GOOD TRANSITIONS: TEXT OF ONLINE QUESTIONNAIRE

Question 1.
This is an anonymous survey, but, as usual, we need a profile of your school .In what region is your school located?

- Riverina
- Western NSW
- New England
- North Coast
- Hunter / Central Coast
- Western Sydney
- Northern Sydney
- Sydney
- South Western Sydney
- Illawarra / South Coast

Question 2.
Please indicate the category into which your school fits:

- Primary school P1 or P2
- Primary school P3 or P4
- Primary school P5 or P6
- Central or community school, K-10
- Central or community school, K-12
- Comprehensive secondary school, 7-12
- Comprehensive senior secondary school, 11-12
- Secondary school, with some recognised special purpose or designation
- Selective secondary, in part or in full
- Secondary junior campus (part of a college)
- Other (please specify)

Prelude to Questions 3-62.
There is significant professional support for the utility of the following twenty primary-to-secondary transition practices. While not the only transition strategies that are available to schools, they have been selected as a basis for tapping your experience of currently *feasible* initiatives in your own sphere of primary or secondary school administration. There are just two items of information that we seek from you in relation to each of the twenty practices. First, what priority you personally attach to each suggested practice (ranging from 'vital' to 'not recommended'). Second, the extent to which the practice is currently operating (ranging from 'fully operational' to 'not at all' to 'not applicable'). If the practice is rated 'vital' or 'important' but is not implemented, please provide a comment on the reason why.

Although not all of the practices are within the power of either a primary or secondary principal to adopt by virtue of their separate jurisdictions, we are interested in your comments on all of the items. In analysing the results we will distinguish the views of primary and secondary principals. The findings will be aggregated and confidential and we have no interest in trying to identify responses from particular schools.

Administrative aspects:

Questions 3-5: Achieve a shared agreement at a senior level within a cluster of primary and secondary schools on the need for a coordinated transition program across these schools, and establish a cluster working group supported by coordinators in every school to develop and systematically implement the plan.

3. PRIORITY Tick box	Vital	Important	So-so	Unimportant	Not recommended
4. OPERATING Tick box	Fully	Occasionally	Not at all	Not applicable	
5. COMMENT (If 'vital' or 'important' but 'not at all' in operation)					

Questions 6-8: Provide systematic opportunities for primary school students, parents and teachers to obtain detailed secondary school transition and orientation information in various forms, e.g. information booklets, school handbooks, website information, student and parent meetings, guest speakers, school newsletters.

6. PRIORITY Tick box	Vital	Important	So-so	Unimportant	Not recommended
7. OPERATING Tick box	Fully	Occasionally	Not at all	Not applicable	
8. COMMENT (If 'vital' or 'important' but 'not at all' in operation)					

Questions 9-11: Achieve agreement across the cluster as to the scope of student data and other teaching/learning information that is to be exchanged between schools, including relevant timelines and the means by which it is to be transmitted.

9. PRIORITY Tick box	Vital	Important	So-so	Unimportant	Not recommended
10. OPERATING Tick box	Fully	Occasionally	Not at all	Not applicable	
11. COMMENT (If 'vital' or 'important' but 'not at all' in operation)					

Questions 12-14: Arrange student, parent and teacher meetings, familiarisation visits and other support for Year 6 students with special needs.

12. PRIORITY Tick box	Vital	Important	So-so	Unimportant	Not recommended
13. OPERATING Tick box	Fully	Occasionally	Not at all	Not applicable	
14. COMMENT (If 'vital' or 'important' but 'not at all' in operation)					

Social and personal measures:

Questions 15-17: Conduct orientation tours of the secondary school for Year 6 students and their parents to familiarise them with the layout, organisation, procedures and routines of the secondary school.

15. PRIORITY Tick box	Vital	Important	So-so	Unimportant	Not recommended
16. OPERATING Tick box	Fully	Occasionally	Not at all	Not applicable	
17. COMMENT (If 'vital' or 'important' but 'not at all' in operation)					

Questions 18-20: Arrange for primary students to experience 'taster' lessons and experience secondary school performances and other events, while gaining familiarity with some of the secondary teachers and specialist secondary facilities.

18. PRIORITY Tick box	Vital	Important	So-so	Unimportant	Not recommended
19. OPERATING Tick box	Fully	Occasionally	Not at all	Not applicable	
20. COMMENT (If 'vital' or 'important' but 'not at all' in operation)					

Questions 21-23: Organise educational and social events for Year 6 students and parents that provide opportunities for the building of relationships between students, parents and the secondary school.

21. PRIORITY Tick box	Vital	Important	So-so	Unimportant	Not recommended
22. OPERATING Tick box	Fully	Occasionally	Not at all	Not applicable	
23. COMMENT (If 'vital' or 'important' but 'not at all' in operation)					

Questions 24-26: Provide opportunities for primary school students to explore any concerns about moving to secondary school through activities such as discussion groups, visits by high school teachers and visits by ex-students who can recount their positive experiences at secondary school.

24. PRIORITY Tick box	Vital	Important	So-so	Unimportant	Not recommended
25. OPERATING Tick box	Fully	Occasionally	Not at all	Not applicable	
26. COMMENT (If 'vital' or 'important' but 'not at all' in operation)					

Questions 27-29: Establish ongoing links between primary and secondary students with particular interests or talents, e.g. cluster band, inter-school debating, maths competitions, joint musical productions, joint SRC/leadership programs, sporting challenges, computer club and environment club activities.

27. PRIORITY Tick box	Vital	Important	So-so	Unimportant	Not recommended
28. OPERATING Tick box	Fully	Occasionally	Not at all	Not applicable	
29. COMMENT (If 'vital' or 'important' but 'not at all' in operation)					

Questions 30-32: Arrange a program of learning at the commencement of Year 7 designed to provide academic and social orientation to the new school.

30. PRIORITY Tick box	Vital	Important	So-so	Unimportant	Not recommended
31. OPERATING Tick box	Fully	Occasionally	Not at all	Not applicable	
32. COMMENT (If 'vital' or 'important' but 'not at all' in operation)					

Questions 33-35: Implement peer support, peer tutoring and other forms of ongoing support for Year 7 students.

33. PRIORITY Tick box	Vital	Important	So-so	Unimportant	Not recommended
34. OPERATING Tick box	Fully	Occasionally	Not at all	Not applicable	
35. COMMENT (If 'vital' or 'important' but 'not at all' in operation)					

Questions 36-38: Create stability and a sense of belonging in Year 7 classes by establishing 'home room' classes or 'home room' groups that meet on a regular basis to discuss issues related to transition, student welfare and academic progress.

36. PRIORITY Tick box	Vital	Important	So-so	Unimportant	Not recommended
37. OPERATING Tick box	Fully	Occasionally	Not at all	Not applicable	
38. COMMENT (If 'vital' or 'important' but 'not at all' in operation)					

Curriculum:

Questions 39-41: Establish joint primary-secondary curriculum teams within specific KLAs that meet regularly to develop better curriculum continuity and improved curriculum planning and implementation across the 5-8 continuum.

39. PRIORITY Tick box	Vital	Important	So-so	Unimportant	Not recommended
40. OPERATING Tick box	Fully	Occasionally	Not at all	Not applicable	
41. COMMENT (If 'vital' or 'important' but 'not at all' in operation)					

Questions 42-44: Organise joint primary-secondary meetings and professional learning workshops for teachers to share curriculum information, teaching programs, units of work and assessment practices.

42. PRIORITY Tick box	Vital	Important	So-so	Unimportant	Not recommended
43. OPERATING Tick box	Fully	Occasionally	Not at all	Not applicable	
44. COMMENT (If 'vital' or 'important' but 'not at all' in operation)					

Questions 45-47: Bring together primary and secondary teachers to jointly develop and deliver curriculum projects, bridging units of work and other learning activities across the end of Year 6 and the beginning of Year 7.

45. PRIORITY Tick box	Vital	Important	So-so	Unimportant	Not recommended
46. OPERATING Tick box	Fully	Occasionally	Not at all	Not applicable	
47. COMMENT (If 'vital' or 'important' but 'not at all' in operation)					

Questions 48-50: Organise teams of primary and secondary teachers to design and implement enrichment programs and/or learning assistance programs to ensure continuity of student development across Years 5-8.

48. PRIORITY Tick box	Vital	Important	So-so	Unimportant	Not recommended
49. OPERATING Tick box	Fully	Occasionally	Not at all	Not applicable	
50. COMMENT (If 'vital' or 'important' but 'not at all' in operation)					

Learning and teaching:

Questions 51-53: Organise joint primary-secondary meetings and professional learning workshops for teachers to develop shared understandings about student learning and pedagogy, with the result that students entering secondary school will experience a consistent approach to classroom learning and teaching in the middle years.

51. PRIORITY Tick box	Vital	Important	So-so	Unimportant	Not recommended
52. OPERATING Tick box	Fully	Occasionally	Not at all	Not applicable	
53. COMMENT (If 'vital' or 'important' but 'not at all' in operation)					

Questions 54-56: Organise joint primary-secondary meetings of teachers to discuss KLA-specific aspects of the Quality Teaching Framework and how it relates to particular syllabuses, assessment practices, student learning and samples of students' work.

54. PRIORITY Tick box	Vital	Important	So-so	Unimportant	Not recommended
55. OPERATING Tick box	Fully	Occasionally	Not at all	Not applicable	
56. COMMENT (If 'vital' or 'important' but 'not at all' in operation)					

Questions 57-59: Arrange lesson observations, teacher visits and teacher exchanges between local primary and secondary schools to enable improved learning/teaching collaboration and curriculum understanding within the cluster.

57. PRIORITY Tick box	Vital	Important	So-so	Unimportant	Not recommended
58. OPERATING Tick box	Fully	Occasionally	Not at all	Not applicable	
59. COMMENT (If 'vital' or 'important' but 'not at all' in operation)					

Questions 60-62: Establish a joint primary-secondary program that provides students in Years 5-8 with a series of special-focus 'learning days' that develop students' skills in learning and help them better understand and manage their own learning through the period of transition from primary to secondary school

60. PRIORITY Tick box	Vital	Important	So-so	Unimportant	Not recommended
61. OPERATING Tick box	Fully	Occasionally	Not at all	Not applicable	
62. COMMENT (If 'vital' or 'important' but 'not at all' in operation)					

Question 63: Thank you very much for your participation. If there are general issues you wish to raise about transition, please add these below.

GOOD TRANSITIONS: COMMENTS ON BARRIERS TO IMPLEMENTATION

To what do principals ascribe the non-application of transition strategies that they regard as vital or important?

