

YEAR 7 TO HIGH SCHOOL

SASPA/SAPPA
Year 7 to HS
Forum



Government of South Australia
Department for Education

Reflections and key themes

Importance of context

Collaboration and Partnership(s)

Student Voice and Agency

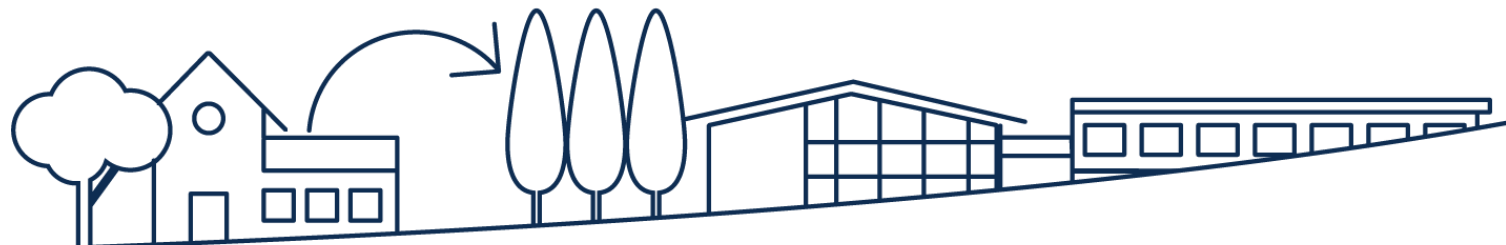
Communication

School Culture

Vision and Values

Instructional Leadership

Transition is not a one off event



Support for schools

Funding

- Double cohort
- Workforce readiness
- Additional and one-off funding for Children in Care

System Response

- IESP funding pause
- One Plan
- Additional Special Educators / Behaviour Coaches
- Transport Assistance Program

Resources

- Guidance
- Practice-sharing
- Communications

Funding to support the move

- [Double cohort](#) and [workforce readiness](#) grants (2021); incorporating additional support for schools with a high proportion of students who require more intensive transition support.
- Additional funding for Children in Care at key transition points
- One-off funding to support Children in Care already enrolled in our schools

IESP funding pause

- All IESP reviews scheduled from 24 March 2021 through to 31 December 2022 will be extended for 2 years from their current review date.
- Indicative IESP funding reports to be provided in early Term 4
- Further indicative reports in week 0 Term 1
- Final reports provided following the week 1 census confirming which transitioning students have commenced attending the site and their IESP resourcing allocation.

One Plan

- In 2021, schools are recording One Plans in the existing online module, the interim template or a mixture of both systems.
- Access to future enrolled student One Plans depends on where they are recorded.
 - Plans in the online module are available as a read only to high schools from 1 September (no change).
 - Plans recorded in the interim template will be manually provided to high schools by the One Plan team.

Additional Special Educators / Behaviour Coaches

- Will be engaged to provide capacity for Senior Special Educators to support schools and families during the double cohort transition.
- Support for schools will have a focus on students with disabilities, vulnerable learners or those with complex presentations.
- The senior educators will also support teachers appointed to the new special options in developing inclusive practice.

Transport Assistance Program

- Ensure the Transport Assistance Program (TAP) is ready for the double cohort transition, by exploring earlier transfer of student data to allow more time to plan routes.
- Staff from the TAP will be in attendance at the statewide special options panel process, ensuring an early start to these conversations.

Practice-sharing

- Series of case studies highlighting aspects of transitioning students at risk of disengagement
- Student agency toolkit (being developed by SAPPA / SASPA)
- School / partnership template examples e.g. transition data spreadsheet, transition schedule, student / parent survey
- The year 7 to high school pilot review provides insights to support schools in their planning

Guidance

- Guidance for schools in transitioning Children in Care to HS (developed from case studies)
- Information for transitioning students with disability and learning difficulties to HS / process for accessing data
- Aboriginal Learners Project & Aboriginal Education Workers survey / resource

Aboriginal Learners Project

- Partnering with the Australian Council for Educational Research (ACER)
- Using evidence based recommendations to support schools achieve a successful transition of year 7 Aboriginal students from primary to high school in 2022
- Five schools to participate in the research - John Pirie Secondary School, Port Augusta Secondary School, Salisbury High School, Nuriootpa High School and Gawler and District College B-12
- Informed by a parent forum held in partnership with the South Australian Aboriginal Education and Training Consultative Council (SAAETCC)

Continuity of Learning

- Strong links and communication with feeder primary schools
- Transfer, analysis of to relevant learner achievement data in readiness for beginning of 2022 (know your learners)
- Additional intervention processes and support strategies for students with specific needs

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