Session date

Transition Review Process

**Session One: the Audit**

|  |  |  |
| --- | --- | --- |
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AN AUDIT OF TRANSITION AND ENGAGEMENT POLICY & PRACTICE

**Primary School Resource**

Updated July 2019

**School Name**

FACILITATOR CONTACT INFORMATION

The Transition Review Process can be facilitated by either an external consultant or a school staff member. Please contact the Inner Northern LLEN via [www.inllen.org.au/joining-the-dots/](http://www.inllen.org.au/joining-the-dots/) should you wish to explore external facilitation.

Please update the following with the facilitator contact details and agreed session dates and times.

**Name**

Role

**Organisation**Business address

M: **mobile**

E: email

TRP SESSION DATES & TIMES

**Session One**: The Audit **Date and time**

**Session Two**: The Grid **Date and time**

**Session Three**: The Plan **Date and time**

INLLEN CONTACT INFORMATION

For more information about the Joining the Dots project or the Transition Review Process, please see [www.inllen.org.au/joining-the-dots/](http://www.inllen.org.au/joining-the-dots/) for contact information.

TRANSITION REVIEW PROCESS – AN OVERVIEW

The Transition Review Process (TRP) aims to improve education outcomes for young people and their families navigating their way through their primary to secondary school years (Year 4 – Year 9). Of particular focus is improving the transition journey for those students and families vulnerable to disengagement.

The TRP assists in building the capacity of schools to review and update their transition practice to ultimately improve the connection young people have toward learning and school during and beyond the transition period (Year 4 – Year 9).

This three session self-reflective process was first developed in 2014 by the [**Joining the Dots**](http://inllen.org.au/joining-the-dots/) (JTD) project, a key initiative of the Yarra Youth Commitment. Between 2014 and 2019 it has been updated and implemented in twenty-nine schools across Yarra, Darebin and Moreland. The Inner Northern LLEN continues to facilitate the TRP (subject to funding) and coordinate the JTD project with support from a cross-sectoral steering group.

**The INLLEN is an independent community organisation that builds strategic partnerships between government, industry, education and community providers to develop local responses ensuring the opportunity for all young people in the region to successfully complete Year 12 or equivalent and successfully transition from school to further education, training or employment. The work of the LLEN is especially focused on vulnerable young people who are disengaged, or at risk of disengaging from education and training.**

This rich body of evidence gained from facilitating TRP’s across the inner north of Melbourne, in a variety of settings and sectors, reveals that it is rare to find comprehensive whole school transition practice that is documented and communicated, well resourced, embedded in curriculum, and framed by a whole school policy. Instead, pockets of good practice often rely upon passionate individuals who hold rich funds of knowledge that move with the person instead of the role. Transition practice is all too often a short program of activities delivered at the end of Year 6/beginning of Year 7 rather than embedded practice.

This is your opportunity to ensure that your transition practice meets the needs of your staff, students and families now and into the future.

THE JOINING THE DOTS PROJECT (JTD)

The Joining the Dots project is a long term action research project aiming to increase student engagement in learning across the inner north of Melbourne through improved primary secondary school transition practice.

**AIM**

To identify, implement and evaluate a transition model for young people, their families, the community sector and schools to ensure young people transition effectively from primary to secondary school, remain engaged in education and connected to their learning.

**WHY?**

An effective transition to secondary school (Year 4-Year 9) is a key factor in determining whether young people remain engaged in education, complete secondary school and transition into positive career pathways. The 2010 Yarra Education Forum highlighted serious concerns about the number of young people getting lost in transition between regions and sectors. In 2015, the Victorian Auditor General’s Office Report entitled [Education Transitions](https://www.audit.vic.gov.au/sites/default/files/20150318-Education-transitions.pdf) reinforced the dire need for improved primary secondary school transition practice and process.

