

Examples from 2009 School Self-Evaluations

Student Pathways and Transitions

A series of documents have been prepared which contain illustrative examples of completed sections of a school self-evaluation.

This document contains examples of completed sections relating to the Student Pathways and Transitions outcome area. These are drawn from school self-evaluations prepared by schools in 2009. In each case, the schools are referred to by a generic name, such as Victoria Primary School or Victoria Secondary College as appropriate.

These examples are aimed at assisting schools who may be about to undertake their self-evaluation by highlighting a range of very effective ways in which schools have tackled and presented information within their school self-evaluations.

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Q1: What Did We Aim To Do

Q1 Example 1 - a small primary school

At Victoria Primary School we aimed to provide smooth transition from Pre-school to Primary School and smooth transition from Primary to Secondary School. The transition from Pre-school to Primary School is probably the area of most concern as we are not serviced by any particular Pre-school. The local families in the community choose the school as their school of choice.

At Victoria Primary School there is limited structure in the Pre-school to Primary transition program. The school conducts three Prep Orientation days in October, November and also December in line with the State-wide Orientation Day.

The Primary to Secondary program is controlled by the Secondary Schools who work with the school.

Parents and students in years 5 and 6 appreciate the transition opportunities provided by the local Secondary College, including information evenings, day visits and a 'camping' experience with their other potential year 7 students and secondary teachers.

Our Annual Implementation Plan goal related to student pathways and transitions was to improve student transition and learning opportunities from home/kindergarten to school, and from primary to secondary school.

As a small primary school with multi-aged learning spaces, all students know each other very well so the transitions through the school are smooth.

Q1 Example 2 - a primary school

The school provides transition programs on entry into Preps, for students entering throughout the year into different year levels and from Primary to Secondary (Year 6 to Year 7).

We also provide an enhanced transition program for pupils entering the school from specialist settings outside of Year Prep or mainstream with identified special needs.

The aim of all the school's transition programs is to provide the student and their families a smooth and happy passage into the school and for them to quickly feel part of our community.

We aimed to achieve this with information evenings, the development of positive relationships with the secondary colleges and the publication of the Victoria Primary School information booklet which is also available on our web site.

Q1 Example 3 - a secondary college

	Student Pathways & Transitions
Goals	To enhance student pathways and transition across all year levels.

Targets	<ul style="list-style-type: none"> ▪ To reduce the level of unknown destinations for exiting students in Years 10 to 12 to below 10% by 2008. ▪ To improve real school retention from Year 7 to Year 12 to at least 65% by 2008. ▪ To improve real school retention from Year 10 to Year 11 to at least 90% by 2008. ▪ To increase school based VET certificates from three to at least five by 2008.
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A number of Key Improvement Strategies were identified for each of the Outcome Areas. In Student Pathways and Transitions these strategies included the following:

❖ **Continue to target curriculum options to meet students' needs through:**

- Review of Managed Individual pathways and improvement in student exit data collection processes.
- Continued investigation of broadening VET options as well as their provision on site and within the Year 10 program.
- Investigation of a community based program linking VELs with a rich project task.
- Continuing to maintain and enhance the middle years (Years 5 – 9) transition process.

Q1 Example 4 - a secondary college

The School's aim is to ensure a successful transition for all students from Grade 6 to Year 7; Middle School to Senior School; and VCE to post school options. Victoria College focuses on achieving a smooth transition from primary school to secondary school as it is considered vital that all students commence their secondary schooling with positive experiences. The school strives to promote and maintain excellent relations with all feeder schools by having staff visit these schools, distribute information packs and invite staff from feeder schools to visit the College. Opportunities for a tour of the school occur at four times during April/May along with our Discovery Night. Future students and parents are able to see the school in action as well as asking questions relevant to transition. Transition programs such as further information nights, Welcome Nights, the STEP program, the camp, the Tutorial Program, the Music program and other practical issues like uniform and the timetable are explained at these sessions. The aim has been to improve upon the Year 7 students Attitude to Schooling and Attitude to Teaching and Learning from the level achieved in their year 6.

The transition from Middle School to Senior School has been a focus as while our apparent retention rate has been more than 100%, our real retention rate has been considered low for a school with growing enrolments. Greater course counselling, a wider elective program and a curriculum investigation have been undertaken as means of achieving the goal of greater retention rate.

