## Tool 8: Compendium of Cluster Transition Strategies

The examples below have been culled from actual cluster strategy plans.

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| **Transition focus area** | **Strategies** |
| **School Policies and organisation** | **Transition support*** Develop a Cluster Transition Program consisting of published dates, key tasks and strategies and protocols, aligned with DET guidelines
* Each school to have a nominated Transition Coordinator
* Transition team to meet during terms 2, 3 & 4 as required to develop a common understanding of approaches at secondary school.
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| **Ongoing improvement of transition program*** Survey students, parents and transition coordinators on success of transition program.
* Evaluate numbers of students enrolling in government and non-government schools – explore trends,
* Keep up to date with current research in transition practice
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| **Develop a common, consistent transition policy that fosters positive working relationships*** Identification of a transition co-ordinator at each of the feeder Primary Schools and Secondary School.
* Establishment of a small team to work on the policy.
* Establishment of minimum requirements to be included in the policy e.g. number of visits Primary Schools are required to attend at the Secondary School.
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| **Evaluate: Establish processes for collecting feedback from students and parents on the strengths and weaknesses of the school transition program.*** Post assessment of program effectiveness via student and parent surveys and/or focus groups of parents and students*.*
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| **Formalise agreed transition processes through documenting a cluster strategy plan (current and proposed actions) and establish a transition Event Timetable and transition checklist*** Transition Strategic Plan agreed upon by all stakeholders within each of the cluster schools and signed off by Principals.
* Events timetable established as an appendix to the Transition Strategic Plan via consultation with all stakeholders.
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| **Formalise extended transition program for ‘special needs’ students*** Extended program established for two student groups - PSD and high anxiety.
* Additional welcome orientation session for students attending from small schools and individual students from schools outside of the cluster.

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| **Establish Annual Transition Plan and/or calendar of events.*** All agreed events within the transition strategic plan to be documented in an annual calendar of events.
* Plan and calendar will also include primary/secondary school interactions including “Connections” programs, Science, Maths extension, use of specialist facilities.
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| **Transition Policies and role responsibility statements*** Cluster meetings used to share current transition policies
* Feedback emailed to Cluster Coordinator
* Agreement of roles and responsibilities (and then allocate)
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| **Evaluation of Transition Program through feedback from students, parents and teachers*** Hard copy and phone surveys completed
* Development of feedback tools
* Collation of responses
* Evaluation of responses and data at transition meetings
* Feedback sought from end of Year 5 up until the end of Year 7
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| **Transition focus area** | **Strategies** |
| **Information and Communication** | **Cluster data*** Common data collection tools (Compass)
* Send attendance and SOS data to SC
* Transferal of information on social/emotional needs
* Possible survey creation based on transition. Students complete a survey at the end of Year 6- results to be passed on to the secondary school. Secondary schools complete a survey half way through Year 7 – results to be passed on to primary schools.
* List of assessment types, standardised tests – triangulation
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| **Information*** Provide information for students, teachers and parents to promote positive understanding of the ethos of the different stages of schooling and how our schools cater for this.
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| **Provide opportunities for potential transition students and families to become familiar with the environment and culture of the next stage of their schooling.*** Familiarisation visits - All schools to promote opportunities for reciprocal visitations between settings during the year.
* Open days – Expo night’ Fun Night
* Orientation days - All primary schools committed to the three days including state-wide transition day for Orientation in December
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| **Medium and High needs students to be engaged in transition SSG with their parents / guardians and the support staff from the new school setting. Support strategies could include:*** Additional time in new setting
* Introductions to teachers
* Early engagement with support / wellbeing staff
* Enrolment meetings
* Professional handovers
* Visits to the students’ school setting
* Involvement in SSG’s in primary schools
* Testing for Extreme Reading
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| **Common secondary curriculum documents supplied to primary schools, parents and students*** Information provided at information evenings.
* Curriculum handbook provided to each enrolled Year 6 student.
* Copies of booklets to be provided to primary schools
* Scope and sequence would ideally be provided in the booklet also.
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| **Establish processes for consulting students and parents about their transition concerns and needs*** Orientation program to address student concerns as identified via classroom discussion:
* A series of open ended questions that classroom teachers will administer in the classroom
* Survey Monkey: parents of Year 6 students
* Base line data for future comparison established
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| **Establish processes for Year 6 teachers to meet with Year 7 teachers to share student progress*** After school session to discuss targeted / nominated individual students.
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| **Transition focus area** | **Strategies** |
| **Information and Communication** | **Establish processes for transferring student information from primary to secondary schools** ***Information gathering:**** Transition visits to primary schools in November for consultation with Year 6 teachers re all individual students on academic achievement and student wellbeing
* 45 minutes will be allocated per class to share information on each student. Information to be collated in a spreadsheet by SC. In the last 10 minutes of each meeting whole class meeting with SC teachers. Photos of Year 6 students to be available during these discussions
* DE&T transition form comments not to be written by primary schools but shared (as above) in meetings.

