School Infrastructure Audit Activity

Summary

Auditing the school offers an opportunity for students to look at what their school has in place and how they could improve the infrastructure to better promote active transport.

See links to Western Australian Curriculum at end of this lesson plan.

Year Level: Years 5-10

Teaching and Learning Resource, Student resource, Parent resource

Why conduct an audit?

There are several important reasons for conducting an audit around your school site:

- The local community have a solid understanding of the issues that affect them, audits enable these issues to be raised, concerns addressed and proposed actions suggested.
- Audits enable exploration of what infrastructure presently exists and how it can be better used and promoted.
- An audit facilitates exploration of survey findings and potential areas for design improvements and increased safety.
- An opportunity for the school to engage with the local council and build and strengthen partnerships.
- An ideal opportunity to involve the wider school community in the Your Move to School program.

How the results of this audit will be used?

The results of this audit will be used by the schools Your Move Team to inform future actions. The audit findings and photographs will enable the Your Move Team to devise a set of actions to implement as part of the Your Move program.

Resources

For this activity you will need the following:

- A0 map of the surrounding area (available from your Local Government Officer) and spots in different colours to record problem spots
- Audit template (multiple copies), pens and clipboards
- Resource Sheet- Audit template- students
- Digital camera/s
- Optional, a portable device to record audio and video

Guidelines to conducting an audit at your school

Teaching and learning ideas

Teachers are encouraged to use a range of the teaching and learning ideas provided. The teaching and learning ideas provide opportunities to address multiple learning areas. Teachers can modify and extend ideas for different year levels and phases of schooling. Teaching ideas have been aligned to the Western Australian curriculum including identification of learning area, strand and sub-strand.

Before the audit

Preparing for the audit

- Assign roles to the students so that they take ownership for the parents. Use parents and teachers as facilitators. The aim is to develop leadership skills in students.
- Sports Education model
- Student initiated and facilitated
- Student driven
- Using the Sports Education model- (SEPEP) students take on organisation, leadership and management duties.
- Students assign, explore and perform the duties and responsibilities of different roles for a range of audit elements
- Design a rubric to assess the following aspects of sports education co-operation, participation, team work and leadership.
- Students identify the focus areas of the audit
- Provide opportunities to practise the skills
- Design the audit process
- Create an action plan
- Teacher uses less direct instruction and becomes facilitator
- Students design the record keeping method and how to publicise the results
- Students decide on required roles and allocate roles to student members. Example roles include:

Next steps

1. After deciding upon the audit route/areas to cover, set date/time for the audit and ensure all Student Team members can attend. Keep the group size small. Ensure that those students that need to get time out of class can do so and have permission from their parents to take part in the activity. While it may be difficult to arrange student participation, their input will add value to the activity, and it is a vital opportunity to directly address their concerns.
2. Contact your Local Government Officer to organise a time to discuss the audit route that you will walk. Use the school travel survey results and map of most popular routes to decide what areas to cover/routes to cover. A team member from Your Move can advise you on this. The activity is likely to take at least 2 hours to complete but confirm with the Local Government Officer the length of time they feel it will take to cover the area.
   a. Liaise with your Local Government Officer with your proposed dates/times, it is highly desirable that they can attend and help facilitate the audit for the school.
   b. Give the Local Government Officer sufficient notice so they can try to arrange for a Local Government Engineer or Technical Officer to be present during the audit .
   c. Ask whether they can print an A0 map to mark problem spots on.
3. Check you have all permission slips, have completed any other risk management and assessment required to take students on the audit activity.

During the audit

1. Prior to conducting the audit clearly assigns roles to the Student Team members to complete, check you have all the required resources.

- Assign a parent or teacher to scribe and take down notes on the audit template.

- Assign a parent/teacher to take photos. It is very important to note down photo numbers (as taken) and write down where they are taken (road name/intersection etc.). Students can also take turns in taking photos.

- Ensure that between the team members you mark on the map with sticky spots where the problems are located.

- Give each student copies of the resource sheet to record where they feel the problem hotspots are and where they are located

2. Complete the audit as per the template provided, including as much detailed information as possible and lots of photographs of infrastructure, problem hotspots etc.

After the audit

1. Briefly review the audit findings back at school with the Local Government Officer and ensure they have copies of the audit templates they can take away with them.
2. Take some time to sort out your findings. You will probably have a mass of scribbled notes, together with other bits and pieces.
3. Arrange for the audit findings to be typed up (perhaps the school admin can help with this) and the photos collated together ready to discuss with your Local Government. An electronic version of the audit template can be found rom page
4. The Local Government Officer will need to receive your completed typed template and copies of your photographs, please ensure they receive this information as soon as possible after the audit. The Officer will need to discuss these findings with the engineering department to find out what is possible in your area.

5. Congratulations on completing an audit of the school and surrounding environment, you will use this information to help you set actions, discuss with your Local Government Officer and make things happen!

Extension

- Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies to display findings.
- Create an action plan-
- What can you do?
- How do you plan to carry it out?
- Outline the steps
- Choose elements from the audit and translate into various languages.
- Write a report summarising your findings.
- Create a presentation using ICT to highlight elements of your audit and include recommendations and actions.

Template structure

This template is broken down into two key areas that will be audited by the school, as they both have an influence on whether or not families choose active modes of travel.

