## 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. |
| **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 |
| **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. |
| **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*.* |
| **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. |
| **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. |
| **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. |
| **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) |
| **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 |
| **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. |
| **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 |
| **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 |
| **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. |
| **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 |
| **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) |
| **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 |
| **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. |
| **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. |
| **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 |
| **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 |
| **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. |
| **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. |
| **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 |
| **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. |
| **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. |
| **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. |
| **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) |