

# YEAR 6 -7 TRANSITION POLICY

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## PURPOSE

The purpose of this policy is to:

- Expand the students' and parents' knowledge of local secondary schools so a choice can be made more easily;
- Give students the opportunity to familiarise themselves with secondary schools' settings;
- Support students to develop their independent learning skills in readiness for secondary school;
- Prepare students to engage with the year 7 curriculum;
- Support students to transition socially to their secondary setting;
- Assist the students to emotionally prepare for the transition between primary and secondary school.

## DEFINITIONS

In this policy, where **parent** is referred to, this also includes **guardian / caregiver**.

## POLICY IMPLEMENTATION

Year 4-6 children and their parents are involved in the year 6-7 transition program from primary to secondary school. Both parties are supported to make an informed choice when selecting the best possible secondary setting that will meet the future educational needs of each individual child.

Secondary settings often provide opportunities for children and parents to attend information days/evenings, expos and enrolment sessions. It is the responsibility of primary schools to advertise and pass on information to the Grade 6 children and parents.

Richmond West Primary School also strongly encourages regular communication between transition coordinators, secondary schools, welfare coordinators and grade 6 teachers.

### Administrative

The formal liaison and information exchange between parents, destination and feeder schools.

- It is recommended that during the *Getting to know you* Interviews and Information Evening, held early in Term 1, the key points of transition can be explained. These may include: the DET transition process; choosing a secondary college; attending secondary college information sessions; students attending and participating in secondary school open days;
- The Department sends a Transition Pack to schools with a timeline detailing the steps that must be followed by the transition coordinator. Transition forms, documentation and other important information are included in the pack;
- Students and their families list their local government secondary school, three preferences for government schools and any information about confirmed placements in

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independent or Catholic schools;

- Information that is sent to secondary colleges includes transition forms and a summary of students wishing to attend (Summary of placements form);
- Secondary schools return a list of confirmed placements in August and primary schools inform students and their families;
- Students attend a state-wide orientation day in December;
- Year 5/6 teachers will transfer individual student information and accompanying documentation to secondary schools at the end of the academic year;
- A representative from the Year 5/6 level (class teacher or transition coordinator) will endeavour to attend transition meetings which may be held with other local schools and secondary colleges. The transition coordinator will then be responsible thereafter for all communication with secondary schools;
- All relevant information received from secondary colleges will be passed on to parents through personal contact, school newsletters and the Compass news feed.

## Social and Personal

Students' social and personal needs are addressed to reduce possible concerns and anxiety about the move to a new setting.

- Grade 5/6 children visit the local secondary school in term 1, prior to the official Open Day;
- As it is impractical for the school to cater for visits to all secondary colleges, the school strongly encourages parents to take their children to the relevant secondary colleges on these occasions, or to make appropriate arrangements for their children to attend if so desired;
- All students require a confirmed year 7 placement before the statewide Orientation Day in December;
- Following confirmation of a placement, Grade 6 children attend their secondary school for Year 7 on Orientation Day, which is usually held late in Term 4.
- Students take part in 'Leaving Ceremonies' at the end of the Year, including a farewell ceremony at the last school assembly and an evening graduation ceremony – this is a clear signal to the students that they are moving on.

## Management of learning

How students are encouraged to develop independent learning and reflection skills to manage their own learning in a new environment.

- Students are provided with a journal and explicitly instructed in how to use it to record homework, class and whole school events;
- Students practice recording homework in a journal at the end of lessons as opposed to the end of the school day;
- Students are encouraged to reflect on themselves as learners and develop goals for independent learning;
- Students are taught how to read school timetables using samples from local

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secondary schools;

- Students are given different due dates for certain pieces of homework in order to prepare them for a more complex timetable;
- Key words for specific subjects such as Food Technology, and other subject names specific to local secondary schools are taught;
- Students will be given 'personal learning' time in class to develop the habit of completing unfinished work across a range of subjects.

## FURTHER INFORMATION AND RESOURCES

### **Available from the school:**

North Western Victoria Region Year 6 to Year 7 Transition packs for School

Parents/Carers School policy and advisory guide - Transition

Student Transition and Resilience Training (START) – A year 6-7  
resource - Preparing *for Secondary School – a guide for parents*

## EVALUATION

This policy will be reviewed as part of the school's review cycle or if guidelines change