



1.1 Policy Statement

Requirements for Students Driving Cars to School

KERANG TECHNICAL HIGH SCHOOL

Any student that holds a valid Victorian or New South Wales license who intends to drive to school, either on a regular basis or occasionally, must comply with the school policy and is required to complete the **Parent Permission and Student Agreement Form**.

School Requirements

1. Students are required to adhere to all road rules and drive in a safe and responsible manner.
2. Students are only to use their car for travelling to and from school.
 - a. Students are not permitted under any circumstances to drive from the school grounds during the day.
 - b. Students are not permitted to drive themselves to school events (excursions, camps, sporting events)
3. Student licence details and car make and registration must be recorded with the school.
4. Students may only park in the designated student parking area on **Burgoyne Street**.
5. Students are not permitted to carry other peer aged students as passengers to and from school. Peers do not include siblings. Parents must notify the school if siblings have permission to travel to and from school. The Graduated Licensing System (GLS) condition requires all P1 drivers to carry no more than one peer passengers (aged 16-22 years).
6. Students are required to notify the school of any passenger who may be travelling with them to and from school.
7. Student drivers, a parent/guardian and, if relevant, the parent/guardian of any passenger, must sign the **Parent permission and Student Agreement Form**.

Appropriate sanctions will apply where students fail to meet these obligations.
Any unsafe driving behaviour or breaches of road rules will be reported to the police.

REVIEW CYCLE

This policy was last updated in August, 2020 and is scheduled for review in May, 2023

Principal Dean ROGERS	Signature
School Council President Travis Collier	Signature
Endorsed Date	



Dear Parent/Guardian

A number of our senior school students are driving or intend to drive to school this year and some have indicated that they intend to carry another student as a passenger.

Despite the fact that most young drivers try to be careful, safety conscious and considerate when driving, research clearly shows that they are at a higher risk of having a serious crash than older, more experienced drivers.

The presence of young passengers also greatly increases the risk for teenage drivers and, the more passengers, the greater the risk.

It is important that all students and their parents/guardians are aware of these risks and the type of behaviour that the school expects from student drivers.

Copies of the school Policy on student drivers and the Parent Permission and Student Agreement Form are attached.

The policy outlines the school's expectations and provides information regarding the transport of passengers. Of particular note is that student drivers are not permitted to carry other students as passengers to and from school.

Under the Graduated Licensing System, no more than one peer aged passenger (aged 16-22 years) is permitted to travel with the driver, unless the passengers are siblings of the driver. The school requests that only siblings to travel to and from school with the licensed driver. This is based on research that shows that young drivers carrying several passengers are more likely to engage in risk taking behaviour. For more information, go to:

<https://www.vicroads.vic.gov.au/safety-and-road-rules/driver-safety>

To ensure that all involved are aware of these requirements, student drivers and a parent/guardian are required to sign a Parent Permission and Student Agreement Form.

The form must be signed and returned prior to students using the designated parking area on Burgoyne Street

These requirements are intended to ensure the welfare and safety of students at our school and the local community.

Mr. Dean Rogers
Principal

Parent Permission and Student Agreement Form

This form must be completed by any student who intends to drive to school either occasionally or regularly.

Student Name:	
Car Make/Model:	
Colour:	Registration Number:

Note: If the student intends to drive any car other than the one registered on this form, it must also be registered with the school.

Parent Permission

I give permission for _____ to drive to school and take the passenger indicated on this form. I am aware of Victoria's Graduated Licensing System conditions and the school requirements regarding students driving to school.

Signature of Parent/Guardian: _____ Date: _____

Parent/Guardian of Passenger

I give permission for _____ to be driven to and from school by _____
I am aware of Victoria's Graduated Licensing System conditions and the school requirements regarding students driving to school.

Signature of Parent/Guardian: _____ Date: _____

Student

I agree to adhere to Victoria's Graduated Licensing System conditions and the school requirements regarding students driving a car to school.

Signature of Student: _____ Date: _____

***Note:** A photograph of the student's driver licence must be attached to this form.

Additional Sibling Permission Form

This form must be completed by a parent/guardian of any additional student intending to travel to school as a passenger of a sibling of this school who drives a car to and from school.

