Staged Success Criteria:

FAIR Education: *By the end of 2020 what do we expect people to be doing differently?*

Key: Yellow-before Fair Ed; Green where we are now

STUDENTS

Transition: Students feel safe, secure and confident learning in their new environment where they have a sense of belonging		
Simply: Students participate in the Orientation Day activities offered by the school.	**Richer:** Students engage with transition activities provided by the school over a period of time. These activities may be part of a "Middle Schools" initiative.	**More Complex:** Transition initiatives are supplemented with specific programs to support students with additional needs. These programs may include multiple 'individualised' visits, case conference planning and or engagement with external agencies that support various students.
Evidence: *- Participation/attendance numbers* *- Teacher observation notes*	**Evidence:** *- Participation/attendance numbers* *- Observation notes/ Anecdotal evidence from teachers and parents on student behaviours*	**Evidence:** *- Internal behaviour management data – for successful Transition.* *- Program schedule/log* *- Number of students engaging in programs*
Simply: Buddy and Mentoring Programs to support transitions are available	**Richer:** Mentoring is sustained throughout the year and marked by key touchstone points to ensure that the student is making a successful transition.	**More Complex**: Mentors are highly skilled at supporting students transitioning to school and undertake training to prepare future mentors to commence the next school year. They are also able to assist students in forming, building and maintaining friendship groups beyond those from their previous school or educational setting.
Evidence: *- Numbers of students asking to be trained* *- Tell them from me survey* *- Targeted individuals*	**Evidence:** *- Numbers of students asking to be trained during the year* *- Tell them from me survey* *- Targeted individuals*	**Evidence:** *- Survey questions devised and designed by the students* *- Evaluation of feedback about the success of the transition/adjustment to school/educational setting.*
Simply: There are steps taken by the school to liaise with the previous school or educational setting to capture some background information about the student	**Richer:** Parents are welcomed into the school and provided information about the school and wellbeing initiatives that are available to their child.	**More complex:** Individual Plans and programs are then subsequently developed to accommodate the needs that have been identified, in readiness for the new school year.
Evidence:	**Evidence:**	**Evidence:**

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- Collection of data from previous educational setting	*- Survey data from parents* *- Parent attendance numbers* *- Copy of the wellbeing initiatives offered by the school*	*- Collection of data from all stakeholders (parents, feeder schools)* *- Copies of individualised plans and programs*
Simply: Mid-Year Transition Students have the opportunity to meet their teacher/s prior to commencing class Transition mornings also take place for identified students.	**Richer:** Mid-Year Transition Students and their parents are able to have a personalised tour of the school and meet their new teacher and new class prior to commencing school.	**More complex:** Mid-Year Transition: Transition activities/workshops are made available throughout the year. (This can be designed for year 5 and 6 to engage with their prospective high schools).
Evidence: *- Student attendance numbers* *- Transition mornings outline for identified students*	**Evidence:** *- Participation and attendance numbers* *- Parental request for personalised tours*	**Evidence:** *- Copy of the outline of activities* *- Ongoing evidence that the activities are evaluated for success and high levels of engagement.* *- Exit tickets to measure effectiveness of activities in promoting a sense of belonging)*

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STUDENTS

Parent Engagement: Students' parents are involved to support me in my learning		
Simply: *Parents attend 'Parent Teacher Night' and/or organised school meetings about their child's progress.* *Parents attend exhibitions of student work*	**Richer** *School paperwork and information about the school and learning support that is available is translated in the various community languages.* *Online communications are available to parents with push notifications to encourage attendance and participation, particularly at showcases of student work and performance.*	**More Complex** Promote school resources such as Homework Clubs, and learning assistance programs offered by the school to members of the wider community. Participation in the workshops and learning sessions offered by the school to build their capacity to support their child's learning. Through consultation they guide the content and delivery of future workshops.
Evidence *- Participation numbers* *- Tell them from me survey*	**Evidence** *- Participation numbers* *- copies of translate documents for parents in various languages* *- Outline of the processes in place to constantly review the community need around language needs*	**Evidence:** *- Attendance numbers* *- Outline of school resources and workshop activities* *- Copy of the workshop outcomes achieved by attending workshops* *- Notes taken during verbal focus groups*
Simply: Parents have a basic understanding of their child's learning by having access to student homework tasks and student learning goals	**Richer:** Through communications with class/ stage teachers, it is evident that the student has discussed their learning goals with their parents and explained how they are meeting their goals. Suggestions are offered by the teacher to assist with improving strategies to achieve their learning goals.	**More complex:** Parents are endeavouring to support their child's learning goals at home and this is made clear with their ability to engage in three-way learning conferences and articulate an understanding of their child's learning goals and achievement.
Evidence *- Parents to student developed learning goals (online platforms utilised in each educational setting)*	**Evidence** *- Teacher observation* *- Log of parent conversation* *- Copy of student learning goals with suggested comments for improvement.*	**Evidence** *- Teacher observation* *- Evidence of the documentation that they are engaged* *- Copy of student learning goals*