We aimed to improve our year 12 students' transition to post school options by largely improving the gap between ex-students perception of the level of importance of learning skills needed in post school like and the extent to which these are developed at school. This aim also requires the provision of sound career/course advice leading students to initially select the most suitable course based on skill level. On Track data provides supportive evidence of successful student transition to post school options.

Q2: What Did We Achieve?

Q2 Example 1 - a small primary school

Transition from the between classes and schools continued to be a simple, smooth process.

All prep children were able to read level 5 texts with 90 – 100% accuracy during the evaluation period.

Q2 Example 2 - a primary school

The prep transition to school is made up of several elements which are provided on an annual basis.

The current program offers:

- A school tour for families looking to enrol their Prep child
- Prep orientation program for half a day which gives children the opportunity to participate in some activities while becoming familiar with staff and the school facilities.
- A Prep information booklet for each family
- A school brochure containing our vision statement, guiding principles and values.
- A prep information evening where the daily and education expectations are discussed
- During January a welcome letter is sent to each child starting school
- During February Preps attend Monday to Thursday. Friday is set aside for scheduled assessments and for Parent/Teacher interviews.
- Contact is made with “feeder” kindergartens to gain background knowledge of children

The current year 6 transition program offers the following:

- A full day at the chosen Secondary College
- Transition reports completed for all exiting students
- Students who have been considered to be “at risk” taken individually to their future schools to develop relationships with key personnel at an early stage.
- Transition goals are included in the individual learning goals for PSD children.
- A formal “Farewell evening” is held in December each year to acknowledge the transition from year 6 (Primary) to Year 7(Secondary)

The links to the secondary settings is difficult as exiting students move on to many different Secondary Colleges (Private, Independent and State) some of which are outside the local Network of schools.

The belief of the school community is that our transition practices are meeting the needs of students and their families is indicated by the Parent opinion survey where transition data was above the state mean for all of the three years.

Q2 Example 3 - a secondary college

The Senior School Team has been formed to focus on student transitions from Years 10 to 11 and from 11 to 12. The Attendance Policy was revised, protocols reviewed and an extended Primer Program implemented. In examining College Destination data over the three years, it is evident that students are very successful in getting into tertiary places, either university or TAFE. According to VTAC data, over the three years, an average of 95% of the Year 12 student cohort has undertaken tertiary studies. The preferred destination is university (68%, 76%, 69%) and then TAFE (32%, 22%, 28%). A small number of students have acquired apprenticeships or traineeships.

- The College provided Study Skills Days and Primer Days for these levels and feedback from parents and students has been positive. For Years 7-9, transition programs are being devised by the Year Level Coordinators.
The senior Year Level Coordinators organised Parent and Student Information Evenings to discuss courses as well as Student Information Sessions regarding course choices and career options. The VCE and Careers Coordinators attended PL regarding VET/ VCE courses and New Apprenticeships to provide information to students about the variety of post-compulsory year's pathways. Coordinators counselled students and prepared Handbooks regarding career and pathways information.
- College staff investigated VET/VCE offerings to broaden student course options within the College as we were consistently below the state average prior to this Strategic Plan.
Each Learning Area was asked to consider offering VET courses and Music was able to offer a Certificate course for 2010. Staff members undertook courses to be accredited as VET assessors.
- The College became a member of the local VET Cluster to offer access to a wide range of VCE/VET courses not available at the College.
The key targets were to investigate a successful program for those students less confident about undertaking VCE and further strategic planning for VCAL. The College did this, undertaking parent information evenings and surveying students. While there was not sufficient interest from the College student body for a VCAL course, the College entered an auspicing arrangement with the LLENS for 2006-2007 to deliver a community VCAL program for disengaged students from other schools.

- The Year Level Coordinators ensured that Year 10 students were thoroughly counselled for their Year 11 and 12 years, especially those taking a Year 12 class in Year 11, by interview, seeking interim reports on student progress and consultations with parents.
- A target had been to monitor the VCE study uptake, in terms of gender distribution, in some VCE classes. VCE course information and Handbooks were revised to be gender neutral. However, the actual update was dependent on student and parent preference.
Staff new to VCE studies have been mentored by experienced staff and been expected to attend PL offered by VCAA and subject associations about new Study Designs.
A Coordinator was appointed for International Students, who worked with these students to ensure that they were housed safely and constant reports were provided to guardians regarding course progress. ESL lessons were organised and the students were interviewed to check their progress.
- The Innovations and Excellence team monitored best practice in terms of the Middle Years and student transition, providing effective programs for primary students to experience College life during the Orientation Days, College Production and Art Expo visits.
- The STARS program for 'students at risk' has been effective for identifying students with learning difficulties and/or social/family difficulties, in order for the College to offer greater support in their transition into Year 7.
- For Years 9 and 10, a Teacher Learning Team has been collecting from a variety of colleges their materials on their City Experience Programs and has completed preliminary planning for 2010.
- The Careers Coordinator organised MIPs folders for students, provided careers material and worked with the VCE Coordinator to organise a VCE Information Evening to inform parents and students about VCE post-compulsory pathways. The Careers Coordinator also worked with Year 10 English teachers to ensure that Careers information was provided in all classes at that level and that students undertook relevant Work Experience.