I give approval for

Student Passenger's Name: _____

to travel with

Student Driver's Name: _____

We accept all conditions detailed in the school's Student Driver Policy.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Student Passenger Name: _____

Student Signature: _____

Date: _____

School Approval

Approved By: _____

Signature: _____

Date: _____

SAMPLE EXTRACTS FOR SCHOOL PUBLICATIONS

Setting the expectation for student drivers

Welfare and safety of student drivers

As is the case with many secondary colleges, more and more of our senior students are driving to and from school. While most young drivers are careful, safety conscious and considerate when driving, they are one of the most vulnerable road user groups. Travelling with teenage passengers adds to the risk for these young drivers. Victoria's Graduated Licensing System condition states that no more than one peer aged passenger (aged 16-22 years) is permitted to travel with the driver, unless the passengers are siblings of the driver. This condition does not apply when a person who is fully licensed is sitting in the front passenger seat.

With this in mind, the school has a responsibility to take all reasonable measures to ensure the welfare and safety of students. Our *Student Driving Policy* outlines what we expect from student drivers and copies of this may be obtained from the Senior School Coordinator.

A *Parent Permission and Student Agreement Form* can also be collected from the Coordinator. All student drivers and parents/guardians are required to sign this form and return it to the school.

Students as responsible drivers in the community

Our school takes pride in maintaining a positive image within the local community. With an increasing number of our students driving to and from school, it is important that they recognise that any careless and unsafe driving reflects poorly not just on them personally but also on the school.

Members of the school community are requested to inform the school if they are aware of any students who are driving in a reckless or dangerous manner or who are not adhering to road rules.

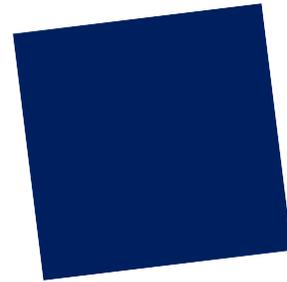
Any reports made will be taken seriously and investigated. If student drivers have been found to put themselves and other road users at risk, appropriate sanctions will be carried out and if necessary, the police notified. Concern for our students' safety and welfare are paramount and we ask that the whole school community works together to achieve this end.

Parking for students driving to school

The school is aware that a number of senior students intend to drive to school either occasionally or on a regular basis. Students and their parents/guardians need to be aware of the school's policy with regard to the parking of student cars. **Burgoyne Street** is the designated student parking area. It is also expected that students will drive to and from school in a safe and responsible manner and adhere to road rules. If these requirements are disregarded, parents will be notified and appropriate student sanctions will apply and, if necessary, the police will also be notified.

Student Driver Policy Guidelines

Resource for Schools



Published by the
Communications Division
for Early Years and Primary Reform Division
Department of Education and Training
Melbourne
March 2016

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2 Treasury Place, East Melbourne, Victoria, 3002.

ISBN

This document is also available from the Department's website at:
<http://www.education.vic.gov.au/school/teachers/health/Pages/trafficsafety.aspx>

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Introduction

About this resource

Road safety education in Victoria is recognised for its focus on evidence-based practice and 'strength-based' approach to early intervention and prevention. With an increasing number of students driving to and from school, and the risks faced by young people, there is a compelling need for parents and carers, students and staff to understand the traffic management and safety procedures in and around their school.

This resource, Student Driver Policy Guidelines has been developed by the Victorian Road Safety Education Reference Group (VRSERG) and is available for all government secondary schools in Victoria. Schools are encouraged to implement a whole school approach to road safety education that reflects their school community and local needs. This resource provides a sample package of templates that can be adapted by schools when developing policy and procedures for managing student drivers and their passengers.

Victoria's Road Safety Strategy

When it comes to road safety, Victoria aims to reduce road trauma, to deliver further improvements to our road transport system, and to improve safety for all Victorian road users. A new state strategy is being developed and will aim to reduce deaths on our roads by 20 per cent by 2020. Achieving this target will see Victoria's annual road toll drop to below 200.

This strategy development is informed by research and is based on the Towards Zero approach, which means that work needs to be done in a number of areas, including roads, vehicles, speeds and behaviours, so that when a crash does happen, it doesn't result in people dying or being seriously injured.

