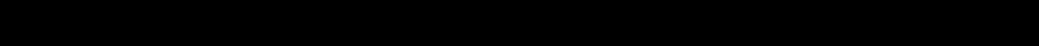


SPRING GULLY PRIMARY SCHOOL

TRANSITION

Policy



1. Rationale

Transitions are an important part of every student's educational journey. Moving between classrooms, learning teams, schools and educational settings can provide opportunities for growth, independence and new relationships. However, transitions can also create uncertainty and anxiety for students and families.

Spring Gully Primary School (SGPS) is committed to providing positive, well-planned and inclusive transitions that promote continuity of learning, student wellbeing, belonging and engagement.

Effective transition practices involve collaboration between students, families, school staff, early childhood services, allied health professionals and receiving schools, as appropriate. Transition planning recognises each student's strengths, interests, circumstances and individual support needs.

SGPS recognises that some students require additional preparation, repeated opportunities to become familiar with a new environment, or coordinated planning to support their successful participation. Transition arrangements will be responsive to individual circumstances and reviewed where necessary.

2. Purpose

This policy aims to:

- provide consistent and effective transition processes within SGPS, from early childhood education to Foundation, from primary to secondary school, and for students transferring into SGPS
- promote continuity of learning, wellbeing and support
- establish positive relationships between students, families, staff and relevant educational settings
- identify students who may benefit from additional transition support and plan appropriate adjustments
- ensure relevant information is shared, managed and stored in accordance with applicable privacy, information-sharing and Department of Education requirements
- support students to feel safe, connected, confident and ready to participate in their new learning environment.

3. Guiding Principles

Transition practices at SGPS will be guided by the following principles:

- **Student-centred:** Students' voices, strengths, interests, aspirations and individual circumstances will inform transition planning.
- **Inclusive and equitable:** Transition opportunities and adjustments will be responsive to students' diverse learning, communication, health, disability, cultural, social and emotional needs.
- **Collaborative:** Families, students, educators and relevant professionals will work together to support successful transitions.
- **Planned and purposeful:** Transition activities will be organised in advance, with clear responsibilities and opportunities to review their effectiveness.
- **Responsive and flexible:** The frequency, duration and nature of transition support may vary according to individual needs and circumstances.
- **Continuity of learning and wellbeing:** Relevant information, effective strategies and necessary adjustments will be communicated to support students as they enter a new learning environment.

4. Implementation

SGPS will coordinate an annual intra-school transition program known as **Step Up** to prepare students for their next year level and learning environment.

The program will:

- be coordinated by a staff member appointed by the Principal
- provide opportunities for students to become familiar with future classrooms, teachers, classmates and relevant school facilities
- include activities that promote relationships, confidence, independence and familiarity with new routines
- give students opportunities to ask questions, express concerns and become familiar with changes relevant to their next year level
- place particular emphasis on transitions between the Junior team (Foundation–Year 2), Middle team (Years 3–4) and Senior team (Years 5–6)
- be planned to support the formation of positive relationships and a sense of belonging before the new school year begins.

Where practicable, Step Up will involve students across the school on a coordinated day during Term 4, once proposed class structures and staffing arrangements are sufficiently established.

Staff who will be teaching at SGPS the following year will be invited to participate where practicable, including staff commencing employment at SGPS. Arrangements for staff employed at other schools will be negotiated with the relevant principal, subject to operational requirements.

The school will identify students who may benefit from additional transition support. This may include further visits, visual information, individualised preparation, targeted social opportunities, familiar staff or education support staff involvement, and other reasonable adjustments.

Where appropriate, staff will identify and plan support for students who receive assistance from Education Support staff or require coordinated adjustments. Support arrangements will be informed by individual student needs, available resources and relevant planning processes.

Relevant student profiles, assessments, reports and documented strategies will be made available to staff who need the information to support the student. Time and processes will be

provided for staff to review relevant information, plan adjustments and seek advice from appropriate school-based specialists or allied health professionals.