Q2 Example 4 - a secondary college

The MYRAD data is the closest available for comparisons to be made of our Year 7 students' Attitudes to School and Attitudes to Teaching and Learning as compared with their year 6 level. The two areas of 'Motivation and Engagement' (4, 3.9) and 'Thinking and Learning'

(3.7, 3.5) are above the benchmark results while 'Student Learning Culture' (3.6, 3.7) and 'Lack of Autonomy' (2.8, 2.6) have dropped slightly below the benchmark. Two of the more interesting descriptors under while 'Student Learning Culture' included 'This school cares more about the clever students than other kids' (3.1, 3.5) and 'My teachers pay most attention to the smart students in our class' (2.9, 3.5). Whereas in 'Lack of Autonomy' two interesting descriptors included 'I only do well in school if my teacher favours me' (2.4, 2) and 'It's better not to work hard at school than to try and still not do well' (2.8, 2.4).

When investigating the data from the 2008 Attitudes to Schooling data it reports that out of the eleven descriptors, only one, 'Teacher Effectiveness' is only outside the fourth quartile with 'School Connectedness' and 'Student Safety' being the highest. In general, this data shows students to be very satisfied with their schooling at Victoria College.

Real retention rates for years 7 – 10 have increased from 75% in 2006 to 81.1% in 2008 which is just below the goal of 85% to be achieved by 2009. Although falling short of the goal, measures were implemented during this Review which have led to the increase such as, a greater elective choice has been extended to year 10 students, a tutorial program based on careers; extension of the work experience program and providing access to VCE unit 1 studies. The Attitudes to Schooling 2008 survey for year 10 students indicates that out of the 11 descriptors only one ('Classroom behaviour') is outside the fourth quartile (high in the third quartile) and 'Connectedness to school' is the highest rating descriptor. In general, this data shows students to be very satisfied with their schooling at this College. However the curriculum offered to students is very highly academic and the lack of VET/VCAL alternatives may have affected the achievement of 85% real retention rate.

Exit data of the students clearly indicates our students' preference to attend university and complete post secondary studies (on average 98%). On Track data taken in the first year of tertiary studies indicates a successful transition rate. All students have the opportunity to liaise with our Careers Teacher during year 12, after the results in December and following the release of placements in January thereby providing excellent opportunities to ensure the correct pathway is pursued.

Q3: Why Did We Achieve / Not Achieve Our Aims?

Q3 Example 1 - a small primary school

In a school this size, students routinely interact with children of all ages. All children develop close relationships with all their schoolmates and all teaching staff. This is one of the great strengths of small schools. Transition between the two grades is a very smooth process, with all children being taught by all teachers on a regular basis throughout their schooling.

The regular combined activities with small schools in surrounding towns helps the older children develop friendships within a larger social group.

Small class sizes and the resulting ability to provide each child with individual attention is the reason for our success in teaching basic reading skills. Parents of children with learning difficulties seek out small schools for this reason, as evidenced by our high proportion of students with disabilities.

Q3 Example 2 - a primary school

A smooth transition in both areas was achieved through thorough planning and implementation. All transition practices are reviewed annually and are able to respond to the changing demographics and growth within the school.

The leadership team is responsible for ensuring that both transition programs (K-P and 6-7) meet the needs of pupils and families.

Families are made to feel welcome into the school by the whole school community on a professional and personal level.

A change from a Wednesday to a Friday assessment day over the last two years has seen the children much more settled and ready to attend 5 days by the end of February.

The Prep Entry assessment which is conducted on Friday afternoons during February gives the teacher, the student and parents the opportunity to get to know each other and provides a detailed profile of each student individual.

