



## Forum 2017

School-Family-Community Partnerships for Successful  
Transition and Engagement

Wednesday 2 August 2017  
8:30am – 3:45pm

The Treacy Centre  
Edmund Rice Room, 126 The Avenue, Parkville

Rochelle Darby M 0408 036 602

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## Welcome

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On behalf of the Joining the Dots Steering Group, welcome to the third Joining the Dots Forum. The focus for our time together today is School-Family-Community Partnerships for Successful Transition and Engagement.

Today's Forum is part of the highly regarded Joining the Dots Yarra project (2012-2017). The research conducted through the first three phases (2012-2014) has been compiled into the Joining the Dots Reports 1&2. As part of this project, a good practice Transition Model has been developed and implemented by local schools in Yarra. The reports highlight that transition to secondary school involves so much more than the physical transfer of students from Year 6 to Year 7. It is critical that we are able to support our young people through this period of rapid physical, emotional, social and academic development so that they are motivated, engaged, connected and thriving through and beyond their middle years at school. Often forgotten in this process are the families of these young people for whom it is just as big a transition. They too must maintain engagement in their child's learning.

**Securing equity, inclusion and social justice for every person and child in today's world requires an active partnership for learning across school and community. Creating a positive future for every child and young person is therefore the responsibility of the entire community, hopefully guided by educators who understand their purpose and role in new ways.** Otero, G., (2016) *Connecting school, family, and community: The power of positive relationships*.

Over 50 years of research links the various roles families play in a child's education. More recent research also shows that 'parent and community ties can have a systemic and sustained effect on learning outcomes for children and on whole school improvement when combined with other essential supports such as strong school leadership, a high-quality faculty, community engagement and partnerships, a student-centred learning climate, and effective instructional guidance for staff.' Bryk, A.S., Sebring, P.B., & Allensworth, E. (2009) *Organizing schools for improvement: Lessons from Chicago*.

In the Inner Northern LLEN region (Cities of Moreland, Darebin and Yarra), schools continue to make significant progress and improvements in Year 12 completion, however, there is still work to be done in successfully engaging families and the broader community to keep this improvement moving upward.

Today you will hear from Dr George Otero, an experienced and passionate practitioner in the field as our keynote speaker, and a range of aspirational workshop presenters from schools and community organisations who will share their successes, challenges and resources. It will be a day filled with engaging presentations, purposeful dialogue, practical activities and networking opportunities that we believe will be of value to your school/organisation and community.

The Forum will provide you and your team with practical strategies and frameworks to work in partnership with families and the broader school community to support all young people to remain connected to learning and school (Year 5 – Year 9). I hope this Forum is a catalyst for you and your school or community organisation to reflect on your current practice, and to identify some next steps to take back to your setting for further discussion.

I would like to take this opportunity to thank the members of the Steering Group who have guided and supported the development of the Project, including today's event. The Forum has been funded by participants and the City of Yarra, with backbone support from the Inner Northern Local Learning & Employment Network.



Please do not hesitate to contact me or Rochelle Darby, INLLEN Manager Transitions, on 0408 036 602 if you have any questions about the Forum or the Joining the Dots projects.

Yours sincerely,

A handwritten signature in black ink that reads 'David Kennedy' in a cursive script.

