



# Road Safety Project regional example

## Secondary School – Years 10-12

After identifying driving safety and licences as an area of need, one regional and special assistance secondary school contacted AISNSW Wellbeing consultants to discuss the appropriateness of their idea for a funding project after reading the [application guidelines](#) provided by AISNSW on their website. This upper secondary school is situated in regional NSW, supported students who were typically disengaged from education in more formal settings and had a large percentage of Aboriginal and Torres Strait Islander students.

Students needed support through PDHPE curriculum in respect to safety skills and social and emotional learning. Some students needed assistance to gain their birth certificate in addition to a small number of students who needed help for registration before they could access a birth certificate. In addition, students needed support with literacy to sit for the learner's permit and to attain the appropriate number of driving hours to qualify for their drivers' licences. The school identified that this issue was ongoing and therefore met the sustainability criteria when applying for the funding opportunity.

Staff attended a half-day professional learning workshop with AISNSW Wellbeing and PDHPE consultants, who travelled to the school as part of the project support. Project funding allowed for teacher release time (consultant support is a component of AISNSW funding). This session provided guidance as to what the project should consider; a PDHPE K-10 syllabus familiarisation, programming and planning as well as project-based learning (PBL) professional learning. In addition, teachers participated in a road safety resource exploration and gained access to resources from [Transport for NSW, Centre for Road Safety](#).

Staff were also encouraged to take advantage of the no-cost self-paced learning experiences AISNSW provides for teacher professional learning. This allowed staff to immerse themselves in accurate information as well as statistics that would enable them to guide and direct the students throughout the project.

Assets created as part of the year-long project:

- Safety Project Based Learning (PBL) unit
- Posters designed and displayed throughout the campus
- Links to the local PCYC
- Links to Service NSW
- Links to local council
- Updated units of work related to the new syllabus using a PBL approach
- Sustainability of the project outcomes through connections provided by AISNSW with local and State Government

An article was written and submitted to local newspapers to further raise awareness of the project and the important message it contained. This was highlighted on the school's Facebook page.

The project leader was invited to co-present a workshop with a Wellbeing Consultant from AISNSW at the annual AISNSW Wellbeing Conference. Subsequently, connections were made with other schools with similar student demographics.

To conclude the year-long funding project, the school was required to submit a report to AISNSW including relevant documentation (new units of work, photographs, work samples). In addition, the school made a short presentation at the Student Wellbeing/PDHPE Project Symposium at AISNSW via Zoom. This event was attended by all project leaders as well as representatives from Transport for NSW, Centre for Road Safety Education.