Visit www.towardszero.vic.gov.au for more information on the strategy

The Victorian Government commitment to young driver safety

The Victorian Government has made a commitment to implement a plan to achieve further reductions in young driver crash rates, and maintain Victoria's leadership in youth road safety through the development and delivery of a suite of education and training initiatives. These initiatives, referred to as the Young Driver Safety Package (YDSP), are grouped into five clusters and will be developed and implemented by either the Transport Accident Commission (TAC) or VicRoads. The YDSP initiatives are:

1. Road safety education complex (TAC): creating a global hub for road safety, featuring evidence based and best practice programs to extend, enhance and engage young people and the community in prevention of road trauma, consistent with the Safe System.
2. Practical safe driving program (VicRoads): involves the development and implementation of a driver education and training program targeted at beginning drivers to help prepare them to be safer drivers.
3. Free licence scheme (VicRoads): rewarding the most responsible young drivers with a free three-year licence. Drivers who have completed four years on P plates with no traffic offences will be eligible.
4. L2P learner driver mentor program (VicRoads): helping disadvantaged young Victorians without access to a car or supervising driver to gain their 120 hours supervised driving experience. L2P matches eligible learner drivers with trained, fully licensed volunteers who provide supervised driving experience.
5. Youth grants, communication opportunities and forums (TAC): facilitating youth initiatives and projects at the community level to help reduce road trauma.

Young drivers need:

- Support to gain vital driving experience.
- Improved understanding of risks through targeted and innovative communication and education initiatives.

What are the current trends?

For some time now, it has been common practice in many secondary schools for students of legal driving age to drive to and from school. It appears that the number has increased considerably in recent years. It is likely that this can be attributed to a number of factors including:

- increased numbers of students completing Year 12 which has led to more students of driving age being enrolled in secondary schools
- increased number of part-time students who travel between school and work on a regular basis
- an increase in the number of students who live independently.

The number of students driving to and from school will vary from school to school depending on factors such as access to, or the capacity to afford a car, the availability of public transport, and access to suitable parking facilities, either on the school grounds or in surrounding streets.

Department of Education and Training Requirements

The School Policy and Advisory Guide provides Victorian government schools with quick and easy access to governance and operational policies and advice. The Guide's content is subject to ongoing change and users are encouraged to regularly visit this website for the latest information.

www.education.vic.gov.au/school/principals/spag/safety/pages/privatecar.aspx

Under no circumstances should students transport other students in private vehicles for any school organised activity or function whether held during or outside school times. Exception: During an approved pre-licence driver education program.

It is a condition of a P1 licence that a driver must not carry more than one peer passenger aged 16 to less than 22 years of age while they are driving, unless an experienced driver is sitting beside them, This applies directly to students who hold a P1 licence.

A Whole School Approach to Road Safety Education

The aim of road safety education in Victoria is to deliver developmentally appropriate, targeted education that prepares children and young people to become safe and independent road users.

Teaching road safety is an important part of secondary school, as the next generations of drivers need to understand their responsibility to demonstrate appropriate behaviour on our roads. Schools should use approved education resources when incorporating road safety education in their curriculum and ensure that any practical component is conducted by qualified staff/instructors. To enhance the safety of young road users and pedestrians, schools need to implement a whole school approach, as well as specific programs across Years 10 -12. Schools are encouraged to secure the support and involvement of parents and the community in developing responsible attitudes and behaviours for safe road use.

<http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/traffic.aspx>

The Victorian road safety education website is intended as a 'one-stop-shop' for schools, educators and parents. A variety of core and enrichment resources for secondary schools can be found at: <http://www.roadsafetieducation.vic.gov.au/resources/secondary-school.html>

Effective school based road safety education

In order to be effective, research shows that schools should ensure that traffic safety is delivered as follows:

- ongoing programs are delivered over time and are developmentally appropriate
- programs fit within the school curriculum
- programs are interactive and encourage students to develop social competence and resilience
- there is a whole school approach ensuring that appropriate traffic safety policies and teacher support and training is in place
- initiatives to enhance school connectedness among students and their parents are implemented
- initiatives to engage with school parents and the local community to achieve mutually beneficial outcomes are implemented.

Effective school based road safety education reflects the following:

• ***A comprehensive approach***

Road safety education, when provided on a regular basis over a child's schooling, aims to reinforce positive behaviours and introduce new skills as children develop. One-off visits, incursions or activities, regardless of their content, will not lead to lasting outcomes if they are not part of an ongoing integrated approach.

