>	<b>3,328,870</b>	3,551,385	<b>2,915,849</b>	3,131,545
Less Program discounts and subsidies	<b>(1,150,190)</b>	(1,406,475)	<b>(1,092,897)</b>	(1,263,851)
<b>NET REVENUE</b>	<b>2,178,680</b>	2,144,910	<b>1,822,952</b>	1,867,694
Program research, maint., QA & delivery support exp.	<b>(1,327,536)</b>	(1,244,082)	<b>(1,083,168)</b>	(1,091,197)
Depreciation and programs amortisation expense	<b>(47,240)</b>	(20,598)	<b>(46,422)</b>	(19,793)
Program delivery expense	<b>(897,816)</b>	(948,464)	<b>(755,838)</b>	(823,375)
<b>PROFIT/(LOSS) BEFORE INCOME TAX</b>	<b>(93,912)</b>	(68,234)	<b>(62,746)</b>	(66,671)
Income tax expense	-	-	-	-
<b>PROFIT/(LOSS) FOR THE YEAR</b>	<b>(93,912)</b>	(68,234)	<b>(62,746)</b>	(66,671)
<b>OTHER COMPREHENSIVE INCOME</b>				
Exchange difference on translating foreign controlled entities	<b>1,530</b>	(908)	-	-
<b>TOTAL OTHER COMPREHENSIVE INCOME FOR THE YEAR</b>	<b>1,530</b>	(908)	-	-
<b>TOTAL COMPREHENSIVE INCOME FOR THE YEAR</b>	<b>(92,382)</b>	(69,142)	<b>(62,746)</b>	(66,671)

## Statement of Financial Position

### ASSETS

#### CURRENT ASSETS

Cash and cash equivalents	<b>158,951</b>	240,997	<b>140,390</b>	222,969
Trade and other receivables	<b>224,611</b>	179,465	<b>195,043</b>	124,401
<b>TOTAL CURRENT ASSETS</b>	<b>383,562</b>	420,462	<b>335,433</b>	347,370

#### NON-CURRENT ASSETS

Financial assets	<b>800</b>	800	<b>801</b>	801
Plant and equipment	<b>10,621</b>	2,888	<b>7,201</b>	2,455
Intangible assets - education programs	<b>234,908</b>	235,267	<b>234,908</b>	235,267
<b>TOTAL NON-CURRENT ASSETS</b>	<b>246,329</b>	238,955	<b>242,910</b>	238,523
<b>TOTAL ASSETS</b>	<b>629,891</b>	659,417	<b>578,343</b>	585,893

### LIABILITIES

#### CURRENT LIABILITIES

Trade and other payables	<b>243,723</b>	231,897	<b>191,087</b>	187,429
Employee benefits	<b>64,446</b>	44,145	<b>61,743</b>	41,114
Other liabilities	<b>130,078</b>	84,939	<b>120,050</b>	75,000
<b>TOTAL CURRENT LIABILITIES</b>	<b>438,247</b>	360,980	<b>303,543</b>	321,906

#### NON-CURRENT LIABILITIES

Employee benefits	<b>28,911</b>	43,322	<b>28,911</b>	43,322
<b>TOTAL NON-CURRENT LIABILITIES</b>	<b>28,911</b>	43,322	<b>28,911</b>	43,322
<b>TOTAL LIABILITIES</b>	<b>467,158</b>	404,302	<b>401,791</b>	346,865
<b>NET ASSETS</b>	<b>162,733</b>	255,115	<b>176,552</b>	239,028

### EQUITY

Reserves	<b>11,090</b>	9,560	-	-
Retained surplus	<b>151,643</b>	245,555	<b>176,552</b>	239,028
<b>TOTAL EQUITY</b>	<b>162,733</b>	255,115	<b>176,552</b>	239,028

Excerpts from the audited financial report.

# Company Directory & Directors Report

## Road Safety Education Limited (New Zealand)

### The Company

Road Safety Education Limited (described as RSENZ in this section), was incorporated in 2006 under the Company's Act 1993 (NZ) and is a registered charity under the Charitable Act 2005. RSENZ is a not for profit company delivering road safety education programs specifically designed for youth in the community. The evidence-based RSE RYDA Program is presented by professionals in a community environment supported by partnerships with Rotary Clubs, as well as government agencies and corporate New Zealand.

### Operational Results

The Loss from ordinary activities \$23,283 (NZ currency) (last year (\$1,748) was transferred from reserves).

### Company number

1883589

### Registered Office

McGregor Bailey  
2 Crummer Road  
Ponsonby/ Auckland

### Registered Charitable Entity Number

CC27875

### Shareholder

Road Safety Education Limited (Australia)

### Programme Manager - NZ

Maria Lovelock, BA, Cert. DM

### Auditor

McGregor Bailey

### Banker

ASB Bank Limited

### Website

[www.rse.org.nz](http://www.rse.org.nz)

### Directors

The names of the directors in office at any time during, or since the end of, the year are:

A T (Terry) Birss CA(NZ), FCIS, FCSA, FIPA – Chairman  
Mr Birss is a member of Chartered Accountants Australia and New Zealand and has been the a Director since incorporation in 2006.

Alistair Coleman  
Experience



Director since 2011  
Educated at Otago University, training in finance and marketing, Mr Coleman has significant international experience in manufacturing, marketing, and service businesses and is a business consultant focusing on commercialisation of new products and technologies, strategy, and governance. He is a company director and advises companies as they adapt to a new business environment since the Christchurch earthquakes. Mr Coleman is a Rotarian, and previously held CEO and GM positions in a number of significant New Zealand companies.

Ru Tauri  
Qualifications  
Experience



Director since November 2015  
MBA, BIS  
Mr Tauri is Business Development and Initiatives Manager, ANZ having previously held the role of General Manager, RSE NZ. He has an event management and account management background with a special interest in collaboration, grassroots development and stakeholder engagement.

