**Localised Procedure**

**Transition to School**

**Reviewed: 02/11/2019 Next Review: 02/11/2020**

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| **Education and care services regulation/s** | **NSW Department of Education policy, procedure or guidelines** | **National Quality**  **Standard(s)** | **Preschool Guide reference** | **School policy or procedure, where applicable** |
| Regulation 118  Regulation 148 | The following department policies and relevant documents can be accessed from the preschool section of the department’s [website](https://education.nsw.gov.au/teaching-and-learning/curriculum/preschool/policies-and-procedures): | **6.2.1: Transitions**  Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities |  |  |
| *Resources:*   * Children (Education and Care Services National Law Application) Act 2010 (PDF 2.42MB)   [legislation.nsw.gov.au/acts/2010-104.pdf](https://www.legislation.nsw.gov.au/acts/2010-104.pdf)   * NSW transition to School Statement 2016 (PDF 135KB)   [transitiontoschool.nsw.edu.au/wp-content/uploads/2017/03/Transition\_to\_School\_Statement\_.pdf](http://www.transitiontoschool.nsw.edu.au/wp-content/uploads/2017/03/Transition_to_School_Statement_.pdf)   * Community Childcare Co-operative   [ccccnsw.moodle.com.au/](http://ccccnsw.moodle.com.au/)   * Belonging, Being and Becoming: The Early Years Learning Framework for Australia, Commonwealth of Australia, 2009 (PDF 717KB)   [dss.gov.au/sites/default/files/documents/05\_2015/belonging\_being\_and\_becoming\_the\_early\_years\_learning\_framework\_for\_australia.pdf](https://www.dss.gov.au/sites/default/files/documents/05_2015/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf)   * Guide to the National Quality Standard (3) Australian Children’s Education & Care Quality Authority (ACECQA) (PDF 13.2MB)   [acecqa.gov.au/sites/default/files/2018-01/Guide-to-the-NQF-3-Assessment-and-rating.pdf](https://www.acecqa.gov.au/sites/default/files/2018-01/Guide-to-the-NQF-3-Assessment-and-rating.pdf)   * NSW Department of Community Services – School Readiness (PDF 135KB)   [community.nsw.gov.au/\_\_data/assets/pdf\_file/0016/321604/school\_readiness.pdf](http://www.community.nsw.gov.au/__data/assets/pdf_file/0016/321604/school_readiness.pdf)   * Australian Research Alliance for Children & Youth – School Readiness (PDF 651KB)   [aracy.org.au/publications-resources/command/download\_file/id/131/filename/School\_Readiness.pdf](https://www.aracy.org.au/publications-resources/command/download_file/id/131/filename/School_Readiness.pdf) | | | | |
| Starting school is a significant milestone in the life of any child and family. Little Jarjums Preschool supports continuity of learning and transitions for each child by sharing relevant information, clarifying responsibilities and by developing strategies that support transition to formal schooling.  **Our Aim**  Little Jarjums Preschool will liase with local schools to develop a smooth and comprehensive transition to school program. We 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 experiencing the transition to formal school.  **Implementation**  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.  Our program will assist children in developing 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   **The preschool Teacher and support staff will:**   * establish systems across the education and care service to ensure there is continuity of learning when children transition to school. * encourage children to start thinking and talking about school by exploring various elements of the school experience. * talk with children about starting school, respecting any concerns and communicating these to families. * communicate with families to ensure our 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. * develop a program to ensure a smooth transition for children from our preschool environment to the school environment. The program requires both parent and educator support for the child. This collaboration will ensure the best possible climate for this transition. * focus on school readiness in all areas of development throughout the day. Children will be encouraged to extend their knowledge via their interests and educators will assist children to challenge their skills regularly. * 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” * be supported to access professional development opportunities to ensure current knowledge and practice regarding transition to school is employed within our centre. * 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. * Support children to transition smoothly through weekly transition visits to the kindergarten classes from Term 3 Week 7 until the end of the year. This is in conjunction with the primary schools Kindergarten orientation days which educators also attend with the children. * Kindergarten teachers for the following year perform playground duties within the preschool during term 4 in order to build a relationship with the children before commencing kindergarten. * Preschool teacher writes transition to school statements for each child transitioning. These statements are forward to the kindergarten teachers as well as a handover meeting is conducted to discuss supporting the transition to school.   **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. This preschool will use the NSW transition to School Statement document in consultation with the children and their families to record children’s interests, strengths and preferred ways of learning in their year prior to school. | | | | |