

# Transition Policy

## Overview

Waterfall Public School (WPS) is committed to providing students with authentic learning experiences that prepare them for life beyond the school gates. Research shows that students who have successful and positive experiences during major transition points are more likely to have positive engagement throughout their educational journey. This policy sets out clearly the age-appropriate transition process and procedures aimed at supporting students at all major points of transition. This document should be read in consultation with the [Department of Education's Transition Information](#).

## Rationale

Continuity of learning can be supported through a systemic and collaborative approach that includes before primary school centres, and primary and secondary schools. By mapping current transition practices Waterfall Public School ensures transition programs reflect the needs of the school context, drive student improvement and support continuity of learning.

### Learning domain elements and themes

- Learning culture – Transitions and continuity of learning
- Curriculum – Curriculum provision
- Assessment – Whole school monitoring of student learning

### Teaching domain elements and themes

- Effective classroom practice – Lesson planning
- Data skills and use – Data literacy

### Leading domain element and theme

Educational leadership – Leading, teaching and learning.

Effective transition can reduce learning gaps, establish positive relationships and enhances preparation for schools and for students so that all are set up for success. The evidence shows long-term positive outcomes. Students who have a positive start to school are more likely to engage with school long term and reflect on their positive experiences.

## Transition to Kindergarten

At Waterfall Public School, we do not simply prepare students to be 'ready for school', such as ensuring they can pack their bag or read and write. Our transition to school program centres around support for families and preparing students for school. This includes helping parents manage separation anxiety, and ensuring children are familiar with the school environment. [It is not about content, it is about preparedness and social, behavioural and emotional preparedness.](#)

In line with the national laws and regulations, as well as the Department of Education's transition policies and recommendations, this transition program at Waterfall Public School includes:

- Short onsite visits (a minimum of 2) by prospective Kindergarten students throughout Term 3 and Term 4. During their visit, children will engage in [age-appropriate activities](#).
- During transition visits, parents must remain on site and be readily available for conversations with staff.
- OTs and other therapists are invited to our transition days to support families who may need additional support.
- NDIS help desk is available, if at all possible, during x1 transition session to support families who need additional support.
- Additional transitions may be necessary for some students. Staff will arrange additional transition times if this applies, not exceeding 50 hours.
- Transition information is communicated to families prior to the transition days.

All students transitioning to Kindergarten engage in an [interview](#) with the Class Teacher and Principal. This interview includes, but is not limited to:

- Academic readiness
- Social readiness
- Behavioural readiness
- Personal hygiene
- Emotional readiness
- Interests and any extracurricular activities

Following the interview, the Class Teacher and Principal will provide recommendations to support the enrolment the following year.

Parents are requested to fill out the [Transition to school statement](#) either digitally or hardcopy prior to the scheduled interview.

## Transition from K-2 to 3-6

At Waterfall Public School, students are separated into two classes, K-2 and 3-6. Students who transition from Year 2 to Year 3 require additional support as the class teacher, classroom and expectations are different. Throughout Term 4, students in Year 2 will attend transition lessons for English and mathematics.

In line with the national laws and regulations, as well as the Department of Education's transition policies and recommendations, this transition program at Waterfall Public School includes:

- Short visits in Term 4 (a minimum of 4) by students in Year 2, transitioning to Year 3 the following year.
- Additional transitions may be necessary for some students. Staff will arrange additional transition times if this applies, not exceeding 50 hours.
- Transition information is communicated to families prior to the transition days.

## Transition from Year 6 to Year 7

The transition process to high school at Waterfall Public School begins when the student is in Year 5. This is to contextualise high school by supporting students from WPS to make connections with peers from across other schools, providing exposure to the high school environment and facilitating the opportunity for students to trial high school classes.

### Part 1 (Whole-school approach):

During Term 2 of Year 6, all students attend high school transition days at Heathcote High School.

During Term 3, all Stage 3 students will participate in a high-school transition program where the local high schools (Heathcote High and/or Engadine High School) visit to talk about life at high school.

During Term 4, Year 6 students attend a minimum of 2 high school transition days at the high school they are attending the following year.

Throughout the year, Heathcote High School and Engadine High School attend events, such as Open Day, to help build connections between current high school students and WPS students. This supports the positive transition from Primary to High School.

Students in Engadine High School and Heathcote High School, which are the two primary feeder high schools, participate in an In2Uni program, facilitated by the University of Wollongong (UOW). To prepare students for this program, Year 6 students from Waterfall Public School travel to UOW for one day in Term 4 where they participate in a lecture, meet mentors and tour the grounds. This supports students' engagement in the In2Uni Program whilst they are at high school.

### Part 2 (Individualised Support):

This process begins when the student is in Year 5.

During Term 1, the Learning and Support Team discuss individual student needs and determine, using evidence of adjustments, if any student may be eligible for a support class in Year 7.

Following the Learning and Support Team's determination, the Class Teacher will organise a meeting with the parents to discuss options for high school. During this meeting, observations, adjustment and recommendations will be shared.

If a parent chooses not to pursue a support class, the Class Teacher and Principal will work in collaboration with the high school that the parent chooses, when the student is in Year 6, to hand over academic, wellbeing, behavioural, emotional, engagement and attendance data so that the student is set up for success.

Following the discussion with the parent in which a support class is agreed upon, the following will occur:

- Class Teacher and Principal to begin the Access Request process
- Principal to set up a tour with a local high school that has a support class reflective of the student's needs, so that the parent can understand the possible context of high school for their child.

- Parent to provide any relevant documentation, including reports from medical practitioners so that the school can include these in the Access Request application.
- Parent to be readily available to answer questions relating to the Access Request.
- Principal to finalise Access Request by Week 10 of Term 2 of the year the student is in Year 5.
- Parent to sign a hard copy of the Access Request to be kept in the office and on the child's file.
- Principal, Class Teacher, Parent and Student to collaboratively work towards successful transition once placement is confirmed.

In addition to the above, students participate in a range of other learning activities to support their preparedness for high school, including but not limited to:

- Timed writing
- Extension tasks
- STEM activities
- Incursions/excursions to support learning
- Timetabled organisation
- Highschooler for a day program

#### Review dates

Current review: Term 3, 2024

Next review: Term 1 2025

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