

TRANSITION TO SCHOOL POLICY

Starting school is a significant milestone in the life of any child and family. Our Family Day Care 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 (National Quality Standard 6.2). Furthermore, 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).

*Ready families + Ready early childhood services +
Ready communities + Ready schools = Ready children*

(Kagan & Rigby, 2003)

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities

Standard 1	Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued
Standard 2	Child safety and wellbeing is embedded in organisational leadership, governance and culture
Standard 3	Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously
Standard 4	Families and communities are informed, and involved in promoting child safety and wellbeing
Standard 5	Equity is upheld and diverse needs respected in policy and practice
Standard 6	People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice
Standard 7	Processes for complaints and concerns are child focused
Standard 8	Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training
Standard 9	Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed
Standard 10	Implementation of the Child Safe Standards is regularly reviewed and improved
Standard 11	Implementation of the Child Safe Standards is regularly reviewed and improved

RELATED POLICIES

Additional Needs Policy Anti-bias and Inclusion Policy Educational Program Policy	Privacy and Confidentiality Policy Respect for Children Policy
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PURPOSE

Effective transition practices have as their base, a commitment to building secure, respectful and reciprocal relationships. One outcome of such relationships is that all participants regard themselves, and other participants, as valued members of the school community (Dockett & Perry, 2001).

Dalas Family Day Care Service and FDC educators aim to liaise with local primary schools to develop a smooth and comprehensive transition to school for all children enrolled in their care transitioning to school. We will support children and families by strengthening the development and delivery of transition programs/practices 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.

SCOPE

This policy applies to the Approved Provider, Coordinator, Educators, Educator Assistants, children, and families, of the Family Day Care Service.

IMPLEMENTATION

Children are challenged with several transitional changes during early childhood. This includes orienting children into early childhood care and education services, transitioning between routines as they grow, 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.

This first experience children have of school has a great impact on their progress and future schooling

(Margetts, 2007). Transition to school should therefore be prepared for in an understanding, calm, organized, 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 approach to transition to school planning and practices is developed in collaboration with all stakeholders and ensures children are active participants in their transition to school. This approach is inclusive of children and families at all levels of transition.

For children attending school the following year, we offer high quality transition practices including additional activities and experiences to help prepare them for a smooth transition to a primary school environment. These positive practices refer to daily programmed activities and experiences that are implemented throughout the year, encouraging the developmental skills that are optimal for children to develop before commencing school.

Transition to School Program/Practices

As 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 the disposition to take on challenges.

To ensure the transition to school is a positive experience for children and families, Family Day Care coordinators and educators will implement 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 (organised by our Family Day Care Service/Scheme)
- visits from primary school teachers and/or principals
- exchanging information about a child's individual strengths and needs – (Transition to school statements)
- developing children's talking and listening skills
- alphabet and number awareness
- early literacy- rhyme, chants, songs
- shapes and colour recognition
- social and emotional enhancement
- pre-writing development
- name writing and recognition
- 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 open different packaged foods.

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 much of the day
- toileting without supervision

- wearing uniforms
- transport
- sitting at a desk
- responsibility of own belongings
- listening to instructions
- specific focused lessons
- a school bell or siren indicating set breaks
- negotiating a large playground
- homework
- the canteen or tuck shop
- before and after school care

The Approved Provider/Coordinator will:

- establish strategies across all of our Family Day Care services/educators to ensure there is continuity of learning when children transition to school
- advocate for 'ready' by ensuring schools are ready for our children to transition into their environment
- develop an information package to share with families about transition to school. This will include information on how to support their child/children and what to expect with the transition process. This package will be reviewed annually to meet the needs of the families and to integrate current information from local schools where possible.
- be aware of critical cut off dates with various Education Departments to accommodate children with a disability or developmental delay into new educational settings and share this information with educators and families
- support and advocate for enhanced transition programs for children with a disability or developmental delay with feeder primary schools
- be flexible and ensure transition programs are tailored to the specific needs of all children enrolled in our Family Day Care Service
- share information between FDC services, schools and families to facilitate a successful transition.

Educators/Educator Assistants 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, informed, and enhances individual development
- incorporate transition to school into the daily program by encouraging 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.
- develop a program/practices 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.
- contemplate the individual rest or sleep needs of children in the months leading up to the transition to school and whether a reduction in sleep time may prepare some children for the longer school day routine. Children will continue to have rest periods with quiet activities during the day. Beds will be available for any child who requires rest or sleep.
- discuss children's development, strengths, and competencies for transition to school with families
- support each family's decision about when to send children to school, acknowledging the Victorian policy of when children must begin formal schooling
- share information packages developed by management /Coordinator with families
- 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. 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

- effectively evaluate our transition program
- be flexible and responsive to the needs of children and families
- take into account contextual aspects of community, and of individual families and children within that community.

(Adapted from Dockett & Perry, 2007.)

TRANSITION STATEMENTS

Transition to School Statements vary in each state and territory in Australia.

Some states are mandatory, whilst others are optional. The following is for specific states. South Australia, Tasmania, Northern Territory, ACT and Western Australia do not have specific templates. Services may choose to use a template from another state if they wish to provide information to primary schools.

The Statement is completed by the child's early childhood educator in cooperation with the child and 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.

Victoria State Government Education and Training- Transition Learning and Development Statement

This *Learning and Development Statement* (TLDS) summarises children's abilities as they start school and identifies their individual approaches to learning. The statement assists teachers to get to know the children beginning school and their individual learning styles. Completing this statement is a kindergarten-funding requirement. The statement is prepared by early childhood educators and families and includes outcome descriptors describing children's learning and development against the five outcomes of the VEYLDF. Parents have an option to share this statement with the child's future school or 'opt out'. The transition statement is completed electronically via the Online Transition Learning and Development Statement (Online TLDS) tool hosted on the [Insight assessment platform](#) and can be downloaded to share with families and early childhood services.

