



TRANSITION

POLICY

Rationale:

Prep students commencing school, Grade 6 students exiting, students leaving or commencing school at Woodville in other year levels and children transitioning from grade to grade within the school are required to cope with an environment which may be very different to that which they are accustomed. It is the school's responsibility to make these transitions as smooth as possible to ensure learning continues in a manner which enables children to continue their learning at a level and pace commensurate with their age and development.

Aims:

To provide smooth and efficient transitions from:

- kindergarten/home to primary school
- from primary school to secondary school
- from or to other primary schools
- within the school across year levels

to ensure children settle quickly and easily into their new environments and learning continues in a seamless manner at a level which provides a suitable level of challenge.

Implementation:

Prep Transition

- Prep parents and students will be offered individual and/or group school tours on enrolment from a member of the Principal Class Team
- Parents of potential students will be invited to attend informal information sessions given by current staff and parents at the school
- All enrolled students will be invited to 4 transition sessions to be held in November/December
- All parents of enrolled prep student will be invited to attend a Prep transition evening in December
- All parents will be given an information pack containing
 - Processes, procedures and policies
 - Preparation for school
- All prep students will receive a personal letter welcoming them to Woodville from an allocated Year 5 buddy
- The prep team leader, and if possible teachers will attend Wyndham 'Transition Swap' meetings with local kindergartens and childcare providers
- Prep teachers will attend local kindergartens and childcare centres to observe and discuss future students of Woodville
- Prep children will not attend school on Wednesdays in February to allow teachers to meet with parents and administer individual testing to students
- Parents will be encouraged to participate in school programs (subject to a current Working with Children's Check) and become involved in PFA

Year 6 – Secondary School

- A year 6 transition coordinator will be appointed each year. Duties will include:
 - Distributing and collecting school preference forms
 - Informing parents of any scholarship/ SEAL programs

- Attending Wyndham Network transition meetings
- Ensuring transition documentation is completed by Grade 6 teachers and forwarded to relevant secondary schools
- Work with the Assistant Principal to arrange additional orientation visits for PSD students (regardless of funding in Year 7) and other students with additional needs
- Liaise with transition coordinators at Secondary Schools
- Grade 6 children will attend Orientation Programs arranged by their Secondary Schools

Students Transferring to another Primary School

- Communication to go through the office
- Parents to sign release of information forms from the school and SSSO team if required
- Classroom teachers are responsible for passing the child's file to the Assistant Principal to be forwarded to the new school including the two most recent Reports and any ILPs
- Classroom teachers to be available at a mutually suitable time to speak to the child's new teacher if required
- Assistant Principal to liaise with SSSO staff (both current and future) if required

Students, other than Preps commencing school at Woodville

- A member of the Principal Class Team will meet with parents to discuss reasons for transfer to Woodville
- Wyndham protocols will be observed
- Parents will be asked to sign a 'Release of information from Previous School' form and SSSO team if required
- Children will be interviewed informally or may choose to complete an 'All about me' (interests, strength, favourites etc.) sheet to be passed to their new teacher prior to starting
- The Assistant principal will call the child's previous school and arrange a time for a phone conference with the previous teacher, allocated teacher and AP at a mutually suitable time
- The Assistant Principal will fax through the 'Release of Information from Previous School' form with a note requesting any files – including copies of the child's last two reports and any NAPLAN reports – be forwarded to Woodville as soon as possible
- Whenever possible teachers will be given at least two days prior notice of students to commence in their grades
- Students will be allocated at least two buddies in their new grade whose role includes showing the student around, explain procedures and ensuring inclusion in any class and playground activities
- In their second week at Woodville students will be comprehensively assessed to ensure learning is targeted to particular needs
- A member of the PCT will meet with the child and/or parent a month after enrolment to discuss any issues

Transition to next Grade level at Woodville

- Teachers will allocate children to next year's grade group based on academic, social, behavioural and emotional needs to ensure balanced groups across the school
- Tentative grade groupings will be organised prior to the whole school transition program commencing
- All children will have four transition sessions in their new grade groupings
- Teachers for the following year will be decided, whenever possible, prior to transition sessions
- The final transition session will have, when possible, set grades, classrooms and teachers for the following year
- Transition files will be passed to new grade teachers prior to the final transition session. These are to be filed in the new classroom
- The transition file will include:
 - Information completed on the inside cover including –
 - Latest AusVELS teacher judgements
 - Current NAPLAN results (if applicable)
 - Reading Level from most current Running Record
 - On-demand results in English and Mathematics
 - ILP/EAP/KELP information
 - PSD records

- A plastic pocket clearly labelled with the child's name, grade level and year (e.g. Fred Smith, Grade 4, 2014) which includes:
 - Analysed Running Records from February, May and November
 - Writing samples – handwritten with child's editing only – February, May, November
 - Maths – evidence of current ability (no more than 2 pages) – February, May & November
 - A copy of any ILP/EAP/KELP and BMPs for the year

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....

February 2014