Our School

• Re-opened 2004
• Middle-sized School
• Student-centred Approach
• Team Structure
• 50% T, 39% M, 11% B
• 23% EAL
Before the Pilot

Solid transition program
- Extra transition day
- Year 7 camp early term 1
- Focus on settling in to new environment
- Inquiry - Identity
Before the Pilot

• Patchy transition processes
• Transition was in the hands of many, but no-one with overall responsibility
• Student wellbeing provision in flux
Before the Pilot

• Limited transfer of student information from primary schools

• Student files were not always requested

• Scatter gun approach to engaging with community agencies

• Some students falling through the cracks
2 Components

1. Funding provided for a Transition Project Officer based in school

2. Participation in the Transition Review Process
Demonstration Pilot

• 12 month funded project
• A dedicated worker to support identified students
• Report on project
• Respond to findings in report
What We’ve Done

• Expanded leadership structure transition wellbeing

• Introduced Hands on Learning & VCAL

• Embedded peer support program

• Moved to Compass
What We’ve Done

• Expanded leadership structure: transition & wellbeing
• Introduced Hands on Learning & VCAL
• Embedded peer support program
• Moved to Compass
What We’ve Done cont.

• Shared Learning Community developed common online transition form

• Implemented online form for student information from families

• Increased exchange with ‘feeder’ primary schools
What We’ve Done cont.

Introduced transition reflections in Year 7 semester one reports
So far at Fitzroy High School, I have loved every moment. I have made so many friends and have met so many teachers. The first time I entered FHS, I was very nervous not knowing what to expect, but deep down inside I was super excited. Although I knew nobody, as all my primary school friends were going to different schools, it was a brave but scary decision to start in a different school. I decided to go to FHS. The size and feel of the FHS appealed to me more than other schools.

The school helped me adjust by doing lots of activities. Some were based on getting to know everyone in your spaces and some were getting to know your teachers. My friends have helped me adjust into the way of learning at FHS. One of my favourite parts about being at FHS is being able to wear whatever you want, and be yourself. I also have liked all the different activities that we have done outside of school, like year 7 camp, athletics day, swimming carnival and more.
Transitioning from 7 years of my past into my teen and adult future was a terrifying thing. Even though Fitzroy seemed like an extremely inviting place, I still felt very nervous. Surprisingly though after the first few days I was settled enough. And after I had made some friends, it felt like I had been here for years!

The goals I set during the parent/teacher/student conferences, I believe were reasonable goals so I think I could of tried harder to achieve them. I think I need to have a go at reading more because that's quite important to me.

This semester was very exciting. We went on camp, excursions, and fun sports days. I think having these days in between normal school days is good because we don’t have the same routine all the time and get bored. I think my favourite of these days was when we went to the Islamic museum. This was because I learnt heaps and it was really fun to look at another culture that I previously didn’t know much about.
Engaging with Agencies

- Yarra Youth Services- transition worker & HOL worker
- Headspace - delivered peer support training and co-delivered ‘Pizza Friends’
- Berry Street – implemented PATHS (Promoting Alternative Thinking Strategies)
What’s Improved

Responsibility for Transition

• Reflected in AIP & strategic plan
• Increased profile in school
• Holistic view - into school, through to each year level, and out of the school to tertiary or employment
What’s Improved cont.

Responsibility for Student Wellbeing

• Triage approach
• Focus on student progress/early identification
• Improved referral process
• More efficient recording process
What’s Improved cont.

Transfer of Student Information

• Provision and receipt of student information simpler for all parties

• Increased response rate & timely return

• Easily accessible student data

• Information used for class groupings & support identification
What’s Improved cont.

Transfer of Student Information cont.

• Increased continuation of funding for PSD students

• Increased communication between schools regarding students with additional needs
Student Retention

- Hands on Learning and VCAL have contributed to increased student retention & attainment
- Students linked to community agencies - it takes a village to raise a child

Very settled 2015 Year 7 group, no movement, 3 identified as at risk & receiving support