4.2 Transition from early childhood education to Foundation

SGPS will coordinate a Foundation transition program that supports children and families to become familiar with the school before commencing Foundation.

The program will be coordinated by a staff member appointed by the Principal and will involve collaboration with families, local kindergartens and other relevant early childhood services.

The school will:

- communicate with relevant early childhood services regarding children enrolled to commence Foundation at SGPS, consistent with applicable requirements
- seek relevant information about children's strengths, interests, learning, development and support needs
- review Transition Learning and Development Statements and other relevant information made available through approved processes
- work with families and early childhood educators to identify children who may benefit from additional transition opportunities or adjustments
- arrange visits to early childhood settings, where practicable, to meet with educators, observe children and support continuity of learning
- provide transition visits at SGPS during Term 4, including opportunities to explore the school environment, participate in classroom activities and begin developing relationships with staff and peers
- involve relevant staff, such as Foundation teachers, Learning Specialists, Inclusion staff and allied health professionals, where appropriate and available
- provide information to families about school programs, routines, procedures and expectations
- communicate Foundation class and teacher arrangements to families before the end of the school year, where practicable.

4.3 Additional support for children commencing Foundation

The school will work collaboratively with families and relevant professionals to identify children who may require additional transition support.

Where appropriate, planning may include:

- additional or individual visits to the school
- opportunities to meet key staff before commencement
- identifying a Grade 5 buddy who can assist during transition visits
- visual schedules, photographs, social narratives or other accessible preparation resources
- planning for communication, sensory, mobility, personal care, health or safety requirements
- meetings with families and relevant professionals to discuss adjustments, equipment, staffing considerations and support strategies
- early planning for health care needs and emergency procedures, where relevant.

Transition planning will focus on the child's strengths and the adjustments and strategies that will support their participation, learning and wellbeing.

Where significant adjustments or coordinated support are anticipated, the school will work with the family and relevant professionals as early as practicable to plan for the child's

commencement. Planning will be guided by the child's needs and applicable Department of Education requirements.

4.4 Foundation commencement and early assessment

Before the school year begins, families will receive relevant information about commencing Foundation, including school readiness information, key procedures and arrangements for the beginning of the year.

SGPS will provide opportunities for families to meet with teachers and share information that will assist the school to understand each child's strengths, interests, learning and development, family priorities and support needs.

The school will organise early opportunities for teachers to establish relationships with students and gather baseline information about their learning and development. The timing and format of individual family conferences, student assessments and the commencement of regular classes will be determined in accordance with the school calendar and Department of Education requirements.

During the initial weeks of Foundation, staff will monitor students' adjustment, participation, learning and wellbeing. Families will be encouraged to communicate any concerns, and the school will respond to emerging needs in a timely manner.

4.5 Transition from primary to secondary school

SGPS will coordinate a structured transition program for students moving from Year 6 to Year 7, in collaboration with families and receiving secondary schools.

Transition planning will commence during Years 5 and 6, with opportunities for preparation, orientation, information sharing and relationship-building. Support will continue, where appropriate, through collaboration with receiving secondary schools and follow-up processes after students commence Year 7.

The school will:

- appoint a staff member to coordinate the Year 6 to Year 7 transition process
- communicate relevant secondary school information evenings, open days, enrolment requirements and transition activities to families
- support students and families to understand secondary school options and the enrolment process
- follow current Department of Education requirements and timelines for Year 6 to Year 7 placement and enrolment
- facilitate opportunities for students to visit receiving secondary schools and become familiar with their environments, expectations and routines
- support participation in the annual statewide secondary school orientation day
- collaborate with receiving schools to identify students who may benefit from additional transition support
- share relevant information with receiving schools in accordance with applicable privacy and information-sharing requirements
- provide opportunities for primary and secondary staff to discuss students' learning, wellbeing, strengths and support needs where appropriate
- support students to develop the organisational, social and self-management skills needed for secondary school.

