

DIMENSION 5:

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

Student voice is not simply about giving students the opportunity to communicate ideas and opinions; it is about students having the power to influence change. Authentic student voice provides opportunities for students to collaborate and make decisions with adults around what and how they learn and how their learning is assessed. This is known to lead to improved educational outcomes. DET 2018 [Amplify Resource](#).



Dimension 5

http://inllen.org.au/wp-content/uploads/2020/06/JTD_TG_Dimension05.pdf

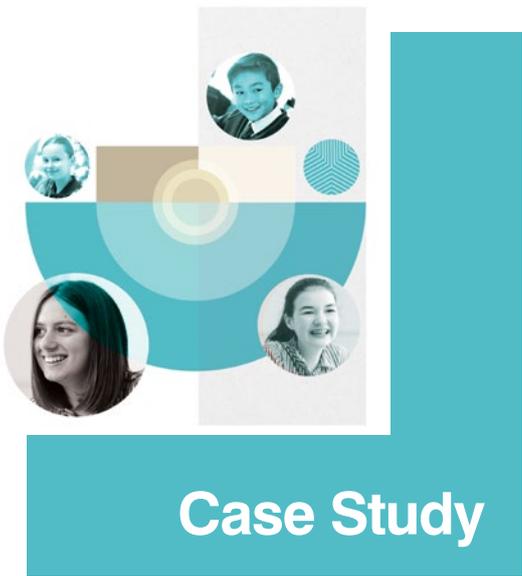


Strategies identified in the JTD Transition Model to ensure student voice informs transition practice Years 4 – 9 include:

- **Actively involve students with their parents/carers in choice of a good fit secondary school**
 - Encourage students and families to explore a number of secondary settings
 - Allow time for students and parents to explore a number of secondary settings
 - Provide students with information about local secondary settings e.g. promotional information included in newsletters/website/apps
 - Provide students with tools to enable them to have conversations with their families
- **Utilising student feedback to guide transition programs**
 - Facilitate student focus group sessions about their concerns, aspirations and experiences regarding transition
 - Develop student reflection questions about their concerns, aspirations and experiences regarding transition
 - Include transition goals in student individual learning plans
 - Utilise student feedback tools and questionnaires in all transition activities
- **Student led review of school promotion and transition materials**
 - Engage students in evaluation of any transition handbooks including school prospectus/promotional materials and student/parent information on school website

- **Student Action Teams focus on projects which enhance the transition experience for all students**
 - o Student Action teams as part of their learning investigate and trial strategies to make recommendations to the school to improve transition of all students (See Student Voice and Education State Resource) http://www.vicsrc.org.au/files/VicSRC_Student%20Voice%20and%20EduState.pdf and Roger Holdsworth's Action Team Handbook <https://www.education.vic.gov.au/Documents/school/teachers/health/studactionman.pdf>

- **Provide Student leadership opportunities beyond SRC**
 - o Establish peer support/buddy program within and between settings
 - o Foster student interest groups such as environment, STEM or social justice both within and between settings



At Reservoir High School, students play a vital and very important role in assisting the Transition experience in many and varied roles. As a result of our participation in the JTD Transition Review Process, there is an established Student Transition Action Team (STAT) that meet twice a term to provide feedback and oversee all aspects of improving the transition experience for incoming Grade 6's and new Junior students that arrive during the year. By 2019 the STAT team was responsible for developing an online Transition project where they pondered over hundreds of relevant and interesting questions from many Grade 5 and 6 students from local primary schools. The student group then bundled all the questions into certain categories, answered the questions themselves and then worked closely with our school website developer to design a creative online library that any primary student could read through

in relation to specific transition topics and queries. This group of students have also presented their project and more importantly spoken about their role at Reservoir High School at many community and education forums which they are very proud of. This has not only benefitted the transition experience of Reservoir High students but also assisted the transition experience of many other students attending other schools.

The STAT group are also responsible for assisting the running of many of our transition activities and providing feedback of the success or possible improvements to them – Grade 5 day, Primary school visits, RHS Discovery and Expo Evening, Grade 6 Orientation Day, Grade 6 Orientation Night, prospective student tours with Principal team and many more. In 2019, two Year 7 students were invited to be part of fifteen students across Victoria to provide feedback to the Education State Board as part of an Education State Student Advisory Group on effective Transition experiences.

