



P6-01: Transition to School Policy

Starting school is a significant milestone in the life of any child and family. QDPA 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).

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



RELATED POLICIES

Early Intervention & Inclusion 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, 2014).

QDPA aims 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/practices and provide a shared understanding between QDPA 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 management, approved provider, nominated supervisor, educators, children, visitors, and families of the Service.

IMPLEMENTATION

Children are challenged with several transitional changes during early childhood. This includes orientating children into Early Education & Care settings, transitioning between routines and rooms, and then transitioning to 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, 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 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 experiences to help prepare them for a smooth transition to a primary school environment. These positive practices refer to daily programmed 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 early childhood 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, we will implement a range of experiences and opportunities that may include:

- visits by children to local primary school settings
- family information sessions
- visits from Primary school teachers and/or Principals to our preschools
- exchanging information about a child's individual strengths and needs
- networking with educators, primary school teachers and Principals
- experiencing eating from lunch boxes



To support children's school readiness, our curriculum will be designed to support children across the five learning outcomes of the EYLF, all of which will support in developing children's skills and capacity in:

- early literacy and numeracy through a play-based learning curriculum
- social and emotional enhancement
- building children's resilience and self-help skills
- developing their confidence and respect
- developing their relationship and communication skills

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 assistance
- Wearing uniforms
- Transport
- Sitting at a desk
- Responsibility for 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/ NOMINATED SUPERVISOR/MANAGEMENT WILL

- Establish strategies across our Preschools 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.
- 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.
- 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 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 in our Preschools.
- Share information between our Preschools, schools, and families to facilitate a successful transition. (This may include completing Transition to School Statements with parent/carer approval to share information).

EDUCATORS WILL:

- Incorporate transition to school into the daily curriculum by encouraging children to think and talk about school by exploring various elements of primary school (This may include uniforms, eating packed lunches, visits to local schools, 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 practices to ensure a smooth transition for children from the Preschool environment to the school environment. The program requires both family and educator support for the child. This partnership 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.
- 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 NSW requirements of when children must begin formal schooling.
- Develop information for 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 information will be reviewed annually to meet the needs of the families and to integrate current information from local schools.
- 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 teachers will be promoted.
- Facilitate each child's development as a capable learner through open ended learning experiences.
- effectively evaluate our preschools' transition program
- Be flexible and responsive to the needs of children and families.
- Consider contextual aspects of community, and of individual families and children within that community.



TRANSITION STATEMENTS

NSW DEPARTMENT OF EDUCATION- TRANSITION to SCHOOL STATEMENT

The NSW Transition to School Statement is a practical and simple tool designed to enable information to be shared between families, early childhood services and schools. The statement summarises a child's strengths, interests, and approaches to learning.

The Statement is completed by the child's early childhood educator in partnership 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.

Transition to School Statements are mandatory as part of our Funding Agreement for children receiving the Start Strong Fee Relief funding. Consent is required from families for the Department of Education to collect personal and health information about any child enrolled in our Preschools.

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. Families 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. 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 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 observations with the Preschool Director and/or Educational Leader about the child's individual strengths, needs and any recommendations about starting school will be communicated with families during a scheduled meeting. We encourage families to discuss the timing of their child's school entry with other professionals who know their child well such as early intervention practitioners. Our staff will adhere to confidentiality at all times in line with the *QDPA Privacy & Confidentiality Policy*.



STATE SPECIFICATIONS

NEW SOUTH WALES (NSW)

- Children can begin compulsory Kindergarten at the beginning of the school year if they turn 5 on or before 31 July in that year. All children must be enrolled in school by the time they turn 6.
- Starting school: <https://education.nsw.gov.au/public-schools/going-to-a-public-school/primary-schools/starting-school>
- **Transition to School Statement.** Parent written authorisation is required for the Department of Education to collect personal and health information about any child enrolled in our Service. Services may use the PDF Transition to School Statement or if provided access, use the Transition to [School Digital Statement](#).
- [Guide to the Transition to School Statement](#)
- [Getting ready for primary school](#)
[Strong and successful start to school Transition guidelines \(2020\)](#).

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Transition to School Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators, and management.

SOURCE

- Australian Children's Education & Care Quality Authority. (2014).
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Dockett, S., & Perry, B. (2014). *Continuity of learning: A resource to support effective transition to school and school age care*. Canberra, ACT: Australian Government Department of Education.
Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations](#). (Amended 2023).
Early Childhood Australia Code of Ethics. (2016).
Early Childhood Intervention Australia. (2019). Transition to School Resource: <https://re-imagine.com.au/practitioner/transition-to-school/>
Guide to the National Quality Standard. (Amended 2023).
Mielekamp, R. (2008). *Sharing our journey: School readiness*. Australia: Rachel Mielekamp.



NSW Department of Education. (2021). [Transition to school. Literature review. Centre for Education Statistics and Evaluation.](#)

State of Victoria (Department of Education and Training). 2022. [Transition. A Positive Start to School Resource Kit.](#)

The Royal Children’s Hospital Melbourne. (2008). Policy brief: Rethinking school readiness: https://www.rch.org.au/uploadedFiles/Main/Content/ccch/PB10_SchoolReadiness.pdf

REVIEW

Version Control	Date	Author	Description of Change
1.0	2004	QDPA	Original document
2.0	2006		Scheduled Review
3.0	2007		Scheduled Review
4.0	2009		Scheduled Review
5.0	2011		Scheduled Review
6.0	2013		Scheduled Review
7.0	2015		Scheduled Review
8.0	2016		Scheduled Review
9.0	December 2021	QDPA	<ul style="list-style-type: none"> Document reviewed with change in leadership team in 2021. Additional related regulations & NQS references added. Version control and description box added to clarify reviewed items/new inclusions. Format change to include policy statement, purpose, scope and implementation, addition of footers and page numbering and general layout changes. Review or policy changed to align with transition to school organisation for ECE services and schools. Transition statement section amended for NSW. Additional information regarding children who may not be ready to transition to school. State specific links checked and updated.
10.0	October 2023	QDPA	<ul style="list-style-type: none"> Annual policy review Emphasised a play-based learning curriculum to support school readiness and removed explicit statements on reading, writing and mathematics. Transition Statement section revised. State/Territory information updated to include Transition to School statement requirements. Sources checked and updated. Publications no longer valid deleted. Continuous improvement/reflection section added