

## **WELLBEING**

### **TRANSITION**

#### **RATIONALE:**

For the purposes of this policy, transition is defined as the process of students and families adjusting to the changes associated with entering our school, moving grades within the school and leaving the school. Malvern Valley Primary School recognises the challenges associated with inter and intra-school transition. Ensuring a smooth and enjoyable transition for students and families into, within and out of our school through the provision of appropriate transition programs will enable them to make these progressions more efficiently.

#### **AIMS:**

- To provide smooth and effective transition programs to support transition from pre-school to primary school, primary school to secondary school, another school into Malvern Valley Primary School (inter-school) and from one section of the school to the next (intra-school).
- To provide adequate support to students and families in their transition into Malvern Valley Primary School.
- To provide appropriate support for students and families with English as an additional language and/or additional needs (educational, emotional, physical or behavioural).
- To provide adequate support to teaching staff in planning for effective teaching and learning for new students.

#### **IMPLEMENTATION:**

##### **1. PRE-SCHOOL TO PRIMARY SCHOOL**

- 1.1 The Principal will appoint a staff member to coordinate the Prep transition program.
- 1.2 Students at the Phoenix Park Kindergarten will be invited to be involved in sessions conducted by Prep and Specialist teachers in Term 3.
- 1.3 Where possible, Prep transition dates will be coordinated with other schools in the Stonnington and Glen Eira Principals Network.
- 1.4 Prep enrolments are to be advertised by the School Council's Promotions Committee to local Kindergartens and, where appropriate, in public forums such as advertising boards.
- 1.5 Information will be sought about each child from the pre-school via the 'Transition Learning Development Statement'.
- 1.6 Meetings will be organised with parents of children with special needs, identified through the 'Transition Learning Development Statement' to discuss individual program and resource requirements.
- 1.7 The 'Ready, Set, Prep!' program will be advertised to all enrolled students and their families. It will consist of ongoing school visits in Terms 3 and 4 and will be conducted by the Prep teachers, Principal Class staff and other relevant staff (eg. Literacy Coordinator). It will aim to familiarise students and parents with school operations, culture and expectations.
- 1.8 An information evening will occur in Term 4 to inform parents about the school's programs and procedures and the first day of school.
- 1.9 All parents will receive information packages about the school, along with a welcome package including useful school resources.
- 1.10 A morning tea for all new and existing parents will be provided on the first day of school.
- 1.11 Prep students will not attend school on Wednesday's during February to enable time to rest. On these days, students will be allocated an appointment time to meet with their classroom teacher for a range of curriculum-based assessments.
- 1.12 Each Prep student will be allocated a buddy in Grade 5 or 6. Regular buddy sessions will run throughout the year to foster this relationship.
- 1.13 In Term 4, current Grade 4s and 5s will be allocated their buddies for the following year.
- 1.14 An event to welcome parents to the school community will be organised by School Council toward the beginning of the year.

## **2. INTRA-SCHOOL**

- 2.1 The Principal will appoint a staff member at each level to coordinate our intra-school transition program.
- 2.2 A transition program comprising of a series of transitions will be organised by the transition team, in order to allow all students the opportunity to spend time in their new level and accustom them to a variety of students.
- 2.3 The Principal will negotiate Casual Relief Teacher coverage with new staff's current employees to allow for them to attend whole school transition day.
- 2.4 Students with special needs will have the transition program individualised to meet their particular circumstances. Such adjustments will be decided upon and coordinated by level leaders in consultation with the student's parents and previous teacher.
- 2.5 Any documentation pertinent to the successful transition of a student, such as Individual Learning Plans, Behaviour Management Plans, etc. will be finalised in Term 4 and handed over to the students' new teacher.
- 2.6 A handover afternoon will be conducted on the same day as the final whole school transition program. The purpose of this afternoon will be to allow teachers to share knowledge regarding future students' learning and behavioural needs.
- 2.7 As per the Class Formation Policy, students will be placed in classes that are determined to best meet their social and academic needs.

## **3. INTER-SCHOOL**

- 3.1 All new parents are to meet with the Principal prior to enrolment for a tour, familiarisation with the school environment and culture and to be provided with an enrolment pack containing general information and key policy documents.
- 3.2 The placement of a new student in a class will be the decision of the Principal, considering the size of the class and the social and academic needs to the students.
- 3.3 Copies of all relevant documents for new students (i.e. student reports, Education Support Service reports) to be requested by the Principal upon a new students' enrolment. Such documents will be distributed to appropriate staff as they are attained, preferably before the student begins school.
- 3.4 A transition day (whole day or part day) prior to the student's first day at Malvern Valley Primary School is to be arranged, where possible, by the Principal.
- 3.5 The classroom teacher will nominate a student or students from the relevant class to be a support person/buddy for the new student.
- 3.6 Students that move to a new school from our school will be supported in their transition by the communication of non-confidential information with the new school.
- 3.7 The Principal will arrange an initial Student Support Group Meeting prior to a student with substantial additional needs (learning or behavioural) entering the class. The purpose of the meeting will be to help transition the student to the school and allow the future teacher to begin to establish a rapport with the family.

## **4. FAMILIES WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

- 4.1 Regular Malvern Valley Way focus around cultural diversity and religion, disability and difference will be conducted to foster an environment of respect and acceptance within the class and school community.
- 4.2 A welcome letter for new families will be provided in some languages other than English.
- 4.3 Should the family not be able to effectively communicate with the Principal, the Principal will seek translation assistance from within the parent community or from the Department of Education and Early Childhood Development's (DEECD), through their funded program currently provided by the Victorian Interpreting and Translation Service (<http://www.education.vic.gov.au/Documents/school/principals/community/VITS%20Serv%20Drt.pdf>).
- 4.4 Bilingual students currently at the school may be assigned as a buddy to a new EAL student.
- 4.5 All new EAL students are to have a language assessment completed through the DEECD's Social Education Victoria New Arrival Program, via the allocated outreach officer. The Literacy Team leader will be responsible for organising testing by contacting the above service.
- 4.6 The DEECD is our primary source of translation service where required, additional support will

## **5. PRIMARY TO SECONDARY**

- 5.1 The Principal will nominate a Grade 6 teacher to coordinate our Year 7 Transition Program.

- 5.2 This coordinator will contact local secondary schools to arrange class visits for the Grade 6 students.
- 5.3 Class teachers will run a transition program with Grade 6 students using relevant transition resources (for example the School Transition and Resilience Training book).
- 5.4 Information will be sought about each child's secondary school enrolment and meetings will be organised with parents of children with special needs to discuss programs and resource requirements.
- 5.5 Class teachers will complete and return any transition forms for selected students that are sent by relevant secondary schools.
- 5.6 Grade 6 students are encouraged to attend their secondary school's Orientation Day.
- 5.7 Grade 6 students will be provided with leadership roles that will assist them to develop the necessary skills for transition (for example, hosting passion clubs or running whole-school athletics activities) and provided throughout the year with tasks such as homework to develop relevant skills for secondary school.
- 5.8 In Term 1, the 'Teacher in Charge' of Secondary Transition will seek feedback from the families of graduating students to form a plan for a parent transition activity to be held in Term 3. The focus of feedback will be on identifying what support parents and families may need to make the transition to secondary school a positive experience.
- 5.9 In Term 3, a parent transition activity will be held. The focus for this activity will have been determined by parent feedback earlier in the year. Possible activities may include an information evening, a parent morning tea or guest speaker.

## **EVALUATION:**

This policy will be reviewed with whole staff, student, parent and community input as part of the school's three-year review cycle.

Ratified by School Council: 2014

To be reviewed: 2017