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TEACHERS

Transition: Teachers identify & provide opportunities to support successful transitions		
Simply Participate in a transition program	**Richer** Plan an element of a transition program	**More Complex** Lead an element of a transition program
Evidence • Collect information about incoming cohort and potential difficulties for individual students	Evidence • Observational data of students in current setting • Parent meetings for identified students • Meetings with staff from previous school	Evidence • Leading the development of plans for identified students • Follow-up with identified students transitioning to/from school
Simply Display a positive and welcoming disposition to new students who arrive during the year	**Richer** Accessed information/data about new student Contact previous school for information	**More complex** Developed plan to meet students' academic and social needs Update plans for current setting
Evidence • Feedback from new student	Evidence • Plans uploaded on new school database • Learning Support Team informed	Evidence • Follow-up with parents/previous teachers re: student needs/concerns (check in on the transition to new setting)

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TEACHERS

Parent Engagement: Teachers develop and sustain respectful relationships to enhance learning within the community		
Simply Communicate with parents when required	Richer Communicate with parents for positive and negative purposes using a range of communication modes	More Complex Communicates with parents in a proactive and positive way ensuring communication modes are utilised to meet parent need
Evidence • Communication is made	Evidence • Communication is made and documented	Evidence • Communication is made and documentation procedures are transparent
Simply Teachers involve parents in their classrooms	Richer Teachers encourage and facilitate parents to be actively involved in other classrooms that are different from their own child's	More complex Teachers know and value parents expertise and talents which is demonstrated through parent involvement with the whole school community
Evidence • Parent involvement registers	Evidence • Parents involvement registers	Evidence • Parent involvement surveys and registers

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LEADERS

Transition: Create enabling conditions to facilitate successful transition		
Simply Include transition as part of the school vision and 5P Plan.	**Richer** Engage in opportunities available to implement plan for transition.	**More Complex** Engage with other leaders in schools within the community to discuss transition practices & strategies to support students and families.
Evidence • Written into school plan.	Evidence • Documented sequence of implementation	Evidence • Meeting minutes • Emails & correspondence between schools • Scheduled meetings • Action plans
Simply Select year advisors in advance for preparation	**Richer** Advisors involved in existing transition practices & procedures. Ie. familiarise self with key staff & students	**More complex** Refine transition practices through partnering with external agencies to enrich transition experiences for families.
Evidence • Identify key staff.	**Evidence** • Timetabling • Transition handover procedures • Documentation of contact between settings	**Evidence** • Professional dialogue • Photos • Emails/correspondence • Documented procedures & strategies
Simply Provide PL for all staff within the school community to support transition.	**Richer** Provide enabling conditions to support key staff in the facilitation of successful transition practices.	**More complex** Follow Up with students who have transitioned to/from the school.
Evidence • Staff attendance • Structured meetings • Open dialogue & clear understanding of transition processes	Evidence • Resources • Timetabling structures & funding • Dialogue • Structured meetings	Evidence • Phone log • Emails • Anecdotal notes • Dialogue • Events

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LEADERS

Parent Engagement: Leaders value families as partners in the community		
Simply Attend P & C meetings	**Richer** Extend & invite all community members to be involved in the school community & decision making	**More Complex** Co-create events/learning opportunities with community members outside of the P & C
Evidence • Minutes • Attendance	Evidence • Parent narratives/stories • Photographs • Emails • Presence at school events	Evidence • Documentation • Photos of events • Planning documentation & product
Simply Communicate with families in a genuine manner.	**Richer** Explore new & different ways to engage with community.	**More complex** Empower parents to become a voice within their community.
Evidence • Informal conversations • Anecdotal notes • Presence in school community/events	Evidence • Multiple mediums/platforms • Photographs	Evidence • Observations • Parent presence and attendance at organised parent led initiatives
Simply Demonstrate the importance of key staff making connections with parents in informal settings.	**Richer** Support and build capacity in all staff to engage with families.	**More complex** Partner with external agencies to enrich learning opportunities for students and families.
Evidence • Observation • Photographs • Discussion • Anecdotal notes	Evidence • School events • Correspondence between staff and parents (ie. Through notes, observation etc.)	Evidence • Correspondence between school & external agencies • Photographs • Observations

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PARENTS AND COMMUNITY

Transition: Parents and community are empowered, valued and confident that their children are safe and learning in their new environment		
Simply Attend Open Days, information sessions, orientation days	**Richer** Parents and community have opportunities and engage in open forums and discussions during events	**More Complex** Parent and community members are actively involved in planning and delivering the open days, information sessions, orientation days etc
Evidence - Numbers - Photos	**Evidence** - Scribe of question sessions which can be turned into a leaflet/brochure - Photos/videos - Attendance registers	**Evidence** - Planning notes - Action plans - Numbers involved - Names of community members
Simply Meet child's new teachers and school learning leaders and obtaining information regarding academic requirements	**Richer** Parents/carers engaged in parent and student learning conversations eg meet the teacher nights, parent/teacher interviews, parent helpers	**More Complex** Co-create, design, evaluate and facilitate strategies and programs with academic focus
Evidence - Year handbooks/class information - Class information sheets eg homework expectations	**Evidence** - Attendance at teacher welcome night etc - See Saw, Dojo, Google Classroom	**Evidence** - Conversations with community members - Planning documents - Program annotations - Feedback/surveys
Simply Access the welfare services provided at school eg school website, behaviour models, policies and procedures	**Richer** Parents/carers and students engage in school based and community workshops and programs with a safety and wellbeing focus	**More complex** Co-create, design, evaluate and facilitate strategies and programs with a well-being and safety focus
Evidence - School Action Plans - Staged success criteria uploaded	**Evidence** - Handouts - Resources - Photographs	**Evidence** - Conversations with community members - Planning documents - Program annotations - Feedback/surveys

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