

# LOOKOUT Transition Support Guidance – Primary to Secondary School

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**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
<b>Carer / Parent</b>	<p>Refer to <a href="#">Partnering Agreement</a> to become familiar with stakeholder responsibilities.</p> <p><input type="checkbox"/> Refer to <a href="#">How to choose a school and enrol</a> on Department of Education and Training website.</p> <p><input type="checkbox"/> Access <a href="#">Find My School</a> to locate the students <a href="#">Designated Neighbourhood School</a> (DNS). Students will be guaranteed the right to enrol in their DNS. Students can enrol at a different school, however, the <a href="#">priority order of placement</a> will determine whether the application is accepted.</p> <p><input type="checkbox"/> Catholic, Specialist, and Independent schools may have earlier and different enrolment timelines.</p> <p><input type="checkbox"/> Attend care team meeting to discuss Year 7 school selection and transition planning.</p> <p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> Attend <a href="#">Student Support Group</a> (SSG) meeting.</p> <p><input type="checkbox"/> If applicable, participate in the application process for <a href="#">Program for Students with a Disability</a> (PSD) Year 6 review or new application.</p>	<p><input type="checkbox"/> Attend SSG meeting.</p> <p><input type="checkbox"/> Read Year 6 to 7 Transition Information Pack, <a href="#">Moving from primary to secondary school: information for parents</a></p> <p><input type="checkbox"/> Complete and submit <a href="#">Application for Year 7 Placement</a> (provided by primary school).</p>	<p><input type="checkbox"/> Attend SSG meeting.</p> <p><input type="checkbox"/> In August, the primary school will notify guardian, in writing, of child's Year 7 placement.</p> <p><input type="checkbox"/> Complete secondary school enrolment forms (signed by legal guardian).</p> <p><input type="checkbox"/> Support child to develop positive habits and skills to participate in learning and prepare for secondary school requirements.</p>	<p><input type="checkbox"/> Attend SSG meeting.</p> <p><input type="checkbox"/> Support the child to attend orientation day (December) and any additional orientation sessions where applicable.</p> <p><input type="checkbox"/> Submit book list order, organise uniform and device requirements. Utilise <a href="#">State Schools' relief</a> funding for uniform needs if required.</p>	<p><input type="checkbox"/> Support routine and punctual and regular school attendance.</p> <p><input type="checkbox"/> Ensure child has all school requirements books, stationery, uniform, and device.</p> <p><input type="checkbox"/> Attend SSG meeting and support development and implementation of <a href="#">Individual Education Plan</a> (IEP).</p> <p><input type="checkbox"/> Submit <a href="#">Camps, Sports and Excursions Fund</a> application form to school before the last day of Term 2.</p>

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<p><b>Case Manager</b></p> <ul style="list-style-type: none"> <li>Department of Family, Fairness and Housing</li> <li>Aboriginal Children in Aboriginal Care</li> <li>Community Service Organisation</li> <li>Aboriginal Community Controlled Organisation</li> </ul>	<p><input type="checkbox"/> Refer to <a href="#">Partnering Agreement Appendix 2 - Case Manager responsibilities checklist</a>.</p> <p><input type="checkbox"/> Access <a href="#">Find My School</a> to locate the students <a href="#">Designated Neighbourhood School</a> (DNS). Students will be guaranteed the right to enrol in their DNS. Students can enrol at a different school; however, the <a href="#">priority order of placement</a> will determine whether the application is accepted.</p> <p><input type="checkbox"/> Catholic, Specialist, and Independent schools may have earlier and different enrolment timelines.</p> <p><input type="checkbox"/> Contact non-government school under consideration directly for enrolment application process.</p> <p><input type="checkbox"/> Schedule care team discussion to begin planning for Year 7 school selection and transition planning.</p>	<p><input type="checkbox"/> Attend <a href="#">Student Support Group</a> (SSG).</p> <p><input type="checkbox"/> If applicable, participate in the application process for <a href="#">Program for Students with a Disability</a> (PSD) Year 6 review or new application.</p>	<p><input type="checkbox"/> Attend SSG meeting.</p> <p><input type="checkbox"/> Begin collating information on Child Protection file, (diagnostic and/or assessment reports) that may be shared with the secondary school.</p>	<p><input type="checkbox"/> Attend SSG meeting.</p> <p><input type="checkbox"/> In August, the primary school will notify guardian, in writing, of child's Year 7 placement.</p> <p><input type="checkbox"/> Complete enrolment process with Designated Neighbourhood School or non-government school and provide required enrolment documentation including a copy of:</p> <ul style="list-style-type: none"> <li>Court order</li> <li>Birth Certificate.</li> </ul>	<p><input type="checkbox"/> Attend SSG meeting.</p> <p><input type="checkbox"/> Support the child to attend orientation day (December) and any additional orientation sessions.</p>	<p><input type="checkbox"/> Attend SSG meeting and support development and implementation of Individual Education Plan (IEP)</p> <p><input type="checkbox"/> Ensure child has all school requirements books, stationery, uniform, and device.</p> <p><input type="checkbox"/> Provide school with a copy of the court order.</p> <p><input type="checkbox"/> Inform school of family contact schedule and any changes in circumstance for the child.</p>

