TRANSITION: A POSITIVE START TO SCHOOL
PURPOSE OF THE SESSION

The purpose of this session is to consider the following questions:

• What is the purpose of the Transition Learning and Development Statement?

• How can the Transition Statement be used to inform the Individual Education Plan for every Aboriginal child starting primary school?

• What is your role in helping the school and family maximise the benefit of the Transition Statement?
BACKGROUND

• In this session we will follow the journeys of two Aboriginal children – Gary and James

• **Gary** has attended early childhood services and starts prep with a Transition Statement

• **James** has not attended any early childhood services and starts prep without a Transition Statement
OVERVIEW

• Setting the scene – what is the Transition: a positive start to school initiative?

• What is the transition learning and development statement?
THE TRANSITION LEARNING AND DEVELOPMENT STATEMENT

The Transition Statement is made up of two sections (Parts 1 and 2)

- **Part 1** - Sections A and B are for the family and the child to fill in. Part 1 also includes a section for children with additional learning and development needs, a disability or developmental delay (Section C – optional)

- **Part 2** is for the early childhood educator to fill in
GARY’S TRANSITION

• Gary has attended a playgroup and a four year old kinder program in a stand alone kinder. Gary’s Transition Statement was prepared by his kinder teacher.

• His parents also filled in their part and with their consent, the Statement was passed onto Gary’s school.
GARY’S TRANSITION CONT.

Transition Statement – Part 1 the child and family
- Information from child and family
- Includes child’s background, experiences before starting prep, parents’ views about the child starting school, how the child feels about starting school
- May include extra information if the child has a disability or developmental delay

Transition Statement – Part 2 the early childhood educator
- Information from early childhood educator. Will include context of the early years setting, things that might help the child settle into school, information about the five outcomes in the VEYLDF – identity, community, wellbeing, learning and communication

Individual Education Plan
- IEP will include information from the transition learning and development statement that is relevant to supporting Gary’s learning in prep
JAMES’ TRANSITION

• James has not attended any early years services. He arrives at school with no Transition Statement

• How can James’ prep teacher help his family write a Transition Statement (Part 1: the family) to support his learning at school?

• What is the role of the KESO in this process?
JAMES’ TRANSITION CONT.

- This section could be written with the family once James enters prep or with the KESO if the family would prefer.

- The prep teacher may or may not fill in this section for James.

- If there is no Transition Statement the prep teacher may refer to the information in the VEYLDF to inform the IEP or may write a statement.
HOW CAN THIS INFORMATION BE USED TO INFORM THE DEVELOPMENT OF GARY AND JAMES’ IEPS?

The information in the Transition Statement can be used to inform the IEP in two main ways:

1. The family information can be used to build a relationship between Gary and James, their families and their prep teachers

2. Knowing what some of Gary’s and James’ strengths are and what experiences they have had prior to school can help the prep teacher plan the IEP
## What happens when Gary and James start school?

<table>
<thead>
<tr>
<th>Gary (with Transition Statement)</th>
<th>James (without Transition Statement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family may already know KESO</td>
<td>KESO may not know James and his family</td>
</tr>
<tr>
<td>KESO may have assisted the family or early childhood educator to complete the Transition Statement before Gary starts school</td>
<td>KESO may set up a meeting with the family and also with the school</td>
</tr>
<tr>
<td>School may call KESO to set up a meeting with the family to discuss the statement</td>
<td>KESO may help family fill in the Transition Statement to give to the school</td>
</tr>
<tr>
<td>KESO can assist with building the relationship between Gary’s family and the school</td>
<td>KESO would talk to the school and participate in meetings between the family and the school to discuss the statement if they have already helped the family or start the process of writing it</td>
</tr>
</tbody>
</table>
THE ROLE OF THE KESO IN MAXIMISING THE UTILITY OF THE TRANSITION LEARNING AND DEVELOPMENT STATEMENT

• Build relationship between the child, family, the prep teacher and the school

• Help the prep teacher interpret the Transition Statement

• Help the prep teacher work with the family to complete the Transition Statement Part 1: the family (if required)

• Provide continuity and support for the family if they have any concerns about their child starting school
For more information

• Transition to school for Aboriginal children
  (download the transition kit on the transition website home page - Section 6 contains relevant information)

• General information about the Transition: A Positive Start to School initiative

• Contact the Quality Improvement Learning and Transition Manager in your region.

• Email psts@edumail.vic.gov.au
KOORIE EDUCATION WORKFORCE
PROFESSIONAL DEVELOPMENT FORUM

Primary and lower secondary Individual Education Plans
Individual Education Plans

Purpose of this session

• Once Koorie students are in schools how can we support their individual learning needs?

• What are the requirements that the school and teachers have to meet?

