



# MacKillop College

## Policy: Student Transition Policy

### Introduction

MacKillop recognises the importance of demonstrating respect for the dignity of each person and of creating an environment where a sense of belonging for all is experienced, in accordance with the values of Jesus. MacKillop College is committed to maximising this belonging and the learning and wellbeing of all students through successful transition. A student transition is any meaningful change that occurs within the school context, for example the transition from primary school to secondary school, the transition from one year level to another, the transition into senior pathways. Points of transition have been identified as key periods where students' learning and wellbeing can be influenced. A transition will be considered successful if students maintain or improve both their capacity to learn effectively and their sense of overall wellbeing.

### Principles

The intent of the Student Transition Policy is that transitions which occur at MacKillop College are successful for students. As identified by the CEOM Wellbeing Guidelines, successful transition is defined by students:

- developing new friendships
- improving self-esteem and confidence
- adjusting into school life so there are few concerns for parents and guardians
- showing increasing interest in school and school work
- becoming familiar with new routines and school organisation

The manner in which transitions are managed by the College will influence whether or not a student experiences their transitions as positive and successful. Everyone who is involved in students' education should be considered during periods of transition for the important role that they can play. Such people may include teachers, support staff, outside services, parent/guardians, peers and the students themselves.

### Objectives

MacKillop College is committed to ensuring that:

- an appropriate, thorough, accurate and timely handover of information occurs when a transition of responsibility takes place, for example, from Primary School to Secondary, from Year Level to Year Level, etc. information pertaining to learning and wellbeing is sought and transferred with equal importance
- all people involved in the transition are well informed of impending transitions, including the dissemination of appropriate documentation and accurate information
- follow-up occurs with all staff identified as being significant in the transition. This could include teachers, Level Co-ordinators, Team Leaders, Individualised Learning Leaders and Counsellors. The information and feedback sought informs the support structures put in place to support the transition of students with high-support needs
- appropriate planning and preparation is completed to equip all people involved in the transition with the necessary knowledge to make informed decisions and enact appropriate procedures regarding upcoming transitions

- the appropriate level of support is in place and is maintained when a transition of responsibility takes place for students with high support needs

#### **Implementation**

##### **i) Principal commitment**

The principal is responsible for ensuring that:

- the objectives of this policy are integrated into practice.

##### **ii) Staff Commitment**

Staff are responsible for ensuring that:

- they identify the nature and purpose of their involvement in any transition
- students are supported in their transitions
- professionalism and confidentiality are upheld in the use of information which has been disclosed as part of the transition process

**This policy works in conjunction with the following procedures, provisions and guidelines:**

- CEOM Wellbeing Guidelines
- MacKillop Bullying & Harassment Policy
- MacKillop Curriculum Policy
- MacKillop Enrolment Policy
- MacKillop Learning & Teaching Policy
- MacKillop Reporting Policy
- MacKillop Achievement and Promotion Policy

#### **Policy last reviewed**

November 2013

#### **Signature**

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Rory Kennedy  
(Principal)

Date: 21/11/2013