Tables 15-22: Administrative measures
Tables 23-38: Social and personal measures
Tables 39- 46: Curriculum measures
Tables 47-54: Learning and teaching measures

Table 15: Primary principals' comments on non-implementation: shared agreement within cluster

Types of comments/illustrative comments	No.	%
LACK OF OR INCONSISTENT COOPERATION FROM HIGH SCHOOLS "We are fortunate to have a transition committee involving staff from our school and feeder high school. However, our school is still the most enthusiastic with a general lack of interest from the committee members from the high school. We are still treated as the people who don't know anything.", "I don't feel there is a real commitment (by the high school) to what is discussed at meetings – lots of lip service and excuses for not addressing issues over many years.", "Staff find working with secondary colleagues difficult because of a lack of shared purpose. Generally the programs offered focus on what secondary schools perceive should happen – not necessarily on what might be needed by students.", "The push for this has to come from all players not just the primary schools. The secondary school has to be committed too.", "Practice is hampered by a secondary 'clean slate' philosophy which is jargon for 'don't tell us we don't really want to know. We would rather start Year 7 not knowing anything that is difficult to deal with – leave it till next year.", "It is a great pity that our feeder high school … doesn't see transition as a priority especially for smaller feeder schools. It seems that they have an attitude of well, there are only a few kids, why bother. We (the smaller schools) are getting rather sick of this."	19	
STUDENTS 'FEED' INTO SEVERAL/NUMEROUS PUBLIC AND PRIVATE HIGH SCHOOLS "The complexity relates to our students 'feeding' into 23 different high schools.", "In 2005 100 students went to 30 different high schools.", "My school has no particular feeder high schools. We feed into six local high schools. It is a tough but not impossible task to work with these.", "Primary students in my school transit to as many as nine secondary schools. Some in the private system but a number in the public system. With this number of secondary schools the system would be very difficult to organise."	16	
REQUIRES MORE TIME AND RESOURCES "No increase in RFF in 20 years but a huge amount of additional work in that time.", "Coordination without support is hard to achieve. Primary teachers and executive have little time for release in which to organise and prepare a transition program.", "Teachers are already stretched to the limit.", "A large number of students at my school go to five different selective high schools. The rest go to a mix of private schools, single sex high schools, a couple of comprehensive high schools and another group goes to a performing arts high school. Primary staff do not have the time or the resources to negotiate with all of these post-primary destinations.", "There are always issues around coordination, the time required to implement and funding.", "We are left to initiate contact with (distant) high schools and as we are a P5 it is difficult for us as we have no additional teachers or school personnel to assist us in establishing thorough transitions.", "[Transition] is not funded at any level by DET. Primary schools cannot afford to release staff to attend meetings, etc."	12	
PRIMARY SCHOOLING DEVALUED BY HIGH SCHOOLS "Information about students need to be shared. High schools treat what primary schools do with little importance. All the 'real' schooling happens when they hit high school is the prevailing attitude.", "High school doesn't value what we have to contribute. I feel like I'm from another planet. 'Small and inconsequential' is how I perceive we are regarded.", "Lots of good knowledge and practice in primary school is lost and not considered by high schools."	9	
DIFFICULTIES CREATED BY VARIETY OF SCHOOLS HAVING DIFFERENT REQUIREMENTS/PROCEDURES "Our students feed into a variety of high schools in Sydney North and Western Sydney. Each school has a different set of forms etc to be completed by Year 6 teachers at the same time that they are busy trying to complete mid-year reports and parent/teacher interviews.", "Our students feed into three different high schools. Each high school approaches this at different levels.", "Each of our high schools has different enrolment requirements. Many have their own application forms."	5	
HIGH SCHOOLS SIMPLY COMPETING FOR STUDENTS	4	
INATTENTION TO TRANSITION IN THE PAST – INHERITED SITUATION	3	
LACK OF AGREEMENT ABOUT THE SHAPE OF TRANSITION PROGRAM	2	
FORMAL TRANSITION PROGRAM NOT REQUIRED BY ALL STUDENTS	2	
OTHER MISCELLANEOUS	17	
MOVING IN THE NOMINATED DIRECTION "A group of principals has been formed. Transition planning is now in the hands of Head Teachers, APs and Stage 3 staff to implement plans devised by them.", "Currently part of a learning community where partner primary and secondary campuses are working closely together.", "A close liaison is developing and new strategies are being implemented but at a beginning phase."	19	
TOTAL COMMENTS	**123**	

Table 16: Secondary principals' comments on non-implementation: shared agreement within cluster

Types of comments/illustrative comments	No.	%
REQUIRES MORE TIME, RESOURCES "[Needs] the funding of release time for that person/people to do the necessary additional work.", "Resourcing from DET varies and often goes to primary schools. It is costly to release staff and all schools need to agree on importance. Secondary schools tend to see importance of program more than primary schools.", "Time pressure on the classroom teachers …".	6	
LACK OF COOPERATION FROM PRIMARY SCHOOL(S) "One Feeder where primary principal refuses to be involved. Sees his school as a feeder for the local selective.", "There is no requirement for schools to work together, which is part of the problem. The local primary schools don't think in terms of any obligation to local high schools. Some of our feeder primary schools are in another region which means that we don't operate as a cluster at all.", "I am struggling to convince my primary colleagues of the need to expand our network into the area of pedagogy. Thus our meetings to discuss this area are sporadic and poorly attended.", "Unfortunately the practice is agreed to by principals but is undermined by Year 6 staff in their off-the-cuff comments to parents/carers.", "It is only happening to any extent because the pressure is coming from the high school. Some primary schools are very slow to get involved. Always seems to be 'one way'."	6	
MADE DIFFICULT BY NUMBER OF FEEDER SCHOOLS "With close to 30 feeder schools it is hard to establish and maintain these kinds of relations, though I am keen to do it with a few key feeder schools.", "Because students from feeder schools access a number of secondary high schools there is often difficulty in establishing common agreement on meetings and the content of the meetings … Often a feeder primary will be asked to meet up with up to four high schools, which creates unreasonable demands on their time. There is also no real agreement on what is to occur in relation to transition…", "Our school has about 25 feeder schools with little resemblance to previous years when local feeder schools enrolled in local high school. Each term a class of 25 primary students are taught at the high school for two periods per week (English, Maths, Science, CAPA)."	6	
HIGH SCHOOL RIVALRIES "I have a shared agreement with local primary schools but unfortunately I am competing for numbers with colleagues from local public high schools who seem happy to remain in competition with their local public school colleagues. Also, the boundary lines are hopelessly out of date and while I suffer from this, they don't.", "I may be off the track here but whilst we have relatively close agreements and smooth transition from primary to secondary, my secondary colleagues go on a feeding frenzy with my feeder schools in an endeavour to pick the eye teeth … i.e., ensure they get the best. There is no collegial or systemic loyalty whatsoever."	3	
NEEDS ORGANISATIONAL ASSISTANCE "My high school is viewed as the least favourable option (within our regional centre) because of its significant Aboriginal enrolment. I need support at a regional level to combat the misinformed perceptions of parents and teachers in local primary schools – including some principals.", "Difficult to get people together. The new regional model is less effective in this regard – fewer dedicated Community of Schools meetings."	2	
MISCELLANEOUS "All secondary and primary school principals in the … area have agreed to a set of principles governing promotion, orientation, transition and curriculum links which usually works.", "One of many things needing to be done.", "Some strategic structural links are needed.", "We use the Victoria term 'partner primary school.'", "As a senior school we have little link with primary. College 7-10 campuses work independently with the primary schools with little attempt at coordination."	5	
NON-SPECIFIC COMMENTS "Such a concept has merit …"	12	
TOTAL	40	

Table 17: Primary principals' comments on non-implementation: provision of detailed secondary / orientation information

Types of comments/illustrative comments	No.	%
HIGH SCHOOL (S) NOT COOPERATE OR COMMITTED "I have tried to get the High School to send someone along to talk to parents and students prior to the choice forms being handed out. I suggested that the high school needs to put on activities during Education Week and invite the students and parents.", "Some schools have open days and brochures but they could do a lot more.", "Secondary schools do not offer this information. Primary schools are the conduit for secondary publicity/promotion. This would be best achieved by parents contacting secondary schools directly as per the pre-school school transition process.", "High schools don't seem to understand that attracting a broad range of students at Year 7 would in the long-term have a positive impact on HSC results and everything in between.", "It is inappropriate for primary schools to be providing comparisons between (25) schools or suggesting attendance at one school over another. This information should be freely available FROM THE HIGH SCHOOLS in the same sense that primary schools are responsible for kindergarten transition information.', "… Don't they want to know about kids with learning and behavioural difficulties before they arrive?", "Primary schools feel devalued and that our information doesn't count.", "The talk is talked but the walk is not walked …", "All decided by high school with no consultation or input from primary schools.", "We are leading but I feel unsupported by HS teachers."	26	
HIGH SCHOOLS INCONSISTENT "Varies from year to year according to staff responsible.", "Tends to be haphazard in its approach from one year to the next.", "One year they promote their Open Night or GAT class test day and we put the dates in our Newsletter and/or copy information for Year 6. The next year nothing or information is sent too late. Slack!", "Information is provided in a non-systematic fashion."	7	
NEEDS BETTER COORDINATION "The transition program needs more structure … currently ad hoc.", "We have had a total of nine Open Days this year (so far). It can be very disruptive.", " It is the uncoordinated approach which is the problem. I have various high school newsletters, information books and invitations for open days, information nights, school visits etc. I then have to arrange to distribute, put information in my school newsletter, organise bus/permission notes, supervision etc. There is a need for a coordinated approach with clear expectations, an achievable time frame, less disruption and reduced workload for the primary school principal. A well planned quality approach would reflect well on the public school system.", "Each HS has its own orientation program and there appears to be no co-ordination between schools."	7	
STUDENTS FEED INTO SEVERAL/NUMEROUS HIGH SCHOOLS "Because students feed into ten high schools, providing all this information would be an administrative problem for my school as we have insufficient numbers of staff now for the existing admin requirements which are placed on our schools (78% NESB and a somewhat transitory population). High schools should provide this information on their website … Information evenings and guest speakers should be organised by the high schools and these should occur at the high school."	5	
WOULD BE COUNTER- OR NON-PRODUCTIVE "The local HS has VERY few non-local enrolment places. Our school is the only local feeder school. The HS is seen as a desirable school by local families. These strategies would simply increase the distress of those who want to, but are not able to enrol in the school.", "High school has been overcrowded and not seen as an important area."	3	
HIGH SCHOOLS PROVIDE INADEQUATE INFORMATION	2	
REQUIRES MORE TIME AND RESOURCES "Lack of resources, especially time.", "Resources and time for teaching executive."	2	
MISCELLANEOUS	5	
NON-SPECIFIC COMMENTS	7	
MOVING IN THE NOMINATED DIRECTION "This has just started. Already we are seeing increased confidence about going to high school.", "We are part of a cluster of primary schools working closely with our local high school. The program is evolving."	8	
TOTAL	**72**	

Table 18: Secondary principals' comments on non-implementation: provision of detailed secondary / orientation information

Types of comments/illustrative comments	No.	%
REQUIRES MORE TIME, RESOURCES "Extent depends on the availability and willingness of personnel to assist in program delivery.", "Money and time to do these things.", "The staff at this school are extraordinary, but how does a principal prioritise all the extras. A lot is being done by a few with little acknowledgement or reward."	3	
SOMETIMES DIFFICULT COMMUNICATE WITH PARENTS "In a low SES area parents are more influenced by what they see and hear about secondary schools, rather than a glossy brochure or handbook.", "In the low socio-economic and high NESB community that we draw from parent participation is often difficult to achieve. Sometimes it is disinterest, or fear of high school or inability to cope with written communication due to lack of English language skills or simply the work commitments of both parents that prevents them from attending meetings. We find that it is often the students themselves who dictate to parents in terms of the high school that they will enrol in."	2	
MISCELLANEOUS "Good personal relationship with local primary principals but no coordinated activity.", "The school conducts an information seminar of approximately 1 hour at 8 primary schools…", "We also produce four issues of a Year 6 newsletter.", "[Information produced but] distribution depends on the information being accessed/spread by primary schools depending on whether they decide they want to support your school. Some actively discourage contact and give misinformation.", "We recently thought of a district education expo with all high schools presenting in one forum rather than all running independent sessions. Some are too competitive to agree to do this to the exclusion of their own events."	7	
MOVING TOWARDS NOMINATED PRACTICE	1	
NON-SPECIFIC COMMENTS	5	
TOTAL	18	

