

# International Safe School Designation Application



Taipei Private Zhongshan Elementary  
School & Kindergarten

March 2012

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# Taipei Private Zhongshan Elementary School & Kindergarten

## International Safe School Application

### I. School Information

1. School Name: **Taipei Private Zhongshan Elementary School & Kindergarten**
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2. School Address: **No. 292, Sec. 1, Muzha Rd., Wenshan Dist., Taipei City, Taiwan (R.O.C.)**
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3. Zip/Post Code: **11645**
- 
4. Tel: **886-02-29360935**
- 
5. Fax: **886-02-29366866**
- 
6. E-mail : **meihua@mjcskg.tp.edu.tw**
- 
7. Website: **<http://web.mjcskg.tp.edu.tw/>**
- 
8. School District: **Wenshan District, Taipei City**
- 
9. Principal Name: **Principal Hui-Hsien, Chin**
- 
10. Contact Person: **Mei-Hua, Chen, Chien-Feng, Lai**
- 
11. Job Title: **Director of Student Affairs Division, Director of Counseling Division**
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## II. School Demographics

1. Number of Students: **651 people**

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2. Age Range: **4 years old ~ 12 years old**

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3. Full-time teachers: **46 people**

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4. Part-time teachers: **0 people**

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5. Faculty **12 people**

(non-teacher/aides) :

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6. Administrators: **10 people**

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7. W/school nurse or ☒ Yes ☐ No; Full-time: ☒ Yes ☐ No

Dr.:

8. Type of School: ☒ Kindergarten (Pre-Primary) ☒ Elementary

☐ Junior High ☐ Senior High ☐ Above Senior High

☐ University

9. Agrees to have its data (school name not associated) included in cross-national studies.

☒ Yes ☐ No

Please explain supplemental data in the new page, if any.

### **III. Implementation of Safety School Project Overview**

#### **3.1 School Introduction**

The school introduction is divided into four items: Campus Surroundings, School Introduction, Special Population and Accidents and Concerning Issues (Geography, Population, Environment, etc.), and Campus Map, as described below.

##### **3.1.1 Campus Surroundings**

The school measures 4,945 m<sup>2</sup>. Behind the school premises is the green Mucha Park and directly behind the school is a green space. To the left, it is close to the market and Kuang Ming Movie Theater on Kuang Hui Road; to the right, it leads to Zhongshan Community at Lane 378, Section 1, Mucha Road. The campus is without a playground and track for competitions. The school is a small-sized and exquisite school.

There are nearby natural ecology learning sites, such as Mucha Park, Saint's Alp, Wenshan Tea Garden, Jingmei Stream, Taipei Zoo, etc. The natural environment and ecological learning resources are abundant, and there are many schools and cultural and educational institutions in the vicinity, such as The Examination Yuan, National Chengchi University, Taiwan Police College, Shih Hsin University, Jinwen University of Science and Technology, and other institutions of higher education and public and private junior high schools, senior high schools, and elementary schools. Extended outward, there are: Mucha Vocational High School, Our Lady of Providence Girls' High School, Taipei Private Dongshan High School, the Coast Guard Administration, and Department of Civil Servant Development, all of which contribute to the academic atmosphere with abundant humanity and culture-based resources. You can take a 5-10 minute walk to reach the Yungchien Branch of the Taipei Municipal Library. In addition, the Municipal Wan Fang Hospital, Wenshan District Health Center, and Wenshan District Sports Center are located nearby, thereby providing abundant health education and medical resources.

The school is located in No. 292, Section 1, Mucha Road, Taipei City. It maintains regular contacts with the Wenshan First Precinct and Fuhsing Police Station to protect the community order and school safety. In order to promote the "International Safe Designation" application, all the parents, teachers, and students of this school have fully engaged in the avocation and implementation of the school safety project. With the combined efforts of the residents of Huahsing and Zhongshan Village, the International Safe School Project along with the "safe community" tasks have been implemented, which have won the recognition and support of the community, students, and parents.

##### **3.1.2 School Introduction (number of people, gender, age, injury statistics, etc.)**

Founded in 1958, 54 years have passed since the founding of the school. The school is a small and exquisite school with 60 staff members, including 8 males and 52 females, an average of 40 years old.

As for the school premises, there are four 4-story buildings where classes are held and one 3-story administrative building. There are 8 specialized classrooms, 18 general classrooms, 1 library, 1 health center, 4 administrative offices, 1 counseling room, 1 basement activity room, 1 dance studio, 1 small-scale activity venue, 1 playing area, and 1 covered playground on the rooftop.

Principal Hui-Hsien, Chin took over the post as the third principal of Zhongshan Elementary School to construct the “7-heart” high quality school, specifically “principal cohesion, administrative cohesion, teacher cohesion, students’ enjoyment, parents’ peace of mind, community care, and everyone working as one.” All the teachers adhere to upholding education as the fundamentals and devise strategies and render efforts together, with a commitment to strengthen campus safety related works. A budget is allocated every year for the maintenance and update of safety facilities. Through step-by-step dedicated efforts and starting from campus creation to sustainable management, the 53-year-old Zhongshan Elementary School has been turned into a safe, warm, healthy and vibrant campus, thereby providing students with a high-quality campus that offers joyous learning.

#### 3.1.2.1 Human Resources of School

The school has 46 full-time teachers, 6 janitors, 6 staff members, and 15 P.T.A. members. Among them, 3 are teachers in the health and physical education field, 18 are homeroom teachers, 9 are kindergarten teachers, and 1 is a nurse. In addition to the P.E. teachers who serve as full-time P.E. teachers, the homeroom teachers also engage in health education courses and safety education propagandas. All the teachers arrange campus safety guidance teams and engage in on-campus and off-campus student guidance undertakings. In addition, all the administrators also schedule student activity venue inspections and shifts to readily monitor campus safety inspection undertakings.

#### 3.1.2.2 Basic Information of Students (Number of classes and number of students)

Currently, 18 classes are conducted in the elementary school and 4 classes in the kindergarten, with a total of 651 students. Among them, 360 are males and 301 are females.

#### 3.1.2.3 Special Population and Accidents and Concerning Issues

Due to the smaller school area, there is only a multifunctional playground, a comprehensive covered sports field on the rooftop, and a playing area at the back of classrooms on the first floor. There is no formal sports field, so the confined student activity space often results in injuries caused by collisions.

As the school is close to the Zhonghsan Village community and Mucha Road with heavy traffic, the expansion of the flat space is not easy, resulting in limited sports and game fields for access by students. In addition, as the Wenshan area is located near the mountainside, the special weather conditions make it impossible for students to engage in outdoor sports in rainy days. They often chase one another and play in places like classrooms, corridors, and stairs, making them extremely vulnerable to injuries. Hence, the school has listed game and activity safety as the prioritized improvement objectives. Through measures such as regular propagandas of sports and game safety rules, the setup of management guidelines and rules pertaining to playground, sports equipment, and recreational facilities, the addition of safety monitoring equipment in different locations, the setup of dynamic leisure activity venues, and the addition of activity venue guidance by staff actively reduce occurrences of student injuries.

In order for the school to fully utilize activity spaces and reduce occurrences of accidents due to collisions, as far as the courses are concerned, the Educational Affairs Division has scheduled two periods of P.E. classes conducted in different venues for low, middle, and high-grade students, so as to distribute the number of people participating in each activity. In mornings, 20 minutes are given for sports. In principle, students of different grades take turns to access the sports venue on the first floor. Strategically, recess times for the areas also differ, so as to avoid crowding. Students of high grades conduct activities in the covered sports field on the top floor, students of middle grades conduct activities in the comprehensive playground located on the first floor, and students of low grades conduct activities in the playing area, thereby allowing every grade category to be equally given a space for sports and games.

In addition, the sports plans of Department of Education, Taipei City Government promoted by the school include: morning exercises in between classes, golden rock aerobics, afternoon “love the eyes” exercises, swimming, baseball, basketball, etc., which provide opportunities for various fitness activities, enhance activities in addition to P.E. classes, promote students’ physical activity, enhance all students’ fitness, enhance activity sensitivity, enhance students’ ability to protect themselves, and reduce occurrences of injuries.

In terms of traffic safety, Section 1 of Mucha Road across the school gate is the traffic artery of Wenshan District. Vehicles travel at fast speeds and there is a heavy and complex flow. Before and after school hours, the principal and all the teachers act as traffic safeguards to maintain student safety to and from school. Lane 378, Section 1 Mucha Road adjacent to the school walls has narrow alleys and cars parked on both sides of the road, and traffic congestion often takes place before and after school hours. In order to maintain the safety of preschoolers while commuting to and from school, all the kindergarten teachers try their best to maintain preschooler safety in and out of the kindergarten.

3.1.2.4 Campus Map (Including Introduction) (The school is located south to Wenshan District, Taipei City, nearby Section 6 of Xinhai Road and Section 4 of Xinlong Road.)



## Taipei Private Zhongshan Elementary School &amp; Kindergarten

1. School area: 4945 m<sup>2</sup>
2. Building area: 6840 m<sup>2</sup>
3. School address: No. 292, Sec. 1, Muzha Rd., Wenshan Dist., Taipei City, Taiwan (R.O.C.)
4. TEL: 02-29360935      Fax: 29366866
5. School website: [www.mjcskg.tp.edu.tw](http://www.mjcskg.tp.edu.tw)



## 3.2 Objectives

### 3.2.1 The Overall Objectives

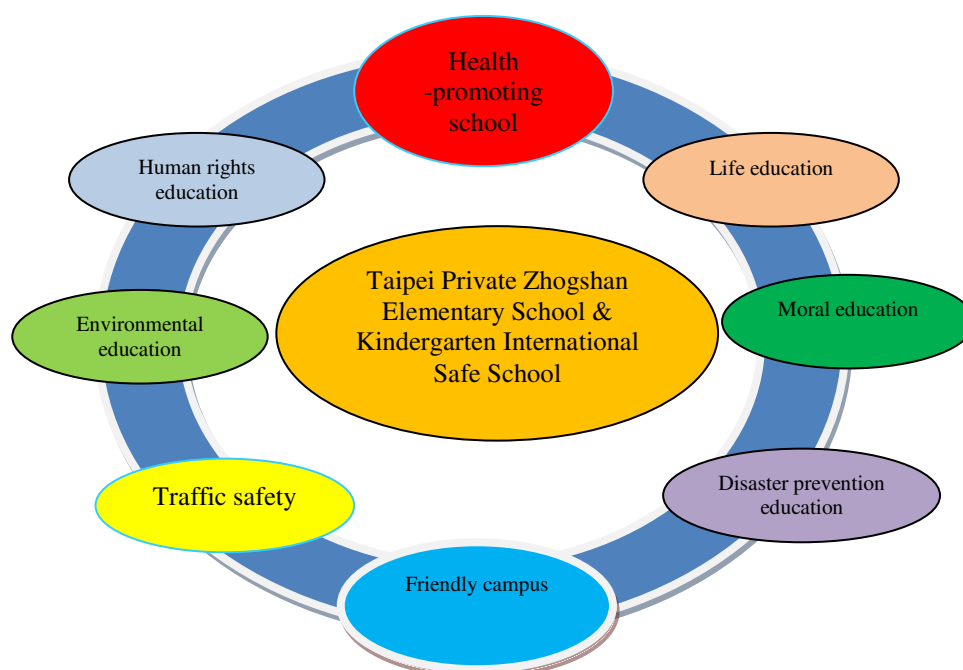
- (1) Regularly check, update, and maintain buildings and safety hardware facilities through safe campus planning.
- (2) Teach students safe activity norms and self-discipline habits through the education curriculum design.
- (3) Enhance the safety awareness of parents, teachers, and students, and construct a safe and healthy learning environment for students.

### 3.2.2 Sub-Objectives

Priority issues: Reduce incidences of student injuries in the playground to reach the expected decrease rate of 20%.

According to the statistical results of student injuries/illnesses, the “reducing number of people subject to injuries in activity venues” has been listed as the prioritized objective for implementation. The number of people subject to injuries in the playground should be reduced by 20% in the first year, the number of people subject to injuries in the playing area and outdoor activity venues reduced by 15% in the second year, and the number of people subject to injuries in classrooms and all activity venues reduced by 10% in the third year.

The vision of the Zhongshan Elementary School-International Safe School: safe environment · joyous learning · healthy upbringing · friendliness and helping others. The vision of the Zhongshan Elementary School and Kindergarten-International Safe School: friendly campus · safety first.



### 3.3 Outcome of School 42 Benchmark Matrix

Safe School Features	Safe School indicator 1 Basic Framework	Safe School indicator 2 Policy and Regulations	Safe School indicator 3 & 4 Programs	Safe School indicator 5 Documents	Safe School indicator 6 Education	Safe school indicator 7 Sharing
<b>Social Environment</b>	<ol style="list-style-type: none"> <li>1. Establish a safe school promotion committee organization and promotion work team and assign execution undertakings according to responsibility.</li> <li>2. Establish a health-promoting school committee.</li> <li>3. Establish a school disaster prevention and safety committee.</li> <li>4. Establish a friendly-campus promotion team.</li> </ol>	<ol style="list-style-type: none"> <li>1. Set up a safe campus implementation program, with the construction of a safe school as the issue for promotion.</li> <li>2. Set up health-promoting school implementation guidelines.</li> <li>3. Set up a school disaster prevention and safety implementation program.</li> <li>4. Set up a friendly-campus implementation program.</li> <li>5. Set up points for positive discipline and rewards.</li> <li>6. Include the various safety issue propagandas in the school calendar.</li> <li>7. Establish a mechanism for regular hardware equipment checks and updates.</li> </ol>	<ol style="list-style-type: none"> <li>1. Implement the various execution contents in the campus safety project.</li> <li>2. Actively engage in health-promoting school related issues education.</li> <li>3. Properly execute disaster prevention education related propagandas and evacuation drills.</li> <li>4. List “respect” as the central part of moral education and impart its teaching in the curriculum.</li> <li>5. Implement the positive rewarding system.</li> <li>6. Implement the various safety education related propagandas.</li> <li>7. Strengthen the labeling of sports and game venue and equipment safety rules.</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish records of various accidental injuries and number of people.</li> <li>2. Establish the various locations of accidental injuries and record the causes.</li> <li>3. Establish records of the comparison of the monthly number of people subject to accidental injuries.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze the records of injury incidences, number of people, locations of occurrences, and causes. Evaluate and discuss students’ misconducts.</li> <li>2. Regularly and publically acknowledge classes with good behaviors.</li> <li>3. The conscience reflection and moral education learning sheet.</li> </ol>	<ol style="list-style-type: none"> <li>1. Regularly convene safety school committee meetings.</li> <li>2. Participate in various safe school seminars to learn and share experiences.</li> <li>3. Participate in community policing unit and school safety related seminars.</li> </ol>
<b>Physical Environment</b>	<ol style="list-style-type: none"> <li>1. The General Affairs Division shall set up various building and facility safety check and maintenance guidelines.</li> <li>2. Organize the campus safety maintenance team. Strengthen labor of division through the disaster response mission grouping; conduct early analysis and prevention of</li> </ol>	<ol style="list-style-type: none"> <li>1. Set up a property custodian system to implement the maintenance, repair, and update of various teaching equipment, classrooms, and items.</li> <li>2. Organize a campus safety patrol team to regularly patrol campus safety, detect problems early, and take preventive measures.</li> <li>3. Regularly engage in the recreational facilities safety</li> </ol>	<ol style="list-style-type: none"> <li>1. Properly execute various safety checks.</li> <li>2. Regularly update the campus safety facilities, such as wall and column cladding and crash pads, setup of safety nets, installation of security sensor molding for rolling doors.</li> <li>3. Implement “people move, cars don’t move” and “cars move, people don’t move”</li> </ol>	<ol style="list-style-type: none"> <li>1. Campus safety management records.</li> <li>2. Records of photographs before and after environmental improvement.</li> <li>3. Administrators, personnel, traffic safeguards, and guards are to implement patrol; patrol records.</li> <li>4. Computer online real-time reporting and</li> </ol>	<ol style="list-style-type: none"> <li>1. Engage in assessments through learning feedback forms.</li> <li>2. Engage in assessments through campus environmental safety improvement and parent-teacher-student questionnaire feedback forms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Regularly convene safe school promotion work team meetings.</li> <li>2. Participate in safe school related seminars to share experiences.</li> <li>3. Conduct on-campus seminars and invite experts to engage in sharing through speeches.</li> <li>4. Discuss P.T.A. reports.</li> </ol>

	<p>potential disasters on campus in order to reduce incidences of disasters.</p> <p>3. Set up a campus safety traffic safeguards implementation program.</p> <p>4. Set up a campus anti-bullying program.</p>	<p>check mechanism.</p> <p>4. Regularly convene campus anti-bullying meetings.</p> <p>5. Regularly convene review meetings on student injury events.</p>	<p>plans to ensure campus safety.</p> <p>4. Post labels of red-dotted campus hazard areas to improve unsafe campus areas.</p> <p>5. Post safety warning signs at stairwells of activity venues.</p> <p>6. Post sports games equipment related rules of safe use.</p>	<p>repair mechanism is adopted to immediately improvement equipment.</p>		
<b>Health Education</b>	<p>1. Become a health-promoting school plan implementation school.</p> <p>2. Organize health and physical education field related teacher teams and set up health and physical education related teaching plans.</p> <p>3. The Health Center is responsible for promoting health and epidemic prevention related advocacy activities.</p>	<p>1. Implement important issue and plan contents of a health-promoting school.</p> <p>2. Health and physical education teacher-led activities and games related safety education.</p> <p>3. The listing of various health-promoting school advocacies and teaching activities in the school calendar for execution.</p>	<p>1. Implement teaching according to the unit courses in the teaching plan.</p> <p>2. Implement various safety education, food hygiene, epidemic prevention, and medication related safety advocacies during school assemblies, class meetings, physical courses, and instructor time.</p>	<p>1. Health and physical education related teaching plans, specialized team meeting records, implementation processes, and execution results.</p> <p>2. Class records.</p> <p>3. Advocacy activity result records.</p>	<p>1. Engage in assessment through learning feedback forms.</p> <p>2. Assess the effectiveness based on the activity pre-test and post-test records.</p>	<p>1. Regularly convene health and physical education related team meetings.</p> <p>2. Participate in health and physical education related seminars.</p>
<b>Physical Activity / Physical Education</b>	<p>1. Organize a School Sports Committee and set up various annual physical activity plans.</p> <p>3. Establish a health and sports team and set up physical fitness enhancement course plans.</p>	<p>1. Actively conduct class sports competitions.</p> <p>2. Participate in sports competitions conducted by the Department of Education.</p> <p>3. Set up after-school sports club activities.</p> <p>4. Set up the one-person-seven-sports-skills certification system.</p>	<p>1. Regularly conduct morning exercise, tug-of-war, basketball, swimming, and other sports competitions.</p> <p>2. Organize field and track teams and select players to participate in the Taipei Southern District Games, Lele Baseball Games, and Morning Exercise Competition.</p>	<p>1. Physical fitness test records.</p> <p>2. Various sports competition result records.</p> <p>3. Various sports activity implementation results.</p> <p>4. Establish records of student injuries and number of people.</p>	<p>1. Teaching conducted by fully qualified full-time P.E. teachers.</p> <p>2. Statistical analysis of student sport injury events.</p> <p>3. Pre-test and post-test results of students' fitness.</p> <p>4. Student standard weight measurement results.</p>	<p>1. Participate in sports related studies or seminars to share execution experiences.</p> <p>2. Conduct "sports injury prevention" studies.</p> <p>3. Share handling experiences and methods.</p>

		<ul style="list-style-type: none"> <li>5. Promote morning exercise time to encourage sports activities.</li> <li>6. Set up sports venue and sports equipment related use guidelines and safety regulations.</li> </ul>	<ul style="list-style-type: none"> <li>3. Conduct swimming teaching for higher grades.</li> <li>4. Implement the morning exercise time.</li> <li>5. Execute the one-person-seven-sports-skills certification program to fully promote the cultivation of lifelong sports skills.</li> </ul>			
<b>Health Service</b>	<ul style="list-style-type: none"> <li>1. Set up a health center and assign nurses.</li> <li>2. Establish cooperative relationships with community health centers.</li> <li>3. Establish an emergency rescue network with the community hospital.</li> <li>4. Establish a counseling resource network with P.T.A. members with medical expertise.</li> </ul>	<ul style="list-style-type: none"> <li>1. Include health and safety issues in the respective learning teaching and school calendar advocacy activities.</li> <li>2. Set up a student emergency injury/illness rescue implementation plan and add the accidental injury emergency reporting and transfer system.</li> <li>3. Actively conduct teacher-student first aid training and engage in designation operations.</li> <li>4. Devise various health checkup schedules to take care the physical health and safety of teachers and students.</li> </ul>	<ul style="list-style-type: none"> <li>1. Cooperate with Wan Fang Hospital and Wenshan District Service Center to provide teachers and students with various health services.</li> <li>2. Promote the conduction of teacher and student health-promoting plan.</li> <li>3. Comprehensively accommodate students with injuries/illnesses through medical advice and referral.</li> <li>4. Provide various epidemic prevention, disease treatment, and health care related advocacy data.</li> </ul>	<ul style="list-style-type: none"> <li>1. The implementation results of the various health-promoting activities.</li> <li>2. Regularly collect injuries/illnesses related statistical data every month.</li> </ul>	<ul style="list-style-type: none"> <li>1. Regularly analyze data and hire experts and consultants to assess the execution results.</li> <li>2. Records of students' various health and special diseases.</li> <li>3. Archive students rushed to designated hospitals.</li> <li>4. Analyze causes according to the injuries/illnesses data and assess the strategic results.</li> </ul>	<ul style="list-style-type: none"> <li>1. Regularly convene safety school committee meetings and propose improvement strategies.</li> <li>2. Participate in safe school related seminars and works shops and learn from the execution experiences of other schools.</li> <li>3. Group meeting teachers share their experiences and ideas of students' health care.</li> </ul>
<b>Crisis Response</b>	<ul style="list-style-type: none"> <li>1. Organize a school emergency crisis response team and set up standard response processes.</li> <li>2. Establish student injuries/illnesses handling processes.</li> <li>3. Establish a defense</li> </ul>	<ul style="list-style-type: none"> <li>1. Set up crisis, disaster, and related injury response policies, and conduct a drill once a year.</li> <li>2. Cooperate with the community policing fire unit and regularly visit schools for safety related advocacies.</li> </ul>	<ul style="list-style-type: none"> <li>1. Execute disaster prevention and earthquake prevention drills.</li> <li>2. Invite police officers within the jurisdiction to assist in traffic safety, anti-violence, and anti-bullying related advocacy educational activities.</li> </ul>	<ul style="list-style-type: none"> <li>1. Records of disaster prevention and earthquake prevention results.</li> <li>2. Injuries/illnesses emergency handling records.</li> <li>3. Records of safety advocacy results.</li> </ul>	<ul style="list-style-type: none"> <li>1. Disaster prevention and earthquake prevention drill assessments or response records are analyzed and reviewed accordingly, and improvement plans are formulated.</li> <li>2. Student experiential</li> </ul>	<ul style="list-style-type: none"> <li>1. Participate in campus crisis handling related seminars.</li> <li>2. Participate in international safe school sharing seminars.</li> </ul>

	<p>mechanism with the community policing unit.</p> <p>4. Established a Campus Disasters Team for Crisis Response.</p>	<p>3. Establish off-campus caring shops and jointly maintain the safety of students outside the school.</p>	<p>3. Invite the police sub-station or fire units within the jurisdiction to implement safety drills and advocacies on campus.</p> <p>4. Regularly visit caring shops to understand students' safety maintenance needs.</p>	<p>4. Post charity labels in caring shops.</p>	<p>learning feedback forms.</p>	
<b>Community &amp; Family</b>	<p>1. Establish a community safety links network with peripheral businesses and government and policing agencies.</p> <p>2. Organize a volunteer group through the P.T.A. to assist in activity conductions.</p> <p>3. Organize school day activities and establish a family link network.</p> <p>4. Strengthen the functions of the P.T.A.</p> <p>5. Invite community heads and the public to participate in large school activities.</p>	<p>1. Construct a community safety network with combined efforts of caring shops.</p> <p>2. Use community resources to improve the traffic environment outside the school gate and various safety advocacy activities.</p> <p>3. Assist in safety protection and advocacies of policing units.</p> <p>4. Install surveillance systems at the school gate to assist the district police sub-stations in engaging in security monitoring.</p>	<p>1. Jointly conduct health care and safety protection related advocacies with the Health Service Center.</p> <p>2. Conduct the "Precious Lesson" where parents share their experiences in person.</p> <p>3. Produce family disaster prevention cards and anti-fraud advocacy data every semester and distribute to students and parents.</p> <p>4. Strengthen home safety, traffic safety, disaster prevention and fire safety advocacies during holidays.</p> <p>5. Engage in various safe community advocacies through the e-monitor at the school gate.</p>	<p>1. Records of various advocacy results.</p> <p>2. Inspection records of Fuhsing Police Station.</p> <p>3. Records of P.T.A. meetings.</p> <p>4. Records of compiled parent opinions on the school day.</p> <p>5. Records of the police station's campus safety seminars.</p>	<p>1. Parent and student questionnaire feedbacks.</p> <p>2. The rate of increase of volunteering parents' participation in school activities.</p> <p>2. Magazine coverage.</p>	<p>1. Participate in international safe school seminars.</p> <p>2. Participate in community and school related safety issue seminars.</p> <p>3. Participate in community safety education and advocacy activities.</p>

### 3.4 Short-term, Mid-term, and Long-term Goals

According to the Outcome of School 42 Benchmark Matrix, in order to build a comprehensive safe campus environment, the short-term, mid-term, and long-term goals subject to annual reviews have been set up.

<u>The Safe School Promotion Plan of Taipei Private Zhongshan Elementary School &amp; Kindergarten</u> Short-term, Mid-term, and Long-term Goals		
Year 2012 (Short-term goals)	Year 2013 (Middle-term goals)	Year 2014 (Long-term goals)
1. Regularly check recreational facilities safety, implement the “repair upon reporting” policy, and achieve the 100% repair completion rate. 2. Install additional stair railings. 3. Implement the after-school traffic safe guard system and hazard reporting and immediate handling processes. 4. Implement activities categorized into low-grade, middle-grade, and high-grade activities, reduce the number of people per activity venue, and reduce occurrences of collisions. 5. Strengthen students’ self-discipline ability and engage in safe interactions under the premise of “respect.” 6. Pass the international safe school designation.	1. Allocate budgets for improving sports field and playing area tile surfaces, reaching 50%. 2. Install additional anti-collision facilities on wall surfaces in the playing area. 3. All parents, teachers, and students acknowledge campus safety as an important issue and fully cooperate in the implementation of related measures. 4. Mobilize the repair budget, prioritizing the labeled red-dotted areas prone to injuries. 5. Invite experts to inspect the safety of the school premises and facilities.	1. Continue to improve the equipment in the indoor and outdoor activity venues. 2. Switch to high-luminance activity venue illumination equipment, reaching 80%. 3. Cooperate with the community to put community resources and activity venues to good uses, thus increasing the activity space. 4. Continue to engage in the Safety School Project.
1. Engage in activity safety actions related instructions and explain the norms during P.E. class. 2. Post red-dotted prompts on campus as reminders of areas prone to injuries and to pay attention to safety. 3. Reduce the number of people subject to injuries in the playground by more than 20%. 4. Post warning signs and recreational facilities use norms in activity venues.	1. Strengthen the functions of family education and extend school safety education to family level with combined efforts of the P.T.A. 2. Strengthen the information equipment and provide teachers with e-materials from the public sector for safety education teaching uses. 3. Reduce the number of people subject to injuries in outdoor activity venues by more than 15%.	1. Jointly conduct safety education related experiential courses with the involvement of the community. 2. Reduce the number of people subject to injuries in all activity venues by more than 10%.

