POLICY: TRANSITION TO PRIMARY

PURPOSE:

Transition is the process of supporting continuity of learning for a child moving from early childhood to school. Starting school is a big milestone for children and their families. The transition between learning environments can be both challenging and exciting. A positive start to school, leading to greater and ongoing connection with school has been identified as a factor in disrupting cycles of social and economic disadvantage, and in promoting resilience among young people. Supporting students to successfully transition from their early childhood learning setting to the school setting requires professionals to actively foster responsive relationships with each child and their families, as well as with each other, recognising the importance of continuity and consistency while acknowledging change.

AIM:

To provide a smooth and efficient transition from pre-school to primary school with additional support provided to those who require it.

IMPLEMENATION:

- The school will appoint an experienced staff member to coordinate our prep transition program.
- We will communicate with each feeder pre-school and inform them of the names of students who have enrolled at our school.
- Information will be sought about each child from the pre-schools through the provision of *Transition Statements*. The *Transition Statement* helps to connect early childhood services, schools, and families all working together to support transition into school and the continuity of learning for each child. Completed annually by early childhood teachers, the *Transition Statement* has been designed to assist families and educators share information and specific strategies that can support each child's learning and development into their foundation year.
- Meetings will be organised with parents of children with special needs to discuss programs and resource requirements.
- A transition program will be organised with each pre-school during term four, which allows each child (and their parents) the opportunity to attend our school on three occasions during the term.
- Visits will consist of familiarisation activities in classrooms. Any visiting artists or performances that are occurring during term four may be incorporated into the transition program. e.g., Year 5/6 Mini Fete.
- Parents will be invited to attend information sessions about the school routine and the literacy, and numeracy programs.
- An information evening will occur in term four so that parents can be informed about the school's programs and procedures, and an opportunity will be provided for questioning and discussions.
- All parents will receive detailed 'showbags' with information about the school and learning aides for the pre-school children. All Foundation students will be mailed a welcome letter that will arrive at their home address over the Christmas vacation period.
- A morning tea for parents will be provided on the first day of school.
- Opportunities will be provided for parents to visit classes or communicate with the school regarding their child's progress at all times, and any issues that arise will be attended to as soon as possible.
- Foundation students will not attend school on certain days during February. These days will be used for assessment of the students.

POLICY REVIEW AND APPROVAL:

Policy last reviewed	18/6/2024
Consultation	Consultation with school council and approved by School Council
Approved by	James Bell, principal
Next scheduled review date	May 2028