The Victorian Road Safety Education Reference Group promotes a 'core and enrichment' approach to road safety education. This approach means that there are core programs designed for children and students from birth to 18 years to target key developmental points in road safety behaviour in children and young people.

It is intended that all Victorian schools utilise the core programs as a minimum and to implement some of the enrichment programs to enhance the learning and understanding of their students, teachers and school communities about road safety.

• ***Interactive programs***

Interactive programs that involve a discussion format to explore content have been found to be between two and four times more effective than non-interactive approaches. Interactive programs that generate an exchange of ideas and experiences can provide a catalyst for change and opportunities to practice new skills and obtain feedback on the skills that are practised.

In Victoria, the core road safety education programs, as well as many of the enrichment programs are designed to be interactive and engaging for students.

- *Focus on the social competency of the students*

Programs need to build and increase the competency of students to act in safe ways when presented with opportunities to engage in risky behaviour. This includes resistance-skills training to teach students about social influences and specific skills for effectively resisting these pressures alone or in combination with broader-based life-skills training. The aim of this is to help students develop resilience, refusal and coping skills. This is considered to be more effective than providing content or building knowledge in students that has not been found to lead to positive safety outcomes (Buckley et al, 2012). In a review of alcohol and drug programs it was noted that programs that focused on decision making skills, coping skills, practising life skills, challenging social norms and resistance skills were more effective (Cuijpers, 2002).

- *Delivery and training of educators*

Trained educators have been found to be the most appropriate providers of health and safety programs in schools. Evaluations of some school based drug education programs have shown that programs operated solely by external providers such as emergency personnel have not been effective.

Victoria has a range of support and training resources for schools and teachers in road safety education, and schools are encouraged to utilise these.

- *Whole school approach and capacity building*

Schools are advised to develop a whole school approach to health behaviours and safety (SDERA, 2009). In the road safety context this can include:

- Establishing a whole school commitment to training and supporting staff to deliver programs related to safety.
- Creating links and expectations with parents about being good road safety role models.
- Creating links with the local community organisations that promote safety and health behaviours among young people.
- Having sound traffic management strategies around the school at drop off and pick up times.
- Having a school policy that considers safe transport options – like only using buses with seat belts etc.

- *Encourage good school engagement and connectedness*

The extent to which students feel accepted and included within a school community is positively associated with school retention and good emotional health and well-being and negatively associated with adolescents' involvement in risk-taking behaviours. Research has shown that students who had high levels of school connectedness were less likely to engage in risky behaviours, such as riding with dangerous drivers, with drink drivers and to engage in underage driving.

Good levels of school connectedness was found to be a protective factor for risk-taking behaviours extending beyond the school setting to after students had left high school completely (Chapman et al, 2011). Strategies most likely to enhance school connectedness include high expectations from teachers and parents for school performance and completion, consistent enforcement by school staff of collectively agreed upon disciplinary policies, effective classroom management, and having supportive and positive student–adult relationships within the school (Bergin and Bergin 2009; Voisin et al, 2005).

Good Practice Road Safety for Young People

Young people continue to be at a high risk of crash involvement on our roads. Many schools and other groups are concerned about this and wish to deliver road safety programs for young people. In order to deliver effective programs and policies, schools and community groups need to target their efforts on research based approaches as some approaches are more effective than others.

The TAC and VicRoads have conducted a detailed analysis of the road safety evidence and have developed the following good practice guides based on this research to assist schools and community groups:

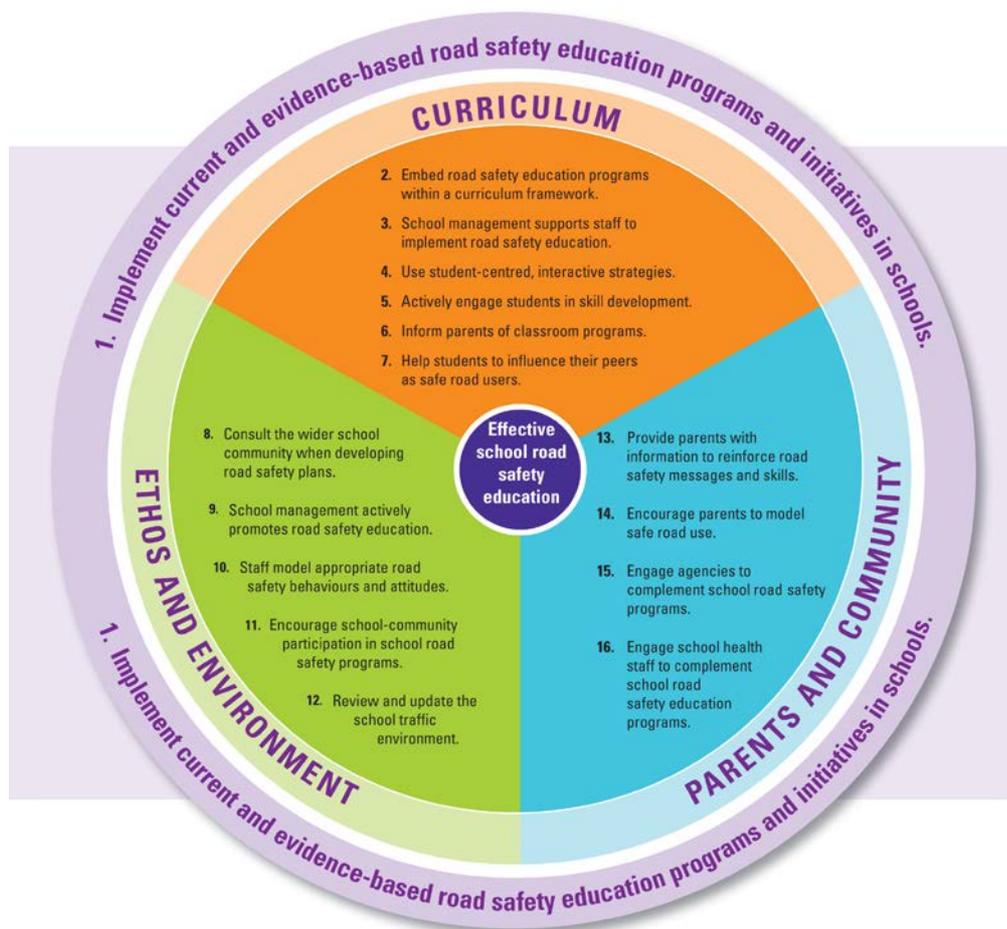
- Effective Community and School Based Road Safety For Young People: A Summary of the Research
- Youth Road Safety: Effective Practice
- Fact Sheet 1 – Road Safety Education in Senior Secondary Schools: Good Practice Guide
- Fact Sheet 2 – Community Road Safety: Young Road User Safety Good Practice Guide
- Fact Sheet 3 – High Risk Young Drivers and Young Offenders: Good Practice Guide
- Fact Sheet 4 – What Doesn't Work for Young Road Users and Why

These good practice guides are available at: [Road Safety Education Victoria – Research](#)

A comprehensive approach to road safety education involves:

- Curriculum focused programs
- Strategies for informing and engaging parents and utilising agencies; and
- Developing a school environment where safety is a focus

Effective School Road Safety Education Model



(SDERA, 2009)

What needs to be taken into account when developing policies and guidelines?

While schools, through their school councils, are able to develop a policy and guidelines that reflect the local context, it is recommended that the following factors are taken into consideration:

Student Drivers

- Requirements regarding **parent/guardian permission** for a student to drive to school.
- **Contracts or agreements** required to be signed by student drivers and what will be covered by the content of the contract/agreement?
- Processes and documentation regarding any **registration of car details**.

Parking

- Will a separate **student parking area** be made available or will students be permitted to share the staff car park?
 - Under what conditions can students use their own/staff car park?
 - Will students be required to display documentation in the vehicle to show permission has been given to use the car park?
 - Will students be required to inform the school and register car details if they are parking off the school grounds?
- Are there any days (e.g. final day for VCE students) when students are not permitted to park in the school grounds?