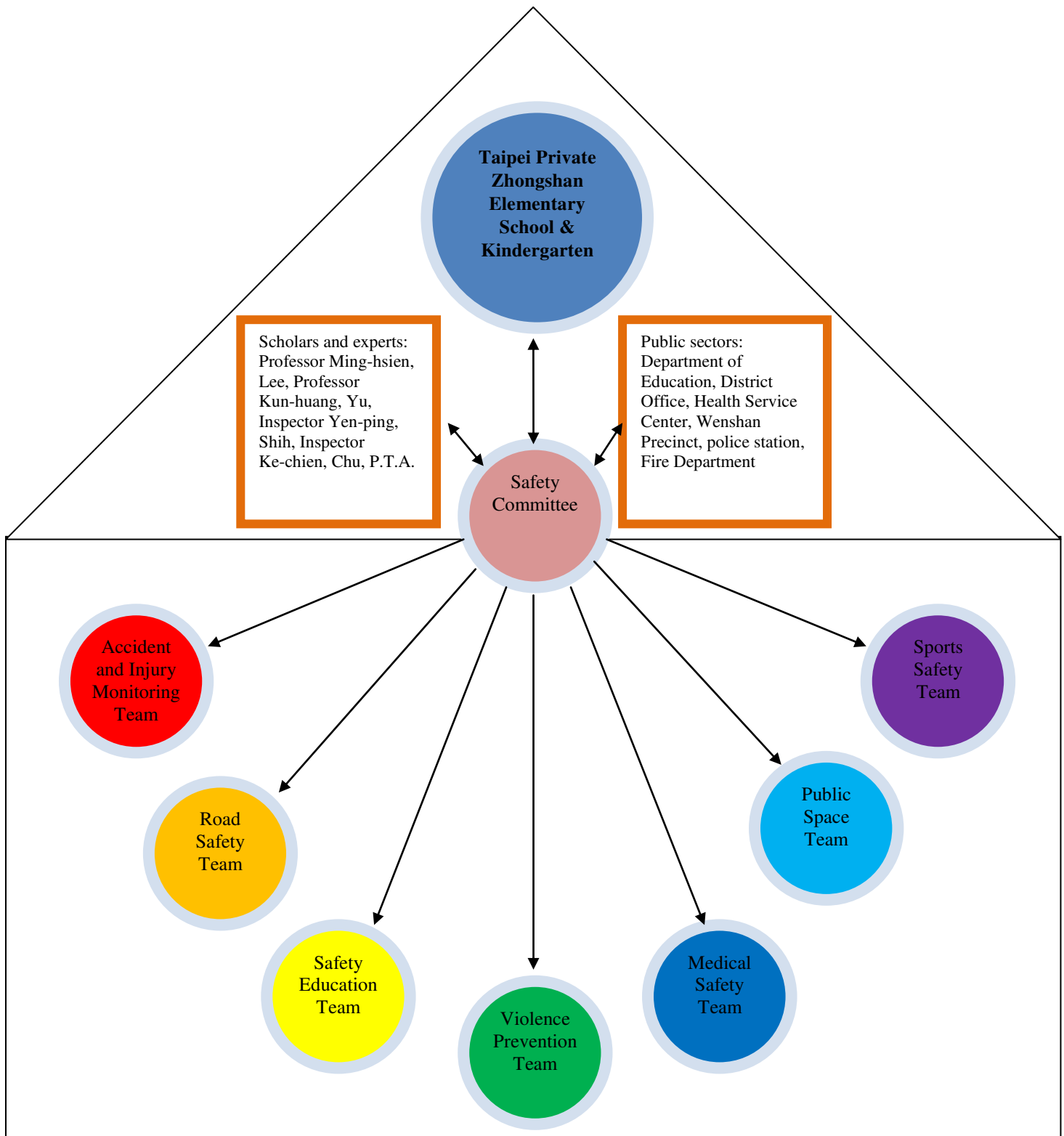
<ol style="list-style-type: none"> <li>1. Strengthen students' awareness of sports injuries and hazards.</li> <li>2. Set up warning facilities in hazardous locations.</li> <li>3. Promote morning exercises and daily jogging to strengthen fitness training.</li> <li>4. Organize after-class sports clubs to provide students with opportunities for fitness exercises.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increasing the number of people participating in morning exercises by 10%.</li> <li>2. Implement the one-person-seven-sports-skills iron kids sports certification, reaching the student participation rate of 95% and the certification rate of 90%.</li> <li>3. Establish the school basketball team and track and field team and increase the number of people engaged in sports by 50%.</li> <li>4. Achieve the graduating students' swimming test passing rate of 92%.</li> </ol>	<ol style="list-style-type: none"> <li>1. Engage in inter-school sports exchange activities with neighboring schools.</li> <li>2. Participate in various safety experiential camp activities held in the community.</li> <li>3. Participate in morning exercises, with the number of people reaching 80%.</li> <li>4. Pass the fitness test with the number of people winning silver medals and copper medals reaching 3%.</li> </ol>
<ol style="list-style-type: none"> <li>1. Conduct CPR and first-aid training for teachers and students.</li> <li>2. The participation rate of all the school teachers reaches 98% and the passing rate reaches 100%.</li> <li>3. The 6th grade students' participation rate reaches 98% and the passing rate reaches 100%.</li> </ol>	<ol style="list-style-type: none"> <li>1. The CPR and first-aid training participation rate of all the schoolteachers and students reach 100% and the passing rate reaches 100%.</li> <li>2. All the schoolteachers participate in burn first-aid seminars with the number of people reaching 98%.</li> </ol> <p>Conduct disaster prevention evacuation drills, with 80% of the students clear about the evacuation routes.</p>	<ol style="list-style-type: none"> <li>1. Establish cooperative relationships with the community disaster prevention and fire units to provide drills in the school once or twice a year.</li> <li>2. Assist the community in conducting safety education arts competitions.</li> <li>3. Participate in community safety advocacy activities.</li> </ol>
<ol style="list-style-type: none"> <li>1. Establish the safety co-protection mechanism with Zhongshan Village and Huaxing Village Office.</li> <li>2. Participate in international safe community (Wenshan District) related safety advocacy activities.</li> <li>3. Invite parents with safety expertise to hold classes in the school and engage in experience sharing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Regularly convene safety committee meetings to review campus safety operation conditions and conduct immediate handling accordingly.</li> <li>2. Invite experts and scholars from outside the school to provide parents, teachers, and students with safety related knowledge studies or seminars.</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish and co-organize a safety protection network with Wan Fang Hospital and provide health and safety advocacies.</li> <li>2. Become a member of the international safe community to jointly maintain the safe living environment for students and community residents.</li> </ol>

### 3.5 Implementation of International Safe School Indicators

#### 3.5.1 Indicator 1

An infrastructure based on partnership and collaborations, governed by a group of teachers, pupils, technical staff and parents that is responsible for safety promotion in their school; the group should be chaired by a representative of school policy governance (School Board), with Principal as co-chair

##### 3.5.1.1 Safety School Committee Organizational Chart





### 3.5.1.2 Committee Work Contents

◎ To promote the Safety School Project, the school has established the Safety school committee. The work contents are detailed as follows:

- (1) Set up the Safety School Project and regularly convene meetings.
- (2) Collect the 42 Benchmark Matrix and check various work items.
- (3) Engage in data collection and set safe school priority issues for implementation.
- (4) Supervise the implementation contents and results of the respective teams under the Committee.
- (5) Execute safe school education related matter reviews and improvement.

◎Committee Operation Status

- (1) The Committee Chairman is chaired by the principal who is responsible for presiding over meetings. The Vice Chairman is chaired by the director of the four divisions who are responsible for the safe school maintenance and organization plan, as well as the execution and supervision of various undertakings. The director-general is chaired by the section chief of Physical Education and Hygiene of Student Affairs Division who is responsible for the execution of undertakings. The executive secretary is chaired by the Health Center nurse who is responsible for assisting the director-general in executing undertakings and preparing meeting records.
- (2) Campus safety school related meetings are held every semester, which are presided over by the Chairman. Safe hardware facility improvement items, semester education curriculums and advocacy activities are to be set up, strategy implementation results are to be discussed, and the educational curriculums, advocacy activities, and planning of future implementation direction are to be amended as needed.
- (3) The Committee established in February 2011 (second semester, 2010 academic year) officially commenced operation. The meetings held are as follows:

Date	Meeting Issues	Resolutions
March 25, 2011	The International Safe School Designation Meeting-the 42 Benchmark Matrix Checklist	The Student Affairs Division engaged in the writing of the check list, and the Committee set up short-term, middle-term, and long-term promotional goals based on the check results.
March 29, 2011	To discuss the priority issues and strategies for reducing the number of people subject to accidents/injuries in classrooms, the sports field, and playing area.	With “reducing the number of people subject to injuries on the playground by 20% as the priority promotional issue, the action plan was to be completed before April 20.

May 10, 2011	Invite Dr. Ming-Hsien, Lee to supervise on campus.	The Student Affairs Division scheduled with the professors and arranged the school seminar with the participation of all the teachers.
May 17, 2011	Prof. Ming-Hsien, Lee to introduce Prof. Kun-huang, Yu as the counseling professor of this school.	The school staff fully engaged in the 2011 academic year safe school undertakings.
July 4, 2011	Prof. Kun-Huang, Yu to supervise on campus at the International Safe School Designation Administrator Seminar.	The prerequisite of safe school promotion priority issues were clarified based on the injury/illness statistical data of the previous year, so as to determine a reasonable goal to achieve.
August 29, 2011	The International Safe School Designation to explore students' injury types, injury venues, causes, and time.	All the school staff and the community jointly engaged in campus safety education advocacies. The respective divisions also collaborated in related curriculums and hardware facility improvement.
October 24, 2011	The Department of Education requested Designation school applicants to return funds allocated.	The Department of Education requested conductions in writing. Other than the \$4000 that had been spent, the rest were returned to the Department of Education.
November 29, 2011	Village chiefs and P.T.A. President were invited to engage in safe environment assessment on campus.	Immediately sent an invitation by phone and scheduled an internal/external assessment on December 26.
December 14, 2011	The Committee teams inspected the related statistical data and devised strategies to reduce sports injuries.	Joined as a member of Students' autonomous municipal service team to assist in advocacies.
December 26, 2011	The International Safe School Designation Committee members engaged in internal and external campus safety facilities assessment.	The General Affairs Division was requested to immediately improve the different levels of facilities.
January 17, 2012	The School Synod confirmed the safe school core value as "respect" and included as the core virtue for implementation.	The central virtue for January and February 2012 is "respect."
February 1, 2012	Set up the campus safety maintenance and implementation plan.	Reported to the Department of Education for records keeping upon completion.
February 11, 2012	The school synod confirmed the delivery of the International Safe School Designation application in March, 2012.	Official documents were submitted to the Association after they were reviewed by Professor Yu.
February 17,	The Committee representative announced the	Director of Student Affairs

2012	Designation application status in Zhong Zheng Junior High School.	Division and Director of Counseling Division were requested to attend the meeting.
March 30, 2012	Reviewed application documents	The application was sent as an e-file to the Association for application.

◎The job descriptions of the divisions under the Committee are as follows:

(1) Accident and Injury Monitor Team

- \* Maintain campus safety and prevent occurrences of hazards and accidents/injuries.
- \* Maintain and manage the campus safety detection system.
- \* Engage in emergency handling of campus incidents.
- \* Immediately report to and notify the team in-charges for joint handling in accordance with the procedures.

(2) Road Safety Team

- \* Maintain smooth traffic flow and enhance traffic and campus safety.
- \* Prevent occurrences of traffic accidents/injuries and handle temporary traffic problems.
- \* Conduct traffic safety education and advocacy additives.
- \* Plan commuting routes and monitor safety quality during commuting.
- \* Set up and contact safety caring shops and maintain students' off-campus safety.
- \* Engage in school entrance people/vehicle obstacle reporting and assist in removing obstacles.

(3) Safety Education Team

- \* Include game and sports education in the official and non-official curriculums.
- \* Set up learning goals of student safety knowledge, situations, and implementations in the field of health and physical education.
- \* Include safety education in life education and conduct safety education advocacy activities.
- \* Engage in various safety education curriculums and assess the implementation results.

(4) Violence Prevention Team

- \* Develop school no-bullying advocacies and strategies.
- \* Implement positive discipline measures on campus.
- \* Execute various friendly-campus policies.
- \* Cooperate with policing units within the jurisdiction in preventing on-campus and off-campus violence.

(5) Medical Safety Team

- \* Engage in accident/injury handling and record injury time, location, and other related data.
- \* Assist in delivering patients requiring emergency treatment to the contract medical institution.
- \* Engage in various epidemic prevention advocacies and health diet advocacies.
- \* The planning, implementation, recording, tracking, and management of students' health checks.
- \* The listing and tracking counseling of students with abnormal physical checkup results or special diseases.
- \* Health Center management and prepare monthly reports and health statistics related matters.
- \* Engage in emergency injury/illness handling, general nursing, and health inquiry services.
- \* Undertake and assist staff and students with various health supervision and inquiry tasks.

(6) Public Space Team

- \* Manage and supervise campus safety security guards, guards, and personnel.
- \* Check and maintain camps corridors, bathrooms, and facilities in public areas.
- \* Manage and maintain sports and recreational facilities, as well as barrier-free equipment.
- \* Inspect and maintain campus disaster and fire prevention equipment.

(7) Sports Safety Team

- \* Set up school sports activity implementation plans.
- \* Supervise fitness, morning sports activities, and club activities.
- \* Manage the sports and recreational facilities and provide instructions for their safe use.
- \* Engage in the prevention and handling of sports injuries and the supervision of sports safety.

### 3.5.2 Indicator 2

Safe School policies decided by the school safety group (above) and the Community Council in a safe community setting

In order to promote the Safety School Project, the Safety school committee was established, with the creation of a safe school environment as the first and foremost objective, thereby creating the safe school culture, building a safe environment, implementing health education curriculums and sports activities, providing sound health services, and enhancing crisis response mechanisms. The various policy plans are to be discussed and decided by the school, P.T.A., and community representatives. The work contents are as follows:

1. The school personnel participated in safe school related seminars, with speeches personally delivered by Professor Ming-Hsien, Lee.
2. Professor Kun-huang Yu provided guidance and assistance in establishing the International Safe School promotion model.
3. The P.T.A. assisted in International Safe School Designation tasks and obtains a consensus.
4. The community representatives: Kun-chih, Lin of Huaxing Village chief, Village officer Kuei-hai, Yeh, and Village chief Chung-ming, Huang of Zhong Shan Autonomous Village inspected the school and discussed and devised guidelines for promotion.
5. The safe school relate policy implementations are as follows:
  - (1) Set up safe school related plans and regularly implemented the campus building, disaster prevention safety checks.
  - (2) The school staff and community parents make an effort to understand and implement the campus safety maintenance principles and methods and execute the friendly-campus program, thereby establishing the core value of the school.
  - (3) Enhance student safety knowledge through safe education curriculums, education advocacies, class meets, and class competitions.
  - (4) Refer to the injuries/illnesses statistical data and improve the safety equipment in locations prone to injuries step by step.
  - (5) Set up campus safety activity norms and gradually reduce injury rates in the different locations year by year.
  - (6) Strengthen students' traffic safe guards within the range of activities and class patrol and counseling measures, thereby establishing correct safety behaviors.
  - (7) Present the implementation results and continue to make corrections through the quantified data, so as to achieve the common objective of building a safe school.

### 3.5.3 Indicator 3

Long-term, sustainable, operational school programs covering both genders all ages, environments and situations

1. The school in accordance with the Safety School Project and regarding the hardware facilities conducts “the activity venues and recreational facilities regularly view,” “school premises and equipment computer online e-repair mechanism,” and “budget every year to update equipment.”

In the educational curriculum implementation plan, the “deep-plowing reading,” “conscience time,” and other activities are promoted to establish the safety core values of students’ mutual respect.

The “sports injuries safety education courses,” “faculty and sixth grade students CPR first aid training courses,” “off-campus teaching safety education course,” and other curricula are implemented to enhance the students’ safety knowledge.

In the safety education advocacy, actively conduct “Disaster Prevention Publicity Week,” “hearted family activities,” “friendly campus, and anti-drug, anti-crime, and anti-bullying advocacy,” “safety first, be courteous to each other, mutual respect,” and other advocacy activities to establish the important concept of “safety first.”

In the administrative support, “the school faculty traffic safe guards measures,” “after-class time, traffic safe guards personnel on-site safety maintenance,” and “according to the injuries/illnesses first-aid standard processes to deal with injuries” for the safety knowledge training and advocacy, comprehensive start of school safety shield mechanism is made.

## Safety School Promotion Project- Safe School Task Group Responsibilities

### Taipei Private Zhongshan Elementary School & Kindergarten

List of safety guidelines (project) and routine safety measures

Name of Measures	Implementation period	Notes
Safety School Project	<input checked="" type="checkbox"/> Regularly January~December <input type="checkbox"/> Nonscheduled	1. Establish a safety committee. 2. All activities included in the calendar. 3. Conduct safety advocacy in mobility. 4. Conduct Campus environment safety checks.
Emergency injuries/illnesses guidelines	<input checked="" type="checkbox"/> Regularly January~December <input type="checkbox"/> Nonscheduled	1. Discussed by Discipline meeting. 2. Approved by Expanded Administrative Report.
Student injuries/illnesses statistics	<input checked="" type="checkbox"/> Regularly January~December <input type="checkbox"/> Nonscheduled	1. Production of campus safety map. 2. Monthly statistics of injuries / illnesses records.
CPR first aid training	<input checked="" type="checkbox"/> Regularly January~December <input type="checkbox"/> Nonscheduled	Combine Community “Wenshan District Health Center” manpower support.
Emergency response crisis management team	<input type="checkbox"/> Regularly January~December <input checked="" type="checkbox"/> Nonscheduled	Discuss and solve the problem in mobility each semester.
Wan-an exercise	<input checked="" type="checkbox"/> Regularly January~December <input type="checkbox"/> Nonscheduled	Cope with the police authority for the exercise.
Human right and law-ruling education advocacy	<input checked="" type="checkbox"/> Regularly January~December <input type="checkbox"/> Nonscheduled	Included in the school calendar to conduct advocacy.
Earthquake Disaster Prevention Education Implementation Plan	<input checked="" type="checkbox"/> Regularly January~December <input type="checkbox"/> Nonscheduled	Combine community fire brigade, police branch manpower support.
Teachers’ counseling and disciplining of students guidelines	<input checked="" type="checkbox"/> Regularly January~December <input type="checkbox"/> Nonscheduled	Cope with the perfect rewarding guidelines to implement the class honors competition.
Traffic safety education implementation plan	<input checked="" type="checkbox"/> Regularly January~December <input type="checkbox"/> Nonscheduled	1. Conduct traffic queue safety advocacy every opening date of each semester. 2. Team training of traffic

Name of Measures	Implementation period	Notes
		pickets of high-grade students. 3. Set up safety Caring shop.
Environmental education advocacy	<input checked="" type="checkbox"/> Regularly January~December <input type="checkbox"/> Nonscheduled	1. Conduct multi-language academic and art competition. 2. Resource recovery, off-campus teaching.
Life education advocacy	<input checked="" type="checkbox"/> Regularly January~December <input type="checkbox"/> Nonscheduled	1. Integrated into the school curriculum and teaching. 2. Included in the school calendar to carry out.
Implementation of “friendly campus student affairs and counseling program”	<input checked="" type="checkbox"/> Regularly January~December <input type="checkbox"/> Nonscheduled	Conduct “Student Depression and Self-harm three-level prevention working project.”
Deep plowing reading program	<input checked="" type="checkbox"/> Regularly January~December <input type="checkbox"/> Nonscheduled	Through reading establish basic concepts such as respect and friendship.
Authentication sports of one-person-seven-sports-skills	<input checked="" type="checkbox"/> Regularly January~December <input type="checkbox"/> Nonscheduled	1. Conduct certification of students’ seven sports skills per person including swimming, diabolo, badminton, T-Ball, hula hoop, Frisbee, and basketball each semester. 2. Project of Certified check includes the safety standards action.
Hearted family theme activities	<input checked="" type="checkbox"/> Regularly January~December <input type="checkbox"/> Nonscheduled	1. Conduct safety education advocacy. 2. Conduct life education advocacy.
Sports facilities use, maintenance and management guidelines	<input checked="" type="checkbox"/> Regularly January~December <input type="checkbox"/> Nonscheduled	1. Set up guidelines for use of sports equipment. 2. Sports equipment bearing a use rule.
School premises site use guidelines	<input checked="" type="checkbox"/> Regularly January~December <input type="checkbox"/> Nonscheduled	To establish registration system for borrowing of school premises venues, special talents classroom, and public space.
The school premises safety check and maintenance guidelines	<input checked="" type="checkbox"/> Regularly January~December <input checked="" type="checkbox"/> Nonscheduled	1. Monthly fixed-time checks of school premises and fire safety equipment. 2. Campus facilities adopted “immediate repair upon reporting” mechanism. 3. Strengthen inspection during typhoon and earthquake period.



Name of Measures	Implementation period	Notes
Underage kids game safety advocacy	<input checked="" type="checkbox"/> Regularly January~December <input type="checkbox"/> Nonscheduled	Conduct the game safety guidance during the inter-class activity time every week.
Underage kids physical training course	<input checked="" type="checkbox"/> Regularly January~December <input type="checkbox"/> Nonscheduled	Teach young children martial arts and conduct physical fitness activities in the playing area to enhance sensitivity and physical fitness.
Underage kids traffic safety exercise	<input checked="" type="checkbox"/> Regularly January~December <input type="checkbox"/> Nonscheduled	Each semester, arrange a baby carriage on the ride for practical exercises to escape and call for help.

## 2 The active implementation of various “safety impregnable” programs

Every corner of the campus safety surveillance and broadcasting system is covered to mobilize the school faculty on the campus patrol. The students’ physical fitness levels have been enhanced to strengthen their response capacity to hazards. Deep reading, hearted family support, and conscience and morality education help to build mutual respect and goodness knowledge of self-care and caring for others, and a protective shield of campus safety actively builds a full range of teacher-student safety guards.

- (1) Safety Beep Call: Installed on each floor and every corner of the campus is the 16 outdoor activity venues and surveillance broadcasting system to timely detect hazardous conditions and immediately raise the alert broadcast. The classes’ configured phone is used to immediately inform the faculty of each floor to help resolve the dangerous situation.
- (2) Campus patrol: The 10 administrative faculties patrol the campus from 7:40 am to 5:10 pm according to the morning/afternoon campus patrol schedules and “keep an eye on the people” to ensure students pay attention at all times to the activity safety and to assist the injured students to immediate proper treatment. The weekly traffic safe guard teacher at break time must guard the playground and playing area and pay attention to the safety of the students’ activities.
- (3) One-person-seven-sports-skills iron kids: The physical education teacher edits own PE materials, according to ages and physical fitness, teaches seven sports skills including frisbees, hula hoops, diabolos, T-Ball, badminton, basketball, and swimming, strengthens guidance of sports safety skills to enhance physical fitness, and strengthens the students’ response in danger and ability to save themselves and people as well.
- (4) Hearted family commitment: To increase safety education activities in hearted family activities and promote the culture and basic literacy of being courteous to each other and respecting each other, the senior brings up the junior, and the strong support the weak. The hearted family is composed of one child each from grades 1 to 6. The children of higher grades protect the family members of lower grades and share the activity venues, and children of lower grades must listen to the brothers and sisters of higher grades and pay attention to their own safety.
- (5) Deep-plowing reading golden brain: With safety as the theme, to promote the class reading course and share the reading experience regarding how to maintain their own safety and others’ as well. The library handles the safety education book reading competition to enhance the rate of reading and reminds students of the many books on safety issues in the library available for use.
- (6) The conscience education leads to good moral character: Viewing “respect” as the core virtue, the assembly strengthens self-esteem, self-respecting advocacy and time for conscience reflection use, and in-depth self-reflection on whether one’s own behavior is in compliance with safety norms.

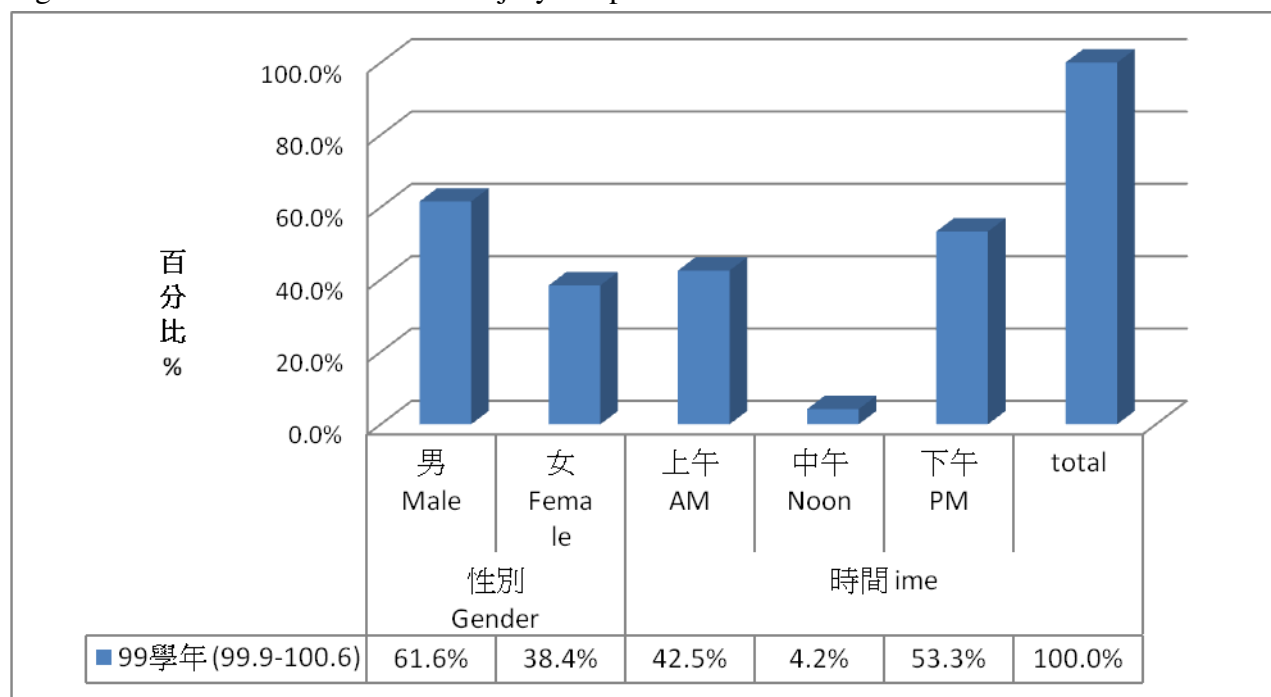
- (7) The Special Safety Investigation Team to advise students to stay away from danger: The campus Special Safety Investigation Team, composed of voluntary children, use their off-class time to monitor whether or not some students might make dangerous moves and immediately dissuade them not to if necessary. If the dissuasion is invalid, they are to immediately inform teachers for processing and by discretion deduct the scores for the weekly class order competition. As praise, for the conscientious duty of the Special Investigation Team member, the order medals are publicly issued.
- (8) Painting activities: In guiding students to paint with safety as the theme, take the opportunity to strengthen the advocacy of safety issues, such as sports safety, traffic safety, anti-drowning safety, earthquake safety, and good works, which are displayed in Safe Community Wenshan District health centers for community public viewing to urge the common concern of the safety issues.
- (9) Waters activity safety advocacy: To strengthen self-safety and save others courses of swimming lessons, students should be able to estimate the pool depth and their own circumstances to confirm the safety before entering the water. The survey of the whole-school environment around Jingmei River is conducted to teach children how to detect a dangerous environment, enhance their awareness when in the waters, and pay attention to maintaining their own safety by not making dangerous moves.
- (10) Safety Train Toot! Toot! Toot!: Early childhood physical fitness is strengthened with “Martial Arts Trilogy” to enhance self-control ability and coordination ability. The school bus safety drills are conducted to teach children how to hit the windows and honk for self-help. Children are taught to frequently wash their hands for the length of time needed to finish singing Happy Birthday.

