

## Travel Education Policy

### Rationale

The Travel Education program at Jennings Street School is a sequential developmental program that gives students the knowledge, skills and confidence to successfully travel independently between home and school using public transport.

The DET Travel Education Framework has three learning tiers – beginner, intermediate and advanced. A student undertaking independent travel education is taught under the advanced tier of the framework. All advanced travel education referred to in this policy only relates to the return journey between a student's home and school using a predetermined route and agreed modes of transport.

### Aims

- To provide students in the Later Years of Schooling with a graduated program where they progressively gain skills, knowledge and confidence.
- To provide a travel education program to give students increased independence, confidence and improved self-esteem and an invaluable skill for life beyond school, including the ability to travel for employment, further education and social purposes.

### Implementation and processes

- The decision to participate in travel education is a joint decision between parents, the school and other relevant professionals and, in later years, the student themselves.
- The school will provide a letter to parents of student's inviting them to participate in group travel education. Parents must sign off and give their consent for their child to participate in the program.
- When the student has competently progressed through the education stages, parents will receive a letter inviting their child to participate in advanced travel education. Parents must sign off and give their consent for their child to participate in the program.
- The pace and extent to which a student moves through the stages of travel education is a decision for each student's support group (SSG), which is best placed to decide what is in the best interests of the student.
- The school will implement a "skills assessment tool" to identify students who have developed the skills, knowledge and competencies required to move towards advanced travel education. This will be referenced when parents request independent travel education for their child. Parental request alone is insufficient to determine participation and their request should not be given greater weight than others involved in the selection process.
- Later Years students will learn and develop basic skills about public transport through classroom activities and school excursions. The practical learning in a group situation provides the foundation for the intensive one-to-one teaching that is required for a student to become an independent traveller.
- As a student progresses, their parents and school's detailed knowledge, together with professional opinion, becomes more important when determining their ability to travel independently. Deciding on when a student is ready to commence advanced travel education will be considered by the SSG and included in the student's CAPS plan.
- In all cases careful planning, including a risk assessment, will be undertaken before one-to-one advanced travel education can begin. The SSG, parents and students must be included in the

decision making. Meetings with parents will be planned and structured to step parents through the how, when and what their child will learn to become an independent traveller.

### Timing and instructional practice

- At the **beginner level** all travel education students undertake some learning about the different types of transport as well as using public transport. Travel education will be undertaken in the context of small supervised group excursions and be linked to other parts of the curriculum. School excursions are a chance to provide practical instruction on basic road safety and travel procedures.
- At the **intermediate level** classroom activities provide background knowledge, which is reinforced in small supervised group excursions using different forms of public transport where students can observe, experience and practice their learning in action.
- At the **advanced level** classroom activities focus on the student acquiring knowledge related to their specific route between home and school. The student will spend time practicing the pre-approved route they will take travelling to and from school and the required competencies (problem solving and appropriate behaviour) for independent travel. The route is practiced with the direct assistance of school staff until the student is deemed ready to complete the route unassisted; at this point the student is shadowed by a staff member who observes the student at a distance.
- While initial activities can be carried out in small groups, it is recommended the **advanced level** of independent travel education is conducted one-to-one where the student will receive guidance on their travel route and supervision as required. Please refer to “other strategies for success” continued within this document for alternative resourcing options.
- A range of teaching practices will be used in both **the intermediate and advanced travel education** including discussion and role plays, which allow students to practice their problem solving and learn from each other from the safety of the classroom. Structured online activities enable students to explore information about the public transport system, including learning to navigate online timetables, which can vary regularly, and is a useful long-term skill to have. Research activities using print and online resources also support literacy development while mapping activities help students develop their understanding of the spatial relationships between features of the physical environment around them.

### *The TEF is organised into four themes:*

1. Journey planning - Students learn about transport in general, public transport and how to plan and prepare for the journey.
2. Getting about - Students learn about the mechanics of using the public transport system.
3. Behaving appropriately - Students explore and come to understand appropriate conduct and social norms in the context of travelling on public transport.
4. Staying safe - Students learn how to avoid problems and manage unexpected situations.

Learning in each of these themes occurs in the classroom setting or in the community while actually travelling. Some topics within a theme are repeated, reinforced or further developed over successive years to ensure students have internalised the information and practices and become confident in them.

## Staffing the Travel Education Framework

When implementing the Travel Education Framework, the Later Years Team Leader will coordinate and oversee the staff involved in Travel Ed.

