



COBURN PRIMARY SCHOOL



TRANSITION

POLICY - 2015

Rationale:

Students make many formal transitions both within and between schools: from home or pre-school to school, from grade to grade, from primary school to secondary school, from schooling to further education training or fulltime employment (school exit form). Some students also make transitions as they transfer from school to school (Cases21), from intensive language centres to schools or back into school after illness or other circumstances.

These points of transition are critical moments in determining students' wellbeing and learning. Many important transitions between educational settings occur at times of rapid student growth and development.

Importantly, the impact of transitions is also influenced and shaped by institutional responses. Some transitions have particular consequences because of the degree of change involved or because of the numbers of students undergoing that transition at the same time.

Aim:

To provide a smooth and efficient transition from pre-school to primary school and from primary to secondary with support provided to all students who require it.

Implementation:

Kinder to Prep

- Coburn Primary School will allocate staff members to co-ordinate our prep transition program.
- Junior School staff will organise and run an information evening for parents/carers and children who will be beginning school the following year.
- Promotion and advertising of the school and transition programs will commence in Term Two and continue in Term Three.
- Coburn Primary School will liaise with feeder pre-schools & childcare centres and participate in reciprocal visits.
- School experience sessions and a transition program will be organised, giving children and parents/carers the opportunity to attend our school and become familiar with the setting.
- Prior to final transition visits, Coburn Primary School will communicate with feeder pre-schools/child care centres requesting feedback on friendship groupings, including parent/carer requests, will be taken into consideration when placing children in grades/groups.
- Once signed permission is given by parents/carer, information will be sought about each child from pre-schools/childcare centres, and meetings organised with parents of children with special needs to discuss programs and resource requirements.
- An information session will occur on Orientation Day so that parents/carers can be informed about the school's programs and procedures, and an opportunity will be provided for questions and discussion. The first school day of the following year will be covered in detail.
- All parents/carers will receive a detailed information package about the school, and all prep students will receive a welcome "show bag".
- Opportunities will be provided for parents/carer to visit classes or communicate with the school regarding their child's transition after school and any parent/carer concerns will be addressed through the appropriate grievance processes.
- Prep students will have modified attendance hours for their first four weeks of schooling for individual testing and this will be communicated clearly to parents/carers.

- Prep teachers will attend regular meetings and maintain open communication with kinder/Prep teachers in the Melton Network.

Grade 6-7

- A transition program will be organised by each secondary school during Term 4, which will allow each child (and their parents/carers) the opportunity to attend a secondary school and participate in an activity on at least one occasion.
- Information that Coburn Primary School receives from government secondary schools about transition and information sessions will be made available to each Year Six student and their families.
- Gifted students will be recommended to secondary school accelerated programs.
- Students that require extra support with transition will be catered for, where possible, on an individual basis with additional transition sessions.
- Coburn Primary School will actively pursue a partnership with secondary schools to enable student connectedness with their destination school.

Whole School Approach:

The four important phases in the transition process are:

Preparation	Transfer	Induction	Consolidation
This is time allocated for careful planned activities before the transfer, in which students are prepared through provision of information, contact between settings and individual and group discussions.	This is the time of student movement and interaction between the settings, involving sharing of information, orientation activities and active participation in transition activities and investigations by students.	The time of arrival at the new setting is supported through the provision of orientation and welcoming programs to support students to settle into the new setting.	Transition continues with initiatives in the new setting that support the student to merge into the school's general learning and wellbeing activities and enable students to further manage their own learning.

In each of the transition phases the five school-initiated activities are:

Administrative	Social and Personal	Curriculum	Pedagogy	Management of Learning
There is formal liaison and information exchange between the settings, including inter-school meetings, provision of information to students and families and transfer of information about student's learning.	Student-centred activities aim to reduce concerns and possible anxiety about the new setting, develop social relationships within the student group and build confidence.	Schools share information about curriculum content between previous and new settings, to improve awareness of curriculum and continuity of students' learning and progress.	Teachers develop a shared understanding of how students learn and hence of effective teaching practices; there is greater alignment of teaching practices between the settings.	All students are supported to manage their own transition and develop independent learning and reflection skills; they are provided with information about learning and achievement and opportunities and confidence to articulate this.

Within these phases and school initiated activities, the three key themes that involve initiatives for students and their families, teachers and our school community are:

Communication	Continuity	Conscious Commitment
Schools make sure that information is shared about the process of transition and about the new setting; students and families communicate and investigate hopes, concerns and questions.	Based on the sharing of this information, arrangements are established to enable continuity of learning and growth, including adapting organisation, curriculum and pedagogy.	These communication and continuity initiatives are part of active transition planning, with the participation of students, families, teachers and wider school community. At Coburn Primary School we develop explicit transition arrangements; students have an active voice and role in transition, to investigating and acting upon transition issues.

Evaluation:

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