#### 3.5.4 Indicator 4:

Programs that target high-risk groups and environments, and programs that promote safety for vulnerable groups

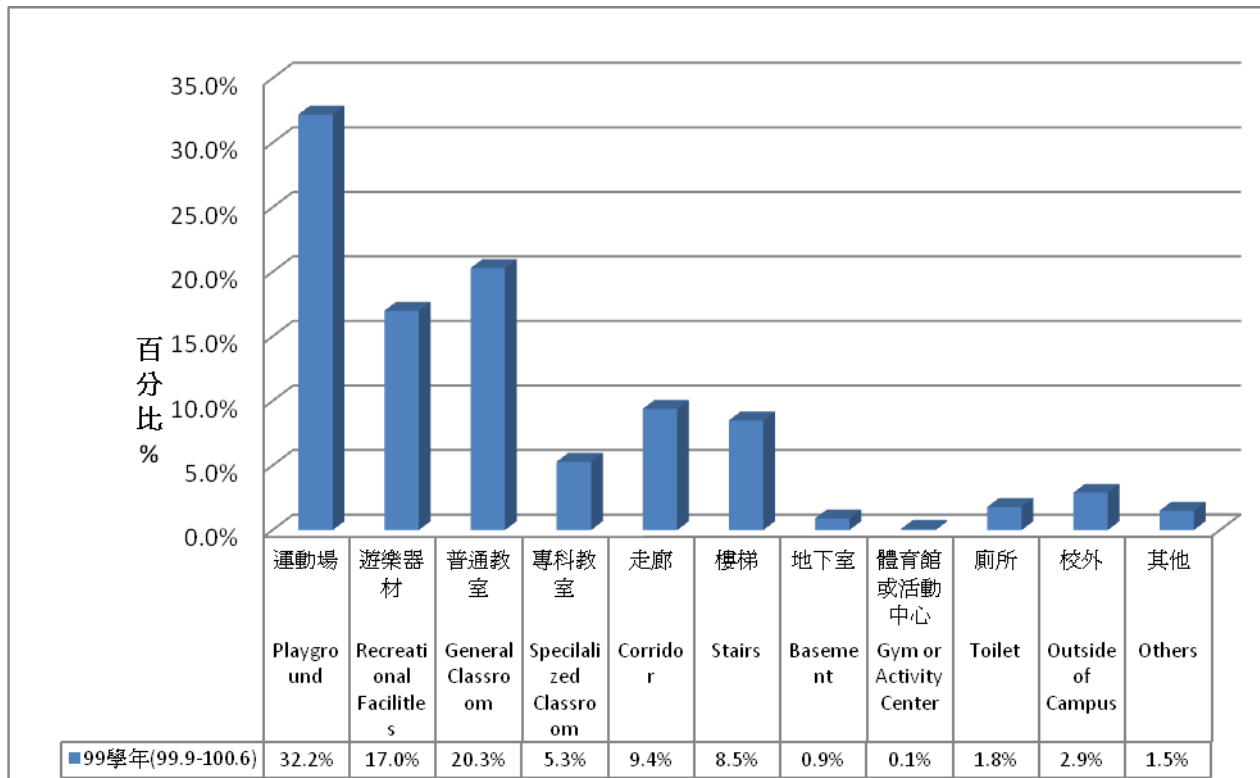
##### 3.5.4.1 The analysis of accident injury data in last year

Fig. 1: Gender and Time of Student Injury <Sep. 2010-Jun. 2011>



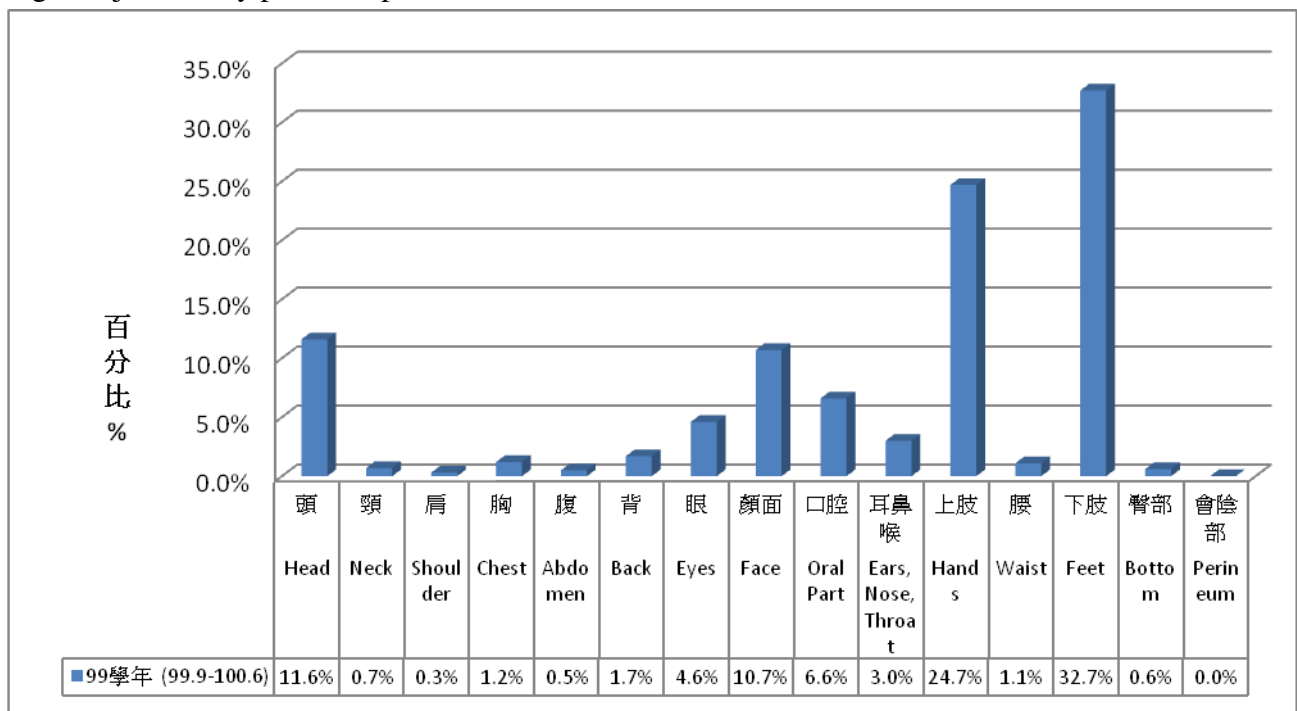
\* Gender/time of student injury: Boys have more than girls. The majority occurred in the afternoon, followed by the morning. Noon was least.

Fig. 2 Venues of the incidence of student injury <Sep. 2010-Jun. 2011>



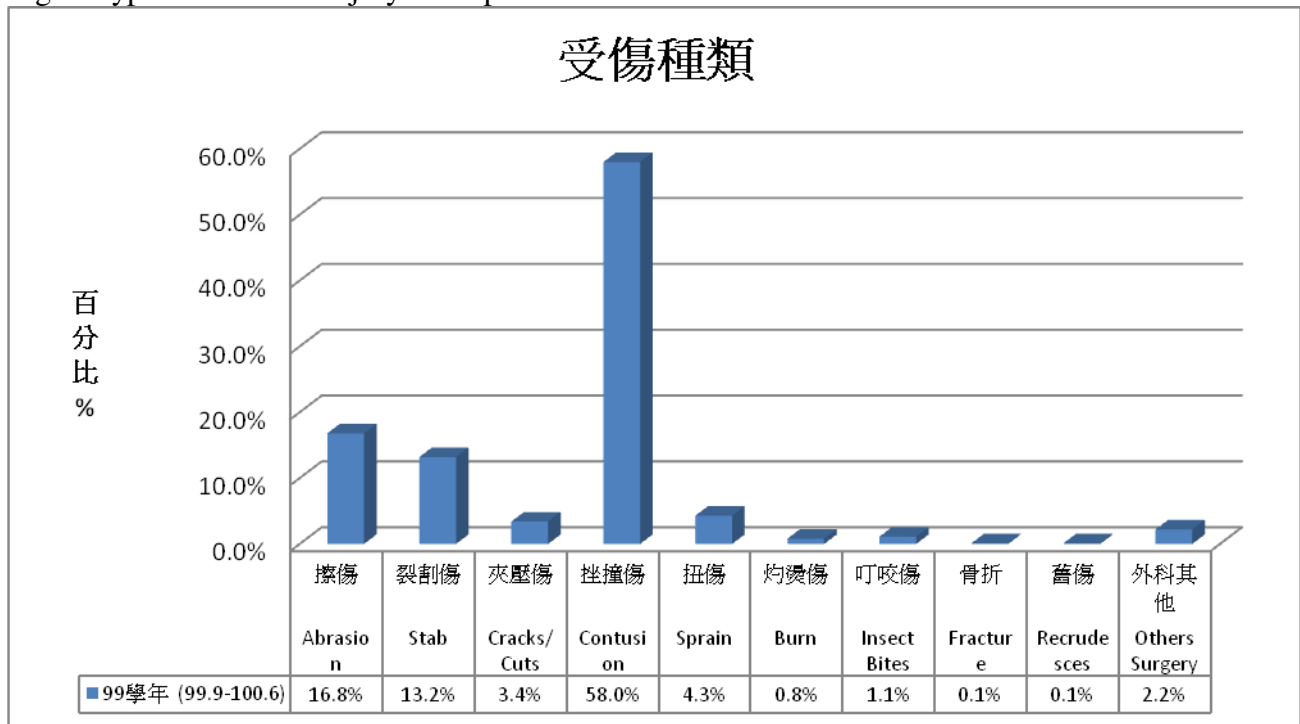
\* Venues of the incidence of student injury: The playground had the highest rate of injuries, followed by general classroom, and recreational facilities <playing area> was third.

Fig. 3 Injured body parts <Sep. 2010-Jun. 2011>



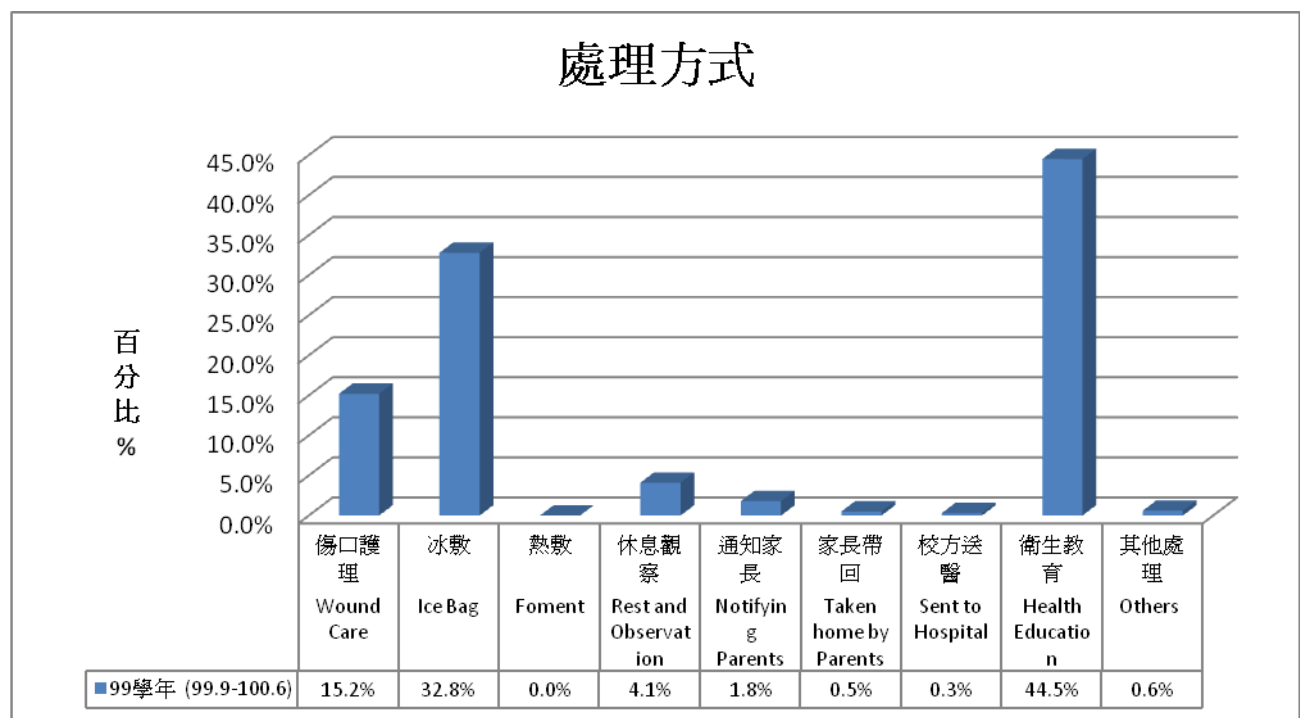
\* Injured body parts: The feet injuries accounted for the highest rate, followed by the hands, and the head was third.

Fig. 4 Type of Accident Injury <Sep. 2010-Jun. 2011>



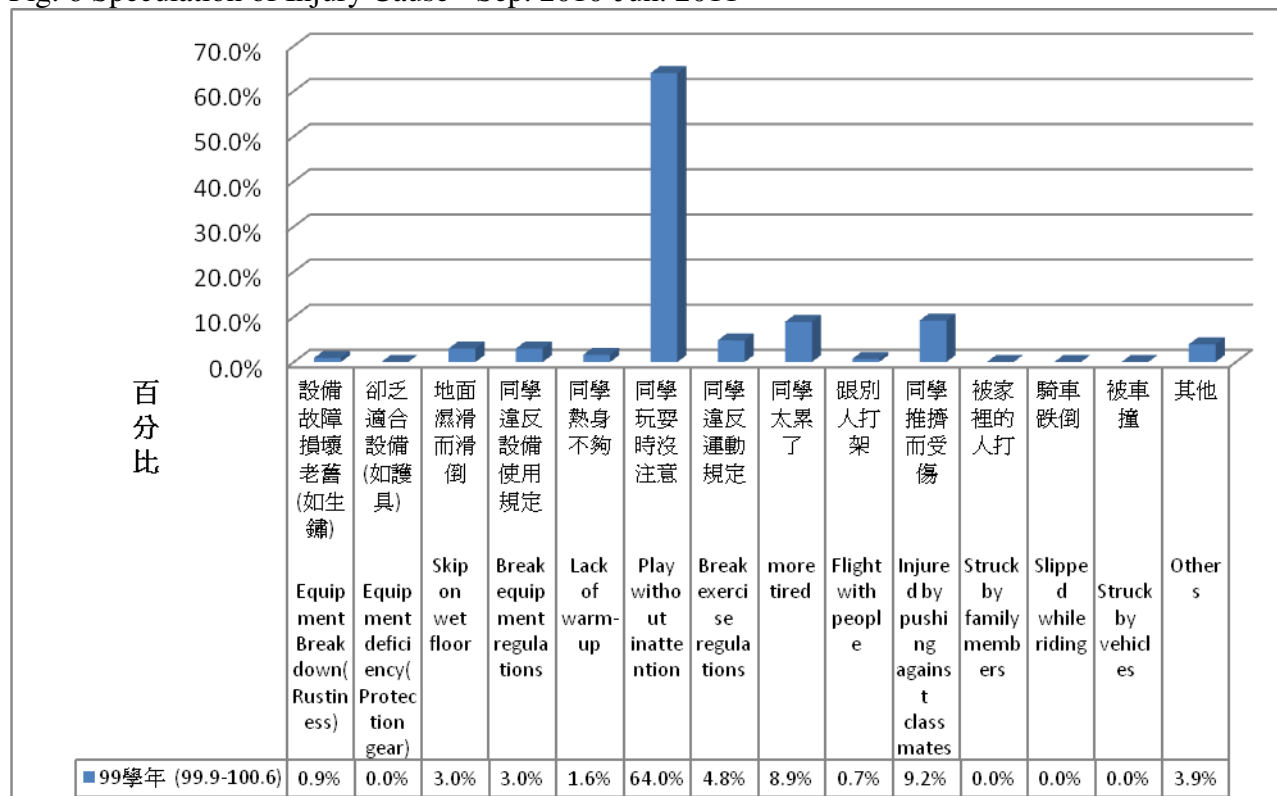
\*Injury category: Contusion is the highest in injury rate, followed by abrasion, and stab was third.

Fig. 5 Disposal of Injury <Sep. 2010-Jun. 2011>



\* Disposal of injury: The most commonly used approach is health education, followed by ice bags, and the third is the wound care.

Fig. 6 Speculation of Injury Cause <Sep. 2010-Jun. 2011>



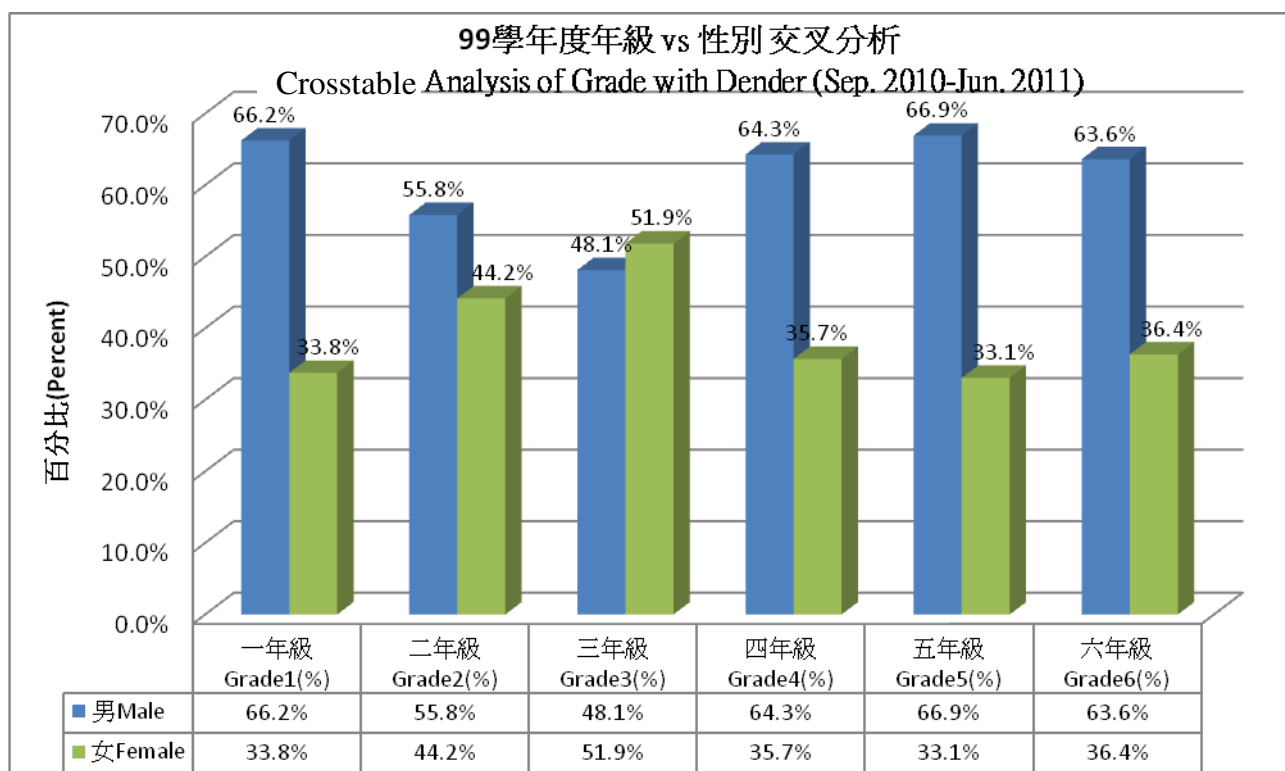
\* Speculation of injury cause: Play without inattention was the first main cause of injury, followed by pushing against classmates, and third was students were too tired.

(1) The statistical analysis of school children and kindergarten children injuries/illnesses in previous academic year <2010 academic year>: From September 1, 2010 to June 30, 2010, in a total of 200 school days, the person-times accidentally injured on campus were 864 for Primary School and 58 for Kindergarten, making a total of 922. On average, the accident injury per school day for Primary School was 4.32 person-times and Kindergarten 0.29 person-time. The overall average was 4.61 person-times per day.

- Gender/time: In gender, boys were higher than girls and were injured due to the different physical and mental development speeds of boys and girls. Compared with girls, the boys are lively, and with larger body movements, the chances of injury are higher for boys than for girls. In the injury time, afternoon was higher than the morning and noon because the physical education or outdoor courses for higher grades of this school were mostly arranged in the afternoon, and the campus has a small, limited activity space. Therefore, the injury ratio in the afternoon is higher, followed by in the morning, noon at least, while the time of injury for kindergarten is mainly concentrated in the morning sessions. Because kindergarten children outdoor activities and the rhythm course were mostly arranged in the morning, the kindergarten injury rate is higher in the morning.
- Venues of the incidence of student injury: The playground has the highest rate of injuries, followed by the general classrooms, and recreational facilities <playing area> in third. The main reasons are collisions or falls due to negligence while students exercise in the playground, play games, or play in the classroom and chase each other around in the corridors. Due to fewer recreational facilities and facilities, the students push each other around, causing collisions and falls.

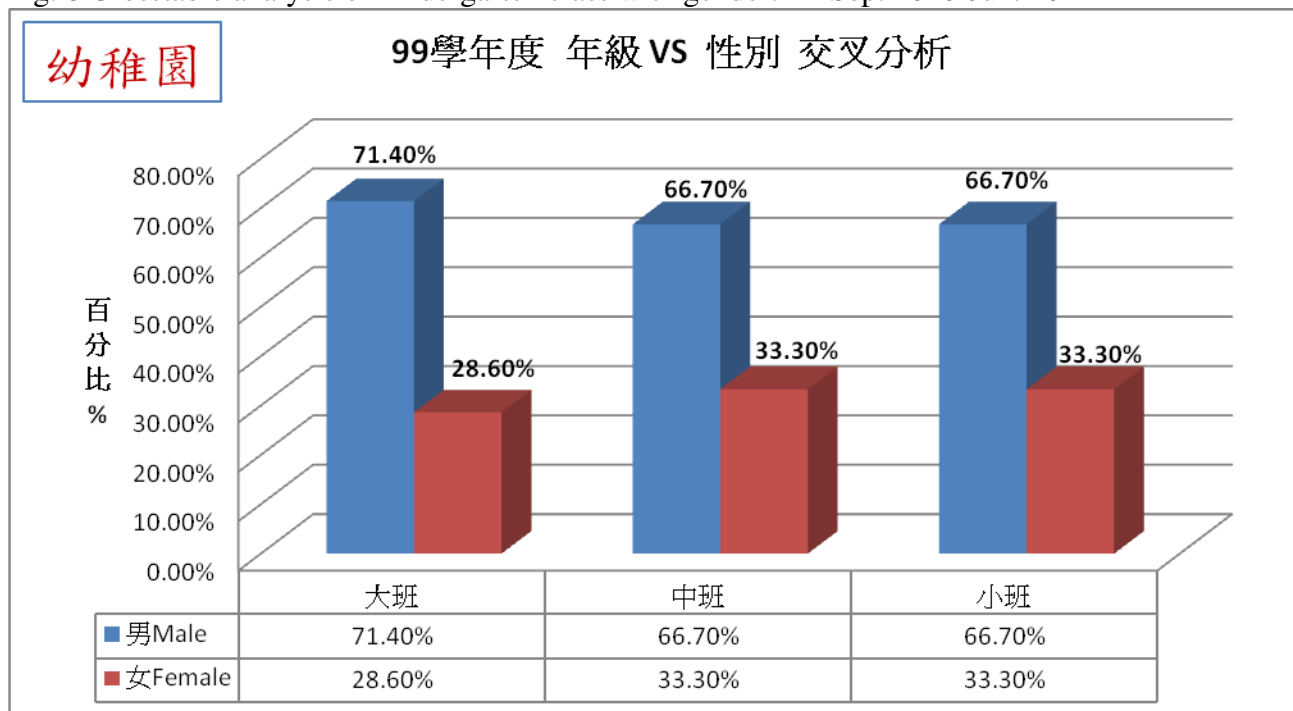
- Injured body parts: The hands have the highest rate, followed by the feet, and the third is head. The main cause is the collision fall, resulting in the hands and feet touching the ground and causing collision bruising and scrapes.
- Types of injury: The contusion has the highest ratio, followed by abrasions, and stabs are third. The “contusions” and “abrasions” are mostly due to the collision and fall by negligence during the sports, game activities, or non-compliance with the rules by chasing each other and colliding or falling in the classroom; the stabs are mostly caused by the improper operation of knives or scissors or lack of concentration when using them.
- Disposal of injury: The students “contusion” accounts for the majority. In addition to giving students the ice bag and health education, students are also verbally reminded to pay attention to safety and learn self-protection. Therefore, “health education” and “ice bags” are of the highest rate in disposal of injury, followed by wound care.
- Speculate cause of injury: According to the inquiry interviews and record results, the majority of students were injured because they did not pay attention while playing, followed by pushing each other, and the third is students were too tired.
- Crosstable analysis  
In 2010 academic year, the crosstable analysis of each grade <Grade 1-6> and each class of kindergarten <senior, middle, junior class> with gender, time, Venues of the incidence of student injury, type of accident injury, speculation of cause are shown as per Figure 7 to Figure 16.

Fig. 7 Crosstable Analysis of Elementary Grade with Gender <Sep. 2010-Jun. 2011>



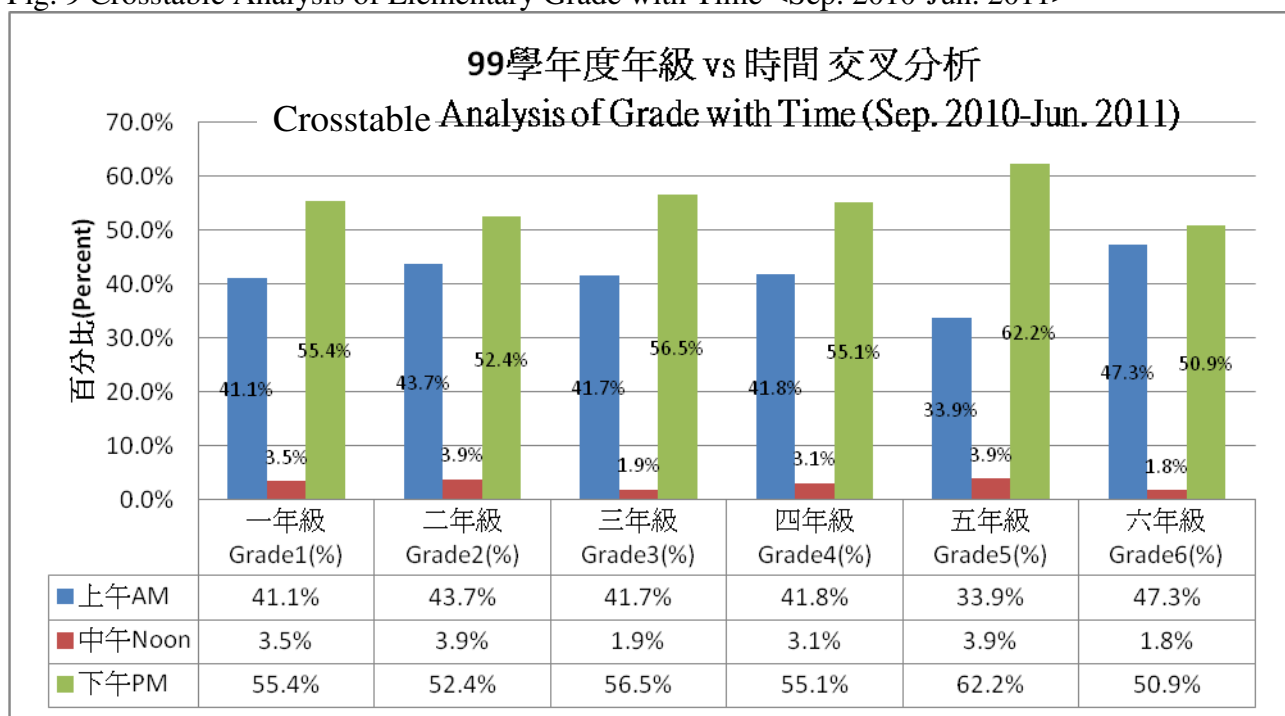
- \* In 2010 academic year, the crosstable analysis of elementary grade with gender: 66.9% for fifth-grade boys and 66.2% for first-grade boys are the highest.

Fig. 8 Crosstable analysis of kindergarten class with gender: <Sep. 2010-Jun. 2011>



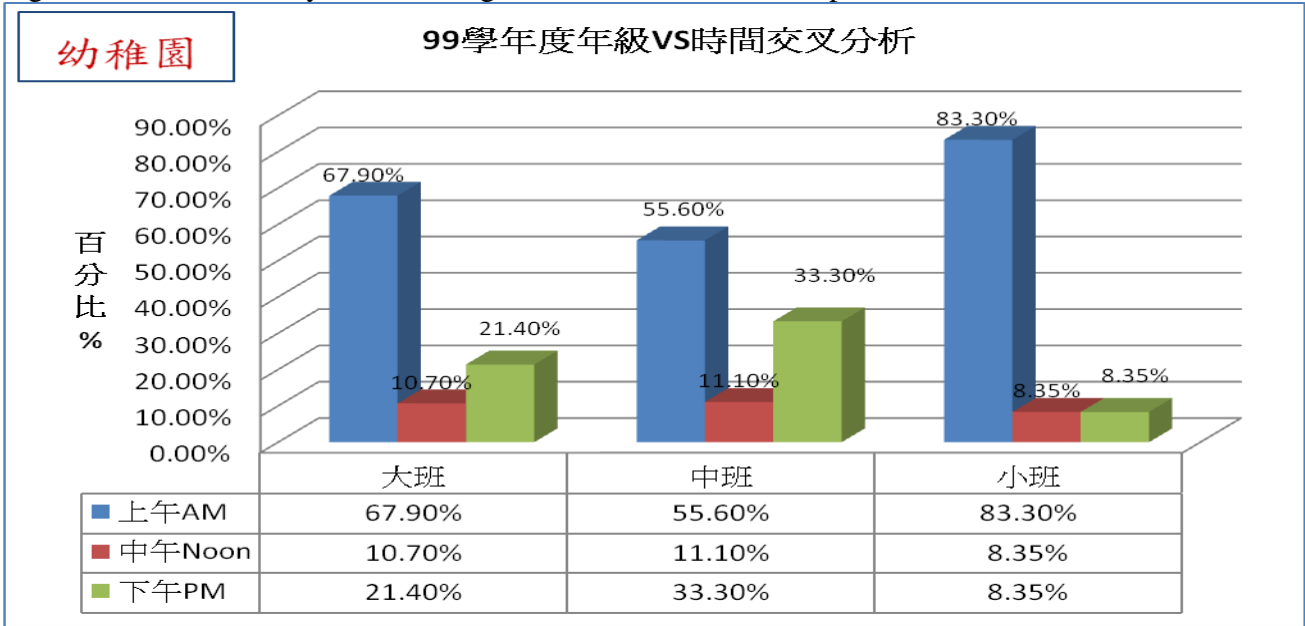
- \* In 2010 academic year, the crosstable analysis of kindergarten class with gender: 71.4% for senior class boys as highest.