**David Kennedy**  
Executive Officer  
Inner Northern Local Learning Employment Network Inc.

## Program Outline

TIME	ITEM	ACTIVITY	
8:30 – 9:00	<b>DELEGATE ARRIVAL</b>	Tea and coffee on arrival Workshop selection x 2	
9:00 – 9:30	<b>FORUM WELCOME</b>	<b>MC – Sandra Dickins, Fitzroy High School</b> (5mins) <b>Cr Amanda Stone, Mayor, City of Yarra</b> (10mins) <b>Zita Pinda, Seven Ways Consultancy</b> (10mins)	
9:30 – 11:00	<b>KEYNOTE ADDRESS</b>	<b>Dr George Otero, Center for Relational Learning, New Mexico</b> School-Family-Community partnerships for successful transition and engagement	
11:00 – 11:30	<b>MORNING TEA</b>	<b>Speed networking</b>	
11:30 – 12:45	<b>WORKSHOPS – SESSION ONE</b>	<i>Concurrent Workshops sharing good practice frameworks, tips and practical tools</i>	
	<b>1A – Edmund Rice</b> <b>Doveton College</b> The my place experience – the college as the centre of the community	<b>1B – Treacy</b> <b>Elwood Primary School</b> Building Powerful Learning Relationships with the Community	<b>1C – Carroll</b> <b>Sydney Road Community School</b> How Parent Action Teams can Encourage Parent Engagement in the School
12:45 – 1:30	<b>LUNCH</b>	<b>Information Tables and Networking</b> 1. Centre for Multicultural Youth (CMY) 2. Foundation House 3. Murdoch Children's Research Institute 4. Practically Learning 5. The Smith Family	
1:30 – 2:45	<b>WORKSHOPS – SESSION TWO</b>	<i>Concurrent Workshops sharing good practice frameworks, tips and practical tools</i>	
	<b>2A – Edmund Rice</b> <b>Doveton College</b> The my place experience – the college as the centre of the community	<b>2B – Treacy</b> <b>Roxburgh College</b> Ready for Roxy – Supporting Successful Transition	<b>2C – Carroll</b> <b>Good Samaritan Primary School</b> Learning by the Power of 3
2:45 – 3:15	<b>PLENARY SESSION</b>	Dr George Otero facilitates a fun and interactive networking session	
3:15 – 3:45	<b>CONCLUSION</b>	Dr George Otero summarises the day and provides next steps (20mins) Sandra Dickins closes the day with evaluations, thank you's and prize draw (10mins)	
3:45	<b>CLOSE</b>	<b>Note:</b> These details are correct at time of going to print, however, may be subject to change on the day	



**Dr George Otero, Director  
Center for Relational Learning, New Mexico**

George Otero is an educational consultant who was born and raised in New Mexico. He has worked as a teacher, educator, international consultant, social entrepreneur, and author. He and his wife Susan, operate the Center for Relational Learning based in Santa Fe, New Mexico. He has worked for many years in Australia and the United Kingdom as well as the United States.

His work with schools and community leaders in transforming schools is an outgrowth of his twenty years of work creating and directing a multicultural community learning center in Taos, New Mexico, attended by over 50,000 people. His approach utilized dance, play, dreaming, games, storytelling and an open inquiry process that builds community and stimulates learning and leadership.

Through his work new ways for schools and communities to secure equity, inclusion, and social justice have emerged leading to transformations in relationships. His work in transforming schools is done one at a time by clarifying the issues and problems within the context of their communities.

George has published a number of books and papers, the most current of which are:

- **Connecting School, Family And Community: The Power Of Positive Relationships**  
Published in July 2016 by the Center For Strategic Education in Melbourne, Australia and now available to download and utilize. See: CSE Article [Seminar Series 256-July2016-D1](#)
- **Tool Kit of practical strategies for connecting parents to children’s learning and for connecting school to community and community to school**  
Dr Otero co-authored the Tool Kit with Torres Webb. It is available from the Far North Queensland Regional Education Office.
- This year, Dr. Otero will revise and update ...
  - with co-author Dr. Tony Townsend the classic, **The Global Classroom,**
  - with co-authors David Rothstadt and **Robert Csoti** the popular handbook, **Creating Powerful Learning Relationships, a Whole School Community Approach.**

## Workshop Sessions

Forum delegates have the opportunity to participate in two workshops, making your selections from two concurrent sessions. Session One will be from 11:30am – 12:45pm followed by Session Two from 1:30 – 2:45pm.

The following abstracts have been provided to assist delegates in making their selections. The Workshops are listed below in alphabetical order of the organisation. If you didn't register for any Workshops upon arrival, please make sure that you do so during Morning Tea.

