

DIMENSION 1:

Organisation and Resourcing

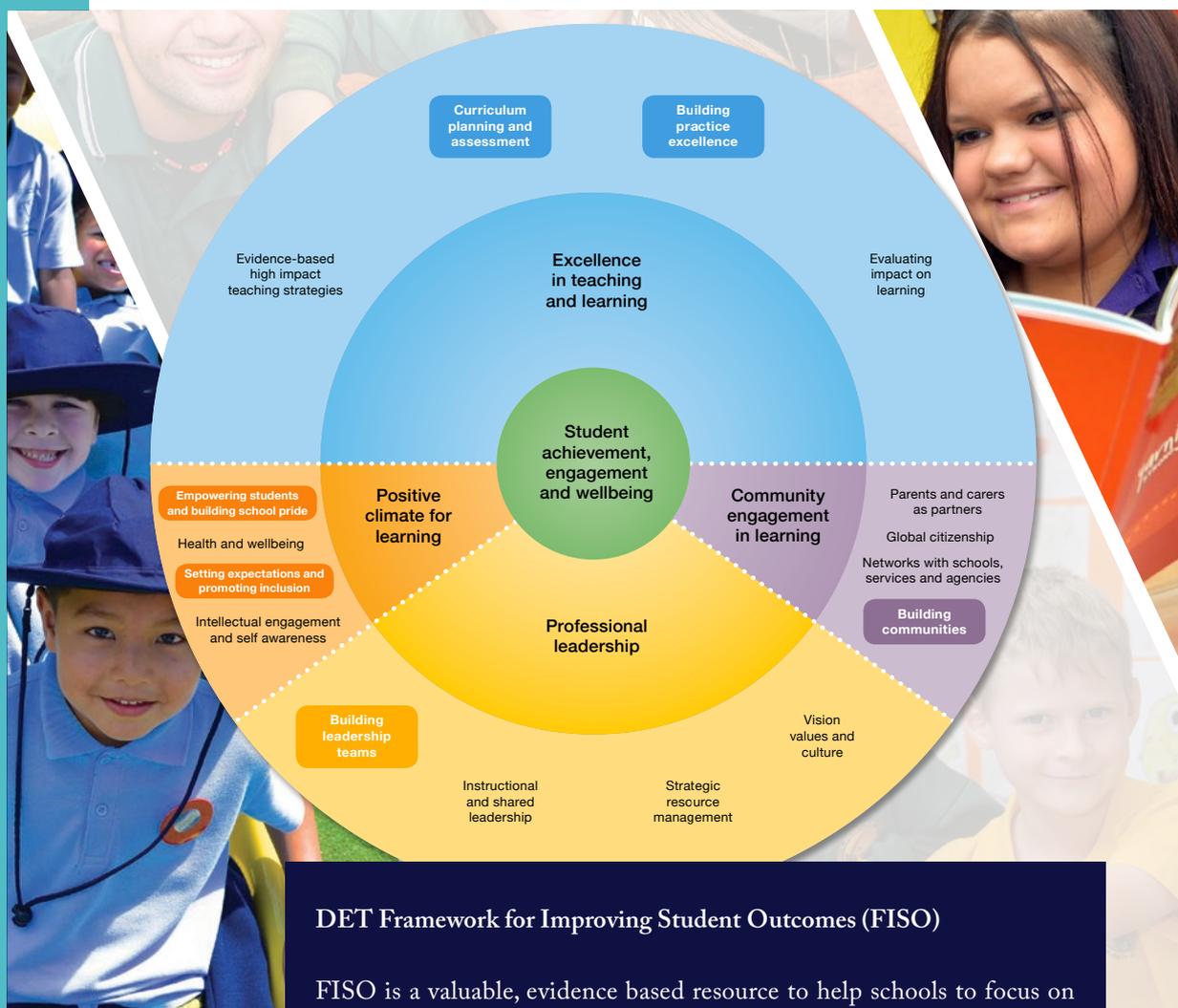
Organisations involved in transition using comprehensive evidence based approaches to embed and communicate effective transition practice, supported by intentional structures, processes and resources.

