## Tool 5: Transition Importance and Implementation Gap Analysis Survey

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| **Importance** |
| **1.Vital** | **2. Important** | **3. Unsure** | **4. Unimportant** |
| **Implementation** |
| **1.Fully evident** | **2. Consolidating** | **3. Beginning** | **4. Not evident** |

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| **Transition Statement** | **Importance** | **Implementation** |
| **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** |
| **School policies and organisation** |
| Our school sustains clearly defined practices to ensure students successfully move from primary to secondary school |  |  |  |  |  |  |  |  |
| A strong working relationship developed between transition coordinators in cluster primary schools and secondary schools |  |  |  |  |  |  |  |  |
| Processes are in place for Years 6 and 7 teachers to share understanding of literacy & numeracy teaching & learning approaches |  |  |  |  |  |  |  |  |
| A shared agreement by schools within the cluster on a coordinated approach and practices to ensure effective transition of students  |  |  |  |  |  |  |  |  |
| There is a standard process used within the cluster for handover of literacy and numeracy achievement information for individual students  |  |  |  |  |  |  |  |  |
| **Information and communication** |
| The secondary school is provided with Information about those students participating in special programs due to specific needs |  |  |  |  |  |  |  |  |
| The secondary school is provided with Information about those students receiving support from education support staff  |  |  |  |  |  |  |  |  |
| Year 6 teachers know that the information & data passed on to the secondary school is effectively used for teaching and learning purposes |  |  |  |  |  |  |  |  |
| There is a standard process used by cluster schools for handover of information for individual students about special learning needs |  |  |  |  |  |  |  |  |
| Secondary teachers are sufficiently informed about the capabilities of entering Year 7 students who underperforming  |  |  |  |  |  |  |  |  |
| **Social and personal** |  |  |  |  |  |  |  |  |
| Year 6 students participate in “taster” secondary school lessons and experience secondary school performances and other events |  |  |  |  |  |  |  |  |
| Opportunities are provided for Year 6 students to explore concerns about moving from the primary school to the secondary school |  |  |  |  |  |  |  |  |
| A program of learning is arranged at the commencement of Year 7 designed to provide academic & social orientation for new students  |  |  |  |  |  |  |  |  |
| The secondary school is provided with Information about the performance levels of individual students in literacy and numeracy |  |  |  |  |  |  |  |  |
| Opportunities are provided for students, parents & teachers to obtain detailed secondary school transition and orientation information |  |  |  |  |  |  |  |  |
| **Curriculum and assessment** |
| The secondary school is provided with Information about the literacy and numeracy curriculum content provided to Year 6 students |  |  |  |  |  |  |  |  |
| The secondary school is provided with Information about Year 6 literacy and numeracy assessment procedures and instruments  |  |  |  |  |  |  |  |  |
| A shared understanding within the cluster of the literacy and numeracy assessment instruments used in Years 6 and 7 |  |  |  |  |  |  |  |  |
| Meetings of primary & secondary teachers are organized to share curriculum, teaching programs, units of work and assessment practices |  |  |  |  |  |  |  |  |
| **Teaching and learning** |
| The secondary school is provided with an outline of the pedagogical approaches used by Year 6 literacy & numeracy teachers |  |  |  |  |  |  |  |  |
| There is a shared understanding within the cluster of pedagogical approaches used to improve student learning in literacy and numeracy |  |  |  |  |  |  |  |  |
| Joint meetings & professional learning workshops are organized to develop shared understandings about student learning and pedagogy |  |  |  |  |  |  |  |  |
| Teacher visits, classroom observations and teacher exchanges are arranged between cluster schools  |  |  |  |  |  |  |  |  |