• What is the role of the KESO in relation to the development of the IEP?
First year of primary school- assessment

<table>
<thead>
<tr>
<th>Gary</th>
<th>James</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building on the information in the transition statement now included in the IEP the following data is collected</td>
<td>Building on the information gleaned from the family and now included in the IEP the following data is collected</td>
</tr>
<tr>
<td><strong>Every student:</strong></td>
<td><strong>Every student:</strong></td>
</tr>
<tr>
<td>• English on line interview by mid March-identified as being at, above or below expected level</td>
<td>• English on line interview by mid March-identified as being at, above or below expected level</td>
</tr>
<tr>
<td>• Running records analysis every two weeks</td>
<td>• Running records analysis every two weeks</td>
</tr>
<tr>
<td>• Mathematics on line interview including prep detour</td>
<td>• Mathematics on line interview including prep detour</td>
</tr>
<tr>
<td>• Fractions and decimals on line interview (not mandated)</td>
<td>• Fractions and decimals on line interview (not mandated)</td>
</tr>
</tbody>
</table>
## First year of primary school - actions

<table>
<thead>
<tr>
<th>Gary</th>
<th>James</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessed at the expected standard</strong></td>
<td><strong>Assessed below the expected standard in reading and numeracy</strong></td>
</tr>
<tr>
<td>• School maintains contact with family and discusses on going performance</td>
<td>• KESO informed and aware of this</td>
</tr>
<tr>
<td>• Targets included in IEP</td>
<td>• School initiates intervention strategies-in Year 1Reading Recovery or equivalent</td>
</tr>
<tr>
<td>• KESO aware that school is maintaining this contact</td>
<td>• Targets and intervention strategies included in IEP</td>
</tr>
<tr>
<td></td>
<td>• KESO liaises with family if required to ensure communication with school occurs</td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gary</th>
<th>James</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessed at the expected standard in reading and numeracy in Year 3 NAPLAN</td>
<td>Assessed below the expected standard in reading and numeracy in Year 3 NAPLAN</td>
</tr>
<tr>
<td>• School maintains contact with family and discusses on going performance</td>
<td>• Has been receiving on-going tutorial funding since the start of Year 2</td>
</tr>
<tr>
<td>• Targets included in IEP</td>
<td>• Received Reading Recovery support in Year 1</td>
</tr>
<tr>
<td>• KESO aware that school is maintaining this contact</td>
<td>• Targets and intervention strategies included in IEP and aligned with support provided by tutor</td>
</tr>
<tr>
<td>• Classroom teacher supported by Koorie Literacy Coach</td>
<td>• KESO liaises with family if required to ensure communication with school occurs</td>
</tr>
<tr>
<td>• KESO informs family of select entry possibility</td>
<td></td>
</tr>
</tbody>
</table>
## Year 6 to 7 transition

<table>
<thead>
<tr>
<th>Gary</th>
<th>James</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goes to a local secondary school which receives numerous students from his primary school</strong></td>
<td><strong>Family moves</strong></td>
</tr>
<tr>
<td>All students:</td>
<td>• IEP and transition data relayed to new school - KESO provides info to new region</td>
</tr>
<tr>
<td>• Details of IEP forwarded to secondary school</td>
<td>• New school able to put in place tutorial support as they have data from primary school</td>
</tr>
<tr>
<td>• Transition data and targets included in IEP</td>
<td>• Targets and intervention strategies included in IEP and aligned with support provided by tutor</td>
</tr>
<tr>
<td>• VCAA On Demand Adaptive Tests in English and Maths administered</td>
<td>• KESO liaises with family if required to ensure communication with school occurs</td>
</tr>
<tr>
<td>• Career aspirations identified by secondary school for inclusion in aspirational aspects of IEP</td>
<td></td>
</tr>
</tbody>
</table>

**Family moves**

- IEP and transition data relayed to new school - KESO provides info to new region
- New school able to put in place tutorial support as they have data from primary school
- Targets and intervention strategies included in IEP and aligned with support provided by tutor
- KESO liaises with family if required to ensure communication with school occurs
The role of the KESO in maximising the effectiveness of the Individual Education Plan

• Build relationship between the child, family, the teacher and the school

• Help the family understand the importance of ongoing assessment and feedback for improved outcomes

• Help the school to work with the family to complete the IEP in a meaningful, transparent manner

• Provide continuity and support for the family if they have any concerns about their child’s schooling
More information

*Individual Education Plans for Koorie students*


*Key Characteristics for Effective Literacy and Numeracy Teaching Years P-10.*


Additional teaching support is available in the English Developmental Continuum


the Mathematics Developmental Continuum

Gary finishes primary school

- Student Mapping Tool
- Tutorial support
- Parent engagement
- Cultural awareness training
- Ongoing conversation about “is it working?”
- Communication over summer, Orientation
James finishes primary school and moves

- no use of Student Mapping Tool
- “Only three Indigenous students, two from interstate”
- had tutoring, but did not catch up
- Wannik has had little impact on the school so far
- James finishes primary school *knowing* he is behind in writing, spelling and maths
Gary is at secondary school

- Student Mapping Tool
- early assessment
- IEP with family engagement
- tutors properly briefed and monitored
- Managed Individual Pathways program
- Extra support in Years 11 and 12
- Careers advice/expectations
James goes to secondary school

- no Student Mapping Tool, anecdotal evidence
- no MIPs program, just MIPs plans done once a year, from Year 10, in a single session
- IEP has no family engagement
- James is underachieving and there is no plan
- only some Koorie students have tutors
- no evaluation of whether tutors are making a difference

BUT...
You have an hour with James’ principal

- First five questions you will ask...
- Five pieces of information you will make sure he hears...
- What will you ask and tell his RNL when you get back to the office (and how)...
- What will you ask and tell the Regional Careers Officer and Koorie Transition Officer when you get back to the office (and how)...

Department of Education and Early Childhood Development

Every child, every opportunity
More information

Student Mapping Tool

Case studies to show different kinds of MIPs programs

MIPs/careers info re Koorie student pathways (includes scholarships, university and TAFE Indigenous support services, etc.)