St Kevin’s Primary
Internal Transition Policy

Rationale
The aim of the St Kevin's Internal Transition Policy is to have a structure in place in which information about students is passed between teacher and teacher; parent and teacher as well as develop and maintain relationships between all members of the school community. This action consists of 4 phases, beginning at the end of a school year and continuing into the following year.

Phase 1: Teacher Handover
The Teacher Handover takes place in the last week of the school year. Time is allocated for classroom teachers to pass information on to the new teacher/s of the students in his/her class. Teachers receiving information about new students record this on a proforma which is then kept in individual student files. Information is collected on the students

- Academic progress including modified programs, Individual Learning Plans (ILP) and areas for extension
- Social Emotional Learning
- Behavioural needs
- Other areas of concern/interest

Phase 2: Positive Start Up Program
The Positive Start Up Program is one in which the main focus is building relationships between students and teachers, students with each other and developing and maintaining a sense of connectedness to school. The program runs for the first 2 weeks of the school year and is carried out by all teachers, including specialists.
There are separate programs for the junior school, and middle and senior school. Before the commencement of the school year, teachers work in their level teams to choose from a range of activities that will be best suit the needs of the students.
Phase 3: Parent Handover
Parent handover takes place in the second week of the school year. The purpose of these sessions is for parents to pass on information they feel is important for the teacher to know about their child/ren. As the Parent Handover takes place within a few days of school commencement, teachers are not in a position to comment on the progress of students in his/her class.
In the week prior to the Parent Handover sessions, parents receive and are asked to complete a proforma about their child/ren. The completed proforma is to be returned to school before the Handover session or brought to the session and used as discussion points. The proforma is then kept in the student's individual file.

Phase 4: Wellbeing Handover
Wellbeing Handover meetings take place at the end of Term 1 between classroom teachers and the Student Wellbeing Coordinator. This allows class teachers to have the opportunity to carry out testing in Literacy and Numeracy, as well make observations and anecdotal notes on the students. Class teachers are asked to complete a proforma in which they identify any student in their class who requires support academically, emotionally or behaviorally. This information is then cross-checked with the current list of students identified as requiring support. For every student identified, a course of action is then put in place to support their specific needs.