STUDENT LIFE CYCLE (0-18 YRS OLD)

A DEEP-DIVE EXPLORATION

We work in the present to prepare our students for the future

Where did I go to school?

How did I handle transitions?

• What kinds of relationship did I have

What was my social experience like?

What results did I achieve?

What role did my dad play?

How did I deal with stress?

How did I learn best?

What are my regrets?

Consciously recreated

Unconsciously recreatedConsciously subverted

rest of life?

are either:

What role did my mum play?
How engaged were my parents?
How did I cope with pressure?

• How was my experience disturbed?

These experiences/conditions

• How helpful was school for the

with my teachers?

What did I study?

• When did I leave?

NAVIGATING **THIS JOURNEY**

Jobs The journey is broken down into six stages, or jobs, according to the dominant progress the student is trying to make at each point along the way. These are phrased as "Help me..." terms.

arent & Student experience

The defining experiences in and parents for each stage.

Events

The key events that predictably take place in the student's journey

Touchpoints

Platforms, initiatives and materials that students come into contact with throughout their journey, both DoE and third-party

Challenges

The events, constraints and experiences that stop students making the progress outlined in the stage.

Opportunities

Thought-starters for where DoE can focus attention to improve the student experience.

HOW DECISIONS ARE MADE

Early in the student journey, there are a range of factors influencing the decision making process.

Parental Considerations aycare Considerations Preschool Considerations External Factors Social influence Family influence Media Cultural factors External Factors Parents' own experience of education impacts heavily on their decision-making process. Factors include

Parental factors

 Parental independence Career ambitions Arrival of another child Values (Stay at home parent vs working parents)

Student factors Social development needs Intellectual development needs

Provider factors

 Availability (Or short waitlist) Location (Near home, near work) Convenience (Opening hours, full service) Environment (Facilities, cleanliness, atmosphere, outdoor space) Staff (Experience, warmth)

Progression Factors

Academic (developing beyond daycare curriculum)
Physical/emotional maturity (Outgrowing other students)

Prerequisites for Kindy
Social influence
Family influence
Media Cultural factors

Parental factors Personal experience Educational aspirations for child

Student factors Social development Intellectual development Academic preparedness Outgrowing daycare
Preparing for Pre-school transition.

Provider factors

 Location (Near home, near work) Environment (Facilities, cleanliness, atmosphere, outdoor space) • Staff (Expertise, experience, warmth) Teacher to student ratio Curriculum

Progression Factors
Academic (reading, writing counting)
Expert opinion Mental maturity Physical maturity

Kindy Considerations

External Factors Social influence
Family influence
Media
Cultural factors

Parental factors

 Personal experience Educational aspirations for child Does it "feel" right Personal beliefs & values • Financial (cost vs pre-school/daycare)

Student factors

Engaging/developing interests
Engaging/developing personality
Developing social skills

Provider factors

 Reputation in community School rankings/results
Interaction of students in public. Teaching methodology Extracurricular activitiesIs it in catchment area? Will it "feed" into the right middle/high school?

Progression Factors

 Dominant narrative about what's best for student Expert Opinion Parents' personal experience Media influence What fellow students are doingFinancial trade-offs