### Workshops – Session One (11:30am – 12:45pm)

Workshop Abstract	Key Themes, Takeaways & Post Workshop Opportunities	Room
<p><b>DOVETON COLLEGE</b>  <b>The my place experience – the college as the centre of the community</b>            Greg McMahon, Executive Principal</p> <p>This workshop will be based around the following model:</p> <ul style="list-style-type: none"> <li>• Doveton College responded to the disadvantaged nature of its community by taking a lead step in turning research into practice and trialing a new place-based service delivery model, where the school is the central place for children to access education and care and where families access education, training, job support and other services and supports.</li> <li>• The model arises from the concept of reorienting the existing service system for young children and families at a place-based level, delivering an integrated service model for education and care, offering integrated early learning, family support and maternal and child health services for children from birth to age four as well as teaching and learning spaces for Prep (age five) to Year 9 students and a suite of education and training opportunities for adults.</li> <li>• The success of this model relies on the importance of building relationships and understanding and responding to community need. It joins up existing services at a community level, involves partners and operates an integrated, wrap-around community-focused school system, with multiple programs to engage families. It has a dedicated on-site community engagement team and has built partnerships with Monash Health Community Health, City of Casey and City of Dandenong, Brace Skills Plus, Family Life, Save the Children/Good Beginnings, Berry Street, Oz Child, Southern Migrant Refugee Centre, local sport clubs, neighbourhood learning centres, the Department of Justice, Department of Education, Department of Health and Human Services and several philanthropic organisations.</li> <li>• At Doveton College children access education and care while families access education, training, job support and other health services and supports.</li> </ul>	<p><b>THEMES</b></p> <ul style="list-style-type: none"> <li>• Relevant Research</li> <li>• Success Stories</li> <li>• Shared Responsibility and Ownership</li> <li>• Full Engagement of Young Person (Behavioural, Emotional, Cognitive)</li> </ul> <p><b>POST WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• Contacts and visits</li> </ul>	<p><b>Edmund Rice</b></p>

Workshop Abstract	Key Themes, Takeaways & Post Workshop Opportunities	Room
<p><b>ELWOOD PRIMARY SCHOOL</b>  <b>Building Powerful Learning Relationships with the Community</b>  Rob Csoti, Principal</p> <p>This workshop will be based around:</p> <ul style="list-style-type: none"> <li>• Sharing with participants my work with a particular focus on Community Links, Community Based learning and creating partnerships which enhance high levels of participation in all aspects of school that isn't reliant on specific programs.</li> <li>• An overview of the Whole School Community learning model I work with including the 4 main dimensions - Parent Connectedness, Personalised Learning, Community Links and Community Based Learning</li> <li>• A focus on the core of the model which is to develop powerful learning relationships which lead to dynamic school cultures and also talk about two of the main domains which will be of greatest interest to the groups attending - Community Based Learning and Community Links</li> <li>• Examples of how Elwood PS and Noble Park PS (two vastly different schools) go about successfully working in these areas – challenges and successes</li> <li>• The main thread throughout the presentation will be how leaders need to be open to the opportunities that present themselves and a change of focus in the key areas that school leaders need to work in.</li> </ul>	<p><b>THEMES</b></p> <ul style="list-style-type: none"> <li>• Success Stories</li> <li>• Capacity and Relationship Building</li> <li>• Shared Responsibility and Ownership</li> </ul> <p><b>POST WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• Implement a similar approach in their school/organisation</li> <li>• Review and adapt their current strategy/strategic plan)</li> </ul>	<p><b>Treacy</b></p>
<p><b>MURDOCH CHILDREN'S RESEARCH INSTITUTE / CATS</b>  <b>Preparing for the Transition to High School</b>  Dr Lisa Mundy, Research Fellow and Project Manager (Childhood to Adolescence Transition Study) and Elissa Phillips, Project Coordinator</p> <p>This workshop will be based around:</p> <ul style="list-style-type: none"> <li>• The move from primary school to secondary school has been identified as one of the most significant transitions in the lives of young people. In Australia, most children make the transition at around 12-13 years of age.</li> <li>• This move involves changes in relationships with peers and teachers, as well as with parents and families. There are also major changes in the work conducted at school, as well as the school environment and location.</li> <li>• Children often have mixed feelings about the transition and a period of apprehension is normal. These worries are often short lived and usually dissipate within the first term of secondary school.</li> <li>• However, many children struggle with the social, emotional, organisation and academic demands of the transition to secondary school. The consequences are marked falls in school</li> </ul>	<p><b>THEMES</b></p> <ul style="list-style-type: none"> <li>• Relevant Research</li> <li>• Capacity and Relationship Building</li> <li>• Shared Responsibility and Ownership</li> <li>• Full Engagement of Young Person (Behavioural, Emotional, Cognitive)</li> <li>• Other: Transition from Primary to Secondary school</li> </ul> <p><b>TAKEAWAYS</b></p> <ul style="list-style-type: none"> <li>• The Workshop will include activities for participants to explore</li> </ul>	<p><b>Waterford</b></p>

