# LOOKOUT Transition Support Guidance – Primary to Secondary School

This resource supports carers, education providers and statutory authorities to provide best-practice, wrap-around school transition supports for children living in out-of-home care.

It provides an overview of the roles and responsibilities for all parties as well as a timeline for completing these responsibilities.

It should be used in addition to other resources available to each responsible party and to ensure appropriate and timely collaboration occurs.

This resource should also ensure each party is aware of and can support the roles and responsibilities of the other.

## Roles and responsibilities

**Carers** take responsibility for seeking best practice supports to assist young people in their care. They are encouraged to advocate for the young people by working with education providers and associated authorities to meet their responsibilities with due care and focus.

**Early childhood providers** and **schools** have a responsibility to share and collaboratively formulate education planning and provision in the context of, and with a focus on, seeking all available and relevant information to ensure that planning meets the individual needs of the young child being supported.

**Statutory authorities** have a responsibility to support and enable the activities of carers and educational providers to be undertaken in a timely and effective manner.

## Transition Guidance and Timeline – role specific

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| Transition Guidance and Timeline – Primary to Secondary School | | | | | | |
| **Role** | **Primary School** | | | | | **Secondary School** |
|  | **Year 5** | **Year 6** | | | | **Year 7** |
|  |  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 1** |
| **Carer / Parent** | Refer to [Partnering Agreement](https://www.education.vic.gov.au/Documents/school/teachers/health/PartneringAgreement.pdf) to become familiar with stakeholder responsibilities.  Refer to [How to choose a school and enrol](https://www.education.vic.gov.au/parents/going-to-school/Pages/choose-enrol-school.aspx) on Department of Education and Training website.  Access [Find My School](https://www.findmyschool.vic.gov.au/) to locate the students [Designated Neighbourhood School](https://www2.education.vic.gov.au/pal/enrolment/guidance/designated-neighbourhood-schools-and-school-zones) (DNS). Students will be guaranteed the right to enrol in their DNS. Students can enrol at a different school, however, the [priority order of placement](https://www2.education.vic.gov.au/pal/enrolment/guidance/placement-policy) will determine whether the application is accepted.  Catholic, Specialist, and Independent schools may have earlier and different enrolment timelines.  Attend care team meeting to discuss Year 7 school selection and transition planning.  Visit DNS secondary school website, attend information session, open day tour, and meet with the principal. Open days usually occur during Education Week in May. | Attend [Student Support Group](https://www.education.vic.gov.au/Documents/school/teachers/learningneeds/How%20to%20work%20with%20your%20child%27s%20school_accessible.pdf) (SSG) meeting.  If applicable, participate in the application process for [Program for Students with a Disability](https://www.education.vic.gov.au/parents/additional-needs/Pages/disability-students-program.aspx) (PSD) Year 6 review or new application. | Attend SSG meeting.  Read Year 6 to 7 Transition Information Pack, [Moving from primary to secondary school: information for parents](https://www.education.vic.gov.au/parents/going-to-school/Pages/year-6-to-7.aspx)  Complete and submit [Application for Year 7 Placement](https://www.education.vic.gov.au/Documents/school/parents/secondary/Year_7_Placement_Application_Form.pdf) (provided by primary school). | Attend SSG meeting.  In August, the primary school will notify guardian, in writing, of child’s Year 7 placement.  Complete secondary school enrolment forms (signed by legal guardian).  Support child to develop positive habits and skills to participate in learning and prepare for secondary school requirements. | Attend SSG meeting.  Support the child to attend orientation day (December) and any additional orientation sessions where applicable.  Submit book list order, organise uniform and device requirements. Utilise [State Schools' relief](https://stateschoolsrelief.org.au/) funding for uniform needs if required. | Support routine and punctual and regular school attendance.  Ensure child has all school requirements books, stationery, uniform, and device.  Attend SSG meeting and support development and implementation of [Individual Education Plan](https://www2.education.vic.gov.au/pal/individual-education-plans-ieps/policy) (IEP).  Submit [Camps, Sports and Excursions Fund](https://www.education.vic.gov.au/about/programs/Pages/csef.aspx) application form to school before the last day of Term 2. |

