



## TRANSITION

Policy 2026

### 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. Some students also make transitions as they transfer from school to school, 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 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, from primary to secondary and secondary to senior secondary with support provided to all students who require it.

### DEFINITION:

**Transition** - is the process of supporting continuity of learning and emotional support for a child/student moving from setting to another.

### IMPLEMENTATION:

#### *Pre-School to Prep*

- Baden Powell College will allocate staff members to co-ordinate our Prep transition program.
- 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.
- Baden Powell College 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, staff and school routines.
- Prior to final transition visits, Baden Powell College will communicate with feeder pre-schools/childcare centres requesting feedback on student needs and friendship groupings. These will be taken into consideration when placing children in grades/groups.
- Information will be sought about each child from pre-schools/childcare centres and meetings will be organised with parents of children with special needs to discuss programs and resource requirements.
- An information session will be conducted to provide parents/carers information about the school's programs and procedures, and an opportunity will be provided for questions and discussion.
- All parents/carers will receive a detailed information package about the school.
- Opportunities will be provided for parents/carers to visit classes or communicate with the school regarding their child's transition. Any parent/carer concerns will be addressed through the appropriate grievance processes.
- Prep students will have modified attendance hours at the start of the school year for individual testing, and this will be communicated clearly to parents/carers.
- Prep leaders will attend regular meetings and maintain open communication with Pre-school/Prep teachers in the Wyndham Network.

### Grade 6 to Year 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 Baden Powell College receives from government secondary schools about transition and information sessions will be made available to each Year Six student and their families.
- Students that require extra support with transition will be catered for, where possible, on an individual basis with additional transition sessions.
- Baden Powell College will actively pursue a partnership with secondary schools to enable student connectedness with their destination school.
- Baden Powell College encourages all grade 6 students to attend year 7 at our Tarneit Campus.
- Baden Powell College staff will be responsible for ensuring current student data (wellbeing and achievement data) is accurate on CASES21 so it can be transferred to relevant secondary school once a Year 7 placement offer is confirmed.

### Year 9 to Year 10

- A transition program will be organised by Bemim Secondary College and Tarneit Senior College during Semester 2, which will allow each student the opportunity to attend the college and learn more about their facilities and programs.
- Information that Baden Powell College has in CASES21 on each student will be transferred to their Senior Secondary College.
- Information that Baden Powell College receives from government senior secondary schools about transition and information sessions will be made available to each Year Nine student and their families.
- Students that require extra support with transition will be catered for, where possible, on an individual basis with additional transition sessions.
- Baden Powell College will actively pursue a partnership with Bemim Secondary College and Tarneit Senior College to enable student connectedness with their destination school.
- Baden Powell College staff will be responsible for ensuring current student data (wellbeing and achievement data) is accurate on CASES21 so it can be transferred to relevant senior secondary school once a Year 10 placement offer is confirmed.

**Please note:** each year students will participate in a step-up day whereby students will attend class with their future classmates, and where possible, their future teacher. The aim of this day will be to address our Whole School Approach (see below).

### Whole School Approach:

*The four important phases in the transition process are:*

| Preparation  | Transfer  | Induction   | Consolidation  |
|--|---|---|--|
| This is time allocated for carefully 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 | Student-centred activities aim to reduce concerns and | Schools share information about curriculum content | Teachers develop a shared understanding of how students learn | All students are supported to manage their own |

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| exchange between the settings, including inter-school meetings, provision of information to student and family and a transfer of information about student's learning. | possible anxiety about the new setting, develop social relationships within the student group and build confidence. | between previous and new settings, to improve awareness of curriculum and continuity of student's learning and progress. | and effective teaching practices so that there is greater alignment of teaching practices between settings. | 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:*

| <b>Communication</b>  | <b>Continuity</b>  | <b>Conscious Commitment</b>   |
|---|--|---|
| 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 Baden Powell College 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 and updated as part of the Baden Powell College 3-year review cycle.