You will conduct an audit of:

- School on site facilities
- Surrounding external environment (this may be the immediate surrounding area or the most popular routes as decided in consultation with your Local Government Officer)

Top tip! Include any photographs of entrances, car parks and bicycle storage in the school, roads, bus stops etc. These can be used for promotion and to provide a visual aide when the Your Move Student Team presents findings to the school community.

Audit summary details:

Audit - School Name

Date:

Number of students/parents/teachers involved:

Weather conditions:

Time audit conducted:

Details of the routes/surrounding area audited: (Please mark/shade this on the map and detail here)

School on site facilities

Car parking

Description	Amount
No. of designated staff parking spaces	
No. of visitor spaces	
No. of disabled spaces	

Cycle parking

Description	Amount
No. of cycle parking bays for staff	
No. of cycle parking bays for pupils	
How secure is this parking provided, where is it located, is it secure and covered?	

Storage lockers

Description	Amount
No. of staff storage lockers	
No. of pupil storage lockers	

Pedestrian entrances

Description	Amount
No of entrances (pedestrian only)	
No. of entrances (shared vehicle and pedestrian)	
Where are they located in relation to school buildings, parking and crossing points?	
Does the school have staff shower facilities?	

Surrounding External Environment

Parking arrangements outside the school

Description	Yes or No	Notes
Are there parking restrictions around the immediate vicinity of the school?		*(Provide information of roads where this exists, photograph any signage, mark these areas on the A0 map around the school)*
Is there street parking for parents? Are there different types, 15 minute parking, and unlimited parking?		*(Provide information on the roads where this exists)*
Is there a one way system in the area directly outside the school?		
Is there any nearby parking that parents could be encouraged to use? For example a shopping centre, recreation centre etc.		
Is there a designated 'kiss and drive zone at the school? How is this enforced?		*(Provide information on road where this exists and how effective it is?)*
Do parked vehicles block pupil view when crossing the road? Do cars encroach on to the footpath?		

Road infrastructure around the school

Description	Yes or No	Notes
Is there traffic control such as stop signs and traffic lights, zebra crossings, other crossing points?		*(Provide information of roads where this exists and photograph any existing measures)*
Is there existing traffic calming on the roads around the school? i.e. Speed bumps, raised pedestrian crossing		*(Provide information of roads where this exists and photograph any existing measures)*
Are there any medians or traffic islands around the school? Can bikes and prams easily use these facilities?		*(Provide information of roads where this exists and photograph any existing measures)*
Is there a designated 40km/h school zone?		*(Provide information of roads where this exists and photograph any existing signage)*
Is there a crossing warden (Lollypop person) that works in the vicinity of the school?		*(Where are they located?)*
Is it easy to cross safely using the infrastructure, is the visibility good? (Do trees block the view, are there appropriate ramps? etc.)		

Public Transport infrastructure around the school

Description	Yes or No	Notes
		(Provide information of roads where this exists and photograph any existing bus stops)
Is there a bus stop that is located near to the school?		
Can you access the timetable and advertise this to the school community?		
Is there adequate signage for the bus stop?		
Is there a shelter at the bus stop?		

Footpaths and cycling facilities

NB: For this part of the audit activity, you will need the cycling and walking route maps that have been derived from the parent surveys so that you can see what routes are most used and can be focussed on.

Description	Yes or No	Notes
Is the pavement wide enough on the most popular walking/cycling paths?		*(Please road names, junctions, intersections where it is not wide enough and take photographs)*
Is the pavement in good condition on the walking and cycling paths? (Are they cracked and do they have potholes?)		*(Please note roads where there any trip hazards, obstructions etc)*
Are the most popular walking and cycling routes well signed? (Do they start and stop with signage?)		*(Please note roads where it is not well signed)*
Are the most popular walking and cycling routes free from litter, dog mess; are they pleasant to walk/cycle along?		*(Please note roads where it is not free from litter and detail what kind of litter is present)*
Are there any safe routes to school markings on the surrounding footpaths? (These are painted stop signs, feet, smiley faces on the footpaths)		
Are there curb ramps for wheelchair access and people with push chairs along the walking route?		

Additional notes from the audit

Description	Yes or No	Notes
What is the overall feeling towards the surrounding area? It is pleasant		What is the overall feeling towards the surrounding area? Is it pleasant?
Is there a Kindergarten or Pre-Primary located near to the School? How does this affect the surrounding area?		Is there a Kindergarten or Pre-Primary located near to the School? How does this affect the surrounding area?

Extension activities

Optional points you could consider during the audit (your Local Government Officer may be able to assist with some of these)

- Map the parking restrictions around the school.
- Access the speed data for the surrounding roads.
- Conduct traffic counts around the school to attempt to measure school run traffic.

Links to Western Australian Curriculum

Health and Physical Education

Strand	Substrand
Personal, social and community health	• Contributing to healthy and active communities • Being healthy, safe and active

Strand	Substrand
	• Communicating and interacting for health and wellbeing

Mathematics

Strand	Substrand
Statistics and Probability	• Data representation and interpretation

English

Strand	Substrand
Literacy	• Interacting with others • Creating texts

Technologies: Design and Technologies

Strand	Substrand
Processes and Production Skills	• Creating solutions by: • Designing • Producing and implementing

Languages

Strand	Substrand
Communicating	• Translating

'Sound bites'- Issues and problems and where they are located?