# Financial Report

Road Safety Education Limited (New Zealand) (year ended 30 June 2016)

## Statement of Comprehensive Income

	2016 \$	2015 \$
<b>REVENUE</b>		
Programme School fees & Grants for Program Delivery	290,165	280,511
Sponsorship & Grants for Programmes	228,580	243,354
Interest Received	839	1,848
<b>TOTAL REVENUE</b>	<b>519,584</b>	<b>525,713</b>
Programme Discounts Given	(170,208)	(152,110)
<b>NET REVENUE</b>	<b>349,376</b>	<b>373,603</b>
<b>LESS EXPENSES</b>		
Depreciation	(1,031)	(932)
Programme Delivery Expenses	(160,816)	(162,747)
Programme Maintenance, QA & other	(210,812)	(211,672)
<b>DEFICIT FOR THE YEAR</b>	<b>(23,283)</b>	<b>(1,748)</b>
<b>NET SURPLUS/(DEFICIT)</b>	<b>(23,283)</b>	<b>(1,748)</b>

## Statement of Financial Position

<b>CURRENT ASSETS</b>		
Cash and cash equivalents	20,007	20,861
GST refund due	-	16,279
Trade and other receivables	37,675	47,294
<b>TOTAL CURRENT ASSETS</b>	<b>57,682</b>	<b>84,434</b>
<b>NON CURRENT ASSETS</b>		
Property, plant & equipment	3,574	501
<b>TOTAL NON CURRENT ASSETS</b>	<b>3,574</b>	<b>501</b>
<b>TOTAL ASSETS</b>	<b>61,256</b>	<b>84,935</b>
<b>CURRENT LIABILITIES</b>		
GST due for payment	6,332	-
Shareholder's current account	10,125	3,499
Trade and other payables	29,631	59,251
Employee benefits	5,524	3,508
<b>TOTAL CURRENT LIABILITIES</b>	<b>51,612</b>	<b>66,258</b>
<b>NON-CURRENT LIABILITIES</b>		
Term liabilities	14,250	-
<b>TOTAL NON-CURRENT LIABILITIES</b>	<b>14,250</b>	<b>-</b>
<b>TOTAL LIABILITIES</b>	<b>65,862</b>	<b>66,258</b>
<b>NET (LIABILITIES)/ASSETS</b>	<b>(4,606)</b>	<b>18,677</b>
Represented by		
<b>EQUITY</b>		
Share capital	-	-
Retained earnings	(4,606)	18,677
<b>TOTAL EQUITY</b>	<b>(4,606)</b>	<b>18,677</b>

An independent audit of the 2015/2016 Financial Report for Road Safety Education Limited has been conducted by McGregor Bailey, Chartered Accountants, 2 Crummer Rd, Grey Lynn 1021, New Zealand.

**McGregor Bailey**  
CHARTERED ACCOUNTANTS  
A Member of Watson International  
A global network of independent accounting firms

### Independent Auditor's Report

#### To the readers of

#### Road Safety Education Limited Summary Financial Statements

The accompanying summary financial statements, which comprise the statement of financial position as at 30 June 2016, and the statement of financial performance are derived from the audited financial report of Road Safety Education Limited for the year ended 30 June 2016. We expressed an unmodified audit opinion on that financial report in our report dated 15 November 2016.

That financial report, and the summary financial statements, do not reflect the effects of events that occurred subsequent to 15 November 2016, the date of our report.

The summary financial statements do not contain all the disclosures required under generally accepted accounting practice in New Zealand. Reading the summary financial statements, therefore, is not a substitute for reading the audited financial report of Road Safety Education Limited.

#### Directors' responsibility for the summary financial statements

The Directors are responsible for the preparation of a summary of the audited financial report which was prepared in accordance with the Public Benefit Entity Simple Format Reporting-Accrual (Not For Profit) Standard.

#### Auditor's responsibility

Our responsibility is to express an opinion on the summary financial statements derived from the audited financial report of Road Safety Education Limited based on our procedures, which were conducted in accordance with International Auditing Standard (New Zealand) 810 Engagements to Report on Summary Financial Statements.

Our firm assisted in the formatting of the statutory financial statements for the company and assisting in some tax filing matters in addition to the audit. We the auditors have no other relationship with, or interests in, Road Safety Education Limited.

#### Opinion

In our opinion, the summary financial statements derived from the audited financial report of Road Safety Education Limited for the year ended 30 June 2016 are consistent, in all material respects, with that audited financial report.

*McGregor Bailey*

McGregor Bailey

Ponsonby, Auckland  
16 November 2016



Excerpts from the audited financial report.



# Our Partners

## Australia & New Zealand Founding Partner



A Member of The Linde Group

There are no higher priorities for BOC as an organisation, than the health and safety of their employees, customers, suppliers and the broader community. As part of this genuine commitment, they provide their employees with internal safety schemes, such as Safety Toolbox sessions and the BOC Driver Safety Program, which promotes safe driving behaviour 100% of the time.

Road Safety Education Limited therefore has great synergies with BOC's own safe driving culture - and this is why they keenly support the development of this youth education initiative for younger drivers.

BOC became the founding sponsor of the RYDA Program in 2004 when it was a small yet growing Program. Through the sponsorship money BOC have contributed, Road Safety Education Limited has been able to expand the Program from being a local NSW initiative to venues across Australia and New Zealand.

Further information can be found at: [boc-limited.com.au](http://boc-limited.com.au) or [boc-limited.co.nz](http://boc-limited.co.nz).

## Australia Major Partner



Toyota Motor Corporation has a long tradition of supporting the community at local and national levels. Toyota Australia's community investment philosophy underpins the global vision and is articulated in the Toyota guiding principles. Their community investment philosophy revolves around working with local communities to strengthen and contribute to society. At the heart of their philanthropic focus is the **Toyota Community Foundation (TCF)** which was established in 2011 to consolidate and build on community contributions and provide a framework for new programs. Further information about the Toyota Community Foundation can be found at [toyota.com.au/toyota/sustainability/](http://toyota.com.au/toyota/sustainability/).

## Major Partners



Robert Bosch (Australia) Pty. Ltd, a regional subsidiary and part of the global Bosch Group began partnering with RSE in 2015. Bosch improves quality of life worldwide with products and services that are innovative and spark enthusiasm. In short, Bosch creates technology that is "Invented for life." They have been at the cutting edge of the development of many life-saving automotive safety features which has great synergies with RSE's focus on youth road safety. Further information can be found at: [bosch.com.au](http://bosch.com.au).



Bridgestone has a longstanding commitment to youth and safety. As a company, it believes young people are the key to a bright and sustainable future and sees enormous value in programs that support and educate them. Bridgestone's own Safe Hands campaign has been incorporated into the RYDA program to show students just how important tyres are to remaining safe on the road. Ensuring young people understand the significance of road safety as soon as they begin driving is critical to reducing road trauma and something Bridgestone is extremely passionate about. Further information can be found at: [bridgestonetyres.com.au](http://bridgestonetyres.com.au) or [bridgestonetyrecentre.co.nz](http://bridgestonetyrecentre.co.nz).

## New Zealand Co-Founding Partner



**New Zealand Steel** has been a Founding Co-Sponsor of the RYDA Program in NZ since 2007. They support RSE because of the impact road crashes have on young people and their families, and particularly because it's a great fit with their own safety culture. Priority areas for their community support are young people, education and safety, all of which RSE Programs encompass. New Zealand Steel is part of the BlueScope Steel group of companies.

Further information can be found at: [nzsteel.co.nz/](http://nzsteel.co.nz/).

