



Transition Policy

Policy Code: FFR - TP
To be Reviewed: 2020
Ratified: 2017

Identity Statement

To provide a school community that draws on the traditions of the Brigidine Order, that celebrates life, reaches out to others and actively cares for our world.

Vision Statements

St Patrick's Primary School strives to:

- Guide and support students on their faith journey through experiences of the Catholic tradition, building a strong sense of belonging, responsibility and wonder within our school, church and global communities.
- Develop an environment that builds on student resilience, self - respect, confidence and empathy – in partnership with families.
- Foster a learning environment that provides a holistic education that nurtures all learners in order for them to realise their full potential.
- Model and foster a safe and supportive environment for students and their families within the school community.
- Provide learning and teaching experiences that promote decision making.
- Conserve God's creation and recognise the traditional owners of the land.

Graduate Outcomes

We endeavour to create graduates who will:

- Have a dynamic faith
- Be committed to social justice
- Be environmentally aware
- Develop and sustain loving relationships
- Be life-long learners
- Realise their potential
- Be creative problem-solvers
- Be resilient, confident and independent
- Be respectful
- Have courage and integrity
- Be self-aware
- Enjoy their experiences

Basic Beliefs

We believe:

- Catholic Regional Education Wangaratta (CREW) provides a continuous pathway from Kindergarten / pre-school Foundation to VCE / VCAL
- At St Patrick's Primary School, we have identified that transition to school, between class / years and into Secondary School as a time of potential challenge and stress for children and families. It involves negotiating and adjusting to a number of changes including the physical environment, learning expectations, rules and routines, social status and identity, and relationships for children and families.
- A formal transition process is to be followed through data collection and analysis and teacher meetings to ensure that there is a clear understanding of the specific learning needs of every child; which in turn reduces any learning lag for the new academic year.
- Pathway from Kindergarten to Primary School

Planning and Guidelines for Implementation

Kindergarten/ Childcare to Prep:

- Advertise for school enrolments in local papers, Church bulletins and school newsletters
- Have a common enrolment week in Wangaratta in July
- Interview families and supply information brochures
- Accept enrolments throughout school year
- Prep teachers to visit local kindergartens/child care centres of intending prep students- if possible
- Invite kindergarten/childcare children to visit our school with kinder/childcare groups- kindergartens/child care centres to organise



Transition Policy

Policy Code: FFR - TP

To be Reviewed: 2020

Ratified: 2017

- Meet with current kindergarten/child care teachers - currently a local date is set for all educators to meet. Prep teachers and School Wellbeing Officer to follow up with kindergarten and child care centres, any children considered at risk
- A letter is sent home to parents to notify of orientation program and “intending Foundations” are encouraged to attend as many sessions of the orientation program during Term 4. These dates may also be sent to kindergartens and childcare centres to place on their noticeboard
- Hold a parent information evening in November/December and provide parents with information booklet
- Morning tea or for new parents on first transition day as a way of meeting new parents
- Foundation information night for new parents
- Meet and Greet Wednesday for assessments when Foundations students have Wednesday off.
- As a part of orientation program, students spend Statewide transition date with new teacher and a note sent home with teacher’s name and contact details
- Welcome prep parents when school begins. Early term one, a meet and greet session is scheduled as a part of whole school parent teacher interview schedule
- Parent information night held early in the prep year
- School liaison officer to make contact and visit new Foundation families

Transition between Academic Years for each Student:

- Completion of transition pro-forma by previous class teacher
- All assessment data to be recorded on assessment data template and included in student file
- Student files to be passed on to new classroom teacher
- Profiles of student with special needs to be completed and passed on, including copies given to specialist teachers
- Form filled in with students details for new teacher as well as information recorded on Nforma wellbeing.
- Students spend Statewide Transition date with new teacher
- Parent/Teacher/Student interviews.
- Sociogram for student to fill in to assure they are with a friend for student wellbeing.

Transition Year Six to Year Seven- Secondary School

- Completion of transition form by Year 6 teachers (form to be passed on to secondary school)
- Year 6 teachers welcome a meeting with secondary teachers (including Year 7 coordinator) to discuss each child transitioning to secondary school
- Support students and families on and in the lead-up to the Transition Day in Term 4
- Welcome previous students (those now in Year 7) to visit Year 6 students along with the Year 7 co-ordinator
- Provide information through newsletters and notes home to parents about the process of enrolling their child in secondary schooling (including dates for information evenings, interviews and school tours)
- Special needs’ students attend additional transition days with Special Education Coordinator
- Special needs students’ transition to include: meeting with Special Education Coordinator and Program Support Group Meetings (PSGs) with parents and Special Education Coordinator. Individual Learning Plans to be passed on, including any relevant documentation and student profiles.
- Promotion and organisation of events with other schools to encourage leadership, team work, friendships and familiarisation with new people prior to secondary school (for example, a 5/6 CREW Day).
- Formal parent-teacher interviews in Terms One and Three to discuss transition process and any issues relating to transition (eg. friendships, anxieties, concerns)
- Written mid-year and end-of-year reports to parents
- Informal communication with parents as required

Required Documents for Transition:

Transition Process Documentation and Teacher to Teacher interview of each individual student
Reports from previous year

Principal: _____

School Chair Board: _____