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<b>Primary School / Designated Teacher</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Refer to <a href="#">Partnering Agreement</a> Appendix 1 – School Responsibilities Checklist:               <ul style="list-style-type: none"> <li>• Schedule and chair termly <a href="#">Student Support Group</a> (SSG) meeting</li> <li>• Review and develop an <a href="#">Individual Education Plan</a> (IEP)</li> <li>• Allocate a <a href="#">Learning Mentor</a> (LM)</li> <li>• Referral to Student Support Services for an <a href="#">Educational Needs Analysis</a> (ENA).</li> </ul> </li> <li><input type="checkbox"/> Distribute information about local secondary schools to carers via school newsletters etc.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule and chair SSG meeting and ensure student has an IEP, LM and an ENA</li> <li><input type="checkbox"/> If applicable, lead the application process for <a href="#">Program for Students with a Disability</a> (PSD) Year 6 review or new application with Student Support Services (SSS).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule and chair SSG meeting.               <ul style="list-style-type: none"> <li><input type="checkbox"/> Send Year 6 to 7 Transition Information Pack, <a href="#">Moving from primary to secondary school: information for parents</a> to carers/case managers.</li> <li><input type="checkbox"/> Provide carer/case manager with information about the local secondary schools.</li> <li><input type="checkbox"/> Where appropriate, if student has additional needs, contact local DET Area office to determine supports available for student transition (Health Wellbeing and Inclusion Workforce).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule and chair SSG meeting and review IEP.               <ul style="list-style-type: none"> <li><input type="checkbox"/> Receive notifications of PSD Year 6 review applications and notify carers/case managers (if applicable).</li> <li><input type="checkbox"/> Plan and implement early transition program as required for students with complex needs/additional support requirements.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule and chair SSG meeting.               <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Ensure transfer of information to secondary school on CASES21 is completed and discharge duty of care is completed.</li> </ul> </li> </ul>	

