



Wellers Hill State School

Everyone connected, Everyday striving to succeed, Everywhere learning



Learning Pathway (Prep) and Transition to Australian Curriculum English (ACE) Australian Curriculum Japanese (ACJ) 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 Transition Policy has been written to meet the demands of the growing transitions of students to the Australian Curriculum English (ACE) from Australian Curriculum Japanese (ACJ). Staffing the ACE program plays an important role in building a learning community that values academic, and wellbeing of the students at Wellers Hill State School.

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."

[\(2018 School Improvement Unit\)](#)

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.

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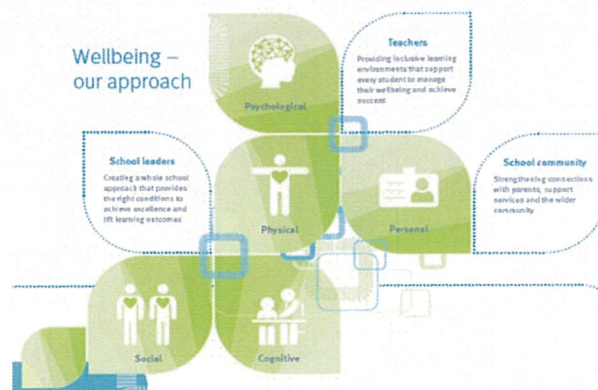
Wellbeing is a state in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community.

”

– 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. During the year 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.

Learning Pathway Prep – ACE or ACJ

Term 2	Term 3	Term 3 & 4
<ul style="list-style-type: none"> Learning Pathway Policy emailed to parents 50 student positions are available in Year 1 for the ACJ Program Class Capacity Prep - 25 Year 1 - 25 Year 2 - 25 Year 3 - 25 Year 4 - 28 Year 5 - 28 Year 6 - 28 	<ul style="list-style-type: none"> Parents receive a Learning Pathway Expression of Interest 	<ul style="list-style-type: none"> All Prep students will sit an entry level Japanese assessment Teachers identify students recommended for ACJ based on Entry Level testing, Learning Area results and emotional maturity If required meetings with parents are conducted Letters are sent to parents confirming their child's learning pathway for the following year ACE and ACJ classes are developed for the coming year

Transition Process ACJ – ACE Year 1 – Year 6

Stage 1	Stage 2	Stage 3
<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 	<ul style="list-style-type: none"> Transition meetings continue 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. This is considered on an individual basis.

Frequently Asked Questions – Myths Busted

Question 1: Is the Japanese Pathway (ACJ) continuing at Wellers Hill State School?

Answer: Yes. In 2019 a [priority school review](#) was undertaken and the consultation from the community was for the immersion program to continue. The outcome of this consultation was that parents indicated they wanted the school to continue to have a Japanese language program. The Principal, (Vicki Caldwell) discussed this with the Regional Director to inform future workforce planning.

Question 2: Is the school phasing out the Japanese Pathway?

Answer: No. This is a rumour within the community.

Question 3: Why are there only 50 available positions entering Year 1 in 2023?

Answer: At Wellers Hill State School, a workforce plan is developed in collaboration with the Regional HR team to enable children to have the opportunity to engage in two high yield learning pathways of ACE and ACE/ACJ. This continues to be a high priority for our school to continue to support students to transition from ACJ to ACE.

With the implementation of the Transition Policy the school is able to plan for class numbers and minimise the transition of students throughout the school year.

Wellers Hill State School is allocated teaching staff based on the number of students who are enrolled at the school. For example, 845 children is equivalent to 35 teachers.

Question 4: Do the ACJ students learn a different curriculum?

Answer: No, all students at Wellers Hill are taught through the Australian Curriculum. Found on the [ACARA](#) website

Endorsed by:



Vicki Caldwell
Principal
Wellers Hill State School



School Council
Wellers Hill State School

C. E. Scott
Wellers Hill State School
P&C, President.
Cath Scott



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Prep 2023

Learning Pathway Expression of Interest

Child's Name: _____

Child's Class: _____

I wish for my child to enter the following Learning Pathway in 2023 (Please place a cross in the box):

Australian Curriculum English (ACE)

☐

Australian Curriculum Japanese (ACJ)

☐

Parents' Names: _____

Parents' Signatures: _____

Please reflect on the following criteria as they relate to your child/ren for the most appropriate Learning Pathway

- ✓ Organisation – Can they organise themselves and their belongings?
- ✓ Change – Can your child adapt to a variety of teachers throughout the day?
- ✓ Are they able to manage their emotions when tired?
- ✓ Instructions – Can they follow multi-step instructions and read verbal cues?
- ✓ English – Is their result at or below expected Year Level Target
- ✓ Reading – Is their level below expected Year Level Target
- ✓ Are you (parents/guardians) able to support the learning of a second language at home?

Please return this form to your child's class teacher.