# Supporting school issues through a whole-school approach

Travelling safely

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| Police district | School name | School demographics | Submitted by |
| Waitemata | Name withheld | Secondary  Decile band 1–3 | Const. L. McCabe School Community Officer |
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| Summary | Supporting students to become licensed and safer drivers. | | |
| Issue | Leaving school without a driver’s licence was a barrier to employment for many of the students.  A large number of year 13 students in the Gateway class were identified as having no licence. Students in the Gateway class need their licence for employment options. Also, for many students the cost of the driving test was beyond their means. | | |
| Short-term goal | A selected group of year 13 Gateway students will gain their learner’s license. | | |
| Long-term goal | All year 13 Gateway students will have their learner’s licence by the end of the year. | | |
| Prevention activities | Activities that occurred within a whole-school approach included:  School ethos and environment   * Teaching staff supported and engaged with the programme. * A room that had computers connected to the internet and a projector was set up for students to study after school on Mondays alongside the teacher and the SCO. * The school sought funding for the Gateway students’ driving test fees for the learner licence.   Community connections   * Auckland Transport provided Waitakere SCOs some copies of the *New Zealand Road Code*. This allowed each student to have their own copy to use over the course of this progamme. * Police assisted with teaching the Road Code to the select group of students who were aiming to gain their learner’s licence. * The school also invited the AA and Police, along with parents of learners’ licence holders, to participate in a restricted licence driving programme.   Curriculum teaching and learning   * The school set aside one day a week in which the selected students of the Gateway class did intensive study of the Road Code questions with the SCO. Near the end of the sessions, the visits were increased to twice weekly. A total of ten sessions were completed. * The students were taken through the Road Code book by the SCO, then used the AA website to do practice tests. The SCO gave test group copies of the Rode Code book to take home and study. * Extra sessions were held for students who had more difficulty with the material. * Students were taken to the testing station when both they and the teacher thought they were ready to sit the test. | | |
| Impact | Eight students completed the full course. All except one student gained their learner’s licence through this programme. | | |
| Next steps | The school aims to run the intervention again in 2016 alongside their restricted drivers programme, in which they work with AA to start Gateway students on the process of gaining their drivers licences so that they have more job opportunities in the future. We are also considering how we can continue and improve the programme. | | |
| Obstacles | The fee for the test was a burden for many students. The school gained funding for the small group of students to sit the licence test. If more students complete this programme next year we will have to look at gaining sponsorship from businesses in the local community.  Some students struggled with the structure of the questions and the terms used, which meant that these students perceived the test as difficult to pass. As the weeks went by and the students saw that they were able to answer the questions correctly, they gained more confidence.  Many students did not know what resources they needed for the test or how to go about getting them. The school assisted students in getting their birth certificates and other identification, and provided them with letters to prove their physical address. School staff also took them down to the AA to sit the learners licence test.  Some of the students did not turn up every week, thus missing out on the lessons and content, which in turn impacted their learning. These students did not compete the programme.  We may change the day to a Wednesday (when the school finishes earlier) so that we can start earlier. This makes it less of a long day for the students, rather than the Monday sessions which ran from 3.30 pm to 5.00 pm. | | |
| Improvements | The school will approach community businesses for more funding so that so that more students can complete the programme in 2016.  The school encourages all students to get student identification, as the identity requirement for driver’s licenses has changed. The student ID has the required photo and is much cheaper to obtain than a passport photo, which is the other alternative. | | |
| Conclusion | The school is proud that their students will now be more employable and, on their way to gaining a restricted licence, be able to take their place as contributing members of society. There have also been gains for Police within the school, as the visits have been a positive experience for everyone involved. | | |