

## Transition to School Policy and Procedures

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<b>National Quality Standard</b>	Quality Area 1: Educational Program and Practice Quality Area 6: Collaborative Partnerships with Families and Communities
<b>EYLF</b>	Outcome 2: Children are connected with and contribute to their world Principle 2: Partnerships Practice Areas: Continuity of learning and transitions; Assessment and evaluation for learning, development and wellbeing

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## Policy Statement

Heritage Early Childhood Centre (Heritage) recognises that starting formal schooling is a significant milestone and a major transition in the life of any child and family. It is understood that a successful transition to school is marked by a child's positive approach to school and a sense of belonging and engagement. While there are similarities between early childhood education and school settings, children experience changes as they transition to their first year of school. When educators and families share this information with the child, it can make all the difference to their successful transition. When children know what to expect they are much more likely to feel confident and happy about starting school.

Research shows that society benefits when children and families view school as a positive place and when education is regarded as valuable, relevant, and attainable. A successful start to school is linked to later positive educational and social outcomes. Children who have a positive start to school are likely to regard it as an important place and to have positive expectations of their ability to learn and succeed. In addition, an ongoing connection with school is a factor in disrupting cycles of social and economic disadvantage and in promoting resilience among young people (Educational Transitions and Change Research Group, 2011).

Heritage recognises that planning and implementing successful transition to school practices is a critical part of quality early education and care, contributing to the learning outcomes set out under the National Quality Framework, Quality Area 1, Educational Program, and [National Regulation 73](#). The transition marks a point at which different contexts, systems, curricula, philosophies, and approaches meet. Preschool educators must assist children to "understand the traditions, routines, and practices of the settings to which they are moving and to feel comfortable with the process of change." (Early Years Learning Framework, v2, 2022, p24).

In addition, Heritage recognises that an effective school transition depends on developing collaborative, responsive and reciprocal relationships with all stakeholders to strengthen continuity of learning, ensure sharing of information, and enable children and families to feel a sense of belonging as valued members of the school community (Quality Area 6; EYLF, 2022). Families, educators, health and other professionals and the wider community have critical roles to play in supporting the positive transition to school, while children also have an active role in preparing for the transition to school. With the support and collaboration of educators, families and the wider community, children can adapt quickly to their new school environment and the different demands of the school day.

### Transition to School Position Statement by The ETC Research Group

The Heritage approach is underpinned by the [Transition to School Statement by the ETC](#), developed in 2011 by an international group of researchers. It recognises that the process of transition occurs over time, beginning well before children start school and until children and families feel a sense of belonging at school.

Educators are encouraged to build relationships with children, families and communities that provide the basis for effective learning. Specifically, prior-to-school and school educators and the systems in which they are employed, are encouraged to work together and support each other.

The statement (given in full in Appendix 1) is underpinned by the importance of:

1. Viewing all children as competent, capable, and creative, who have already learned a great deal before they enter school, regardless of their context or backgrounds.
2. Acknowledging children as active participants in their own transition and learning.
3. Recognising and valuing the strengths of all involved in transitions to school.
4. Genuine, reciprocal, responsive, and respectful relationships.
5. Critically reflecting on established policies and practices and their underlying assumptions; and curriculum and pedagogy relevant to children's characteristics, interests, and circumstances.

## Policy Aims

The Heritage Early Childhood Centre (Heritage) Transition to School Policy and Procedures aims to ensure Heritage educators:

- Recognise the importance of a positive transition to school in a child’s and family’s life.
- Are aware of the sections of the National Quality Standard and the Early Years Learning Framework that promote positive transitions to school.
- Support continuity of learning and the transition to school for each child by developing collaborative partnerships with other educators and early childhood professionals, families, local schools, and the wider community to develop a high quality, smooth and comprehensive transition to school program.
- Share relevant information, clarify responsibilities and what is important for children and families, and develop strategies that support the individual strengths and needs of each child transitioning to school.
- Enhance children’s social and emotional development to ensure a successful transition to school and ability to become confident and successful learners.

## Scope

This policy applies to the Management Committee, Nominated Supervisor, Educational Leader, Room Leaders, educators, students and volunteers, Heritage parents/guardians and families.

## Definitions

**Continuity of Learning:** Continuity in relation to learning is defined as where children experience familiar or similar ways of being, doing and learning from one setting to another.