## 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	
<b>Secondary School / Designated Teacher</b>	<input type="checkbox"/> Provide information to primary school about information sessions, open days, tours.	<input type="checkbox"/> Provide information to primary school about information sessions, open days, tours.		<input type="checkbox"/> Distribute enrolment, orientation, and transition information to carers of future Year 7 students.  <input type="checkbox"/> For students with additional needs who may require extended transition support, contact primary school for information and develop an individualised transition plan with <a href="#">Student Support Group (SSG)</a> .	<input type="checkbox"/> Attend SSG meeting at primary school and collect student information provided by primary school.  <input type="checkbox"/> Host Orientation day for Year 6 students (December). Where applicable, support students with additional needs to participate in extended transition activities.  <input type="checkbox"/> Provide carers with textbook list, uniform, and device requirements.  <input checked="" type="checkbox"/> Provide carers and case manager with information on financial supports available through <a href="#">Camps, Sports and Excursions Fund</a> and <a href="#">State Schools' Relief</a> (uniform).  <input type="checkbox"/> Meet with Student Support Services key contact to identify students who may require additional support.	<input type="checkbox"/> Refer to <a href="#">Partnering Agreement</a> Appendix 1 – School Responsibilities Checklist: <ul style="list-style-type: none"> <li>• Schedule and chair termly <a href="#">Student Support Group (SSG)</a> meeting</li> <li>• Review and develop an <a href="#">Individual Education Plan (IEP)</a></li> <li>• Allocate a <a href="#">Learning Mentor (LM)</a></li> <li>• Referral to Student Support Services for an <a href="#">Educational Needs Analysis (ENA)</a>.</li> </ul> <input type="checkbox"/> If student is Koorie, invite KESO to attend SSG and discuss adding cultural plan education goal to the IEP.  <input type="checkbox"/> Ensure the CASES21 file lists the child as in State Ordered out-of-home care (Living Arrangement A).  <input type="checkbox"/> Distribute student support information to relevant school staff (teachers, Education Support staff (ES) and student wellbeing).  <input type="checkbox"/> DT contact LOOKOUT if requiring additional information or support.  <input type="checkbox"/> Ensure Camps, Sports and Excursions Fund form submitted.

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<b>LOOKOUT</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify all Year 5 Out-of-Home Care (OoHC) students and provide relevant Child Protection Practitioners/Case Managers and Primary school Designated Teachers (DT) with LOOKOUT Transition Support Guidance document</li> <li><input type="checkbox"/> Catholic, Specialist, and Independent schools may have earlier and different enrolment timelines.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide Child Protection, primary school DT with LOOKOUT Transition Support Guidance for children new into care or new into school.</li> <li><input type="checkbox"/> Provide list of Year 6 OoHC students to Area Koorie Education Workforce team to check if Cultural Plan has been developed.</li> <li><input type="checkbox"/> Provide list of Year 6 OoHC students to Area Student Support Services Branch Manager to review <a href="#">Program for Students with a Disability</a> eligibility and <a href="#">Educational Needs Analysis</a> report status.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor transition process for all Year 6 OoHC students and provide additional support as required.</li> <li><input type="checkbox"/> Meet with Transition and Pathways representative to identify the allocated secondary school for area OoHC Year 6 students.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Monitor transition process for all Year 6 OoHC students and provide additional support as required.</li> <li><input type="checkbox"/> Send email to receiving secondary school DT to advise that student entering in following year is in OoHC and provide resources and <a href="#">Out-of-Home Care Education Commitment: A Partnering Agreement</a>.</li> <li><input type="checkbox"/> Where required, attend <a href="#">Student Support Group</a> (SSG) and/or Care Team meeting to support students with additional needs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attend SSG meeting if required for children with complex needs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Advise secondary school all Year 7 OoHC students should be on CASES21 as in state ordered OoHC (Living Arrangement A)</li> <li><input type="checkbox"/> Monitor student attendance and check in with secondary school DT to ensure school Partnering Agreement requirements are implemented.</li> </ul>

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<b>Department of Education and Training Area Staff</b>		<input type="checkbox"/> Student Support Services (SSS): participate in the application process for <a href="#">Program for Students with a Disability</a> (PSD) Year 6 review or new application.  <input type="checkbox"/> SSS: check <a href="#">Educational Needs Analysis</a> status and seek referral with LOOKOUT support if not completed.  <input type="checkbox"/> Koorie Education Support Officer: support school with Cultural Plan and transition planning for Year 6 Koorie OoHC students.		<input type="checkbox"/> Ensure engagement of SSS and other Area representatives to assist the school with transition planning and provide support for students with additional needs.	<input type="checkbox"/> SSS key contact: meet with secondary school to identify students who require additional support.	<input type="checkbox"/> SSS key contact: meet with secondary school to identify students who require additional support.