# Our Partners

## Community Partner - Rotary



Rotary Clubs in Australia  
(ACT, NSW, QLD, SA, TAS, Vic & WA)  
and New Zealand

As the world's first service club organisation, Rotary's membership exceeds 1.2 million in 35,000 clubs in over 220 countries. The RYDA Program is coordinated in partnership with Rotary Clubs in Australia and New Zealand. Club members are widely recognised in the community as volunteers who work locally and internationally to improve health, provide education and promote peace under the motto 'Service Above Self'.

### Rotary and RYDA

The active support and close involvement of Rotary is a fundamental aspect in the success of the RYDA Program – there are over 1,380 Rotary Clubs with some 38,000 members (Rotarians) located in communities across all cities and rural towns in Australia and New Zealand.

Rotary provides the RYDA Program with access to a vast volunteer support base and introduction to many community groups including schools and local business organisations. Rotary volunteers play a number of important roles at RYDA from coordinating bookings and hosting full programs at regional venues to acting as Day Managers and student guides at our metropolitan venues.

Rotary Clubs also provide direct financial support to the RYDA Program through donations from the community. Importantly, these donations, along with the volunteer time of Rotarians assist us to minimise operational costs and therefore helps to ensure the RYDA Program remains accessible and affordable for all young people. RSE and Rotary Clubs across Australia and New Zealand are proud to be working together to help make our roads a safer place.



## Police Supporting RYDA



Police officers across Australia and New Zealand play a vital role in providing the RYDA Program. The "Rights & Responsibilities" session at RYDA is a crucial part of the day which benefits greatly from the vast experience and knowledge of Police personnel. The active involvement and support provided by Police enhances the value of the program and the impact of the road safety message on students.

In New South Wales, a team of specially trained School Liaison Police (SLP) are available in regions across the state to assist in the conduct of the RYDA Program. NSW Police give the RYDA Program a very high priority and facilitate the "Rights & Responsibilities" session at over 200 program days every year.

The Queensland Police Service Senior Executive has formally endorsed the RYDA Program for police support in that State, bringing Road Safety Education Limited under their "Working Together" umbrella, agreeing to present and promote RYDA within the Service and to relevant stakeholders.



In South Australia, the Commissioner of Police provided his formal approval for South Australia Police to be actively involved in the presentation of the RYDA Program across that State. We also work closely with New Zealand and Tasmanian Police.

RSE greatly values the outstanding support and commitment we receive from the Police Service and we take this opportunity to formally thank them for their continued dedication in helping to make our roads a safer place through their involvement in the RYDA Program.

# Other Sponsors & Supporters

*Every RYDA venue relies on the support & involvement of local Rotary Clubs, businesses and community organisations.*

*Please see venue pages at [rse.org.au](http://rse.org.au) for a comprehensive list of local sponsors and supporters.*

*We thank the following organisations for their ongoing support of local Programs.*

## **Governments in all Jurisdictions (Australia & NZ)**

### **Including:**

Police authorities  
Departments of Education  
Auckland Transport  
Department of Planning, Transport & Infrastructure, SA  
Department of State Growth, Tas  
Department of Transport & Main Roads, Qld  
New Zealand Transport Agency  
Office of Road Safety, WA  
Roads and Maritime Services, NSW  
School Drug Education & Road Aware, WA  
Transport for NSW

### **Local Government**

*The RYDA program enjoys strong support from local councils at many venues. Significant, ongoing, financial support has been provided by the following:*

Bathurst Regional Council  
City of Greater Dandenong  
Clarence Valley Council  
Cowra Shire Council  
Fraser Coast Regional Council  
Gold Coast City Council  
Hawkesbury Council  
Horizon District Council  
Ipswich City Council  
Malborough District Council  
Masterton District Council  
Nelson City Council  
Road Safe Northland  
Selwyn District Council  
Sunshine Coast Regional Council  
Tasman District Council  
Timaru District Council  
Wyong Shire Council

### **Educational and Community Groups**

Brain Injury Association, NZ (Central Districts, Nelson, Northland)  
Brain Injury Association, Tasmania  
Far North REAP  
Greater Southern Area Health Service  
HeadEast  
Headspace, Bathurst

Headway (The Disability Trust)  
Headway North West (Tas)  
North Coast Brain Injury Rehabilitation Service  
NSW Ambulance  
Paraplegic Benefit Fund  
Road Trauma Support Tas  
Tasmanian Acquired Brain Injury Service  
Volunteers in Policing (Illawarra)  
Wairarapa Road Safety Council  
YouthSafe

## **Corporations, Clubs and Foundations**

### *major contributors*

Alexander Group - NZ Gold Sponsor  
3M  
AGDIRD-Stronger Communities Program  
Bass Coast Cycle Challenge  
Bendigo Bank (Clarence Valley, East Gosford, Ettalong, Galston, Kincumber, Lisarow, North Ryde, Wyong)  
Eastern and Central Community Trust  
Graduate School of Motoring, Townsville  
Hawkesbury Liquor Accord  
Joy Global  
Kim's Home Cleaning  
LTrent Driving School  
Masterton Lands Trust  
NSW Club Grants (Bathurst RSL, Belmont 16 Footers, Burwood RSL, Carlingford Club, Chatswood RSL, City Tattersall's Club, Club Five Dock RSL, Club Sapphire Merimbula, Dubbo RSL Memorial Club, Eden Fisherman's Club, Eden Fisherman's Recreation Club, Guildford Leagues Club, Leeton Soldiers Club, Merimbula RSL, Merrylands Bowling Club, Mosman RSL, Orange RSL, Panthers Bathurst, Petersham RSL, Wallsend Diggers, Wentworthville Leagues Club)  
Proactive Drive Youth Driver Education Trust NZ  
Pub Charity  
Qld Gambling Community Benefit Fund  
Royal Automobile Association of South Australia Inc  
Royal Automobile Club Tasmania  
Stadiums Queensland  
Sydney International Regatta Centre  
Sydney Olympic Park Authority  
The Epping Club  
The Trusts Arena -Waitakere  
Transurban



We thank the many **councils, governments, corporations, organisations, clubs** and **foundations** for financial and in-kind donations, the **schools** who continue to prioritise road safety education for their students, the **teachers** who coordinate and attend the excursion, the **facilitators** who give their time to train for and deliver the sessions, the **crash survivors** who re-visit their traumatic injury in the hopes that their story will make a difference; and the hundreds of individual **Rotary volunteers** who give their time tirelessly

