

TRANSITION

POLICY

INTRASCHOOL

TO SECONDARY SCHOOL

FROM PRE-SCHOOL

Rationale:

- As students move through Spring Gully Primary School, they typically move from the Junior team (P-2), to the Middle school (3-4) and then to the Senior school (5-6). Transition from one section of the school to another can be a challenging time for some students. Such challenges often go unrecognised. Students will manage each of these progressions much more efficiently if they experience an effective transition program prior to moving classes.
- Kindergarten students commencing primary school and primary school students commencing secondary school are required to cope with a very different environments. Transition from kindergarten to primary and primary to secondary can be both a challenging and an exciting time for students and parents. It is our school's responsibility to work with the kindergartens, secondary schools and families to make this transition as enjoyable, effective and trouble free as possible.
- When students who transfer to SGPS from other schools, we ensure that we obtain as much information as possible from the previous school, to best support the student.

Aims:

- To provide a smooth and efficient intra-school, pre-school and secondary school transition process with additional support and exposure to the next level of schooling provided to those who require it.

Implementation:

Intra-school

- Our school will appoint an experienced staff member to coordinate our intra-school transition program.
- A transition program will be organised each year for all students across the school. We call this transition program 'Step Up'.
- Particular emphasis will be focused upon transition for Grade 2 children to move from the Junior area to the middle school (3-4), and for middle school Grade 4 students to move to the Senior school (5-6) during Term 4, once the following year's classes and teachers have been organised.
- Intra-school transitions will occur simultaneously on the same day, where all students from grade prep to five will participate.
- The intra-school transition program will include familiarisation visits and activities in future classrooms with future classmates, a chance to meet future teachers, and opportunities to play in different areas of the school and to visit different toilets and eating areas, etc.
- All teachers who will be teaching at our school the following year, but are not yet currently employed at our school, will be invited to participate in the program and meet their future students and teaching colleagues as part of the intra-school transition program, and as part of their own induction.
- The principal class will negotiate with other schools the replacement teacher coverage for future teachers currently employed at different schools, with the teacher's current principal.
- Students with additional needs will have the program modified or extended to meet their particular circumstances. Students who require additional transition support should be identified by their teacher.

- Students supported by Education Support staff through the Disability Inclusion program will be identified and paired with staff for the following school year, prior to the transition process.
- Support documentation, such as speech pathology reports and educational assessments are attached to student profiles in Compass. Time is dedicated on the first day of the year for teachers to read these documents. Processes are in place during the year for teachers to be supported to implement report recommendations. This support is provided, if required, by teachers in specialist roles, i.e. Learning Specialists or Disability Inclusion Leader, as well as by allied health professionals.

From Pre-school

- Our school will appoint an experienced staff member to coordinate our Foundation transition program.
- Following the enrolment deadline and when enrolments have been finalised, we will communicate with each feeder pre-school and inform them of the names of students who have enrolled at our school.
- Information will be sought about each child from the pre-school, and meetings will be organised with parents of children who will/may need substantial or extensive adjustments to discuss programs and resource requirements.
- Staff members will visit all pre-schools who have students enrolled at our school for the following year. The purpose of these visits are to discuss students with pre-school staff and to conduct observations of the students.
- A transition program will be organised with all enrolled students during Term 4, which allows each child (and their parents) the opportunity to attend our school on a variety of occasions. Visits will consist of familiarisation tours of the school and activities in classrooms.
- The kindergartens and families have the best knowledge of the students and therefore play an important role in identifying which students may find transitioning to school more challenging than the majority of the cohort.
- Students who may require additional support during transition can have their Grade 5 ‘buddy’ identified early. The ‘buddy’ can support the kinder student during transition visits if required. The school will work with the family to plan additional visits at times that are mutually agreeable.
- It is anticipated that the Foundation teaching team for the following year will be finalised in time for formal transition and pre-school visits, so that parents can be made aware of and meet the teachers who will teach in Foundation the following year. Families will be informed about who their child’s teacher is before the end of the school year. Children will be able to have an experience with teachers who will teach in the Foundation Department the following year and will most likely have some experience with their classroom teacher.
- An information evening will occur in Term 4 so that parents can be informed about the school’s programs and procedures, and an opportunity will be provided for questioning and discussions. Information about the first school day of the following year and the ‘interview day’ will be covered in detail.
- The first 3 days of the following year will be dedicated to individual parent/teacher conferences and student assessment. Classes will not commence during this time. Parents and teachers meet each other and discuss any relevant or useful information about the student/family (e.g. possible adjustments, interests, concerns, strengths/weaknesses, family situation), and about school policies/procedures/events prior to classes commencing. A majority of this 1 hour session is dedicated to the teacher undertaking some base-line assessments with the student.
- All parents will receive detailed information packages about the school, including school readiness resources, and all Foundation students will be mailed a welcome package that will arrive at their home before the school year begins.
- A morning tea for parents will be provided on the first day of class, with specialist staff assisting classroom teachers with the needs of the new students.
- Opportunities will be provided for parents to visit classes or communicate with the school regarding their child’s progress and any issues that arise will be attended to as soon as possible.
- Foundation students will not attend school on Wednesday’s during February.

To Secondary School

- Our school will appoint an experienced staff member to coordinate our Grade 6 to 7 transition program.
- Any information evenings for prospective students and parents organised by their chosen secondary college will be communicated via our school newsletter and or via a direct communication from the 5/6 team. This will occur prior to enrolment week so that parents and students can experience the facilities and programs available.
- Our school follows directives from Region (DET) relating to processes for student enrolments and administrative tasks. For example, distributing and collecting documents (to/from families) to then pass on to secondary schools.
- The transition coordinator will communicate Open Days organised by the secondary colleges, where primary students have the opportunity to visit each secondary school in an organised manner before enrolment week.
- Our school seeks to identify students who would benefit from additional transition. When these students are identified, the offer is made to parents for this to take place and arrangements are then made with the secondary school.
- SGPS will work with any family who requests additional transition for their child and will liaise with the secondary school to meet the needs of these requests.
- Where it is requested by the secondary college, information will be provided about each enrolled child from our school. Meetings with the secondary college may be recommended with parents of children with special needs to discuss programs and resource requirements.
- As part of the orientation process, transition co-ordinators from both government and non-government secondary colleges will be given the opportunity to meet with their future students and their Year 6 teachers upon request.
- A transition program will be organised with the secondary schools during Term 4, which allows each child (and their parents) the opportunity to attend the secondary school and participate in activities.
- All Grade 6 students are expected to participate in the annual state-wide Orientation Day.
- In addition to the state-wide Orientation Day and additional transition experiences, Bendigo South East 'feeder schools' will organise interschool sports opportunities with a focus on building relationships and getting to know peers. These days will culminate in Term 2 and 4 with a large round robin tournament held at the BSE campus.

Students Who Transfer to SGPS

- When new students transfer to our school we make contact with the previous school to gather information about the student. This includes arranging copies of key documents and ensuring a phone conversation takes place between the SGPS teacher and previous teacher of the student.

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in....

August 2023