



Wellers Hill State School

Everyone connected, Everyday striving to succeed, Everywhere learning



Transition to Australian Curriculum English Policy



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Rationale

At Wellers Hill State School, we aim to continuously enhance our children's experience so that they continue to learn and thrive through our School Vision;

Everyone Connected
Everyday Striving to Succeed
Everywhere Learning

Our Whole School Transition Policy from the Australian Curriculum Japanese (ACJ) to the Australian Curriculum English (ACE) plays an important role in building a learning community that primarily meets the academic, and wellbeing needs of the students at Wellers Hill State School.

Purpose

The purpose is ultimately to facilitate a seamless transition and set the students up for success both academically and emotionally/socially. The need for a Transition Program from ACJ to ACE has been reflected in the 2018 School Review where it states:

“The school community acknowledges the strong links that exist between academic achievement and social and emotional wellbeing. Many parents/guardians of children within the bilingual program speak of concerns regarding the social and emotional wellbeing of their child. This was evidenced by parents/guardians reporting their child having raised levels of stress, anxiety and a reluctance to attend school.”

(2018 School Improvement Unit – Available on the school website)

It is therefore pertinent that the wellbeing of all students is catered for to give them the opportunity to have success at school.

Student wellbeing comes from understanding physical, mental and emotional health. For children and young people, there are many ways that may build positive student wellbeing.

Wellbeing can come from:

- understanding and managing emotions
- having good relationships
- experiencing a sense of accomplishment
- identifying and using their strengths
- taking part in healthy activities, getting lots of sleep and eating well.

(Victoria Education and Training)

This policy applies to all students of Wellers Hill State School.

“ *Wellbeing is a state in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community.* ”

– World Health Organisation, 2014

Guidelines

- Building a learning community will guide the transition process. This is a time for forging connections, clarifying expectations, and feeling a sense of progress. A Student Progress Meeting will be arranged by the class teachers or parent/guardian to discuss the level of engagement and emotional wellbeing of the child in the program.
- At the Student Progress Meeting with the Class Teachers and Deputy Principal, the following will be taken into consideration and discussed;
 - wellbeing,
 - learning needs,
 - learning styles
 - Sharing of information will occur in partnership with teachers and parents for the purposes of supporting educational outcomes.
 - The support of parents and positive reinforcement is vital. Communication to parents will provide information to support parents.



(Education Queensland Student Learning and Wellbeing Framework)

Transition Plan

A transition plan is implemented when a decision is made by the parent/guardian to move into ACE.

- Transition plans are designed to meet the needs of each individual student and will therefore be different for each student. It may include:
 - The student engaging with the ACE class and teacher during Japanese learning time
 - Multiple visits to the ACE class at different times on different days
- During the transition process the current Class Teacher/s will check in with the student on a regular basis to see how the new class experience is going.
- The Class Teacher will contact the parent/guardian either by phone or email to inform the parent/guardian about the ongoing success of the transition plan.
- Transition time in the ACE class is determined on an individual basis.
- The Class Teacher/s will continue the feedback communication with the parent/guardian until a decision to commence full time in ACE is agreed upon.
- The 'new' Class Teacher/s will be in contact with the parent/guardian after the student has transitioned to give them update about how their student is settling in.

Transition Process ACJ – ACE Prep – Year 6

Stage 1	Stage 2	Stage 3
<p>Term 3</p> <ul style="list-style-type: none"> • Parents receive a Learning Pathway Expression of Interest <p>Term 4</p> <ul style="list-style-type: none"> • All Prep students will sit an entry level Japanese test • Teachers Identify students recommended for ACE based on Entry Level testing, Learning Area results and emotional maturity. • Meetings with parents are conducted • Class numbers are developed 	<p>Term 1</p> <ul style="list-style-type: none"> • Students can transition from ACJ-ACE until the classes are at capacity; <ul style="list-style-type: none"> Prep - 25 Year 1 - 25 Year 2 – 25 Year 3 – 25 Year 4 – 28 Year 5 – 28 Year 6 - 28 • Transition meetings are continued throughout the year 	<ul style="list-style-type: none"> • Waiting lists are generated • Lists are used to create the next year's class lists that will be created in Term 4 • Where wellbeing is a concern and ACE classes are at capacity, students will be referred to our school Guidance Officer after consultation with the parent/guardian