## **RSE - A WHOLE OF COMMUNITY RESPONSE TO A WHOLE COMMUNITY PROBLEM**

### **Corporations, Clubs, Foundations & Local Government**

#### *other supporters*

ACE Traffic Control, Adamstown Rider Training Centre, Adelaide City Council, Archibald Motors Kaitaia, Arrow Energy, Australian Culinary Federation, Banana Coast Community Credit Union, Barossa Valley Toyota Tununda, Bega Chamber of Commerce, Bob's Tyres, Brian Hilton Motor Group, Bruce Harris Construction, Burdekin Shire Council, C.ex Woolgoolga, Caltex Woolgoolga Service Centre, Camp Clayton Camping & Convention Centre, Campbelltown City Council (SA), Cardiff Toyota, Cargill Processing Ltd, Central Districts Football Club, City of Greater Geelong, City of Salisbury, City of Tea Tree Gully, Clancy Motors, Clare & Gilbert Valleys Council, Clare Sports Club, CMI Toyota (Portside), CoastalWorks, Coates Hire (various locations), COGS Auckland City, COGS Far North, COGS Manukau, COGS Rodney/North Shore, COGS Waitakere City, COGS Whangarei/Kaipara, Coonabarabran Race Course, Crick Auto Group Noosaville, Dargaville Racing Club, Don West Toyota, Doug Barton Mitsubishi Wynnum, Douglas Shire Council, Dubbo City Council, Dubbo City Toyota, Dulwich Group, Dyson Group of Companies, Eggins Bus Company, Ettalong Beach Financial Services, Eurobodalla Shire Council, Flinders University, Ford Dargaville, Geelong Connected Communities, Geoffrey Stewart Constructions, GMT Driving School, Gosford City Council, Greater Taree City Council, Grove Estate, Hanner Truck, Honda Australia Driving Instructors, Irelands New & Used Car Dealership, John Andrew Ford, John Davis Motors, Kembla Grange Turf Club, Kembla Grange Turf Club, Key Motors, Kia Bathurst, Klosters Group Newcastle, Limestone Coast Local Government Association, Lions Club of Mossman, Logan City Council, Logan Diggers, Mackay Motor Traders - MTAQ, Mackay Regional Council, Maclean Bowling Club, Maitland Toyota, Malvern Probus, Mareeba Mazda & Mitsubishi, Matschoss Motors, Max Orman Toyota, McDonalds (various locations), McIlroy Auto Group, MidCoast Water, Mike Blewitt Ford, Mission Australia, Moruya Jockey Club, Mossman Canegrowers, Mossman Sharks Football Club, Mossman Show Society, Mt Smart Stadium, Nelson Bay Bowling Club, New Hope Coal (Oakley), Newcastle Permanent Building Society, Newton Veterinary Surgery, Nippy's Fruit Juices Pty Ltd, Noosa Classic Car Club, Noosa Heads Surf Life Saving Club, Noosa Region SES, North Harbour Ford, NRMA (Central Coast), O'Halloran Motors (Maclean), Pacific Motor Group in Whangarei, Panorama Road Safety, PCYC (Cowra, Orange, Wollongong) People Potential in Whangarei, Peter Page Holden Elizabeth, Plaza Holden (Modbury), Port Stephens Council, Queensland Gambling Community Benefit Fund, Redland City Council, Redlands RSL, Richers Transport, Roadcraft Driver Education, Roadcraft Driver Education, Sapphire Coast Kart Club, Sharks Football Club, Smiths Mid North Motor Co, Solway Copthorne, South Coast Ford, Southern Cross Austereo, Stahmann Farms, Steinborner Holden, Sunshine Coast Turf Club, Sunshine Toyota, Surf Life Saving Qld, TAFE SA, Tandanya Institute, Tanunda CFS, Taree Holden, Taree Lions Club, Taree Race Club, The Higgins family, Tinonee Bus Company, Tocal College Campus (Paterson), Toll Stadium, Town of Gawler, Townsville City Council, Trillian Trust, Victoira Point Sharks Sporting Club, Waggs Holden, Warrumbungle Shire Council, West Coast Road Safety Council, West Dubbo IGA, Whaioro Trust, Wilkinson Bus & Coach Service, Wolters Bus & Coach Services, Woolgoolga Community Villiage Hall, Woolgoolga Seniors Centre, WSO Co, Wyong Race Course, Young Shire Council

#### *individual giving*

Anonymous, The Higgins Family



# Directory & Trustee's Report

## Road Safety Education Foundation

### The Foundation

Road Safety Education Foundation is an endowment trust formed in 2009 to help sustain the aim of Road Safety Education Limited. Road Safety Education Foundation is a registered authority holder under the Charitable Fundraising Act 1991.

### Operational Results & Distribution to Beneficiary

The Foundation recorded a loss of \$4,824 (LY profit \$9,955) which was transferred from reserves.

### Trust Corpus

The corpus of the Trust Fund including retained earnings, as at 30 June 2016, amounting to \$71,816 (last year \$76,640).

### Principal Office

Level 2, 10 Julius Avenue  
North Ryde NSW 2113

### Trustee

Road Safety Education Foundation Pty Limited is incorporated under the Corporations Act 2001.

### Directors (at the date of this financial report)

Dr Stuart Boland, Chairman, MB, BS, FRCS, FRACS, FACS, FAMA, FAICD  
AT (Terry) Birss, CA(NZ), FCIS, FCSA, FIPA  
Edward (Ned) Boyce, BA LLB (ANU) FAICD

Experience of the directors is set out under the Directors' Report of Road Safety Education Limited forming part of this Concise Annual Report.

### Bankers

Macquarie Limited

### Auditor

Storey Blackwood  
Level 4, 222 Clarence Street  
Sydney, NSW 2000

### Website

[www.rse.org.au](http://www.rse.org.au)

### Patron

The Honourable Sir William Deane

Qualifications

AC KBE

Experience



Sir William Deane was called to the Bar in 1957 and appointed Queen's Counsel in 1966. In 1977 Sir William was appointed a judge in the Equity Division of the Supreme Court of New South Wales and judge of the Federal Court of Australia and the President of the Australian Trade Practices Tribunal. In July 1982, he was appointed a Justice of the High Court of Australia and served on that court until 10 November 1995. Sir William was sworn in as Australia's 22nd Governor-General on 16 February 1996 and served until 2001. He was appointed a Knight of the British Empire in 1982 and a Companion in the Order of Australia in 1988. Sir William was a Rotary Ambassadorial Scholar and is an Honorary member of the Rotary Club of Sydney.

