

Activity

Before working through this guide, use the following checklist to establish how your school is performing.

Description	Performance rating			
	Emerging	Evolving	Embedding	Excelling
Organisation and Resourcing				
1. Recognition of transition as a whole school continuum including flow into, within and from the school				
2. The role of Transition Coordinator is adequately resourced, supported and embedded				
3. Succession planning is reinforced through continuity of the Transition Coordinator role				
4. Comprehensive transition practice and policy is documented, embedded and clearly communicated				
5. There is an effective structure/process for capturing and disseminating student data within and between settings to identify and support vulnerable students and their families				
6. Rigorous evaluation is conducted by all stakeholders to ensure that evidence is informing practice at all levels				
Sharing knowledge and practice				
1. Relationships between local primary and secondary settings from Government, Catholic and Independent sectors are strong and active				
2. Knowledge and practice is actively shared between settings				
3. Joint transition activities are developed, implemented and evaluated				
4. Opportunities are provided for teachers to gain an understanding of pedagogy and practice in other settings				
Family and Community Engagement				
1. Family and community engagement is a key priority area and is appropriately resourced				
2. Family and community engagement practice recognises the need for genuine engagement rather than involvement				
3. Relationships are built through effective multi-channelled communication between staff, students, families and the broader community				
4. There is a focus on strengthening the capability of the school to develop and work effectively in partnership with families, local community agencies and groups to provide wrap around support for students				

Description	Performance rating			
	Emerging	Evolving	Embedding	Excelling
Student Engagement				
1. A 'Child at Centre' culture is evident				
2. All students vulnerable to disengagement are identified and supported				
3. Transition activities focus on building relationships with and between students and staff				
4. Effective wellbeing support for students across all year levels to address heightened levels of anxiety about transition				
Sharing knowledge and practice				
1. Student feedback is used to guide transition programs				
2. Student Action Teams focus on projects which enhance the transition experience for students				
3. Students reflect on and share their transition experience between year levels, sub schools and settings				
4. Peer support programs implemented within and between settings				

Summary

Utilise the table below to record a summary score for each of the key dimensions listed above.

Summary	Performance rating			
	Emerging	Evolving	Embedding	Excelling
Dimension				
Organisation and Resourcing				
Sharing Knowledge and Practice				
Family and Community Engagement				
Student Engagement				
Student Voice				