**HOW?**

The Project was a key initiative of the Yarra Youth Commitment, with funding support from two 3 year City of Yarra Investing in Community Grants (2012-2017). A strategic focus was maintained to build capability and awareness of the need for a well supported transition between Year 4 and Year 9. The Inner Northern Local Learning & Employment Network Inc (INLLEN) continues to coordinate the Project alongside a highly supportive & cross-sectoral Steering Group. Considerable in-kind support from the Steering Group & other key community members has greatly augmented the financial support received from the Victorian Department of Education & Training (DET)/School Focused Youth Service/Merri Health/Berry Street, Catholic Education Melbourne (CEM) and the three City Councils of Moreland, Darebin and Yarra.

**WHAT?**

This action research project includes data collection, implementation of a number of professional learning opportunities, and development of a range of resources for schools, students and families:

* Transition Model developed incorporating five key dimensions for effective transition
* Transition Review Process (TRP) developed and implemented in 29 schools
* 12 professional learning events with 500+ participants from 130+ cross-sectoral organisations
* Satellite projects in Moreland and Darebin (2015-2019) enabled deeper work with four secondary schools and their communities
* Range of free transition resources developed for schools, students and families
* Development of a regional Transition Network to share practice and build local networks
* Annual collection of key data sets - DET, CEM and schools
* *Joining the Dots Reports 1-3*

**EVALUATION**

An independent evaluation in 2018 outlined eight key recommendations, two of which are underway in 2019 - the development of a *Transition Guide for Schools (digital), and* JTD Transition Network. The challenge remains scaling up the Project with limited resources.

THE NATURE OF TRANSITION

* 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.
* An effective transition to and within secondary school is a key factor in determining whether young people remain engaged in education, complete secondary school and transition into positive career pathways.
* Secondary school transition is not an event but rather a process spanning a number of years. This is now widely recognised as Years 4-9.
* The transition experience is also about the family of the student as they too are transitioning to a new structure, with a new set of expectations and an expanded set of school contacts.
* The impact of transition upon students and families can be shaped by positive and supportive responses of schools and other institutions.
* Preparation and management will determine whether the transition is a positive experience for students and their families.
* School transitions can be stressful for many students, particularly for early maturing girls, low achieving boys, and students with more diverse needs.
* The Murdoch Children’s Research Institute’s Childhood to Adolescence Transition Study (CATS) has identified that the middle years are a time when emotional and behaviour problems commonly arise with 50% of all mental health problems beginning by 14 years of age.
* Poor transition can also negatively impact on academic outcomes (NAPLAN writing achievements appear to be negatively impacted by transition, with males being most negatively affected).
* The CATS has also identified that for numeracy, even when taking Year 3 NAPLAN score, gender, age and Socio-economic status (SES) into account, persistent emotional problems in Years 3-5 were associated with almost a year’s loss of learning by Year 7.
* Dr Andrew Fuller, author of DET’s updated [START](https://www.education.vic.gov.au/Documents/school/principals/transition/startresource.pdf) (Student Transition and Resilience Training) resource, has identified 8 key Predictors of Student Resilience. It is important for both schools and families to have a clear understanding of these during transition:
	+ Adult connectedness (teachers, parents, community members)
	+ Boundaries and expectations
	+ Empowerment
	+ School engagement
	+ Positive values
	+ Friendship and social skills
	+ Community engagement
	+ Identity
* Early adolescence is one of the times of maximal neuroplasticity. For young people, schools and parents, this represents a time of great opportunity. As the brain is already restructuring itself to be able to think in more sophisticated ways, it is a time to embed the habits and routines that will lead young people to maximise their intelligence.
* [***The Victorian Student Representative Council's Transitions Project 2015 Report***](https://www.education.vic.gov.au/Documents/school/principals/transition/VicSRCTransitionsProject_FinalReport.pdf) **identified the following key factors in supporting an effective transition into and within secondary school:**
	+ ensure students have access to strong support networks before, during and after transition
	+ align students’ workloads so that the increase in academic expectations post-transition is manageable
	+ provide formal and informal opportunities that foster collegiality and friendship among students
	+ reduce the 'unknown' for students prior to transition wherever possible
	+ provide clear avenues for students to access information about their new school
	+ implement effective strategies to address bullying

How does this compare with feedback from your students?