**Funds of Knowledge:** Defined by the EYLF as children’s individual, family, and community ways of being, belonging and becoming.

**Summative Assessment:** A time when educators review children’s achievements and capabilities at specified or selected timepoints and includes during their transition to school.

**Transition:** A period of change. Major transitions for a child include when they first attend early childhood education and care or start school, take on a new role or join a new social group. Everyday transitions also occur as a regular part of a child’s day or week, e.g., moving from parent to educator, from one activity to another, from one educator to another, from indoor to outdoor play spaces, and transitioning to/from meal and sleep times (Harrison 2016).

## Rationale and Legislative Background

Heritage recognises it has a duty of care to take all reasonably practicable steps to provide enrolled children and the Heritage community with a safe and healthy physical and psychological environment that supports their emotional and physical wellbeing (*Work Health and Safety Act, 2011*). In addition, this policy has been developed to comply with:

- [Education and Care Services National Law Act \(ACT\) \(2010\)](#)
- [Education and Care Services National Regulations \(2011\)](#)
- [Education and Care Services National Amendment Regulations \(2022\)](#)
- [National Quality Standard for ECEC \(2012\)](#)
- [The Early Years Learning Framework for Australia V2.0, 2022](#)
- [The Transition to School Position Statement](#) from The Educational Transitions and Change (ETC) Research Group, 2011. (Appendix 1).

Relevant Education and Care National Law	
<b>S 175</b>	<b>Offence relating to requirement to keep enrolment and other documents.</b>
Relevant Education and Care National Regulations	
<b>R 73</b>	<b>The educational program contributes to five outcomes for each child:</b> (a) the child will have a strong sense of identity. (b) the child will be connected with and contribute to his or her world. (c) the child will have a strong sense of wellbeing. (d) the child will be a confident and involved learner. (e) the child will be an effective communicator.



<a href="#">R 75</a>	<b>Information about educational program to be kept available</b>
<a href="#">R 76</a>	<b>Information about educational program to be given to parents</b>
<a href="#">R 118</a>	<b>Educational Leader</b>
<a href="#">R 155</a>	<b>Interactions with children</b>
<a href="#">R 156</a>	<b>Relationships in group</b>
<a href="#">R 168</a>	<b>Education and care service must have policies and procedures including:</b> (j) interactions with children, including the matters set out in <a href="#">r 155</a> and <a href="#">156</a> ;
<a href="#">R 170</a>	<b>Policies and procedures to be followed</b>
<a href="#">R 171</a>	<b>Policies and procedures to be kept available</b>
<a href="#">R 172</a>	<b>Notification of change to policies or procedures</b>
<a href="#">R 177</a>	<b>Prescribed enrolment and other documents to be kept</b>
<a href="#">R 181</a>	<b>Confidentiality of records to be kept</b>
<a href="#">R 183</a>	<b>Storage of records and other documents</b>
<b>Relevant National Quality Standard Areas</b>	
<a href="#">QA 1</a>	<p><b>Quality Area 1: Educational Program and Practice.</b> Standard 1.1. Program. The educational program enhances each child’s learning and development.</p> <ul style="list-style-type: none"> <li>Element 1.1.1. Approved learning framework. Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.</li> </ul> <p>Standard 1.3. Assessment and Planning. Educators and co-ordinators take a planned and reflective approach to implementing the plan for each child.</p> <ul style="list-style-type: none"> <li>Element 1.3.3. Information for Families. Families are informed about the program and their child’s progress.</li> </ul>
<a href="#">QA 6</a>	<p><b>Quality Area 6: Collaborative Partnerships with Families and Communities.</b> Standard 6.1. Supportive Relationships with Families. Respectful relationships with families are developed and maintained and families are supported in their parenting role.</p> <ul style="list-style-type: none"> <li>Element 6.1.1. Engagement with the service. Families are supported from enrolment to be involved in their service and contribute to decisions.</li> <li>Element 6.1.2. Parents 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.</li> <li>Element 6.1.3. Families are supported. Current information is available about the service and relevant community services and resources to support parenting and family wellbeing.</li> </ul> <p>Standard 6.2. Collaborative Partnerships. Collaborative partnerships enhance children’s inclusion, learning and wellbeing.</p> <ul style="list-style-type: none"> <li><b>Element 6.2.1. Transitions. Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.</b></li> <li>Element 6.2.3. Community engagement. The service builds relationships and engages with its community.</li> </ul>
<b>Early Years Learning Framework for Australia v2.0</b>	
<a href="#">EYLF v2.0</a>	<p><b>Outcome 2:</b> Children are connected with and contribute to their world. <b>Principle 2:</b> Partnerships. <b>Practices:</b> Continuity of learning and transitions; Assessment and evaluation for learning, development, and wellbeing.</p>



### **The Early Years Learning Framework for Australia (EYLF)**

The EYLF describes the principles, practices and outcomes that support and enhance young children's learning from birth to 5 years of age, as well as their transition to school.