Table 19: Primary principals' comments on non-implementation: student data/learning information exchange

Types of comments/illustrative comments	No.	%
HIGH SCHOOLS IGNORE INFORMATION/NOT INDICATE NO INTEREST OR FEEDBACK "Information sharing is highly important for students' effective transition but my experience has been that I have gathered copious data as requested and it has been ignored by the high school(s). There is still a culture in secondary schools that students do not begin their learning until they reach high school and therefore any information that primary schools give to them is irrelevant.", "No contact is made and then at the end of term 1 we find the student has been suspended etc. Slack.", " Student record cards have often sat in our school for half of the next year before someone from our primary school takes them to the high school."	16	
REQUIRE MORE TIME AND RESOURCES "Time continues to be the limiting factor." " A heavy load on the coordinating school (in the past).", "The task of providing this information falls on the primary class teacher who has a full-time teaching load. In the future the standardised half-yearly reports should be all that is exchanged for the majority of students. Information about students with special needs is part of the regular special education review process.", "The task is too great for the primary teachers and executive staff as they only have two hours RFF and the deputy principal and principal are already working 50-60 hours per week. The curriculum and extension and enrichment activities which the school currently offers means that we cannot do any more than we are doing already. The executive of the school are time poor and we already operate on a tight budget.", "There is a critical need for secondary schools to standardise data required and not duplicate data that is already available in pupil record cards."	5	
SOME HIGH SCHOOLS REQUIRE SEPARATE REPORTS "I have not seen any information indicating that practices are consistent across the district or region.", "A state-wide program which is somehow linked to the soon-to-be OASIS linked reporting programs would be viable. The primary teachers would not be expected to reinvent the wheel numerous times for each student and the often unreasonable expectations of some high schools would be curbed. The high schools often have good intentions but have unreasonable timelines for the completion of data … Primary schools often feel that their input is not used effectively by the high school.", "This needs to be more systematic. A common set of data would be good for all high schools …", "Consistency would be good. We vary between one school which asks for the BST results from Year 5 supplemented by Year 6 teacher comments and they base their classes on this information, to a multipage affair on each student and we wonder if the information could ever be read by all the teachers concerned."	15	
SOME HIGH SCHOOLS WANT *PRO FORMA* INFORMATION, THEY DO NOT PARTICIPATE IN INFORMATION EXCHANGE "The transition program directed by high school and not collaborative.", "I find that various schools request information using their own proformas.", " High schools simply dictate their terms."	8	
PRIMARY SCHOOL DATA DEVALUED "I sometimes wonder how much of the data we pass on to high schools is actually read.", "There appear to be some major philosophical differences between primary and secondary schools as to what kinds of information are important. This has meant that numerous attempts at establishing parameters for data exchange have failed.", "They generally don't request essential information like the way we worked with difficult students.", "High schools re-test at the beginning of the next year. It appears that they do not 'trust' or value their primary colleagues."	13	
NON-SPECIFIC COMMENTS	12	
MOVING IN THE NOMINATED DIRECTION "We are planning to begin this process.", "We're beginning to share BST, SNAP and ELLA results on a cluster basis with some very exciting linkage initiatives happening."	7	
TOTAL	89	

Table 20: Secondary principals' comments on non-implementation: student data/learning information exchange

Types of comments/illustrative comments	No.	%
REQUIRES ORGANISATIONAL ASSISTANCE "The school does all the work – why hasn't DET lifted its game more quickly to get us this data?", "Probably should be state-wide protocols for this.", "There is no consistency here. What we'd like isn't what we always get.", "Schools have been left very much to their own devices, with little guidance being given as to the type and range of information that should be exchanged.", "Need a system agreement that specific information follow the child whatever school he/she enrols in."	5	
REQUIRES COOPERATION OF PRIMARY SCHOOLS "Primary schools are reluctant to provide some information.", "Primary teachers are reluctant to share information in some case s…", "Depends on the goodwill of our primary colleagues and their opinions and support vary. DET standard practice would be excellent."	6	
MISCELLANEOUS "Because primary schools now think STEMS is enough and it is sufficiently burdensome for them.", "Some scepticism re sharing of data between primary and secondary.", "Catholic schools not providing.", "STEMS program is extremely valuable information.", "Exchanges of information on more problematic students occurs every term.", "Time is the big factor and the lack of training and expertise among secondary staff to use the data provided."	7	
MOVING TOWARDS NOMINATED PRACTICE "Our school is in the process of setting up processes and procedures to achieve this data exchange."	3	
NON-SPECIFIC COMMENTS	8	
TOTAL	29	

Table 21: Primary principals' comments on non-implementation: Year 6 students with special needs: parent, teacher meetings, familiarisation visits, other support

Types of comments/illustrative comments	No.	%
LACK OF COOPERATION/INTEREST FROM HIGH SCHOOLS	9	
"Secondary schools see this as 'too much bother'.", "Pastoral care continually rates as the highest concern of parents from feeder schools.", "The hard work being undertaken in primary schools to support these students and their families presently appears to be insignificant to HS staff … The lack of continuity is detrimental to students, parents and staff.", " There are no visits or meetings involving these students."		
IMPORTANT BUT SPASMODIC/INCONSISTENT EFFORT	8	
"Happens VERY occasionally, even though we share a school counsellor with Boys HS and some 'at risk' familiarisation occurs occasionally."		
PROCEDURES NOT COORDINATED OR APPROPRIATE	8	
"The high schools need to be wholly responsible for primary-high school transition programs. They could organise a number of days when Yr 6 students could visit their future high school. We do this for our pre-school parents and students each year. This ensures a smooth transition.", "Should develop the links more with the school counsellor and high school.", "Should start in March. Have Year 6 and their parents at the High School before they make a choice to go elsewhere. Show off what we have. Not in Term 4.", "Could be made more systematic."		
ESSENTIALLY RELIES ON PRIMARY SCHOOLS	5	
"This process is primarily primary school initiated. The differences in practices between special needs students proceeding to mainstream Sydney North and mainstream Sydney West high schools is very apparent. Sydney West needs to have a good hard look at the Sydney North resources and programs.", "Tends to fall on the primary school to initiate. High schools do not seem to appreciate that Stage 3 staff who may be involved in this process have full time teaching responsibilities.", "Only operates if the counsellor and principal from the primary school insist. The high schools don't seem too keen to get the information."		
LACK OF RESOURCES	3	
"[Insufficient] time to liaise with high schools.", "The problem is time and resources. The schools are not given the budgetary flexibility or staffing resources to meet this need adequately.", "Funding and staffing withdrawn by district office."		
HIGH SCHOOLS NOT COORDINATED	3	
"As we feed to three local HSs we would like them to coordinate their days to minimise disruption at our end.", "It depends on the skills of the District School Counsellor."		
MISCELLANEOUS	6	
NON-SPECIFIC COMMENTS	5	
MOVING IN THE NOMINATED DIRECTION	2	
TOTAL	**49**	

Table 22: Secondary principals' comments on non-implementation: Year 6 students with special needs: parent, teacher meetings, familiarisation visits, other support

Types of comments/illustrative comments	No.	%
REQUIRES ORGANISATIONAL ASSISTANCE		
HINGES ON GOOD INFORMATION FROM PRIMARY SCHOOL	5	
"Organised by special ed team or learning support team. Information depends on what Year 6 coordinator gives the high school unless we ask the question the information can be haphazard.", "It only happens for students identified by the primary schools as at risk. Some students fall through the net.", "Kids do fall through cracks when primary schools don't alert us …", "With some kids there is a great effort put in but with others it comes as a complete surprise."		
MISCELLANEOUS	9	
"Operates when necessary.", "Many programs exist and the staff and students gain but parent integration could be increased.", "Given the number of feeder primary schools and the distance they are from this school it's not practical.", "Only happens because of the outstanding professionalism of a few staff.", "The better you are at this the more you become the target school for students with needs which cannot always be the most desirable image to have as it then tends to exclude brighter students through word of mouth image.", "No funding for this."		
MOVING TOWARDS NOMINATED PRACTICE	--	
NON-SPECIFIC COMMENTS	2	
TOTAL	16	

Table 23: Primary principals' comments on non-implementation: orientation tours of secondary schools for students, parents (layout, organization, procedures)

Types of comments/illustrative comments	No.	%
HIGH SCHOOLS NOT PROVIDE ORIENTATION OR APPROPRIATE ORIENTATION "Parents want this information in selecting high schools. They hassle the primary schools for information. We don't have it.", "There is possibly greater value in beginning 'taster lessons' for Year 5 students as most have their minds made up about their choice of high school by the time they enter Year 6.", "More opportunities for middle school programs would be ideal.", "The orientation process needs to allow for more than a one-off visit for parents and students. Inviting feeder primary schools to events at the local high school, establishing KLA links between the schools (eg. KLA days), regular sporting activities facilitated by stage 4 students, combined events for stages 3 and 4 students … go beyond the end of year orientation that many schools have in place …", "Token activities are undertaken so that they can say 'we've done that."	12	
HIGH SCHOOLS NOT COORDINATED "This is not coordinated across secondary high schools. Each to their own.", "We want the high schools to coordinate their programs to minimise disruption at our end.", "Orientation tours conducted during the school day in Term 1 or term 2 are extremely disruptive to the Stage 3 teaching and learning program. If this is to occur, perhaps ONE DAY only could be set aside in early Term 2 as an OPEN DAY for ALL Year 6 students and their parents to visit the high schools they are considering …", " Again there is an ad hoc approach – different schools provide different days at different times. Putting a timetable of all high school orientation day/dates in my school's newsletter would be a more streamlined strategy.", "Parents report variable practices in different schools."	9	
YEAR 6 IS TOO LATE "The visits and 'links' need to happen Y4-Y6.", "Do it early and do it often – start in Yr 4.", "Needs to take a whole year approach whereby students are as comfortable and as confident about merging into secondary school life as possible."	4	
MISCELLANEOUS	6	
NON-SPECIFIC COMMENTS	3	
MOVING IN NOMINATED DIRECTION "We have started some innovative G&T programs to further develop this."	3	
TOTAL	**37**	

Table 24: Secondary principals' comments on non-implementation: orientation tours of secondary schools for students, parents (layout, organization, procedures)

Types of comments/illustrative comments	No.	%
SCHOOL AN EMBARRASSMENT "I am too embarrassed to show people through my school as it is very dilapidated and compares highly unfavourably with the well kept private schools and sister public secondary school up the road.", "The school is so run down that I don't invite prospective students in during the daytime – I don't want to scare them off."	2	
REQUIRES COOPERATION OF PRIMARY SCHOOL "Sometimes information does not get to primary parents through primary newsletter."	1	
MISCELLANEOUS "Although operating it has been suggested that these programs need to operate at Years 5 and 4.", "It's desirable but highly time consuming for the high school to run.", "Occurs once we have enrolments and with parents on request prior to enrolment and with special education students and families.", "A series of schools that did this including mine were then systematically robbed of computer equipment by thieves who went on tour posing as prospective parents."	4	
MOVING TOWARDS NOMINATED PRACTICE	--	
NON-SPECIFIC COMMENTS	--	
TOTAL	**7**	

Table 25: Primary principals' comments on non-implementation: experience 'taster' lessons, school performances and other events, gaining familiarity with teachers, facilities

