Transition to School Policy
(EPP 2)

Policy Rationale
Starting school is a significant milestone in the life of a child and their family. Our two year preschool program supports children to become confident and inspired learners with a focus on building positive relationships and fostering a love for learning by extending on children's ideas, curiosity and interests.

Strategies, Practices and Procedures

Key skills we focus on in preparation for school
- ➢ Concentrating on the task at hand.
- ➢ Persevering when faced with difficulty
- ➢ Responding positively to new situations
- ➢ Promoting self-regulation of behaviour
- ➢ Developing the communication skills necessary for group and individual play.
- ➢ Developing positive feelings about themselves and others
- ➢ Experiencing a sense of self-satisfaction resulting from achievement.

The Approved Provider/Nominated Supervisor will use best endeavours to:
- ➢ Make connections with all of the schools that the children are planning to transition to.
- ➢ Complete Transition to School Reports in collaboration with educators, children and their families.
- ➢ Ensure the program is supporting the skills we have identified as being valuable in the transition to school.
- ➢ Support each family's decision about when to send their child to school, acknowledging the NSW Department of Education & Training Policy that "children must turn 5 by July 31 in the year they start Kindergarten. All children in NSW must start school by their sixth birthday".
- ➢ Promote the importance of children and families attending the information sessions and orientation visits at their planned school.

- ➢ Consider family priorities and any concerns about the transition process. Each family's cultural and linguistic needs will be respected, along with family diversity.
- ➢ Ensure that access to inclusion and support is facilitated.

Early childhood educators will use best endeavours to:
- ➢ Offer a program that supports the skills identified as being valuable in the transition to school, such as nurturing children to become confident and inspired learners who show care and respect for themselves and the world around them.
- ➢ Contribute to the documentation and planning for each individual child's Transition to School report.
- ➢ Encourage children to start thinking and talking about school by exploring various elements of the school experience e.g uniforms, sharing news about orientation visits and buddies, and talking positively about the differences in the school environment.
- ➢ Encourage self-help skills such as being able to open lunch packaging and boxes, identifying belongings.
- ➢ Communicate with families to ensure the program is meeting the individual abilities of the child in preparation for school.

Families will need to:
- ➢ Ensure they communicate to educators where they intend to send their child to school, and discuss any concerns or queries they hold so that we can work in partnership to make the transition to school a positive one.

Links to Legislation & National Quality Standards

- ➢ National Quality Standards Area 1: Educational Program & Practice (2018)
- ➢ Education and Care Services National Regulations 2011
- ✓ *Regulation 73 Educational program*
- ✓ *Regulation 74 Documenting of child assessments or evaluations for delivery of educational program*
- ✓ *Regulation 76 Information about educational program to be given to parents*

References

- ➢ Early Years Learning Framework
- ➢ Cooks Hill Preschool Philosophy
- ➢ EPP1 Educational Program & Practice Policy

Policy Updated: ___June 2018___ **Policy Review:** ___ June 2020____

Adopted by the Management Committee: _____