



Transition to School Policy

To be read in conjunction with: Links to Education and Care Services National Regulations 2011: 118, 148 Links to National Quality Standards/Elements: 1.1, 1.1.1, 1.1.5, 6.3 6.1 Supportive relationships with families 6.1.1 Engagement with the service 6.1.2 Parent views are respected 6.1.3 Families are supported 6.2 Collaborative partnerships	Version: 1.1 Last Amendment: Reviewed by: Kristie Bertie Date: 19/03/2020	Reviewed By: Date: Signature:
	Contact Officer: Janette Allen-Vie	Next Review: 19/03/2020

Policy Section: 1 Education Program and Practice

Policy Title: Transition to School Policy

Policy Statement:

Starting school is a significant milestone in the life of any child and family. Our preschool supports continuity of learning and transitions for each child by sharing relevant information, clarifying responsibilities and by developing strategies that support a positive transition to formal schooling. We are committed to engage children, families, professionals, educators, and community members in the transition to school process to ensure the implementation of this policy is meaningful, supportive and reflective of best practice. Transition is viewed as a collaborative and dynamic process occurring over time ensuring a sense of belonging in all environments (Transition to School: Position Statement, 2011).

Goals:

- The preschool will liaise with local schools to develop a smooth transition to school program for all children.
- The preschool will work in collaboration with families to support the individual strengths and needs of each child and provide a high quality program to help children transition to formal school.

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- We will support children and families by strengthening the development and delivery of transition programs and provide a shared understanding between our Service and local primary schools about what is important for children and their families during the transition to school process.

We believe it is vital to enhance children’s social and emotional development to ensure a successful transition to school. By developing these skills and abilities and promoting their creativity and individuality, we promote children’s ability to become confident and successful learners.

Strategies:

Starting school is a major transition for young children. When children know what to expect they are much more likely to feel confident and happy about starting school.

The preschool program assists children to develop the following skills considered useful for engaging positively in the school environment:

- Concentrating on the task at hand
- Persevering when faced with difficulties
- Responding positively to new situations
- Taking some responsibility for their behaviour as it impinges on others in the group
- Developing the communication skills necessary for group or individual play
- Developing positive feelings about themselves and others
- Experiencing a sense of self-satisfaction resulting from achievement.

To ensure the transition to school is a positive experience for children and families, we will implement a range of learning experiences that may include, but is not limited to:

- Visits by children to local primary school setting
- Family information sessions
- Visits from Primary school teachers
- Exchanging information about a child’s individual strengths and needs
- Networking with Educators, Primary school teachers and Principals
- Developing children’s talking and listening skills
- Alphabet and number awareness
- Shapes and colour recognition
- Social and emotional enhancement
- Pre-writing development
- Name writing and recognition

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- Concentrating on the task at hand
- Determination when faced with complications
- Responding positively to new situations
- Taking responsibility for their own behaviour
- Developing the communication skills necessary for group or individual play
- Developing positive feelings about themselves and others
- Experiencing a sense of self-satisfaction resulting from achievement

Experiencing eating from lunch boxes, as we educate children about different foods eaten at recess and lunch and how to independently open foods.

The Educational Leader will:

- Establish systems across the preschool setting to ensure there is continuity of learning when children transition to school.

Educators will:

- Encourage children to start thinking and talking about school by exploring various elements of the school experience. (E.g. uniforms , eating packed lunches, lunch orders, talking to older children about school and how a school environment is different.)
- Talk with children about starting school, respecting any concerns and communicating these to families.
- Communicate with families to ensure the preschool is meeting the individual strengths and needs of the children and families.
- Consider family priorities and any concerns about the transition process. Each families cultural and linguistic needs will be respected, along with family diversity.
- Throughout terms 3 and 4 there is an increased focus on readiness for school learning experiences.
- Develop a program to ensure a smooth transition for children from the education and care environment to the school environment. The program requires both parent and educator support for the child. This cooperation will ensure the best possible environment for children’s transition.
- Regularly discuss children’s development and readiness for school with families.
- Support each family’s decision about when to send children to school, acknowledging the *NSW Department of Education and Training’s policy* that **“children must turn five by July 31 in the year they start Kindergarten. All children in NSW must start school by their sixth birthday”**.
- Facilitate relationships and networking with local schools to support children and families with the transition process and to open lines of communication. The importance of school preparation through school visits, orientation days and meeting the Kindergarten teachers will be regularly promoted.
- Be supported to access and attend professional development opportunities to ensure current knowledge and practice regarding transition to school.

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- Facilitate relationships and networking with local schools to support children and families with the transition process and to open lines of communication. The importance of school preparation through school visits, orientation days and meeting the Kindergarten teachers will be promoted.
- Facilitate each child’s development as a capable learner through open ended learning experiences.

TRANSITION TO SCHOOL STATEMENT: NSW DEPARTMENT OF EDUCATION (DoE)

The NSW Transition to School Statement (Department of Education) is a practical and simple tool designed to enable information to be shared between families, early childhood services and schools.

The Statement is completed by the child's early childhood educator in cooperation with the family. All information is provided voluntarily. The Statement is communicated to the child's intended school where it provides the school and teachers with information they can use in planning and preparing for the child's arrival and transition into the new learning environment.

Our Service, in collaboration with the family will make the decision about whether to prepare a statement, and the family will choose whether to make it available to the child's intended school and teacher.

Evaluation:

Educators recognise the importance of a positive transition to school in a child’s life. Educators support children and families to make the transition process positive and informative by liaising with the local schools and the wider community

We believe that Early Childhood Educators have professional insight to assist families in making the decision about a child’s transition to school as they have developed trusting and supportive relationships over time.

Resources:

- Guide to the National Quality Standard (3) ACECQA
- NSW Department of Community Services – School Readiness – <https://education.nsw.gov.au/public-schools/going-to-a-public-school/media/documents/getting-ready-for-school.pdf>
- NSW Public Schools - www.schools.nsw.edu.au/gotoschool/primary/startingschool.php
Australian Research Alliance for Children & Youth – School Readiness – Various school readiness papers – www.aracy.org.au
- NSW Public Schools – <https://education.nsw.gov.au/going-to-a-public-school/our-public-schools/primary-schools/starting-school>
- <https://education.nsw.gov.au/preschool/starting-school>

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- <http://www.dec.nsw.gov.au/what-we-offer/regulation-and-accreditation/early-childhood-education-care/funding/funding-projects/transition-to-school>

Relevant Legislation:

Belonging, Being and Becoming: The Early Years Learning Framework for Australia, Commonwealth of Australia, 2009.

Education and Care Services National Regulations

Transition to School: Position Statement (Educational Transitions and Change (ETC) Research Group, 2011).

Links to other Policies:

- Interactions with Children
- Program Policy

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