The key strategy for this dimension of the JTD model is to implement the Transition Review Process. This includes the development of a comprehensive transition and engagement plan and transition improvement strategies embedded in the Annual Implementation Plan/Annual Action Plan.



Dimension 1

http://inllen.org.au/wp-content/uploads/2020/06/JTD_TG_Dimension01.pdf



DET Framework for Improving Student Outcomes (FISO)

FISO is a valuable, evidence based resource to help schools to focus on improving student outcomes through the transition process. Across this improvement model, there are strong links to transitions across three of the identified priorities, Excellence in teaching and learning, Positive climate for learning and Community engagement in learning.



DET Framework for Improving Student Outcomes (FISO)

<https://www.education.vic.gov.au/Documents/school/principals/management/FISOModelandCycleA3Poster.pdf>

For more information on the FISO and associated Continua of Practice, see <https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx?Redirect=1>

The Transition Review Process (TRP)

Undertaking the Transition Review Process provides an opportunity for schools to ensure that their transition practice meets the needs of staff, students and families now and into the future. Of particular focus is improving the transition journey for those students and families vulnerable to disengagement.

This is achieved by a school's Transition Team working with a facilitator to establish shared vision, identify existing effective practice as well as gaps in practice, to develop an action plan for implementation, and evaluation of improved practice in the future.

The Transition Review Process (TRP) is a practical three session self-reflective process which was first developed in 2014 by the [Joining the Dots \(JTD\)](#) project, a key initiative of the Yarra Youth Commitment. Between 2014 and 2019 it has been updated and implemented in thirty-one schools across Yarra, Darebin and Moreland.

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.



<http://inllen.org.au/joining-the-dots/>



TRP Overview

The TRP is conducted in three self-reflective sessions that can be facilitated either by an external consultant or a school staff member. The TRP consists of four main steps, two to four of which directly correlate to the three sessions.

RECOMMENDED PARTICIPANTS

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

01

PRE WORK

- Complete discussion questions and share responses with the session facilitator and other participants

02

SESSION ONE

- Overview of JTD Transition Model
- Complete Audit of Transition and Engagement Practice

03

SESSION TWO

- Complete The Grid for the Four Phases and Five Areas of Action in Transition

04

SESSION THREE

- Complete a Plan for Action on Transition and Engagement

NEXT STEPS

- Participate in a Transition Cluster and/or JTD Transition Network
- Develop, communicate & 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



Before commencing the formal sessions, individual participants are asked to reflect on the current practice of the school using a series of guided questions. This reflection provides valuable baseline data as well as supports initial discussion and identification of commonality and difference in the perceptions and observations of individual members of the team.



Session One

This session provides an opportunity for familiarisation with the Joining the Dots (JTD) Project, Transition Model and the Transition Review Process. The key focus of the session is on completing the Audit Tool.

[Download Primary - Session One](#)

[Download Secondary - Session One](#)

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)



Session One



Primary

http://inllen.org.au/wp-content/uploads/2020/01/JTD_TRP_Session-1_Workbook_Prim.docx



Secondary

http://inllen.org.au/wp-content/uploads/2020/01/JTD_TRP_Session-1_Workbook_Sec.docx



Four Phases

http://inllen.org.au/wp-content/uploads/2020/01/4_Phases_JTD.pdf

Five Areas

http://inllen.org.au/wp-content/uploads/2020/01/5_Areas_JTD.pdf

Session Two

Involves work around the Four Phases and Five Areas of Action in Transition; a useful framework for classifying and discussing transition processes and good practice. This framework has been adapted from the N.S.W. Department of Education and Training (2007) and updated to reflect the five key dimensions of the Joining the Dots Transition Model (2018). Research shows that effective transition practice should include all Four Phases and Five Areas of Action in Transition.

