



# Transition

## POLICY

### Purpose

- To ensure smooth and cohesive transition process into, through and beyond Ocean Grove Primary School

### Policy Statement

- The transition policy will respond to changes in the school population and be linked to the school Strategic Plan.

### Guidelines

#### Whole School Transition F - 6

- Students are placed in classrooms according to social and emotional development needs, gender, equity, academic ability, behaviour and consultation with past teachers.
- All children to experience the next community setting prior to the commencement of the new school year e.g. social interactions across levels.
- Current and prospective teachers meet to discuss students at risk, student goals, management strategies and support processes.
- Student files are updated and passed on to new class teachers.
- Sentral/SPA used to track students throughout their primary years.
- Parent input into grade placements needs to be made directly to the Principal.
- Integration students to visit new classes on several occasions with ES staff member. A photo book which includes new room, location, teacher and class members to be produced with student. Student Support Group meetings to include transition as a goal.
- Information sessions will occur at the beginning of each new school year to inform parents of information relating to the specific learning community or classroom. An information booklet will be published and distributed to address changes between years.
- At risk students identified teachers meet to discuss support process for these students.

#### Foundation Transition

- The kindergarten children are offered orientation sessions during term 4.
- During these sessions the parents are invited to attend information sessions about the Foundation Program as well attending informative sessions hosted by guest speakers such as a speech pathologist, social worker, dietician and Regional Parenting Service.

- The current prep teachers visit the kindergartens to discuss each child in terms of special needs and friendship groups. This facilitates the placement of children in Foundation grades for the following year.
- The Foundation children have a staggered start to the school year.
- The children do not attend school full time until after the March long weekend.
- Foundation teachers conduct initial literacy and numeracy assessment during the few days of the year.
- Parents are to be surveyed early term one about the effectiveness of the transition process.
- School tours for eligible families (see enrolment policy) will be conducted by the Principal/Assistant Principal as negotiated with office staff.
- School tours are conducted with prospective parents Orientation Day/Morning in Education Week.
- Foundation teachers utilize transition statements received from kindergartens to assist in placement.

## **SLC Transition**

- A Senior Learning Community information booklet may published and distributed to address changes relating to the transition between the middle learning community and the SLC.
- Parents may be invited to attend an information session regarding the changes in the structure between the Middle and Senior Learning Communities and the expectations of the SLC.
- School Captains to address a meeting of year four students to present an overview of their experience in the SLC.

## **Secondary School Transition**

- Year 6 teachers are responsible for completing information gathering proformas required by each secondary college for individual students in mid-term 3.
- The year 6 students attend the annual orientation program late in term 4 of each year at the secondary school that has offered them a placement.
- Funded students have extra school visits, working closely with ES support staff at the secondary setting. Children are supported with strategies to assist with timetabling, school layout and peer networks. Follow up report received from some secondary schools indicating how the children have settled in.
- Students visit proposed secondary school to view a lesson (subject to availability)
- Teacher to provide written references for students including accelerated learning /SEAL.

## **New Students (defined as new to OGPS 1-6)**

- Initial meeting between Principal/Assistant Principal and parent of new student.

- Principal to contact class teacher regarding the placement of new student.
- Student to visit classroom to meet teacher and peers.
- Profile sheet from information pack to be completed and given to class teacher.
- Teacher to initiate discussion with parent/caregiver through induction interview.
- Review records, reports from previous school if available.
- Class teacher to contact previous school if required.
- Classroom support group to assist new student to adjust to new environment and classroom protocol.
- Classroom buddies provided.

### **Inclusion: Students with Disabilities and Impairments**

- For a new prep child with existing D & I or PSD support, contact is to be made with the preschool centre and the relevant Gateway staff. Application for funding is made in the October of the Kindergarten year.
- If a child is transferring from another school, they may already have funding in place.
- If no prior funding is available, then assessment needs to be organized through Network Staff and Assessments Australia - application deadlines apply.
- If the application for funding is successful, the funding will be available the following year.
- Refer to secondary transition policy for PSD students entering secondary schooling
- PSD funding does not follow children interstate. Applications for funding need to be made as soon as possible.

### **Induction of new Staff**

- Refer to the Staff Induction Policy
- Staff moving between teaching units will be supported by the current teaching team

### **Policy Review and Approval**

Policy last reviewed	November 2023
Approved by	Principal
Next scheduled review date	November 2024

This policy will be reviewed as part of the school's annual review cycle.