



Transition to School

Date adopted:

Date last reviewed:
May 2023

Reviewed by:
Board of Management.

Date of next review:
May 2025

Policy context:

This policy relates to:

National Quality Standards.	Standard 6.2 <i>Collaborative Partnerships</i> Collaborative partnerships enhance children's inclusion, learning and wellbeing. 6.2.1 <i>Transitions</i> Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
Legislation/Act.	

Documents related to this policy

Related policies	
Forms or other organisational documents	NSW Department of Education Transition to School Form.
References	Transition to School" DET 1998 http://www.curriculum.edu.au/verve/_resources/ATSI_Successful_Transition_programs_Report_Dec_2007.pdf

Policy Review:

Policy review frequency: This policy will be reviewed in accordance with the Organisations Review Policy.

Responsibility for review: The Board of Management.

Where appropriate staff will be part of the review process.

Documentation and communication: Policy documentation to be held in Policy and Procedure manuals. Where appropriate copies of new or reviewed policies will be given to staff, volunteers and families.

Purpose

Document the Centre's procedures for facilitation of an effective transition to school.

Rationale

To meet departmental/legislative requirements regarding transition to school.
Reflect Centre's commitment which supports continuity and ongoing development of children.
Support families, schools and children to be prepared for entry to school in an informed and positive way.

Procedure

- Information sessions or brochures are shared with families in regard to school readiness and school transition.
- Books, videos, etc. are available in Centre library for general use.
- Centre utilises current documents such as "Transition to School" checklists provided by the school/Centre.
- School readiness activities for preschoolers aged 4 - 6 years will be incorporated into the

program such as:

- numeracy skills
 - literacy skills
 - pro-social skills
 - coping skills for school related routines
 - personal care and protection
 - wherever possible activities with or excursions to primary 'feeder' schools
 - sustaining increasing attention to task
 - encouraging self-directed learning
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- Centre liaises with local feeder schools and provides relevant information in reports to facilitate a smooth transition. Information is shared with families' permission, and meets the privacy/confidentiality act.
 - Educators collaborates with families to discuss children's school readiness and or strategies to facilitate a smooth transition.
 - Wherever possible educators may attend meetings with feeder school staff/information sessions so that a child's individual needs can be met.
 - Centre displays school attendance from term 2 to documents children attending the same local school to encourage a support network between children and their families.
 - Links between the Centre and local schools are celebrated, e.g. visiting to watch Easter hat parade or library, school uniform day or visiting the service after they have commenced school.
 - Educators complete Department of Education Transition to School Statements in line with preschool funding requirements.
 - Review policy regularly with educators, families and management.