



Transition to School Policy

Introduction

Starting school is a significant milestone in the life of any child and family. Toukley 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 engaging 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.

Aim:

Toukley Preschool will liaise with local schools to develop a smooth and comprehensive transition to school for all children.

We will work in collaboration with families to support the individual strengths and needs of each child and provide a high quality program that will assist children transition into primary education.

We will support children and families by providing a shared understanding between our service and local primary schools about what is important for children and their families during the transition to school.

We believe it is vital to enhance children's social and emotional development to promote a successful transition to school.

By developing these skills and abilities and encouraging their creativity and individuality, we promote children's ability and agency to become confident and successful learners and active participants in their transition to school experience.

Implementation:

Starting school is a major transition for young children. Transition to school should be prepared for in an understanding, calm, organised, and knowledgeable manner. We acknowledge the critical role we as Educators have in providing an educational environment that supports children's wellbeing, promotes equity and agency and celebrates diversity.

As Early Childhood Educators, who are instrumental in influencing children's learning patterns for later life, it is our responsibility to set them on a course that will inspire investigation, exploration, problem solving, questioning, discovery and challenges.

To ensure the transition to school is a positive experience for children and families, we will offer a range of activities and 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 and/or Principals
- * Exchanging information about a child's individual strengths and needs
- * Networking with Educators, Primary school teachers and Principals
- * Developing children's critical thinking, problem solving, resilience, independent learning, agency and creativity.

The Approved Provider/Nominated Supervisor will:

- * Establish strategies across our Service to ensure there is continuity of learning when children transition to school.
- * Work in partnership with families and primary schools to ensure children's transition to school is positive, informed, and enhances individual development.
- * Support and advocate for enhanced transition programs for children with a disability or developmental delay.

The Educational Leader will:

- Establish systems across the education and care service to ensure there is continuity of learning when children transition to school.
- Support the completion of individual Transition to School Statements for children preparing for primary school.

Educators will:

- * Be flexible and ensure transition programs are tailored to the specific needs of all children in our Service.
- * Encourage children to think and talk about school by exploring various elements of primary school (This may include uniforms, eating packed lunches, talking about school and how a school environment is different).
- * Talk with children about starting school, respecting any concerns and communicating these to families.
- * Ensure children are active participants in their transition to school.
- * Communicate with families to ensure we meet the requirements of the individual strengths and needs of all children and families.
- * Consider family priorities and any concerns about the transition process. Each family's cultural and linguistic needs will be respected, along with family diversity.
- * Encourage children to extend their knowledge via their interests and assist children to challenge their skills.
- * Discuss children's development, strengths, and achievements for transition to 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 6th birthday (unless with an exemption)".
- * Be supported to access and attend professional development opportunities to ensure current knowledge and practice regarding transition to school.
- * Facilitate relationships and networking with local schools to support children and families with the transition process and to open lines of communication. 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.
- * Be flexible and responsive to the needs of children and families.
- * Complete Transition to School Statements for children preparing for primary school.

TRANSITION TO SCHOOL STATEMENT: NSW DEPARTMENT OF EDUCATION

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.

Evaluation:

- * Educators recognise the importance of a positive transition to school for all children.
- * Working collaboratively with children, families, educators, primary teachers and the community promotes active participation and helps ensure every child is supported as they embark on the next phase of their educational journey.
- * Educators support children and families to make the transition process positive and informative by liaising with the local schools and the wider community and by completing Transition to School Statements.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved. In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

Legislative Requirements:

Children (Education and Care Services National Law Application) Act 2010
Education and Care Services National Regulations 2011

Links to National Quality Standard : 6.1, 6.2

Sources:

- Community Early Learning Australia
- Belonging, Being and Becoming: The Early Years Learning Framework for Australia, Commonwealth of Australia, 2009.
- Guide to the National Quality Standard ACECQA (2011)
- * NSW Education Standards Authority
- * Transition to School Guide for Early Childhood Education – NSW Department of Education – education.nsw.gov.au

Reviewed: March 2022