THE JOINING THE DOTS TRANSITION MODEL (Years 4-9)

In supporting an effective transition to secondary school (Year 4 – Year 9), educators, wellbeing and other key staff, together with community agency workers, need to work collaboratively to ensure that a student and family centred approach is embedded in school policy and practice.

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The **Joining the Dots Project (2012-2017)** identified essential elements for an effective transition and distilled them into five key dimensions, collectively known as the JTD Transition Model:

1. **Organisation and Resourcing** -Organisations involved in transition having comprehensive, embedded and well communicated transition practice, supported by appropriate structures, processes & resources
2. **Sharing Knowledge and Practice** -Primary and secondary schools working collaboratively and cooperatively to improve the transition experience of students and families

1. **Family and Community Engagement** - Student learning is supported by families and the broader community working in partnership with the school
2. **Student Engagement** (Behavioral, Emotional & Cognitive) - Students fully participating in their education. They feel a sense of belonging and connectedness to school, are intrinsically motivated and self-regulating, are well organised and socially competent

1. **Student Voice** -Students contributing to decision making about transition and collectively influencing transition outcomes by putting forward their ideas, views and concerns, and developing resources

The JTD Transition Model is the framework for the Transition Review Process.

TRANSITION REVIEW PROCESS – THE FOUR STEPS

The JTD Transition Review Process consists of four main steps, two to four of which directly correlate to the three sessions that can be facilitated either by an external consultant or a school staff member.

It is recommended to complete the Transition Review Process early in the school year to enable sufficient time and energy for implementation.

Allow for 2 hours per session but note that schools may need to invest more time to complete each of the steps effectively should the facilitated session times be insufficient.

Complete each of the three session workbooks digitally, allocating a scribe for each session and ideally utilising a meeting space that has a large screen/projector.

This process is also recommended for use as an annual evaluation of transition and engagement policy and practice.

NEXT STEPS

* Participate in a Transition Cluster and/or JTD Transition Network
* Develop & implement revised transition and engagement policy & practice
* Evaluate, review and update transition and engagement policy & practice
* Work towards embedding whole school transition and engagement practice in the school curriculum

**RECOMMENDED PARTICIPANTS**

Principal
Assistant Principal(s)
Transition Coordinator
Student Wellbeing
Relevant Staff (Yrs 4-9)
Students and Families
Community Partners

STEP ONE: PRE-WORK

When setting the baseline, or revisiting as an annual audit, it is important to also document the current context. Please complete the following questions prior to Session One, adding any further information that you believe currently shapes transition & engagement at your school where indicated. Please share this table with the facilitator and TRP participants prior to Session One.

| **Question** | **Response** |
| --- | --- |
| 1. **How would you describe your school?**

e.g. number of students & staff/growing/multicultural/higher proportion of male students (%)/in the process of a rebuild/recent leadership change/increasing gentrification/highly engaged families/passionate teachers/open to change |  |
| 1. **Who are your key stakeholders across Years 4-6 and what are their key strengths and challenges?**
 |  |
| * 1. How would you describe your staff (academic/wellbeing/leadership/other) and their strengths & challenges?
 |  |
| * 1. How would you describe your students and their strengths & challenges? *Please consider any gender difference as well as between year levels*
 | * Year 4:
* Year 5:
* Year 6:
 |
| * 1. How would you describe your more vulnerable students and their strengths & challenges? *Please consider any gender difference as well as between year levels*
 | * Year 4:
* Year 5:
* Year 6:
 |
| * 1. How would describe your families and their strengths & challenges?
 |  |
| * 1. How would you describe your more vulnerable families and their strengths & challenges?
 |  |
| * 1. What community agencies do you work closely with during transition and how do they support your school staff, students and families?
 |  |
| 1. **What does your transition practice in Year 4-6 currently encompass?**

*Please consider this question from a number of perspectives e.g. school, student, family, those vulnerable to disengagement, intra transition, and those students arriving part-way through the year* |  |
| * 1. How many students will be transitioning to Year 7 next year?
 |  |
| * 1. If known, how many of these students will transition in groups of 1 or 2 to their secondary setting?