Download [Session Two](#)

This includes:

- Identifying all of the School's current transition related activities
- Mapping the School's current transition related activities against the Four Phases/Five Areas of Action in
- Transition Grid
- Identifying strengths and opportunities
- Identifying gaps
- Exploring and adding in activities that should be included in the Transition Grid

Session Two



http://inllen.org.au/wp-content/uploads/2020/01/JTD_TRP_Session-2_Workbook.docx



THE FOUR PHASES OF TRANSITION

01

Preparation (Approx. Year 4- Year 6, Semester 1)

Includes activities designed to introduce and prepare primary school students and families for their choice of, and transition to, secondary school.

02

Transfer (Approx. Year 6, Semester 2)

The period of time when feeder and destination school staff are facilitating the transfer and placement of each student into their new school.

03

Induction (Year 7, Semester 1)

This upon entry into secondary school. Activities are intended to orientate students to the expectations and operation of the school, as well as provide support for learning and social and personal aspects of transition.

04

Consolidation (Year 7, Semester 2 - Year 9)

As transition activities tend to merge into the secondary school's wellbeing and support programs, this Phase recognises the need to provide students with the means to manage their own learning and focus on their engagement beyond Year 7.

THE FIVE AREAS OF ACTION IN TRANSITION

01

Organisation and Resourcing

How organisations involved in transition need to have comprehensive and well communicated transition programs, supported by appropriate structures, processes and resources.

02

Sharing Knowledge and Practice

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

03

Family and Community Engagement

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

04

Student Engagement

The enabling of students to fully participate in their education. They should feel a sense of belonging and connectedness to school, be intrinsically motivated and self regulating, are well organised and socially competent.

05

Student Voice

Students' are enabled and encouraged to contribute to decision making about transition and collectively influencing transition outcomes by putting forward their ideas, views and concerns, and developing resources.

Session Three

During this session participants will bring together everything that has been discussed and achieved from the previous two sessions to develop an achievable Plan for Action.

Download [Session Three](#)

This includes:

- Reviewing results of The Audit conducted in session one to identify priority items, actions, who will be involved and timelines
- Reviewing results from Session Two to identify priority areas for improvement
- Inputting results directly into a Plan for Action template
- Clarifying the objectives and expected outcomes within the Plan for Action
- Discussing and confirming next steps



CONSIDERATIONS

Completing the Transition Review Process early in the school year enables sufficient time and energy for implementation. Schools may need to invest more time to complete each of the steps effectively should the facilitated session times be insufficient.

This process is also recommended for use as an annual evaluation of transition and engagement policy and practice within the context of the routine annual evaluation conducted in schools for their Annual Implementation/Action Plans