Strong Secondary links are difficult due to the large number of exit destinations of Year 6 pupils.

Individual transition program for all risk students have been effective.

Q3 Example 3 - a secondary college

The set targets were mainly focussed on the later years of schooling although their was a strategy designed to link rich tasks to the middle years curriculum thereby facilitating greater engagement by students and assisting the transition process from grade 6 to year 7. This strategy had limited success but was not embedded into practice in the middle years.

The analysis of the real retention data of the school indicates that only approximately half of the students who enrol in our school at year 7 actually finish their year 12 with us. The Real Retention targets as outlined in the strategic plan were not realised and were always going to be difficult to achieve given the many factors which can impact in this area often beyond the control of the school.

The strong applied learning pathways offered by the school actually facilitate opportunities for students to access apprenticeships and traineeships. These opportunities are seen by students, parents and staff as viable options for young people to access before completing year 12. In addition, the College is in one of the fastest growing areas in the state and there is a strong mobility element within the community.

The apparent level of unknown destinations for our students at all levels as outlined in the School Level Report is puzzling. There has been a concerted effort made during the period of the strategic plan to track exit destination data. For some inexplicable reason, the levels of “unknowns” contained within the reports do not match the data recorded on Cases. There has been considerable dialogue between our office and the relevant DEECD operations area to try to identify the problem. At the date of the writing of this report, the problem although acknowledged, has not been rectified.

As a College we have acknowledged some deficiencies in our processes and communication between the Later Years offices, the new Learning Teams offices and the student Records section of the General Office. The College is currently devising communication protocols to deal with these inconsistencies.

The successful realisation of the increased number of College based VET certificates is largely due to the passionate pursuit by the Leadership team in this area to expand options for students. The enthusiasm of these certificates is reflected by the large take up by students with over 250 students studying one of these certificates.

Q3 Example 4 - a secondary college

The VCE aims, to review and monitor the program, were achieved due to the work of the Senior School Team and the Year Level Coordinators. The provision of Study Skills Days as well as extended Primer Days meant that students were more prepared for their VCE courses. The Year Level Coordinators counselled senior students and their parents to encourage informed decisions about opting for a course or continuing in a course.

- The Coordinator for International Students ensured that relevant courses and an effective study program were available for these students.

- The VCE Information Evening and the Year 9 into 10 Evening provided parents and students with the necessary information about courses to help the selection of the best program for each student. There still needs to be refinement.
- Attendance by the VCE and Careers Coordinators at VET/VCE Professional Learning sessions assisted the College to decide what courses could be best offered with the facilities available to us and the benefits of joining the local VET Cluster.
- While VET/VCE IT has had few subscribers and has not run at the College in two years, the VCE/VET Media and Equine Studies have been well subscribed. The College has formed a partnership with the Melbourne School of Dance to deliver Dance Certificate II and III to a small number of students and has also become a member of the local VET Cluster, offering students the opportunity to attend other settings for a variety of VET provision. There has been an overall increase in the number of students undertaking VET studies in the College. In terms of completions of Units of Competency with satisfactory results, the College has demonstrated over the three year period, a completion rate percentage well in excess of the state percentage.
- Students have also undertaken School-based New Apprenticeships allowing informed decisions to be made about VCAL. After presentations at student and parent information evenings and student survey results, there were insufficient numbers interested in VCAL to run a course. While the College was not a provider itself, auspicing the VCAL courses for the LLENS allowed the courses to run in the local area.
- In terms of the Middle Years, the Innovations and Excellence team was able to monitor best practice as Cluster activities were organised by the Cluster Educator and funding was available for Casual Relief Teacher coverage of staff involved in joint activities and joint staff professional development on PoLT, Boys Education and Thinking Skills.
- The Teacher Learning Team organisation at the College has meant that staff have effectively undertaken the examination of data to improve curriculum and practice.

Q4: How Effectively Did We Manage Our Resources to Support the Achievement of Our Aims?

Q4 Example 1 - a small primary school

The school consistently organised its staffing to provide the best staff to student ratio. The full-time early years teacher was maintained until the end of 2008, providing consistency for the younger children.

The school provided the best ICT facilities possible with the extremely limited support and expertise available.

The school continues to rely heavily on mutual support from similar schools in the local Cluster and the Regional Network. This provides a wider social group for the children, support and resources for staff and shared specialist teachers.

Q4 Example 2 - a primary school

Annual transition budgets are allocated and reviewed through the schools program budget process.