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Jobs		HELP MY PARENTS/G	JARDIAN/CARERS CHOOSE	E THE BEST START FOR ME								HELP ME MINIMISE	HELP ME FIT IN AND	DEFINE MY "NORMAL"		HELP ME MA	KE THE RIGHT CHOICES FO'	R MY FUTURE	
								HELP ME FIT IN AN	ND FIND MY "NORMAL" :	· ·	•	TO A BIGGER POND		HELP ME (JNDERSTAND WHY I'M LEA :	RNING THIS			
Student Experience	Everything I know about the world is shaped by my parents/carers If in daycare: spending time away from primary carer/family. Being exposed to different ways of sharing the world and potential education If in daycare: education through play	Learning basic education at home Exposure to other children at daycare P1 (Parent): "If we met one of our friends who had kids her age, she would want to play with them but she wouldn't know how So we did decide that it would be good for her if she went (to daycare) one or two days." P17 (Parent): "I put him in occasional care once a week just to get him in the habit of being with other children."	Development of personal interests P5 (Parent): "Because he is so into learning, I actually enrolled into one of those I Can Read classes by the time he was three." Creativity fostered by parents Introduced to devices as learning/entertainment Experience of structured learning environment	Students with undeveloped social skills (e.g. sharing) forced to adapt Abilities measured for progression to kindy (social/intellectual/behavioural) Being psychologically prepared for school by parents P1 (Parent): "I was like, 'Oh it's such a nice place.' We were talking a bit loudly, so she could hear us. We weren't talking to her directly. We were just talking to each other and saying, 'Ah, it's such a nice place and look at those kids. They're having so much fun.''		Faststart interviews help prepare the student for school by interviewing with teacher before kindy starts P2 (Parent): "That transition form was actually handed over because they had the Good Start interviews? It's basically where each child goes to see his or her teacher for about 20 to 30 minutes in the week or two preceding the first day of first term so that the teacher, and I suppose the child, then gets an introduction to the teacher, so it's not a total stranger on day one. And the teacher gets to get a little bit of a feel as to what each child's abilities are."	Deper social connections established P2 (Parent): "He won't generally talk about what's been taught at school. He won't talk about the English or the literacy or mathematics or things like that. He'll be talking about the relationships he's having with the kids." Dehaviour issues impact on ability to learn and keep up Abilities measured and quantified Personal relationships with teacher start to emerge	Self-driven learning and exploration (interests) Homework commences P5 (Parent): "Once you're in high school, it's like suddenly, you're bombarded v every day. He enjoys it anyway. He thinks he's smart." Immaturity of younger students becomes apparent	Critical point for "Catching up" vs "Developmental issues" with homework, and it's really hard to grasp that concept. You have to emerge from, 'Oh, I got h	nome, and play,' and then you suddenly, you have to go home and work. I don't want him to	Peer influence increasing	Focus on studies and results Prepare for HS P17 (Student): "The second to last week of my primary school in year six, they just for us, they did a special week and they did high school week for us. They made it feel like we were in high school." Personal expectations/ambitions impact on mental health	Social media becomes important Class streaming based on academic performance Social upheaval, student anxious to settle in. P21 (Student): "It's like The Hunger Games" Complex social dynamics become prevalent due to the changing structure (independence increases), higher expectations and biological changes Student given first taste of autonomy Students stop sharing everything with parents Exposure to sex, drugs and rock and roll Moving from primary school friends to high school friends P17 (Parent): "The boys weren't keeping in touch with him either and he wasn't getting invited over to their places they had their other friends there and it just felt that it wasn't the same as it was in primary school."	 Finding their voice (but not being heard) Engagement drops between excitement of high school and pressure of HSC Growing independence and making own choices P16 (Parent): "She loves high school in that she got to have a little bit more say in the subjects that she learns and she got to do more of the stuff that she really enjoys doing. So for her, just feeling like she has a little bit more responsibility, that she has a little bit more say in her own life. It was really great for her." Adjusting to new teaching routines and styles P18 (Student): "From 7, 8 and 9, well more like 7 and 8 it was like a test. It was seeing how good you were, pushing a bit of work on you, not too much though" Weighing up personal ambition and interest vs What my friends are doing 	Seeking greater understanding of the world outside of school Student starts to feel in control of education P15 (Student): "In year nine, I started taking control of everything and realising everything that was actually going on and what I could do, so if there's something that I don't really need to go straight and call my mum for, I can just try and see if there is a way for me to figure it out myself before having to go to my parents." Student learning to deal with pressure School gets 'serious' School and parents start applying pressure for future Previous older sibling's experiences inform expectations (as to why I'm learning this, and it's starting to sink in) Questioning of authority and worth of education	 Focus on HSC raises doubts about importance of current work P15 (Student): "In year 10 homework felt tokenistic" HSC subjects: personal interest vs parents interest vs subjects that scale P15 (Student): "Some people are doing it on subjects, which one was gonna scale higher but I did it more on just which I actually enjoy and would stress me out less" Work experience takes place Teachers with real world experience becoming increasingly valued P14 (Child): "He went to Japan for a long time and can teach us easily" Study becoming primary focus Results start directly impacting future opportunities P15 (Child): "In year 10, you get a lesson every two weeks with your careers teacher, so your whole class just has a careers lesson. She'll just tak to us about options and different unis and different pathways and stuff you can go down and if you have any questions, you can talk to us. lecture in class and stuff." 	