Workshop Abstract	Key Themes, Takeaways & Post Workshop Opportunities	Room
<p>engagement, attendance, and the academic achievement of children.</p> <ul style="list-style-type: none"> <li>• This workshop will focus on students' needs across the transition from primary to secondary school and the support that parents, teachers and schools can provide.</li> <li>• The Workshop will also consider the parent experience of the transition process and the support needs of parents.</li> <li>• We will use data from a large longitudinal study based in Melbourne - the Childhood to Adolescence Transition Study (CATS).</li> <li>• <b>We will examine:</b> <ul style="list-style-type: none"> <li>○ the parent and teacher's expectation of the anticipated adjustment of the student to secondary school and how this relates to actual adjustment.</li> <li>○ student and parent support needs in the transition and how these are associated with outcomes in secondary school.</li> <li>○ strategies that schools are currently using to support the transition and discuss how the needs of students and parents may best be met.</li> </ul> </li> <li>• <b>We will explore:</b> <ul style="list-style-type: none"> <li>○ student concerns before the transition and how these change after the transition.</li> <li>○ the relationship between these concerns and school outcomes.</li> </ul> </li> <li>• As well as presenting data from the CATS study, the Workshop will include activities for participants to explore the ideas presented in the Workshop in more detail.</li> </ul>	<p>the ideas presented in the Workshop in more detail.</p> <ul style="list-style-type: none"> <li>• Delegates will be provided with a resource sheet at the conclusion of the Workshop.</li> </ul>	
<p><b>SYDNEY ROAD COMMUNITY SCHOOL</b>  <b>How Parent Action Teams can Encourage Parent Engagement in School</b>  Mel Alexander, Community Engagement Leader, and Tess Abbottsmith Youl, Student Wellbeing Coordinator</p> <p>This workshop will be based around:</p> <ul style="list-style-type: none"> <li>• Parent Action Teams are based on the model of Roger Holdsworth's Student Action Teams. Students come up with questions for problems around the school, conduct research and come up with recommendations. Some recommendations become actions and these are celebrated. This model has been so successful at SRCS that we now have SATs embedded in the curriculum and the SRC.</li> <li>• We recently started a Parent Action Team that is addressing the issue of parent engagement in the school. Parents are meeting regularly and have started investigating a new school sign, a sensory space, a skills and talents register and will be hosting a tea and cake afternoon at our next parent/teacher interviews. The success of the model within the school is now working more</li> </ul>	<p><b>THEMES</b></p> <ul style="list-style-type: none"> <li>• Success Stories</li> <li>• Capacity and Relationship Building</li> <li>• Shared Responsibility and Ownership</li> </ul> <p><b>TAKEAWAYS</b></p> <ul style="list-style-type: none"> <li>• Delegates will leave with a deeper understanding of how action teams are run, how they can improve and support student or parent voice and the potential for improved engagement and connectedness to the</li> </ul>	<p><b>Carroll</b></p>

Workshop Abstract	Key Themes, Takeaways & Post Workshop Opportunities	Room
<p>broadly with the parents and we anticipate higher levels of student engagement because of higher levels of parent engagement.</p>	<p>host organisation, ie. the school.</p> <p><b>POST WORKSHOP</b></p> <ul style="list-style-type: none"> <li>We are happy to offer secondary consult on the running of action teams within other organisations and to partner with appropriate organisations, should the opportunity arise.</li> </ul>	

