

Yarra Ranges SDS

Travel Education Framework Policy

Rationale:

At Yarra Ranges SDS students, as part of the school curriculum, students will be involved in Travel Education in the middle and senior years of their schooling. As per the Travel Education Framework Document released by DET in August 2016 “progression through the program will depend on the rate of development of the student” as will the appropriateness of a student accessing public transport.

Duty of Care:

We will consider duty of care obligations when deciding which Education Support Staff members are tasked with implementing the practical components of the Framework without a teacher’s supervision or away from school. We will ensure that the relevant Education Support team members are appropriately trained, and have the appropriate experience to implement the practical components of the Framework without direct supervision. 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.

Categories:

The usage of Public Transport is divided into three categories Beginner, Intermediate and Advanced. The descriptions of these categories are as follows:

Beginner:

Classroom activities provide background knowledge. When students are out on supervised, small group excursions the opportunity is present to provide practical instruction on basic travel procedures. This will be a class or group of students taking one form of public transport, with one stop and changing to another to a nearby destination (within 15 k’s) without changing transport or route. This will occur with the appropriate support as deemed by the excursion risk management process.

The student will need a signed “Permission to take Public Transport- Beginner” Letter, under Tdrive:\Curriculum\Travel Education. As well as the usual paperwork required by a student to access the community.

Intermediate:

Classroom activities provide background knowledge that is reinforced in supervised small group excursions using different modes of public transport where students can observe, experience and practice their learning in action. The students may take a variety of modes of transport and change routes on their journey. The journey may be outside of the local area (within 15 k’s) and on occasion it may involve some regional travel. This will occur with the appropriate support as deemed by the excursion risk management process.

The student will need a signed “Permission to take Public Transport-Intermediate” Letter, under Tdrive:\Curriculum\Travel Education. As well as the usual paperwork required by a student to access the community.

Advanced:

Classroom activities are focused on the student acquiring the background knowledge related to their specific route between home and school, which can be reinforced in multiple learning experiences. This is for students who are identified and assessed as being capable of independent travel. To be at an advanced level the following paperwork must be filled in and they must be assessed as competent according to the following assessments, found under, Tdrive:\Curriculum\Travel Education. :

The student will need a signed "Permission to take Public Transport-Intermediate" Letter.

An Independent "Travel Competency Assessment Register" will need to be completed and deem the student as capable of accessing public transport independently.

During their Advanced travel Education they will need to have the following assessments done:

Environment Risk Assessment Register

Problem Solving Register

Worry Register

When the student has completed the following assessments and is considered capable of taking public transport independently with no support the family and student will sign an "Independent Travel Contract".

Date Implemented	September 2016
Author	Matt Shakespeare
Approved By	School Council
Approval Authority (Signature & Date)	
Date Reviewed	
Responsible for Review	Assistant Principal
Review Date	September 2019
References	Travel Education framework – For Students with Disabilities, DET August 2016.