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| **Case Manager**   * Department of Family, Fairness and Housing * Aboriginal Children in Aboriginal Care * Community Service Organisation * Aboriginal Community Controlled Organisation | Refer to [Partnering Agreement](https://www.education.vic.gov.au/Documents/school/teachers/health/PartneringAgreement.pdf) Appendix 2 - Case Manager responsibilities checklist.  Access [Find My School](https://www.findmyschool.vic.gov.au/) to locate the students [Designated Neighbourhood School](https://www2.education.vic.gov.au/pal/enrolment/guidance/designated-neighbourhood-schools-and-school-zones) (DNS). Students will be guaranteed the right to enrol in their DNS. Students can enrol at a different school; however, the [priority order of placement](https://www2.education.vic.gov.au/pal/enrolment/guidance/placement-policy) will determine whether the application is accepted.  Catholic, Specialist, and Independent schools may have earlier and different enrolment timelines**.**  Contact  non-government school under consideration directly for enrolment application process.  Schedule care team discussion to begin planning for Year 7 school selection and transition planning. | Attend [Student Support Group](https://www.education.vic.gov.au/Documents/school/teachers/learningneeds/How%20to%20work%20with%20your%20child%27s%20school_accessible.pdf) (SSG).  If applicable, participate in the application process for [Program for Students with a Disability](https://www.education.vic.gov.au/parents/additional-needs/Pages/disability-students-program.aspx) (PSD) Year 6 review or new application. | Attend SSG meeting.  Begin collating information on Child Protection file, (diagnostic and/or assessment reports) that may be shared with the secondary school. | Attend SSG meeting.  In August, the primary school will notify guardian, in writing, of child’s Year 7 placement.  Complete enrolment process with Designated Neighbourhood School or  non-government school and provide required enrolment documentation including a copy of:   * Court order * Birth Certificate. | Attend SSG meeting.  Support the child to attend orientation day (December) and any additional orientation sessions. | Attend SSG meeting and support development and implementation of Individual Education Plan (IEP)  Ensure child has all school requirements books, stationery, uniform, and device.  Provide school with a copy of the court order.  Inform school of family contact schedule and any changes in circumstance for the child. |

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| **Primary School / Designated Teacher** | Refer to [Partnering Agreement](https://www.education.vic.gov.au/Documents/school/teachers/health/PartneringAgreement.pdf) Appendix 1 – School Responsibilities Checklist:   * Schedule and chair termly [Student Support Group](https://www.education.vic.gov.au/Documents/school/teachers/learningneeds/How%20to%20work%20with%20your%20child%27s%20school_accessible.pdf) (SSG) meeting * Review and develop an [Individual Education Plan](https://www2.education.vic.gov.au/pal/individual-education-plans-ieps/policy) (IEP) * Allocate a [Learning Mentor](https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/guidance/appointing-learning-mentor) (LM) * Referral to Student Support Services for an [Educational Needs Analysis](https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/guidance/4-make-referral-educational-needs-analysis) (ENA).   Distribute information about local secondary schools to carers via school newsletters etc. | Schedule and chair SSG meeting and ensure student has an IEP, LM and an ENA  If applicable, lead the application process for [Program for Students with a Disability](https://www.education.vic.gov.au/parents/additional-needs/Pages/disability-students-program.aspx) (PSD) Year 6 review or new application with Student Support Services (SSS). | Schedule and chair SSG meeting.  Send Year 6 to 7 Transition Information Pack, [Moving from primary to secondary school: information for parents](https://www.education.vic.gov.au/parents/going-to-school/Pages/year-6-to-7.aspx) to carers/case managers.  Provide carer/case manager with information about the local secondary schools.  Where appropriate, if student has additional needs, contact local DET Area office to determine supports available for student transition (Health Wellbeing and Inclusion Workforce). | Schedule and chair SSG meeting and review IEP.  Receive notifications of PSD Year 6 review applications and notify carers/case managers (if applicable).  Plan and implement early transition program as required for students with complex needs/additional support requirements. | Schedule and chair SSG meeting.  Provide all relevant information to Secondary School Designated Teacher (e.g. IEP, ENA reports, allied health reports, Behaviour Support Plan, Safety Plan) to support student’s enrolment and engagement.  Ensure transfer of information to secondary school on CASES21 is completed and discharge duty of care is completed. |  |