### Workshops – Session Two (1:30 – 2:45pm)

Workshop Abstract	Key Themes, Takeaways & Post Workshop Opportunities	Room
<p><b>DOVETON COLLEGE</b>  <b>The my place experience – the college as the centre of the community</b>            Greg McMahon, Executive Principal</p> <p><b>As Above</b></p>	<p><b>AS ABOVE</b></p>	<p><b>Edmund Rice</b></p>
<p><b>FOUNDATION HOUSE</b>  <b>Listening to the wisdom of parents of refugee background</b>            Kathy Cooney, Sector Planning &amp; Development Coordinator</p> <p>This workshop will be based around:</p> <ul style="list-style-type: none"> <li>Sometimes educators might make assumptions about the families of students when attempts to establish sustainable relationships between school and families fail, especially for families from refugee backgrounds.</li> <li>This workshop will describe innovative projects that established a state-wide partnership group of Parent Advisors and school staff by bringing together parents from refugee backgrounds with school leadership teams to form advisory groups in five different Victorian schools.</li> <li>This highly transferable model has been successfully used with Family Support Services, Early Childhood settings, Relationship Support services and in education settings to promote parent/carer engagement.</li> </ul>	<p><b>THEMES</b></p> <ul style="list-style-type: none"> <li>Success Stories</li> <li>Capacity and Relationship Building</li> <li>Shared Responsibility and Ownership</li> </ul> <p><b>TAKEAWAYS</b></p> <ul style="list-style-type: none"> <li>Handouts, practice advice &amp; contacts from the five partner schools &amp; Foundation House</li> </ul> <p><b>POST WORKSHOP</b></p> <ul style="list-style-type: none"> <li>Knowledge about and access to free</li> </ul>	<p><b>Waterford</b></p>

Workshop Abstract	Key Themes, Takeaways & Post Workshop Opportunities	Room
<ul style="list-style-type: none"> <li>The groups aimed to improve student education outcomes by supporting schools to enhance their capacity to engage with families.</li> <li>This workshop will be useful to all educators as the wise advice and recommendations will be presented with discussion and time to reflect about how this wisdom could be adapted to a variety of schools. Free project resources to support other schools to use this strategy are available at Foundation House</li> </ul>	<p>Foundation House resources &amp; free professional development</p> <ul style="list-style-type: none"> <li>A framework to support Family Engagement in schools</li> <li>Information about the Community Advisory approach developed by Foundation House</li> <li>Consultancy</li> <li>Possible future partnership work with Foundation House and the partner schools to implement similar approaches.</li> </ul>	
<p><b>GOOD SAMARITAN PRIMARY SCHOOL</b>  <b>Learning by the Power of 3</b>  Helen Smith, Deputy Principal, and John Stafford, Consultant</p> <p>This workshop will be based around:</p> <ul style="list-style-type: none"> <li>Parents are the first educators of their children. Good Samaritan Catholic Primary School joins this partnership when parents enrol their child at the school. How well the family, the school and the child work together is key to the child’s intellectual, physical, socio-emotional, moral and spiritual development throughout these primary school years. Our vision for learning and revelation is emerging as students, families and school staff work in partnership to support every child to achieve success.</li> <li>This learning relationship we call Learning by the Power of Three (Learning3).</li> <li><b>Some of the key changes that have been made at Good Samaritan School are:</b> <ul style="list-style-type: none"> <li>Introduction of an early years program including the appointment of an early years leader</li> <li>Development of a new “family-centred” enrolment approach and process</li> <li>The development and implementation of a school-wide Parent Engagement Plan</li> <li>The initiation of “community conversations’ as a strategy for ongoing dialogue and exploration with parents</li> <li>The creation of Family Learning Conversations in term 1 of each year</li> <li>The implementation of Learning Conversations, that connect students, parents and staff around learning progress and</li> </ul> </li> </ul>	<p><b>THEMES</b></p> <ul style="list-style-type: none"> <li>Capacity and Relationship Building</li> <li>Shared Responsibility and Ownership</li> </ul> <p><b>POST WORKSHOP</b></p> <ul style="list-style-type: none"> <li>Visit the Good Samaritan Primary School</li> <li>Follow up contact with school staff and community partners</li> <li>Review and adapt approaches for their own circumstances</li> <li>Explore some of the relevant research evidence cited.</li> </ul>	<p><b>Carroll</b></p>