Increased workload and final academic push Pressure on academic performance from parents and teachers P15 (Student): "I feel like a majority of the pressure comes from my teachers. I try not to put too much pressure on myself because there are other things influencing my marks sometimes and I don't want to just make myself feel horrible about myself just because of a mark. I put pressure on myself to do better definitely. I think about it and my teachers sometimes if I do get a pretty crappy mark, they'll talk to me about it and try and get me to improve and then when assessment week does come around, they'll help me a bit more with my assessments and try and get me to do better." Student/teacher relationship grows as pressure mounts P15 (Student): "Each year has a year advisor and my year used to have a really great year advisor and I loved her and she was really easy to talk to and we had a good relationship going and I could actually talk to her about those things."	Tertiary enrolment expected Preparing for "real life" P18 (Student): "I've been taught like some stuff that's been needed after school, like getting your resume and your licence like, the essentials, the needs." Pressure of HSC leads to questions about value of exams P18 (Student): "I don't think it's actually relevant, because the way I'm seeing it is that it's like being a senior, like 11 and 12, is more getting you ready for a big test and I was thinking that this big test is going to impact how my life goes after school. Then, I was told to think of it another way, and then I was like, 'Oh, well, then what's it for?''	
<section-header></section-header>	Reduced income whilst mum is not working Consideration of whether or not to go back to work (Financial factors; career ambitions; obligations) Parenting advice from family, social, support circles Independence can be regained by sending student Considerations for daycare; Availability/waltlist, affr (hours, location), level of service, conditions, staff, e Monitoring other children to undestand what "norm Parents start putting plans into place for the stude based on personal experience Setting of expectations for daycare/education: P1 (Parent): 1 want her to be a good person rather twith education" P1 (Parent): 1 want her to be a good person rather twith education"	rmal" is connected to what they might have done, and you can actually talk about it on the way home, or at dinner, about what they did, how they felt about something. That's really nice having that connection to her day, without even being there."	 Formal educational materials introduced, e.g. flash cards, reading eggs app, etc Parents begin to cater to interest categories of the child, e.g. music, sport, dinosaurs, etc Passive research of kindy options through conversations with friends and family Active research of pre-school Handover of student to "the system" Starting to look for a kindy P5 (Parent): It's a process. You don't really start looking. It's an ongoing thing from pre-school! Finding a preschool that aligns with values P6 (Parent): "On choosing a pre-school: And I went there, and it was like walking into a hospital. It was just It's not like a hospital. There was no feeling there." 	Consideration of kindy options: Perception of kindy as the start of school experience P6 (Parent): "I was pretty confident she wasn't going to go through private school, but I needed to ask other parents to see, in case there was something I hadn't thought of, in case there was a different way of looking at it that hadn't occurred to me." Future education decisions about school firmed up Active research of kindy options Selection/enrolment of kindy Childcare experts provide information/recommendation of child's suitabilit Weighing up cost of pre-school vs suitability for kindy Choosing kindy according to what "feels right" Social/familial pressure on choice of education style/institution Reintroduction to education system for first time since own experience	"Letting go" of kids "Letting go" of kids Parents looking to confirm they're doing the right thing for their child. P6 (Parent): "But it was child psychologist teacher lady speaking at the front that gave us some information about what we should look for, how we could help them transition into primary school, a few do's and don'ts. It was nice to know that her recommendations were kind of things that we were doing, anyway." ty to progress to kindy Parents consult and judge if child is ready for kindy P10 (Parent): "Well, when I put him in, when he was in pre-school, they told me, they said, "We don't think he's ready." Am I pushing my kid into school, or holding her back? Is she ready?	 Concern with how child will go now they're "in the system". P3 (Parent): "On parent/child days at start of kindy: "it really builds confidence in the capabilities of the teachers." Development of child brought into sharp focus by grading and comparison to classmates. P3 (Parent): "My daughter was started earlier so we know she is in the average reading bandwidth. So, we're happy to accept that." Costs of school, activities and upkeep become apparent Establishment of parent/teacher interventions (and expectations) Engaged, concerned and pushy parents seek one-on-one time with teacher P3 (Parent): "That was the best thing I've ever heard from a teacher. 'He is just a normal little boy." Confusion on how as a parent, they should supplement school learning P10 (Parent): "Like, they could send spelling words home but I couldn't pick my own words, because that's not what he was learning at school." 	