Fig. 9 Crosstable Analysis of Elementary Grade with Time <Sep. 2010-Jun. 2011>



- \* In 2010 academic year, the crosstable analysis of elementary grade with time: 56.5% for the fifth grade and 62.2% for third grade in the afternoon as the highest.

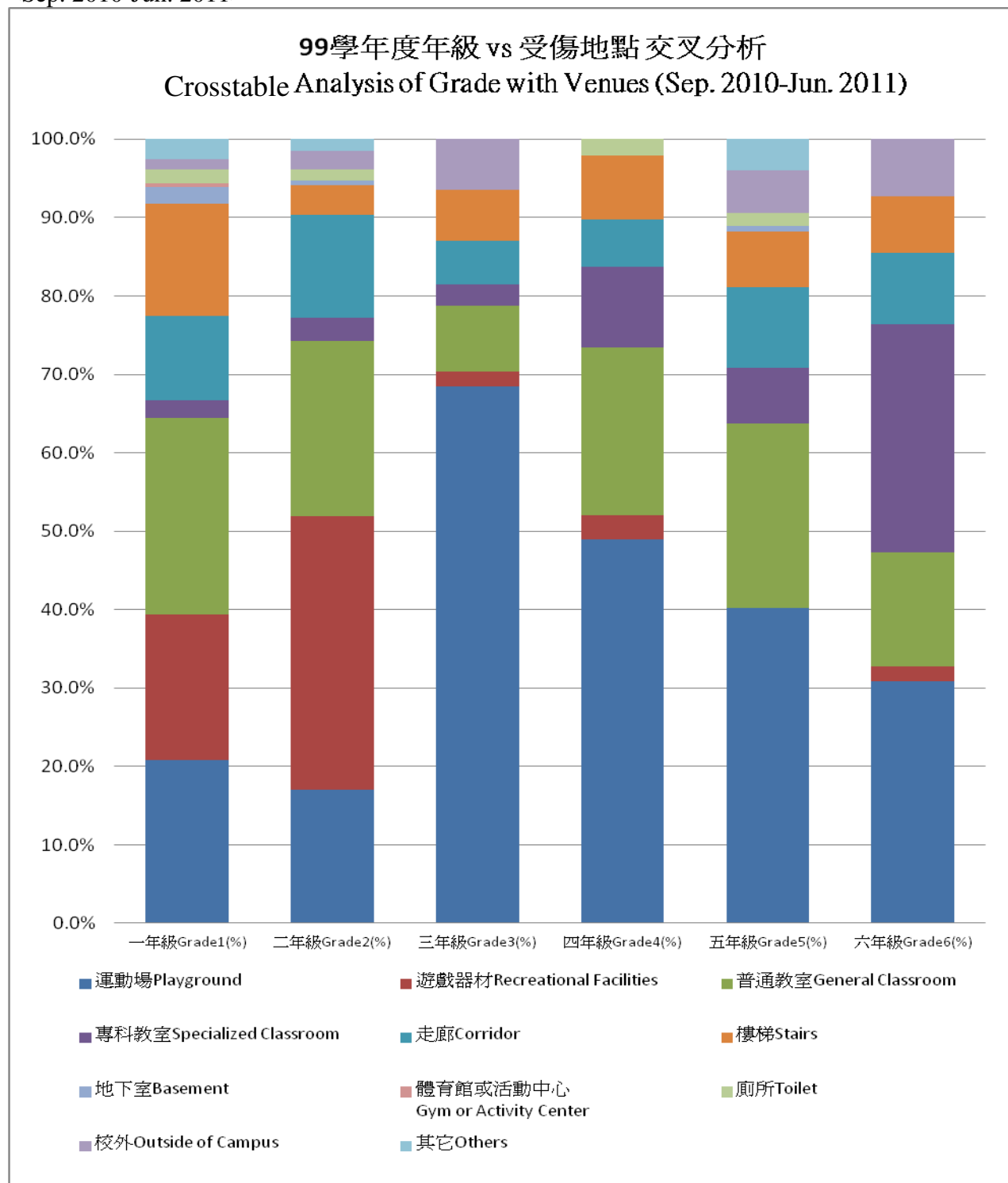
Fig. 10 Crosstable Analysis of kindergarten class with Time <Sep. 2010-Jun. 2011>



\* In 2010 academic year, the crosstable analysis of kindergarten class with time: 83.3% for the junior classes in the morning as the highest, followed by 67.9% for the senior classes.

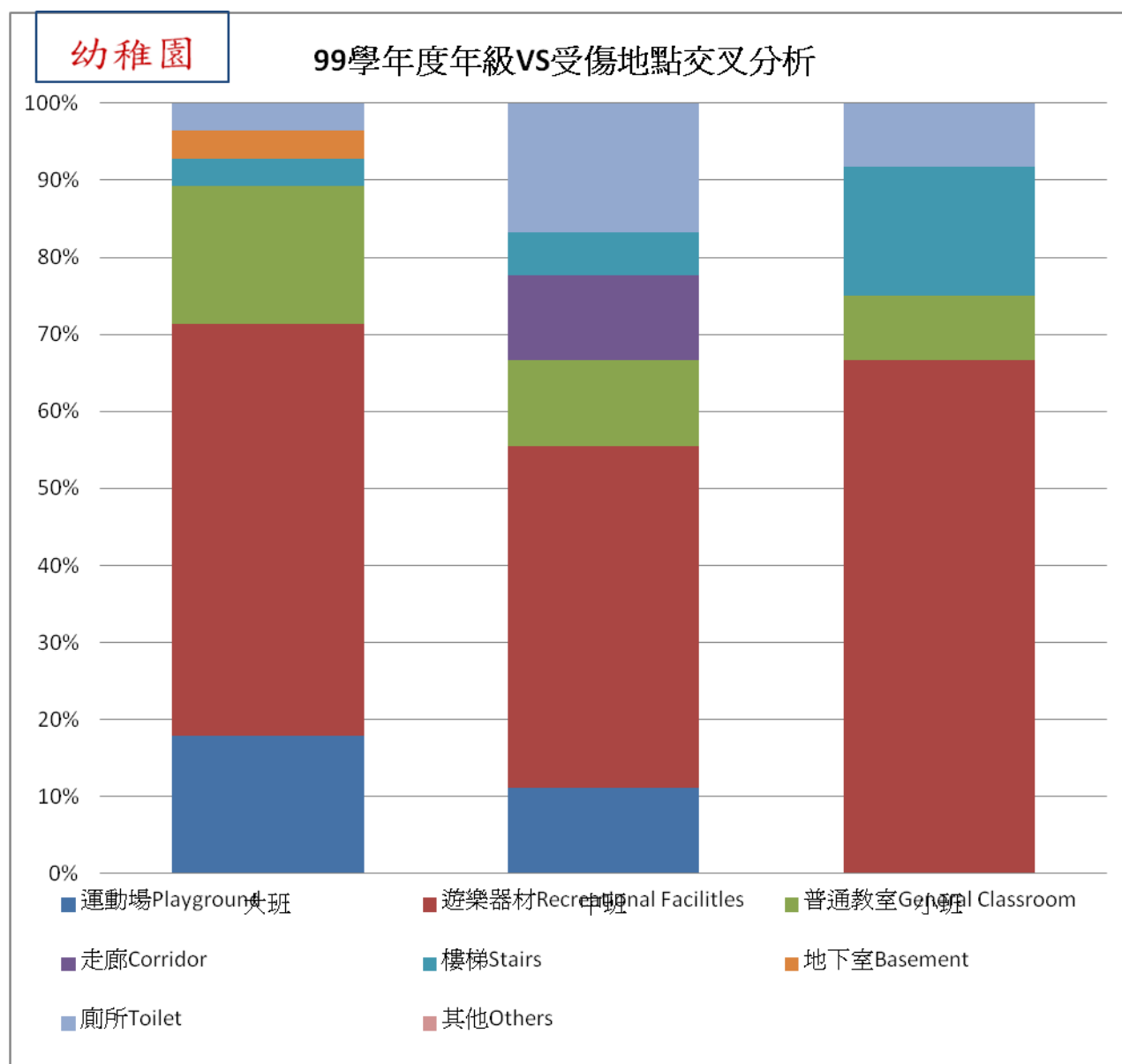


Fig. 11 Crosstable Analysis of Elementary Grade with Venues of the incidence of student injury  
<Sep. 2010-Jun. 2011>



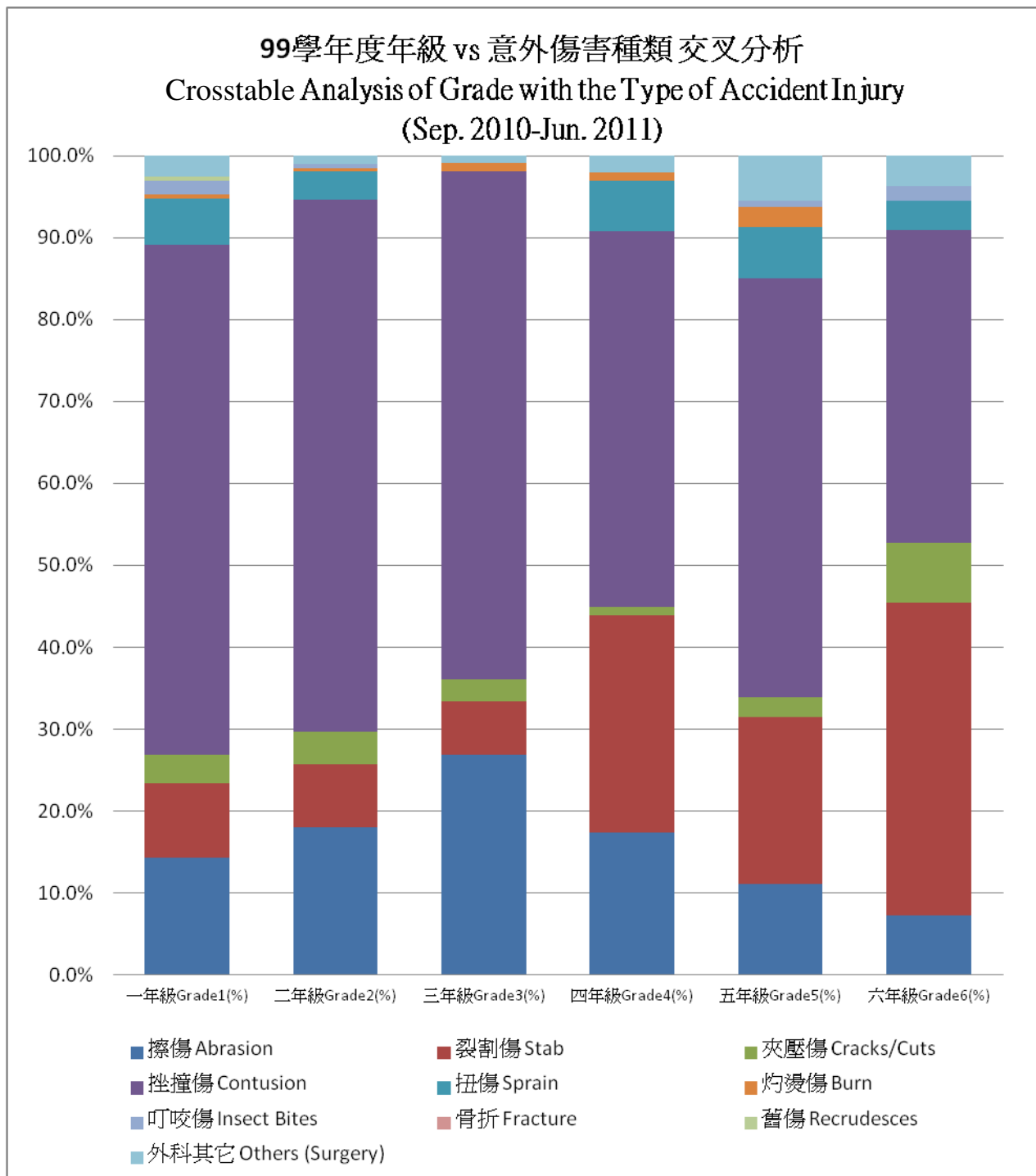
\* In 2010 academic year, the crosstable analysis of elementary grade with venues of the incidence of student injury: Grades three and four were of the majority in number of people injured in playground.

Fig. 12 Crosstable analysis of kindergarten class with venues of the incidence of student injury  
<Sep. 2010-Jun. 2011>



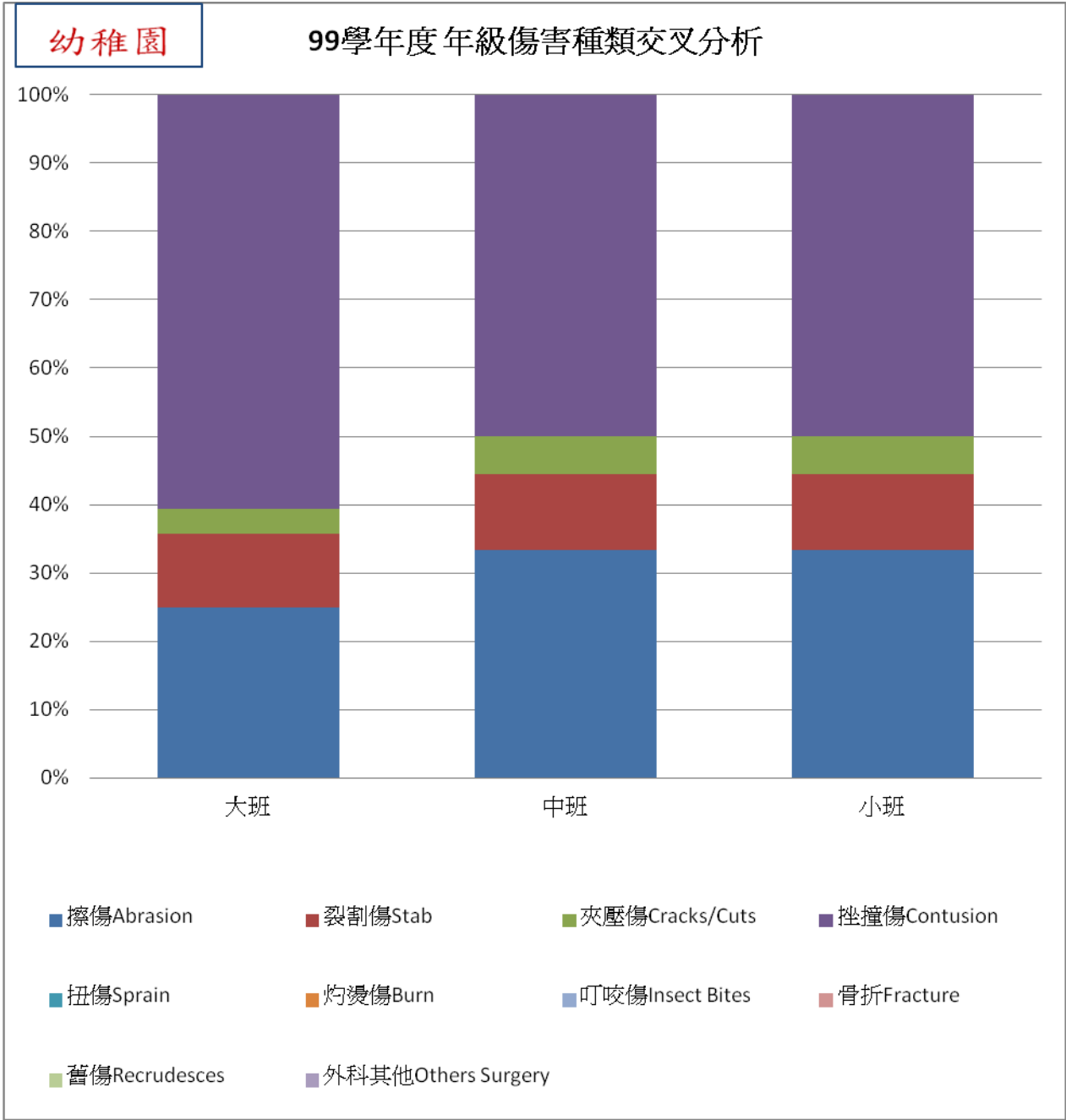
\* In 2010 academic year, the crosstable analysis of kindergarten class with venues of the incidence of student injury: The majority of injuries for each class occurred in the recreational facilities (playing area).

Fig. 13 Crosstable analysis of Elementary Grade with the Type of Accident Injury <Sep. 2010-Jun. 2011>



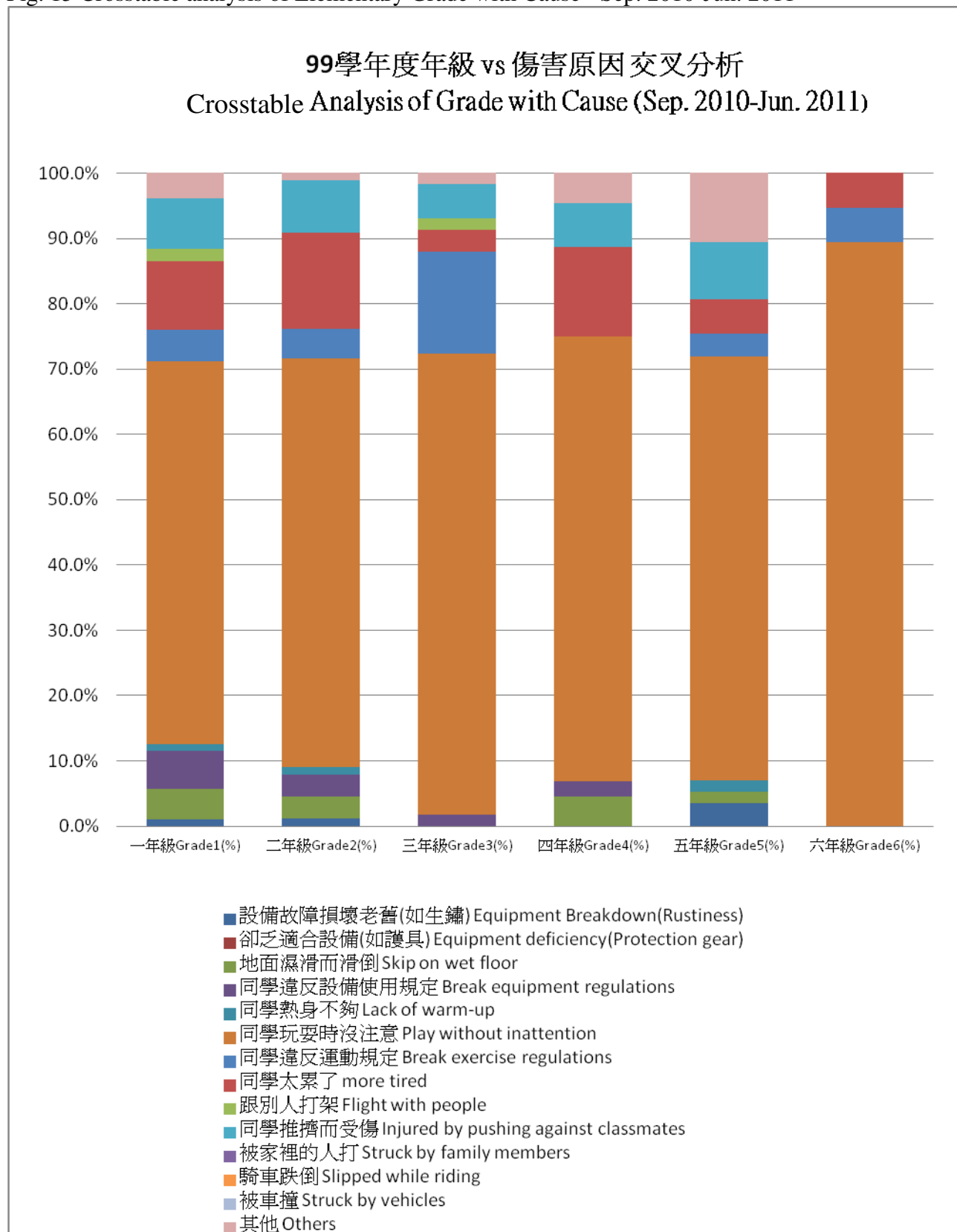
\* 2010 academic year, the crosstable analysis of elementary grade with the type of accident injury: the majority is contusion for all grades.

Fig. 14 Crosstable analysis of kindergarten class with the Type of Accident Injury <Sep. 2010-Jun. 2011>



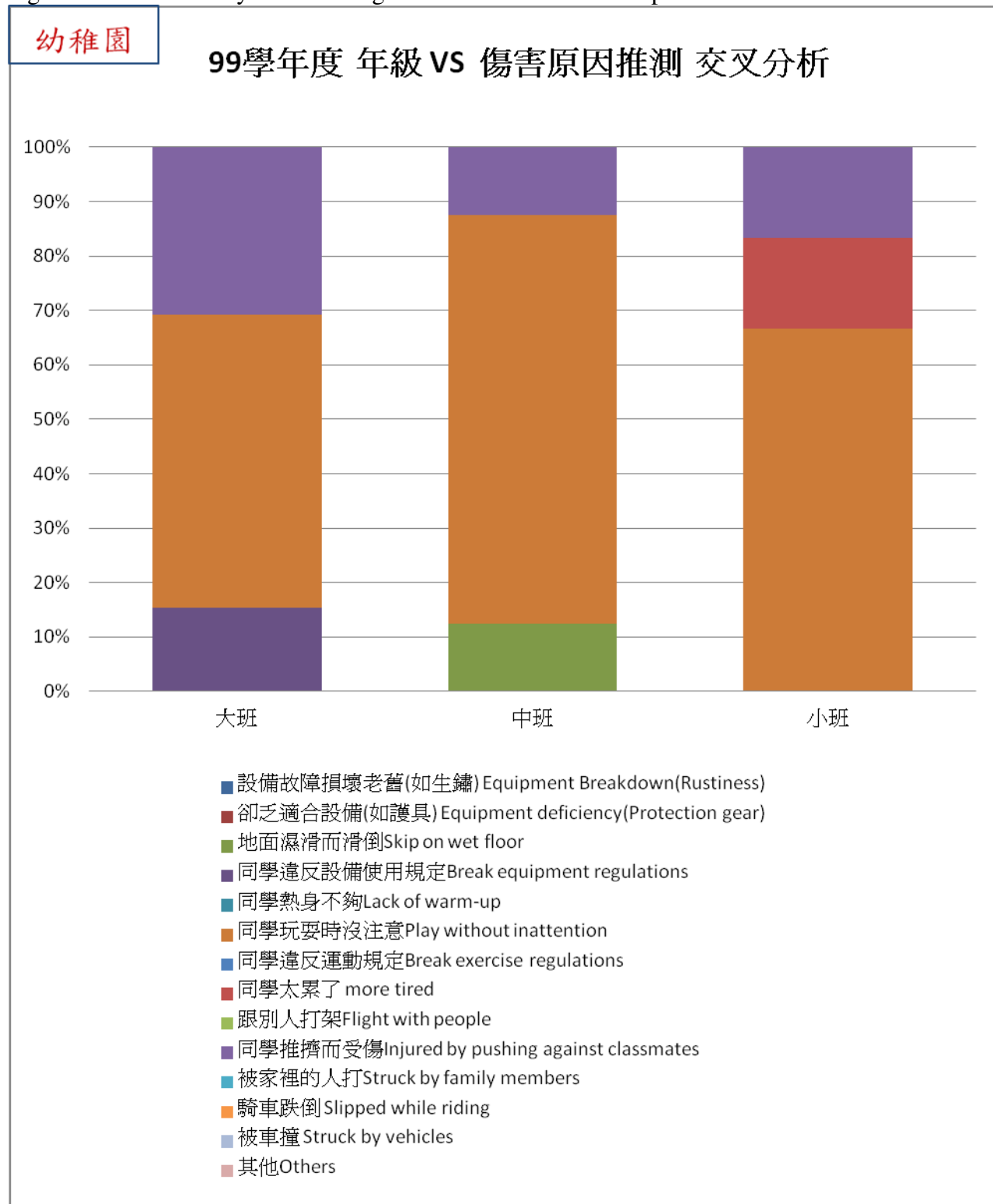
\* In 2010 academic year, the crosstable analysis of kindergarten class with the type of accident injury: the majority is contusion for all classes.

Fig. 15 Crosstable analysis of Elementary Grade with Cause <Sep. 2010-Jun. 2011>



\* In 2010 academic year, the crosstable analysis of elementary grades with the type of accident injury: the majority does not pay attention when playing with classmates for all grades.

Fig. 16 Crosstable analysis of kindergarten class with Cause <Sep. 2010-Jun. 2011>



\* In 2010 academic year, the crosstable analysis of kindergarten grade with the type of accident injury: The majority does not pay attention when playing with classmates for all grades.

## (2) Injury Attribution and Improvement Program

Based on student injuries/illnesses statistics for the previous academic year of the school <September 2010 - June 2011>, it indicates that for the rate of injury for boys is higher than for the girls. The majority of injury time occurs in the afternoon, followed by morning, and noon is least. For the venues of the incidence of student injury, the playground is the highest in rate, followed by the general classroom, and recreational facilities come in third. For the injured body parts, the feet rate is higher, followed by the hands, and the head comes in third. For the injured category, the contusion is the majority, followed by abrasions, and the third is stab.

