Ready for Roxy
Transition Pilot Program
Presentation will cover:

- Focus on the Pilot and how & why we began
  Term 4 2014 - August 2015

- Pilot Evaluation - lots of data

- Changing nature of RfR - future directions

- Questions?
Partnership - Pilot Program
2014 - Why

- Partnership School Focussed Youth Service, Roxburgh College & Meadow Heights Primary School

Steering committee established
Connect Hume North and South
Term 4 - Manager appointed
Identified Need

- Focus on students at risk of not transitioning from Primary to Secondary School

- Students with attendance issues in Year 5/6

- Students with additional needs (encompassing disability, learning difficulties, speech/language issues and behavioural issues)
The Program Pilot

- Early Identification of Students At Risk - Grade 6 (2014)
- Contact/permission from Grade 6 Parents - on going contact into Year 7 (2014-15)
- Identification of learning needs/assessments Grade 6 2014
- Develop a tracking tool
- Peer Support Leadership Training for Year 9
- Buddy program Year 9 and Grade 6 (2014)
- Semester 1 continuation of buddy program Year10 and Year 7( 2015)
Parents

- Parents contacted individually
- Parent meeting
- Pre-Parent survey November 2014
- Post survey - April 2015
1. When you are thinking about secondary school for your child do you feel: -items to rank -
good, bad, nothing, unsure

2 How do you think your child will come home feeling after their first day?

3. Have you received enough information about Secondary school?

4. List the things you are looking forward to about your child being in secondary school:

5. List the things you are concerned about secondary school:

6. How do you think the Ready for Roxy Project will help your child make the transition to 
Secondary school?

7. How well do you think you can support your child’s learning at home?

8. What do you think Roxburgh College can do to support your child’s learning?

9. How likely are you to contact the school with concerns?
Q2. Have you received enough information?

- Yes: 87%
- Unsure: 13%

Q8. How likely are you to contact the school?

- Always: 37%
- Mostly: 18%
- Sometimes: 18%
- Not much: 18%
- Never: 9%
**Parent concerns**

Child will

- be scared
- worried about homework
- not have friends
- Not mix well
- withdraw in class
- wag
- Be in trouble
- Uncontrolled students
- Los of students
- Swearing and fighting
- Bullying
- Discrimination
- Low self-confidence
- Lost in curriculum/learning difficulties
- Negative peer pressure
- Teachers
- Fall behind/Not cope/not achieve
Pre-survey Conclusions

- The parents are supportive of the Ready for Roxy Project and what to be involved and feel connected.
- The parents are primarily concerned for their child’s happiness and wellbeing and this includes being successful at school.
- The parents believe that Roxburgh College will be supportive.
Post survey conclusions

- Parents remain supportive of the project and the college.
- The project has helped some of the parents feel more confident about contacting the school.
- The parents are positive about the experience of their children so far, but homework and supporting their children remains a concern for them.
- Fears/concerns did not become reality.
STAR

- Meet at Primary School
- Pre-survey completed - November 2014
- Post Survey result - April 2015
Survey questions

1. When you are thinking about secondary school do you feel: -items to rank - good, bad, nothing, unsure

2. How do you feel about going to secondary school:

3. What you think might happen on your first day of secondary school?

4. At your new school do you think you will - Make new friends? Be taught by good teachers? Behave better than you do now? Need to work hard? Learn more than at primary school? Enjoy yourself? Feel safe? Know what to do?

5. The three things I look forward to most about going into secondary school are:

6. The three things I worry most about going into secondary school are:
1. How do you feel?

Feel good
- Always: 38%
- Mostly: 44%
- Not Much: 6%
- Never: 2%

Feel Bad
- Mostly: 11%
- Never: 18%
- Not Much: 54%
- Sometimes: 17%

Feel excited
- Always: 25%
- Mostly: 11%
- Not Much: 34%
- Never: 4%

Feel nervous
- Always: 17%
- Mostly: 11%
- Not Much: 34%
- Sometimes: 32%

Unsure
- Mostly: 46%
- Sometimes: 35%
- Not Much: 36%
- Never: 19%
- Always: 6%
How do you feel about SC?

- Positive: 50%
- Mixed: 29%
- Negative: 15%
- Misc: 6%
Question 3

First Day

Positive 24%
Don't Know 9%
Friends 27%
Negative 29%
Get lost 11%
At your new school do you think you will . . .

- **Make new Friends**
  - Yes: 89%
  - No: 7%
  - Unsure: 11%

- **Be taught by good teachers**
  - Yes: 89%
  - No: 4%
  - Unsure: 7%

- **Behave better than you do now**
  - Yes: 79%
  - No: 7%
  - Unsure: 14%

- **Need to work Hard**
  - Yes: 91%
  - No: 4%
  - Unsure: 5%

- **Learn more than you did at PS**
  - Yes: 93%
  - No: 2%
  - Unsure: 5%

- **Know what to do**
  - Yes: 33%
  - No: 43%
  - Unsure: 24%

- **Enjoy yourself**
  - Yes: 90%
  - No: 10%
  - Unsure: 14%
5. The three things I look forward to

Q.5 Compilation

- New friends: 19%
- learning: 13%
- sport: 11%
- iPad: 6%
- New school: 2%
- teachers: 2%
- all: 1%
6. The three things I worry most about

