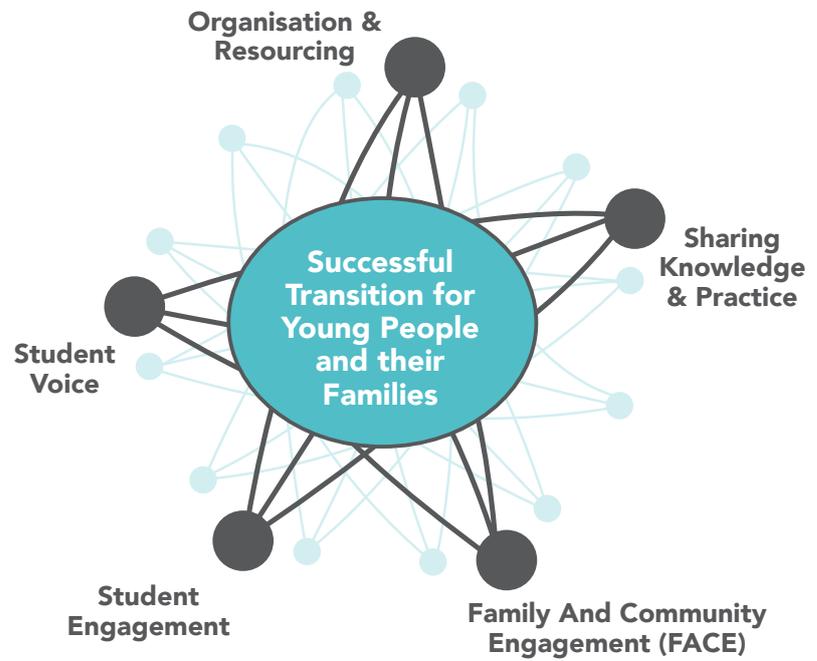


The Joining the Dots Transition Model

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.

The Joining the Dots Project in Yarra culminated in the development of a model for transition. This model provides schools, agencies and networks with a useful framework which can be utilised in both evaluation of existing practice and planning for improved practice. The Project identified essential elements for an effective transition and these have been distilled into **five key interrelated dimensions**:



Transition Dimensions:

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.
2. **Sharing Knowledge and Practice** - Primary and secondary schools working collaboratively and cooperatively to improve the transition experience of students and families
3. **Family and Community Engagement** - Student learning is supported by families and the broader community working in partnership with the school
4. **Student Engagement (Behavioural, 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
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

Here follows some examples of strategies and actions that fall within each of these key dimensions, noting that they too are often interrelated:

Organisation and Resourcing	Sharing Knowledge and Practice	Family and Community Engagement (FACE)	Student Engagement			Student Voice
			Behavioural Engagement	Emotional Engagement	Cognitive Engagement	
The JTD Transition Review Process implemented including the development of a comprehensive transition and engagement plan and transition improvement strategies embedded in the Annual Implementation Plan/ Annual Action Plan	Active participation in transition cluster / network, strengthening relationships, sharing good practice and working collaboratively on strategic actions	Learning partnerships with parents are developed and maintained	High expectations for attendance and punctuality	Every student has a strong, positive and secure relationship with at least one adult member of the school staff	Authentic student and teacher partnership in learning. A focus on project, organisation and time management skills	Student actively involved with parents/carers in exploration and choice of a good fit secondary school
Recognition by all staff of the importance of an effective transition into, through and out of the school for improved student life outcomes	Identifying, trialing, evaluating and embedding examples of good practice in own setting	Partnerships with appropriate community agencies to support staff, student and families during transition are developed and maintained	Early identification of non-attending students through clear and evident monitoring and follow up of absence	Learning environments promote positive learning & behaviour	Students are enabled to be independent, cooperative and self-regulating learners	Student feedback guides transition practice
A whole school approach with a dedicated Transition Team and Transition Co-ordinator who have sufficient capacity and access to adequate additional resources	Shared professional learning sessions and reciprocal building of knowledge between, within and across primary and secondary settings	Opportunities for parents to actively contribute to school improvement	Student participation in all school activities is actively monitored and followed up on	Social skills development is integrated into the curriculum	Students know and can articulate themselves as learners and take responsibility for their own learning	Student led forums focused on transition topics and discussions
Comprehensive and embedded transition practice that encompasses the four phases and five areas of transition	Reciprocal learning visits between settings	Parent engagement in curriculum activities	Transfer of attendance information between schools/ year levels/sub-schools	Transfer of individual student wellbeing information between schools/ year levels/sub-schools	Transfer of individual student learning needs information between schools/ year levels/sub-schools	Students reflect on and share transition experience between schools/ year levels/sub-schools
Comprehensive transition practice developed in partnership with families & students for support of students with a disability or vulnerable to disengagement	Shared understandings of classroom operation and practice between staff in local primary and secondary schools	Support for parent engagement in home learning	Attendance meetings and improvement plans utilised	Student learning and student wellbeing teams actively work together	Students set aspirational learning goals and they self-monitor and evaluate progress	Student Action Teams focus on projects which enhance the transition experience for students

Organisation and Resourcing	Sharing Knowledge and Practice	Family and Community Engagement (FACE)	Student Engagement			Student Voice
			Behavioural Engagement	Emotional Engagement	Cognitive Engagement	
Dedicated and comprehensive transition program for students and families transitioning part way through the year	Continuity between Year 6 and 7 in curriculum and/or assessment discussed between settings	Effective home school communication on transition	Multi-disciplinary support from within and outside of the school for individual non-attending students and their families	Monitoring of the wellbeing of all transitioning students, particularly those vulnerable to disengagement	Early identification of individual student learning needs and appropriate learning support provided	Student leadership opportunities
A focus on early intervention for transitioning students and their families	Agreements about enrolment and placement protocols	Inclusive transition information and materials	Students receive school and/or community based support if specialised intervention is required	Students receive school and community based support if specialised intervention is required	Building primary student understanding of secondary curriculum, pedagogy and expectations	SRC is active in the organisation of and feedback about transition activities
Build capacity of staff to better support all students and families during transition, with particular focus on vulnerable students	Agreements on student information transfer protocols established	Community conversations about transition are conducted regularly	Re engagement programs utilised	Targeted interventions utilised to prevent anticipated problems, and to respond to identified needs	Flexible learning options provided	Student led media production of transition materials
Documented and well communicated transition policies and procedures	Strategic activities developed between settings providing opportunities for Years 4-6 students to experience a secondary setting	Opportunities for parents to reflect on and share their transition experience with the school	Students know who to approach within the school for support and are confident to do so			Peer support programs implemented
Ongoing evaluation and improvement of transition practice and programs that is inclusive of all stakeholders (school, student, family and broader community)	Strategic activities developed between settings providing opportunities for Years 7-9 students to reflect on their transition journey and share this knowledge with primary students and families	Meaningful opportunities for parent education and upskilling		Primary student visits to experience secondary school in action	Careers and Pathways Programs that extend beyond Year 10 subject selection to Year 7 and primary school	
An effective structure/process for capturing and disseminating student data to identify and support vulnerable students and their families	Strategic activities developed between settings providing opportunities for Years 7-9 families to reflect on their transition journey and share this knowledge with primary students and families	Opportunities are provided for orientation visits with students and their families for students with diverse needs		Secondary student and staff visits to primary schools to share information about transition and answer any questions		