



Bike Ed Instructor Training Re-accreditation

Re accreditation Case Study - Marked example (fictional)

School Name: Kookaburra Creek Primary School

Bike Ed Program Overview

The Bike Ed program develops students' bike riding skills, road safety awareness, confidence, and sustainable travel habits. Recognising that students start with varying levels of experience, the program ensures all Year 4 students gain essential riding and road safety skills, including participation in supervised out-of-school rides that build real-world confidence and competence.

Planning and Implementation

Bike Ed is delivered annually in Term 4 to approximately 140 Year 4 students. Students are grouped according to riding ability, confidence and behaviour, with each group supported by a Bike Ed accredited teacher and parent helper. Buddy riding arrangements further enhance safety, participation and supervision.

To support equitable participation, students with limited or no riding experience receive additional targeted instruction before participating in group riding activities. Learning activities and program delivery are adapted to accommodate diverse learner needs, abilities and confidence levels. Examples include smaller group sizes, additional adult support, modified riding tasks, extra practice opportunities, visual demonstrations and alternative progression pathways for students requiring additional assistance. Students only progress to more complex riding activities when they have demonstrated the required skills, confidence and safe riding behaviours.

During the first four weeks, students develop foundational skills including bike safety checks (ABCD), bike handling, gear use, road rules, group riding and road safety awareness. Prior to every practical riding session, teachers schedule time for students to complete an ABCD safety check (Air, Brakes, Chain and Drop). Teachers supervise the process, reinforce safe checking procedures and ensure identified faults are addressed before participation. Students whose bikes are assessed as unsafe do not participate until the issue has been rectified.

Practical learning activities are planned and delivered with careful consideration of the learning environment, activity requirements, weather conditions, available riding space and student competencies. Teachers select appropriate locations and adjust activities, supervision levels and groupings to ensure all students can participate safely and successfully.

Potential hazards are identified before and during all practical learning activities. Hazards are eliminated or minimised through measures such as inspecting riding areas prior to use, removing obstacles where possible, selecting alternative riding locations when hazards cannot be controlled, establishing safe riding boundaries and maintaining adequate spacing between riders. For example, if loose gravel, vehicle movements or other environmental hazards are identified, activities are modified, relocated or postponed until risks can be managed appropriately.

In Weeks 5-10, students participate in twice-weekly rides, culminating in a full-day riding experience. Before out-of-school rides, routes are inspected and assessed, with consideration given to traffic conditions, environmental factors and the skills and abilities of participating students.

During group rides, supervising teachers provide clear instructions before and during rides, maintain safe spacing between riders and use agreed hand signals and verbal communication to manage the group. Students are taught to ride predictably, follow all road rules and make safe decisions for themselves and others based on the riding environment and the abilities of those around them. At intersections and other higher-risk locations, teachers actively manage group movement and positioning to ensure safe crossing and navigation.

The program concludes with a celebration ride tailored to student ability, ranging from shorter recreational rides of 1-2 km to rides of up to 15 km for students who ride regularly. Importantly, every student participates in an out-of-school boundary ride appropriate to their level of competence and confidence.

All participating teachers are Bike Ed accredited, ensuring activities are delivered safely and adapted to meet diverse learner needs. Year 6 student leaders, including House and Sports Captains, also support the program following leadership training.

The PE teacher is responsible for identifying, assessing, documenting and communicating risks associated with the Bike Ed program through the Department of Education Excursions Risk Register and Emergency Management Plan. Risks are reviewed before each program cycle and whenever routes, activities, environmental conditions or student needs change. Control measures, supervision requirements, minimum student-to-adult ratios, emergency procedures and accreditation requirements are documented within the risk register and communicated to all participating staff and parent helpers. The risk register is reviewed and approved by school leadership prior to program delivery and updated as required throughout the program.

Impact

The Bike Ed program has delivered significant and lasting outcomes. Following participation, active travel to school increases, with many students continuing to ride in Years 5 and 6. By age ten, students demonstrate strong riding competence, road safety knowledge and confidence as cyclists and pedestrians.

Teachers report improved confidence, safer road behaviours and a stronger understanding of road rules. Students consistently demonstrate safe road-crossing practices and apply their learning effectively in real-world settings.

Top Tips for Other Schools

- Differentiate support to ensure all students can participate successfully.
- Invest in staff accreditation and student leadership development.
- Build strong partnerships with families and community organisations.
- Celebrate student achievements to enhance engagement and motivation.