

CHALCOT LODGE PRIMARY SCHOOL

POLICY: TRANSITION

INITIAL COPY
11/08/2010

Ratified
June 2022

PURPOSE

To provide a comprehensive Transition Program, which facilitates a smooth transition for students moving from Pre School to Prep, from year level to year level, from Year Six to Seven and between Chalcot Lodge and other primary schools, in order to support ongoing student learning to the optimal level.

GUIDELINES

- The Transition Policy and all practices will be in line with Department of Education and Training (DET), the Casey North Network Enrolment, Transition and Transfer Protocols document and the 'Transition: A Positive Start to School' document;
- A successful Transition Program is supported through nurturing a positive rapport and effective communication between the school and all key stake holders;
- A smooth transition is facilitated through communication of a positive image of our school to the broader community;
- The 'Chalcot family' culture nurtures the feelings of being personally known, cared for and supported and enhances a smooth transition;
- Transition to school is not a point-in-time event, but rather an experience that starts well before, and extends far beyond, the first day at school;
- The 'Transition: A Positive Start to School Resource Kit' provides information about programs and approaches to transition planning, including specific advice about additional support for those children who may need it; and
- Some children may need extra support during the transition period in varying degrees due to: maturity; cultural or language background; health issues; emotional or social issues; disabilities; developmental delays; out-of-home care circumstances;

IMPLEMENTATION

- The school's culture, policies and curriculum programs will promote understanding of cultural diversity and valuing of differences;
- Families of all new students will receive a Transition Pack, which includes the enrolment form, privacy note, Chalcot Lodge Handbook and Prep Transition Booklet, copies of the schools' Student Wellbeing and Discipline Program, uniform list and various permission forms.
- Positive rapport and effective communication links to the school community and wider community will be enhanced through: inclusion of our school's brochure in the network's group promotional booklet; provision of information evenings; school tours for parents of preschool children; and comprehensive information about the school on the school's website.
- The 'Chalcot family' culture, will be embedded into all behaviours and interactions between members of the school community.
- Intervention programs including the Language Support Program will facilitate smooth transition for students with special learning needs;
- The Program for Students with a Disability will facilitate a smooth transition for eligible students;
- Differentiated curriculum will be implemented throughout the school to address individual learning needs, interests and abilities; and
- Where appropriate, transition will be facilitated with assistance of support professionals, such as our school Wellbeing Team, Orange Door, Speech Pathologist and translators.

Pre School To Prep

- Information provided from preschools and parents via the Transition Learning and Development Statements will be used to inform Prep teachers and the Student Wellbeing Coordinator about children's interpersonal skills and safety issues and appropriate action will be taken;
- Prior to the commencement of the year, the Prep teachers and the Student Wellbeing Coordinator will liaise with preschool staff to discuss the needs of the students enrolling at Chalcot Lodge;
- When placing students into their Prep classes, consideration will be given to parent input, preschool input about the children, and student friendships and relationships prior to commencing school;
- Chalcot Kinder Club will be held during Terms 1, 2 and 3, to enable the four year old children and their parents to become familiar with a primary school learning environment;
- A Pre-school to Prep Transition Program will be implemented in Term 4, involving class activities for the pre-school children and formal information sessions for their parents, focussing on how they can assist their children to enter into their primary phase of learning and gain information about school procedures and practices;

- Additional information about the academic skills and knowledge of new Prep students will be collected during the first month of the school year, via the individual assessment appointments;
- Links between the school and early childhood services will be built and sustained through attendance by our Prep teachers at all Preschool / Prep Network meetings; and
- Funding for eligible students will be sought by the Student Wellbeing Coordinator through the PSD Program with appropriate consultation and preparation as soon as practicable in order to meet the DET deadline.

Year Level to Year Level

- When placing students into their new classes for the following year, consideration will be given to parent concerns, teacher knowledge about the students and student preferences for which friends they would like to work with in their class next year;
- A sense of connectedness to peers and to the school will be enhanced through the Buddy Program, which involves with each Prep to Two student being partnered with a senior student to undertake fun activities together;
- All students will visit their new classroom at the end of each year, to meet their next year's teacher and to hold a brief discussion about their hopes and aspirations for the following year. Teachers being newly employed will be invited to attend this meeting with their proposed classes; and
- The following year's teachers are provided with multi source information about their upcoming students' history to inform curriculum planning, including: student individual assessment files; relevant information from previous teachers shared during a designated staff meeting and reports from associated professionals.

Year Six to Year Seven

- The school will ensure that the process for placement of all Year Six students is sensitively and appropriately completed;
- Parents of Year Six students will be provided with all departmental transition information and forms;
- Parents will be kept informed of all Open Days or evenings held at secondary schools through our newsletter or through distribution of brochures supplied by the colleges;
- Parents will be informed about opportunities for their children to apply for secondary scholarships;
- Newsletters from secondary colleges will be made available in the Year 5 / 6 unit.
- Years Five and Six students will have the opportunity to participate in orientation activities organised at neighbouring secondary colleges;
- Teachers from secondary schools will be invited to give talks about their school and to work with Year 5 and 6 students;

- Students from neighbouring secondary schools, including some of our exit students, will be invited to present talks to our Years Five and Six students about life at secondary school; Discussions will be held in with Year Six students about what it is like to be at secondary school and to explore feelings and thoughts they have about transition;
- Prior to the commencement to the new year, the Student Wellbeing Coordinator will liaise with secondary school staff in relation to students' with special needs to enhance their preparation and planning for these students;
- Year 6 to 7 PSD review applications will be completed by the Student Wellbeing Coordinator during the year prior to commencement at secondary college; and
- Information produced by DEECD will be distributed in a timely fashion.

Between Chalcot Lodge Primary and Other Primary Schools

- Prior to commencing at Chalcot Lodge Primary School, parents will be encouraged to have their child accompany them and the Principal or Assistant Principal, on an informative personal tour of the school;
- Private and confidential discussions will be held between the parents, Principal and Student Wellbeing Coordinator in relation to the specific needs of the child;
- On receiving a new student in their class, teachers will ensure that class members incorporate the new member of their 'Chalcot Family' into their friendship groups and into the Buddy Program;
- All new students will be allocated membership to one of the four 'Houses';
- Where required to support a smooth transition into CLPS, additional information about a new student will be sought from previous schools or preschools; and
- When a student exits to another primary school, the transfer note, and copies of the proof of date of birth and immunisation will be forwarded to the new school.

EVALUATION

The Transition Policy will be reviewed by the Student Wellbeing Coordinator in consultation with the Education Policy Committee, every three years or sooner if required.