Funds are allocated for both Kindergartens to Prep and Year 6-7 transition.

The leadership team is responsible for planning and implementation of the yearly transition programs.

Time is allocated to staff to make visits to secondary schools and pre schools when required.

A senior member of both the junior and upper school is designated with the role of transition co-ordinator.

Q4 Example 3 - a secondary college

The appointment of Leading Teachers to oversee VET and VCAL highlighted the importance of these positions to the school community. The placing of these leadership staff in the Later Years offices served to build understanding and trust with the Leading Teacher responsible for the VCE, the Year 12 Coordinators and the MIPS and careers personnel. The provision of administrative support for these offices also contributed to their overall effectiveness. Having one of the Assistant Principals assume management responsibility for this area also greatly assisted.

The introduction of Pre-cal (a forerunner to VCAL) provided a viable and important transition program for students who may have otherwise dropped out of school. The cost of running these programs is prohibitive as they operate on class sizes of 15 but the college recognises the importance of such applied programs and continues to resource it.

The transition processes between year 6 and year 7 were greatly enhanced by the regular dialogue between the college and our feeder schools. The introduction of a transition curriculum project as well organised meetings between year 6 teachers and the year 7 teachers greatly enhanced the transition process. Also serving to assist this process was the work of the Middle Years coordinator who visited the main feeder schools to talk to all year 6 students on issues relating to transition, irrespective of the fact that some would not be coming to our school.

Q4 Example 4 - a secondary college

The achievement of the VCE aims, to monitor and revise student programs, were dependent upon the work of Year Level Coordinators and the work of the Senior School Team. Being able to assign staff to undertake these roles relies on the staffing budget of the College. The success of the VCE Information Evening and the Year 9 into 10 Evening rely on staff willing to attend out of hours sessions to ensure that the College community is provided with relevant information. A morning of Learning Area Leader presentations to Year 10 was also resourced to inform students about VCE studies.

- The provision of Study Skills Days as well as Primer Days requires funding to cover staff who are the speakers as well as to hire guest speakers who are regarded as experts in their field. The College has subsidised these days to promote development of student skills.
- The Years 7-9 transition programs require staff resources to prepare material and deliver the program, necessitating coverage of classes by other teachers, or hiring CRT staff.
- The College no longer has Innovations and Excellence funding and this has meant the end of many of the joint activities between the College and the four primary schools. The College sees Year 7 Transition as a priority, and therefore resources the Coordination and Pastoral Care generously.
- Attendance by the VCE and Careers Coordinators at VET/VCE PL sessions requires that the College cover their classes and this creates 'Extras' or necessitates hiring Casual Relief Teachers. The College needs to fund a VET Coordinator.
- The College recognised the benefits of joining the local VET Cluster; however, the membership fee of \$1000 is costly as are some of the VET courses. While parent payment is expected to offset these charges, often the College has had difficulty recouping fees.
- Allocating a staff member to the position of Coordinator for International Students requires an Expert Teacher to undertake this role and on the College funding for materials and implementation needed to maintain accreditation in the program.
- The ESL grant has funded a Coordinator to oversee the program and provide ESL support for all eligible students.

Q5: What Can We Do In The Future To Continue To Improve?

Q5 Example 1 - a small primary school

In the context of continuous improvement and the promotion of learning communities (Effective Schools Model), enhanced interschool links with our secondary school and local kindergartens could be explored to increase access and address social, cultural and

academic issues. This could include having a more extensive orientation program for prospective new students.

The program could include more days where new students are able to meet with people from the school. The program could begin with more frequent short visits to the classroom and then extend to the full day orientation day in December.

Local Secondary College: An opportunity could be pursued through linking the Community Learning Centre program (year 9) with Victoria PS. For example: to help repair/build an animal enclosure that our students have designed in Technology. This could be explored by our cluster around a common unit of work.

We may see some of our ex-primary students return to their primary schools as part of their Year 9 community learning experience, with 'value add' for all involved.

Kindergartens: Collaborative teaching and learning, and team building for both primary and pre-school staff could be enhanced through more regular visits to/from kindergartens. These connections would enhance student pathways/transitions by providing increased opportunities for parents, students and teachers encouraging smooth transitions and aligned educational purpose.