If not known at this point of the year, how many Year 6s transitioned in 1s or 2s last year? |  |
| * 1. How many of your current Year 6 students have you/will you flag with the secondary school as vulnerable to disengagement?
 |  |
| * 1. How many students have you identified as vulnerable to disengagement in Years 4-6 and what are their main challenges?

*Note that vulnerability includes a wide range of factors such as academic, wellbeing, disability and home environment* | * Year 4:
* Year 5:
* Year 6:
 |
| * 1. If known, how many destination secondary schools will you have this year?

If not known, how many destination secondary schools did you have last year? |  |
| * 1. What are the names of your main destination schools?
 |  |
| * 1. Do you believe that you currently share enough information with the destination secondary school about each student and their family to support an effective transition?
 |  |
| * 1. What is the proportion of local/non local students in Year 6 and is this representative of Years 4&5?
 |  |
| * 1. What is the proportion of male/female students in Year 6 and is this representative of Years 4&5?
 |  |
| * 1. How many students have transitioned part-way through the year into Years 4, 5 & 6? i.e. not at the beginning of the school year
 | * Year 4:
* Year 5:
* Year 6:
 |
| 1. **What do you believe are the key strengths of your school in supporting engagement in learning and an effective transition to secondary school by students and their families (Years 4-6)**
 |  |
| 1. **What do you believe are the key challenges for your school in supporting engagement in learning and an effective transition to secondary school by students and their families (Years 4-6)**
 |  |
| 1. **What outcomes are you expecting from completing the Transition Review Process?**
 |  |
| 1. **Other -** *Please add any further information that you believe is currently shaping transition and engagement at your school*
 |  |

STEP TWO / SESSION ONE: THE AUDIT

This first session will firstly provide an overview of the Joining the Dots (JTD) Project, Transition Model & the Transition Review Process. The remainder of the session will focus on completing the Audit Tool. This includes:

* Documenting the context at the time of the audit
* Discussing the School’s intended outcomes for completing the Transition Review Process
* Completion of the Audit (either in small groups or as a whole)
1. Assess the current stage of implementation and priority for action of each statement in the Audit Tool
2. Discuss the statements considered by the majority to be of medium to high priority and not yet fully evident in implementation
3. Identify subsequent action required, who should be involved and a timeline for action
4. Complete the ‘Summary by Dimension’
5. Discussion about the summary, next steps and preparation for Session Two

The purpose of undertaking an Audit is for the School:

* to assess how it is currently faring in relation to Primary to Secondary Transition and Engagement
* to determine which areas are priorities for the School
* to determine appropriate actions that need to be taken for the priority areas, who will be involved, and a timeline for action.

An Audit Tool will be used during this step and provided in electronic format. This Tool has been developed specifically for the Joining the Dots initiative and adapted from the following resources:

* Catholic Education Melbourne: Transition and Engagement Research Document 6 – An Audit for School Action on Transition (page 8-9)
* NSW Public Schools Primary-Secondary Transition Support Materials

**Resources Required**

* Facilitator (external or school staff member)
* Session One Workbook: Audit of School Transition and Engagement Program
* Laptop, scribe and large screen/projector where possible

GROUP ACTIVITY

Depending on your school, and the number of participants involved in Session One, the Audit can be completed in a number of different ways including:

* All participants to work through the Audit together and contribute to all dimensions at the same time
* Participants to work in pairs/smaller groups to complete the whole Audit before sharing with the rest of the group
* Participants to work in pairs/smaller groups to complete one-two dimensions on their own before sharing with the rest of the group

**Suggested steps when completing the Audit:**

1. Start the Audit by assessing your “Current stage of implementation” and “Priority for action” for each item only, noting that priority should favour those actions requiring more immediate strengthening. Place a ‘1’ in the most appropriate column.
2. At the end of each of the five dimensions, complete the ‘Overall Rating’ by selecting one ‘stage’ that best represents your current implementation stage for that dimension.
3. For the Medium and High priority items, complete the rest of the columns in the Audit:

– Actions

– Who will be involved?

