# Supporting school issues through a whole-school approach

Travelling safely

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| Police district  | School name | School demographics | Submitted by |
| Waitemata | Massey High School | Secondary UrbanDecile band 4–6 | Snr Const. D. FurmingerSchool Community Officer  |

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| Summary | Supporting students to become licensed and safer drivers. |
| Issue | Students in the Carpentry Academy did not have driver’s licences. This was a barrier to gaining employment and apprenticeships, and may increase the likelihood that they drive illegally and without sufficient knowledge to be safe drivers. |
| Identification and prioritisation | A survey of the students identified that the vast majority of them did not have any form of driver’s licence. A goal of the Academy is to get all students into employment at the conclusion of the school year. Not having a driver’s licence makes this difficult. Obtaining a restricted licence was seen as the best possible outcome, but obtaining a learner’s licence was the main priority.  |
| Short-term goal | All Carpentry Academy students will hold a learner’s licence before the conclusion of the school year. |
| Long-term goal | * Becoming licensed drivers will be a permanent part of the curriculum for students in the Carpentry Academy.
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| Prevention activities | Activities that occurred within a whole-school approach included: School ethos and environment * Teaching staff supported and engaged with the intervention.
* The school provided a suitable space for the sessions, including a smartboard, a projector and internet access.
* Because the Carpentry Academy is a physically demanding course, teaching staff decided that the driver’s licence sessions would be held early in the morning while students were fresh.
* Driving lessons were delivered by another teacher in the school who was a qualified driving instructor. On average the students received seven lessons each. The school already had a driver trainer car with dual controls, suitable for driving lessons.

Community connections* Auckland Transport purchased and provided Police with copies of the *New Zealand Road Code*. This allowed each student to have their own copy for study purposes.
* Auckland Transport funded a number of vouchers that entitled students to free professional driving lessons with the AA.
* Police assisted in developing and delivering a teaching course for students to gain the knowledge to pass a learner’s licence test.

Curriculum teaching and learning* A total of eight one-hour sessions were held over a four-week period.
* The first sessions covered the Road Code book, explaining how to use and learn from it.
* The next sessions focused on practice tests. Any issues the students encountered were clarified.
* Official electronic learner licence tests were accessed on the internet and displayed by projector. Ongoing interaction with the tests helped make students more comfortable and less anxious about sitting the test.
* Extra sessions were added for students who were having difficulty with the subject material.
* Several students went and sat the official learner’s test shortly after a session t so that the material would still be fresh in their memories.
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| Impact | All except one of the students gained their learner’s licence. A number of students have gone on to obtain their restricted licence.The school felt that one of the biggest benefits was the regular visits to the school by a uniformed Police officer in a marked car who worked directly with the students. This changed many of the students’ perception of Police and broke down barriers. |
| Next steps | Planning is under way to continue and improve on this intervention next year. The Hospitality Academy also expressed interest in participating next year.Consideration could be given to having a short term goal that 90% of students will obtain their learner licence and a long-term goal that a lower percentage will obtain their restricted licence during the year. |
| Obstacles | Some students had learning difficulties and found the structure of some of the questions extremely hard to process and understand. Consideration should be given to allowing more time with these students, and to use the Road Code pathway on Pathways Awarua on the [NZTA Education Portal](https://education.nzta.govt.nz/stories/national/online-tool-for-learning-the-road-code).The test fee ($100) was a barrier for a number of students. Students had difficulty in organising and obtaining the relevant documentation they needed to sit the test (passport, birth certificate and so on).Students did not obtain NCEA credits as a result of these studies, but this has now changed.A ‘Wheels, Tracks and Rollers’ endorsement on the licence would be invaluable. Unfortunately this is currently only available on a ‘full’ licence, which makes it an unlikely outcome in a secondary school environment.An hour-long session was ideal. On one occasion a session was extended at the request of some students, but the majority of the class struggled with their concentration during this longer period. |
| Improvements | The intervention would be improved by establishing a formal saving system so that students can set aside a weekly amount for the licence fee and for the cost of the restricted test.More support needs to be given to students with learning difficulties.As the programme grows to include other sections of the school, these sessions will need to be fitted into a crowded timetable.A test date could be set at the start of the lessons, so that students have a date to work towards. The entire class could be taken to the testing site together on this date. This might provide the push that some students need.The school will consider gaining accreditation to assess up to 30 credits from the Core Driving Knowledge and Skills unit standards.The programme would work well in Term 1 because students need to have held a learner’s licence for a six-month period before attempting to gain their restricted licence.  |
| Conclusion | Through this intervention the school has partnered with Police and Auckland Transport, and made a measurable and extremely successful impact on the issue.  |