Q5 Example 2 - a primary school

A number of key strategies are being considered in order for the school to move forward in its improvement agenda for student pathways and transitions. These are:

- Develop pedagogy relating to 'learning communities'
- Review transition stages K-P, Year 6 -7
- Development of new processes for recognising stages of change/growth within the school
- Graduation dinner/event
- Develop link in new community i.e. Kinder/Day care and Secondary providers
- Develop with the local Secondary Colleges a year 7 orientation program
- Review Prep transition program
- Orientation days
- Individual family school tour
- Year 6 –special assistance
- Year 6 farewell evening

Q5 Example 3 - a secondary college

The newly formed Network under the Regional Network Leader has created and fostered greater links with our surrounding Primary schools and this should support us in championing professional learning opportunities for Victoria College staff and Level 4 teaching teams. This will encourage seamless transition processes from Grade 6 to Year 7. It is envisaged that our 'Learning Walks' be expanded to Grade 6 classrooms at some of our major feeder Primary Schools to inform our staff of highly effective instructional practices. We have also agreed to the benefits of hosting Grade 6 teachers at Curriculum Design and Heads of Learning Meetings throughout the year to share strategies, pedagogies and assessments.

A specific Orientation program for Year 9 students to Senior School will be introduced in November 2009, particularly given the number of students who will undertake VCE Units 1 and 2 as Year 10 students in 2010. It is also envisaged that the skills and proficiencies developed in the Year 9 Program be identified and publicised in order for Year 10 teachers to appropriately 'value-add' to their learning experiences.

As our Alumni Association continues to grow we will explore possible survey and contact mechanisms to inform us of how the educational experiences at Victoria College have supported their post-secondary schooling successes and development. Two expert teachers have also been allocated administrative roles supporting the Pathways Team Leader with the administration of 'On Track' data to provide feedback on student options.

The School aims to enhance all Transition processes for targeted Year Levels but will remain committed to developing Individual Learning Plans for as many students as is necessary.

The initiative of telephoning parents at the start of the school year needs to be continued as this promotes effective communication between the school and parents and enables any problems to be highlighted and hopefully resolved effectively.

The funding of the year 9 program has finished and the School should investigate means of continuing to provide staffing to guide the operation of this most useful program. This program is equipping our middle school students with lifelong learning skills on the eve of graduating into the senior school. Adequate staff will also facilitate the effective linking of the year 9 program with the students' core program.

Our program of career days, guest speakers, information dissemination and VCE/VTAC information nights for senior school students is thorough. Students are well-informed before graduating to the next year level. However, the number of students changing subjects after course deadlines needs investigation. It can be seen as positive in that the student will consequently have a better choice which should lead to better outcomes. On the other hand,

given the amount of information and counselling, the number of changes does upset timetabling and often new requests cannot be met which is upsetting for both the student and often parents.

There is a need for the formalisation of end of year programs for students going into year 10 and into year 11. Currently this occurs for students entering year 12, however, programs leading into these two year levels where the emphasis is on the work of the year to come would be useful in preparing the students for a successful start to their new year.

Q5 Example 4 - a secondary college

There is little doubt that the College needs to address the student exit tracking inconsistencies that continue to be highlighted with our data. A protocol of understanding needs to be established between the Later Years offices, the learning Teams office, the attendance officer and the Student Records officer to ensure that we know where each of our students are going when they exit the school. The strategic introduction of the student mapping tool will assist this process.

As mentioned earlier, the College needs to review its Literacy and Numeracy support programs to ensure they effectively respond to the needs of students in these core areas. This need is highlighted in the Guiding Principles adopted by the College in 2008. As most of these students are often drawn to the Pre-cal and VCAL program options in subsequent years, the College must provide meaningful and supportive pathways that utilise applied learning principles to support them. The “Hands On” learning programs offered elsewhere must be further investigated. The cost of implementing such programs will be high (as per Pre-cal) with the introduction of such pathways and it is to be hoped that additional funding needs will be recognised and resourced by the Government and the DEECD in the near future.

The successful transition of students from year 6 to year 7 will be enhanced through continued development of the Learning Teams program. Every effort must be made to reduce the number of teachers year 7 students have in their core areas of study, for the teachers in these core areas to be attached to the same Learning Team and housed in the same offices. This will greatly assist the personalisation process the College is nurturing and promoting.

As mentioned previously the Middle Years curriculum must be reviewed to provide greater meaning and opportunities for engagement with students. The curriculum must be linked to the established College Guiding Principles and must serve to provide opportunities for all students who come to this College to achieve success.