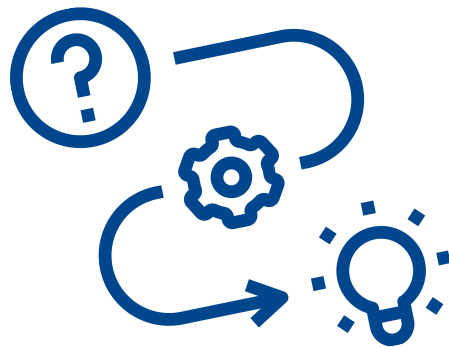




PARENT GUIDE: TRANSITION TO HIGH SCHOOL

TRIPLE THREAD LEARNING



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Starting high school is a big step, and both parents and students do tend to feel a mix of excitement and worry. This guide is designed to ease some of those fears by giving you practical ideas that can help your child feel more prepared and confident from the very beginning. We know the first term can be full of unknowns, and while schools have systems of support, those often take time to fully settle in. That's where this resource comes in; not to solve every challenge, but to offer suggestions that can make the transition smoother.

This guide is designed to ease worries, spark positive conversations and to make transition to High School less overwhelming for everyone involved.

Claire and Sonja!



Course Structure

Parent Guide: Transition to High School.



- 1. Knowledge is power - trust yourself.
High school is a big shift
What can a simple learning profile look like?
Focus on strengths and practical adjustments
Include your child's voice
- 2. Orientation - a tsunami of information.
Initial meeting, what do I need to know?
What could extra transition to high school time look like?
- 3. Practical organisation.
Timetable and books
Assignment calendars - choose your battles
Fatigue is real
- 4. Resources to deep dive.
What do I need to understand about the kinds of support available?
What are some resources I can access?





1. Knowledge is power - trust yourself

Book a transition meeting with primary staff.

1 page profile template [HERE](#).

Focus question:

Will you include learning profile information (e.g. any diagnoses - or will you leave this for learning support to disseminate?

Notes:



Special Provisions.

Recommendations? Data?

extra time

quiet space

space to move?

reader

writer

typing

Notes:

Strengths.

genuine desire to learn

empathetic

sporty

curious

funny

helpful

creative

resilient

loyal friend

special interests?

Notes:



Barriers to learning

- Reading, writing and spelling
- Self esteem
- Time to complete tasks
- Reading aloud in class
- Copying notes from off the board
- Knowing exactly what is required in written tasks
- Fatigue after school

Notes:

Health or safety flags:

Notes: Anything that must be flagged



Strategies used by teachers that have worked well

- Primary teacher input required for this one.

Reasonable adjustments? (examples)

- Do not ask to read aloud
- Do not ask to summarise on the spot
- Give class instructions, then do a check-in
- Audiobook options for any novels
- Access to textbooks in digital versions (a lot of high schools keep the text books at school as they just don't come back - something to ask about)
- Permission to use technology to type up notes
- Share an image of any notes written on the board
- Extra time to complete tasks
- Vocabulary lists and definitions for each topic (is there an electronic application they can use like a quizlet where they can learn these?)
- Scaffolds that step out any take home tasks into achievable steps and links to cut down on research
- Does the task have to be presented in written form? Is there another way students can present their knowledge?

Extras:



Personal Student or Parent Comment

Student:

- What have you worked really hard on in primary school?
- What are you most looking forward to in high school?
- Is there something you'd like teachers to know about how you learn best?
- What subject, sport, or activity makes you feel confident?
- What's one thing you'd like to try or get involved in at high school?

Extra ideas:

Parent:

- What do you hope high school will be like for your child?
- What's something you're proud of about your child's journey so far?
- What helps your child feel safe and supported at school?
- What do you hope teachers will notice about your child beyond academics?
- What do you think will make the biggest difference in helping your child settle into high school?

Extra ideas:



2. Orientation - a tsunami of information (**Be prepared!!**)

Initial High School meeting

- Are notes made and shared from this initial meeting?
- How does learning support work in the school?
- Will they be the funnel for information to teachers? Do they have their own initial profile they share with teachers?
- How does the learning plan process work?
- What types of intervention are available, are they evidence-based and how does this work in the school day?
- How about special provisions - what is the process?
- Technology - is there someone available to do some explicit assistive technology support to get your child on track?
- Is Yr 7 Camp early on.?
- Languages - are there alternate options? How does this work?
- Tech - is it possible to set up what they'll need? What tech do Yr 7s use? Be direct about this!
- Is it possible to get the timetable a few days ahead to go over it at home?
- Uniform - consider sensory issues - second hand?
- Uniform - school shoes - find out what they actually wear
- Time to shadow a Yr 7 child or to come in during sport?
- Book packs - what is available?

Extra ideas:



Extra transition focus?

Transition focus? (Areas that may need more explicit focus)

- Environment - knowing the way around
- Safe people - where can I go if I need help?
- Pastoral type help?
- Learning support help?
- Tech use - what does this look like? How can I access support?
- Timetables - what do these look like? In practical terms what do the codes mean? (Subject codes, teacher codes, room numbers)
- What would a typical day look like?
- Are there lockers? Do they have a lock with a combination?
- Uniform - how does this work on sports days or when you have PE?
- How does the canteen work?
- Where do Yr 7 hang out at recess and lunch? What do they do (e.g handball)? Is there a quiet place you can hang out?
- Transport routines - how does this work?
- Any other question your child has!

Extra ideas:



3. Practical Organisation

Timetable template [HERE](#)

Notes about:

- Timetables
- Books and zip-up binders
- Lockers
- Assignment calendars
- When things are not going well
- Homework and balancing expectations
- Communication
- Fatigue
- Reflect: how will we approach year 7?





4. Resources

- Disability Standards for Education, 2005. [HERE](#)
- NCCD (fact sheets). [HERE](#)
- Special Provisions: [NSW](#). [VIC](#). [QLD](#).
- Code Read Dyslexia Network. [HERE](#)
- Understanding Learning Difficulties. [HERE](#).
- Georgia's High School Handbook. [HERE](#).
- Assistive Technology: A.T.apps [HERE](#).
- Well-being from the ADA. [HERE](#).

Reading:	Writing:
<ul style="list-style-type: none">- Text to speech- Audiobooks- Immersive reader (microsoft) - built into OneNote	<ul style="list-style-type: none">- Speech to text- Word prediction software- Spelling and grammar tools
Organisation:	Typing:
<ul style="list-style-type: none">- Mind mapping software- Note-taking Apps- Calendar and reminder tools	<ul style="list-style-type: none">- Programs like Touch Type Read Spell are great for older kids.

Notes:

Not a real person but inspiring nonetheless! *“Just listen to your gut, and on the way down to your gut, check in with your heart. Between those two things, they’ll let you know what’s what.”*
Ted Lasso.

As you and your child step into the transition to high school, remember that it’s not about having everything perfectly worked out: it’s about having a few solid strategies and the confidence to put them into practice. Our hope is that this guide has given you some practical ideas, reassurance, and a reminder that you are not alone in this journey. Building positive relationships with teachers and support staff, keeping your child’s well-being front and centre, and looking after yourself along the way are the foundations that make the biggest difference. Transition is a process, not a single event. Trust yourself, trust the process, and know that small, consistent steps are key.

We’d love to hear how you go. Please reach out if you have feedback, questions, or ideas as we’re here to support you and your family. You’ve got this! Claire and Sonja

Triple Thread Learning

M: 0421 256 753

E: services@triplethreadlearning.com.au

Education 180 Pty Ltd.

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