Types of comments/illustrative comments	No.	%
SOME HIGH SCHOOLS NOT SEE IMPORTANCE/TOO MUCH TROUBLE "Secondary schools see this as too much trouble. I have previously been involved in effective transition programs that involved 'taster' lessons and other orientation activities over the full year and these programs benefited students greatly.", "The secondary school appears to be 'too busy' to make this a priority. Resources are allocated to other areas.", "Not so important as they are tokenistic.", "Our priorities are obviously different to the high school.", "The HS doesn't want to listen to us."	15	
HIGH SCHOOLS NOT PROVIDE OPPORTUNITY	4	
LIMITED BY RESOURCE ISSUES "I consider the non-teaching time in high school in late Term 4 limited by resources/person power.", "Cost of buses to the three schools becomes an issue. A high percentage of students from my school go to private schools … and to ensure all go to these lessons the school needs to pay the bus costs. To have some students go would be a logistical nightmare …", "Cooperation now happening because our school has some money to support HS sustained program teaching for our students (1/2 day x 20 weeks). Our primary school has to do all the organising …", "Time and distance are issues. Perhaps some funding to cover buses would assist.", "As a P5 it is difficult for us as we have no additional teachers, school personnel to assist us in establishing thorough transitions.", "Difficult unless transport is provided."	7	
NOT OFFERED IN APPROPRIATE FORM "Students love this opportunity but it is most effective when it is part of the ongoing classroom learning.", "Needs to be systematic and ongoing, rather than one day.", "Could be expanded upon especially when many high school students are not at school in late Term 4.", "We would like the HS teachers to visit our students in their classrooms not just one or two show-off lessons at the HS."	10	
MISCELLANEOUS	7	
NON-SPECIFIC COMMENTS	8	
MOVING IN NOMINATED DIRECTION "Started this year in a very basic format after insistence by feeder schools.", "Our cluster committee represented by staff members from all schools in our educational community is now examining this area along with all others mentioned so far in this survey. I believe that our cluster is beginning to address all areas of concern. The way forward is looking very positive!"	4	
TOTAL	55	

Table 26: Secondary principals' comments on non-implementation: experience 'taster' lessons, school performances and other events, gaining familiarity with teachers, facilities

Types of comments/illustrative comments	No.	%
RESOURCE ISSUES ""No specific funding to support it.", "Done as voluntary lessons extra to load – not really satisfactory.", "We used to do it but it was very 'expensive' in terms of teaching, i.e., teachers had to volunteer their time and primary people often dumped their classes here and looked on it as a freebie."	6	
DIFFICULT TO ARRANGE "Difficulty in arranging this on both sides. Some of our teachers are very lukewarm about this sort of practice. They think of it as extra work, rather than gaining enrolments.", "We take quite a lot of out of area students so it is difficult to cover all possible enrolments.", "Not all primary schools choose to involve their students in these activities … could be influenced by the fact that we have up to 12 feeder primary schools and their ability to participate in a wide range of 'taster' experiences from a variety of high schools."	3	
MOVING TOWARDS NOMINATED PRACTICE "We are just in the process of creating such links."	1	
MISCELLANEOUS "… we do this for vulnerable students and students who have disabilities.", "Was a practice but have stopped it – a waste of time!", "I find that my (secondary) classroom teachers gain more from visiting the primary."	5	
NON-SPECIFIC COMMENTS	--	
TOTAL	**15**	

Table 27: Primary principals' comments on non-implementation: build relationships between students, parents and secondary school

Types of comments/illustrative comments	No.	%
NOT OFFERED IN APPROPRIATE FORM/AT APPROPRIATE TIME "Needs to be part of ongoing classroom learning.", "Needs to be outside of school hours to avoid disruption to the Stage 3 teaching and learning.", "Should be more formalised and structured.", "There are student visits and meetings but not parent ones.", "These should be held out of school hours so that parents can attend. At present many Year 6 students attend as many high school open days, information afternoons etc. as they can, as a means of getting out of school. The non-attendance of significant proportions of Year 6 classes disrupts the educational program.", "Should happen once the children START high school.", "More social days need to be held."	11	
SOME HIGH SCHOOLS NOT ENTHUSIASTIC "Most of the secondary schools simply provide science lessons and a BBQ. Not an authentic link despite our quest to implement higher order programs."	8	
REQUIRES PRIMARY SCHOOL INITIATIVE "We are currently organising visits to the local HS for our school performance groups so that the HS students and teachers can see and maybe appreciate the level of PS achievement.", "But time and personnel restraints have restricted planning at this stage.", "I see the other issues as more important and more practically achievable at this early transition stage."	6	
SEEN BY TEACHERS AS 'TOO DIFFICULT' "Activities that provide an opportunity for education, information and communication are vital in developing the best for our students but they require the good will of many of our teaching staff. This is often seen as 'too hard' or 'too much trouble'.", "Where these programs have worked is where teachers are really committed to achieving the best for their students and where teachers see the long term benefits of the program and the effort that is required.", "Full support of all staff is imperative.", "At the end of a school year, things become too busy to add this idea to a very overcrowded timetable."	3	
MISCELLANEOUS	8	
NON-SPECIFIC COMMENTS	9	
MOVING IN NOMINATED DIRECTION "It has been proposed and is happening this year."	8	
TOTAL	53	

Table 28: Secondary principals' comments on non-implementation: build relationships between students, parents and secondary school

Types of comments/illustrative comments	No.	%
RESOURCE ISSUES "Unable to fit in timetable of all the other jobs that need to be done!!!", "Staff are already committed to so many other things that this seems to have a much lower priority and it is difficult to fit it into the calendar."	2	
DIFFICULT TO ARRANGE "The difficulties of organising this sort of thing are usually the impediment, rather than a lack of enthusiasm.", "We have all Year 5 and 6 students from four local primary schools visit four times a year and they witness performances in dance and drama as well as participate in literacy and numeracy experiences. Their parents don't come as there is no room for them once the hall is filled with 500 bodies.", "We are working to improve what we can do in this area – geography makes it hard for us.", "At risk group does not attend this type of function."	5	
MOVING TOWARDS NOMINATED PRACTICE	2	
MISCELLANEOUS This tends to occur with the closer feeder schools …", "Selected groups of students are invited to participate in one term of work at the High School. Parents are invited to attend their last lesson/presentation. Gifted and Talented class, parents and students attend interviews. Remedial students are followed up by counsellor and learning support team.", "Too hard and time consuming and so few turn up. Besides I find it is the teachers who influence the Year 6 students."	3	
NON-SPECIFIC COMMENTS	3	
TOTAL	**15**	

Table 29: Primary principals' comments on non-implementation: opportunities to explore concerns about moving to secondary school

Types of comments/illustrative comments	No.	%
PROGRAMS NEED PROPER/IMPROVED MANAGEMENT "Information to students is highly important and an opportunity for them to address their personal questions and concerns is vital, rather than the adults deciding what they need to know … I have, however, seen problems with these programs where they were not carefully managed so that positive outcomes were achieved.", "Occurs during the orientation process but needs to be longer.", "No organisational structure exists to support.", "Happens on a 'hit-or-miss' basis.", "Year 6 students value hearing from Year 7 to allay fears etc. In our feeders it has been dependent on the quality of the Year 7 adviser and/or the deputy.", "Some years better than others depending on the high school's Year 7 adviser being appointed early.", "In term 4 former students do speak to the current Year 6. Maybe this could happen earlier?", "Ad hoc. One meeting with HS teachers (year adviser) in the primary plus an invitation to the transition afternoon in November. Nothing is long term/sustainable or relationship building, unless it involves serious/at risk behaviour students, and this is driven by Student Welfare/behaviour support …", "It happens once each year on a very formal basis.", "We are overlooked because we are a small school and may only have four or five Year 6 students.", "From previous experiences it is more beneficial if visiting students are Year 9 or older. Year 7 tend to treat these days as a day to revisit their old school and socialise. Year 9 students have a greater depth of experience and insights to share with Year 6 students."	15	
HIGH SCHOOLS NOT OFFER OPPORTUNITY "Unfortunately our high schools feel satisfied by using the science lesson and BBQ model.", "Needs cooperation and input from high schools."	6	
HIGH SCHOOLS HAVE DIFFERENT PRIORITIES "Mismatch in the belief of the value of the activity between the two schools.", "Not considered a need even when raised by a group of primary principals.", "A primary initiative with minimal involvement of commitment by HS.", "Does not seem to be a concern for local high schools."	5	
MISCELLANEOUS "Has occurred in previous years when we were part of a middle school project. We coordinated a series of Stage 3/Stage 4 debates with local high schools on topics focused on the transition to high school … The debating program was appropriate at the time because it complemented whole school targets and priorities."	5	
RESOURCE ISSUES "Time consuming.", "This would be a great idea – where is the time and availability of secondary teachers to do this?"	2	
NON-SPECIFIC COMMENTS	10	
MOVING IN NOMINATED DIRECTION "Would be terrific. Plans have been devised and will happen soon.", "Just starting.", "… The way forward is looking very positive."	5	
TOTAL	48	

Table 30: Secondary principals' comments on non-implementation: opportunities to explore concerns about moving to secondary school

Types of comments/illustrative comments	No.	%
DIFFICULT TO ARRANGE Currently beginning such a practice but difficult because of huge numbers of primary schools.", "For single sex schools the primaries want you to address all the students then get weary from too many schools coming in."	2	
MISCELLANEOUS "No specific program for this.", "From time to time primary schools invite principals to come and talk at P&C/School Council meetings.", "We target boys and students whom partner primary schools regard as problematic.", "Only happens as an activity on one of the 'school experience' visits.", "Usually by invitation. Not all parents want this as they are not interested in public schools.", "Middle schools have no 'fat' in term 4 to release staff to make such activities happen. There is no consideration in the casual formula during a term of high absenteeism from burnout."	5	
NON-SPECIFIC COMMENTS	3	
TOTAL	10	

Table 31: Primary principals' comments on non-implementation: establish on-going links between primary/secondary students with particular interests, talents