Based on the above results, the number of injuries in the playground, classroom, and recreational facilities (playing area) accounted for 69.5% of the number of people who were injured. The injury rate in playground accounted for 32.2% of the total number of people subject to injuries. It can be seen that the playground environment is the major place and objective of improvement to be a Safe School. Through the meeting resolution of the Safe School Promotion Committee, “to reduce the playground number of students subject to injuries by more than 20%” is the major improvement objective. The cause analysis and improvement program are as follows:

Item	Cause Analysis	Improvement Program
Gender of the injury	The number of students subject to injuries is higher for boys than girls. Due to the different speed of physical and mental development of boys and girls, boys with lively body movements have higher chances of getting injured than girls.	<ol style="list-style-type: none"><li>1. To strengthen students' regular training in developing comity and habits of respecting other people, in the after-class time, the mentor complies with the rules of use of playground and recreational facilities and timely describes how they can protect themselves from injury.</li><li>2. P.E. teachers to enhance physical fitness training and sports injury prevention.</li></ol>
Time of injury	The time of injury to the afternoon session is the majority, as the physical education or outdoor lessons for middle and high grades mostly came in the afternoon. Due to a smaller campus, limited space increases injury opportunities. The kindergarten student activities are mostly in the morning, so the time of injury is concentrated in the morning.	<ol style="list-style-type: none"><li>1. Physical education or outdoor course to be evenly arranged in the morning and afternoon session.</li><li>2. To plan student games and sports areas by grade, kindergartens and lower grades are in the playing area, middle grades in the playground, and higher grades in the covered playground on the top floor in order to split the number of students to avoid concentrating students in the playground for games and sports, causing congestion and collision and getting injured.</li></ol>
Venues of the incidence of student injury	Venues of the incidence of student injury to playground for the majority. Because it is the most frequent venue for student activities, time for use was constrained by time for class or after-class, the competition pressure or the most chances for physical contact.	<ol style="list-style-type: none"><li>1. During breaks the traffic safe guard teacher patrols in the designated field, such as the playground, playing area, too maintain the safety of student sports game.</li><li>2. Planning student games and sports areas by grade to avoid overcrowding in playground, resulting in the collision injury at breaks.</li><li>3. Posting safety warning signage to remind students of mutual respect, comity and paying attention to safety while in sports and games.</li></ol>

		<ol style="list-style-type: none"> <li>Promote the “sports injury prevention” and establish the teachers’ and students’ safety and first-aid knowledge.</li> <li>When the weather is dark, start large-scale lighting.</li> <li>Regularly check the safety of the sport playgrounds and equipment to avoid the occurrence of accidental injury due to the venue and equipment problems.</li> </ol>
Type of Accident Injury	Contusion is the majority in injury type for students most frequently chase and push in the playground or corridors, resulting in fall and injury.	<ol style="list-style-type: none"> <li>Post warning signs in the playground and corridors to remind the students to note sports games safety.</li> <li>Paint the separating yellow line in the corridor to remind students the direction of moving.</li> <li>By life education to develop the students’ habits to abide by the rules of the game.</li> </ol>
Injured body parts	Injured body parts are mostly in the hands and feet, especially in the feet, frequently resulting in knee abrasions or collision bruises due to fall.	<ol style="list-style-type: none"> <li>Enhance physical fitness and strengthen students’ attention and limb response capabilities.</li> <li>Really do warm-up operation before exercise.</li> </ol>
Disposal of injury	When students were treated in the health center for injuries, the majority was applied with ice and health education advocacy, mainly to remind students to pay attention to the games and sports safety and not do risky behaviors.	<ol style="list-style-type: none"> <li>Do calisthenics before exercise.</li> <li>Organize first aid training courses for faculty.</li> <li>Classrooms equipped with simple first aid kit, so the students can be treated immediately when injured.</li> </ol>
Injury cause	The main reason for the students’ injuries was that when playing with classmates, they did not pay attention, thus colliding into each other.	<ol style="list-style-type: none"> <li>To strengthen the safety advocacy for students’ game and sports.</li> <li>Strengthen physical fitness to enhance students’ attention and limb response capabilities.</li> <li>Teach the students to not reluctantly engage in sports while in a bad mood or in poor physical conditions, and know how to take moderate rest.</li> </ol>

3.5.4.2 Based on statistical analysis of student injuries/illnesses, the 2011 academic year set to reduce number of students subject to injuries in playground as a priority issue to promote. The improvement objectives are as follows:

(1) Improvement objective:

The 2010 academic year statistics show that in the venue of school students’ injury the playground accounted for 32.2% is the highest. Therefore, to enhance the safety of the playground was taken as the primary objective. And taking the total number of students and the number of injured students in the playground into consideration set up the priority issues to promote, in the first year the improvement objectives is to reduce the number of students subject to injuries by 20%, and hope in the second year of promotion, further reduce the number of students subject to injuries at outdoor activity venues by 15%, and in the third year to reduce the number of students subject to injuries in the classroom and all activity venues by



10%.

(2) Roles of school, teachers, students and community members:

- The school:

Principal: To supervise the operation of the Safety school committee and guide the formulation and implementation of various plans.

Student Affairs Division: bring together resources from all divisions to develop Safe School implementation plan, organize sports safety educational advocacy, promote a single issue action program and physical fitness activities, and implement traffic safe guards measures.

Educational Affairs Division: integrate safety education into the field of health and physical education teaching, proposed teaching plan and demonstrate teaching achievements.

General Affairs Division: View the status of the school premises including equipment therein, propose improvement program against the dangerous points and venues that need to improve and have it implemented.

Counseling Division: Integrate parents and community resources to assist in the operation of the Safety school committee.

Health Center: Compile the statistics of student injuries / illnesses to establish a specific disease data and assist with the relevant advocacy and medical care.

- Teachers:

Guide students to correct safety knowledge, conduct safety education courses, served as the campus traffic safe guards in shift to help maintain the safety of the student activities in the after-class activity periods. At any time to enrich their own safety-related knowledge and skills, lead by example, to become a model for students.

- Parents:

Cope with the school to carry out safety-related family education, extended school safety advocacy to the family, provide school with immediate advice for safety issues.

- Community:

Assist in the care of student off-campus safety, providing opportunities for students to experience community safety advocacy activities, cope with the school to conduct safety educational advocacy.

- Students:

Students' autonomous municipal service team is responsible for the safety education advocacy in morning meeting and the whole assembly time, and campus safety vanguards to help remind students not to engage in dangerous actions.

### 3.5.4.3 3E Action Plan of Priority Issues

## Safety School Promotion Project Taipei Private Zhongshan Elementary School & Kindergarten Action Plan

Action Plan of Priority Issues: Reduce the number of people subject to injuries in the playground by 20%.

The Objectives of the School	Implementation Strategy (Steps)	Units in Charge	Implementation Object	Enforcement Period	Assessment Method	Notes
<b>1. Enforcement</b> 1. Organizing International Safe School Committee, division of responsibilities and regularly convene meeting, and implement according to plan.	<b>1-1 To Strengthen the Operation of the Promotion Committee of the International Safe Schools Designation</b> 1-1-1 Safety school committee was established in accordance with the seven designation indicators to regularly convene meetings. Members including village chiefs of the community, parents, etc. are divided into seven groups in accordance with the powers and responsibilities of the work. 1-1-2 All policy planning were discussed and decided by schools and community members. 1-1-3 Safety School Committee must be based on the implementation effectiveness to regularly assess and amend the promotion strategy. 1-1-4 Conduct a monthly review meeting of the work of the safety school.	Safety School Committee	Safety School Committee	March 30, 2011 - April 30, 2012	Work plans, minutes of meetings, Statistics, the questionnaire results of the investigation, analysis	
2. Based on 42 Matrix Benchmark indicators as well as the analysis of statistical results of annual students accidental injury, planning and effective measures to reduce playground student accidental injury.	<b>1-2 Planning effective measures to reduce playground student accident.</b> 1-2-1 Health Center and Hygiene Section to conduct analysis according to the monthly student injuries/illnesses statistics to understand the student injury rate and causes, and submit to the Committee for discussion. 1-2-2 Establish the school “safety map,” by the statistics of the Venues of the incidence of student injury and student questionnaires, mark the locations in the campus prone to	Student Affairs Division General Affairs Division Educational Affairs Division Counseling Division	All teachers and students	June 1, 2011 – June 30, 2012	Create a safety map, picket traffic safety guard team on duty table, the record of traffic safety guide, campus patrol record.	

The Objectives of the School	Implementation Strategy (Steps)	Units in Charge	Implementation Object	Enforcement Period	Assessment Method	Notes
3. The combination of all resources of the community members to assist in promoting school safety education program.	<p>accidental injury, and conduct the advocacy, suggesting teachers and students alert danger zone.</p> <p>1-2-3 For class break, plan different activity venues by grade level to reduce the number of activity participants in the playground.</p> <p>1-2-4 In the implementation of the playground traffic safe guard system during recess, the teachers on duty of the traffic safe guards at any time to remind students to pay attention to safety.</p> <p><b>1-3 Application of Safe Community Committee and other community resources</b></p> <p>1-3-1 To actively participate in Community safety advocacy and educational activities.</p> <p>1-3-2 To sign “Collaborative Campus Safety Support Contract” with the policing unit of the area.</p> <p>1-3-3 Parents and community stands ready to provide activity safety information to school administrators, as the reference for promotion of effective measures to reduce activity injury rate in playground.</p> <p>1-3-5 Organize student security team to remind students of playground safety during the recess.</p>	Student Affairs Division General Affairs Division Counseling Division		August 1, 2011- June 30, 2012		
<b>2. Environment</b> 1. Set up guidelines for use and maintenance of sports facilities in school playground.	<p><b>2-1 To implement the guidelines for use and maintenance of sports facilities in the school playground.</b></p> <p>2-1-1 Set up guidelines for the use and maintenance of school playground facilities.</p> <p>2-1-2 To specify specific person to regularly and</p>	General Affairs Division Student Affairs Division	All teachers and students	March 30, 2011 – April 30, 2012	Maintenance records and photographs, the safe use of student games and sports facilities,	

The Objectives of the School	Implementation Strategy (Steps)	Units in Charge	Implementation Object	Enforcement Period	Assessment Method	Notes
2. Maintaining the quality of the playground sports space.	<p>irregularly conduct maintenance of sports equipment and game facilities.</p> <p>2-1-3 All students carry out safety advocacy for playground activities.</p> <p><b>2-2 Strengthen the playground ground maintenance to maintain sports safety.</b></p> <p>2-2-1 Regularly conduct the playground ground maintenance to improve sports safety.</p> <p>2-2-2 Regularly clear the playground pebbles, moss and debris.</p> <p>2-2-3 Improve playground lighting to maintain activity safety in the playground when the weather is dim.</p>	General Affairs Division	General Affairs Section	June 1, 2011-June 30, 2012	educational activity photos, photos of advocacy activities, student accidental injury sent in accordance with standard operating procedures	
3. To strengthen the education and propaganda for safety of the playground activities.	<p><b>2-3 To strengthen the detection and safety advocacy of the venue in the playground prone to accidents.</b></p> <p>2-3-1 Prone to the bruises block paste cushioning facilities.</p> <p>2-3-2 Labeled in the playground safety online “safety first,” “action against dangerous,” “mutual respect” Kanban to reduce collision accidents.</p> <p>2-3-3 Enhance students’ accidental injury hospital precautions and processes, and strengthen the administrative staff and faculty of the drill.</p>	Student Affairs Division	All teachers and students	June 1, 2011-June 30, 2012		
<p><b>3. Education</b></p> <p>1. Games, sports safety education integrated into the formal curriculum and informal curriculum</p>	<p><b>3-1 Integrate games and sports safety into the curriculum</b></p> <p>3-1-1 In the curriculum of health and physical education areas, strengthen the students’ skills of sports safety, and require students to take “mutual respect” as a core value.</p> <p>3-1-2 The health and physical education teachers to</p>	<p>Educational Affairs Division</p> <p>Student Affairs Division</p>	All teachers and students	July 1, 2011 — June 30, 2012	Curriculum and teaching plans	

The Objectives of the School	Implementation Strategy (Steps)	Units in Charge	Implementation Object	Enforcement Period	Assessment Method	Notes
2. To enhance students' mutual respect for the game right and ability to protect themselves	<p>conduct "standard norm of sports" teaching and guide students how to avoid the injury to enhance students' awareness of accidental injury.</p> <p>3-1-3 Use the time of students' assembly to conduct the advocacy of reducing accidental injury in the playground.</p> <p>3-1-4 Each teacher to conduct a random safety education. Upon seeing students engaged in dangerous activities or behavior, immediately conduct the chance education and correct it.</p> <p><b>3-2 To integrate the playground equipment safety education into the curriculum.</b></p> <p>3-2-1 In health and physical education learning field, strengthen the students' knowledge of activity safety in playground.</p> <p>3-2-2 Use children's assembly and class meeting time to conduct accident injury prevention advocacy.</p> <p>3-2-3 Use "Deep-plow reading" time to read the extracurricular reading materials themed with "respect" to strengthen connotation education of the respect.</p> <p>3-2-4 Use "hearted family" time to establish camaraderie with each other to protect the safety of self and other people.</p>	Educational Affairs Division Student Affairs Division	All teachers and students	March 30, 2011 – April 30, 2012	Curriculum and teaching plans, assessments, interviews, activity learning sheet, reading the passport	
3. To strengthen students' physical fitness and establish the correct sports concepts and habits.	<p><b>3-3 In the morning, class recess time and health and physical education teaching enhance students' physical fitness.</b></p> <p>3-3-1 Conduct physical fitness testing per semester to assess the students' physical status.</p> <p>3-3-2 Use morning and recess time for jogging and gymnastic exercises to enhance students'</p>	Student Affairs Division Educational Affairs Division	All teachers and students	March 30, 2011 – June 30, 2012	Physical fitness testing data, activity photographs, and activity plans.	

The Objectives of the School	Implementation Strategy (Steps)	Units in Charge	Implementation Object	Enforcement Period	Assessment Method	Notes
4. To strengthen teachers and students first aid training and conduct certification.	<p>physical fitness.</p> <p>3-3-3 In the field of health and physical education, set up the learning objectives of students' safety knowledge and the practice, and strengthen sports safety awareness for each student.</p> <p><b>3-4 Strengthen teachers' and students' first aid training to improve first aid capability.</b></p> <p>3-4-1 Establish the health team to train first aid seed students and teachers to promote first aid (CPR) skills.</p> <p>3-4-2 Conduct student first aid (CPR) training per academic year. Students must achieve a pass rate above 90%.</p>	<p>Student Affairs Division</p> <p>General Affairs Division</p>	All teachers and students	August 1, 2011- June 30, 2012	Photos of first aid training results, records of teachers' first aid authentication	

### 3.5.5 Indicator 5

#### 3.5.5.1 Process results:









Through the promotion of the implementation plans for priority issues, the students have remarkable results in enhancing safety awareness, strengthening physical fitness, attention to sports and games safety and reducing injury rates:

Project Evidence	Number of Participants	Outcome of Change
Draw and post safety map of the campus marked with red dots to highlight the locations prone to injury.	651 people	70% of the students understood the most easily injured place is the playground and will increase safety awareness when doing sports.
Announce partitioned activity area to reduce the number of students in playground activities to reduce contusion caused by congestion.	651 people	In excess time, 41% of the students' activities in the playing area, 28% in the playground, and 31% in the covered playground.
For recess time, arrange the traffic safe guard teachers to patrol around the playground to remind students not to engage in dangerous actions.	21 people	95% of the students in the playground activities will avoid making dangerous actions because the traffic safe guard teacher stands guard.
Organize student safety vanguard to persuade students not to engage in dangerous actions.	20 people	30% of students will listen to persuasion and change the way of games.
Hang the school mascot "Bear" safety signage on playground safety net to remind students to pay attention to sports safety.	651 people	90% of the students note the safety signage and remind each other to pay attention to safety.
Use morning meeting, by the Students' municipal service team to conduct sports and games safety advocacy.	550 people	98% of students can comply with the safety guidelines in playground activities and pay attention to safety.
Include "Respect" as one of the core virtues of the moral education. Strengthen the concepts of "mutual respect" and "safety first."	550 people	80% of the students can achieve the ability indicators of "respect."
Promote "deep plowing reading" by reading activities to strengthen students' concept of "safety" and their knowledge about how to respect other people, and safeguard other people's interests.	550 people	100% of the students understood the importance of protecting their own safety and other people's safety as well.
The health and physical education teachers use class time to strengthen the guidance of the rules of the safe sports and games.	550 people	75% of the students can comply with safety rules.
Class meeting to discuss the topics of "safe use of the playground and playing area."	550 people	98% of the students know they should pay attention to the safety of themselves and their classmates at the playground activities.

Encourage students to increase the daily morning exercise time by 20 minutes to enhance physical fitness and the sensitivity to dangerous reactions.	250 people	50% of the students have developed the habit of morning exercise to enhance physical fitness.
Conduct student CPR first aid training.	107 people	100% of sixth grade students involved in the training, up to 100% pass rate.



## Safety School Project Evidence

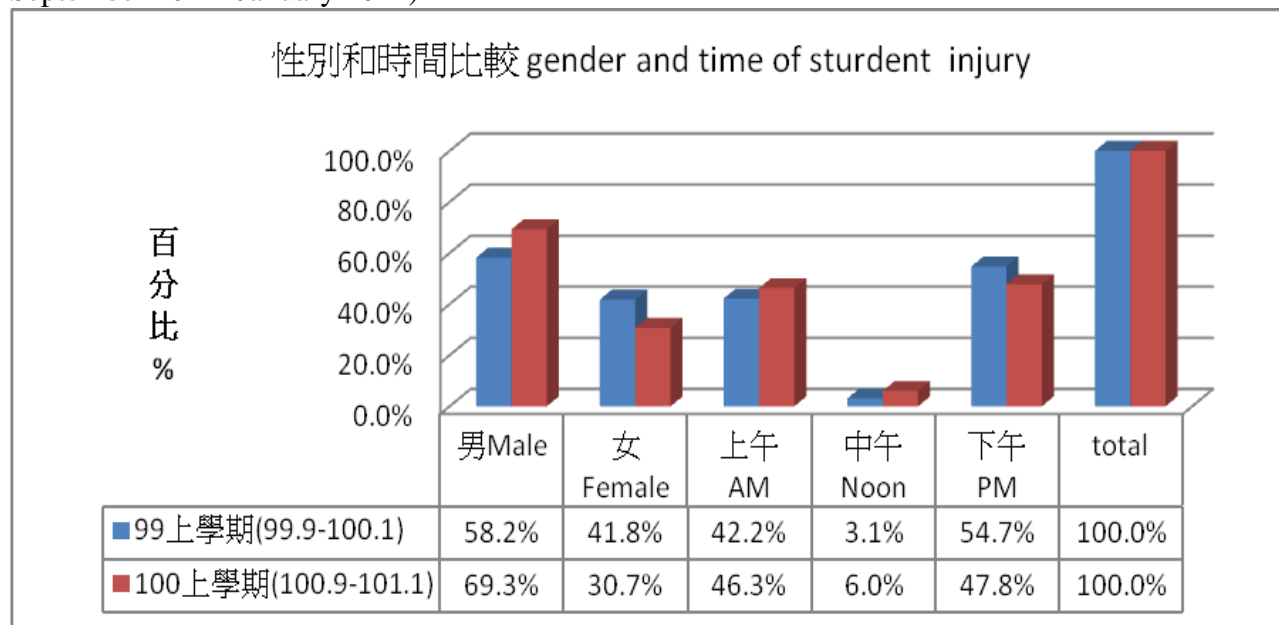
	
<p>The autonomous municipal service team conducts safe campus advocacy.</p>	<p>The autonomous municipal service team conducts friendly campus advocacy.</p>
	
<p>Playground set mascot "Bear" safety signage</p>	<p>Children complying with the safety rules to carry out activities.</p>
	
<p>Class meeting discussion on the issue of "reduction of playground injury rates."</p>	<p>Children sharing their experience of "how to avoid injuries."</p>
	
<p>Physical education teacher guides the sports safety skills.</p>	<p>Conducting the mountain safety training camp activities.</p>

### 3.5.5.2 Evaluation of the results:

#### 1. Quantification (September 2010 to March 2012)

(1) Elementary school and kindergarten student injuries/illnesses for 2010 and 2011 academic years were compared in detail as per Figure 1 to Figure 24.

Fig. 1 Comparison by Gender and Time of Student Injury (September 2010 - January 2011 & September 2011- January 2012)



\* First semester of 2011 academic year injured gender: Boys accounted for 69.3% and girls 30.7%. Compared with First semester of 2010 academic year, boys accounted for 58.2%, and girls 41.8%, an increase by 11.1% for boys and decrease by 11.1% for girls.

\* First semester of 2011 academic year injury time: 46.3% in the morning, 6.0% at noon, and 47.8% afternoon. Compared with First semester of 2010 academic year, 42.2% in the morning, 3.1% at noon, and 54.7% afternoon, in the morning increased by 4.1%, at noon up by 2.9%, and the afternoon dropped by 6.9%.

Fig. 2 Comparison of Gender and Time of Student Injury (February 2011 - June 2011 and March 2012)

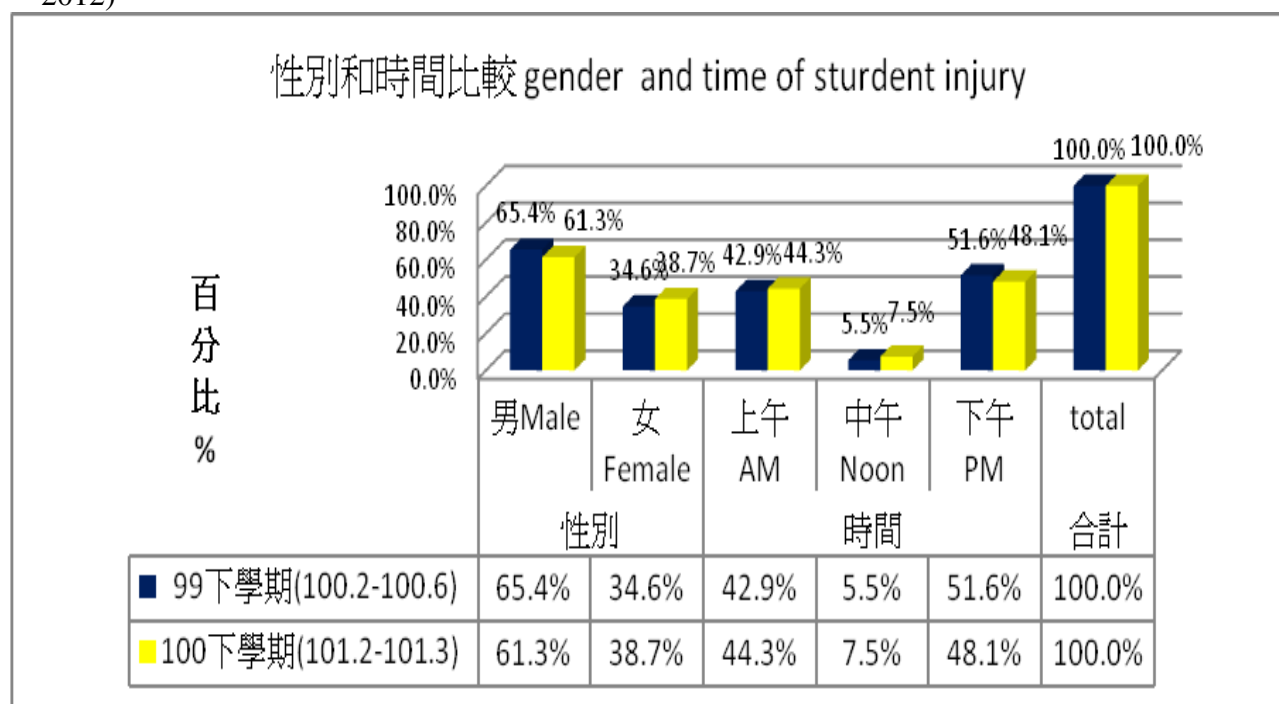
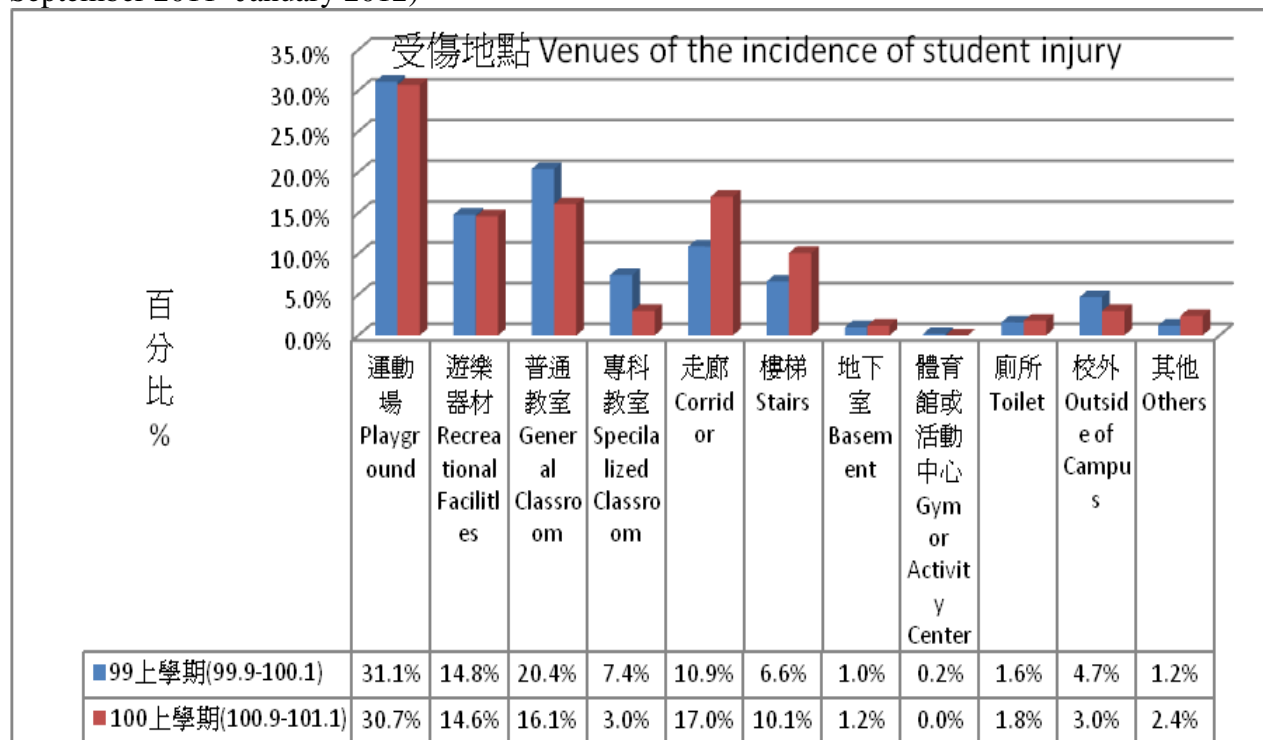


Fig. 3 Comparison of venues of the incidence of student (September 2010 - January 2011 & September 2011- January 2012)



\* First semester of 2011 academic year venues of injury: Playground 30.7%, corridor 17.0%, general classroom 16.1%, and recreational facilities 14.6%. Compared with first semester of 2010 academic year, playground 31.1%, corridors 10.9%, the general classrooms 20.4%, and recreational facilities 14.8%, the playground decreased by 0.4%, corridor increased by 6.1%, general classroom decreased by 4.3%, and recreational facilities decreased by 0.2%.

Fig. 4 Comparison of venues of the incidence of student injury (February 2011 - June 2011 and March 2012)

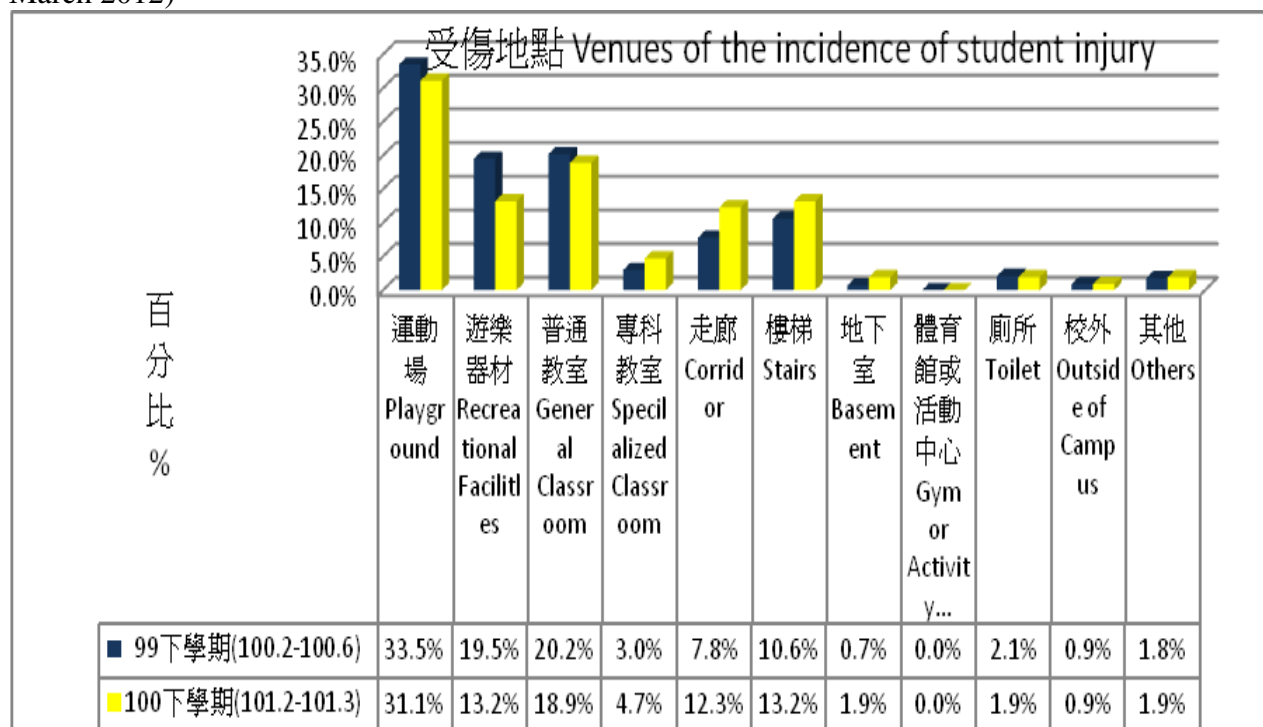
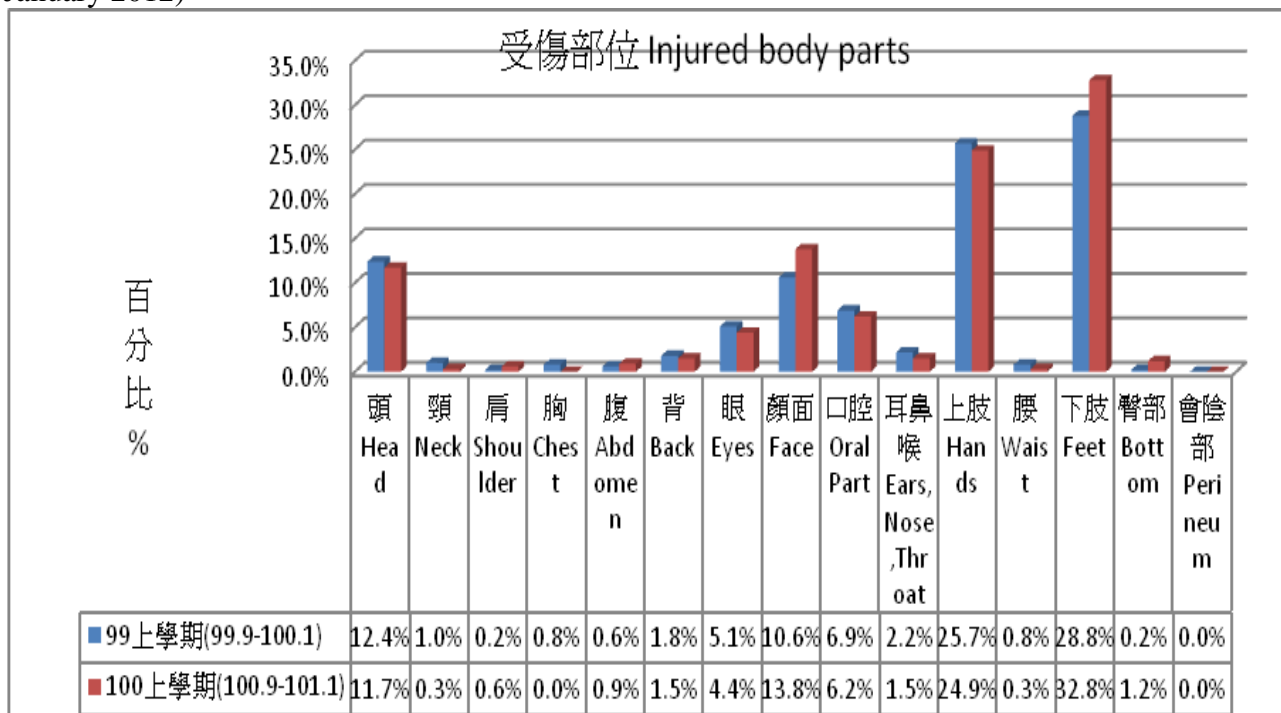


Fig. 5 Comparison of Injured body parts (September 2010 - January 2011 & September 2011- January 2012)



\* First semester of 2011 academic year injured body parts: Feet 32.8%, hands 24.9%, face 13.8%, and head 11.7%. Compared with first semester of 2010 academic year, with feet as 28.8%, hands 25.7%, face 10.6%, and head 12.4%, there was an increase of 4% for the feet, decrease of 0.8% for hands, an increase of 3.2% for face, and decline of 0.7% for the head.