#### Belonging and Being

- Children's identities change as they move between settings as different places and spaces have their own purposes, expectations, and ways of doing things.
- This involves creating a need to build new ways of knowing, being and doing while establishing a sense of belonging.

#### Becoming

- The EYLF encourages educators to understand that in relation to "*becoming*" in the transition to school process, children need to be able to transfer their learning from one environment to another to be able to adapt to a significant change.
- This requires effective planning and collaborative partnerships.

#### Continuity of Learning and Transitions

- Continuity of learning and transitions is a key focus of practice within the EYLF Framework, version 2, 2022.
- Continuity is where children experience familiar ways of being, doing and learning from one setting to another and assists with effective and positive transitions.
- Educators are encouraged to support continuity in the transition to school through discussions and access to familiar materials and routines and understanding that some families and children may need more support when they transition into school.

#### Funds of Knowledge

- Children's individual, family, and community ways of being, belonging and becoming, are referred to in the EYLF as funds of knowledge.
- Educators are encouraged to utilise each child's and family's funds of knowledge and work collaboratively to strengthen continuity of learning during the transition to school.
- Knowing and building on children's funds of knowledge helps them to feel secure, confident and connected.

#### Assessment and Evaluation for Learning, Development and Wellbeing

- Educators utilise summative assessment to review children's achievements and capabilities at specified or selected timepoints and includes during their transition to school.
- Educators are encouraged to critically reflect on how children have engaged with increasingly complex ideas and learning experiences.

## **Strategies and Procedures**

### **Preschool Transition to School Program**

- For children attending school the following year, the Transition to School Program will provide additional activities and experiences throughout the year.
- The focus will be on encouraging the development of skills necessary for a positive transition to formal schooling.
- The program will be flexible to recognise the individual strengths and needs of each child and their family.

#### Changes to be Expected

- Preschool children are generally used to being part of a large group and older in comparison to other children at Heritage. When a child starts school however, they become one of the younger, and often much smaller children in the school environment.
- Instead of several adults, there may only be one adult in the room to engage with.
- There may be a much large playground to navigate.
- Children will be required to undertake toileting without supervision.
- Wearing a uniform, sitting at a desk, and being responsible for their own belongings.



- The curriculum at school is different compared with a child's experiences at an early childhood service. Schools often have less flexible routines that provide focused lessons that require listening to instructions, and a set time for work and for play.
- There may be homework given.
- There may be before and after school care to attend.

### Developing School Readiness Skills

Educators will assist children to develop the following social, emotional, academic and self-help skills considered useful for adapting to and engaging positively in the school environment:

- Developing the communication and listening skills necessary for group or individual play, e.g., confidence in enquiry-based learning.
- Developing positive feelings about themselves and others.
- Experiencing a sense of self-satisfaction resulting from achievement.
- Concentrating on the task at hand.
- Persevering when faced with difficulties.
- Responding positively to new situations.
- Taking some responsibility for their behaviour as it impacts on others in the group.
- Being familiar with early numeracy and literacy including alphabet and number awareness, shapes and colour recognition, name writing and recognition, and pre-writing development.
- Eating from lunch boxes and how to open different packaged foods.

### Extending Experiences

Educators will implement a range of activities and experiences that may include:

- Visits by children to local primary school settings.
- Family education sessions.
- Visits by Primary School teachers.

### Exchanging Information

Educators will ensure:

- Networking occurs with other educators and primary school teachers/principals.
- Information is exchanged with families, teachers, and all stakeholders in the transition to school process as required regarding children's individual strengths and needs.
- They advocate to ensure schools are ready to receive Heritage children.

### Children with Additional Needs

Children with additional needs will:

- Have their additional needs in relation to the transition to school process identified as early as possible, ideally at least eighteen months prior to their anticipated start date.
- Be given additional support as required in collaboration with their family and in accordance with the guidelines developed by the Department of Education regarding the [Transition to School of Children with a Disability](#).