 ***One hour activity with SC teachers/ students:**** Year 7 students who attended a specific primary school to return to the school to meet with incoming Year 6 students. (This will occur on the same day as sharing information at PS)

 ***Data sharing*** * NAPLAN (which would be good to track from Years 3 to 9 for individual growth)
* AUSVELS
* PAT-R/ Pat Maths /On Demand/Probe testing (whatever the school uses will indicate age level appropriate)
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| **Transition events (Transition days, school visits, parent transition sessions on how they can support their children be effective learners etc.) agreed on and a timetable of these events is published*** Meeting time allocated to discuss yearly events
* Published in newsletters, local paper and websites.
* SC staff profiles to be put into primary newsletters in term four.
* A brand and logo is designed and used
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| **Transition focus area** | **Strategies** |
| **Social and Personal** | **Establish processes for improving students’ academic & social orientation to secondary school*** Two day orientation program established in consultation with primary schools
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| **Involve students*** Year 7 students return to their primary schools to discuss what they have learnt about secondary schools and advise students on what to expect.
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| **Frequent sessions on wellbeing, stress, self-management and study skills*** Student sessions with school chaplain, nurse or other appropriate person.
* Scope and sequence developed to be delivered in all cluster primary schools and secondary school.
* Class lessons based on learning outcomes identified in a devised Scope and Sequence.
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| **Letters written to primary school students from SC students*** Year 7 students to write letters to primary school students
* To begin with, these letters will be generalised and not addressed to a particular Year 6 student – there is a possibility of evolving these to become personalised and reciprocal and perhaps even online, opening up an opportunity for dialogue between primary students and secondary school students.
* A possibility of peer support students to be involved
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| **Transition focus area** | **Strategies** |
| **Curriculum and Assessment** | **Moderation/ Assessment*** Moderation across the school particularly at Year 6 – with the secondary school
* List of assessment types, standardised tests – triangulation
* Online assessment
* Revisit learning continuums with and across the schools
* List of the essential skills, the non-negotiables e.g. times tables, specific genres etc. they need in Year 7
* Consistent testing of basics e.g. times tables and the what to do with those who don’t know them
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| **Continue to build on the common curriculum links between primary and secondary school, i.e. readers' and writers' notebooks, fluency tasks, etc.*** Triad classroom observations to improve consistency with instructional model/ pedagogy - readers/writers notebook, fluency tasks, learning intention, success criteria
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| **Establishment of common assessment task and common assessment instrument tools across the cluster*** Identification and agreement of what essential assessment task and assessment instrument tools are across the cluster.
* Moderation of assessment task samples.
* Inclusion of common assessment task and assessment instrument tools to be included in the Cluster Transition Policy.
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| **Monitor academic and engagement outcomes – particularly for at risk students / groups*** Use transition meeting time to share and analyse our agreed data sets.
* From the analysis of the data, the Cluster Transition Team, creates actions based on the needs presented in the data.
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| **Dialogue and discussion on adapting Year 6 and 7 assessment specifically to match the needs of vulnerable students*** Meetings designed especially to address this area (e.g. one joint PLT per term).
* Data analysis
* Identification and development of common assessment tasks and practices
* Moderation of writing
* Agreement of adoption of a common strategy to address areas of need
* Develop common language for writing assessment
* Work towards inter-rater reliability with writing between primary and secondary school
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| **Transition focus area** | **Strategies** |
| **Teaching and Learning** | **Pedagogy*** Visits between primary and secondary teachers for focussed literacy and numeracy observations of teaching methods and strategies -with common observation pro-forma and reflection time for teachers following observations
* One to one mentoring/partnership
* Building relationships between secondary and primary schools
* Informal discussion re best practice
* Buddy program
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| **Foster a shared understanding of pedagogical approaches used across the cluster*** Leaderships teams to meet and discuss pedagogical practices in each school. Agreement to be established for a workshop of teachers to further investigate each school’s practices.
* Peer Observations to be arranged between feeder Year 6 teachers and Year 7 teachers at the secondary school to observe pedagogical practices being implemented.
* Discussion groups to be established to reflect on the differing practices being implemented at each of the schools and implications this may have on the Cluster.
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| **Establish processes for developing a clearer understanding of the different learning environments.*** One observation per semester between primary / secondary setting.
* Start of year visits in term one (week 5) including after school session to discuss individual students
* Term two visits – PS to visit SS. Debrief to occur on the same day as visit, after school.
* Term three visits – SS to visit PS. Debrief to occur on the same day as visit, after school.
* End of year for planning for transition support – by November 1st with visits from secondary school to primary schools
* All observations sessions to have built in planning time for debrief/discussion
* All information re Professional Development organised by individual schools will be shared with cluster schools with an opportunity for cluster school involvement.
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| **Establish processes for developing a clearer understanding of the different learning environments, especially in Literacy and Numeracy*** Meeting to be arranged with Literacy and Numeracy leaders to share current practice.
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| **Secondary and Primary school teachers observe and team-teach in each other’s classrooms*** Each year has a new focus for reciprocal visits which is set at the year’s first transition meeting
* Approx. 2-4 secondary staff visit P.S. for short period in the day.
* Staff to engage and interact with students
* First visits to focus on routines and procedures with a view to moving towards curriculum and assessment in the coming years
* Protocols will be set for visits
* There will be time for feedback and debrief (also a proforma)
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