



Chilwell Primary School

“Learning for Life”

Gavan Welsh – Principal

No.2061

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POLICY: TRANSITION

1. Purpose

To ensure the transition process at Chilwell Primary School is as smooth and cohesive as possible.

2. Policy Statement

The transition policies will respond to changes in the school population.
The policies will be linked to the school Strategic Plan.

3. Guidelines

Prep Transition

- Enrolment week is held during the second last week of term 2. This involves two school daytime tours and an information night session.
- The kindergarten children are offered three orientation sessions during term 4.
- During these sessions the parents are invited to attend information sessions on literacy, numeracy and the Prep Program.
- 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 Prep grades for the following year.
- The Prep children have a staggered start to the school year.
- Week 1 finish at 12.30.
- Week 2 finish at 2.30.
- Week 3 finish at 3.30.
- The children do not attend school for the first 5 Wednesdays to enable Prep teachers to conduct initial literacy and numeracy assessment.
- A Prep Expo is held during the following term one to allow our new parents the chance to view the school with their child.
- Parents are to be surveyed early Term one re effectiveness of the transition process.

Secondary School Transition

- Year 6 teachers are responsible for completing information gathering proformas required by each secondary college for individual students 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.
- Integration students have extra school visits, working closely with integration staff at the secondary setting. Children are supported with strategies to assist with timetabling, school layout and peer networks. eg Aussie Joe Transition Workbook
- Follow up report received from some secondary schools indicating how the children have settled in.

Grade to Grade Transition

- Teachers to review and update student portfolios and reports of current students.
- Letters of request from parents for grade placement to the principal by a set date, based on specific student educational needs.
- Current grade teachers place students based on gender equity, academic abilities and friendship groups into grades for the following year.
- Current teachers meet with next years teachers to discuss student needs and handover portfolios.
- Children to visit new classrooms at the end of term 4.
- Staff to add student data on Student Central Academic Test Results (Chilwell Intranet) at the end of each year.

New Students

- Initial meeting with principal and parent of new student.
- Principal to contact unit leader.
- Student to visit classroom to meet teacher and peer.
- Teacher / parent contact
- Review records, reports from previous school if available.
- Range of testing by classroom or support staff to place in appropriate groups for numeracy and literacy.
- School chaplain to make contact with each new student to make them aware of community based opportunities ie sporting teams,....
- Class teacher to contact previous school if required.
- Student exiting the school require portfolios to be passed on to future school.

ESL Students

- Identify ESL New Arrival or ESL student. (be aware of passport numbers in the 200's as these indicate refugee status) as funding and processes differ.
- Initial meeting between principal and parent, school chaplain involvement in setting up family support and assisting with integration into the school community.
- Purpose of initial meeting:
 - Establish level of English competency
 - Level of education reached
 - Previous experiences that may affect learning
 - Amount of time in Australia; this will assist in establishing the amount of funding the student will receive.
- GELC will then notify school regarding the individual support time the student will receive. Support time to be undertaken during LOTE sessions if possible.
- Student is placed in the appropriate grade depending on age as opposed to ability levels. Teaching methodology is reviewed through the ESL teaching companion to AusVELS.
- Staff to liaise closely with the ESL teacher in developing a program for the student, considering cultural differences that may cause distress. Have strategies in place for managing possible conflicts.
- Resources to be sourced with support from the Language and Multicultural Resource Centre.
- As ESL students language abilities increase, support teacher's role decreases – regular assessment to be done through the ESL Companion to AusVELS and the ESL Developmental Continuum.
- Follow up Parent/Teacher/ESL teacher meeting to review transition. Suggested timeline-4 weeks after beginning, then as needed.
- ESL Transition Program to be reviewed every 12 months in response to changes in the school's population.

Students with Disabilities and Impairments

- For a new prep child with existing D & I 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.
- Children are reassessed for funding every three years.
- If no prior funding is available then assessment needs to be organized through Network Staff, Lewis and Lewis, pediatricians in consultation with the school D & I Coordinator. Application deadlines apply.
- If the application for funding is successful, the funding will be available the following year.
- If funding is provided for integration staff the school fills the position.
- Refer to secondary transition policy for D & I students entering secondary schooling.
- See Enhanced transition from kindergarten to school for children receiving Kindergarten Inclusion Support funding packages.
- D & I 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 and Mentoring Plan held in the Principal's office.

Ratified:

This policy has been ratified by School Council – September 2015.

Review: Biennially