### When a Child is not Ready to Transition to School

- Heritage educators understand that children are unique and achieve milestones in their own time, and their professional insight may assist families in making decisions about a child's transition to school.
- When a child may not be ready to transition to school, educators must:
  - First discuss their thoughts with the Room Leader/Director about the child's individual needs.
  - Ensure that any recommendations discussed with the Room Leader or Director are communicated with families during a scheduled meeting.

## Summary of Key Roles and Responsibilities

Role	Responsible for ensuring:
<b>Management Committee</b>	<ul style="list-style-type: none"> <li>• A Transition to School Policy and Procedures document is in place, up to date, and easily accessible to families and educators at all times.</li> <li>• There is a process to ensure service policies and procedures are regularly updated to reflect current legislative requirements, <a href="#">government guidelines</a> and best practice recommendations from recognised authorities.<sup>1</sup></li> <li>• This policy clearly defines the roles and responsibilities of the Nominated Supervisor, educators, families, and others in the Heritage community.</li> <li>• Reasonable steps are taken to ensure this policy and procedures are followed.</li> </ul>
<b>Director/ Nominated Supervisor</b>	<ul style="list-style-type: none"> <li>• They work with the Management Committee to regularly review this policy and develop strategies and procedures that reflect legislative requirements and best practice guidelines.</li> <li>• Educators and families are encouraged to be involved in the policy and procedures review process.</li> <li>• Ease of access is provided to the policy and procedures including through Policy Folders, the website, and the Family/Educator Handbooks.</li> <li>• Where schools have provided enrolment and other information to Heritage, this information is passed to the child’s family.</li> <li>• Consideration is given to organising a school readiness session for families that may include a teacher/parent being invited to talk.</li> <li>• Parent/teacher interviews are organised following the release of Educational Summaries and strengths and concerns discussed to ensure an individualised transition plan is developed for each child as required.</li> <li>• Children with additional needs in relation to the transition to school process have their needs identified as early as possible and are given additional support as required.</li> <li>• Educators work in collaboration with the family of each child identified with additional needs and in accordance with the <a href="#">guidelines</a> developed by the Department of Education.</li> <li>• Up to date school information is provided to families, e.g., school enrolment periods, immunisations, before school screening through various channels such as the newsletter, emails, noticeboards etc.</li> <li>• The procedures in this policy are discussed at staff/leaders’ meetings as well as any concerns in relation to each child’s school readiness.</li> <li>• Families are notified at least 14 days before significantly changing this policy or related procedures (r172).</li> </ul>
<b>Educational Leader</b>	<ul style="list-style-type: none"> <li>• Systems are established to ensure there is continuity of learning for children transitioning to school.</li> <li>• Children and families are informed of what to expect during the transition and provided with the skills they need.</li> <li>• The educational program for Preschoolers includes information about what it means to go to school, i.e., what they can expect, who will go etc.</li> <li>• The educational program for Preschoolers includes developing in children, including those with additional needs, the identified skills and dispositions necessary to cope with the change.</li> <li>• Information is provided to families on school readiness such as via the newsletter, noticeboards, email, factsheets or website links.</li> <li>• Families are provided with a written Educational Summary of their child’s skill development and their readiness for school.</li> <li>• Families are given the opportunity to meet the Preschool Teacher to discuss their child’s Educational Summary and school readiness.</li> </ul>