### Vice Patrons

- Gillian Moore AO BA MA DipEd, Principal of the Pymble Ladies' College from 1989 until 2007.
- Kenneth Moroney AO, APM, MBA, Commissioner of the NSW Police Force from 2002 until 2007.
- A/Prof Dr Brian Owler MB BS BSc(Med)(Hons) PhD FRACS, an adult and pediatric neurosurgeon based at Westmead Hospital.
- The Hon James Wood AO, QC, Judge of the NSW Supreme Court including Chief Judge at Common Law from 1984 until 2005 and currently Chairman of the NSW Law Reform Commission.
- Geoffrey McIntyre AM, PSM (S'pore), former nonexecutive Chair of: Bank of China Australia Ltd, Road Safety Education Limited and Road Safety Education Foundation Ltd.

# Financial Report

Road Safety Education Foundation (Year Ended 30 June 2016)

## Income Statement

	2016 \$	2015 \$
<b>INCOME</b>		
Donations		97
Interest Received	47	1,141
Dividends	2,976	12,645
<b>Total</b>	<b>3,025</b>	<b>13,883</b>
<b>LESS EXPENDITURE</b>		
Accounting & compliance	1,307	1,017
Investment cost	378	1,382
Loss on sale of shares	6,110	1,401
Other expenses	54	128
<b>Total</b>	<b>7,849</b>	<b>3,928</b>
<b>PROFIT BEFORE INCOME TAX</b>	<b>(4,824)</b>	<b>9,955</b>
Income tax expense	0	0
<b>PROFIT AFTER INCOME TAX</b>	<b>(4,824)</b>	<b>9,955</b>
<b>Distribution to beneficiaries</b>		
Road Safety Education Ltd	0	200,000
<b>Total Distribution</b>	<b>0</b>	<b>200,000</b>
<b>Accumulated income at end of the financial year</b>	<b>(4,824)</b>	<b>(190,045)</b>

## Balance Sheet

<b>ASSETS</b>		
<b>CURRENT ASSETS</b>		
Cash and cash equivalents	564	3,526
Trade and other receivables	50,193	291
<b>TOTAL CURRENT ASSETS</b>	<b>50,757</b>	<b>3,817</b>
<b>NON CURRENT ASSETS</b>		
Investments	20,659	74,280
Formation costs	1,100	1,100
<b>TOTAL NON CURRENT ASSETS</b>	<b>21,759</b>	<b>75,380</b>
<b>TOTAL ASSETS</b>	<b>72,516</b>	<b>79,197</b>
<b>LIABILITIES</b>		
<b>CURRENT LIABILITIES</b>		
Trade and other payables	700	2,557
<b>TOTAL CURRENT LIABILITIES</b>	<b>700</b>	<b>2,557</b>
<b>TOTAL LIABILITIES</b>	<b>700</b>	<b>2,557</b>
<b>NET ASSETS</b>	<b>71,816</b>	<b>76,640</b>
<b>EQUITY</b>		
Settlement sum	100	100
Retained earnings	71,716	76,540
<b>TOTAL EQUITY</b>	<b>71,816</b>	<b>76,640</b>

An independent audit of the 2015/2016 Financial Report for Road Safety Education Foundation has been conducted by Geoffrey Adcock (Partner), Storey Blackwood, Chartered Accountants, Level 4, 222 Clarence Street, Sydney, NSW 2000.

<b>SB</b>	<b>Storey Blackwood</b> CHARTERED ACCOUNTANTS ABN 18 99 461 085
	<b>ROAD SAFETY EDUCATION FOUNDATION</b> ABN 35 854 475 149
ACCOUNTING	<b>INDEPENDENT AUDITOR'S REPORT TO THE TRUSTEE OF ROAD SAFETY EDUCATION FOUNDATION</b>
AUDITING	Report on the Financial Report
TAXATION SERVICES	We have audited the accompanying financial report of ROAD SAFETY EDUCATION FOUNDATION which comprises the balance sheet as at 30 June 2016 and the income statement for the year ended on that date, a summary of significant accounting policies and other explanatory notes and the trustee's declaration.
BUSINESS CONSULTING	Trustee's Responsibility for the Financial Report
PERSONAL FINANCIAL PLANNING	The trustee of the trust is responsible for the preparation and fair presentation of the financial report in accordance with the accounting policies described in Note 1 to the financial statements and for such internal control as management determines is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.
CORPORATE SECRETARIAL	<b>Auditor's Responsibility</b>
LEGISLATION	Our responsibility is to express an opinion on the financial report based on our audit. We conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.
	An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the trustees, as well as evaluating the overall presentation of the financial report.
	We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.
	<b>Auditor's Opinion</b>
	In our opinion the financial report presents fairly, in all material respects, the financial position of ROAD SAFETY EDUCATION FOUNDATION and of its performance for the year ended in accordance with accounting policies described in Note 1 of the financial statements.
<b>DIRECTORS</b> (A. BOLD) G.M. ADCOCK	LEVEL 4, 222 CLARENCE STREET SYDNEY NSW 2000 - POSTAL ADDRESS: PO BOX 4384 SYDNEY NSW 2000 TELEPHONE: (02) 9283 4300 FACSIMILE: (02) 9283 4311 EMAIL: auditors@storeyblackwood.com.au Member of KPMG International - a global network of independent member firms. Liability limited by a scheme approved under Professional Standards Legislation
	<b>ROAD SAFETY EDUCATION FOUNDATION</b> ABN 35 854 475 149
	<b>INDEPENDENT AUDITOR'S REPORT TO THE TRUSTEE OF ROAD SAFETY EDUCATION FOUNDATION</b>
	- Continued -
	<b>Basic of Accounting</b>
	Without modifying our opinion, we draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared for the purpose of fulfilling the trustee's financial reporting responsibilities under the trust deed. As a result, the financial report may not be suitable for another purpose.
	<i>Storey Blackwood</i>
	Storey Blackwood Level 4, 222 Clarence Street Sydney NSW 2000
	<i>G. Adcock</i>
	Partner - Geoffrey Adcock
	Dated: 16 November 2016

Excerpts from the audited financial report.

# The Road Safety Education Team

## Australia

### **Terry Birss, CEO/Managing Director**

Previously Executive Chairman, Mr Birss was appointed CEO/Managing Director in July 2011 to manage the affairs of the Company. His duties include implementation and management of policy and strategic plans especially in relation to program veracity, financial and risk management and stakeholder relationships.

### **Greg Rappo, Program Director**

Commencing in January 2008, Greg's key responsibility is to expand the RYDA Program on a National basis. Greg works closely with Rotary Clubs and other stakeholders to establish and support RYDA venues and provides general marketing support to promote continued growth of RSE's Programs.

### **Brooke O'Donnell, General Manager Education & Communications**

Brooke joined RSE in January 2006 and is responsible for the quality and effectiveness of all RSE program content including research, development, training and evaluation. Brooke's role also includes media and social media communications and production of program and promotional materials.

### **Jennifer Smith, Program Administrator**

Jennifer joined the Company in May 2015 and has responsibility for supporting all RYDA venues, coordinating facilitator training and providing administrative support.