Fig. 6 Comparison of Injured body parts (February 2011 - June 2011 and March 2012)

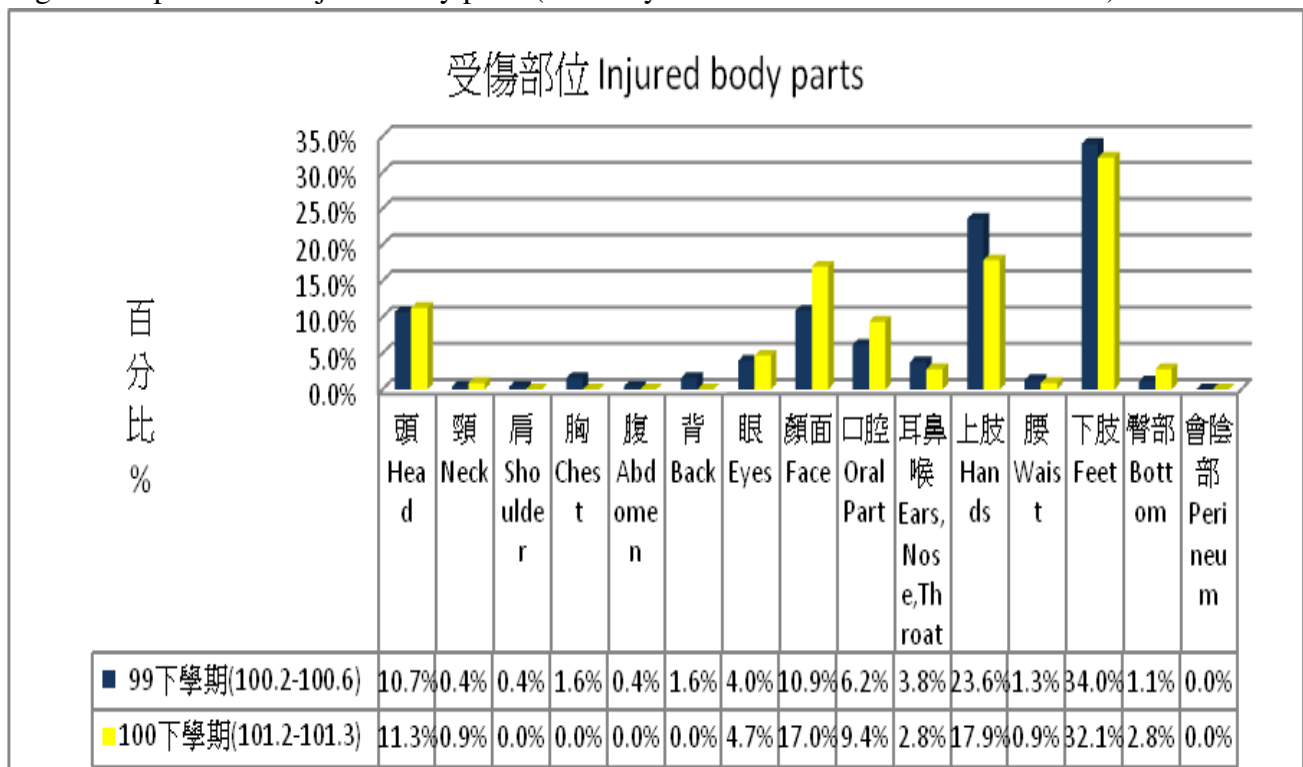
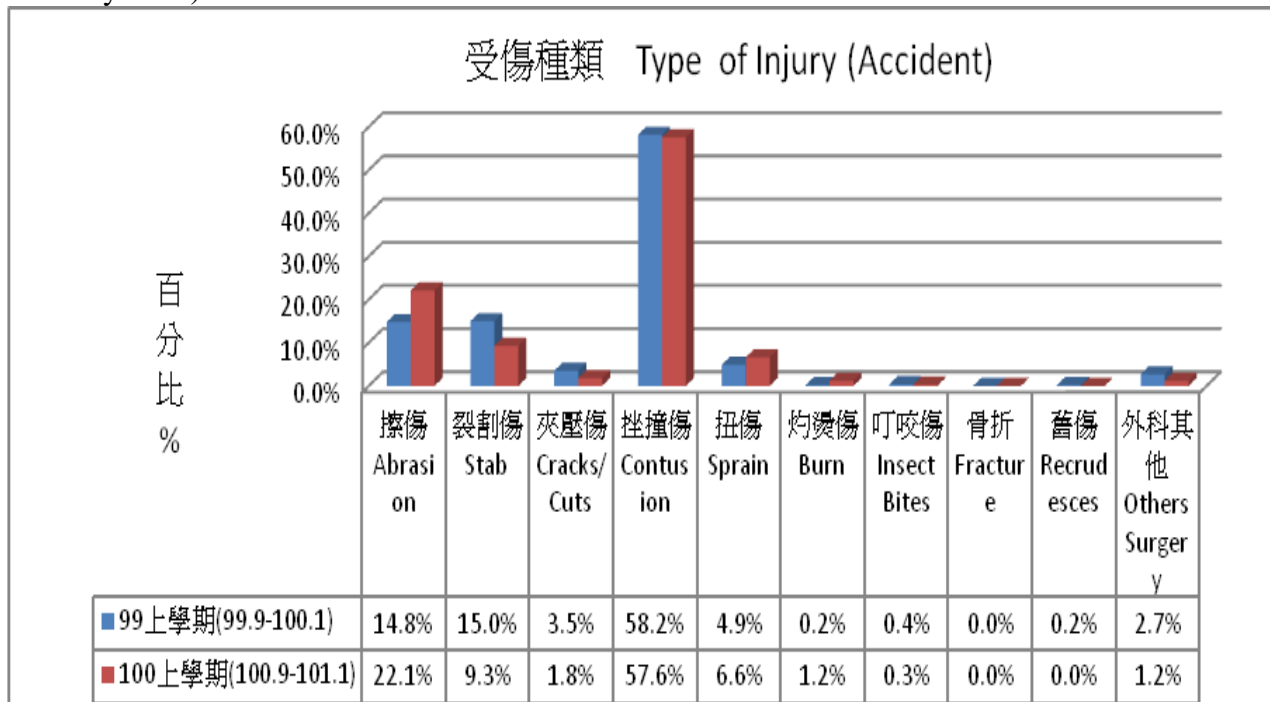




Fig. 7 Comparison of Type of Accident Injury (September 2010 - January 2011 & September 2011- January 2012)



\* First semester of 2011 academic year type of accident injury: Contusion 57.6%, abrasion 22.1%, and stab (split cuts) 9.3 %. Compared with first semester of 2010 academic year, contusion was 58.2%, abrasion 14.8%, stab 15%. The contusion had decreased by 0.6%, abrasions increased by 7.3%, and stabs decreased by 5.7 %.

Fig. 8 Comparison of type of accident injury (February 2011 - June 2011 and March 2012)

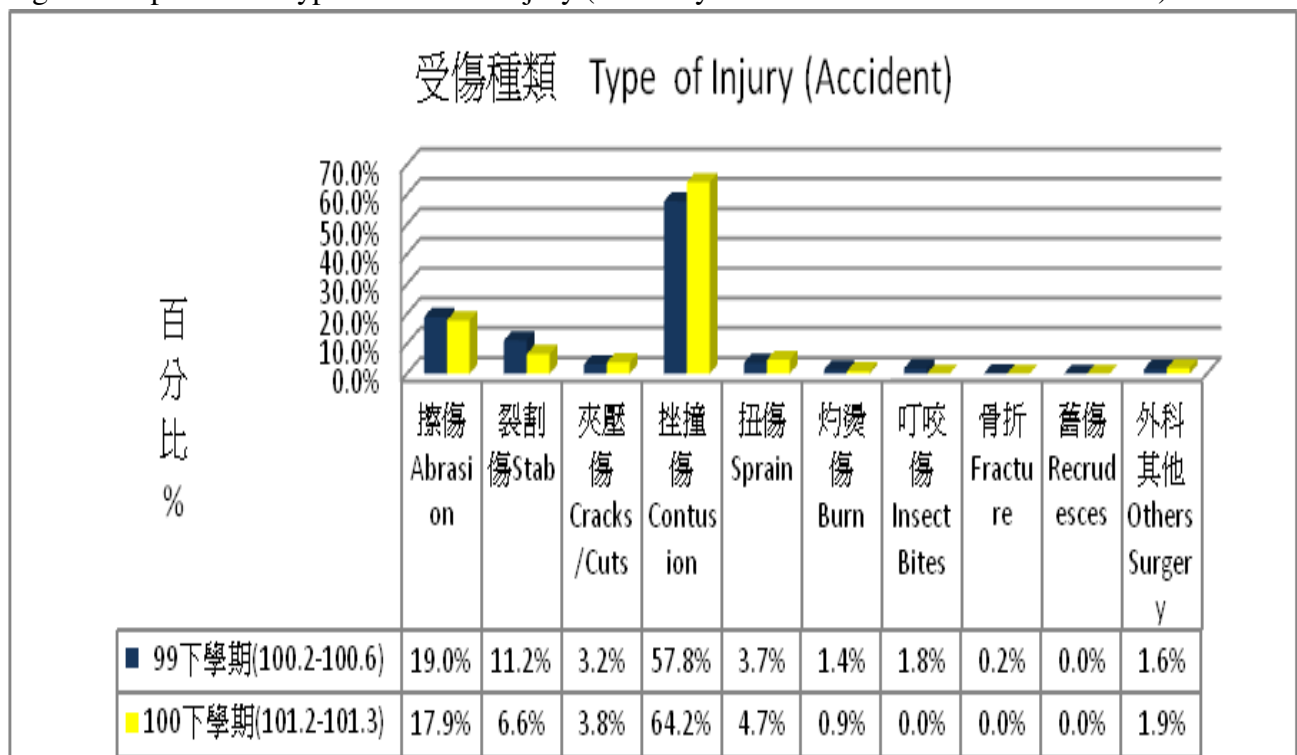
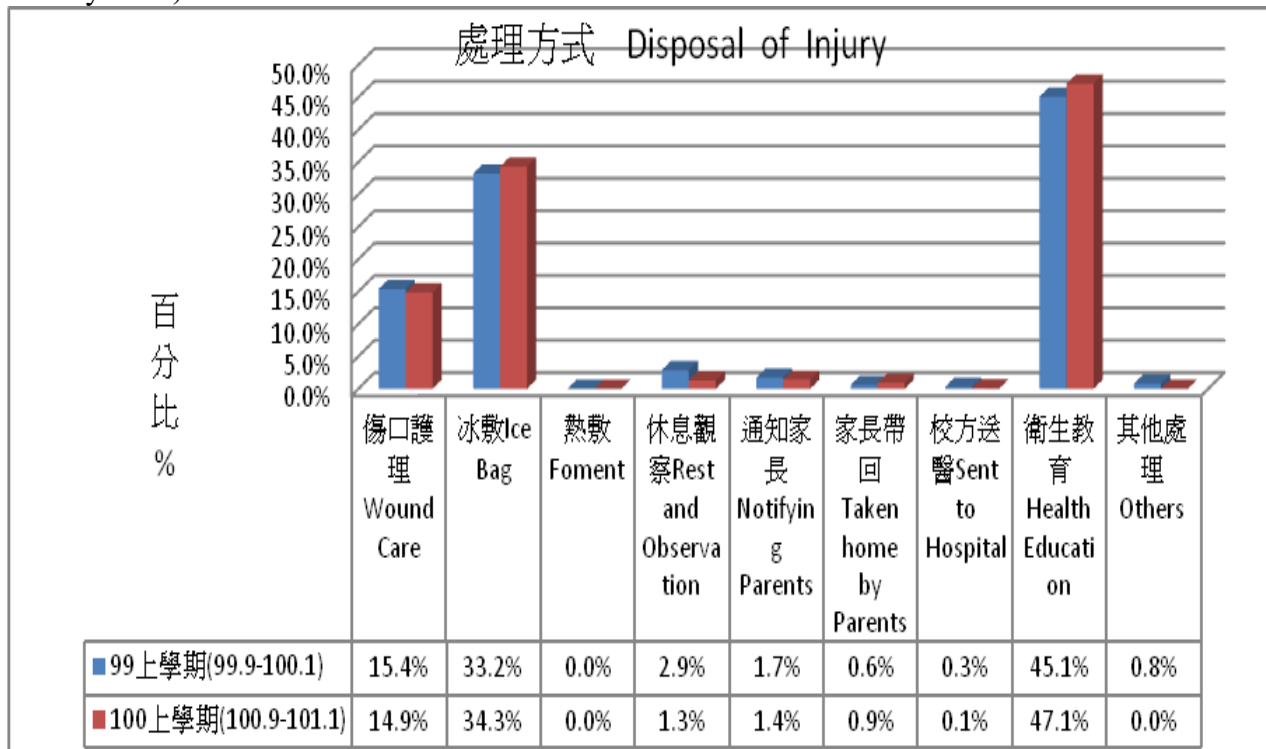


Fig. 9: Comparison of Disposal of Injury (September 2010 - January 2011 & September 2011- January 2012)



\* First semester of 2011 academic year disposal of injury: Health education was 47.1%, ice bag 34.3%, and the wound care 14.9%. Compared with first semester of 2010 academic year, health education was 45.1%, ice bag 33.2%, and the wound care 15.4%. The health education had increased by 2%, the ice bag increased by 1.1%, and the wound care decreased by 0.5%.

Figure 10: Comparison of Disposal of Injury (February 2011 - June 2011 & March 2012)

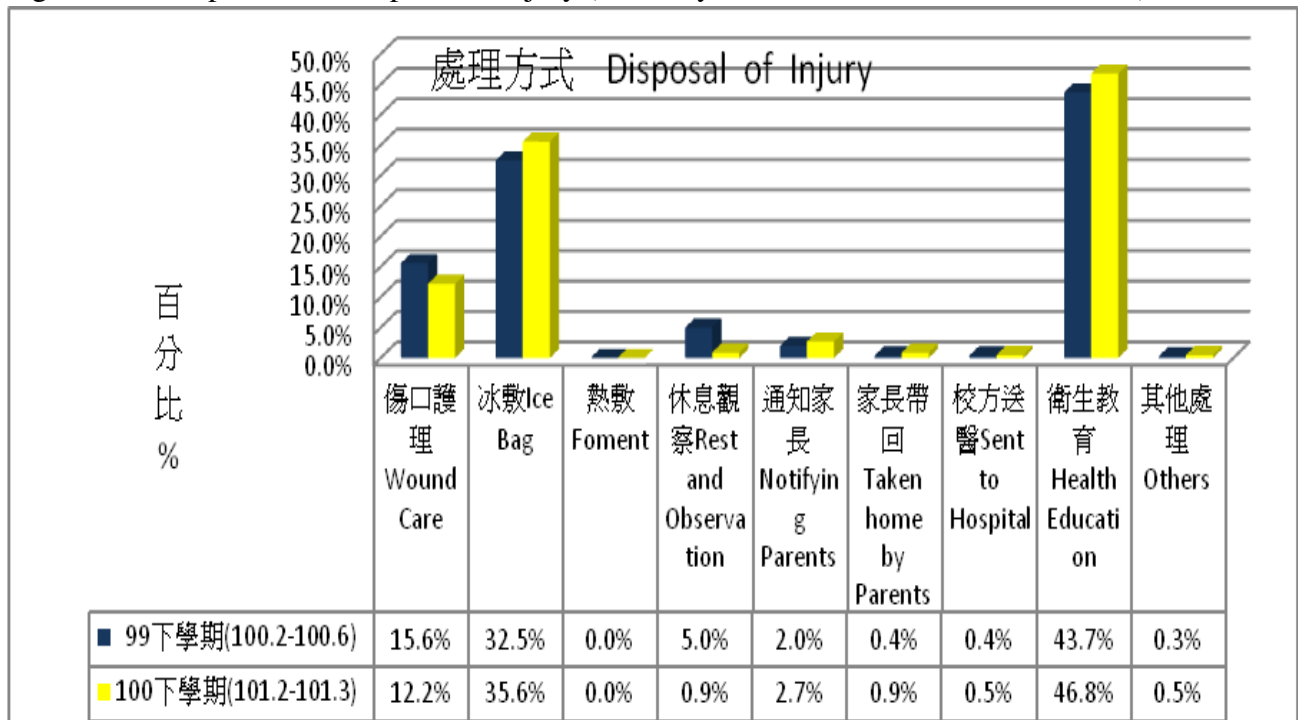
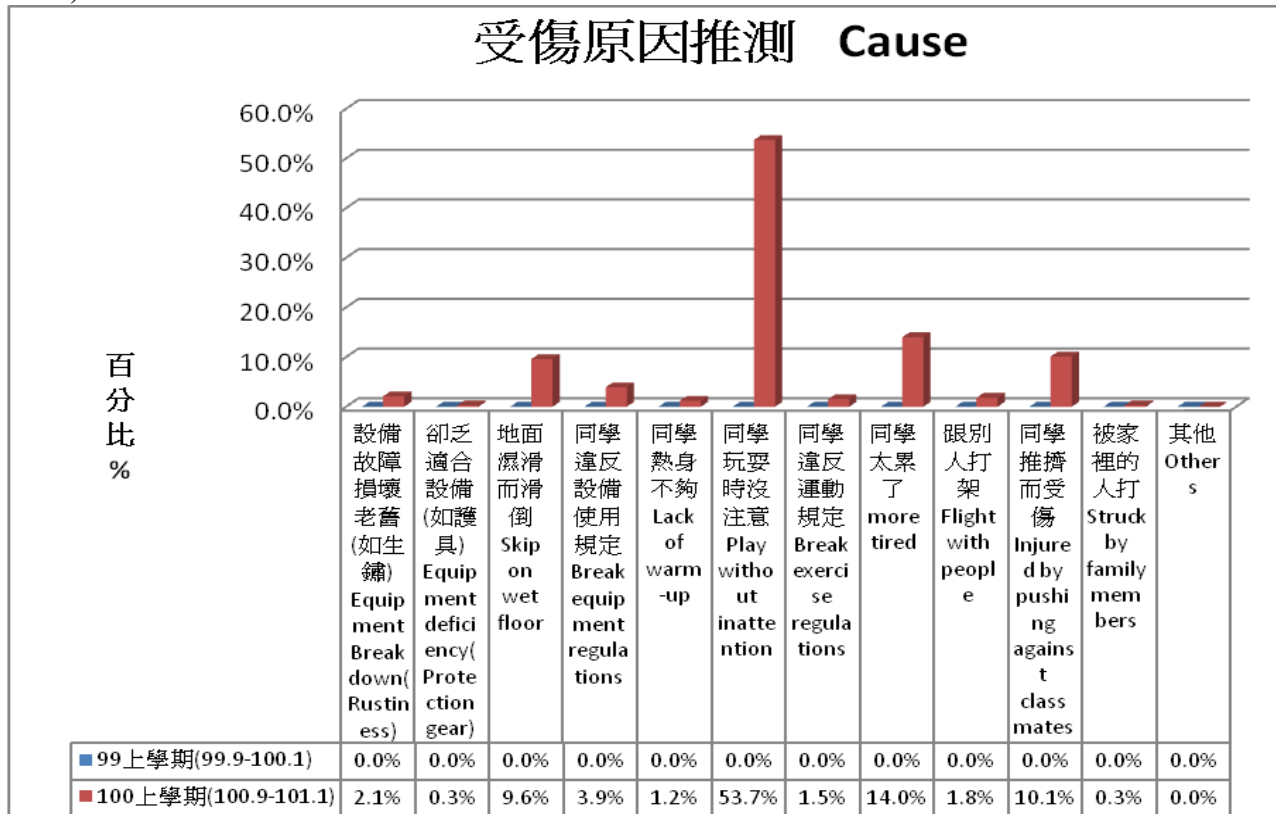


Figure 11: Comparison of Cause (September 2010 - January 2011 & September 2011- January 2012)



\* First semester of 2011 academic year speculated cause of injury: Students playing without paying attention accounted for 53.7%, students are more tired 14%, pushed by classmates 10.1%, and slipping on wet floor 9.6%.

Figure 12: Comparison of Cause (February 2011 - June 2011 & March 2012)

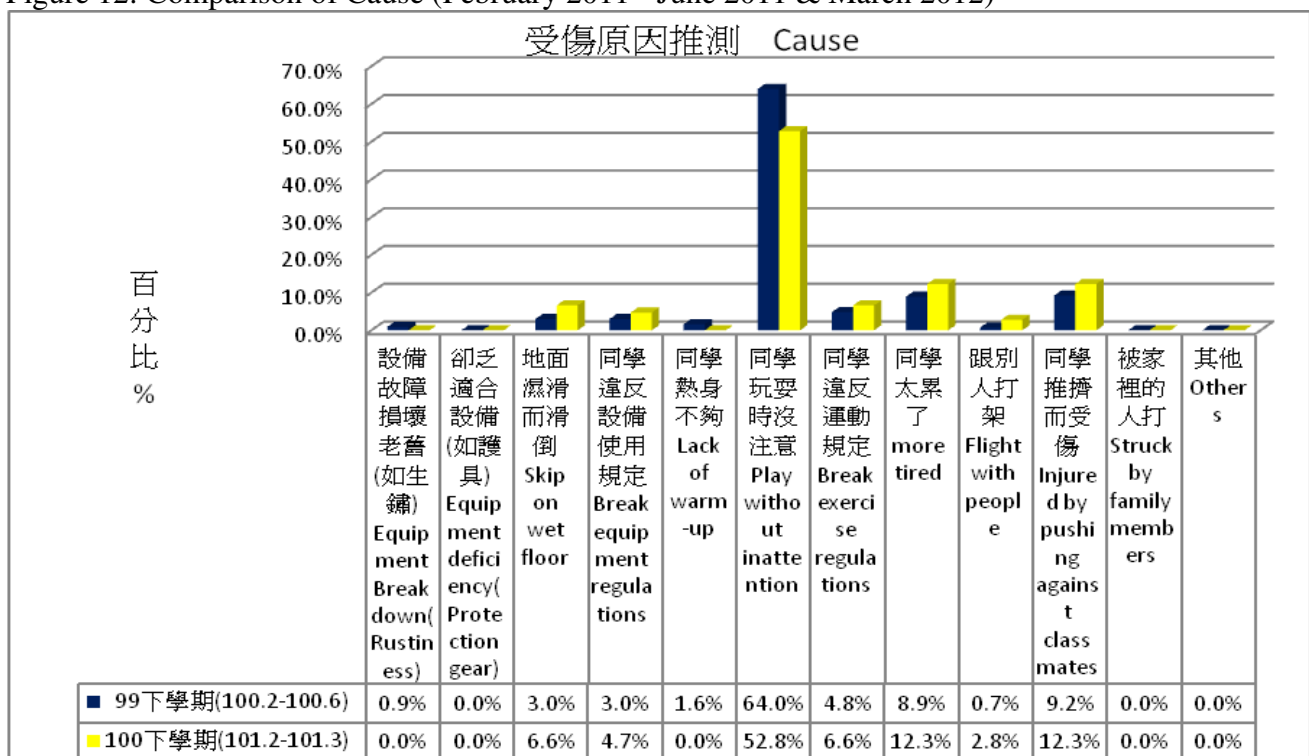
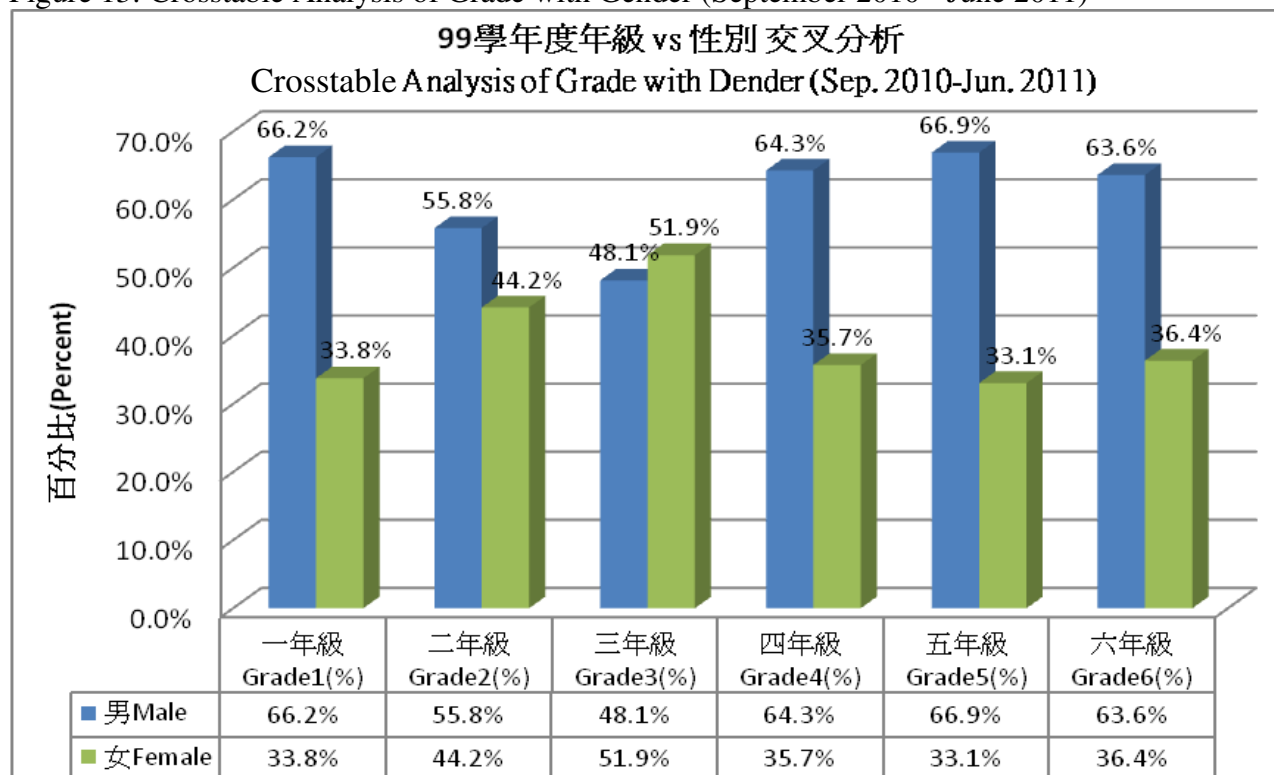
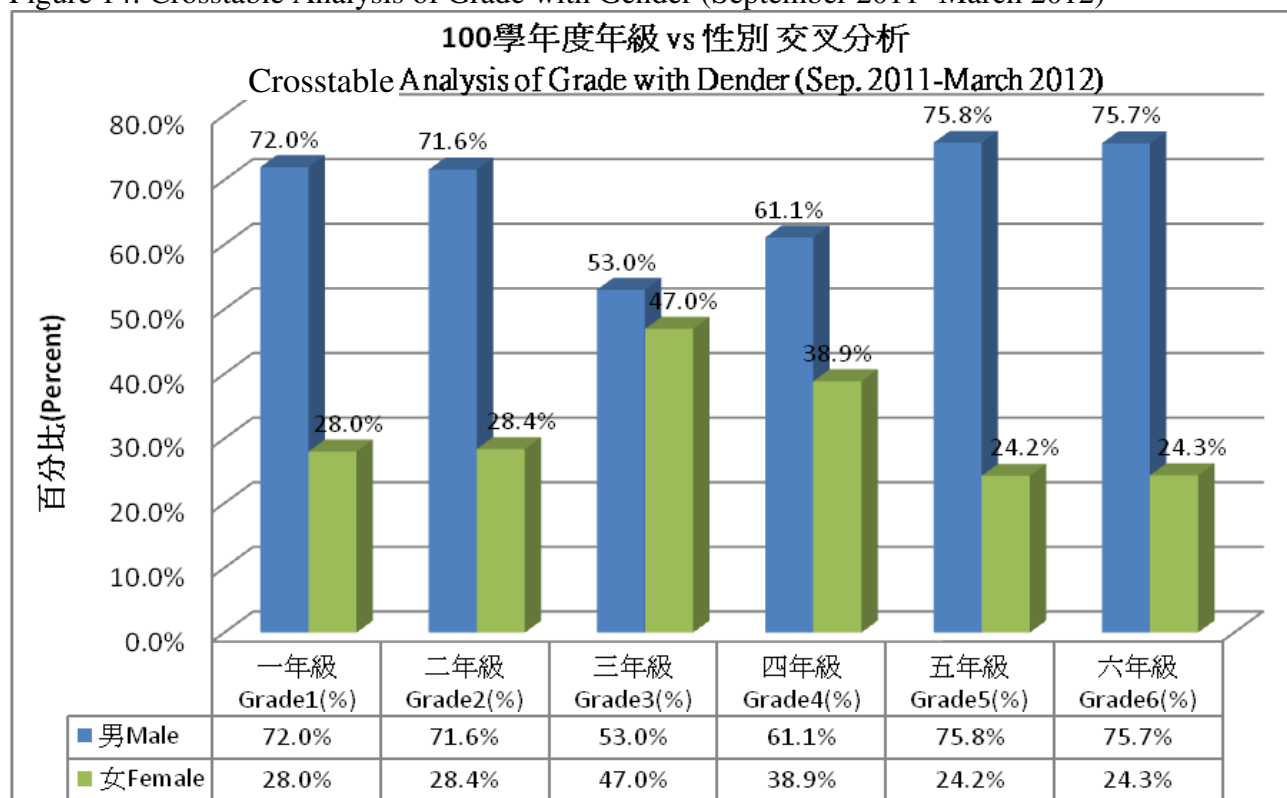


Figure 13: Crosstable Analysis of Grade with Gender (September 2010 - June 2011)



\* 2010 academic year crosstable analysis of grade with gender: Fifth-grade boys 66.9% and first grade boys 66.2% are of the highest.