<sup>1</sup> Refer to: Policy Development and Review Policy and Procedures



<p><b>Preschool Educators</b></p>	<ul style="list-style-type: none"> <li>• A school readiness program is developed that involves both educators and parental support for each child and focuses on school readiness in all areas of development throughout the day.</li> <li>• Families are encouraged to indicate which school their child will be attending the following year.</li> <li>• Discussions with children include, where possible, the school they will be attending and identifying other children who may be attending.</li> <li>• Children are active participants in their transition to school.</li> <li>• Children are encouraged to start thinking and talking about the school experience, e.g., meeting new children, wearing uniforms etc.</li> <li>• Children are encouraged to extend their knowledge via their interests and educators assist children to challenge their skills regularly.</li> <li>• Any concerns brought up by children about to start school are respected and communicated to families.</li> <li>• Children’s development and readiness for school is regularly discussed with families to ensure Heritage is meeting the individual strengths and needs of the children and families in relation to the transition to school.</li> <li>• Family priorities and concerns are considered about the transition process.</li> <li>• Each family’s diversity and cultural and linguistic needs are respected.</li> <li>• The individual rest/sleep needs of children in the months leading up to the school transition are considered, and whether a reduction in sleep times may be appropriate to prepare some children for longer school days.</li> <li>• Children continue to have rest periods and quiet activities during the day and beds are available for any child who requires rest or sleep.</li> <li>• Each family’s decision is supported about when to send their child to school, acknowledging that children who are enrolling in an ACT Public Primary School for the first time at Kindergarten <u>must be 5 years of age on or before 30 April of the year of commencement of Kindergarten.</u> <b>Note:</b> It is compulsory for children to start school from 6 years of age.</li> <li>• When educators feel a child may not be ready to transition to school they must first discuss their thoughts with the Room Leader/Director and any recommendations must be expressed to the family in a scheduled meeting.</li> <li>• Heritage families are encouraged to share their child’s educational summaries with their child’s new teachers in their new school.</li> <li>• Work with and share information with other teachers and early childhood professionals to ensure continuity of learning in line with the Privacy and Confidentiality Policy and Procedures.</li> </ul>
<p><b>Families</b></p>	<p>Families are asked to:</p> <ul style="list-style-type: none"> <li>• Become familiar with this policy and related procedures and read the Family Handbook, available in the Members Area of the Heritage website.</li> <li>• Collaborate and share information with educators regarding their child’s strengths and areas of concern in relation to the transition to school.</li> <li>• Inform the Preschool Room which school their child is attending the following year.</li> <li>• Read and provide feedback on their child’s Educational Summaries.</li> <li>• Attend a parent/teacher interview following the release of their child’s Educational Summary.</li> </ul>
<p><b>Students and Regular Volunteers</b></p>	<ul style="list-style-type: none"> <li>• This policy and procedures are followed while they are at the service.</li> <li>• Any instructions given by educators in relation to this policy are followed.</li> </ul>



### Professional Development

- Heritage educators will be given access to professional development and access to resources to ensure current knowledge and practice regarding transition to school is employed at Heritage.

### Communication

- Families and educators will be given ease of access to the Heritage Transition to School Policy and Procedures through the Members Section on the Heritage website, the Family Handbook and Policy Manuals in the Main Office, Programming Room and Entrance Foyer.
- The Director/Nominated Supervisor, Educational Leader and educators will utilise various means of communication, including factsheets, the website, noticeboards and the newsletter, to communicate information on transitioning to school to families.

### Privacy and Confidentiality

- Heritage educators will always seek the permission of families if sharing information about their children with schools.
- Sensitive and confidential information about children will be kept secure in the main office.
- Educational Summaries and observational and behavioural records will only be shared with the child’s family and between Heritage educators and other early childhood professionals when appropriate to do so, such as when transitioning to school.
- All educational summaries and observational records will be kept on file during a child’s enrolment and for 3 years after the family leave the service.
- Accident, Incident, Illness and Trauma records must be archived for 25 years by law when the family move on.<sup>2</sup>

### Monitoring, Evaluation and Review

In order to assess whether the values and purposes of the Heritage Transition to School Policy and Procedures have been achieved, the Director/Nominated Supervisor will:

- Regularly seek feedback from everyone affected by the policy regarding its effectiveness.
- Monitor the implementation, compliance, complaints, and incidents in relation to this policy.
- Keep the policy up to date with current legislation, research, policy and best practice.
- Revise the policy and procedures as part of the service’s policy review cycle, or or if deemed necessary through the identification of practice gaps or following an incident.
- Encourage families and educators, as essential stakeholders in the policy review process, to contribute to the regular review of this policy.
- Notify families at least 14 days before making any changes to this policy or its procedures if the changes impact fees charged or the ability of families to utilise the service.