Many students are also provided ongoing opportunities to offer feedback to the Leadership Team regarding overall student experiences in the school as part of student forums based on the Student Attitudes Towards School Survey data. Students provide insightful comments and feedback to assist the development of policy and program, and to assist future improvements in curriculum, wellbeing, extra-curricular and learning activities within the school. Their feedback helps shape goals for strategic planning and our Annual Implementation Plan.

- **SRC is active in the organisation of and feedback about transition activities**
 - o Enable the SRC to have a leadership role in creating and facilitating a student transition working group
 - o Engage the SRC to design, implement and evaluate student survey/consultation

- **Student led forums focused on transition topics and discussions**
 - o Support students to facilitate a forum exploring hopes & concerns and debunking myths
 - o Provide students with Attitude to School data summary for review and unpacking
 - o Encourage students to facilitate focus groups to reflect on transition experience – by gender and by year level

- **Students reflect on and share their transition experience between year levels and sub schools**
 - o Provide opportunities for secondary school students visit their primary school to answer student questions about secondary school
 - o Facilitate in class conversations about moving to a new year level/sub-school to identify wonderings and concerns as well as understand expectations and changes in the new setting

- **Students reflect on and share their transition experience between settings**
 - o Utilise JTD student resources – book & videos – to encourage conversations about hopes and concerns
 - o Provide opportunities for secondary school students and teachers to visit primary school to answer identified student questions about their transition hopes and concerns
 - o Support student led projects between Year 6 and Year 7 students
 - o Seek, utilise and share student feedback between settings

Goodbye Primary, Hello High School

This collection of short stories have at their heart the burning questions of primary students contemplating transition to secondary school, together with the responses from real secondary students and teachers.

Produced by Kids' Own Publishing and designed by Year 6 students from Westbreen Primary School and Year 7 students from Pascoe Vale Girls College, this book was developed as part of the Joining the Dots Moreland project. It is intended for use as a conversation starter either in class or at home with families.

Kids' Own Publishing is a social purpose arts organisation that empowers children, families and communities to share their stories through artist-led community publishing.

inllen.org.au/joining-the-dots-jtd-resources/

Short Transition Videos

Three short digital case study videos were prepared as part of the Joining the Dots Moreland project with Pascoe Vale Girls College and Westbreen Primary School students. They encapsulate the Student, Parent and School perspective on the secondary school transition experience into and within a large single sex secondary school.

Each video has been created specifically for use in class with students (Student Video), at parent information sessions (Parent Video) and with mixed audiences (Guide to Transition). The Student Video is accompanied by a Teacher Handbook to aid delivery in class.

inllen.org.au/joining-the-dots-jtd-resources/

A further three short digital case studies were prepared as part of the Joining the Dots Reservoir project with William Ruthven Secondary College and William Ruthven Primary School.

These versions are set in a small co-ed secondary setting in the north of Darebin.

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- **Peer support programs are implemented within and between settings**
 - o Implement a buddy program in primary school
 - o Organise a Friendship Bench in primary school playground to build social skills
 - o Support a pen pal program between primary and secondary school students
 - o Implement a buddy program between primary and secondary school students
 - o Provide opportunities for Year 6 and 7 students to meet prior to transition
 - o Enable Year 6 students from all feeder schools to meet prior to transition (separate to Statewide Orientation Day)
 - o Implement a buddy program between Year 7 & Year 9/10 students
 - o Implement a vertical home room structure



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](#)

JTD Resources

Reports

1. Joining the Dots Report 1 (2012) documenting the initial development and activities of the JTD Project

[Joining the Dots Report 1 \(2012\) PDF](#)

2. Joining the Dots Report 2 (2015) documenting the action Phases 2 and 3 of the JTD Project

[Joining the Dots Report 2 \(2015\) PDF](#)

3. Joining the Dots Report 3 (2018) documenting Phases 4, 5 and 6 of the JTD Project

[Joining the Dots Report 3 \(2018\) PDF](#)

Forums and Workshops

1. Joining the Dots Forum 2013

Successful Transitions for Full Engagement (Year 5-Year 9)