- teacher assistant team members will support the implementation, by, for example, implementing the **advanced travel** component of the Framework by travelling on public transport or undertaking other activities with students (without the direct supervision of a teacher). The school will consider duty of care obligations and decide which teacher assistant staff members are tasked with implementing the practical components of the Framework without a teacher's supervision or away from school. The teacher assistant team members will be appropriately trained, and have the appropriate experience to implement the practical components of the Framework without direct supervision.
- Principals should also ensure appropriate planning and risk management plans have been prepared prior to the practical activities commencing. To assist in mitigating risk, risk management plans will be prepared. The program will only be implemented with parent consent and where the Framework is planned in consultation with the Student Support Group.

## Mitigating risk

For each student participating in the practical component of travel education, a formal and thorough risk assessment will take place to identify all reasonably foreseeable risks of injury and to consider how these risks might be minimised. The risk assessment process requires completion of the following four registers:

- **Student competency assessment register** - assesses whether a student possesses or is capable of acquiring the appropriate physical, cognitive and emotional skills to participate in the practical component of travel education
- **Environmental risk assessment register** - documents any physical hazards, the topography (i.e. inclines) and other reasonably foreseeable external factors that may present a risk to a student's wellbeing and prevent them from achieving independent travel. This risk assessment will occur both prior to and during the first escorted journey the student undertakes on her/his agreed route to and from school.
- **Problem solving register** - lists a series of scenarios students may face while travelling to and from school.
- **Worry register** - details a student's feelings and/or concerns about any aspect of travel education.

Once completed, these registers from the student's risk management plan are designed to support the student as safely as possible through the practical component of their travel education. Once specific risks have been identified for each register, a plan to manage them will be developed, documented and approved by the SSG and then implemented as part of the student's travel education program.

When meeting with parents, the school will go through the different risk registers to help them understand how their child's safety is being managed and will provide an opportunity for parents to provide input and can be a mechanism for schools to provide feedback to parents.

## Behaving appropriately

Another competency students undertaking travel education are required to demonstrate is appropriate behaviour while travelling, which needs to be taught explicitly.

The school's *Student Engagement and Inclusion Policy* and rules apply to the student while travelling and should be reinforced as part of the practical experience. In addition, students need to understand:

At Jennings Street School, The “skills assessment Tool” is used as a guide to assess their readiness in the following areas;

- An awareness of personal space and that of others and how this might be different on public transport depending on how crowded it is.
- Where to stand/sit at the stop or on the platform.
- Where to sit/stand in the vehicle/carriage. On buses and trains, students to be encouraged to sit as near to the driver as possible.
- Placement of bags and other items being carried.
- How and when to interact with the driver.
- How to interact with other passengers.
- How and who to ask for information or assistance.
- Courtesy to elderly or other passengers with special needs.
- How to respond to anti-social behaviour.

Consequences for inappropriate or unsafe behaviour while travelling independently will be consistent with the school's *Student Engagement and Inclusion Policy*.

## Staying safe

Other tools to help keep students safe while they are being travel educated are a mobile phone and travel information card.

### Mobile phones

It is mandated that all students participating in advanced travel education have a working mobile phone; and a working knowledge of its use will be included within the teachings.

The student's mobile phone must be carried by them at all times when travelling independently. Strategies will be taught enabling students to navigate an emergency or unforeseen situation, so that they can contact the school, parents or other carers or emergency services.

### Parents should ensure:

- Their child's mobile phone has sufficient credit.
- Their child can use the phone effectively.
- Relevant family contact numbers are programmed into the mobile phone.

### The school will ensure:

- Students are able to use the phone effectively.
- The school's number and other relevant emergency numbers are programmed into the mobile phone.



- Relevant public transport apps from the Public Transport Victoria (PTV) website are (<http://ptv.vic.gov.au/>) downloaded to smart phones.
- Students are shown how to describe where they are e.g. street signs, landmarks, when communicating on their mobile phone.

### Students should:

- Have their mobile phone and ringer on while travelling.
- Not use their mobile phone while walking.
- Not have earphones in while walking.

Once a student is travelling independently, it is advisable, particularly in the early stages, for the student to phone a parent upon arrival at school and the school upon arrival at home.

### Travel information card

Students will carry a travel information card in case of an emergency, which can be handed to someone to assist them. The card will contain the following information:

- Student's name and the school attended
- The student's travel route and modes of transport
- Relevant emergency telephone numbers.

The card will be printed through CASES21 Student Identification Card. It will be small enough to fit into a purse or wallet and be laminated. It will need to be updated if any of the information changes.