### Related Policies

Name of Policies and Procedures Document	Location
Communication and Family Involvement	Policy and Procedures Documents in
Complaints and Grievance Management (Staff and non-staff)	Members Area of Heritage Website.
Curriculum and Program Planning	Policy and Procedures Manual in the
Creating Inclusion and Equity	Main Office, Staff Programming Room
Enrolment and Graduating Rooms	and Front Entrance.
Interactions with Children	Family Handbook and Educator/Relief
Privacy and Confidentiality	Educator Handbooks

<sup>2</sup> Refer to: Privacy and Confidentiality Policy and Procedures

## References and Further Reading

- ACECQA.** (2023). [Guide to the National Quality Framework.](#)
- ACECQA.** (2022). [The Early Years Learning Framework v2.0](#)
- ACECQA.** (2023). [Resources to Support Quality Area 6: Collaborative Partnerships with Families and Communities.](#)
- ACECQA.** (2020). [Moving in, moving up, moving on.](#)
- ACECQA.** (2017). [Transition to School](#)
- ACECQA.** (2017). [Transition to School: A Collaborative Effort](#)
- ACECQA.** (2015). [A Smooth Transition from Pre-School to School.](#) Newsletter Issue 10.
- Australian Government: Department of Education.** (2014). [Continuity of Learning – A resource to support transition to school and school age care.](#)
- CELA Member Resources.** (n.d): [Transition to School Webinar](#)
- Educational Transitions and Change (ETC) Research Group.** (2020). [Educational Transitions, Continuity and Change.](#) (Including Position Statement).
- NSW Government.** (2014). [Transition to School](#)
- Trikki Kids.** (2018). [Transition to School Policy](#)
- University Preschool and Child Care Centre.** (2020). [Orientation and Transition Policy.](#)
- Victorian Government: Department of Education** (2017). [Transition to School Resource Kit and A Positive Start to School](#)

## For Families

### ACT Government: Department of Education

- [Starting School: A Guide for Families](#)
- [Transitions Tool Kit for Helping your child with disability manage a school transition](#)
- [My First Day at Big School](#)

**Early Childhood Australia** - [First Year at School: Essential Tips for Parents and Carers](#)  
**Starting Blocks Factsheet** - [Transition to School](#)

## Version Control and Change History

Version Number	Approval Date	Approved by	Authors and Amendments
1	10 May 2016	Management Committee	Author: Julia Charters New Policy to meet NQS Standard Area 6
2	8 Jan 2018	Director	Updated references to National Quality Standard in Rationale to reflect 2018 update.
3	November 2020	Management Committee	Minor edits. Updated references and links. Added that educators can share educational summaries with new teachers
4	11 June 2024	Management Committee	Author: Julia Charters Added Contents Page and Definitions. Updated References and added hyperlinks. Updated Policy Statement and Rationale to reflect the EYLF v2 2022 and the focus on continuity of learning and utilising each child’s and family’s “funds of knowledge” to support the transition to school. Added children have an active role in preparing for the transition to school. Added the Transition to School Position Statement by the ETC Research Group as an Appendix. Expanded Transition to School Program details under Strategies and Procedures and added section on Children with Additional Needs and section on When a Child is Not Ready to Transition to School.



## **Transition to School Policy Statement By The Educational Transitions and Change (ETC) Research Group (2011).**

This position statement has been developed as a call to action for all with an interest in the wellbeing, development and learning of young children. This includes policymakers, educators, health and other professionals, families and communities.

In urging individuals, groups, communities, organisations, systems and governments to recognise the importance of a positive transition to school for all children, we recommend the development of processes, practices and policies that incorporate the following:

1. Recognition of transition to school as an integral component of quality educational provision.
2. Commitment to equity and excellence in the development of transition programs, evident in the engagement of children, families, professionals, educators and community members in the implementation of relevant, appropriate and meaningful approaches.
3. Approaches to ensure that all children, families and communities have access to appropriate support across the processes of transition.
4. Focus on the competencies, strengths and achievements of children and families as they make the transition to school.
5. Acknowledgement of the central role of relationships in positive transitions and opportunities for those involved to build and maintain these relationships.
6. Recognition of children's active roles in shaping their transition experiences and the importance of consulting them about transition.
7. Enactment of the principles of family engagement in education, based on trusting, respectful and reciprocal relationships.
8. Appropriate support for educators whose roles encompass transition to school, including support for the development of curriculum and pedagogy that supports positive transitions, opportunities for critical reflection on policies and practices and appropriate professional development.
9. Recognition of the transition to school as an opportunity to build positive connections between the many systems and sectors that engage with young children and their families.
10. Acknowledgement of the major roles in transition played by those outside school systems, including prior-to-school educators, special educators and other professionals, families and communities.
11. Opportunities for systems and sectors to define transition approaches and to consider constructive alignment of curriculum and pedagogies across educational contexts.
12. Ongoing commitment to the entitlements of all children, families and educators in positive transitions to school.