Where practicable, SGPS will continue to participate in collaborative transition activities with local secondary schools, including interschool opportunities that help students build relationships with future peers.

4.6 Additional support for secondary transition

SGPS will work with students, families and receiving secondary schools to identify and plan additional transition opportunities for students who may experience greater challenges with the move to secondary school.

Additional support may include further school visits, meetings with key secondary staff, familiarisation with routines and facilities, visual or written preparation, supported opportunities to build peer relationships, and coordinated planning for disability, health, learning, communication, social or emotional needs.

Students and families will be encouraged to share their views about what will help them feel prepared and confident. Planning will be individualised and proportionate to identified needs.

Where relevant, SGPS will communicate effective strategies, existing adjustments, learning information and wellbeing considerations to the receiving school to support continuity of learning and care.

4.7 Students transferring to SGPS

When a student enrolls at SGPS from another school, the school will take reasonable steps to obtain relevant information to support the student's educational, social, emotional and physical wellbeing.

This may include:

- reviewing relevant student records and available learning information
- arranging communication between the previous school and SGPS staff, where appropriate
- identifying strengths, interests, learning needs and existing adjustments
- reviewing relevant health, safety, wellbeing and support information
- consulting with the student and family about their experience, priorities and any concerns
- identifying whether additional orientation, transition support or reasonable adjustments may be required.

The school will provide the student and family with relevant information about school routines, expectations, facilities and support services.

Where appropriate, staff will monitor the student's adjustment after commencement and communicate with the family to address emerging concerns. Information will be shared and handled in accordance with applicable requirements.

4.8 Student information, privacy and record keeping

Information collected or shared to support transitions will be relevant to the student's education, learning, wellbeing, health or safety and will be managed in accordance with Department of Education policies, privacy requirements and applicable information-sharing legislation.

Staff will:

- access and share student information only where authorised and necessary for their role
- use approved school and Department of Education systems to record and manage relevant information
- ensure relevant staff have access to information needed to plan and implement support
- handle sensitive information respectfully and securely
- follow applicable requirements when requesting, transferring, storing and disclosing student records
- consult the Principal or relevant school leader if unsure about information-sharing requirements.

Transition planning does not replace the school's ongoing responsibilities to provide appropriate adjustments, support student wellbeing or respond to identified health and safety needs.

5. Roles and Responsibilities

Principal

- Oversees implementation and review of this policy.
- Ensures transition processes align with Department of Education requirements.
- Allocates coordination responsibilities and supports collaboration with other settings.
- Oversees significant transition planning and information-sharing decisions as required.

Transition coordinators

- Coordinate relevant transition activities and timelines.
- Liaise with families, staff, early childhood services and receiving schools.
- Support identification of students who may require additional transition planning.
- Assist with communication and follow-up processes.

Teachers and relevant school staff

- Contribute to transition planning and activities.
- Share relevant information with staff who need it to support students.
- Identify students who may benefit from additional transition support.
- Implement planned adjustments and monitor students' learning, participation and wellbeing.

Families and carers

- Share relevant information about their child's strengths, interests, learning and support needs.
- Participate in transition discussions and activities where possible.
- Communicate concerns and provide feedback about the transition process.

Students

- Where appropriate, contribute their views, preferences and concerns to transition planning.
- Participate in transition activities and communicate what helps them feel prepared and supported.

Early childhood services and receiving schools

- Collaborate with SGPS, families and relevant professionals to support continuity of learning, wellbeing and appropriate information sharing.

6. Evaluation and Review

The effectiveness of transition processes will be reviewed through relevant feedback and observations, which may include:

- feedback from students, families and staff
- feedback from early childhood services and receiving secondary schools
- student participation, engagement and wellbeing during transition
- the effectiveness of planned adjustments and additional transition support
- identification of improvements to future transition activities.

This policy will be reviewed as part of the school's three-year review cycle, or earlier if required by changes to Department of Education policy, legislation or school practice.

This policy was last ratified by School Council in **October 2026**