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Transition Policy

Policy Developed Date: 19th of May 2020

Policy Reviewed Date: 2023

Identity Statement

St Joseph's; a child safe school, is a Catholic Community in the Josephite tradition where we learn and grow in the Spirit together.

Vision Statements

St Joseph's; a child safe school, strives to be an educating community:

- Where the total development of each child is nurtured.
- Where an environment of trust, respect, hope and safety is built, with direct reference and consideration to child safe standards and policies.
- Where families and the school work in partnership sharing the responsibility to educate the child.
- Where school life is an integral part of the parish and the wider community.
- Where the students learn in a challenging, enjoyable and cooperative way.
- Where the teachings of Jesus are taught, modelled and lived.

Graduate Outcomes

St Joseph's students learn to become:

- Problem solving, inquiring, critical thinkers with high competencies in literacy and numeracy.
- Technologically competent and ethical users of technology.
- Hope filled, independent, resilient and confident young people.
- Knowledgeable and appreciative of the Catholic faith.
- Socially adept, respectful, just, environmentally conscious and appreciative of diversity.

At St Joseph's we are being our best when we are...

Being respectful, being friendly and being positive learners.



Rationale:

Students at all levels of the school need to feel safe and secure in their learning environment in order to learn effectively. As students move into the school and from year level to year level, there are changes in the way the curriculum and learning environment is structured. An effective transition program would allow for students to have the opportunity to be prepared for these changes.

Aims:

The Transition program aims to:

- develop a sense of belonging
- develop knowledge of the the structure and expectations of the learning environment
- reduce anxiety
- prepare students for school, movement into a new area of the school and for high school.

Implementation:

- At the end of term 2, kindergarten parents are invited to sign their child up for the term 3 ‘Try School’ program, which takes place for two short sessions a week for term 3.
- During term 4, the kindergarten children who are enrolled for their Foundation year the following year are able to attend a transition session, initially for 2 hours a day, one day a week, gradually building up to a full day.
- Grade 6 students will have the opportunity to visit one or more local secondary schools for an experience day in the year, regardless of the school they will attend.
- Students in all areas of the school will be provided with a suitable number of transition sessions, with students who may be in their class the following year.
- Teachers will prepare transition sessions that allow students to develop social relationships and understand expectations of teachers in the appropriate grade level.
- The grade 5/6 teacher will have the responsibility of grade 6 to 7 transition and provided with time to ensure they organise relevant orientation sessions and transition paperwork. Welfare staff will support transition programs as required.
- Students in grade 6 will be provided with orientation sessions organised by the relevant high schools.
- All relevant documentation from the high schools will be sent home with the students.
- All high school enrollment forms submitted by the due date, will be forwarded to the appropriate high school for consideration.
- Teachers of year six students will complete transition forms for high schools.
- All students will be involved in the state-wide transition day in December, giving them the opportunity to spend time with their teacher and classmates for the following year.

Evaluation

This Policy will be reviewed as part of the school’s three-year review cycle. Next review in 2023.