



Bellarine
Secondary College

Transition for Success

BELLARINE SECONDARY COLLEGE
NOVEMBER 27 2018

Goals



- What do you hope to get out of tonight's presentation?
- The flier: "The aim of this evening is to gain awareness and support strategies to ensure transition is a positive experience. The evening will focus on potential anxiety and fears, the risk of disengagement and school refusal and strategies to help your child over the holiday period to best prepare them for the start of 2020"

Transition



- What do we mean by “transition”?
- What challenges do students experience when undergoing transition?
- How can we ensure that transition is a positive experience?
- Questions?

What is Transition?



- Movement from one set of circumstances to another with changes to environments, relationships, behaviours, routines, roles and expectations.
- Life transitions: birth, kinder, school, work, retirement, death.
- In education the three main transitions are Kinder to Prep, Primary to Secondary and Secondary to Post-School Life.

My Transition



HAMILTON HIGH SCHOOL - 1992



YEAR 7L

Back Row:

Jarrod Knights; Rebecca Osborn; Mark Dunbar; Michael Roberts

Third Row:

Nicholas Ansell; Belinda Hodgson; Taryn Johnson; Damien Bailey; Lena Hayes; Kelly Heine

Second Row:

Katrina Handreck; Melonie Annett; Krystal Laing; Lana Callaby; Peter Hodgkinson

Front Row:

Excursion to the Museum 2000



Excursion to the Museum 2019



Day At The Museum

Your transition



- Ask the person next to you what their school transition experiences have been.
- What were the challenges that were faced?
- How did they deal with the challenges?
- Reverse roles



How can we ensure that transition is a positive experience? 1



- **Tips for parents: Holiday preparation** (DET Website)
- Be positive and enthusiastic
- Organise school uniform
- Books and stationery
- Learn about school routines
- Help your child to become familiar with their travel to school.
- Talk to them about their timetable

How can we ensure that transition is a positive experience ? (2)



- Help your child to develop good study habits
- Nerves: Remind your child that it is normal to feel nervous about starting secondary school.
- Encourage your child to talk about what they are worried about and keep communication open.
- Friends- Encourage your child to keep in touch with their primary school friends
- Have a plan about what your child should do in an “emergency”.

Tips for parents from a BSC student



- “Don’t tell your kids repeatedly, “you’ll be OK”.”
- “60% of my fears of going to Year 9 were that I would be hurt” whereas in fact.....
- “Bellarine Secondary College (Drysedale) is a safe place”
- “Give your child positive reinforcement”
- “Be aware that your child may be very worried about what the other students think (about them)”

Grade 6 concerns



- Getting Bullied
- Getting Lost
- Not making friends
- Not being able to do the work
- Missing the bus

Year 8 to 9 Concerns



- Older kids bullying
- Getting Lost
- Not being able to do the work
- Missing the bus

TIPS



- Don't drive your child to school on their first couple of days
- Come to the school during the holidays and practice moving from class to class if your child is nervous about getting about the school.
- Make sure they have all their gear – books, uniform
- Practice reading the timetable at home
- If you know other students that attend Bellarine Secondary College – pick their brain about their experiences
- Even if you are nervous and stressed for them – do not let it show. Present as excited and talk about high school being the next step. Do not discuss horror stories about your first day or horror stories you may have heard from others.
- Encourage them to spend time with good friends that will be attending Bellarine Secondary next year. This will assist them in strengthening those relationships.

Who is in the Wellbeing Team



Junior Campus

- Nicole Wirth – Student Wellbeing Coordinator
- Meryl Arnold – School Nurse
- Stephanie Rice Cross Campus – Mental Health Practitioner
- SSS- Student Support Services team – Cross campus
- Mark Scholinz – Eclipse Psychology Cross campus

Senior Campus

- Jan Bowes – Student Wellbeing Coordinator
- Stephanie Rice
- Additional staff to be appointed 2020

What Student Wellbeing provide



- Counselling/support
- Referrals to community supports
- A range of social and engagement programs across the year
- Nursing program/education re sexual health, puberty etc. Junior campus.

Anxiety



- “I’ve lived through some terrible things in my life, some of which actually happened”

Mark Twain



Anxiety



Worrying is like sitting in a rocking chair... It gives you something to do, but doesn't get you anywhere...

- Erma Bombeck

Nothing is permanent in this wicked world, not even our troubles...

- Charlie Chaplin

The greatest weapon against stress is our ability to CHOOSE one thought over another...

- William James

Anxiety



- Anxiety is an emotion that most people experience at some time in their lives. It is **the feeling of apprehension that comes from the belief that something bad will happen that you will be unable to manage or control**. Anxiety becomes a problem for children when it is experienced most days for a prolonged period of time ^[1]; and interferes with daily functioning with regard to learning, play, sleep and enjoyment of life.