Types of comments/illustrative comments	No.	%
TIME/ RESOURCE ISSUES "No linkages/funding supports the practice.", "There is nobody who has the time or energy to take carriage of such a project because in the end it is not the core business of either school.", "This would be a great idea and we have thought of doing it but realistically, time constraints and workload of teachers limits the possibilities.", "Difficult to coordinate from the primary school point of view because of the lack of flexible staffing.", "Such practices are very time consuming … It would need to be a high school led movement.", "Good concept but very hard to staff such activities from primary perspective.", "Time, time, time!!- plus the need to be careful that these activities are not just 'add-ons' to an already crowded curriculum.", "We are already stretched to the limit … The performing arts unit organises many of the performing arts festivals in which our school participates. We have weekend working bees and rehearsals for festivals … Add weekend band camps and art exhibitions of an evening and you have a committed staff who cannot do any more.", "It is very difficult to do these things due to time factors.", "As a small primary school we would benefit [in these endeavours] from the resources of our local high school which is PSF.", "… need for buses or parent car pool support is a problem but the concept is great.", "Transport by bus involves cost which again the majority of parents will not pay for and the school is not in a financial position to cover the cost from its budget.", "All of this cannot be done on good will. A carefully designed and fully funded program needs to be developed.", "Transport costs – we are a small school in a very low socio-economic area, so a bus isn't cost effective.", "Distance and farm commitments mean that parents do not wish to transport children on such endeavours and the school can't afford staff/transport to take them.", "This would be the answer to many fears that primary children have … But who has the time or money to bus students around the feeder schools?", "Curriculum demands, time constraints ..."	16	
REQUIRES PARTICIPATION OF HIGH SCHOOLS "Is a one-way relationship – staff hesitant to work in this environment.", "Lack of interest by high school teachers.", "If the HS principal does not support his staff in their attempts to do this then it is doomed to fail and so is effective transition.", "High school students umpire sporting games which is excellent. Year 10 students have also choreographed a dance item for our school until the Dance Festival Committee banned the process – go figure this!", "Students are not challenged in Years 7 and 8 and lose interest. We also have choirs etc that are not followed up at high school.", "This is laughable here. There is absolutely no obvious will on the part of the HS to engage with their primary schools."	7	
NEEDS APPROPRIATE MANAGEMENT "There is no coordination with these ideas.", "An effective middle schooling program is the way to go – not just a few selected activities.", "We are the primary school at greatest distance from the schools we feed into and they tend to focus on the closer schools.", "Occurs [but] very haphazard.", "Neither side is prepared to organise.", "Needs on-going coordination."	7	
SOME TEACHERS NOT RECOGNISE IMPORTANCE "It is vital that we see primary to high school as a natural smooth transition of their education and learning. Many teachers, however, have yet to grasp this vision.", "Which of the two high schools do we work with? Do we disadvantage the other school?"	2	
NON-SPECIFIC COMMENTS	23	
MISCELLANEOUS "Distance between schools is a factor and relatively few students actually progress to feeder high schools.", "Previously had an inter-school debating competition operating. It worked really well particularly in allaying high school fears and rumours.", "The skills, talents and interests primary students have developed in their first seven years of schooling are lost in the transition process.", "ONLY of benefit if they do not detract from the mainstream Stage 3 curriculum. It's hard enough fitting everything in!", "Isolation is the key factor here.", "Distance is an issue but we could do more.", "Although great programs such as Building Bridges are operating many parents just send their children to private boarding schools as a matter of course.", "High schools do seem interested."	12	
MOVING IN NOMINATED DIRECTION "We are trialling this.", "SRC is one of the areas we are developing for interactions.", "Getting better. We had a band link activity yesterday."	9	
TOTAL	**76**	

Table 32: Secondary principals' comments on non-implementation: establish on-going links between primary/secondary students with particular interests, talents

Types of comments/illustrative comments	No.	%
RESOURCE ISSUES "Too hard to sustain the plethora of extracurricular activities we run, without adding an extra layer …", Not nearly enough of this is happening. The main problem is being able to staff it and transporting students from one setting to another.", "To achieve this we have used outside funding. Would like to do more for GAT students but no funding.", "This relies on teacher goodwill as there are no period allowances available to make this happen. The geographical distances and poor public transport make this too difficult to be ongoing and sustained.", "We can't do everything. Our modest link with our primary schools costs us up to $7,000 per year from school funds and we rely on the goodwill and support of primary colleagues to get access to their schools and students, plus we have to take our staff off other duties to do this.", "Time consuming – falls to the principal to coordinate who also has to run the school."	9	
DIFFICULT TO ARRANGE "This tends to happen with the closer feeder schools, but not those where travel becomes a factor.", "Just too difficult, we have 45 feeder primary schools."	2	
MOVING TOWARDS NOMINATED PRACTICE "Have been developing that this year.", "This is a 2006 target."	3	
MISCELLANEOUS "I need to comment that had the word 'fully' been replaced by 'significant,' I would have ticked that.", "We spend a lot of time and effort to do what we do now. Perhaps if the middle schooling initiative were owned by all schools (primary and secondary) we would need less effort and gain optimal results re. transition.", "Did it some years ago but with time and other things we changed direction. A good idea though.", "Not possible for a residualised school. From 2000 to 2005 we organised a series of hospitality lessons each year for the 'top' Year 6 class from our local feeder primary school (100 metres up the road). Not one of those students ever reached the school. They and their families all chose 'aspirational' schools. We are now aiming the program at Year 5 students."	6	
NON-SPECIFIC COMMENTS	4	
TOTAL	**24**	

Table 33: Primary principals' comments on non-implementation: commencement Year 7: provide academic/social orientation to new school

Types of comments/illustrative comments	No.	%
REQUIRES PARTICIPATION OF HIGH SCHOOLS "Science and BBQ only mentality.", "In some cases, some faculties take no notice of what students already know. They have a program prepared and implement it regardless of student needs.", "No deep sharing occurs - usually when secondary need something or as a result of state or regional priority.", "This is really more in the hands of the secondary school involved. Innovation is not always apparent in some more traditional secondary schools.", "The commitment needs to be two-way.", "It is in the best interests of all stakeholders for the high schools to begin their program in this way.', "We have tried to implement a Transition Unit of Work among the feeder schools that would carry over into the secondary school – in all KLAs. Getting acceptance by the various faculties has been extremely difficult. They do not even look at the quality work samples that are provided."	9	
NEEDS APPROPRIATE MANAGEMENT "Teachers taking Year 7 classes are not the best teachers in the school generally. There is a tendency in high schools to put the best teachers on Year 12 and then work their way down. This results in inexperienced or slack and disinterested teachers taking Year 7 classes.", "High schools re-test our students when they get them … wastes time and doesn't acknowledge the work done in primary schools.", "This needs to be started in the previous year not just on entry to HS!!!", "This needs to occur not only in year but also should form part of the teaching/learning program in Term 4, Year 6.", "Responsibility of curriculum coordinators and time-table staff at secondary school."	5	
MISCELLANEOUS "No links have been established – a funding/staff issue."	1	
NON-SPECIFIC COMMENTS	13	
MOVING IN NOMINATED DIRECTION "This is currently being attempted in our cluster of schools – very difficult to get agreement between teachers of different schools – thus the process has been fairly frustrating for all concerned."	3	
TOTAL	**31**	

Table 34: Secondary principals' comments on non-implementation: commencement Year 7: provide academic/social orientation to new school

Types of comments/illustrative comments	No.	%
RESOURCE ISSUES 'Already doing a lot of programs, time factor and human resources."	1	
MISCELLANEOUS "Am just slack and have not organised someone …", "Difficult to break the barriers with older staff who do not believe in transition process.", "We used to do this type of thing but we found the students overly familiar and in some cases coming to us 'swinging from the rafters'. We have cut them out. A healthy degree of the unknown seems to work best with programs in place should they be needed is our response."	3	
NON-SPECIFIC COMMENTS	--	
TOTAL	**4**	

Table 35: Primary principals' comments on non-implementation: peer support, peer tutoring ongoing support for Year 7 students

Types of comments/illustrative comments	No.	%
REQUIRES INITIATIVE OF HIGH SCHOOLS "Has the same importance as making Kindergarten a highly successful year for students.", "Students are treated as dummies when they arrive in high school … after years of developing their leadership, public speaking, technology, responsibility, debating, and other skills they are given no opportunities to further these until they become senior students.'	7	
MISCELLANEOUS "This would help children settle into HS.", "It has in the past but we have been focusing on an anti-bullying program separate to peer support.", "If peer support is happening at our local HS, primary schools are not informed in regards to its organization, structure etc. prior to Year 6 departure.", "We develop strong confident leaders and send them to an environment at HS where they 'survive' just."	4	
NON-SPECIFIC COMMENTS	12	
MOVING IN NOMINATED DIRECTION	--	
TOTAL	**23**	

Table 36: Secondary principals' comments on non-implementation: peer support, peer tutoring ongoing support for Year 7 students

Types of comments/illustrative comments	No.	%
MISCELLANEOUS "We don't pre-empt what a new group wants. We treat each as unique and, we have found that too much of this sort of thing detracts from the real purpose which is to get into the education of the students. We believe that students return to Year 7 ready to work and not to get into too many 'touchy feely' activity based things which don't allow for structure and routine to be established.", "Our peer support program has lost its importance with our home room stage 4 initiative. We still do peer tutoring.", "Staff are investigating these options.", "I have been unable to find a staff member sufficiently committed to this program to take responsibility for its delivery."	4	
NON-SPECIFIC COMMENTS	3	
TOTAL	**7**	

Table 37:Primary principals' comments on non-implementation: establish 'home room' classes/ 'home room' groups

Types of comments/illustrative comments	No.	%
HIGH SCHOOL DECISION "High school issue we have no control.", "Not implemented although recommended by primary school particularly for a special group of boys with challenging behaviours.", "We have discussed this as a cluster group of principals. From the HS perspective it is only possible to accommodate this model for thelow ability students – there are too many time table issues and a lack of useable space to provide this type of support for all Yr 7s.", " HS keeps doing what it has always done, too hard to change."	8	
NON-SPECIFIC COMMENTS	13	
DESIRABLE HIGH SCHOOL PRACTICE "Teachers coming to the kids rather than the kids to the teachers' rooms is a good idea.", "Year 7 classes have up to ten different teachers with no real 'home room' for the class. Students state that they find this very difficult and feel lost and not knowing where to seek/find support.", "Some students' transit from primary school and have 14 teachers in a week. Pastoral care and welfare is still an important issue in Year 7 and yet kids do not have anyone to relate to."	11	
MOVING IN NOMINATED DIRECTION	--	
TOTAL	**32**	

Table 38: Secondary principals' comments on non-implementation: establish 'home room' classes/ 'home room' groups

Types of comments/illustrative comments	No.	%
DIFFICULT TO ARRANGE "Considering all the other things that we do this has a very low priority and is also very difficult to organise in a school which is bursting at the seams.", "We do not have the ability to allocate home rooms as they would put too many constraints on the other 700 students."	2	
MOVING TOWARDS NOMINATED PRACTICE "Looking at this as part of a curriculum review and transition program. Not operational as yet.", "Looking to introduce."	2	
MISCELLANEOUS "Staff don't agree that it is the way to go and Year 7 students don't appear to mind moving. In fact they like it. Also staff were concerned that Year 7 students would be left unattended between lessons as teachers turn up to class.", "Other processes are seen to be suitable for this.", "Staff refused to give up 'their' home rooms to allow this concept to get off the ground.", "Scarcity of rooms.", "In 2003 we employed two generalist primary teachers to teach two 'at risk' classes in Years 7 and 8. This program has had outstanding success measured academically and socially."	4	
NON-SPECIFIC COMMENTS	5	
TOTAL	**13**	

Table 39: Primary principals' comments on non-implementation: establish joint primary-secondary curriculum teams within specific KLAs