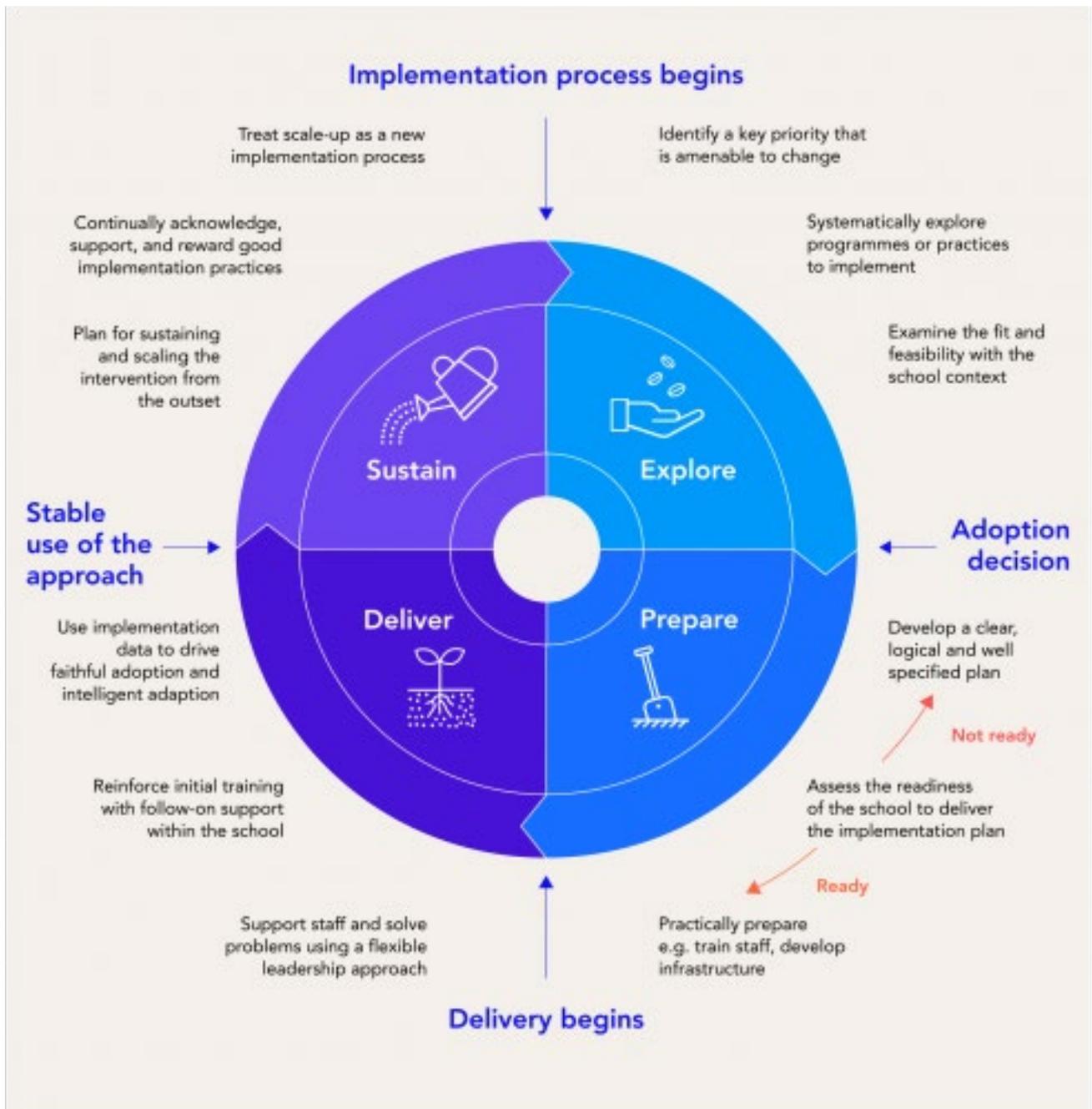
Session Three



http://inllen.org.au/wp-content/uploads/2020/01/JTD_TRP_Session-3_Workbook.docx



A Guide to Implementation



A valuable resource **Putting evidence to work: a school's guide to implementation** provided by Evidence for Learning could be used to guide implementation of transition practice. It can be found at

<https://evidenceforlearning.org.au/guidance-reports/putting-evidence-to-work-a-schools-guide-to-implementation/>

This useful framework for implementation is included above.



<https://evidenceforlearning.org.au/guidance-reports/putting-evidence-to-work-a-schools-guide-to-implementation/>

Transition Team (TT)

A well-supported and resourced Transition Team that is a key part of the overall organisational structure of the school. Membership could include the Principal(s), Transition Coordinator, student wellbeing staff, other relevant staff including education support, students, families and community partners.

What is a Transition Improvement Team?