– Timelines

**Example**

|  | **STATEMENT** | **CURRENT STAGE OF IMPLEMENTATION** | **PRIORITY FOR ACTION** | **ACTIONS** | **WHO WILL BE INVOLVED?** (Use roles not names) | **TIMELINE** |
| --- | --- | --- | --- | --- | --- | --- |
| Not Sure | Not at all | Developing | Building | Sustaining | Not at all | Low | Med | High |
| 2 | The School has a Transition Coordinator |  |  | 1 |  |  |  |  | 1 |  | Formalise Transition Coordinator role and Position Description | AP | 2019 Sem 2 |

1. Complete the rest of the columns for the low priority items if you have time during Session One or if time is short, immediately thereafter.
2. Review those statements marked as not a priority to ensure that on completion of the Audit, no adjustment to priority is required.
3. Complete the Dimension Summary table that follows the Audi and answer the Discussion Questions.

AUDIT TOOL – SCHOOL TRANSITION AND ENGAGEMENT PRACTICE

For the purpose of the Review Process, this Audit Tool is focused on the Primary to Secondary School Transition Period (Year 4 - Year 9) but it can easily be adapted to other transition periods within the school. The Audit is divided into five sections that align with the JTD Transition Model.

Dimension One: Organisation and Resourcing

Organisations involved in transition have a comprehensive, embedded and well communicated transition practice, supported by appropriate structures, processes & resources.

|  | **STATEMENT** | **CURRENT STAGE OF IMPLEMENTATION** | **PRIORITY FOR ACTION** | **ACTIONS** | **WHO WILL BE INVOLVED?** | **TIMELINE** |
| --- | --- | --- | --- | --- | --- | --- |
| Not Sure | Not at all | Developing | Building | Sustaining | Not at all | Low | Med | High |
| 1 | The School has a policy around Transition and Engagement that is informed by and communicated to staff, students, parents and the wider school community |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 | The School has a Transition Coordinator |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 | The School has a Transition Committee or Working Group |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 | The School has documented their whole school transition practice, including a timetable of key activities/events |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 | The School has embedded whole school transition practice in the curriculum |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 | The School’s transition practice is inclusive of Years 4-6 |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 | The School‘s transition practice is inclusive of students with more diverse needs e.g. disability, out of home care |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 | The School has a comprehensive and documented Transition Program for students who transition part-way through the year |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 | All relevant staff know about the School's transition practice and are able to contribute to strengthening, implementing & evaluating |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 | Staff have the opportunity to participate in professional learning to improve the transition and engagement of students into, within and from the School |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 | The School has an organisational structure and process that enables academic and wellbeing staff to work collaboratively  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 | The School has an effective organisational structure and process for capturing and disseminating student participation, wellbeing and learning data |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 | Student information (academic and wellbeing) is used by the School to identify vulnerable students, support engagement, and inform policy and practice |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 | The School has an appropriate organisational structure and processes to support students and families during the transition period (wellbeing and academic needs) |  |  |  |  |  |  |  |  |  |  |  |  |

**DIMENSION ONE: Overall Rating** (select one stage that best represents this dimension)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Not sure**  | **Not at all**  | **Developing** | **Building** | **Sustaining** |

Dimension Two: Sharing Knowledge and Practice

Primary and secondary schools working collaboratively and cooperatively to improve the transition experience of students and families

|  | **STATEMENT** | **CURRENT STAGE OF IMPLEMENTATION** | **PRIORITY FOR ACTION** | **ACTIONS** | **WHO WILL BE INVOLVED?** | **TIMELINE** |
| --- | --- | --- | --- | --- | --- | --- |
| Not Sure | Not at all | Developing | Building | Sustaining | Not at all | Low | Med | High |
| 1 | The School is an active member of a Transition Cluster/Network |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 | Teachers experience the teaching and learning approaches of key secondary settings (e.g. reciprocal learning visits between settings) |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 | Teachers understand the Year 7 curriculum |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 | Teachers/staff know about the organisational structures of their key destination schools |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 | Teachers adapt their teaching and learning approaches to support transition into, within and from the school |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 | The School has established a collaborative working relationship with its key destination schools |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 | There are effective protocols in place to transfer/collect student participation, wellbeing and learning information between settings |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 | Student information is used by the secondary school to support transition and engagement |  |  |  |  |  |  |  |  |  |  |  |  |