Types of comments/illustrative comments	No.	%
REQUIRES (RESPECTFUL) COOPERATION OF HIGH SCHOOLS "Initiatives of this nature in the past have created serious frustration at the primary school level when agreed actions/dates etc have not been observed by our high school counterparts.", "Have tried this – the primary school implements their part but is not followed up in the secondary.", "Has worked successfully in the past – depends on the leadership within the school and a willingness to look at more than content delivery.", "Needs to be a genuine exchange of professional ideas – not what the PS needs to do to prepare students for HS.", "It appears that the HS has little or no interest in the actual K-6 curriculum the children have been following. There is also little interest in finding out about the Year 6 students' learning environment, teaching and learning strategies which have been successful and the students' preferred styles …", "Needs to be driven by the high school. They must want this advice and see it as vital.", "there is a high school/primary divide.", "How can this happen when HS maths teachers have no idea of what is taught in Stage 3 maths.", "By now you should have the picture. Primary schools are keen and care about learning and kids. High schools are focused on curriculum delivery."	21	
TIME/RESOURCE ISSUE "Needs resourcing to make it happen. Resources not currently available.", "Time and time tabling constraints …", "This MUST be supported by the Department. It is impossible unless specific funding is allocated. Able to be supported by PSFP or PAS/Aboriginal Ed funding but other schools don't have this capability.", "Time prevents this from happening …", "Time to organise is not available over a sustained period., "Operates when funding is made available for teacher release.", "Time factors, we all have such a lot of extra activities, it is hard for a staff of only nine to be on many committees." "DET priorities like new reporting to parents format leaves little time to explore other more student-centred focus.", "When is the time provided to do this.", "Time and resources to achieve this in an already busy schedule is the problem for us.", "Time and availability are the main blockers.", "Primary teachers need time to do this. Many would struggle to add another group of after-school commitments to the already crowded agenda.", "Lack of resources, money and time to do this … More is not possible within the current funding limitations.", "There is only so much that we in primary schools can do.", "Funding and staffing resources – we simply can't keep adding to the list of things for teachers and principals to do in their time. The rock is becoming increasingly dry.", "… this sort of planning does not happen in one afternoon. It needs to be fully funded and supported by DET.", "Negotiation of time for staff to meet is a huge issue in rural communities: travel, distances, RFF, after school professional/family/community commitments etc."	24	
NOT ALL TEACHERS CONVINCED "Developing an awareness of a need for such practices is difficult.", "I don't think teachers would see any value in this – they are already too busy.", "Good in theory, limited in practical application."	3	
MISCELLANEOUS "I see this as an integral feature of a kinder to 12 continuum.", "Doors are opening for this to take place.", "This is a very interesting idea that would also ensure in time that the consistency of reporting to parents continues as well …", "We used to do this but it died in the bum because of a NSW Teachers Fed. ban on the middle schooling.", "There are some areas that would be beneficial for high school teachers to provide information about expectations and perhaps teach some lessons … There are some areas that the high school teachers would benefit from knowing what Year 6 students have achieved in some areas too …", "Curricular outcomes only beginning to be couched in common outcomes, sequenced progression and common language."	14	
NON-SPECIFIC COMMENTS "There needs to be clear understanding of the primary syllabuses and the achievements of students – sometimes even as simple as knowing the novels that have been studied in senior primary classes so that students are not having to repeat them in Year 7.", "(Needs) an effective middle schooling program …"	17	
MOVING IN NOMINATED DIRECTION "This has just begun to happen in one small area. Again, it requires the good will of staff who can see the vision of the benefits to all concerned to commit themselves to this type of program.", "Within our cluster of schools we have commenced a strategic and organised middle years focus to address such issues.", "Have begun to form literacy teams – needs a lot more liaison.", "We are currently using maths as a vehicle for Year 6 and Year 7 teachers to work together in this area.", "We have just begun this transition process and are also working on transition of G&T students as well as specific KLAs."	10	
TOTAL	89	

Table 40: Secondary principals' comments on non-implementation: establish joint primary-secondary curriculum teams within specific KLAs

Types of comments/illustrative comments	No.	%
RESOURCE ISSUES "Very hard to sustain the teams as the workload becomes crippling for teachers already conducting many of their own programs at both high and primary school.", "The networks require time and support … there is not enough of either given the demands of programming, welfare and new technologies that impact on a teacher's day.", "Not funded so costly for a school that is not wealthy. Also not organised by DET.", "Would like to do this but having difficulty getting staff to give up time to do so.", "Would be great but need resourcing support from DET to occur e.g., teacher release.", "Funding – needed for success.", "Staffing for these activities is problematical – there is no allocation in our current staffing model.", "Logistics/distance/time factors militate against this – we are flat out delivering compulsory curriculum to our 7-12 students.", "Not enough time (or any money) to do it."	15	
DIFFICULT TO ARRANGE/MANAGE Difficulty in arranging meeting times.", "Difficult to convince primary colleagues of the need to expand our network into the area of pedagogy. Our meetings to discuss this are sporadic and poorly attended.", "Curriculum links with primary is a very touchy subject. If it means access to practical areas the primary school is good. If it means 'real' curriculum links i.e., looking at teaching content and the nature of learning there are barriers.", "Relies on teacher goodwill. There are competing priorities … it relies on keen teachers in the primary school as well as us.", "Impractical given the number of feeder primary schools."	7	
MOVING TOWARDS NOMINATED PRACTICE "We are slowly building the trust with the partner primary schools to be able to do this.", "We have a meeting planned between executive members of our school and feeder schools to discuss this issue …", "This is being planned at this point in time.", "Working towards this for 2007."	9	
MISCELLANEOUS "This is a topic for discussion with our middle school primary team.", "We engage in a number of programs with primary colleagues to improve the quality of our teaching but not specifically about curriculum content …"	2	
NON-SPECIFIC COMMENTS	6	
TOTAL	**39**	

Table 41: Primary principals' comments on non-implementation: organise joint primary-secondary meetings and professional learning workshops to share curriculum information/teaching programs

Types of comments/illustrative comments	No.	%
TIME/RESOURCES ISSUE	**24**	
"Time resources workload issues prevent this.", "Resources not currently available.", "There are so many politically driven priorities eg change in reporting that often there is no time for these important practices.", "Time constraints.", "Impossible unless specific funding is allocated …", "Funding is necessary for these activities to take place.", "Operates when funding is made available for teacher release.", "Funds already committed to professional learning in school priority areas should not have to be used. If this process is vital then it is important to fund it appropriately – not have it added on in an ad hoc manner. Very clear expectations with benefits enunciated to the parent community would be essential.", "How much do we take on? The constant next big thing makes it increasingly difficult to consolidate practice as it is."		
REQUIRES (RESPECTFUL) COOPERATION OF HIGH SCHOOLS	13	
"Significant resistance it seems to primary school staff by high school staff.", "We operate from two different worlds. Primary are more about the core business of differentiating the curriculum and learning to learn – not just starting from Stage 4 outcomes with an expectation that all students should know everything up to that point …", "Not relevant as we are in entirely different systems."		
NOT ALL TEACHERS CONVINCED	6	
"My previous experience has been extremely positive in this area – but it required the cooperation and respect of all staff to value what each one has to bring to the program. This vision has not yet been developed in my present situation.", "[Experience shows] excellent with some faculties (English) and no where near as successful with others (Science).", "Don't know why we should be doing this.", "Unnecessary."		
REQUIRES ADMINISTRATION	3	
"This needs to be facilitated at a regional level by consultants. It shouldn't just occur between a local comprehensive high school and the local primary schools. It needs to occur with selective high schools and particularly between selective high schools and primary schools that have OC classes."		
MULTIPLE HIGH SCHOOL DESTINATIONS	2	
"It is often difficult when there is more than one feeder high school.", "(Multiple high school destinations) it is difficult to have professional dialogue at 6-8 team levels."		
MISCELLANEOUS	8	
"Some discussion of exchanging SNAP and ELLA data but hasn't happened yet.", "There appears to be vast differences in teaching pedagogies between the two levels.", "I'm sure that greater professional respect will occur if we begin to do this on a wider and more consistent scale.", "Why do we teach to outcomes when the end result is a mark out of 100?"		
NON-SPECIFIC COMMENTS	17	
MOVING IN NOMINATED DIRECTION	5	
"Currently involved in a mathematics project around the QTP model. While the primary-secondary links are strong, the focus on curriculum and teaching programs has been limited.", "Plans to address issue in place."		
TOTAL	**78**	

Table 42: Secondary principals' comments on non-implementation: organise joint primary-secondary meetings and professional learning workshops to share curriculum information/teaching programs

Types of comments/illustrative comments	No.	%
RESOURCE ISSUES "Again, how much can be sustained in terms of workload and how important is it in the scheme of things?", "Not funded. Should be organised by regions or groups.", "Time and commitment to other programs.", "… psp funding has enabled this with like schools.", "Time!", "It comes down to the time and staffing resources to enable this to occur. We are moving into this area more substantively this year with an Australian Quality Teaching grant.", "Insufficient funds to enable this to occur: lack of leadership time.", "Time, resources, interest."	9	
DIFFICULT TO ARRANGE/MAKE WORK "Half primary feeders are not interested.", "Primary want high school teachers to come and teach lessons but not share curriculum.", "Very difficult to organise.", "Logistically difficult with so many feeder public schools.", "Primary issues end up dominating – has not worked in my experience – so tired of rainforests."	5	
MOVING TOWARDS NOMINATED PRACTICE "It operates fully in English.", "Planning for 2006.", "I will attempt to get this going next year as I have just taken over as principal here but know how vital the practice is if you want to improve enrolments and pedagogy.", "Perception by experienced staff is that this is a lower priority."	6	
MISCELLANEOUS "With new principals in many of our schools we are finding it easier to have such activities. We are slowly breaking down an old culture of 'us' and 'them'.", "Happens sometimes through CAP programs and projects – nothing supported by DET."	3	
NON-SPECIFIC COMMENTS	5	
TOTAL	**28**	

Table 43: Primary principals' comments on non-implementation: end Year 6 beginning Year 7: joint development, delivery curriculum projects/other learning activities

Types of comments/illustrative comments	No.	%
TIME/RESOURCE ISSUES "Resources not currently available.", "Time – cost of release – work timeframes and priorities make this a very difficult but extremely worthwhile activity.", "Funding is required to succeed.", "Hard to see it happening. Who is going to fund this venture?", "Releasing staff and providing additional time to participate in such a project within school hours is difficult to manage.", "Put the funds in place and this could be a reality. COGS units could be adapted and strengthened and high school resources shared.", "The time to do these things is difficult if not impossible. Teachers feel pressured enough now trying to keep pace with the growing demands of the job …", "Would add to the after school staff meetings and professional learning activities they are already involved in.", "Time is our enemy.", "Provide time and energy and things may happen.", "None of us have funding to support this."	**27**	
NEEDS INVOLVEMENT/INFORMED COOPERATION OF HIGH SCHOOLS "… They leave primary school doing multi-media presentations and assisting buddy classes with the development of IT skills and the high school teaches them what a mouse is because that's what the syllabus says they have to teach … then the teaches wonder why they turn off.", "This would be a great initiative but not often supported by secondary teachers who do not see the depth of knowledge that primary students arrive at secondary schools with.", "The high schools are not available to us. Also I think that some of this is the responsibility of the BOS and the system.", "HS teachers don't want to know. Too focused on delivery. One HS Head T said 'we concentrate on Y12 first and work our way down to Y7."	11	
MULTIPLE HUGH SCHOOL DESTINATIONS MAKE DIFFICULT "It is somewhat difficult to have professional dialogue with 6-8 teams."	2	
NOT ALL TEACHERS CONVINCED/COMMITTED "Requires commitment from teaching staff.", "… people are too busy doing their own thing …"	2	
REQUIRES MANAGEMENT/PLANNING "Needs an administrative mechanism.", "If we were to become part of a 'community of schools' with one or two comprehensive high schools and the feeder primary schools many of these proposals may be able to happen."	2	
MISCELLANEOUS "Continuum of curriculum seems like an essential idea." "Allow Stage 3 to appropriately mark the end of primary education. Term 4 is an exceptionally busy term for primary schools and the work continues until the last day to get things done.", "This could be something worthwhile for the future – at the moment we are grappling with a number of issues within our separate systems eg implementation of QT, new reporting systems.", "Other priorities at the moment.", "Joint application from our local network has been submitted for a Values Project: again not a KLA activity.", "It would avoid students repeating units in Year 7 that may have been covered in primary."	12	
NON-SPECIFIC COMMENTS	13	
MOVING IN NOMINATED DIRECTION	3	
TOTAL	**72**	