Workshop Abstract	Key Themes, Takeaways & Room Post Workshop Opportunities	
<p>learner behaviours each term</p> <ul style="list-style-type: none"> <li>○ The development and modelling of learning at home strategies and activities</li> <li>○ The creation of the Jericho Community Learning Village</li> <li>○ The establishment of a number of significant partnerships with community organisations</li> </ul> <ul style="list-style-type: none"> <li>● Good Samaritan is a Catholic Primary school located in the outer north western suburb of Roxburgh Park with a student population of over 720 students. The school community comprises nearly 500 families of diverse cultural backgrounds. Nearly 90% of families are from Iraq. Many are refugees and most are new arrivals to the area. The school is the first point of contact for many families.</li> <li>● It is early days in this process of change however the response from families has been very positive, staff are embracing the new strategies and approaches and students are engaged and connected.</li> <li>● <b>The Workshop will:</b> <ul style="list-style-type: none"> <li>○ explore some of the thinking and decision-making critical to this change process</li> <li>○ discuss some of the challenges that we face and ways we have gone about addressing these</li> <li>○ how the changes are being implemented and the emphasis on building the capacity of parents, students and staff</li> <li>○ provide opportunities to interact and explore transferability of the ideas and strategies</li> <li>○ share some of the resources developed and used.</li> </ul> </li> </ul>		
<p><b>ROXBURGH COLLEGE</b>  <b>Ready for Roxy</b>  Bronwyn Meek, Ready for Roxy Co-ordinator</p> <p>This workshop will be based around:</p> <ul style="list-style-type: none"> <li>● Ready for Roxy (RfR) was developed as a pilot in 2014 between Meadow Heights Primary School and Roxburgh Secondary College and has been now operating for three years. Initially funded by School Focused Youth Service seed funding for the first year, the ongoing development of RfR was made possible by Roxburgh College ensuring that the program was managed and produced positive outcomes for Students at Risk.</li> <li>● The RfR program was developed to prevent this disengagement by creating a network of teachers, mentors, welfare aides and peers to form a safe and supportive environment that the students could feel comfortable and ready to learn in. From its initial intake of 16 for the pilot project, the RfR program has grown to cater to 49 students in 2016 and for 56 students in 2017.</li> <li>● Students were chosen by the Primary school teachers to participate for any of the following reasons: <ul style="list-style-type: none"> <li>○ Low attendance rates</li> </ul> </li> </ul>	<p><b>THEMES</b></p> <ul style="list-style-type: none"> <li>● Relevant Research</li> <li>● Success Stories</li> <li>● Capacity and Relationship Building</li> </ul> <p><b>TAKEAWAYS</b></p> <ul style="list-style-type: none"> <li>● Participants will be given a book that has been written outlining the program and any presentation utilised will be available.</li> </ul>	<p>Treacy</p>

Workshop Abstract	Key Themes, Takeaways & Post Workshop Opportunities	Room
<ul style="list-style-type: none"> <li>○ Program for Students with a Disability</li> <li>○ Speech impairment</li> <li>○ Language difficulties</li> <li>○ Family/emotional issues</li> <li>● RfR is more than a transition program. The focus on wellbeing has further cemented ties with the local Primary Schools and teachers and support staff at the College. Importantly the connection with family at this critical transition point has been instrumental in the success of the program.</li> <li>● The Ready for Roxy Project Implementation Outline identified certain aspects that would serve as indicators of the measure of the success of the pilot program.</li> </ul>		

**Note:** These details are correct at time of going to print, however, may be subject to change on the day

## Information Tables

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At lunchtime (12:45-1:30pm), there will be 'Information Tables' in the Edmund Rice Room represented by different organisations with resources to share. The purpose of these tables is to enable all Forum delegates to access resources and PD opportunities, obtain relevant contacts to assist their work, and speak with a representative from the organisation.

## Photography

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Please note that a photographer will be onsite. Please let them know if you do not wish to be photographed or advise the Forum Coordinator.

## Plenary Session

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In the afternoon (2:45 – 3:15pm), Dr Otero will facilitate an energetic networking session enabling educators and community organisations to make some final connections with fellow delegates, and expand thinking about opportunities to work together.

Next Steps to take back to my organisation

	What?	Who?	When?
<b>MAINTAIN</b>			
<b>INCREASE</b>			
<b>EXPLORE</b>			

Who did I meet today?