- Takes a higher order view of the school transition practice supported by the Transition Review Process
- Advises the Principal and Leadership Team about current practice and future succession planning for transition focused school improvement strategies through clear communication and implementation of the Transition Action Plan
- Ensures a focus on transition and continuous improvement through the development of improvement strategies, targets and activities that are prioritised in the Annual Implementation /Action Plan and consequently embedded into practice
- Supports and informs the work of the collaborative teaching teams including student learning and wellbeing teams
- Ensures the implementation, communication and review of the school's Transition Policy and practice
- Monitors the key data sets to ensure that the identified strategies are producing results consistent with the school's stated goals
- Identifies gaps in performance or processes and plans for their improvement
- Aligns school's work with local primary and secondary schools, clusters and networks

The Team needs to develop roles and terms of reference to support:

- Organisation and facilitation of all Transition Team meetings
- Facilitation of professional learning for staff
- Succession planning including ensuring that the Transition Coordinator role has continuity of service
- Liaison and communication between all team members and with other teams
- Holding each team member responsible for the core tasks of the team
- Delegation of the core tasks for equal distribution among team members
- Support and encouragement of new members of the team enabling them to gradually increase participation in the team
- Ensure that time frame deadlines are met by all members of the team

When focusing on improving transition practice the team should include:

- Strategies and actions for the Four Phases of Transition (Preparation, Transfer, Induction and Consolidation) and the Five Areas of Transition (Transition Model Dimensions)
 - Between levels within the school (Intra transition)
 - Primary to secondary transition
 - Secondary school to post school study and employment
- Focus on part-way transition for students who arrive and/or leave part-way through a year level recognising that they might also come from or go to a different sector
- Strategies and actions for all transitions within the school including:
 - Kindergarten to Foundation
- Specific strategies and supports for students vulnerable to disengagement (See Dimension 4 Student Engagement)

Role of the Transition Coordinator and Transition Team

The Transition Coordinator in conjunction with the Transition Team could oversee the following:

- Co-ordinate the transition of all students into their first year at the school, including those transitioning part- way through the year
- Visits to local Primary/Secondary Schools Years 4-9 for information sharing with principals, staff, students and prospective families
- Visit Primary/Secondary schools to discuss the special needs of transitioning students
- Coordination of all parent information meetings
- Conducting enrolment interviews for all new students and families to ascertain individual needs
- Coordination and dissemination of information to all new students and their families in an inclusive fashion
- Collation of information/data for individual students for transmission to destination schools
- Seeking and collating data on individual students as they enter the school
- Providing relevant transition information for staff about all new students
- Maintaining clear communication with students, families and teachers on matters affecting newly enrolled students
- Work closely with other staff and coordinators to ensure appropriate support of incoming students with special needs
- Ensure appropriate class placements for all entering students, particularly those with an at risk profile
- Liaise with Literacy and Numeracy Coordinators, where appropriate, about Literacy/Numeracy support
- Conduct and review the orientation programs for all incoming students and families
- Be the first point of contact for all newly enrolled students and families
- Provide an ongoing point of contact for all incoming families who need to discuss transition issues
- Develop strong and active relationships with local primary and secondary settings from local Government, Catholic and Independent sectors
- Active participation in a local Transition Cluster and/or Network to strengthen relationships and share knowledge and practice
- Provide opportunities for teachers to gain an understanding of pedagogy and practice in other settings
- Develop, implement and evaluate joint transition activities between settings
- Work collaboratively with feeder/destination schools to develop a comprehensive range of transition related activities for students and families including productions, sport, art shows, Science Week, etc.
- Develop, implement and evaluate rigorous intra transition between sub schools
- Conduct rigorous evaluation that is inclusive of all stakeholders to ensure that evidence is informing practice at all levels



CONSIDERATIONS

What resourcing do we need to conduct ourselves as an effective team?

What processes do we have in place to ensure that transition is embedded into practice?

How do we ensure continuity of practice through succession planning?

What do we expect all teachers to know about transition and be able to do for transitioning students?

How will we know when they are able to do it?

How can we provide high quality professional learning and support of teachers and how will we know if it is successful?

How will we respond when teachers are struggling?

How will we respond if students/families are struggling?



Transition Policy

Every school should have a Transition Policy that clearly and accurately articulates the shared expectations and aspirations of the school community in relation to Transition, including strategies to improve transition practice. Usually the policy would not be developed at the beginning of a schools review of transition practice, but rather grow from the work as the school develops new knowledge and understandings.

