



KILLESTER COLLEGE

TRANSITION POLICY

Context:

The transition policy is a policy for all students entering or leaving the school, be it entering the school at Year 7 or at any other level or exiting the school at any time prior to the successful completion of their Year 12 studies. The policy has been developed with reference to the school's Mission Statement as well as the Post-Compulsory policy which both recognise:

- the value of the individual
- individual differences and ways of learning
- the importance of linking with families in ensuring on-going open communication regarding the needs of students
- the need to provide varied and appropriate educational experiences which will enable all students to achieve some success
- the importance of students remaining linked to successful educational opportunities for as long as possible
- the importance of students feeling comfortable and achieving in their educational setting

Policy:

At Killester, students, whether entering the school at any year level or exiting prior to Year 12 completion, will be linked in to an effective and appropriate learning environment.

Values: Welcoming; Responsibility; Care of the individual

Implications:

Entering Killester College

Grade 6 into Year 7

Planning for the transition of students from Grade 6 into Year 7 should include:

- An interview with a Leadership Team member as part of the enrolment process
- A parent information evening structured to facilitate smooth entry into the school, particularly in reference to organisational matters such as books and uniform
- A visit to each student's primary school by a staff member to initiate and enable effective communication regarding the student's individual needs between the College and the primary school.
- Distribution and collection of Transition forms from the primary school for each students, identifying the educational and pastoral needs of the student
- An orientation day, scheduled to commence the formal 'Getting to Know You' phase of transition
- A range of orientation activities at the commencement of the school year devised to inform, support and care for students upon arrival to their new learning environment
- Attendance of all students at an Orientation Camp to be held each year in the first six weeks of the school year
- Involvement of all students in a structured peer support programme, run by Year 10 students and designed to inform and support students.

Into Years 8 to 12

To facilitate students effectively moving into the College in Years 8 to 12 the following occurs:

- interview of the student and parent/s by a Leadership Team member, together with the appropriate level coordinator, where the needs of the student is identified as part of the interview process
- Contact with the previous school by the Leadership Team wherever possible, to identify the pastoral and learning needs, if any, of the student
- Placement of the student into an appropriate homeroom group by the Leadership Team member in consultation with the level coordinator
Written notification by the homeroom teacher/level coordinator notifying subject teachers of the entry of a new student into the class and citing any student needs
- The appointment of a student buddy from the homeroom group to support the new student, particularly in the first few weeks of their arrival

A STUDENT EXITING THE SCHOOL

- A student intending to exit the school must inform their homeroom teacher/year level coordinator of their intention. The Principal is then informed.
- An interview with the Principal or Leadership Team member with the student is to take place to ascertain the reasons why.
- A letter from home or preferably direct contact with the student's parent/guardian takes place informing the school of their decision.
- The student receives an exit form from the Principal. The first three steps must be followed prior to the collecting of an exit form.

ASSISTED TRANSITION

On some occasions mainstream schooling will not be able to fully cater for the needs of an individual student. At some point in time the pastoral, social or learning needs of the student may prevent them from accessing success in their learning.

In consultation with the Principal or Leadership Team member, a student may need to be assisted in transferring to an alternative education or training setting to facilitate the continuation of their learning. This will only occur after a series of parent support group meetings, in most cases over a number of years. Key staff involved in these include Principal or Leadership Team member, Year level coordinator, Homeroom teacher, Learning Support coordinator, Student Wellbeing coordinator, Post-Compulsory coordinator and Careers coordinator. The parent support group meeting will identify strengths and weaknesses of the students and provide a range of alternative options to mainstream schooling.

The respect of the student is paramount and hence it is important to cater wherever possible to their needs and the parents' wishes.