Table 44: Secondary principals' comments on non-implementation: end Year 6 beginning Year 7: joint development, delivery curriculum projects/other learning activities

Types of comments/illustrative comments	No.	%
RESOURCE ISSUES "Lack of time available.", "Not funded. All of these require a lot of organisation and teacher effort and schools do not have the resources to do this on top of everything else (and that's with the best will in the world).", "As a MYAR school we had a unique opportunity to fund this but after the money stops and the people move on I wonder what will happen.", "Flat out delivering the compulsory curriculum.", "Lack of time and resources – primary teachers are very busy and so are high school teachers.", "Lack of time – having to take teachers off class to do these activities – we try to focus on an achievable number of activities each year – we can't do everything."	10	
DIFFICULT TO ARRANGE "Draw students from too many areas." "Huge numbers of primary schools."	4	
QUESTION RELATIVE SIGNIFICANCE "Has some merit but hard to sustain. How big a problem is it for students to warrant such time and energy?", "Love to get into something like this but time and resources make it very difficult. Secondary teachers are very focused at the beginning of the year on getting all classes in all years up and going. I believe they would think something like this would be another distraction.", "Teachers do not see it as a high priority. Region supports the measure but no funds have been allocated.", "We have set priorities and this is not yet high on our progress. We do a lot in transition but can't do everything at once.", "… competing priorities prevent this getting a show.", "Dominated by rainforest projects."		
MOVING TOWARDS NOMINATED PRACTICE "This is in our plan for the future.", "Being planned.", "Planning this.", "It's a new initiative that's small at first.", "Currently working to increase this."	8	
NON-SPECIFIC COMMENTS	5	
TOTAL	**27**	

Table 45: Primary principals' comments on non-implementation: teams of primary and secondary teachers design/implement enrichment programs across Years 5-8

Types of comments/illustrative comments	No.	%
TIME/RESOURCE ISSUE "Time and resources (workload) issues prevent this.", "Resources currently not available.", "Middle schooling is essential – ensuring meaningful exchange and appropriate support through system will be essential for this to be established …", "Where is the time for this?", "Great…but how funded?", "Funding is needed to get people off class to do these activities.", "How do we time table and resource the program. At whose cost?", "It must be funded and it is currently not.", "Again something extra to fit into an already crowded curriculum and time is definitely the issue.", "This should be done by state level and adapted by local groups of schools. TOO MUCH given the workload of staff to create so much!", "I'm a teaching principal with 27 Years 5/6 students and I'd do it to help the kids.", "… This has to be a significant program (not a lip service one) to be attractive to all. The secondary schools do not have the staffing to cover it, neither do we."	**22**	
NEEDS INVOLVEMENT /(RESPECTFUL) COOPERATION OF HIGH SCHOOLS "Same old problems – different set up in primary and secondary – need to establish positive and respectful relationships before real progress in this area can occur.", "There would need to be some serious changes in priorities from our local secondary schools for this to occur.", "Finding HS staff willing to spend extra time …"	**6**	
MANY HIGH SCHOOL DESTINATIONS "The number of recipient high schools is prohibitive.", "(Philosophically supportive) however it would be naïve to think that it would lead to most of those students enrolling at the high school that provided the extension programs. Students in this category from my school will go to selective high schools."	3	
NOT AN 'ADD-ON' "Should exist through existing structures and should not be an 'ad-on.', This concept is no different from what occurs Early Intervention/Preschool into kindergarten.", "Not an add-on."	2	
MISCELLANEOUS "If we could see the vision and importance of this … we would attract a great deal of the students who are presently being lost to the private system for high school.", "Continuum of curriculum an essential idea.", "Major stumbling block remains syllabus interpretation and teaching strategies.", "Focus is more on individual students 6-7 than on programs.", "When these programs/visits have taken place they have been quite successful. But we don't always know when they are going to happen.", "The lack of interaction between the two domains of education (primary and secondary) has not to this point in time allowed such collaboration.", "With Year 6 students not indicating where they are going to high school until May and not being advised of their position until later in the year it does not give much time to develop these links …", "We have our own enrichment (good thinking) program and special G&T program in place. Being able to say how the local high schools will continue to enhance learning skills/thinking and problem solving skills would be a powerful strategy – parents would like it …"	11	
NON-SPECIFIC COMMENTS	14	
MOVING IN NOMINATED DIRECTION "G&T classes hosted by HS for small groups have been successful for motivated students …", "Has occurred with two different high schools and the results are very positive."	6	
TOTAL	**64**	

Table 46: Secondary principals' comments on non-implementation: teams of primary and secondary teachers design/implement enrichment programs across Years 5-8

Types of comments/illustrative comments	No.	%
RESOURCE ISSUES "Logistical and organisational limitations not yet overcome.", "We can only afford to do this for one day at year's end.", "Time for staff to work together is an issue when they are on full teaching loads …,already enough pressures soc it is simply difficult for staff to want to come on board with it.", "Staff are already stretched and do not have time to take on any more.", "How much can we do? We already spend most afternoons of the week in some type of meeting which leaves us with other things to do as well as running complicated schools in a community which is increasingly favouring private schools."	10	
QUESTION RELATIVE SIGNIFICANCE "I would place a high priority on this if I had the flexibility of staffing and some staffing allowance to do this. With a large student population my priority is actually teaching the students we have …", "We have set priorities and this is not yet high."	2	
DIFFICULT TO ARRANGE "With five or six feeder schools this becomes impossible."	3	
MOVING TOWARDS NOMINATED PRACTICE	5	
MISCELLANEOUS "Did discuss a debating link and high school students do adjudicate primary debates from time to time but it is hit and miss.", "The middle years have been left behind. Even with the new focus in NSW it seems to focus on literacy rather than take a broader approach to learning needs. More understanding of the adolescent brain and the programs which are needed to support this is sadly lacking in the system as a whole.", "Being considered in our middle school project.", "Only done in the GATS area and music.", "About to tap into regional program and working on an area/district program."	5	
NON-SPECIFIC COMMENTS	7	
TOTAL	**32**	

Table 47: Primary principals' comments on non-implementation: enable primary and secondary teachers to develop shared understandings about student learning and pedagogy, to enable students to experience a consistent approach

Types of comments/illustrative comments	No.	%
TIME/RESOURCE ISSUES "Time resources, workload issues prevent this.", "It became onerous on all staff as the curriculum and expectations became more and more crowded.", "We have tried really hard but teachers are busy people. We should each receive some flexible staffing to investigate this.", "Needs to have built-in release (not from school budgets).", "Too difficult to implement … lack of off class time to do such things.", "Time doesn't always allow it …", "Impossible under current structure and resources.", "Time and money – i.e. DET time and money not the teachers!"	20	
REQUIRES COOPERATION OF HIGH SCHOOL TEACHERS "It appears there is high school staff resistance to this concept.", "Local high schools are fixed in their mode of operation.", "Might be hard to get some high school teachers to understand that the quality teaching pedagogy applies to them. I say that with inside knowledge! Subject areas become a bit precious – COGs units taught in some primary schools are very integrated while maintaining KLA integrity. There is a lesson in this for high school planners but teacher resistance and head teachers' 'pockets of power' may be threatened!", "This is the big difference between teaching and learning and as far as I know comes unstuck at the first mention of faculties, e.g. we can't do that in our faculty."	11	
MULTIPLE HIGH SCHOOL DESTINATIONS: "Our students feed into at least seven high schools – might work with a majority going to one."	2	
EXCHANGES ON PEDAGOGY WOULD BE BENEFICIAL: "Generally speaking, primary school teachers have a great deal that they can share with their secondary colleagues about pedagogy and student engagement as well as classroom management practices."	2	
MUTUAL EXCHANGES WOULD BE DIFFICULT "Huge task with a massive divide in pedagogical practices. The concept of shared is difficult. It usually becomes 'this is how we do it'.", "Experiences we have had were very disconcerting for the primary school teachers.", "Whilst this is essential, we have a long way to go before shared understandings between content driven vs teaching and learning/learning to learn strategies can be developed – not to mention an integrated approach to technology as a tool for learning …", "If secondary teachers are not able to teach across all KLAs then harmonious decision making is doubtful. Isolated subjects are foreign to primary teachers and students.", "… the majority of teachers in our COS are too old and set in their ways.", "Every school is o different you cannot get one formula to fit all. Let us develop individually."	7	
MISCELLANEOUS "Every teacher should have a clear understanding of good teaching practice and how to implement it in the classroom.", "We just don't have a relationship with any neighbouring secondary. Travesty – but that's how it is.", "This could be arranged by K-12 curriculum consultants.", "Secondary teachers need to know and understand that the majority of their Year 7 students have had a successful primary experience. Due to class structures in primary the students' teacher(s) develop an intimate understanding of the child's learning and social needs and work with the child and parents to accommodate these needs …", "District meetings organised by SEDs offer focussed K-12 learning for principals. If this feeds on to class teachers, then a consistent platform is gradually being established.", "Some current local professional learning allows this exchange of ideas and practices.", "We have enough trouble developing patterns of professional dialogue, reflection and review in our own school. How, when and who would do this?", "This is beginning to make me feel guilty that as a principal I have not led the development of some of this stuff.", "Continuity of practice! Shared concern! What a brilliant idea … Central schools can do it, why not the average primary/secondary schools."	14	
NON-SPECIFIC COMMENTS: "Planning is underway for 2007."	12	
MOVING IN NOMINATED DIRECTION "Hopefully this will occur as a result of the planning that is currently underway in regard to enhancing the transition process in our cluster of feeder schools."	5	
TOTAL	**73**	

Table 48: Secondary principals' comments on non-implementation: enable primary and secondary teachers to develop shared understandings about student learning and pedagogy, to enable students to experience a consistent approach

Types of comments/illustrative comments	No.	%
RESOURCE ISSUES "We do not have the fat to allow this to happen.", "Time and coordination?", "Time and budget are the killers for staff to be allocated this task.", "Too much depends on what individual schools can organise and the extent to which primary colleagues 'buy in'. =They may not have the same priorities … Support from DET for such programs may well be more important than smaller class sizes but does not seem to get on to the agenda.", "When? There is no release time provided to do this."	10	
DIFFICULT TO ARRANGE "DET should be organising and coordinating.", "… given the diversity and geographical spread of our partner primary schools.", "Have not been able to coordinate with primary colleagues at this date.", "This should be a district role."	4	
QUESTION RELATIVE SIGNIFICANCE "… I do not receive any indication from my staff that they are interested in pursuing such an initiative.", "Perhaps networks need to prioritise such activities."	2	
MOVING TOWARDS NOMINATED PRACTICE "Planned for next year."	3	
MISCELLANEOUS Not all things need to be done at the local level.", "It happens successfully in English.", "Feeder primary needs to be interested.", "To a limited extent through psp.", "Starting to plan such events within the local association of schools.", "Currently increasing.", "Consistency of teacher practice and judgement are focuses within the College but primary schools haven't woken up to this yet …"	9	
NON-SPECIFIC COMMENTS	4	
TOTAL	**32**	

Table 49: Primary principals' comments on non-implementation: organise joint primary/secondary meetings to discuss specific aspects of the Quality Teaching Framework