Why is a Transition Policy Important?

A policy supports the school community to:

- Set expectations for what a quality transition for students looks like
- Provide accountability that transition work is both evidenced based and fully aligned with the schools current strategic direction
- Should be a foundation reference document that supports or links with other school plans such as school-wide improvement strategies
- Provide information on how transition strategies will be implemented. A high quality Transition Policy should incorporate a range of school wide, cohort and individual student-specific strategies
- Tailor individual student-based interventions, or to aid effective communication about the rights and responsibilities about all school community members
- Outline key processes, activities and timelines for transition
- Create confidence and reduce bias in decision-making around transition
- Help staff to initiate actions and take responsibility without constant reference to leadership
- Increase the accountability of the school regarding transition
- Raise awareness of the importance of transition and keep transition work in the spotlight within a busy school agenda
- Ensure compliance with legal obligations concerning transition
- Support effective succession when there is a change of personnel or structure within the school as a living document that is reviewed and refreshed in response to progress and changing school context
- Provide a point of reference for any community members requiring assistance

Who should be involved in developing a Transition Policy?

A process which enables meaningful contributions from across the school community reflects the shared responsibility for student transition and can be a powerful tool to build a shared commitment to the Transition Policy. Policies can be developed using the following processes:

- The Transition Team's analysis of data and evidence to determine policy direction
- Research on policies developed in other schools
- Intensive professional learning with school leaders and staff as they have the primary responsibility to communicate, implement and monitor the policy
- Focus groups and surveys amongst student population whose voice can assist in building relationships, shared expectations and supporting policy implementation
- Consultation with parent groups and the broader community
- Consultation with staff groups and discussion at staff meetings
- School Council, which has a key role in ensuring the policy reflects the shared expectations of the whole school community and that the policy is well communicated and monitored, and its effectiveness evaluated
- Preparation and refinement of draft policy documents
- Endorsement of final policy documents by school community groups

To ensure that a school community is familiar with and committed to the Transition Policy it should be promoted by:

- making it a prominent feature on the school website
- highlighting excerpts on posters to remind people of their shared commitment
- giving copies to parents when they enrol their children
- developing brochures and other material
- developing scripts for teachers, information sessions and school tours



CONSIDERATIONS

What are the values and beliefs underpinning this work?

What does a student who has experienced a positive transition experience look like?

What are the responsibilities of the school and individual personnel?

What are the responsibilities of parents, students and community partners?

Is the Policy easily understood, communicated to, and accessible by staff, parents, students and community partners?



Transition Policy Template

<http://inllen.org.au/wp-content/uploads/2020/01/Transition-Policy-Template.docx>



Data for Planning and Measuring Impact

The use of accurate data is one of the most powerful tools in the student transition improvement process. It supports an evidence-based approach to establishing and evaluating strategic direction and also leads to the early identification of students at risk of a poor transition experience.

The most important data set is the information that is provided by the primary school to the secondary school once a student has enrolled. Schools have various methods for doing this. DET schools are required to transmit student information for each transitioning school using CASES 21. For DET schools see [Student Data Transfer](#). A valuable method of sharing information about individual students is through face to face conversations between staff in the different settings.

Online Transition Information Form

An Online Student Transition Information Form was developed by secondary schools participating in the JTD Yarra Community of Practice schools for use with their feeder schools. The purpose was to create a common form that was easy to complete for primary schools, contained all the information secondary schools required, and was able to be integrated with Compass for ease of data upload. It has undergone several revisions and is currently in a Google Docs format. A link to the online tool is sent to feeder primary schools each year and involves primary teachers providing detailed information about individual students who have a confirmed enrolment in the secondary school. The information has been utilised to not only provide appropriate support for individual students but also to inform appropriate transition programs. Protocols have been developed to protect the privacy of students and parents. This form has now been implemented with the JTD Moreland and Reservoir projects.