**DIMENSION TWO: Overall Rating** (select one stage that best represents this dimension)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Not sure**  | **Not at all**  | **Developing** | **Building** | **Sustaining** |

Dimension Three: Family and Community Engagement

Student learning is supported by families and the broader community working in partnership with the school.

In this section, the terms “family” and “families” is used to refer to all parents, carers, and family members who may take on the role of ‘carer’ for the student in relation to their learning. It is highly recommended that families and agencies have the opportunity to provide feedback on the statements presented in this section of the Audit.

|  | **STATEMENT** | **CURRENT STAGE OF IMPLEMENTATION** | **PRIORITY FOR ACTION** | **ACTIONS** | **WHO WILL BE INVOLVED?** | **TIMELINE** |
| --- | --- | --- | --- | --- | --- | --- |
| Not Sure | Not at all | Developing | Building | Sustaining | Not at all | Low | Med | High |
| 1 | The School has a Family and Community Engagement Policy |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 | The School has an effective Family and Community Engagement Strategy |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 | The School values all families as partners in learning |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 | All families feel valued and supported by the School, in particular vulnerable families/ families who transition part-way through the year/families who do not commence in Foundation |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 | There are a range of opportunities for families and the broader community to actively contribute to school improvement |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 | The School has an effective organisational structure and process to collect data/feedback from all families about their child’s learning needs (academic & wellbeing) |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 | The School runs an orientation program to welcome new families and students |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 | Families know who to approach within the school for support and are confident to do so |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 | Effective learning partnerships with families are developed and maintained by the School |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 | The School works effectively with families of students vulnerable to disengagement |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 | The School provides opportunities for families to build their social and support networks |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 | The School actively collects data/feedback about how to better support parent learning needs |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 | The School provides opportunities for parent education and upskilling (direct or in partnership) |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 | Information is communicated to families in a variety of formats, relevant languages, and in a timely manner  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 | The School provides families with an opportunity to discuss and reflect on their hopes and concerns about transition |  |  |  |  |  |  |  |  |  |  |  |  |
| 16 | The School has strategic partnerships with external organisations to strengthen the support it provides to families, staff and students  |  |  |  |  |  |  |  |  |  |  |  |  |

**DIMENSION THREE: Overall Rating** (select one stage that best represents this dimension)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Not sure**  | **Not at all**  | **Developing** | **Building** | **Sustaining** |

Dimension Four: Student Engagement (Behavioral, Emotional & Cognitive)

Students fully participating in their education. They feel a sense of belonging and connectedness to school, are intrinsically motivated and self-regulating, are well organised and socially competent.

|  | **STATEMENT** | **CURRENT STAGE OF IMPLEMENTATION** | **PRIORITY FOR ACTION** | **ACTIONS** | **WHO WILL BE INVOLVED?** | **TIMELINE** |
| --- | --- | --- | --- | --- | --- | --- |
| Not Sure | Not at all | Developing | Building | Sustaining | Not at all | Low | Med | High |
| 1 | Students know who to approach within the School for support and are confident to do so |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Behavioral Engagement** |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 | The School sets, communicates and upholds high expectations for attendance and punctuality |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 | Student participation in all school activities is actively monitored and followed up |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 | Vulnerable students are identified early and actively supported |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Emotional Engagement** |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 | Students feel a sense of belonging and connectedness to the School |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 | Every student has a strong, positive and secure relationship with at least one member of the school staff |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 | All learning environments promote positive learning and behaviour |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 | The School has a strategic approach to supporting student wellbeing |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 | Student wellbeing is actively monitored and appropriate supports provided (internal and/or external) |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 | Student learning and student wellbeing teams work collaboratively |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 | Students (Year 4-6) participate in transition related activities at a local secondary school(s) prior to transition |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 | Secondary school students and staff visit the School to share information about transition and answer any questions |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Cognitive Engagement** |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 | Students are enabled to be independent, well organised, cooperative and self-regulating learners |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 | Individual student learning needs are identified and appropriate learning supports are provided |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 | Students know and can articulate themselves as learners and take responsibility for their own learning |  |  |  |  |  |  |  |  |  |  |  |  |