### **Christina Angonno, Accountant/Office Manager**

Commencing in April 2016, Christina provides financial administration of all business accounts. In addition, Christina is responsible of administrative management of the Australian head office.

## New Zealand

### **Maria Lovelock, NZ Programme Manager**

Maria was appointed in March 2016 as the senior NZ representative overseeing the operations of the New Zealand organisation – working closely with stakeholders and Rotary clubs, supporting the operation of all programs including training, recruitment quality control and financial supervision.

### **Jane Ward, Office Administrator (Part Time)**

Commencing in March 2010, Jane's responsibility is to administer program resources (including Day Books, student wristbands, posters, etc) to all RYDA venues, nationally.

### **RYDA Program Coordinators**

Our Program Coordinators have the responsibility of ensuring our metropolitan venues run efficiently and effectively. Their role includes booking schools and facilitators as well as attending each program day for quality assurance.

#### *Australia*

### **Petar Govorusa, Sydney**

Petar joined RSE in August 2016, taking on the responsibility for some of RYDA's largest metropolitan venues (Penrith, St Ives and Sydney Olympic Park). He also provides assistance to the Central Coast and Illawarra venues.

### **Catherine Smith, Melbourne (Part Time)**

Commencing in January 2012, Catherine is responsible for the three Melbourne metropolitan venues (Broadmeadows, Lilydale and Springvale) and three regional Victorian venues, Geelong, Leongatha and Phillip Island.

### **Hannah Olsen, Brisbane**

Hannah joined RSE in June 2014, taking on the responsibility for the four Brisbane metropolitan venues (Chandler, Ipswich, Gold Coast and Indooroopilly) and also provides assistance to regional programs.

#### *New Zealand*

### **Pearl Newman, Northland & Lower North Island (Part Time)**

Pearl joined RSE in 2012 as a facilitator. Since 2015 she has been responsible for running programmes across 11 venues, and with some of our most rural communities in NZ. She also facilitates at Auckland venues.

### **Dorothy Connor, Auckland (Part Time)**

Dorothy joined RSE in November 2015 taking on responsibility for New Zealand's largest metropolitan area, looking after all 7 of our Auckland venues.

### **Tim Hartnell, South Island (Part Time)**

Tim joined RSE in August 2016. He is responsible for our current 5 South Island RYDA venues and is presently developing new venues in Southland, Christchurch and the West Coast.

As a learner driver it was during this session that I realised just how often myself and so many other drivers misjudge the braking distance needed and how important it is to keep a safe distance in case of emergencies.

- Sharon (Vermont Secondary College, Vic)

#### SPEED & STOPPING

#### THE PERSONALITY TEST

It gave me the opportunity to explore my own strengths and weaknesses. As someone who recently got my L's I found it very useful because I now know what I need to focus on to ensure my own safety and the safety of those around me when I'm the driver and the passenger.

- Emily (Rose Bay High School, Tas)

It was a fantastic experience to interact with someone who has been in a serious car crash. After listening to her story, I have realised how serious a car crash can actually be, how permanent the effects can be, and how one simple mistake can change your life forever.

- Tom (De La Salle College, Vic)

#### AFTER THE CRASH

#### HAZARDS & DISTRACTIONS

I learnt the importance of managing distractions and the risks I take to ensure the safety of everyone while driving. I especially learnt from the video/simulation the importance of glancing around you while driving and how it could potentially save lives.

- Melissa (Abbotsleigh, NSW)

#### RIGHTS & RESPONSIBILITIES

The Police officers were helpful in answering our questions and I now understand a lot better why the police are so strict when it comes to road rules. I know I will definitely remember all that I learned from this session and it will help me to be a good driver in the future.

- Rebekah (ACG Strathallan College, NZ)

It was a powerful and confronting story showing us the direct effects of a fatal crash, and demonstrated the ripple effect in a fashion that would stay with us for a long time.

- Joel (New Town High School, Tas)

#### HAZARDS & DISTRACTIONS

"The presenters were of a very high quality and the feedback from the students during our debrief back at school was extremely encouraging. Nothing beats real life education and that was exactly what the students participated in today. It would take us weeks to get across what each of the experts manage to do in 30 minutes."

(Teacher, Burdekin Catholic High School, QLD, Aus)



"As a neurosurgeon I often see the tragic outcome of road crashes that could have been prevented by drivers making better choices. This is why I am pleased to be closely involved in outstanding road safety initiatives such as the NSW Government "Don't Rush Campaign" and the Road Safety Education Limited "RYDA Program" that are helping everyone to choose wisely on the roads.

Everyone thinks road trauma can't happen to them but I know it can - and it does. Broken bodies and broken lives go hand in hand with the choices we make on the road. I have seen it time and time again and it has to stop.

Youth road trauma is a major community problem, a huge economic cost and a tragedy for families when it hits 'home'. We must be providing our most at risk drivers and their passengers with the best possible road safety education to help them make better choices when on the road. As the pre-eminent road safety educator of youth in Australasia, Road Safety Education Limited's programs for novice drivers and passengers are evidence based and designed to comply with government guidelines."

**A/Prof Dr Brian Owler** MB BS BSc(Med)(Hons) PhD FRACS  
Former President of the Australian Medical  
Association, Vice Patron Road Safety Education  
Foundation

# Road Safety Education Limited

## Group Directory

### Directors - Australia

**Kerry Chikarovski B.Ec LLB – Chair** is the former Leader of the NSW Parliamentary Liberal Party.

**A T (Terry) Birss CA(NZ), FCIS, FGIA, FIPA – CEO/Managing Director**, previously Chairman since incorporation.

**John Loughlin** is Proprietor of a construction company specialising in facilities for community groups including schools.

**Paul Pixton Dip FP, JP** is the MD of a general insurance company.

**Ronald (Keith) Barton BSc (Hons 1), PhD, FTSE** retired as CEO & MD and director of major corporations in Australia.

**Edward (Ned) Boyce BA LLB (ANU) FAICD** is a Senior Consultant to Hunt & Hunt practising in property and commercial law.

**Lynne Wilkinson BA Hons Grad Dip Fin Mgt** is a company director and former CEO of The Australian Companies Institute Limited (AUSBUY).

**Stuart Boland AM MB BS FRCS FRACS FACS FAMA FAICD** is a retired surgeon and former Chair of AVANT (medical indemnity insurer).

### Directors - New Zealand

**A T (Terry) Birss**

**Alistair Coleman** is a retired CEO.  
**Ru Tauri** is the former GM, RSE NZ. Currently ANZ Bank executive.

### Advisory Council

**Professor Barry Watson, PhD** is an Adjunct Professor in the Faculty of Health at the Centre for Accident Research and Road Safety - Qld (CARRS-Q) and responsible for the overall management and strategic direction of the Centre.