Other useful data sets include:

- **Secondary school destinations or feeder school information** enables individual schools to identify the number of students transitioning to and from their schools. This supports schools to identify:
 - o The schools they need to develop or strengthen relationships with
 - o Students who are transitioning alone or in small groups
- **Student attendance data** which can be used to measure the success of transition and engagement strategies and also to identify individual or groups of students in need of further support in the transition process
- **Real retention data** can be used to understand how well schools retain their students from Year 7 through to Year 12. This measure is used in DET schools to identify the number of students who remain in their school. High retention rates could be identified as an indicator of effective transition and engagement experiences



Student Data Transfer

<https://www.education.vic.gov.au/school/teachers/student-management/transitions/Pages/data.aspx#link55>

- **Year 12 Attainment Rate Data** is provided by DET for each individual secondary school and shows the percentage of Year 9 students from a given calendar year that have attained Year 12 or equivalent four years later (i.e. the year after Yr12). This can be used as another useful measure for transition and engagement. Limitations for the use of this data include that it is not available for Catholic and Independent schools.
- **Student Attitudes to School Data.** These surveys are conducted annually in all Government schools to provide data to support student wellbeing, engagement, school improvement and planning. The surveys capture students' attitudes and experiences at school with the measures utilised based on the best available evidence about what influences student outcomes. The DET survey includes specific transition related questions and therefore provides highly valuable baseline and ongoing data for individual schools to use in their Transition Review Process. Other valuable data is available in the connectedness to school, connectedness to peers and student confidence measures.
- **Parent Opinion Surveys** are also conducted annually in all schools. The DET survey also includes specific transition related questions as well as other valuable feedback including student connectedness to school and general satisfaction with the school
- **Annual Feedback from staff, students and families** can be utilised to supplement opinion survey data. These could be conducted in focus groups, questionnaires or even telephone interviews. This can be as simple as saying to participants:
 - o This is what we set out to achieve this year
 - o What have we done well?
 - o What could we have done better?
 - o What areas do we need to focus on for the future?
- **Feedback data from meetings and events** should be sought from participants after every Transition Team meeting, transition event, professional learning session or transition meeting. Collecting simple information to evaluate the effectiveness of these events provides you with opportunities to feedback to participants and also learn how to run the session better the next time. Simple evaluative information could include:
 - o The total number of participants
 - o Photo evidence
 - o A register of participants with their roles and contact details
 - o Keep a scrapbook of any emails, press clippings, flyers etc.





CONSIDERATIONS

Strategies for establishing a comprehensive and embedded transition practice that encompasses the four phases and five areas of transition include:

- A whole school approach that views transition as a continuum and is inclusive of academic and wellbeing teams
- A focus on early intervention with transitioning students and their families at the centre of the work
- An effective process for capturing and disseminating student data to identify and support vulnerable students and their families
- Comprehensive transition practice developed in partnership with families for support of students with a disability or vulnerable to disengagement
- Dedicated and comprehensive transition program for students and families transitioning part way through the year
- Comprehensive and embedded intra transition practice and process e.g. Step Up program
- An effective process for transferring student information - academic and wellbeing - between year levels (data and face to face conversations)
- Effective use of Joining the Dots transition resources – Transition Model, Transition Review Process, Guides, books and videos
- Transition practice is inclusive of incursions and excursions e.g. school visits, guest speakers, camps, orientation sessions, student reciprocal visits
- Targeted practice for vulnerable students and families
- Database of feeder/destination schools developed to track trends and identify gaps and opportunities

A well-planned and coordinated approach to primary to secondary transition using the Victorian Curriculum F-10 can assist teachers to:

- Maintain continuity of learning and development for all students
- Maintain and build on academic performance of all students
- Support and develop the social and emotional wellbeing of all students
- Maximise constructive professional relationships between settings and schools
- Maximise opportunities for families to engage in their child's learning



For further strategies and activities to support sharing practice and knowledge in the transition Years 4-9 refer to the [Transition Review Process Session 2 Grid and Model](#)