Primary school engagement has started to be 'normalised' Learning/social issues become more apparent P10 (Parent): "He wouldn't say boo. He never asked any questions or nothing. So he missed out on a lot there. Yeah, so I think that's also played a part in it. Because when he got to year one, the teacher in year one, she had Like, she really put her time and effort into my son, and that's when he started to learn to read." P2 (Parent): "We don't want him to fall behind, we don't want him to necessarily be the head of the class, but we certainly don't want him to be at the bottom where he feels that he's struggling." P3 (Parent): "I did search a lot of child behaviouralists, ADHD symptoms, but I really don't think James fit in much of them. He probably fit one or two, but then all kids fit one or two, right? I actually looked up a lot of the symptoms, and I actually did call one or two counsellors, and made an appointment, and cancelled Because my husband said there's nothing wrong with him."	Intervening to provide shortfall in school's offering P3 (Parent): "My son went through a massive issue in one of the years, (with a bad teacher) then we had to catch up quite a bit, so we thought good idea to get a bit of coaching, and the coaching just led to more and more coaching, which helped him. He's virtually in the top 10% of his class in just about most things." Peers influencing students behaviour P10 (Parent): "I'd rather he had no friends than bad friends" Focus on social development Students desire to go to school is a metric for success for parents, as it indicates when they're enjoying themselves Parent/teacher nights become part of school rhythm P4 (Parent): "Parent/teacher means you get 10 minutes and it's all them telling about your kids, the end two seconds they go 'oh, do you have any questions?' And I'm like 'Oh!'. And then times up, and they have a strict policy where you only get 10 minutes and then the next person's ready at the front."	Parent approach to education comes into focus P12 (Parent): "I want her to have a good education, I don't want her to flunk out of school like I did" Routine of school provides stability P9 (Parent): "Cause kids are very big with security and routine and so if the routine's not happening and homework was a part of that routine, there's tension and the kids get frustrated and then everything just goes haywire." Schools acting as a sanctuary P5 (Parent): "The principal intervened and said 'this is a place of routine, don't let what's going on outside impact here. It's a safe place" P5 (Parent): "I was advised by the teacher that I should seek child counselling for my child I find that really disturbing, and I was really, really upset, because that's my first child. I have no experience with kids. I don't think there's anything wrong with my child, but then the teacher's a professional, and she said that."		Consideration of tutors to prepare for high school P3 (Parent): On extra tutoring for student: "I was really the black sheep of my school. My teachers both in school, and my counsellors hated me I'm just trying to give him as much opportunity as possible." Awareness of schools offering selective entry exams	Transition to focus on academic Single parent filling both support and authority roles Parents losing sway on child as peer influence increases Choosing the right high school P15 (Parent): "To be honest I really just tried to cater to each of my kids individually in terms of what their talents were, and she's exceptionally good at sport."	Establishing a new community of parents P12 (Parent): "They talk about schools and what happens in these schools or they've heard of bad experiences at other places or schools" Establishing a new community of students P17 (Parent): "Like with that first year at the high school, he never ever told us much about his friends at school, "I've got friends." I would say, "Who's your friend Ross?" Oh, I've got plenty of friends." Who's your friend Ross? Would you like them to come over, you know, for, you know, just a for a visit?" Sport as a source of structure and discipline P12 (Parent): "I'm glad that Brayden was playing football I think that's important to keep them occupied so they don't fall into the wrong crowd or the wrong scene." Fostering student's increasing independence P16 (Parent): "It was really hard to sort of take a step back and not be there in control as a parent and try to fix it, and kind of just walk her through so she can fend for herself." Parents unclear as to who is responsible for "my child" (From one teacher to r Mismatch of expectations and reality of how DoE provides to help with transition	 Deciding on focus: all rounder vs pursuing strengths P16 (Parent): "She's not academic, she's more sort of well rounded, and the school bases more of an emphasis on being a good person and doing things she can rather than sport ordoing those sort of academics." Keeping up students enthusiasm for high school P17 (Parent): "You've got a new year Ross,' so I said to him, 'Let's have a new start, you know?' And then year seven, you know what too. You're 13 years old. You've done one year of high school. And I said, 'Do you love the high school?' I kept asking him, 'Are you happy at school?' because that's my main concern, about bullying because it's got a bit of a reputation about bullying and all that." Offering ongoing support P14 (Parent): "I'm always here to help him if he needs it." 		Parent's experience of exams/HSC come into play Tracking student progress in respect to future plans Parent guiding decisions but supporting student's decision's Supporting social development – ensure safe environment/reduce risk P13 (Parent): "It's difficult to control who they become friends with. You just hope their friends are a good bunch of people and not idiots." Enabling increased student independence	Providing stability and support through stressful periods P14 (Parent): "As long as he picks the subjects that he likes and that he's god at, and if he gets through them, if he gets through with a good mark, i'l be thrilled." P13: "We say you've got to study your hardest to your potential." Advising tertiary education/training and career options P13 (Parent): "The number one thing is that she does something that she enjoys. The more she enjoys it, the easier we will find it and eventually hopefully get better results. Yes, the number one thing is, they've got to enjoy their studying."	