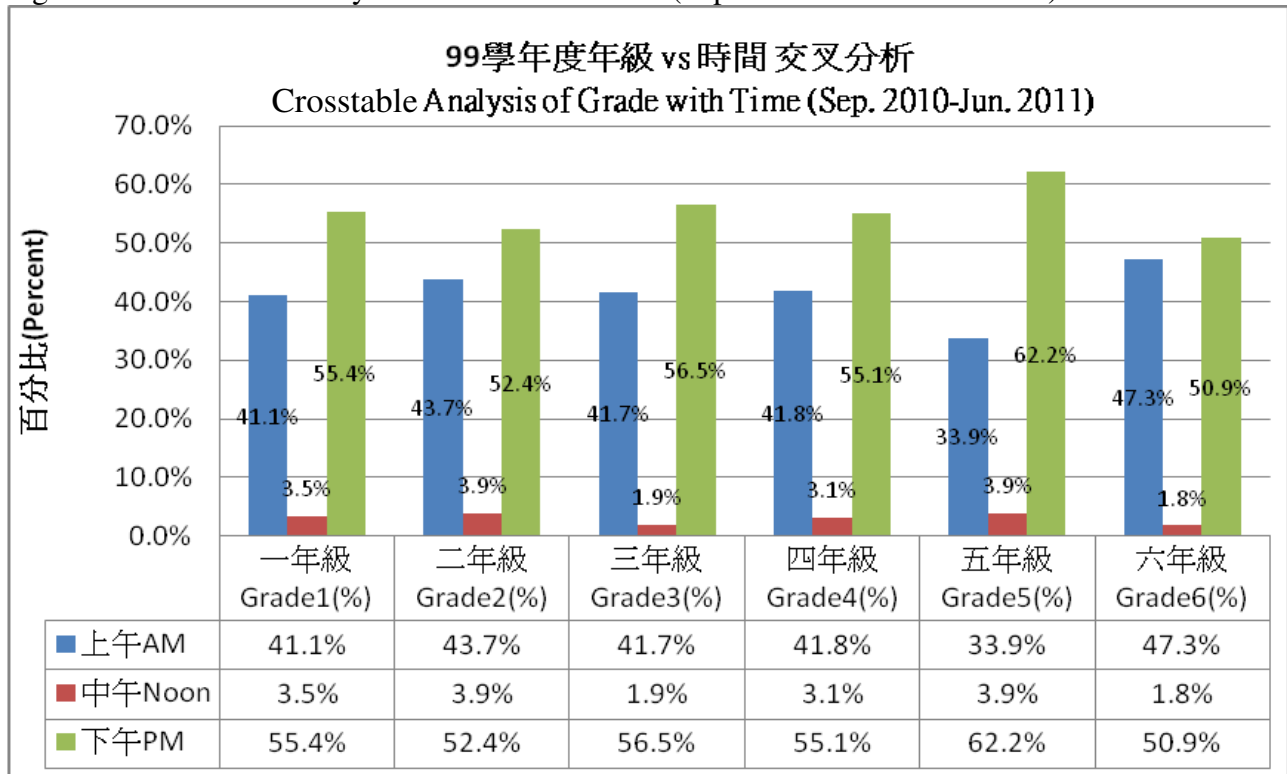
Figure 14: Crosstable Analysis of Grade with Gender (September 2011- March 2012)



\* 2011 academic year crosstable analysis of grade with gender: Fifth-grade boys 75.8% and sixth grade boys 75.7% are of the highest.

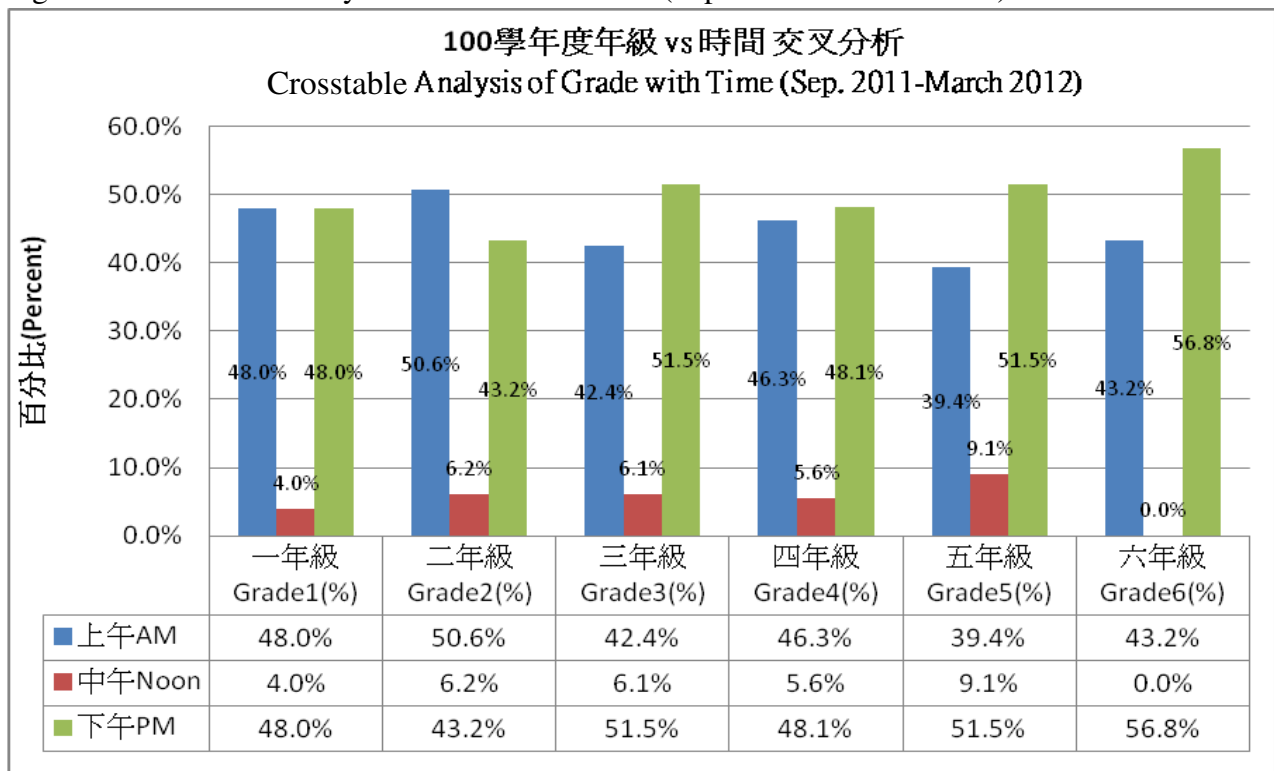


Figure 15: Crosstable Analysis of Grade with Time (September 2010 - June 2011)



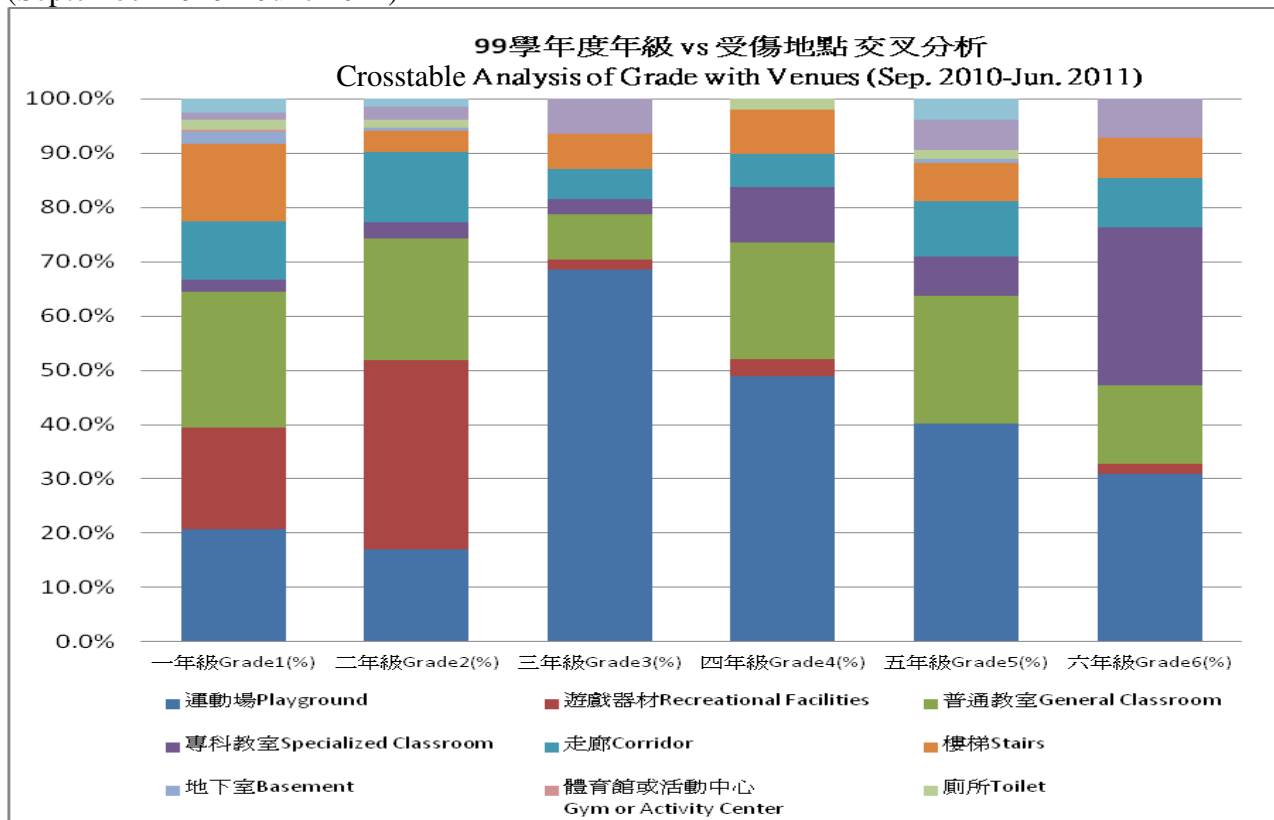
\* 2010 academic year crosstable analysis of grade with time: In the afternoon fifth grade 62.2% and third grade 56.5% are of the highest.

Figure 16: Crosstable analysis of Grade with Time (Sept. 2011 – March 2012)



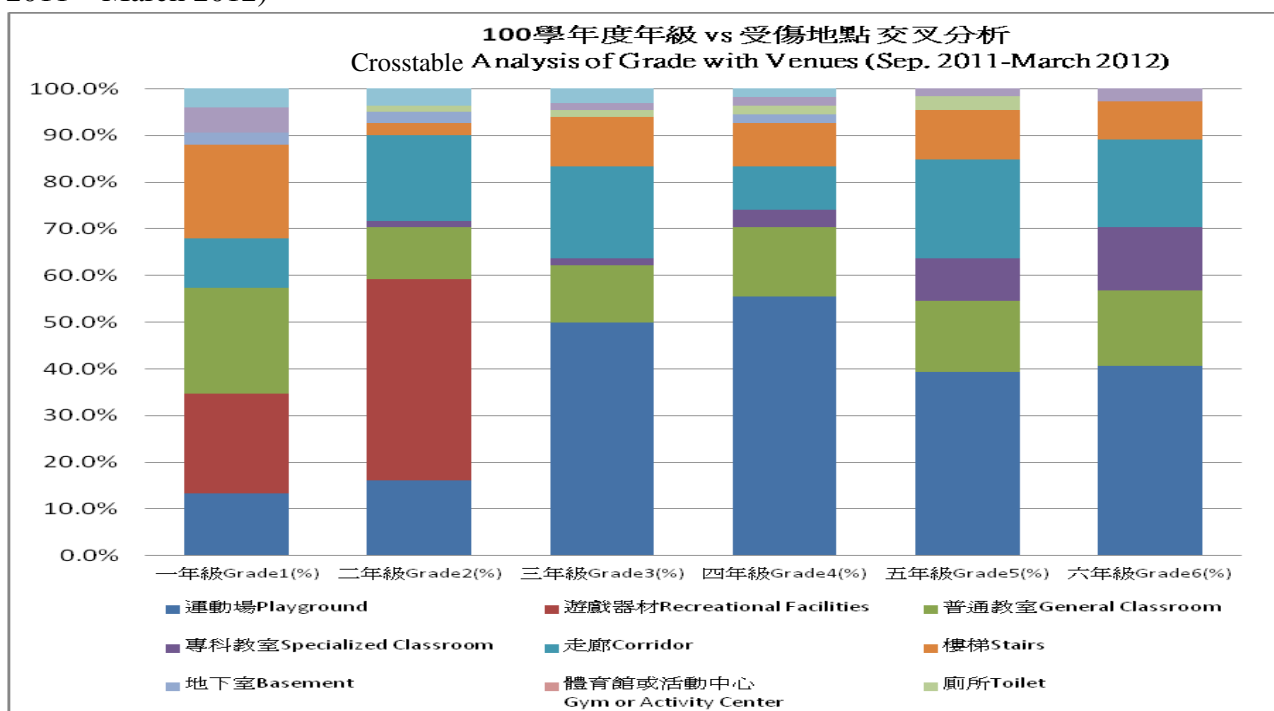
\* 2011 academic year crosstable analysis of grade with time: In the afternoon, sixth grade 56.8% and the third and fourth grade 51.5% are of the highest.

Figure 17: The crosstable analysis of grade with venues of the incidence of student injury (September 2010 – June 2011)



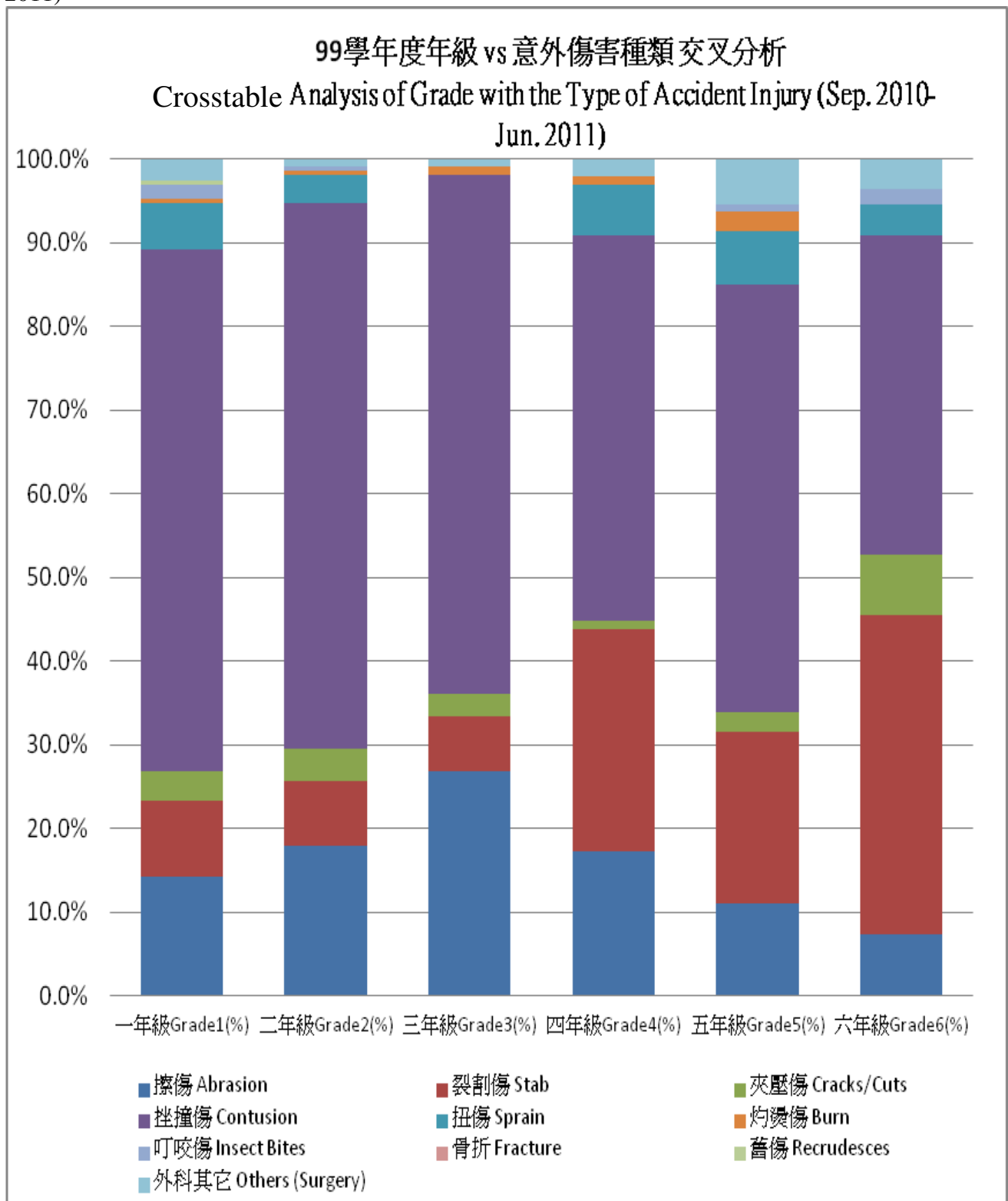
\* 2010 academic year crosstable analysis of grade with venues of the incidence of student injury: The person-times of students subject to injuries in the third and fourth grade in playground are of the majority.

Figure 18: Crosstable analysis of Grade with venues of the incidence of student injury (September 2011 – March 2012)



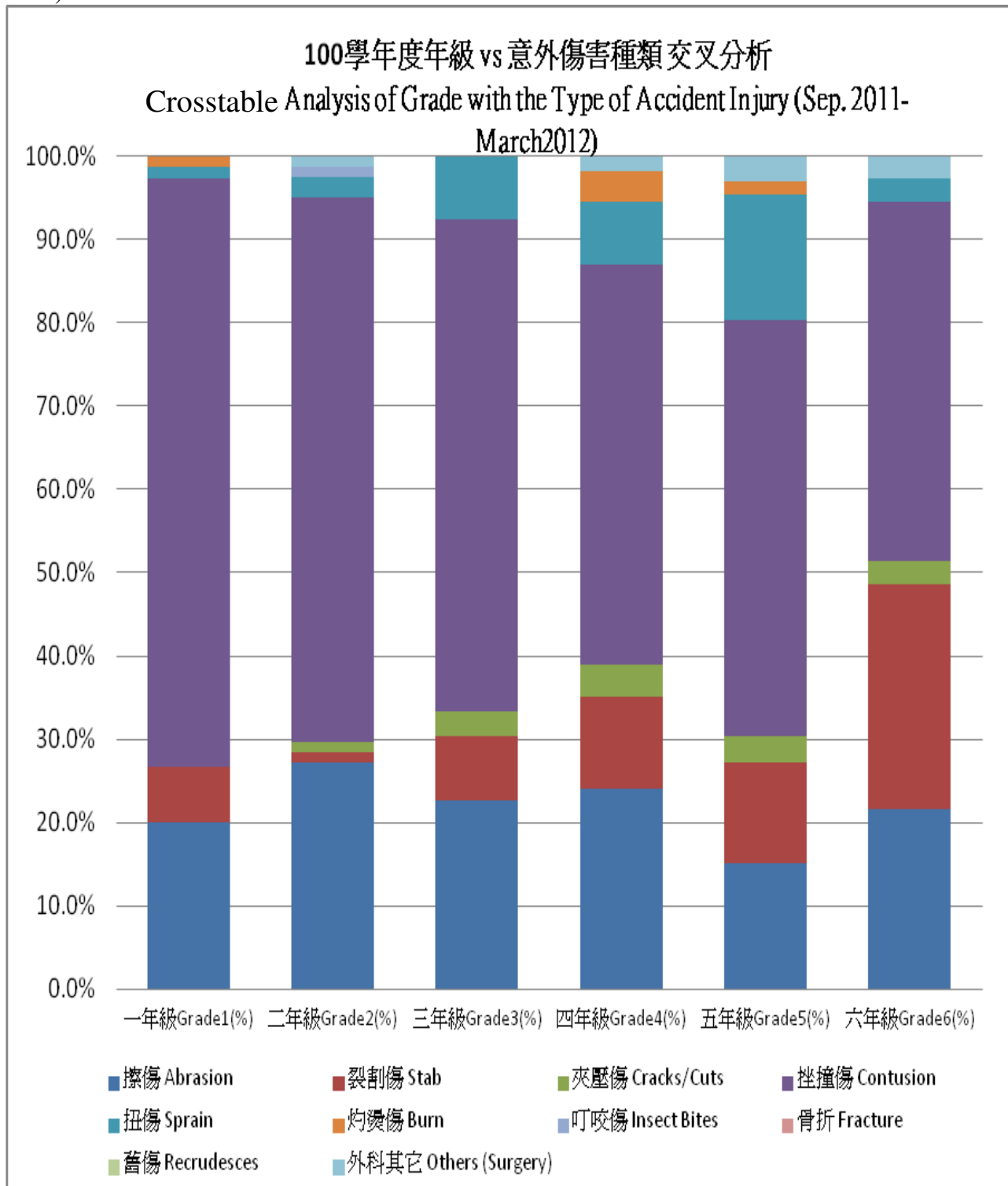
\* 2011 academic year crosstable analysis of grade with venues of the incidence of student injury: The person-times of students subject to injuries to third and fourth grade at the playground have higher rates.

Figure 19: Crosstable Analysis of Grade with the Type of Accident Injury (September 2010 – June 2011)



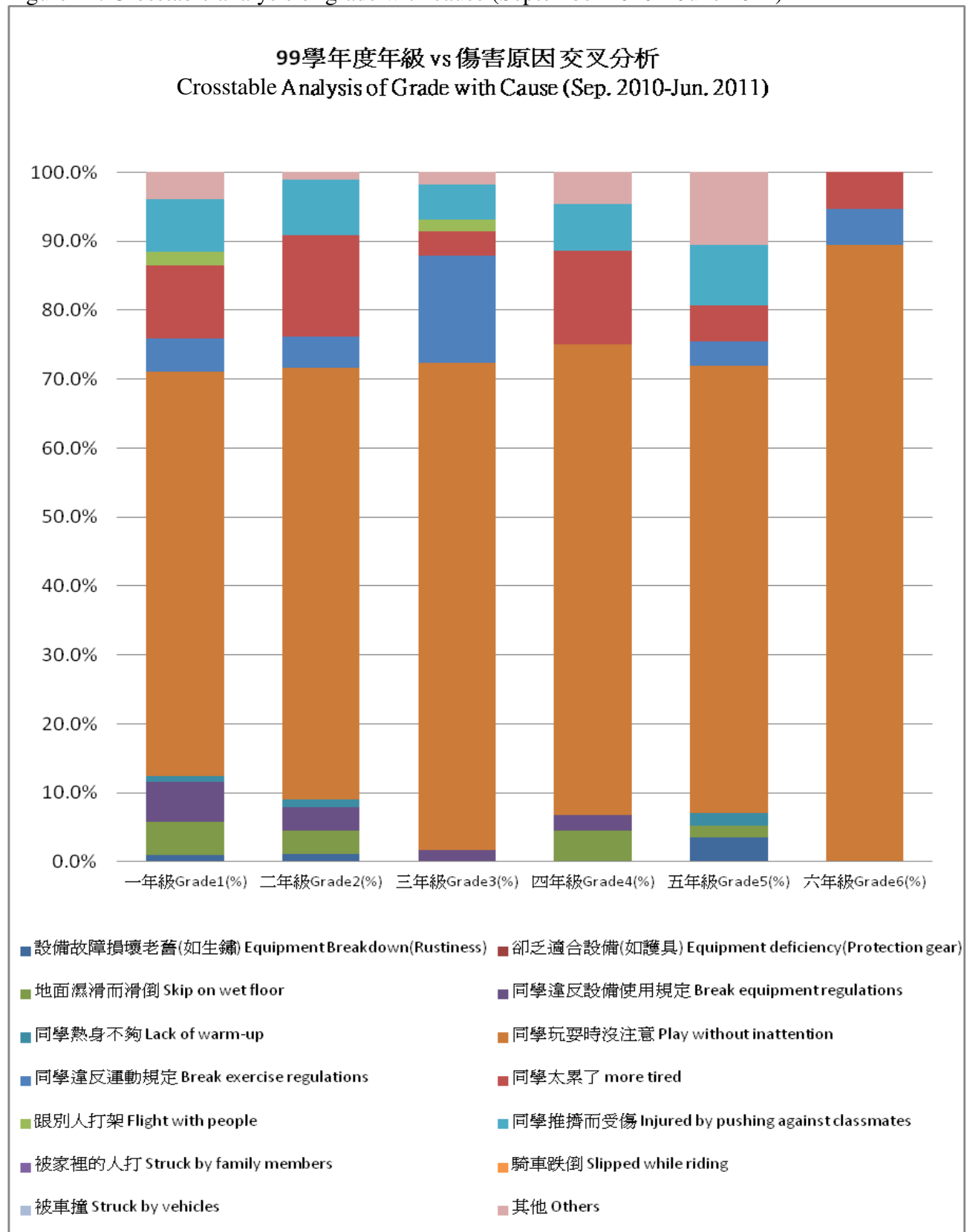
\* 2010 academic year crosstable analysis of grades with the type of accident injury: Mostly contusion for all grades.