When a child may not be ready to transition to school

We understand that all children are unique and achieve milestones in their own time. Parents and carers know their child's strengths, interests and needs better than anyone and have expectations about what they think their child should be able to do. Parents may ask their child's FDC educator their opinion on specific skills such as pre-writing skills, numbers, social and emotional development to assist in making decisions about starting school. The decision for when their child starts school is

an individual decision. For some children, starting school at age six rather than five may provide them with an additional year to mature and increase independence.

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 their Coordinator/Educational Leader about the child's individual strengths and needs and any recommendation about beginning school will be communicated with families during a scheduled meeting. We encourage parents/carers to discuss the timing of their child's school entry with other professionals who know their child well such as early intervention practitioners.

JURISDICTION SPECIFICATIONS FOR VICTORIA

VICTORIA (VIC)
- Children must turn 5 before 30 April to attend school that year - Children must be at school in the year that they turn six years of age - Victoria State Government Education and Training- Transition to school resource - Moving to primary school (transitions): http://www.education.vic.gov.au/childhood/professionals/learning/Pages/transition.aspx - Primary schools: http://www.liveinvictoria.vic.gov.au/living-in-victoria/education-and-childcare/primary-schools#.V8gSQ5h97IV - Transition Learning and Development Statement: http://www.education.vic.gov.au/childhood/professionals/learning/Pages/transitionstat.aspx#link70

SOURCE

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REVIEW

POLICY REVIEWED	August 2022	NEXT REVIEW DATE	August 2023
MODIFICATIONS	- Review or policy changed to align with transition to school organisation for FDC services and schools - small changes/additions in policy to reflect best current evidence (program/practices) - Sources and links checked for currency		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
August 2021	New policy drafted Policy purchased from Child care desktop		August 2022

Continued next page: Developmental Milestones

DEVELOPMENTAL MILESTONES

3-5 YEARS

Excerpt from Department of Education, Employment and Workplace Relations. (n.d.). [Developmental milestones and the Early Years Learning Framework and the National Quality Standards.](#)

CHILD'S NAME		AGE		DATE	
EDUCATOR'S NAME					
DEVELOPMENTAL AREA	OBSERVED	LINK TO EYLF & NQS		COMMENTS	
PHYSICAL	• dresses and undresses with little help • hops, jumps and runs with ease • climbs steps with alternating feet • gallops and skips by leading with one foot • transfers weight forward to throw ball • attempts to catch ball with hands • climbs playground equipment with increasing agility • holds crayon/pencil etc. between thumb and first two fingers • exhibits hand preference • imitates variety of shapes in drawing, e.g. circles • independently cuts paper with scissors • toilet themselves • feeds self with minimum spills • dresses/undresses with minimal assistance • walks and runs more smoothly • enjoys learning simple rhythm and movement routines • develops ability to toilet train at night	EYLF Outcome 3: Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. e.g. "Promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community." (p.32) NQS: Areas 1, 2, 3, 5, 6			

SOCIAL	• enjoys playing with other children • may have a particular friend • shares, smiles and cooperates with peers • jointly manipulates objects with one or two other peers • develops independence and social skills they will use for learning and getting on with others at preschool and school	EYLF Outcome 1: Children have a strong sense of identity - Children learn to interact in relation to others with care, empathy and respect. E.g.” express a wide range of emotions, thoughts and views constructively.” (p.24) NQS: Areas 1, 5, 6	
EMOTIONAL	• understands when someone is hurt and comforts them • attains gender stability (sure she/he is a girl/boy) • may show stronger preference for same-sex playmates • may enforce gender-role norms with peers • may show bouts of aggression with peers • likes to give and receive affection from parents • may praise themselves and be boastful	EYLF Outcome 2: Children are connected with and contribute to their world - Children respond to diversity with respect. E.g. “plan experiences and provide resources that broaden children’s perspectives and encourage appreciation of diversity.” (p.27) NQS: Areas 1, 2, 5, 6	
COGNITIVE	• understands opposites (e.g. big/little) and positional words (middle, end) • uses objects and materials to build or construct things, e.g. block tower, puzzle, clay, sand and water • builds tower eight to ten blocks • answers simple questions • counts five to ten things • has a longer attention span • talks to self during play - to help guide what he/she does • follows simple instructions • follows simple rules and enjoys helping	EYLF Outcome 5: Children are effective communicators - Children express ideas and make meaning using a range of media. E.g. “use language and engage in play to imagine and create roles, scripts, and ideas.” (p.42) NQS: Areas 1, 5	

	• may write some numbers and letters • engages in dramatic play, taking on pretend character roles • recalls events correctly • counts by rote, having memorised numbers • touches objects to count - starting to understand relationship between numbers and objects • can recount a recent story • copies letters and may write some unprompted • can match and name some colours		
LANGUAGE	• speaks in sentences and use many different words • answers simple questions • asks many questions • tells stories • talks constantly • enjoys talking and may like to experiment with new words • uses adult forms of speech • takes part in conversations • enjoys jokes, rhymes and stories • will assert self with words	EYLF Outcome 5: Children are effective communicators - Children use information and communication technologies to access information, investigate ideas and represent their thinking. E.g. "Provide children with access to a range of technologies." (p.44) NQS: Areas 1, 5, 6, 7	
SEEK ADVICE IF	• is not understood by others • has a speech fluency problem or stammering • is not playing with other children • is not able to have a conversation • is not able to go to the toilet or wash him/herself	NQS: Areas 1,5,6,7	

