

# Transition at BIS: Statement of practice 2025/26

This statement of practice details BIS' activities and commitments in supporting our students in transition in and out of the school at the end, beginning and during the school year.

Towards the end of every school year, many of our families prepare to move on from BIS, and those who are staying get ready to say goodbye to friends. We also start to look forward to welcoming new students arriving in August. This is a normal part of international school life, but as well as being a transience that creates a lot of the amazing diversity we celebrate at BIS, it can be a difficult and emotional time for everyone involved. BIS is committed to the safe passage of students from one educational environment to the next. Supporting students who are leaving BIS will enable them to have a smoother entry into their new learning environment and we want new students to quickly feel comfortable at BIS.

## Transitions Committee

We have a Transitions Committee formed of the following members of staff: primary school and secondary school counsellors, section principals, and parent representatives. The committee meets at the start of the school year and early in term 4 each year to plan the year's transition activities, and remain in touch, meeting where necessary, to coordinate plans. Responsibility for organisation and oversight of transitions rest with the relevant principals with activities which include (but are not limited to):

### 1. Departures from BIS

#### a. At the end of the academic year

- i. We organise a whole school assembly where we say goodbye to staff and students who will be leaving at the end of the academic year. Students are invited to the front of the assembly to receive a certificate and a small gift and place a pin on the map of where they are going next.
- ii. We publish resources on transition and change in Voices for the school community to read.
- iii. Our primary and secondary school counsellors offer visits to classes or small group/individual sessions to give specific support.
- iv. Leaflets given to students including tips on managing transitions.
- v. For Grade 12 students, we organise a reflection dinner and graduation ceremony. Exit interviews are also conducted with the G12 students to ensure they are aware of the resources available to them to support them with their transition and wellbeing.
- vi. Survey of parents in October who left that previous summer.
- vii. Alumni association.
- viii. Moving up day for students to have a taster of their upcoming new class.

#### b. During the academic year

- i. We organise a class/programme assembly where we say goodbye to the students leaving, if appropriate for the student. Some students may prefer a smaller celebration within their classrooms with the teachers that have been working closely with the student
- ii. We provide a transition pack for the departing families which includes:
  1. Good quality class photo

2. Messages from classmates and teachers, physical or digital - arranged by form teacher
  3. BIS memorabilia for each student (pictures and magnet)
  4. Certificate
  5. Any relevant school reports
  6. Leaflet for students including tips on managing transitions
- iii. If appropriate an exit interview will be offered to departing families with the programme principal/ assistant principal.

## **2. Arrivals to BIS**

### **a. At the beginning of the academic year**

- i. Form teachers organise a buddy system for new arrivals to support settling in.
- ii. For students arriving from different countries and unable to take part in information sessions on campus, families can request to organise a Zoom call with key members of staff.
- iii. Students joining during or at the beginning of the school year can take part in 'taster days' or 'taster periods' with their grade - this helps with making decisions about grade placement but also helps the student get to know the school and their classmates before joining the school.
- iv. Students and families are invited to visit the school before the first day of school in August to familiarise themselves with the campus (including their classroom(s)).
- v. Admissions to send a check in survey to new families at the end of the first month at school to determine which areas of support are needed
- vi. School counsellors conduct interviews with new students to check on how they are settling into their new environment.

### **b. During the academic year**

- i. Same as points i-v above,
- ii. The admissions officer and any other relevant members of staff will meet a new student at the gate on their first day and lead the student to their homeroom/form class
- iii. At the end of the first week, Assistant Principals will meet with new students in their respective sections for a check-in. This will be an opportunity to address any questions related to school rules, agreements, and BIS culture, including Taigan culture.
- iv. In high school the Programme coordinators will have a check in meeting with the new student at the end of the first week and again at the end of the month.
- v. The programme coordinator will offer a meeting with the new family the first two weeks of joining the school to expand on programme information, school expectations, and parental engagement.

## **3. Transition to new classes and programmes**

- i. All students in Preschool 3, Grade 5, Grade 8 and Grade 10 are given the opportunity to participate in age-appropriate activities to prepare them for moving to the next programme. Examples include: preschool 3 visit to their classroom (where possible), Grade 5 MYP Experience Day, Grade 8 and Grade 10 information sessions.
- ii. Where possible, primary students are introduced in person to their new teachers.
- iii. Where face-to-face introductions for primary school are not possible, teachers introduce themselves to students in introductory videos which are shared with families over the summer.