Use of vehicles during the school day

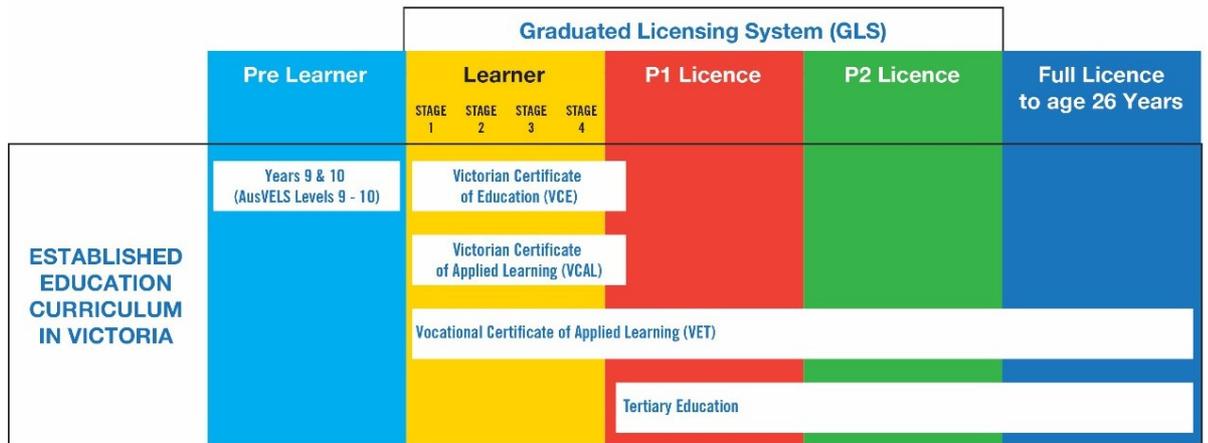
- Will students be permitted to access or use their car during the day?

Passengers

- **Requirements** regarding student drivers carrying other students to and from school
- Expectations regarding **driver and passenger behaviour** when travelling to and from school
- **Communication strategies** that will be used to ensure drivers, passengers and parents are aware of the **school policy and requirements**. For example: newsletters, school diary, student/parent information nights, Year-level meetings, and individual letters to parents.
- What will happen if students do not comply with the school policy?

A sample package of templates has been developed to assist schools with developing a student driving policy – see pages 15 to 20.

Opportunities for Young Driver Education and Training in Established Curriculum in Victoria



*Please note: AusVELS will be replaced by the Victorian Curriculum in 2017.

While it is recognised that early licensure is not encouraged, the most common age of those at the different young driver stages is shown in the table below.

Young driver stage	Education year level and/or type of education	Common age at this level
Pre Learner	Years 9 and 10	14 – 16 years of age
Learner	Years 11 and 12 or VET	16 – 18 years of age
P1 Licence	VET or University	18 years of age
P2 Licence	VET or University	19 – 21 years of age
Full Licence to 26 years of age	VET or University (if still in education)	22 – 26 years of age

Source: VicRoads 2015

Role of Key Stakeholders in Young Driver Education and Training in Victoria



What does the research tell us about young drivers?

While most young drivers try to be careful, safety conscious and considerate when driving, it is important to recognise that despite a decline in the number of road deaths in Victoria:

- road trauma is one of the biggest killers of young Victorians aged 18 to 25 years
- young drivers are at greatest risk of dying or being seriously injured in the first six months of probationary driving
- mobile phones and other personal technology devices are becoming an increasing road safety risk and are particularly hazardous for less experienced younger and novice drivers.
- young drivers aged 18 to 25 comprise around 21% of all driver fatalities despite representing only 13% of all licence holders.

Why is this?

Relative to older drivers, young drivers:

- are inexperienced
- more likely to take risks

The research shows that the main safety issues for young and new drivers are:

- inexperience
- youth and being young
- dealing with challenging driving conditions – including late night driving and multiple passengers
- driving under the influence of alcohol or drugs
- driving while fatigued
- mobile phone use
- disobeying road rules, particularly speeding, tailgating and failing to give way.