**Associate Professor Teresa Senserrick, PhD** is a member of the Transport and Road Safety (TARS) Research Group, University of New South Wales. Teresa was trained in Developmental Psychology and has two decades of experience in health and safety research.

**Dr Neale Kinnear, PhD, BSc (Hons), CAD** is a principal psychologist in the study of human behaviour and transport for the Transport Research Laboratory of UK.

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PRINCIPLES OF EFFECTIVE  
COMMUNITY-BASED  
SAFE DRIVING PROGRAMS  
FOR NOVICE DRIVERS  
AND PASSENGERS



**Roads and Traffic  
Authority**  
[www.rta.nsw.gov.au](http://www.rta.nsw.gov.au)

## PRINCIPLES OF EFFECTIVE COMMUNITY-BASED SAFE DRIVING PROGRAMS FOR NOVICE DRIVERS AND PASSENGERS

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The principles presented in this document serve to assist those planning or assessing community-based safe driving programs for youth. Safe driving programs should consider the variety of driving experiences that exist within any group of young people. Young people may be passengers, learner drivers, provisional licence holders or unrestricted licence holders. As passengers, young people can positively influence drivers by supporting and encouraging safe driving practices.

This document has been developed as a reference for:

- Community groups, individuals and non-government organisations interested or involved in road safety programs for young people.
- Teachers and school principals who work with the community in delivering road safety education to young people as part of the school curriculum.
- Local government road safety officers who develop and deliver road safety programs.
- Policy and program development officers of government agencies working in road safety and youth programs in the Roads and Traffic Authority (RTA), Motor Accidents Authority (MAA), NSW Police, NSW Health and Transport, NSW .
- Curriculum officers of the Department of Education and Training, Catholic Education Commission, NSW and The Association of Independent Schools and the Office of the Board of Studies NSW.

The principles are described under the headings of four program planning areas:

- **IDENTIFYING THE MAJOR ISSUES FOR YOUNG PEOPLE**

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- **IDENTIFYING WHAT IS ALREADY IN PLACE**

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- **KNOWING WHAT WORKS AND WHAT DOESN'T WORK**

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- **PUTTING IT TOGETHER.**

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**Please Note:** Use the checklist opposite and place a tick (✓) where program elements have been addressed.





## IDENTIFYING THE MAJOR ISSUES FOR YOUNG PEOPLE

### 1. The needs of the community have been identified systematically

Planning should begin with examining road crash and injury data so that real issues can be sorted out from issues that gain momentum simply because of media attention or emotional appeal. For data and advice, contact should be made with regional RTA offices, Road Safety Officers based at local

councils and Road Safety Education Consultants /Advisors located in the relevant education agencies.

### 2. Program planners are working with other agencies – not in isolation

It is important that all road safety strategies are part of a comprehensive approach to road safety. Each component should work to complement existing strategies and new developments, including the stages of the Graduated Licensing Scheme (GLS), the road rules for novice drivers, the school curriculum and advertising campaigns. The effectiveness of a program will be greatest if partnerships are developed and maintained with other agencies involved in planning and delivering road safety. The New South Wales (NSW) Government's framework for action, *Road Safety 2010*, highlights the Roads and Traffic Authority's commitment to a whole of government approach to road safety, as well as its commitment to working collaboratively with non-government agencies and the private sector.

### 3. Key risk factors and risky behaviours are addressed

Research has shown that the underlying causes of road crashes and fatalities for young people include:

- inexperience
- overconfidence
- risk-taking behaviour
- carrying of passengers / passenger behaviour
- unlicensed driving
- alcohol
- location – notably rural areas
- poor hazard perception

These factors reduce young people's ability to manoeuvre a vehicle while managing the varied conditions and hazards encountered in the road environment. Amongst young people, males are significantly over-represented in road crashes compared to females. There are four major modifiable behaviours that young people tend to engage in at greater levels than other road users. These are the behaviours of speeding, the non-use of seat belts and helmets, driving while fatigued or driving after consuming alcohol. These behaviours are strongly influenced by the personal, social, cultural and environmental factors, identified above.

There are a number of ways to address these factors including: strategies targeting general risk taking; supervised on-road driving experience; responsible passenger behaviour and raising awareness of safer alternatives.



## IDENTIFYING WHAT IS ALREADY IN PLACE

### 4. Steps have been taken to understand what is being done already

Before planning a community-based safe driving program, contact officers working in the RTA and local councils about programs that already exist and see what can be done to complement these programs. Most areas of New South Wales are likely to have an array of road safety programs already in place.

- Many local councils have Road Safety Officers working full-time to address local needs through road safety programs.
- The RTA and education agencies have developed the NSW Road Safety Education Program. This program provides curriculum materials, resources and training to support educators in NSW early childhood services, as well as, teachers and executive in NSW government and non-government schools to deliver road safety education. In NSW the focus of educational programs in high schools is deliberately on attitude-based driver education and risk recognition, not on the delivery of (behind-the-wheel) driver training courses.
- In July 2001, the RTA introduced The Graduated Licensing Scheme (GLS) in NSW in its commitment to reduce the over-representation of young people in the road toll. The GLS is a new approach to driver licensing that places a strong emphasis on competencies and safety. This new licensing process requires novice drivers to pass through four tests and three licensing stages before obtaining an unrestricted driver licence. A crucial component of the GLS is that all learner drivers must obtain a minimum of 50 hours on-road supervised driving experience prior to presenting for the test to progress to the Provisional (P1) licence. This supervised on-road driving experience provides the novice driver with opportunities to drive in a wide range of weather conditions, traffic situations and driving environments.
- Regional RTA offices have local road safety strategies in place. Workshops entitled *Helping Learner Drivers Become Safer Drivers* are available for parents and supervisors of learner drivers.



Identifying What Is Already In Place

## SECTION TWO

### 5. Existing resources and programs are considered before new ones are developed

There are many quality road safety resources and programs for young people, their parents/carers and teachers. Before new resources for safe driving programs are designed and produced, it is advisable to find out what resources already exist and which of these work well. Being aware of the needs of the target audience, as well as the quality, design and purpose of current resources can be helpful in the planning of new resources to meet particular needs.

## KNOWING WHAT WORKS AND WHAT DOESN'T WORK

### 6. The program components are guided by evidence of what works

When working to assist young people to learn to drive more safely, it is important to be effective. There is a need to first consult the evidence for what works and what doesn't work. Many "innovations" in road safety have in fact been tried somewhere before and may well have been evaluated and documented. Planning a program should always include consulting the literature and road safety specialists.

