# Transition practices reflection template

## Supporting students' academic transition from primary to high school

This template has been designed to support school leaders and transition coordinators in evaluating and improving current practices for supporting students' academic transition from primary to high school.

Use the excelling statements and reflection questions provided to evaluate your current transition practices. The template can be used as a source of evidence for implementation and progress monitoring.

### Learning

Table 1 – learning

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| Element | Theme | Excelling statement | Reflection questions | Reflection notes |
| Learning culture | Transitions and continuity of learning | There is systematic approach for supporting the diverse range of student transition needs. This includes those at risk to ensure the continuity of learning and wellbeing of all students from entry to post school.  Students and parents or carers are engaged early as key collaborators in all transition processes. | * How is continuity of learning prioritised in your current transition processes? * How are diverse learner needs considered in transition processes? For example: * Aboriginal and/or Torres Strait Islander students * high potential and gifted (HPG) students * students learning English as an additional language or dialect (EAL/D) * students with disability. * What evidence of continuity of learning currently exists in your school’s transition processes? * How do school staff engage the school community in student learning? * What evidence have you gathered from students, parents and the community to know if your transition processes are effective in supporting student learning from Stage 3 to Stage 4? * How can student voice be used to inform effective transition practices from primary to high school in your context? |  |
| Curriculum | Curriculum provision | The school’s curriculum provision promotes high expectations for student learning and nurtures student agency. Effective practices are enhanced by incorporating student voice and fostering learning alliances with other schools or organisations, where appropriate. Students’ learning pathways are longitudinally monitored (for example K–2; K–6; 7–12) to ensure sustained challenge and optimal learning outcomes. | * How familiar are teachers with syllabuses that come before or after the stage they are teaching to inform lesson planning? * How do teachers use the Stage 3 and Stage 4 English and Mathematics syllabus content to support continuity of learning? |  |
| Assessment | Whole school monitoring | The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers’ consistent, evidence-informed judgement and moderation of assessments. | * How is assessment data used systematically to evaluate student and cohort learning progress over time? |  |

### Teaching

Table 2 – teaching

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| --- | --- | --- | --- | --- |
| Element | Theme | Excelling statement | Reflection questions | Reflection notes |
| Effective classroom practice | Lesson planning | Lessons are systematically planned as part of a coherent program that has been collaboratively designed. Teachers use their professional judgment to make adjustments to suit student needs as they arise. Lesson planning is informed by students’ prior achievement, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. | * How do teachers collaborate across stages to share curriculum knowledge? * How do teachers collaborate across stages to share effective pedagogies? * How do teachers incorporate students' prior achievement, curriculum requirements and feedback into their lesson planning process? |  |
| Data skills and use | Data literacy | All teachers have a sound understanding of student assessment and data concepts (for example, causality and bias). They are able to identify the most relevant data for a particular purpose. They analyse, interpret and extrapolate this data and collaboratively use this to inform planning, identify interventions and modify teaching practice. | * What student learning data is reviewed from primary to high school during the transition process? * How is student data from primary school used to inform lesson planning and teaching and learning practices in Stage 4? * How is student data analysed to identify interventions, modify teaching practice and plan for differentiation? |  |

### Leading

Table 3 – leading

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element | Theme | Excelling statement | Reflection questions | Reflection notes |
| Educational leadership | Leading, teaching, learning | The leadership team maintains a focus on distributed educational leadership to support collective efficacy and aspiration. This sustains a culture of effective, evidence-informed teaching and ongoing improvement, ensuring every student is engaged and achieves measurable learning progress and closing of equity gaps. | * How are you leading a whole school approach to high impact professional learning to support continuity of learning? * How are you building teacher capability in data literacy? * How is the leadership team ensuring distributed educational leadership to embed and sustain effective, evidence-informed transition practices? |  |

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