Click [here](#) to view resources from the 2013 Joining the Dots Forum

2. Joining the Dots Forum 2015

Successful Transitions for Full Engagement in Learning

Click [here](#) to view resources from the 2015 Joining the Dots Forum

3. Joining the Dots Forum 2017

School-Family-Community Partnerships for Successful Transition and Engagement

Click [here](#) to view eight presentations from the 2017 Joining the Dots Forum

4. Middle Years Brain Development Workshop 2016

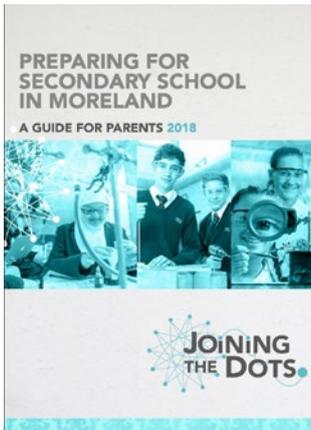
Murdoch Children's Research Institute
Response Ability Factsheet

[Murdoch Children's Research Institute – Middle Years Brain Development – Response Ability Factsheet](#)

5. Parent and Family Engagement Workshop 2017

[Parent and Family Engagement – May 2017 Workshop PDF](#)

Tools



Preparing for Secondary School: A Guide for Parents 2018 (Moreland, Darebin and Yarra)

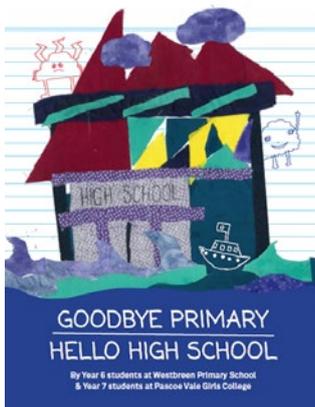
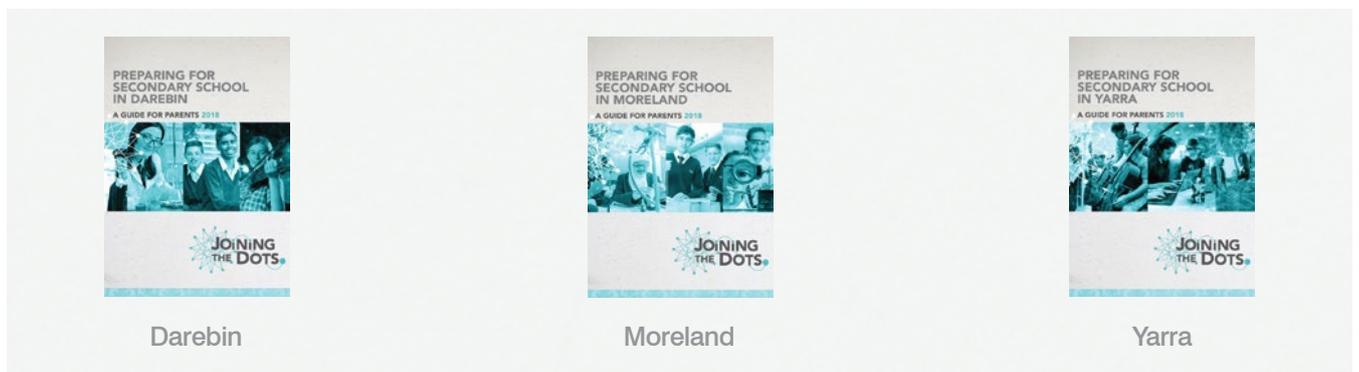
Supporting parents with their child’s transition from Primary to Secondary school.

This is a valuable conversation tool and companion to secondary school application packs. It has been developed to help guide parents/families through the process of selecting a secondary school, applying, enrolling and supporting learning at home.

While suitable for any locale in Victoria, they also contain specific information about Moreland, Darebin or Yarra secondary schools.

The three guides are available in a choice of five languages – Arabic, Chinese, English, Somalian and Vietnamese.

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



Kids’ Own Publishing Book

Goodbye Primary, Hello High School has been produced by [Kids’ Own Publishing](#) and was designed by Year 6 students from Westbreen Primary School and Year 7 students from Pascoe Vale Girls College as part of the Joining the Dots Moreland project.

This collection of short stories and reflections is intended for use as a conversation starter either in class or at home with families.

Kids’ Own Publishing is a social purpose arts organisation that empowers children, families and communities to share their stories through artist-led community publishing.

http://inllen.org.au/wp-content/uploads/2017/11/KOP_JTD_Moreland.pdf.pdf

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