Figure 20: Crosstable analysis of grades with the type of accident injury (September 2011 – March 2012)



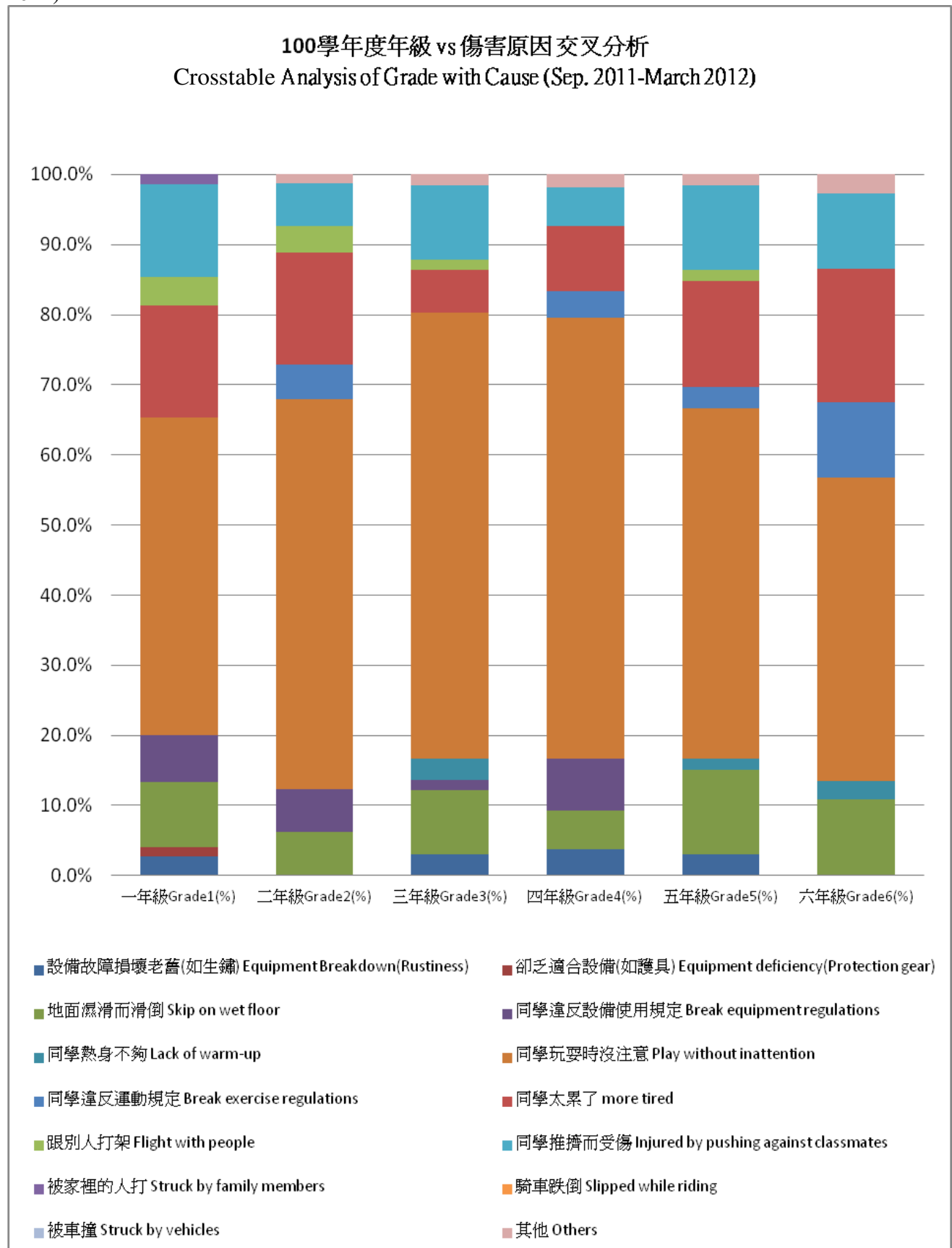
\* 2011 academic year crosstable analysis of grade with the type of accident injury: Mostly contusion for all grades.

Figure 21: Crosstable analysis of grade with cause (September 2010 – June 2011)



\* 2010 academic year crosstable analysis of grade with cause: The cause of the injury of all grades to “Students did not pay attention while playing” for the majority

Figure 22: 2011 academic year crosstable analysis of grade with cause (September 2011 – March 2012)



\* 2011 academic year crosstable analysis of grade with cause: The cause of the injury of all grades to “Students did not pay attention while playing.” for the majority.

Figure 23: Academic years 2009 - 2011 comparison of the person-time of students subject to accidental injuries

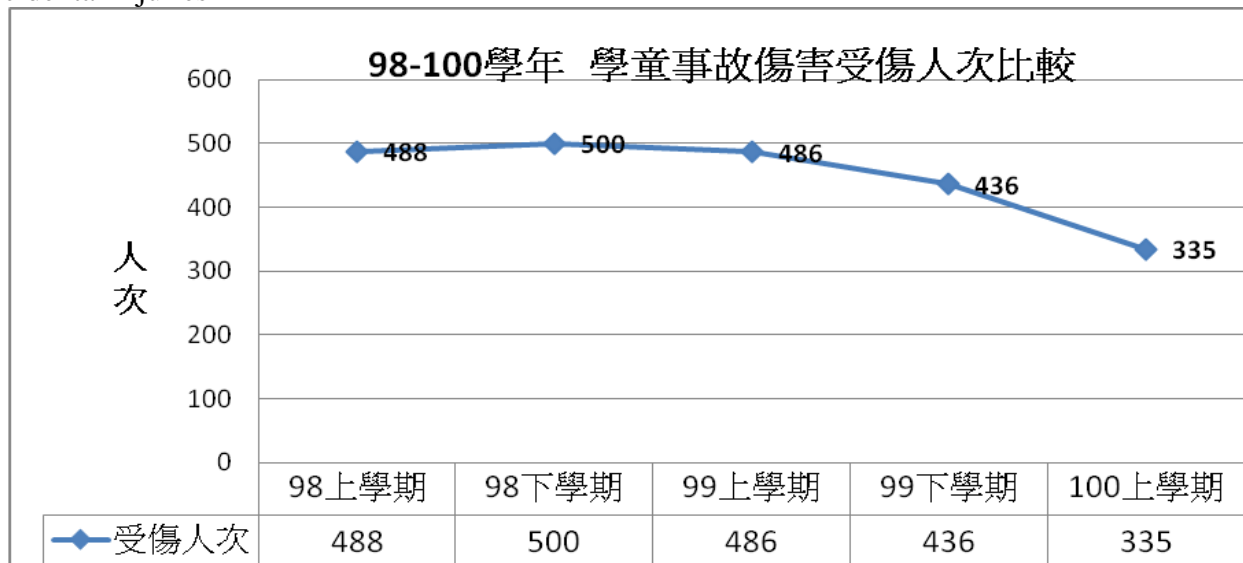


Figure 24: Academic years 2009 - 2011 comparison of the person-time of students subject to injuries

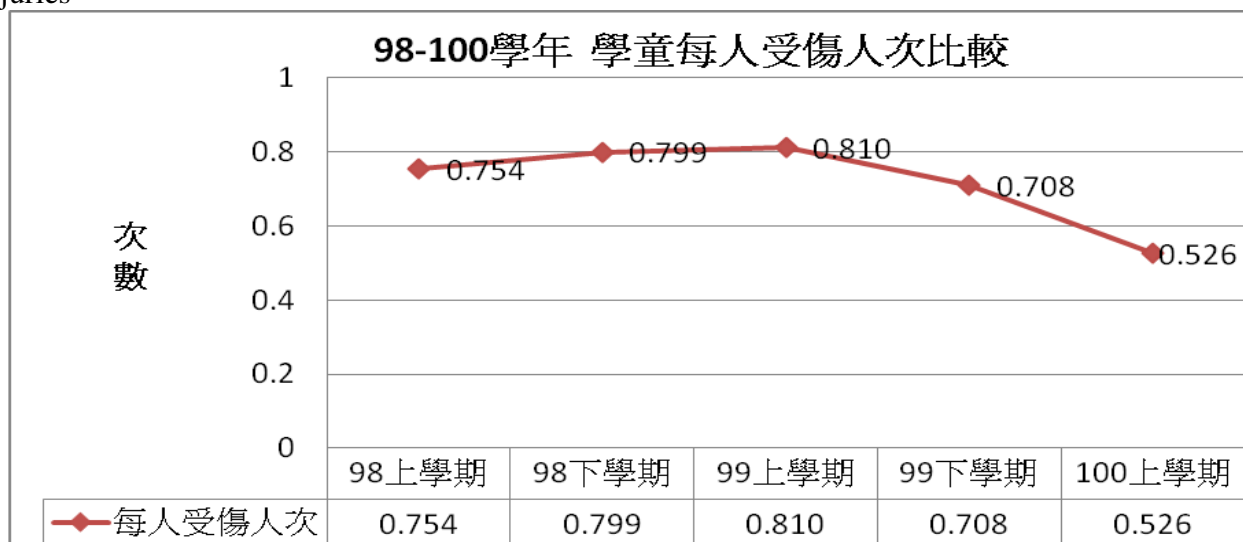
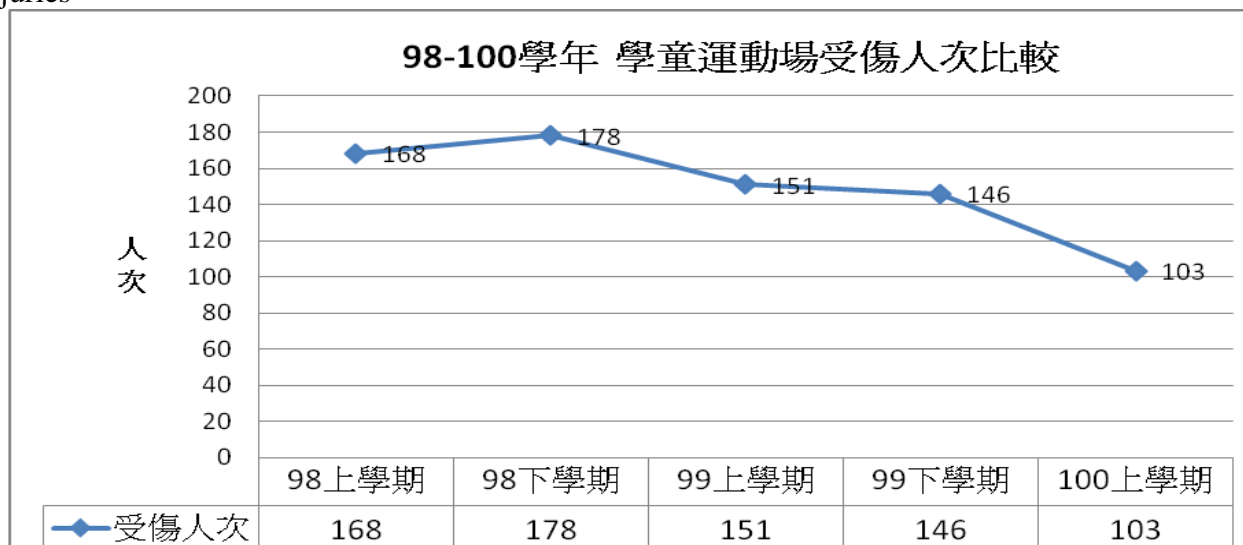


Figure 25: Academic years 2009 - 2011 comparison of the person-time of students subject to injuries



(2) 2010 and 2011 academic years comparison analysis of student injuries/illnesses data:

1. Person-time of students subject to injuries: In the first semester of 2011 academic year, of a total of 637 students, the person-times of students subject to injuries was 335.

In first semester of 2010 academic year, of a total of 600 students, the person-time of students subject to injuries was 486.

Comparing first semester of 2011 academic year over first semester of 2010 academic year, the total person-time of students subject to injuries dropped by 151 (Figure 23), accounting for 35.1%.

In the first semester of the 2011 academic year, the person-time of students subject to injuries on the playground was 103. In comparison with 151 students in the first semester of 2010 academic year, it reduced to 48, accounting for 31.7% (Figure 25).

2. Injuries in gender: In the first semester of 2011 academic year, in the injuries in gender, the boys accounted for 69.3%, and girls accounted for 30.7%. Compared to boys (58.2%) and girls (41.8%) in the first semester of the 2010 academic year, boys increased by 11.1% and girls dropped by 11.1% in the 2011 academic year. In gender the majority of the injury is still boys.

3. Time of injury: The time of injury in the first semester of 2011 academic year: 46.3% in the morning, 6.0% at noon, and 47.8% in the afternoon. Compared with 42.2% in the morning, 3.1% at noon, and 54.7% in the afternoon in the first semester of 2010 academic year, in the first semester of 2011 academic year it increased by 4.1% in the morning, rose by 2.9% at noon, and declined by 6.9% in the afternoon. The time of injury afternoon is still the majority.

4. Venues of the incidence of student injury: In the venue of injury in the first semester of 2011 academic year playground accounted for 30.7%, corridors 17.0%, general classrooms 16.1%, recreational facilities 14.6%. Compared with the first semester of 2010 academic year, playground was 31.1%, corridors 10.9%, general classrooms 20.4%, recreational facilities 14.8%. In the first semester of 2011 academic year, playground decreased by 0.4%, corridors increased by 6.1%, general classrooms decreased by 4.3%, and recreational facilities decreased by 0.2%.

In first semester of 2011 academic year the number of students subject to injuries at corridors increased was mainly because of more rainy days, the ground is slippery and easy slip, student activity space is limited, unable to play at playground or playing area, the opportunities to play at corridors increased, so chase caused to collision fall or push each other, in the future it will be planned to improve by mobile lines for student activity space and strengthen the safety advocacy for students rainy day activities.

5. Injured body parts: In the first semester of 2011 academic year, the injured body parts included feet 32.8%, hands 24.9%, face 13.8%, and head 11.7%. Compared with feet 28.8%, hands 25.7%, face 10.6%, and head 12.4%, it increased by 4% at feet, fell by 0.8% at hands, 3.2% by face and down by 0.7% at head. The injured parts are still mostly at the feet.

6. Type of Accident Injury: In the first semester of 2011 academic year contusion accounted for 57.6%, abrasion 22.1%, stab 9.3%, compared with contusion 58.2%, abrasion 14.8%, stab 15% in the first semester of 2010 academic year it decreased by 0.6% of contusion, increased by 7.3% of abrasion, down by 5.7% of stab, because the strengthening of advocacy in the safe use of knife and scissors have achieved the effects; the rise in the abrasion rate ratio in the first semester of 2011 academic year was mainly due to skin abrasions caused by collision fall on ground, in the



future it will be enhanced students' physical fitness training, to strength safety advocacy on students' concentration and physical play activities.

7. Disposal of injuries: In the first semester of 2011 academic year the disposal of injuries includes health education 47.1%, ice bag 34.3%, wound care 14.9%, compared with health education 45.1%, ice bag 33.2%, wound care 15.4% in the first semester of 2010 academic year, it increased by 2% of health education, by 1.1% of ice bag, decreased by 0.5% of wound care. To give immediate treatment to the injured students and do health educational advocacy at the same time is to alert students to the games, sports safety, not to do risk behaviors by oral health education, as the type of student injury type is mainly the contusion, so the ice bag has higher rate.

8. The cause of injury: In the first semester of 2010 academic year there were no records of cause of students' injury. The records began from the second semester of 2010 academic year. In the first semester of 2011 academic year, the causes were: 53.7% of students did not pay attention when playing, 14% were more tired, 10.1% were pushing each other, and 9.6% slipped due to a slippery floor. From November to January in the first semester of 2011 academic year, there had been more rainy days, so the ground was slippery and easily cause accidental slips and injuries. In the future, it will be improved by keeping the ground dry on rainy days and strengthening safety advocacy for students' rainy day activities.

2. Qualitative data: To refurbish the safety facilities in the campus and provide the safe activity and sport space for students. Activity safety advocacy is conducted to enhance the students' knowledge to focus on safety issues.

	
Cement columns on both sides of the staircase.	Sponge fenders were installed on the cement columns.
	
Staircase without handrails.	Staircase is installed with safety handrails.
	

Safety screens were installed from the parapet.	Beautiful colorful safety screens on parapet.
	
Tilted floor tiles	The fixed safety tiles
	
Kindergarten recreational facilities rope damaged	Updated recreational facilities rope
	
Rusty basketball board	The new basketball board
	
Activity field edge damaged	Safe ground after renovation
	
The covered playground installed with lighting equipment	The covered playground with adequate lighting to enhance the safety of activities



	
Children do a warm-up operation before activities.	“1.2.3 Wooden people” to immediately lift the collision crisis.
	
Mutual respect and comity when playing the game	The playground after the zoning use and strengthening of the traffic safe guards
	
Paying attention to your own safety and at the same time maintaining other people's safety.	Listening to the teachers' guidance to resolve disputes.

### 3.5.6 Indicator 6

Programs that document the frequency and causes of injuries—both unintentional (accidents) and intentional (violence: interpersonal and self-directed)

School accidental injuries/illnesses data entry is to be processed by the health center nurse by means of three systems, including students' health data log system of school administration system of the Department of Education of Taipei City government, the Student Health Information Management System (including basic data and health data records), and the Taiwan International safe Schools accidental injury registration forms (student class use), injuries/illnesses events are to be treated in accordance with the processes of emergency injuries/illnesses.

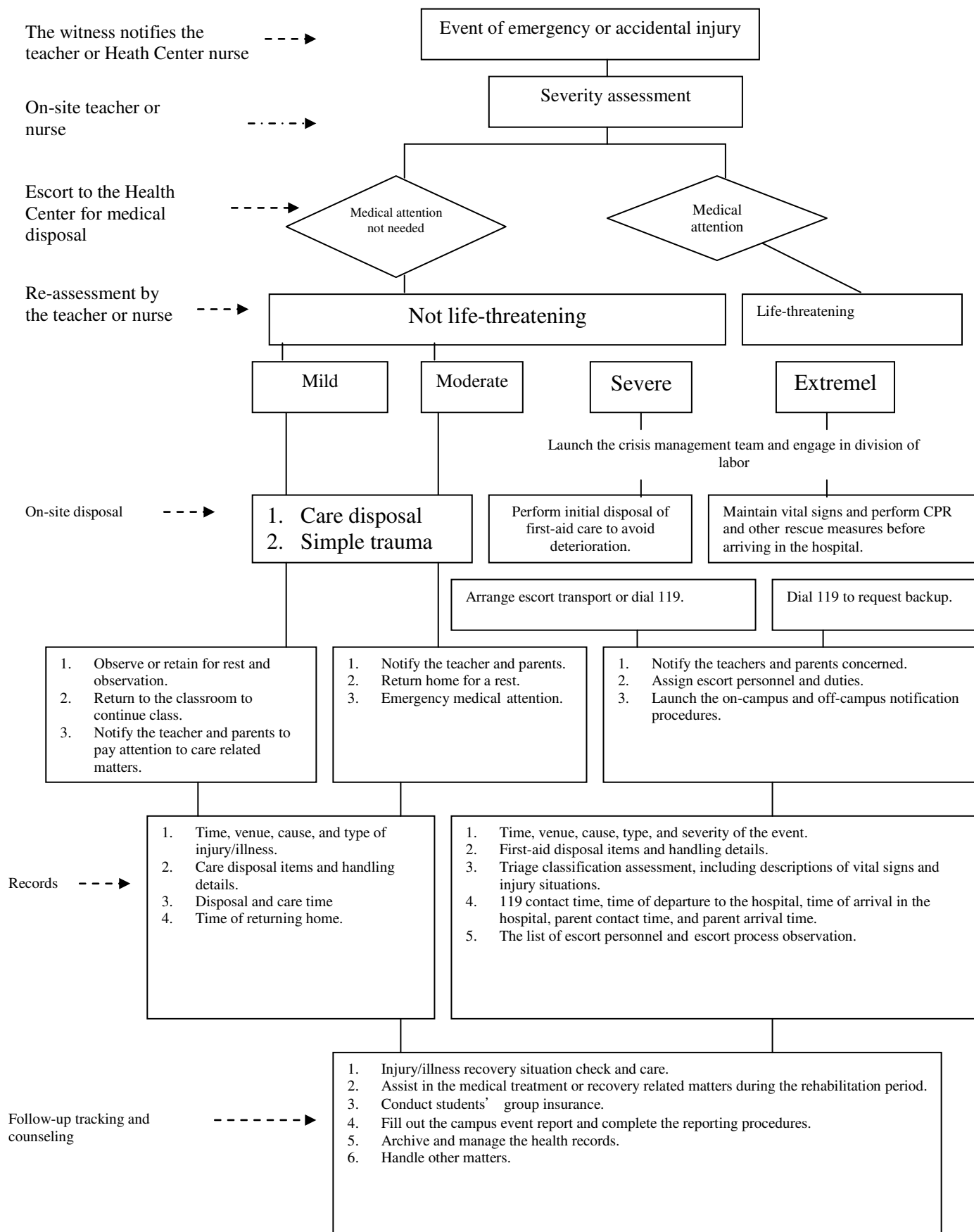
In addition to the above systems, the Students Activities Section of the Student Affairs Division is also responsible for the school security system of the Ministry of Education Campus Security Report Center to regularly log in and notify the school security event to coordinate campus security reporting and handling. The school safety reporting system is divided into campus events into eight categories, i.e., “campus accidental events,” “campus security maintenance events,”

“school violence and deviant behavior,” “discipline conflict,” “Child and Youth Protection Incident,” “natural disasters,” “other campus affairs,” and “disease events” to the overall maintenance of campus safety.

The health center nurse is responsible for entering the student health information management system. The current system includes students’ basic information and health data processing, statistics of students’ vision, statistics of height and weight, oral hygiene, vaccination, general wellness checks, health checks, print of the class data, and injury processing and system network in a total of eleven sub-objectives.

Taiwan International Safe Schools accidental injury registry was developed by Dr. Ming-Hsien, Lee of the National Dong Hwa University. The main purpose is for the schools to understand the importance of the record of injuries and be actively involved in promoting safe school plan. The registry is divided into four major items: “data,” “time of occurrence,” “venue of occurrence,” and “cause of injury speculation.” In school, the health center nurse is responsible for registration and collation, and teachers in traffic safe guards, homeroom teachers, and administrative personnel work together on related events to collect the data of the school students’ accidental injury of first semesters from 2010 academic year to 2011. The School Safety Committee discusses the student accidental injury causes and provides relevant data to community representatives, parents and members of the school to jointly develop safety maintenance plan and implementation strategies.

## Taipei Private Zhongshan Elementary School & Kindergarten Process of emergency injuries/illnesses treatment



### 3.5.7 Indicator 7

Evaluation measures to assess school policies, programs, processes, and the effects of change.

#### (1) Internal Evaluation

- \* The implementation of policies

Discuss the effectiveness of implementing the relevant policies and improvement strategies in the monthly administrative meetings and school synods of each semester.

- \* Planning and review of safety education curriculum

In the monthly field and school group meetings, conduct teaching and learning of safety education through courses of “the field of health and physical education,” “the life field,” and “comprehensive fields” along with school-based curriculum “deep plowing reading” and “conscience time” to enhance students’ safety awareness and the concept of “respect” by means of the students’ learning effectiveness and parents’ feedback to conduct effectiveness evaluation.

- \* School safety educational advocacy

Organize safety education related arts competition, integrate the safety issues into the contest content, and assess students’ familiarity with safety issues in accordance with the degree of participation and competition results. Conduct a designation of one-person-seven-sports-skills to assess whether students have the know-how of sports and games safety. Conduct disaster prevention experience activities to test whether students have the safe escape skills. Conduct off-school teaching experience courses to assess whether or not the students can pay attention to the safety of himself and other people.

- \* The implementation of school safety record

All school safety related records are taken as important basis of assessment for the school to become one of the safe schools. The health center nurse of the school is responsible for the daily injuries/illnesses record and statistics of student accidental injury data from 2010 academic year to the first semester of 2011 to provide to the Safety School Committee and combine the community representatives, parents and members of the school to sustain the concern of the cause of students’ accidental injury and to assess the improvement policy and effectiveness.

#### (2) External evaluation

The external evaluation can provide the school personnel with different dimensions of thinking and effective implementation strategy as the driving force for the sustainable progress of the school.

- \* Experts and scholars: The school invited Professor Kun-Huang, Yu to regularly visit the school to help establish a safe school system.

- \* The Quality School: In May 2011, the quality school assessment was passed and won the campus construction prize. All safe campus facilities were affirmed.

- \* School evaluation: In October 2011, the school evaluation was accepted, and the overall safety facilities of the campus and the students’ performance were highly affirmed.

- \* Department of Education inspector: The inspector came to inspect the school and proposed suggestions for improving campus safety and feasible guidelines for the Commission as a basis of improvement.

- \* P.T.A.: The Parents Association proposed the matters of campus safety needs to be improved and evaluated the improvement outcome for the Commission's implementation of relevant policies reference.
- \* Community: The area police station, community patrol personnel and village chief and chief of the Zhongshan village assisted in the evaluation of campus safety and proposed the suggestions for the Committee as an improvement reference.

### 3.5.8 Indicator 8

On-going participation in local, national and international Safe Schools networks

Actively participate in the International Safe Schools' workshops and learning activities to establish a safety network with the community.

	
<p>On March 22, 2011, in Xinghua Primary School international security conference, Professor Ming-Hsien, Lee guides the definition of the International Safe Schools.</p>	<p>On March 22, 2011 Principal Tsung-ping, Wang of Xinghua Primary School personally presided over the International Safe Schools Sharing Meeting.</p>
	
<p>On May 23, 2011, participants in the Taipei City Fire Department to conduct earthquake disaster prevention and safety experience activities.</p>	<p>On August 29, 2011, the school faculty participated in the International Safe School Designation Workshop keynote by Professor Kun-huang, Yu.</p>





On September 22, 2011, in participating in the Teachers' Training Center International Safe Schools Sharing Meeting, the picture shows Principal Hong of Xingde Primary School sharing practical experience.



On September 26, 2011, Department of Transportation volunteers came to the school to promote bicycle-riding safety.



On November 3, 2011, photo taken of the principal and caring shop, Hi-Life convenience stores manager.



On November 3, 2011, photo taken of the principal and the boss of caring shop Haley bakery.



On December 16, 2011, Wenshan District Huaxing Village chief and Zhongshan Village chief came to school to participate in the Safe Schools Conference.



On December 16, 2011, Wenshan District Huaxing Village chief and Zhongshan Village chief came to school to view the improvement situation of campus safety facilities.





On February 17, 2012, the Director of Student Affairs participates in the International Safe School Designation Conference to share the overview of the application progress.



On March 1, 2012, Wenshan Fire Unit conducts regular security check.



On March 1, 2012, attending the international security community Wenshan First and Second Precincts campus safety seminars.



On March 1, 2012 International Safe Community Wenshan First and Second Precincts campus safety seminars Statement by the President

## VI. Other

In the following blank field or on a new page, answer the following questions:

- (1) How can your school help to spread the message of the positive effects of safe schools?

Post on the website.

- (2) How do think the International Safe Schools Movement Support your school? Effective establishment of a safe school.

- (3) Are you willing to set up e-pen pals with other Internationals Safe School Classrooms/Schools/Communities?

☒ Yes    No

- (4) Would your school be willing to host a regional training for International Safe Schools Trainers or Community Information? ☒ Yes    No

- (5) Would your school be willing to host or assist in hosting a national, regional or international meeting on safe schools? ☒ Yes    No

- (6) Please suggest other ways your school or members of your school community can participate in Safe Schools Networks support the International Safe Schools and International Safe Communities Movements of the WHO and gain valuable professional development opportunities.

1. Publish the school's "Safe Schools" related outcomes to the International Safe Schools Symposium.
2. Actively participate in relevant meetings, and release the experience of the school in the promotion of the International Safe Schools related activities to provide for other schools' reference.
3. Publish the school's promotion achievements in the school's website, provided to each school for exchanges and experience sharing.

**V. Appendix**