



Transition Policy

Rationale

Students experience multiple transitions over the course of their educational career. The support offered to children by families and schools at these important times can determine whether they remain engaged and connected to school and ultimately have a successful educational experience.

(Ref: *Transition and Engagement*, Research Document 6 CEOM, 2010)

Aims

The Transition Program aims to:

- establish and maintain positive relationships and mutually respectful communication, between families, students, pre-school educators, primary schools and secondary schools.
- encourage the input of educators, parents, schools and students in the transition process. Parents are valuable participants in this process as they know their children intimately and are able to greatly assist the transition process.
- identify students as capable learners with rich prior learning rather than being 'ready to learn'.
- provide a transition process that is flexible and responsive to the differing needs of students, families and schools.
- provide a comprehensive, innovative transition program that includes ongoing evaluation and reflects a continuous learning approach.

Implementation

1. Transition Coordinator:

A transition coordinator will liaise with the administration officer and other relevant staff to ensure smooth transitions at St John's. The coordinator will:

- Belong to the Student Wellbeing Core Team.
- Liaise with staff and Principal to ensure smooth transitions at all levels.
- Organise staff visits to prospective students' kindergartens.
- Ensure welcome letters are sent home to new Preps.
- Organize Prep-6 buddy program.
- Liaise with REL to organize a welcome Mass for school families.
- When a new student arrives at the school:
 - Meet with the classroom teacher to discuss whether the school has sufficient information for that child's successful transition. If not, arrange communication to be made with the previous school.

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- Arrange an appropriate school buddy for the student in the playground.
- Organise a buddy family to help the parents with the transition process.

2. Pre-school to Prep:

- School tours for prospective parents will be conducted each year by the school Principal.
- An information evening will be held for parents of children enrolling in Prep for the following year. Staff for Prep will be finalized where possible before the information evening. Parents will receive an information pack at this meeting.
- The transition coordinator will organise a visit to the child's kindergarten where teachers can share information about the child to assist the transition process. In some circumstances where a visit is not possible a phone call to the child's kindergarten teacher will be made. The "Transition Learning and Development Statement" (DEECD, 2009) will further help inform the Prep teachers of the child's development.
- The Student Services Leader will organize any adjustments for children with additional learning needs:
[Transition Checklist for a Child with Additional Learning Needs Entering Prep](#)
- Prep orientation sessions are held in Term 4. Parents are invited to a morning tea during the first orientation session where the Principal will welcome parents and answer any questions they may have. Senior buddies and family buddies are allocated and meet during the last orientation session.
- Prep teachers send a welcome letter home to the child prior to commencement.
- During February, Prep students will not attend school on Wednesdays; however they are allocated a time on one Wednesday for individual testing.
- During the first few weeks of school the Prep program complies with the whole school "Getting to Know You" program, ensuring that starting school is a positive experience for all children and their families. Prep students and families are welcomed at the whole school Mass during the first few weeks.
- Senior buddies take some responsibility for the Prep students to ensure a smooth transition in the playground.

3. Level to Level Transition:

- **Green developmental folders** are kept for each child. These contain records of the following: Formal testing in Literacy and Numeracy, parent communication/record of meetings, PLPs, outside agency referrals and reports. This is a cumulative record which is passed on with the student.



Prior to transition:

- To prepare for transition from year to year, students are asked to nominate in a circular proforma their choice of five positive learning partners. Students are usually matched with at least one of their choices in their new class.
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- Classroom teachers complete a brief transition profile for each child using nForma Wellbeing. Behaviour, academic, social and emotional needs are considered.
- Staff meetings are scheduled for allocation of students into classes, taking into consideration all of the above. Where possible a balance of behavioural, academic, social and emotional needs are evenly distributed across the grades.
- An **Orientation session** is held during the last few weeks of school. The session allows time for students to meet with their new teacher and classmates. Teachers use this session as an initial 'Getting to Know You' opportunity.
- Staff meetings are allocated for the current teacher to meet with the new class teacher to inform them of any additional learning needs of their new students.
- Green developmental folders are collected and placed into the students' new classrooms for the following year.
- Student data gathered from the orientation session and the meeting with the child's teacher is used by the new class teacher to initiate **individual student profiles** – data may include: academic ability, special needs, family situation, interests, friendships, social/emotional skills and learning styles. Teachers also use the green developmental folders to inform them of their new students' development.