- being bullied: 29%
- homework: 14%
- not fitting in: 7%
- no friends: 7%
6. The three things I worry most about

- no friends: 14%
- bullies: 4%
- made fun of: 4%
- getting lost: 9%
- teachers: 14%
- homework: 9%
- detention: 4%
- low grades: 9%
- math: 5%
- writing: 5%
- test: 5%
- fights: 5%
- being new: 4%
- locker: 5%
- being left out: 4%
- math: 5%
- writing: 5%
- test: 5%
- fights: 5%
6. The three things I worry most about - compilation

- bullies: 14%
- no friends: 14%
- bad behaviour: 14%
- homework: 9%
- detention: 4%
- no fun: 4%
- hard work: 9%
- reading: 9%
- writing: 4%
- something else: 5%
- performing: 5%
- being left out: 4%
- everything: 5%
- performing: 5%

No. 3
Q 6 - Compilation

- Bullying: 14%
- Being embarrassed: 4%
- Being left out: 5%
- Being made fun of: 5%
- Being new: 3%
- Detention: 4%
- Don't know: 1%
- Fights: 3%
- Getting lost: 5%
- Homework: 11%
- Locker: 5%
- Low grades: 5%
- Math: 3%
- Math: 1%
- No friends: 11%
- New people: 1%
- People better than me: 1%
- Teachers: 8%
- Test: 3%
- The work: 3%
- Writing: 3%
Pre survey summary

- Survey responses regarding feelings about school are mixed.
- Expectations about the secondary school were generally positive, but focused more on friends and friendship.
- STARs expected that the teachers would be good and most students would behave better.
- Stand out concern is bullying
Post survey summary

- Generally the fears, (especially bullying) that the students had about secondary school have not eventuated.
- The students feel good about being at the school and like attending.
- The things they like about school show greater similarity than the things that they do not and are more focused on friends and subjects offered.
Peer Support Leaders

- One day Training
- Pre survey - did not happen in the first year of the pilot
- Post survey
Post Survey

1. How satisfied are you with your role as Peer Support Leader
2. How useful was the initial training
3. Have you felt supported? Yes  no explain
4. Best things. Please list
5. Worst things. Please list
6. Suggestions for improvement:
How satisfied are you with your role as Peer Support leader?

- 100% satisfied
- 0% dissatisfied

How useful was training?

- Very useful: 35%
- Useful: 43%
- Not very useful: 13%
- No training: 9%

Have you felt supported?

- Yes: 78%
- Somewhat: 18%
- No: 4%

Best things about program

- Making friends: 50%
- Helping people: 25%
- Having fun: 12%
- Personal growth: 13%

Worst parts of the program

- Not knowing what to do: 29%
- Missing out on class: 21%
- Not enough time: 12%
- Admin: 13%
- Other: 4%
- Nothing: 21%
More/longer sessions: 35%
More training: 25%
Avoid missing class: 20%
Easier/less journal entries: 10%
More group activities: 5%
More discussion/evaluation: 5%
More group activities: 5%
More discussions/evaluations: 5%
More group activities: 5%
Suggestions for improvement
Post Survey Conclusions - end of semester 1

Students felt well supported by the well being team.

A number of students did not take the role seriously and saw it as a means to get of class - this annoyed those who took it seriously.

Year 7 teachers not always supportive.

The training in 2014
  - Insufficient
  - Students very critical - felt unprepared
Beyond the Pilot - opportunities to improve

There were a number of recommendations made at the end of 2014.

- Improve the procedures used to inform, identify and train the Peer Support Leaders at Roxburgh College.
- Early contact with the Primary schools, including inviting more Primary schools to be involved in the project
- Connect with the parents/carers of the STAR group as early as possible and maintain the connection.
- Connect buddies as early as possible
- Increase the number of times the STAR group attend the college in addition to the regular Roxburgh College transition process
- Professional development
Further areas of interest for attention

- Data - attendance and academic
- Engaging with families
- Getting everyone ‘on board”
- When does Grade 6-7 transition finish?
- Success of the program, also a program challenge
Pilot Evaluation - Attendance

Average STAR Attendance
Pilot Evaluation - Engagement

Total Lows - Interim Reports

- Semester One
- Semester Two
Ready for Roxy Model

Grade Six

- Mentors & Peer Support Leaders Prepared
- Parents Informed
- New STARs Identified

STAR STUDENTS

Year Seven

- Peer Support Sessions
- Mentor Meetings
- Progress Tracked
2015-2017

- STAR Pre and post surveys each subsequent year show the similar things - in relations to fears and feelings

- Parents remain supportive and positive

- Academic results vary - dip in the middle of the year as support is pulled back

- Attendance variable year to year
RfR impact on the college

Year 9 elective - Personal Capabilities f-10

Increased involvement of College Adult Mentors

Student voice - RfR, elective, Peer Support

Increased awareness of importance of connection with family - educational partnership
To Conclude - Critical for success

- RfR Manager
- Primary school collaboration
- Student Engagement with Program
- Parent Engagement with Program
- Building on existing transition processes
- Data regarding students and their families available to the Secondary School much earlier than normal
- Data tracking 2015
- Student voice
- Opportunity for students in Year 9 /10 to be able to display and develop leadership skills
- Embedding values of the Secondary School into the Program - Mentoring, Positive Psychology
Questions