Preparing student for end of school, emotionally P13 (Parent): "If they're overall developing happily and nicely really. That they're not going into their shell, being depressed and you could say, hiding tings."	Parents have different expectations of what a successful education achieves. P8 (Parent): "You know, you want them to be happy. You also want them to learn and to mould into the kind of the person you are, like you and your husband are, and the values. So, I think school can offer so much I guess you're looking for someone who is well rounded and has experienced everything"
Events	Daycare an option Family care an option		Preschool an option	Kindy selected		Kindergarten starts	Primary school starts					Graduation from primary school	Start high school				HSC begins		
Touchpoints	Community Groups Doctor Appointments Mothers' Groups Family and Friends Media Daycare apps Other parents Other parents		Learning Potential App Preschool collateral (brochures, website etc) Forums/social media discussions Google for educational resources P1 (Parent): I Googled it. I learned about Reading Eggs but I think you have to pay for it. I didn't want to pay for something at that time, so I starting looking for something free and this was free. It was actually a very nice one.	MySchool Website Kindy collateral (brochures, website etc) Forums/social media discussions		School materials Open days/nights	Parent teacher nights commence. Transition to school statement P4 (Parent): "I thought every parent was meant to see these, but, only about half of them have."		NAPLAN Test				NAPLAN Test		NAPLAN Test			HSC	
Challenges	Parents make decisions for their child based on advise from other friends and family members with children in daycare Parents draw on their own school experience to help inform where and when their child might go to daycare Tor parents there is a tension between getting their child into "a" daycare, vs the "right" daycare	Parents are unsure of how to gauge if child is developing normally	Child not being socialised Parents are unclear on suitable materials for first learning experiences P2 (Parent): "We got Benjamin started on exercise books from OfficeWorks"	Relative cost of kindy over preschool Parents appraising schools in different way to DoE No qualitative comparison of schools Parents unsure of what to expect from schools P6 (Parent): "I haven't been in a classroom since high school"	Parents making decision about readiness of child for progression rather than childcare professional		Parents become decreasingly engaged with the education process of subsequent children as it grows increasingly familiar A lack of transparency of how development issues are identified by teachers can lead to mistrust and stress	Lack of soft-skills curriculum or metrics makes progress in social development difficult to gauge	Poor teachers have the potential to let down system and curriculum		Mismatch in student/parent ambition	Responsibilities given to students as they get prepared for the autonomy of high school Limited interactions with teacher Students exposed to generic structure/methodology of school Parents expectations of high school can influence how student prepares for transition	Academic decisions impacting social experience (and vice-versa) No single point of contact for parents looking for information on student (expectations set by primary school experience) Parents lose visibility on child's social experiences as student stops sharing Parents concerned about child being lost in system	Students feeling of independence not matched by ability to provide input on education		Students being prepared for HSC, not future Parents, students and teachers have different ideas about when school gets "serious" Parents have been taught differently to students, so have difficulty helping with studies.	Students feeling the overload of homework assignments and study	Teacher/principal expectations adding excessive pressure to students	
Opportunities	How does a daycare match my beliefs, behaviours too? (from a parent perspective) Should I send my kid to daycare too? (pros/cons, costs, things to consider)	Educate parents on breadth of "normal" development	Guidelines/stimulus for parent-led education	Alignment of parental enquiries and DoE guidelines for school websites Identify important qualitative measures and metrics for school Start conversation with parents about school before selection process begins	Official guidelines/entry criteria for entering kindy		Evolution/upkeep of Transition to School statement Transparency of progress for identifying social issues and measures for parents Coping strategy for parents of children with issues	Educating parents on how to assist with social development Embedding key values and principles within curriculum Empower teachers to actively coach personal and social development		Arm parents with knowledge to deal with social disruption	Supply extra materials and advice Handover process from primary to high school Help parents understand the skills and value of tutors in a standardised way.	Customisable parent/teacher meeting agenda	Students in selective streams fearful of being down-graded Standardised/recommended student socialisation (drawn from current best-practices across all schools) Help students better understand the importance of early academic decisions	Create closer ties between curriculum and real world	Translate curriculum into multiple learning modes				TRICKY Image: Second secon
BEFORE CHILD	0 Y/O 1 Y/O	2 Y/O	3 Y/O	4 Y/O	5 Y/O	KINDY	YR 1	VR 2	YR 3	VR 4	YR 5	YR 6	YR 7	YR 8	VR 9	YR 10	YR 11	VR 12	Revond school