Transition first few weeks:

- **"Getting to Know You" Program:** To establish a positive classroom environment, and to build teacher knowledge of the students in the class, a whole school "Getting to Know You" program is run in the first two weeks of each year. Activities include:
 - Games and activities which enable the teacher and the students to find out about each other.
 - Circle Time.
 - A review of the St John's Rights and Responsibilities. Each class uses the three rights (to learn, to be happy, to be safe) to develop



their own set of classroom responsibilities. These are sent home for parents to discuss and sign (Yr 1-6).

- Explicit teaching of the interpersonal skills needed to work cooperatively.
- Setting learning goals.
- Parent /Teacher "Getting to Know You" interviews – Week 3.
- **Assessment:** To inform classroom teachers of the students' academic development, formal literacy and numeracy testing is completed, according to the St John's Assessment Schedule.

4. Year 6 to Year 7 Transition

- During Semester 2, the Year 6 teachers will complete any necessary transition documentation. They will then liaise with the relevant secondary school staff to pass on information about the Year 6 students. This will take two forms:
- The Student Services Leader will organize any adjustments for children with additional learning needs:

[Transition Checklist for a Child with Additional Learning Needs Entering Year](#)

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- Students attend Orientation Days as organized by their secondary schools.
- Transition activities are conducted by the Year 6 teachers in order to prepare written and verbal communication by the students for their transition into secondary school.
- Graduation rituals are conducted, such as: a Graduation Mass and ceremony, Big Day Out and end of year school assembly. These rituals demonstrate an appreciation of the children's contributions to the St John's School community and to signify the completion of their primary education.

5. Transition to another school

- [Transition Checklist for a Child Transferring to another School](#)
- When parents request a transfer to another school the classroom teacher will be informed and plan agreed upon for informing classmates.
- If requested by the parents, or if contact is made by the other school, information/documentation will be prepared and sent to the other school.
- A class send off will be arranged by the classroom teacher.

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- The Student Services Leader will organize any adjustments for children with additional learning needs: [Transition Checklist for a Child with Additional Learning Needs Transferring to another School](#)

6. Transfer into St John's

- [Transition Checklist for a Child Transferring into St John's](#)
- An initial meeting with the Principal will incorporate a walk around the school to familiarize the family with the surroundings.
- The Principal or admin staff will inform the classroom teacher and the transition coordinator of any background information obtained about the student.
- The teacher and the transition coordinator meet to discuss whether the school has sufficient information for the student's successful transition. If not, communication will be made with the previous school.
- A school buddy is allocated and introduced to the new student to help in playground transition.
- The transition coordinator will organise a buddy family to assist the parents with the transition process.
- The classroom teacher will organise relevant testing and "Getting to Know You" activities as needed.
- The Student Services Leader will organize any adjustments for children with additional learning needs:

[Transition Checklist for a Child with Additional Learning Needs Entering Year 1- 6 from another school](#)

Transition Checklists

Special Needs:

[Transition Checklist for a Child with Additional Learning Needs Entering Prep.](#)
[Transition Checklist for a Child with Additional Learning Needs Entering Year 1- 6 from another school](#)

[Transition Checklist for a Child with Additional Learning Needs Entering Year 7](#)
[Transition Checklist for a Child with Additional Learning Needs Transferring to another School](#)

Other students:

[Transition Checklist for a Child Transferring into St John's.](#)
[Transition Checklist for a Child Transferring to another School](#)

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