**DIMENSION FOUR: Overall Rating** (select one stage that best represents this dimension)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Not sure**  | **Not at all**  | **Developing** | **Building** | **Sustaining** |

Dimension Five: Student Voice

Students contributing to decision making about transition and collectively influencing transition outcomes by putting forward their ideas, views and concerns, and developing resources.

|  | **STATEMENT** | **CURRENT STAGE OF IMPLEMENTATION** | **PRIORITY FOR ACTION** | **ACTIONS** | **WHO WILL BE INVOLVED?** | **TIMELINE** |
| --- | --- | --- | --- | --- | --- | --- |
| Not Sure | Not at all | Developing | Building | Sustaining | Not at all | Low | Med | High |
| 1 | The School has an effective organisational structure and process to engage with, listen to and respond to the full range of student perspectives and feedback |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 | The School understands how student voice impacts on school culture |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 | The School provides professional learning for all staff to support the skills of dialogue, listening to and responding to student voice |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 | Teachers and students work collaboratively to reflect on and improve teaching and learning practice |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 | Students discuss and reflect on their hopes and concerns about transitioning into, within and from the School |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 | Students have a range of opportunities to actively contribute to strengthening the student transition experience into, within and from the school e.g. activities, resource development |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 | Student reflection and feedback guides transition practice within and between settings |  |  |  |  |  |  |  |  |  |  |  |  |

**DIMENSION FIVE: Overall Rating** (select one stage that best represents this dimension)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Not sure**  | **Not at all**  | **Developing** | **Building** | **Sustaining** |

Summary by Dimension

Record the summary results for each of the five dimensions in the table below using a bar graph style (Dimension 1 and 2 have been completed as an example, please delete and populate for your School)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DIMENSION****IMPLEMENTATION STAGE** | **Organisation and Resourcing** | **Sharing Knowledge and Practice** | **Family And Community Engagement (FACE)** | **Student Engagement** | **Student Voice** |
| **Sustaining** |  |  |  |  |  |
| **Building** | **Example only** |  |  |  |  |
| **Developing** |  |  |  |  |  |
|  |  |  |  |  |  |
| **Not at all** |  | **Example only** |  |  |  |
| **Not sure** |  |  |  |  |  |

DISCUSSION QUESTIONS

Discuss the responses to identify broad trends of the five dimensions

|  |  |
| --- | --- |
| **Question** | **Response** |
| 1. Which dimension(s) is the School already addressing well?
 |  |
| 1. Are there any dimensions where the School has not reached the *Developing* stage? If so, what are they and what are the barriers to improvement?
 |  |
| 1. Are there any dimensions where the group was unable to offer an opinion? If so, what are they and what further information is needed to form an opinion?
 |  |
| 1. What conclusions can be drawn from the results?
 |  |
| 1. Which dimension(s) should be a priority for action?
 |  |

NEXT STEPS IN PREPARATION FOR SESSION TWO:

1. Check in with key stakeholders missing from this first TRP session (e.g. students, families and other school staff) to ensure that The Audit is a true reflection of current practice, process and policy
2. Complete The Audit, ensuring that Actions, Roles and Timelines are populated for those items identified as medium or high priority (as a minimum)
3. Complete the Discussion Questions above
4. Share the completed Session One Workbook with the facilitator and other TRP participants
5. Review Session Two Workbook, The Grid, and consider what elements are currently included in your transition practice.

**Please note the date of Session Two**
Your school should havecompleted all sections of this Workbook, including the *Audit Tool* prior to this date and shared a copy with the Facilitator.

ADDITIONAL NOTES

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