## TRANSITION TO SCHOOL POLICY

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1 Understanding the Importance of the Transition to School Program

1.1 Children who have a positive start to school are likely to participate fully in learning and therefore experience academic and social success. Transition to School Programs can assist in achieving this positive start to school.

1.2 Early childhood experiences are vital for children’s brain development. A quality Transition to School Program continues children’s development and learning, building resilience at this key life cycle transition point for school and life generally.

1.3 It is important in a Transition to School Program to focus on children’s strengths, abilities and achievements. Sometimes we can focus too much on what children cannot do before they start school.

1.4 A sensitive early childhood Transition to School Program requires acceptance of individual differences in children and a commitment to support the uniqueness of each child.

The Kids' Uni Policies and Procedures apply to Kids' Uni North, Kids' Uni South, South Coast Workers Child Care Centre, Kids Uni iC – Preschool, After School Care and Vacation Care (Kids’ Uni OOSH).

2 Aim

2.1 Establish and maintain positive relationships with preschool children, families, educators, and primary schools.

2.2 Provide a transition process that is responsive to the needs of the preschool children and their families.

2.3 Provide a comprehensive transition program that encompasses all learning opportunities and reflects continuous development for each child.

2.4 Ensure evaluation of transition programme for preschool children is ongoing and follow up with further meaningful activities.

2.5 Support educators through ongoing training, participation in Illawarra Transition to School Network, providing current research journals, and attendance at conferences.

3 Implementation

3.1 Throughout the normal preschool day planned experiences are available at all times (within the Early Years Learning Framework – EYLF). Such activities build on children’s strengths and also develop areas that require further assistance.

3.2 Individual children are provided with spontaneous and intentional learning opportunities that support children to meet the five outcomes of the EYLF. These outcomes are;

Outcome One – Children have a strong sense of identity.

Outcome Two – Children are connected with and contribute to their world.

Outcome Three – Children have a strong sense of wellbeing.

Outcome Four – Children are confident and involved learners.

Outcome Five – Children are effective communicators.
3.3 There are also to be set times per day (particularly during the second half of the year) when children will undertake **school readiness activities**. This includes News, letter of the week, sight words and introduction of home readers to encourage families to read at home with their child.

3.4 Children participate in signing in each day and are provided with regular opportunities to practice name writing and recognition.

3.5 Whilst group experiences are not compulsory, children are encouraged to engage in group experiences to prepare for the schooling environment.

3.6 Children are encouraged to engage in self-help skills such as toileting, hand washing, taking responsibility for their personal items, dressing themselves and being able to communicate their needs.

3.7 Children participate in bringing in a lunch box from home and are provided with a packed lunch from the kitchen for 2 weeks at the end of the year for children to practice and develop important skills such as placing a lunch order and opening a sandwich wrapper.

3.8 Educators role model and encourage appropriate social interactions and communication. Children are provided with opportunities such as group experiences and news to build upon their sense of identity and confidence.

3.9 Information Evenings are to be held for parents of preschool children in the latter part of each year. Various schools (Public, Private, Catholic, Christian, etc) will be invited to attend to provide a 5 minute overview of their particular school.

3.10 Information about Transition to School events will be printed and provided to parents (eg:- Expo, School Starters Picnic, websites, etc).

3.11 Transition to School Brochures, Books and DVDs will be freely available in parent library at the service.

3.12 A copy of correct writing style is to be provided to parents in newsletters or as part of an Information Pack.

3.13 A Graduation Ceremony will occur in December each year for the preschool children to mark this major milestone in their lives. Certificates will be presented and a small party will occur. Parents are to be invited to this special occasion, and photo opportunities are to be accommodated.

3.14 During Term 1 of the following year the children that have started school will be invited back to service for a School Leavers Afternoon Tea. This allows for the children to share their experiences with the other children by either wearing their school uniform, bringing along a piece of work they have done at in kindergarten or bring along some photos of themselves at big school.

4 **Source**

Education and Care Services National Regulations 2011
National Quality Standard
Early Years Learning Framework
Illawarra Transition to School Project
5 Review

This policy will be reviewed every 2 years and the review will include Management, Employees, Families and Interested Parties.

6 Version Control Table

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<th>Version Control</th>
<th>Date Released</th>
<th>Next Review</th>
<th>Approved By</th>
<th>Amendment</th>
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<tr>
<td>1</td>
<td>Oct 2012</td>
<td>Oct 2013</td>
<td>Michele Fowler Manager – Kids Uni</td>
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<tr>
<td>2</td>
<td>Mar 2013</td>
<td>Oct 2014</td>
<td>Michele Fowler Manager – Kids Uni</td>
<td>Paragraph inserted re application of policies across all centres. Migrated into new QA format.</td>
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<td>3</td>
<td>Feb 2014</td>
<td>Sep 2016</td>
<td>Michele Fowler Manager – Kids Uni</td>
<td>Policy reviewed with amendments made in accordance with the EYLF. The review period changed to 2 years.</td>
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