No.	Name	Organisation	Email	Tel	Notes
1					
2					
3					
4					
5					
6					
7					
8					

No.	Name	Organisation	Email	Tel	Notes
9					
10					
11					
12					
13					
14					
15					
16					
17					

No.	Name	Organisation	Email	Tel	Notes
18					
19					
20					
21					
22					
23					
24					
25					
26					

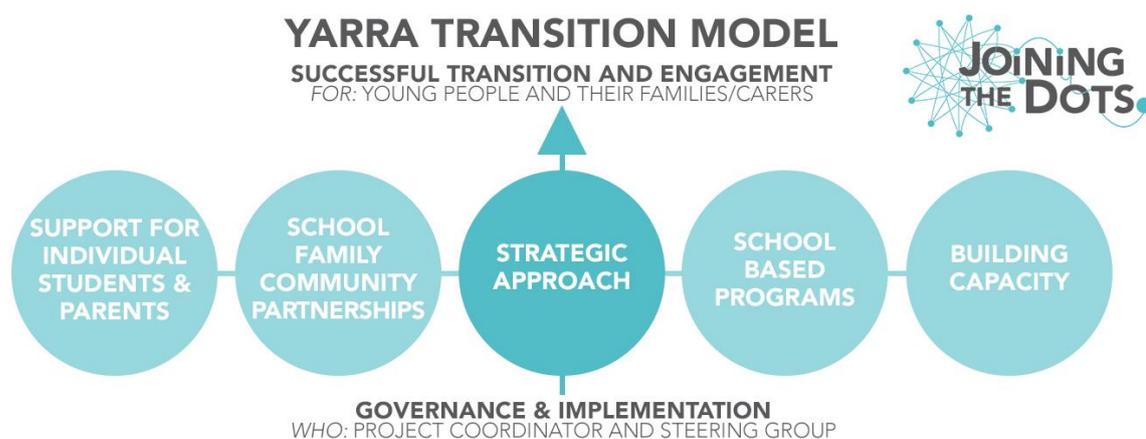
## Joining the Dots

Primary to Secondary School transition occurs during a period of time in a young person's life that coincides with rapid physical, emotional, social and cognitive developments impacting on their connection to school and learning as a whole. It is widely accepted across the regions we work with, that a successful transition to secondary school is a key factor in determining whether young people remain engaged in education, complete secondary school and transition into positive career pathways.

In 2012 the Joining the Dots Project (originally called the *Yarra Primary Secondary School Transition Project*) was initiated in the City of Yarra to identify, implement and evaluate a transition model for young people, their families, the community sector and schools to ensure young people transition well from primary to secondary school, remain engaged in education and connected to their learning. Five years later, Joining the Dots now encompasses four collaborative school-community projects (Yarra, Darebin, Moreland, and Reservoir), and has contributed to building the capacity of at least 23 schools to prioritise and implement strategies to improve the transition journey for students and families and ultimately their engagement in learning.

### Background

Primary to secondary transition was initially highlighted as an area of concern in INLLEN's 2010 Education Forum in Yarra, and in subsequent community discussions via the Yarra Youth Commitment. In 2012, the Yarra Primary Secondary School Transition Project came to fruition with three year funding (2012-2014) from the City of Yarra to develop an evidence-based Model for Transition in Yarra that could be replicated and scaled. At the time, the Project aligned with the implementation of Council's Middle Years' Strategy.



A further three years of funding (2015-2017) from the City of Yarra has enabled the newly titled Joining the Dots (JTD) Project to implement and evaluate the Transition Model across Yarra.

With such momentum from [Yarra](#), JTD expanded into [Darebin](#) (2015-2017), [Moreland](#) (2016-2017) and [Reservoir](#) (2017), with funding support from Council and School Focused Youth Service. Each of these projects draw upon the Transition Model developed by Yarra JTD, and are adapted to the needs and resources of the local schools and their communities.

### Useful Resources

The **Joining the Dots webpage** contains links to a wealth of reference materials and resources on **Transition** and **Family and Community Engagement**. Please take some time to peruse <http://inllen.org.au/joining-the-dots>

















# JOINING THE DOTS.

## MORE INFORMATION

[www.inllen.org.au/joining-the-dots](http://www.inllen.org.au/joining-the-dots)

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