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| **Secondary School / Designated Teacher** | Provide information to primary school about information sessions, open days, tours. | Provide information to primary school about information sessions, open days, tours. |  | Distribute enrolment, orientation, and transition information to carers of future Year 7 students.  For students with additional needs who may require extended transition support, contact primary school for information and develop an individualised transition plan with [Student Support Group](https://www.education.vic.gov.au/Documents/school/teachers/learningneeds/How%20to%20work%20with%20your%20child%27s%20school_accessible.pdf) (SSG). | Attend SSG meeting at primary school and collect student information provided by primary school.  Host Orientation day for Year 6 students (December). Where applicable, support students with additional needs to participate in extended transition activities.  Provide carers with textbook list, uniform, and device requirements.  Provide carers and case manager with information on financial supports available through [Camps, Sports and Excursions Fund](https://www.education.vic.gov.au/about/programs/Pages/csef.aspx) and [State Schools' Relief](https://stateschoolsrelief.org.au/) (uniform).  Meet with Student Support Services key contact to identify students who may require additional support. | Refer to [Partnering Agreement](https://www.education.vic.gov.au/Documents/school/teachers/health/PartneringAgreement.pdf) Appendix 1 – School Responsibilities Checklist:   * Schedule and chair termly [Student Support Group](https://www.education.vic.gov.au/Documents/school/teachers/learningneeds/How%20to%20work%20with%20your%20child%27s%20school_accessible.pdf) (SSG) meeting * Review and develop an [Individual Education Plan](https://www2.education.vic.gov.au/pal/individual-education-plans-ieps/policy) (IEP) * Allocate a [Learning Mentor](https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/guidance/appointing-learning-mentor) (LM) * Referral to Student Support Services for an [Educational Needs Analysis](https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/guidance/4-make-referral-educational-needs-analysis) (ENA).   If student is Koorie, invite KESO to attend SSG and discuss adding cultural plan education goal to the IEP.  Ensure the CASES21 file lists the child as in State Ordered out-of-home care (Living Arrangement A).  Distribute student support information to relevant school staff (teachers, Education Support staff (ES) and student wellbeing).  DT contact LOOKOUT if requiring additional information or support.  Ensure Camps, Sports and Excursions Fund form submitted. |

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| **LOOKOUT** | Identify all Year 5 Out-of-Home Care (OoHC) students and provide relevant Child Protection Practioners/Case Managers and Primary school Designated Teachers (DT) with LOOKOUT Transition Support Guidance document  Catholic, Specialist, and Independent schools may have earlier and different enrolment timelines**.** | Provide Child Protection, primary school DT with LOOKOUT Transition Support Guidance for children new into care or new into school.  Provide list of Year 6 OoHC students to Area Koorie Education Workforce team to check if Cultural Plan has been developed.  Provide list of Year 6 OoHC students to Area Student Support Services Branch Manager to review [Program for Students with a Disability](https://www.education.vic.gov.au/parents/additional-needs/Pages/disability-students-program.aspx) eligibility and [Educational Needs Analysis](https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/guidance/4-make-referral-educational-needs-analysis) report status. | Monitor transition process for all Year 6 OoHC students and provide additional support as required.  Meet with Transition and Pathways representative to identify the allocated secondary school for area OoHC Year 6 students. | Monitor transition process for all Year 6 OoHC students and provide additional support as required.  Send email to receiving secondary school DT to advise that student entering in following year is in OoHC and provide resources and [Out-of-Home Care Education Commitment: A Partnering Agreement](https://www.education.vic.gov.au/Documents/school/teachers/health/PartneringAgreement.pdf).  Where required, attend [Student Support Group](https://www.education.vic.gov.au/Documents/school/teachers/learningneeds/How%20to%20work%20with%20your%20child%27s%20school_accessible.pdf) (SSG) and/or Care Team meeting to support students with additional needs. | Attend SSG meeting if required for children with complex needs. | Advise secondary school all Year 7 OoHC students should be on CASES21 as in state ordered OoHC (Living Arrangement A)  Monitor student attendance and check in with secondary school DT to ensure school Partnering Agreement requirements are implemented. |

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| **Department of Education and Training  Area Staff** |  | Student Support Services (SSS): participate in the application process for [Program for Students with a Disability](https://www.education.vic.gov.au/parents/additional-needs/Pages/disability-students-program.aspx) (PSD) Year 6 review or new application.  SSS: check [Educational Needs Analysis](https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/guidance/4-make-referral-educational-needs-analysis) status and seek referral with LOOKOUT support if not completed.  Koorie Education Support Officer: support school with Cultural Plan and transition planning for Year 6 Koorie OoHC students. |  | Ensure engagement of SSS and other Area representatives to assist the school with transition planning and provide support for students with additional needs. | SSS key contact: meet with secondary school to identify students who require additional support. | SSS key contact: meet with secondary school to identify students who require additional support. |

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