



1.05 Transition to School Policy

POLICY STATEMENT

Starting school is a significant milestone for a child and their family. Our service 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 school.

AIM

We aim to liaise with local schools to develop a smooth and comprehensive transition to school for all children. 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, abilities and promoting their creativity and individuality, we promote children's ability to become confident and successful learners. This policy applies to children, families, staff, management and visitors of the service.

STANDARDS AND PROCEDURES

Children are challenged with several transitional changes during early childhood. This includes orientating children into early childhood, transitioning between routines and rooms, and then transitioning into primary school. Children respond in different ways to transitions - some with confidence and others with hesitation. Children's confidence will be enhanced when changes happen gradually and when time is prioritised to support these transitions with sensitivity, planning and preparation.

For many children the change of setting and sense of moving on acts as a stimulus for development but if they find this change too abrupt there is a risk that the child will regress (Bennett, J 2007). 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 celebrates diversity. Our transition to school program is developed in collaboration with all stakeholders and ensures children are active participants in their transition to school.

For children attending school the following year, our 'Transition to School Program' provides additional activities and experiences to help prepare them for a smooth transition to a primary school environment. This program refers to daily-programmed activities and experiences that are implemented throughout the year, encouraging the developmental skills that are optimal for children to retain before commencing school.

Transition to School Program

As educators who are instrumental in influencing children's learning, 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 implement a range of activities and experiences that may include:

- Family information sessions
- Networking with educators, Primary school teachers and Principals
- Developing children's talking and listening skills
- Alphabet (phonics) and number recognition
- Shapes and colour recognition
- Social and emotional enhancement
- Collaborative tasks
- Pre-writing development
- Name writing and recognition
- Concentrating on the task at hand
- Responding positively to new situations
- Developing the communication skills necessary for group or individual play

Preparing Children as they transition to School

There are many unique differences in the school environment which children should become familiar with as they prepare to transition to school. This includes:

- Having one teacher for the majority of the day
- Toileting without supervision
- Wearing uniforms
- Transport
- Sitting at a desk
- Responsibility of own belongings
- Listening to instructions
- A school bell indicating set breaks
- Negotiating a large playground
- The canteen or tuck shop
- Before and After School Care

Management will:

- Discuss expectations with families for their child as they prepare to transition to school.
- Work in partnership with families to ensure children's transition to school is positive and enhances individual development.

Educators will:

- Incorporate transition to school into the daily program by encouraging children to think and talk about school (this may include uniforms, eating packed lunches, talking about school and how a school environment is different).
- Consider family priorities and any concerns about the transition process. Each family's cultural and linguistic needs will be respected, along with family diversity.

- Contemplate the individual rest or sleep needs of children in the months leading up to the transitioning to school and whether a reduction in sleep times may prepare some children for the longer school day routine. Children will continue to have rest periods and quiet activities during the day. Beds will be available for any child who requires rest or sleep.
- Support each family's decision about when to send children to school. Children who are enrolling in an ACT Public Primary School must have turned 5 by 30th April to begin the school year. It is compulsory for children to start school from six years of age.

When a child is not ready to transition to school

We understand that all children are unique and achieve milestones in their own time. Families have expectations about what they think their child should be able to do. They may ask educators their opinion on specific skills such as pre-writing skills, numbers, social and emotional development etc. We need to be mindful that current research does not recommend creating check lists for 'readiness' for school rather, each child's transition should be unique, secure and respectful and be in collaboration with families, educators, community and other professionals (Dockett & Perry, 2013).

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. However, prior to speaking with families about their personal views, Educators will discuss their thoughts with management about the child's individual strengths and needs and any recommendation about beginning school will be communicated with families during a scheduled meeting. Our staff will adhere to confidentiality at all times.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

Children (Education and Care Services) National Law NSW

- 155 - Interactions with children
- 156 - Relationships in groups

SOURCE LIST

This section contains websites, industry bodies, or Legislation that have been used to assist in sourcing the information for this policy. It also acts as a guide to sourcing further reading on each relevant policy.

- Kids Matter - [Your guide to starting school](#)
- [ACECQA Website](#)
- [Continuity of Learning - A resource to support effective transition to school and school age care](#)
- [Early Childhood Australia - Code of Ethics](#)
- [Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011](#)
- [Guide to the National Quality Standard](#)
- NQS Professional Learning Program, Newsletter No.70 – [Transitions: Moving in, moving up and moving on](#)
- [Transition to School Resource](#)
- [Transition to School: Position Statement Poster](#)
- [Revised National Quality Standard](#)

RELATED POLICIES

1.01 Educational Curriculum Policy

POLICY REVIEW

The review schedule has been developed using a risk assessment methodology with consideration given to sector, industry, and legislative changes.

Date reviewed	Policy changed		Modifications	Next Review Date
May 2018	Yes	No	None	May 2018