It is important to go beyond doing things simply because they "feel right" or because young people enjoy them or find them interesting. There is a need to ensure that the nature of delivery is assessed as cost-effective and that activities proposed are behaviourally and educationally sound.

Evidence exists of the effectiveness of some common approaches to road safety for young people. The table opposite presents this evidence for what works and what doesn't. Further information can be obtained on the RTA web site. [www.rta.nsw.gov.au/youthsafety.htm](http://www.rta.nsw.gov.au/youthsafety.htm)



Knowing What Works and What Doesn't Work

## What works

## What doesn't work

- **On-road driving experience** where learner and novice drivers get supervised experience in a variety of real traffic situations and develop skills required for the complex task of driving. This involves driving in a variety of conditions and traffic environments. Learner and novice drivers need regular opportunities to drive in the road environment with the support and guidance of a parent or supervisor.

- **Off-road driver training courses** where driving skills are taught in an artificial or off-road setting. This approach tends to teach one skill at a time and does not develop driving skills within the complexity of the real traffic environment.
- **Advanced driver or defensive driver training courses** are not seen as advantageous for novice drivers as they may lead to over-confidence resulting in increased risk taking.

- **Activities that complement or support existing road safety laws, messages and education programs.**  
Programs that are delivered in the context of a school or community road safety education program have been shown to be much more effective in achieving lasting behaviour change than those delivered in isolation of other initiatives.

- **One-off activities, performances, events or presentations.**  
Presentations or activities that are not linked to the learning experiences of school or community programs do not assist young drivers to develop a deeper understanding of road safety issues.

- **Learning experiences that engage and involve participants.**  
Road safety education programs are enhanced when there is active participation. Young people relate to activities that are relevant to their life experiences.  
Young people need to be involved in activities where they personally discuss, debate or role play the issues around safer driving and safer passenger choices.

- **Learning experiences that over-emotionalise a point.**  
The over-dramatisation of a tragic personal story is generally found to be an inappropriate approach to use with young people.  
Young people will look for reasons to reject another person's story as not being relevant to their own situation.

- **Driver education activities that address the underlying values and attitudes that influence driving behaviour.**  
While basic vehicle handling skills are important, it is more important to focus on activities that aim to help young people assess their attitudes and behaviour on the road. Driver education seeks to prepare young people to make responsible decisions at all times as drivers and passengers.

- **The use of fear or shock tactics to influence driving behaviour.**  
There is evidence to suggest that approaches using graphic images of road accident scenes and victims can be ineffective or even harmful for young people.

## 7. Educational programs follow good learning principles

There are a number of learning principles that should underpin the development of a safe driving program for young people. Messages are more likely to be absorbed if their delivery:

- involves interactive learning such as discussions and role playing
- is consistent with other road safety initiatives, policies and laws
- emphasises the development of life skills (or empowering young people to make safer choices)
- is relevant to the audience (including current activities, interests, age and life experiences).

In schools, teachers as professional educators are the best people to deliver these learning principles to meet the requirements of the NSW curriculum. Teachers plan teaching and learning programs to meet the varying needs and backgrounds of students and to address road safety issues within a supportive environment.

Programs that enhance or supplement school road safety education need to follow these principles.

## PUTTING IT TOGETHER

### 8. Objectives are realistic, measurable and clearly identify the intended outcomes

Each program should have clearly defined objectives that are realistic for the time and resources available for a program. While reducing death and injuries due to road crashes is the long-term goal of all road safety programs, individual programs need to specify the shorter-term objectives that the specific program seeks to achieve. The objective should define the intended change in terms of how much, of what, among whom (target) and by when (timeframe).

The two examples provided below outline safe driving programs currently operating in the community and in NSW high schools.

#### ■ Focus:

Drink driving (Community program)

#### Strategy:

Hotels and clubs provide free mineral water and soft drinks to young people (who are designated drivers) at identified hotels and clubs in the month of December.

#### Objective:

Increase the number of provisional licence holders who drink non-alcoholic beverages at the identified hotels and clubs by % at the completion of the program.

#### Outcome:

Following the program significantly more young drivers as provisional licence holders socialising at these hotels and clubs drink non-alcoholic drinks.

#### ■ Focus:

Fatigue (School-based program)

#### Strategy:

Provide teaching and learning activities which explore fatigue as a road safety problem to Year 10 high school students participating in Personal Development, Health and Physical Education programs.

#### Objective:

Increase student knowledge of the symptoms and risks related to fatigue and driving amongst high school students participating in Personal Development, Health and Physical Education programs.

#### Outcome:

As a result of the program, a higher proportion of teenagers are aware of the symptoms of fatigue and can identify the risks related to fatigue and driving.



## 9. Young people must be actively involved

The way in which safe driving programs are delivered to young people is important to their acceptance and success. Young people value opportunities to discuss and reflect on issues relevant to their life experiences. Effort should be put into consulting and engaging young people during the planning and delivery phases. Consideration should be given to the fact that there is a range of driver experience levels among young people including non-drivers. As passengers, young people can be influential in supporting and encouraging safe driving practices. Approaches should avoid encouraging young people to become drivers when they are undecided or not interested in driving. Safe driving programs should also provide opportunities for young people to develop their own safe strategies appropriate to their experiences, location and lifestyle.

## 10. The program is evaluated and documented to share what has been learnt

Each program provides us with an opportunity to learn from our efforts in road safety, to assess whether our efforts have been effective and to share the results with others.

Evaluation, or determining the value of a program, is generally needed:

- for accountability
- to assess efficiency and effectiveness
- to review and refine a program as it progresses
- to share the “lessons learnt” with others.

Evaluation should be planned at the outset – so pre-program baselines are measured (to measure the gains at the end) and program activities can be monitored and recorded (to be able to relate any gains to the things that were actually done). The intended outcomes should be stated and measurement tools designed prior to implementation in order to determine the success of the program in achieving these outcomes.

Program documentation should begin with describing what was done, who was involved and what resources were used. It should include feedback on the level of participation, formally collected responses to the program, and include an assessment of the effect of the program on the areas of change identified in the objectives.





## FOR FURTHER INFORMATION ON:

- Principles of effective safe driving programs for young people

Access the RTA web site  
[www.rta.nsw.gov.au/newdrivers.htm](http://www.rta.nsw.gov.au/newdrivers.htm) or  
contact the Manager, Youth Programs,  
School and Youth Programs on  
(02) 9218 3683.

- NSW agencies delivering road safety programs for young people

Telephone RTA regional offices on 131 782  
or refer your request by email via the  
contacts section of the RTA web site.

- Youth road safety

Access the RTA web site  
[www.rta.nsw.gov.au/youthsafety.htm](http://www.rta.nsw.gov.au/youthsafety.htm) or  
telephone for RTA brochures on  
1800 06 06 07 (Free call).



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