Source: VicRoads 2014

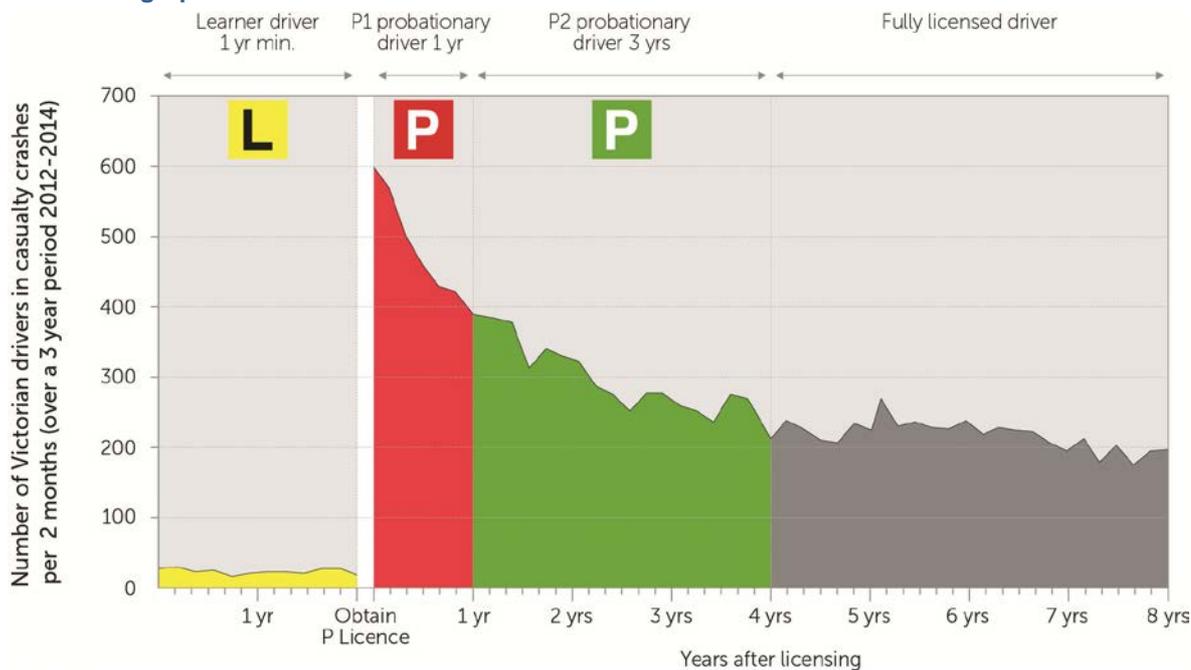
Why do we need to be concerned about young drivers?

Most young drivers are careful, safety conscious and considerate when driving. However, they are one of the most vulnerable road user groups because of their relative inexperience, and tendency to take risks. Although young drivers are safer than ever, we all have a responsibility to continue to look at all possible ways of improving the safety and well-being of young people.

The reality is:

- In their first year of solo driving, young people are about thirty times more likely to be killed or injured than when they are Learners.

Crash risk graph



Source: VicRoads

Victoria's Graduated Licensing System (GLS)

Victoria's Graduated Licensing System (GLS) is designed to help improve the safety of young drivers. Victoria implemented the GLS to address young driver crashes factors including inexperience, driving in high risk situations such as with multiple passengers, and unsafe behaviours such as speeding, drink or drug driving and inattention from distractions like mobile phones.

Key features of Victoria's graduated licensing system include:

- [compulsory 120 hours of logged supervised learner driving experience](#)
- a minimum [12 month learner permit period](#)
- a challenging on-road [driving test](#)
- a two stage probationary licence - P1 (minimum one year) and P2 (minimum three years)
- a [peer passenger restriction for P1 drivers](#)
- [probationary drivers are prohibited from driving certain vehicles](#)
- a range of [educational support measures](#)
- a [ban on mobile phone use](#) for all probationary drivers.

Driving with peer passengers

The GLS includes a condition that requires all P1 drivers to carry no more than one peer passenger (aged 16-22). Peers do not include siblings. This condition does not apply when a fully licensed driver is sitting in the front passenger seat.

Using mobile phones

Probationary P1 and P2 drivers must not use a mobile phone at any time while driving. This means no hands free, hand held or any messaging (including reading text messages).

See table below for more information about the conditions for learner and probationary drivers:

Graduated Licensing System Summary*

ENTRY: Minimum age of 16 years and pass a computerised learner permit knowledge test		
<p>L Learner drivers One year minimum</p> <p>Encourage and support:</p> <ul style="list-style-type: none"> supervised driving experience in a variety of conditions gradual introduction to more complex driving experiences (see checklists in Learner Kit) 	<p>Learner requirements</p>	<ul style="list-style-type: none"> A minimum of 120 hours of supervised driving experience (including 10 hours at night) accurately recorded in the official VicRoads Learner Log Book with the declaration to be signed by the learner and each supervising driver. Must hold learner permit for a minimum of 12 continuous months.
	<p>Other learner provisions</p>	<ul style="list-style-type: none"> Display L Plates and must carry learner permit when driving. No mobile phone use of any kind. No hands-free or hand-held, or any messaging (includes reading text messages) Zero BAC; accompanied by a fully licensed driver with BAC <0.05. No towing Five or more demerit points in any 12 month period or 12 or more demerit points in any three year period may result in learner permit suspension.
GRADUATION: Minimum age of 18 years and pass an on-road Drive Test and the Hazard Perception Test		
<p>P P1 probationary drivers One year minimum</p> <p>Safer transition to solo driving:</p> <ul style="list-style-type: none"> reduce high risk activities encourage safe driving 	<p>P1 requirements</p>	<ul style="list-style-type: none"> No mobile phone use of any kind. No hands-free or hand-held, or any messaging (includes reading text messages). No towing (except for work or under instruction). No driving probationary prohibited vehicles. Restriction on carrying more than one peer passenger (aged 16 to less than 22 years of age) Zero BAC. Drink-driving offenders will have to fit an alcohol interlock for a minimum of six months when re-licensed Most licence suspensions will result in an extension of the P1 period for six months, in addition to the period of suspension. If the licence is suspended or cancelled for an offence, a limit of one passenger (of any age) will apply once the driving ban has ended, for the remainder of the P1 period. Must display red P Plates and carry P1 licence when driving. If tested in an automatic vehicle, can only drive a vehicle with automatic transmission. Five or more demerit points in any 12 month period or 12 or more demerit points in any three year period may result in licence suspension.
GRADUATION: A good driving record		
<p>P P2 probationary drivers Three year minimum</p> <p>Consolidate safe driving skills and encourage safe driving.</p>	<p>P2 requirements</p>	<ul style="list-style-type: none"> No mobile phone use of any kind. No hands-free or hand-held, or any messaging (includes reading text messages). No driving probationary prohibited vehicles. Zero BAC. Drink-driving offenders will have to fit an alcohol interlock for a minimum of six months when re-licensed Most licence suspensions will result in an extension of the P2 period for six months, in addition to the period of suspension. Must display green P Plates and carry P2 licence when driving. If tested in an automatic vehicle, can only drive a vehicle with automatic transmission. Five or more demerit points in any 12 month period or 12 or more demerit points in any three year period may result in licence suspension.
GRADUATION: A good driving record		
<p>Fully licensed driver</p>	<p>Full licence requirements if under 26 years of age</p>	<ul style="list-style-type: none"> Drink-driving offenders caught with a BAC of 0.05 or more will have to fit an alcohol interlock for a minimum of six months when re-licensed. Must carry full licence when driving.

* If you are 21 or older when you apply for a probationary licence, some of the information in this table will not apply. See the Road to Solo Driving handbook for details.

For more details visit the VicRoads website GLS section:

www.vicroads.vic.gov.au/safety-and-road-rules/driver-safety/young-and-new-drivers/victorias-graduated-licensing-system

Scooters, mopeds or motorcycles

Some students will ride scooters, mopeds or motorcycles to school. Young riders are statistically at greater risk of being involved in an accident. Information about the use of protective clothing and motorcycle helmets should be made available to students who ride these vehicles. More information can be found at:

www.vicroads.vic.gov.au/safety-and-road-rules/motorcyclist-safety/protective-clothing-for-riders

References

Towards Zero Discussion Paper (June 2015) developed by the road safety partners of VicRoads, the Transport Accident Commission (TAC), Victoria Police and the Department of Justice.

Guidelines for managing student drivers and their passengers, State Government of Western Australia, School Drug Education and Road Aware (SDERA), Perth 2014.

Effective community and school based road safety for young people, literature review prepared for VicRoads and the Transport Accident Commission (TAC), by Anne Harris 2013.

Victoria's Graduated Licensing System Evaluation Interim Report for VicRoads, February 2012.

VicRoads Road Crash Information System, 2009-2011.

Taylor, R (2005) *Traffic Safety Education in Victoria*. Implementation plan project undertaken for the TAC.

Elliott, B. (2004) *Strategic Review of Best Practice: Key issues in the delivery of RSE in Victoria*. Report prepared for TAC and Victoria's Arrive Alive! Partnership agencies