Anxiety in the body



- When children are anxious they *perceive* a threat to their safety or wellbeing. This turns on an 'alarm response' in the body that activates the sympathetic nervous system. The sympathetic nervous system primes the body to survive; focusing attention on fighting or escaping from the threat – often referred to as the '**fight, flight or freeze**' response.
- <https://youtu.be/rpolpKTWrp4>

How to assist an anxious young person



- Your response can have a powerful effect on calming an anxious brain
- Help resolve worries through supportive talking
- Encourage your child to face challenges fears
- Build their belief in their ability to solve problems (self-efficacy)
- Help your child to put worries into perspective
- Ensure they are well rested, healthy and feel safe.

Resilience



- ***What are the key skills for resilience?***
- Self-awareness
- Self-control
- Social awareness
- Social management
- Responsibility
- Effort and persistence
- Hope
- Self-esteem
- Problem-solving
- Positive coping

Building Resilience



- <http://www.resilientyouth.org.au/what-resilience-means/>
CPR > Connected | Protected | Respected
*Parent resources

- Resilience is:
 - > the ability to bounce back from adversity.
 - > the capacity people have to cope, learn and thrive, in the face of challenges.
 - > When a person uses thinking and behaviours to protect themselves from negative effects of stressors.

We can always increase or develop our resilience



What can parents and carers do to support resilience building?

(DET, Building Resilience in Young People)



- Establish a safe and supportive environment
- Set clear rules and boundaries requiring respect and cooperation
- Role-model strong social and emotional skills

What can parents and carers do to support resilience building?



- Set strong expectations about effort, attitudes and behavior
- Encourage children to work hard at school
- Create opportunities to help children learn to mix well with other children and adults
- Encourage children to show respect and consideration for others

What can parents and carers do to support resilience building?



- Give responsibilities so children learn how to help out and to contribute to others
- Give attention to positive behaviours in order to reward and reinforce them

*Research supports that giving attention to positive behaviours works more efficiently at changing behaviours than punishing negative behaviour.

@BSC = positive behaviour recognition slips

Individual Risk and Protective Factors affecting resilience



	Risk factors	Protective factors:
Individual	<ul style="list-style-type: none">· Physical and intellectual disability· Poor health in infancy· Insecure attachment to carers in infant/child· Difficult or sensitive temperament· Chronic illness	<ul style="list-style-type: none">· Feeling attached to family (feeling caring and cared for)· Achieving well at school· Problem-solving skills· Belief that they can control their behaviour· Social competence in relating well with others· Optimism or a sense of hope for a positive future

Family Factors affecting resilience



Family	<ul style="list-style-type: none">· Family in poverty or economic insecurity· Parents unemployed· Homelessness· Death of family member· Caring for someone with illness/ disability· Divorce and family break up	<ul style="list-style-type: none">· Supportive caring parents· Family gets along well together· More than two years between siblings· Have some responsibility for helping at home· Supportive relationship with other adult
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School Factors affecting resilience



School	<ul style="list-style-type: none">• Bullying• Rejected by peers• Racism• Homophobia• Don't feel like they belong or fit in at school• Inadequate behaviour management• Member of a friendship group that is often in trouble• Failing to learn• Truancy• Changing schools or school transition• Family/parents not interested in their learning• Negative relationship with teachers	<ul style="list-style-type: none">• Sense of belonging/connectedness• Friendly school• Has caring friends• Required responsibility/ helpfulness• Opportunities for success• Recognition of achievement• School does not accept violence or bullying• Interested in learning• Positive behaviour management• Positive teacher-student relationships• Collaborative teaching strategies where students get to work with each other
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Character Traits for Success



- True GRIT helps kids to succeed (Insights, Michael Grose).
- Character, not cognitive ability, is the single most reliable determinant of how a person's life will turn out.
- Traits associated with success include the inclination to persist at a boring task (grit), the ability to delay gratification (self-control) and the tendency to follow through with a plan (conscientiousness).

Transition and Attendance



EVERY DAY COUNTS...

A day here or there doesn't seem like much, but...

When your child misses just...	that equals...	which is...	and therefore, from Kindy to Year 12, that is...	This means that the best your child can achieve is...
1 day each fortnight	20 days per year	4 weeks per year	Nearly 1 ½ years of school	Equal to finishing Year 11
1 day a week	40 days per year	8 weeks per year	Over 2 ½ years of school	Equal to finishing Year 10
2 days a week	80 days per year	16 weeks per year	Over 5 years of learning	Equal to finishing Year 7
3 days a week	120 days per year	24 weeks per year	Nearly 8 years of learning	Equal to finishing Year 4

Give your child every chance to succeed...

Every day counts!



Resources



- www.headspace.org.au
- www.education.vic.gov.au
- www.raisingchildren.net.au
- www.youthbeyondblue.org.au
- www.psych4schools.com.au

Resources 2



- www.kidshelp.com.au or phone **1800 55 1800**, 24 hours a day, 7 days
- Parentline – phone 13 22 89 8.00am to midnight seven days a week
- Transition resource for students with a disability
<http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/Transprmrytosec.pdf>

Where to From Here?



- Public Questions?
- Individual Questions?
- Beyond tonight –
 - Grade 6 Discovery Days 10th & 11th December – Ocean Grove Campus
 - Year 8 O Week 10th – 13th December – Drysdale Campus