### Assessment during travel education

For the duration of travel education, a student's developing competencies will be regularly assessed via the SSG and against the student's learning plan and goals.

- An observation travel record and competency sheet will be used to observe and track a student's progress to acquire the level of competency needed to travel independently.
- While practicing the journey, staff will assess the student to ensure he/she is reaching their anticipated milestones. If a student is struggling to meet milestones, then the observation travel record can be used to adapt strategies to assist the student to become competent. Regular communication with the Team Leader will include daily check in's., monitored through the attendance roll.
- The school will also update parents of their child's progress (email / Seesaw).

### Final assessment and sign-off

The student is deemed to have achieved the capacity to travel independently when he/she can demonstrate the ability to:

1. Confidently and safely complete the journey both ways unassisted and without supervision.
2. Confidently articulate and/or put into practice their problem solving skills and remain calm.
3. Successfully manage any personal concerns about travelling independently
4. Demonstrate the appropriate behavioural standards on public transport.
5. Schools may have additional competencies or benchmarks they require the student to meet before they deem them competent to travel independently.



Parents will have the final say as to whether their child will travel independently. The school will meet with the parents again to discuss post-training monitoring. The student should be involved in the sign-off process.

## Post-travel education monitoring

Students are to be monitored at the start and end of each journey by the school and family. The length of the monitoring period will vary between students and should be determined prior to independent travel commencing but can be extended or terminated depending on how the student is managing.

- The student is to immediately check-in with an appointed staff member each time they have independently travelled to school, who will ask a few simple questions to determine how the journey went and how the student is feeling. Any issues raised by the student will be managed and the necessary steps taken by the staff member.
- Parents are asked to undertake the same enquiry for the return journey. Parents are to notify the school of any incidents or issues that may have arisen on the journey home and together the school and parents can find a solution.

## FURTHER INFORMATION AND RESOURCES

- [DET Travel Education Framework](#)
- *Student Engagement and Inclusion Policy*

## EVALUATION

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

<b>Date Implemented</b>	August 2018
<b>Author</b>	Rosemary Hayes
<b>Approved By</b>	Jennings Street School Council
<b>Approval Authority (Signature &amp; Date)</b>	
<b>Date Reviewed</b>	15.08.2018
<b>Responsible for Review</b>	Policy Subcommittee of School Council
<b>Review Date</b>	August 2019
<b>References</b>	DET Travel Education Framework <a href="https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/travel_educationframework.aspx">https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/travel_educationframework.aspx</a>

15.08.2018 – v0 – date of implementation

### Other strategies for success

1. If possible, and with the agreement of parents, meetings between the school and parents should take place at the student's home as this builds trust and understanding.
2. Photographs and videos of the local area showing students in action while travelling on public transport are useful modelling and instructional tools. Videos can also demonstrate to parents their child's capabilities and progress.
3. Most parents like to be kept involved and up-to-date on the progress of their child during the independent travel education process. Regular updates from the school can reassure parents and are likely to ensure their continued support for the travel education program. Schools should discuss with parents how often and/or what milestones they wish to be updated on.
4. Students need to be able to identify the route number and destination banner of transport vehicles as models of trains, buses or trams may vary on the route.
5. Parents could be encouraged to reinforce the travel skills learned by taking a family outing using public transport. This extra practice allows the young adult the opportunity to take a leadership role in a family activity and helps reassure parents of the skills their child is developing.
6. Once full independent travel between home and school has been achieved, parents might want to assist their child to transfer the skills developed and learn other routes that allow her/him to pursue leisure and social activities.
7. The school may wish to enhance its existing relationship with officers at the nearest police station to make them aware of the travel education program.
8. The school may also establish relationships with local public transport providers e.g. bus company, nearest staffed railway station, nearest tram depot. Key staff at each of these services should be aware that students are learning to use them and may require extra assistance.
9. Where one or more students lives in the same neighbourhood they could be encouraged to become 'travel buddies' and travel the route together. They could undertake some of the initial practical training together with the teacher but the individualised one-to-one journey practice regimen must still be completed for each student.
10. As some students often lose their Myki cards only issue cards with limited credit. It is suggested the school maintain a bank of replacement Myki cards for students.
11. When having students identify landmarks along the route, be careful to select permanent markers such as buildings or official street signs that remain constant rather than temporary markers such as colours or billboards.
12. Complete and regularly maintain all relevant documentation in relation to a student's travel education journey.