Types of comments/illustrative comments	No.	%
TIME/RESOURCES CURRENTLY NOT AVAILABLE "No time.", "… Time, resources and funds – where from?", "It is all sound and good practice and way beyond the time constraints available to any teacher. I'm exhausted just contemplating what it would involve to do all this.", "Sooooo many priorities.", "I'm on overload!!", "Difficult to see this type of project happening during the school year as yet another out-of-school hours responsibility without the risk of burning out some of our top teachers in the system.", "Time and money!!! The bloody DET's!!!", "There is a lack of political will to tackle the big questions of education in this state and in the whole of Australia at the moment – we have achieved good results internationally and so that actually is hampering the government (of any persuasion) into putting more funding into education …"	21	
CONSISTENCY OF EXPECTATIONS OF STUDENTS NEEDED "There should be shared understanding of expectations of student achievement and building upon what has already been learned.", "Perhaps consistency of expectation and understanding of students' previous learning would be of benefit."	3	
REQUIRES INVOLVEMENT OF HIGH SCHOOLS Currently involved in QT research – no local secondary schools applied to be involved (shared purpose, understanding, joint professional learning?????)"	5	
EXISTING ATTITUDES CAN BE A BARRIER "Embedding QTP is challenging when teachers are focussed on a content-based syllabus. This is still the prevailing attitude with many teachers, primary and secondary.", "You would need commitment of all teachers. Some primary teachers believe they can't be taught anything because they have good classroom control and secondary teachers seem more interested in their subject area – result – Year 7 kids suffer. I have seen too many kids fail and leave school because of this.", "[At present] concentrate on either K-6 or 7-12 aspects of student learning. Need a change in thinking to be more aligned to Yrs 5-8 before this may occur.", "… A secondary perspective may help Years 5/6 teachers better engage students.", "Professional learning in the quality teaching area takes place as a school based activity not in conjunction with high schools.", "[High school teachers] are embedded in a content based delivery with a traditional approach.", "[High school teachers] can't get the point of what is being done."	7	
MULTIPLE HIGH SCHOOL DESTINATIONS MAKE IT DIFFICULT "Difficult to have dialogue with multiple schools.", "Might work with one [high school]."	2	
MISCELLANEOUS "We are currently doing this but finding the QTP Office influence restricting., " "Vast gaps in implementation of this doc across schools.", "Consistent teaching, learning and assessment practices would help the student settle into the new high school environment.", "Continuity of teaching practice and sequential development of skills and strategies to understand outcomes requires this initiative.", "QT is the best thing the DET has done for student learning and teacher practice (in my 37 years!!) so it needs to be nurtured K-12."	11	
NON-SPECIFIC COMMENTS	11	
MOVING IN NOMINATED DIRECTION	3	
TOTAL	63	

Table 50: Secondary principals' comments on non-implementation: organise joint primary/secondary meetings to discuss specific aspects of the Quality Teaching Framework

Types of comments/illustrative comments	No.	%
RESOURCE ISSUES "Staffing allocations for middle school initiatives are necessary.", "Department should organise.", "Time.", "Get real – we cannot do it all.", "Needs funding from professional learning funds and organisation at a district/regional level."	9	
DIFFICULT TO ARRANGE "Previous leadership of local schools did not work collaboratively.", "Number of primary schools.", "Primary topics seem to dominate."	3	
QUESTION RELATIVE SIGNIFICANCE/PRIORITIES "It really is a question of competing priorities with teachers who are working on other initiatives.", "Our school needs to get its own head around QT before we venture off elsewhere.", "Other priorities.", "Staff are flat out coming to terms with these issues in their own classrooms and have not had time to consider primary school implications."	6	
MOVING TOWARDS NOMINATED PRACTICE "We hope to be able to achieve this in Maths this year.", "Currently working to increase."	2	
MISCELLANEOUS Happens only in some KLAs.", "Have not been able to develop a framework for this to happen.", "QT has not been warmly or comprehensively embraced by our teachers – we're getting there – it's a big leap to think that it will bridge the 6-7 gap."	2	
NON-SPECIFIC COMMENTS	2	
TOTAL	**24**	

Table 51: Primary principals' comments on non-implementation: arrange lesson observations, teacher visits and teacher exchanges involving primary/secondary schools

Types of comments/illustrative comments	No.	%
TIME/RESOURCES CURRENTLY NOT AVAILABLE "Issues of time and release funding.", "Time, considering all else that is expected.", "Needs to be funded by the DET …", "Insufficient time, leadership and funding.", "Restricted by lack of casual relief money.", "Time and pressure of our daily work.", "We haven't got the time or money for this. We are teaching principals."	14	
NEEDS TO BE MANAGED "Needs to be facilitated by regional personnel.", "Needs to be part of a TPL project – very carefully prepared and supported.", "Needs a team to organise and facilitate this on a regional or cluster basis."		
REQUIRES INVOLVEMENT/COOPERATION OF HIGH SCHOOLS "Dialogue not established.", "Lack of interest from secondary.", "Too difficult for our high schools to accommodate. They really need teachers to come and see what creative and valuable work primary teachers do in engaging students, in boys' education and in catering for a variety of learning styles.", "High school teachers not prepared to work in primary classes.", "This has happened twice with no impact on change of pedagogy in HS … HS teachers were amazed at the standard of work achieved by Yr 6 and there it stopped.", "I am sure this could be done if schools asked the high school."	11	
EXISTING ATTITUDES CAN BE A BARRIER "This implies that teachers are willing to learn from their primary/secondary colleagues. There may need to be some changes of culture before this type of activity will be successful.", "I think high school teachers would not venture into K-2 'cities' and ditto for years 11 and 12 from KC.", "W e have offered this especially as we are running stage based ability groups in literacy and numeracy. High school not interested.", "There is an entrenched divide between primary and secondary teachers – both groups consider that their teaching has the most impact and is the most important – you need to then start looking at the teacher training that is going on and how effective that is in educating teachers about the whole system, not just a stage or two."	4	
GEOGRAPHIC ISOLATION	4	
MISCELLANEOUS "Previous experience has shown how valuable and effective this type of cooperation can be to improve teaching and learning.", "Both groups of teachers would gain an understanding of the two learning environments … Teachers could then look at each and plan transition programs for the students with a focus on classroom environment (lay out, routines) as well as curriculum and teaching and learning strategies.", "Difficulties exist with time and location. Not that they could not be overcome but not through goodwill arrangements.", "Our PS would like more of this.", "Great opportunity for high school teachers to see what and how primary school children learn.", "This practice has been initiated but not developed yet.", "When a school is not in a town getting together can be difficult …"	8	
NON-SPECIFIC COMMENTS	11	
MOVING IN NOMINATED DIRECTION "Working towards in our planning for new transition program.", "Planning is underway for this to occur."	4	
TOTAL	**56**	

Table 52: Secondary principals' comments on non-implementation: arrange lesson observations, teacher visits and teacher exchanges involving primary/secondary schools

Types of comments/illustrative comments	No.	%
RESOURCE ISSUES	6	
"A good idea but teachers simply do not have the time to do this.", "This requires an injection of funding and resources both of which are lacking and used by schools for other immediate issues.", "Lack of time and resources.", "Time pressures on classroom teachers."		
RELATIVE PRIORITIES	3	
"Staff in primary and secondary schools have yet to see this as a priority. Need to have a sweetener to motivate staff moving to retirement.", "A luxury that would have limited benefits."		
MOVING TOWARDS NOMINATED PRACTICE	9	
"We are looking at implementing this initiative in 2006.", "Have done this at previous schools. Need to build teacher awareness of the value of this at current school and then get it happening. Plan to use middle years consultant to make it happen.", "We started this on a very small scale last year. We hope to build on it in the future.", "Will happen if I can get the dialogue going.", "All part of the current program being initiated."		
MISCELLANEOUS	6	
"Not there yet.", "Only with specific identified students.", "Not yet being discussed.", "Difficult because of the number of primary schools."		
NON-SPECIFIC COMMENTS	3	
TOTAL	**27**	

Table 53: Primary principals' comments on non-implementation: Years 5-8: Learning days to develop students' skills in learning

Types of comments/illustrative comments	No.	%
TIME/RESOURCES CURRENTLY NOT AVAILABLE "Again this is fiddling around the edges. If it is a government priority then make it obviously a government priority. Don't water it down. Too many motherhood statements about middle years and not enough resourcing for creative solutions. Give us some flexibility over who actually administers a middle school initiative and we will come up with solutions – just like overseas international schools and some private schools have.", "Not enough time or money.", "Needs to be a DET priority and funded as such to support the human resources needs.", "Everyone is busy with heavy workloads.", " A great idea … but when and how is again the issue.", "Needs to be fully funded.", "When many of the feder primary schools, like ours, are P6s it's the same person addressing all the issues and teaching at the same time!"	14	
REQUIRES INVOLVEMENT/COOPERATION OF HIGH SCHOOLS "Culture and organisational differences.", "With which of the 27 high schools do you suggest we communicate? How many days do my stage 3 teachers have available? Are they expected to teach? Experience says HS teachers see themselves as superior. We work for the good of our students, they don't even listen when we make recommendations as to which class students might best be placed in from our experience of them in primary, then wonder why they have disruptive classes and students!"	4	
REQUIRES MANAGEMENT "Would only work well if it were a strongly coordinated program."	2	
RELATIVE PRIORITIES "Not seen as a priority by either school in the light of other priorities.", "There are bigger issues at stake."	2	
MISCELLANEOUS "Previous experience has shown this to be highly beneficial to students and staff.", "Excellent. The Yr 12 teachers could organise when their students have finished the HSC.", "This can be done at the primary level. Participation by the secondary school is not critical.", "Very important to get students to take responsibility for their learning …", "We tried this back in the mid 90s – stopped with a ban from Federation.", "This could work – my school pays for a study skills day for Year 6 but it is a bit removed from reality.", "Perhaps this idea has not been canvassed previously but it certainly seems a great one provided the days are designed to be something students would want to attend rather than just yet another thing they 'have to do'.", "This approach K-6 is how many primary schools work.", "Curriculum directorate could organise a generic program.", "Our students feed into at least seven high schools – might work with a majority going to one."	12	
NON-SPECIFIC COMMENTS	19	
MOVING IN NOMINATED DIRECTION	--	
TOTAL	**53**	

Table 54: Secondary principals' comments on non-implementation: Years 5-8: Learning days to develop students' skills in learning

Types of comments/illustrative comments	No.	%
RESOURCE ISSUES "As I read through these questions and look at what the school, with rigid timetables and no funding is supposed to do, I feel ill.", "Time.", "This survey has filled up my brain. I get a bit resistant to some improvements /changes because we get overloaded."	5	
DIFFICULT TO ARRANGE "Main difficulty lies in coordinating a large number of staff across several campuses. We have recently established a local learning community to address this type of issue (and many other areas previously mentioned).", "Sounds good: DET please organise.", "Would have to happen in all feeders or none."	3	
RELATIVE PRIORITIES "Board of Studies requirements for most staff are more important.", "Prioritising these activities is essential for both the PS and HS but also providing the time / money is essential if it is to be possible."	2	
MOVING TOWARDS NOMINATED PRACTICE "Trialled in 2005 to be built on in 2006.", "We are just starting to develop a program along these lines.", "Being developed.", "Working towards this for 2007."	3	
MISCELLANEOUS "This is a great idea. Would like to see models from other schools.", "Great initiatives that are very successful but time intensive to lead. It is done on goodwill."	3	
NON-SPECIFIC COMMENTS	3	
TOTAL	**19**	