



The Anglican Parish of Wagga Wagga
 ST LUKE'S & ST MARY'S RAINBOW PRESCHOOLS

Anglican Parish of Wagga Wagga

Preschool Policy

Policy Number: 1.1M

Transition to School

Date Reviewed: August 2016
 Next Review Date: August 2018

Introduction

Starting school is a significant milestone in the life of any child and family. Our preschool 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 formal schooling. (Standard 6.3)

Goals

Our preschool will liaise with local schools to develop a smooth and comprehensive transition to school program. The preschool will work in collaboration with families to support the individual strengths and needs of each child and provide a high quality program to help children transitioning to formal school.

Strategies

Starting school is a major transition for young children. When children know what to expect they are much more likely to feel confident and happy about starting school.

The education and care program assists children to develop the following skills considered useful for engaging positively in the school environment:

- concentrating on the task at hand;
- persevering when faced with difficulties;
- responding positively to new situations;
- taking some responsibility for their behaviour as it impinges on others in the group;
- developing the communication skills necessary for group or individual play;
- developing positive feelings about themselves and others; and
- experiencing a sense of self-satisfaction resulting from achievement.

Roles & Responsibilities

Nominated Supervisor / Responsible Person will:

- Establish systems across the education and care service to ensure there are learning programs in place to assist children with their transition to school.

Early Childhood Educators / Certified Supervisors will:

- encourage children to start thinking and talking about school by exploring various elements of the school experience. (E.g. uniforms, eating packed lunches, talking to older children about school and how a school environment is different.)
- talk with children about starting school, respecting any concerns and communicating these to families;
- communicate with families to ensure the preschool is meeting the individual strengths and needs of the 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;

	<ul style="list-style-type: none"> • develop a program to ensure a smooth transition for children from the preschool environment to the school environment. The program requires both parent and educator support for the child. This collaboration will ensure the best possible climate for this transition; • consider the individual rest or sleep needs of children in the months leading up to the transition to school and whether a reduction in sleep or rest times may prepare some children for the longer school day routine. Children may continue to have rest periods and quiet activities during the day; • focus on school readiness in all areas of development throughout the day. Children will be encouraged to extend their knowledge via their interests and educators will assist children to challenge their skills regularly; • regularly discuss children’s development and readiness for school with families. <p>Support each family’s decision about when to send children to school, acknowledging the <i>NSW Department of Education and Training’s policy</i> that “children must turn five by July 31 in the year they start Kindergarten. All children in NSW must start school by their sixth birthday”;</p> <ul style="list-style-type: none"> • develop an information package for families about the transition to school. This will include information on school readiness skills, how to support children and what to expect with the transition process. This package will be reviewed each year to meet the needs of the families and to incorporate updated information from local schools; • be supported to access professional development opportunities to ensure current knowledge and practice regarding transition to school is employed within the preschool; and • 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 Kindergarten teachers will be regularly promoted.
Related Legislation	<ul style="list-style-type: none"> • Belonging, Being and Becoming: The Early Years Learning Framework for Australia, Commonwealth of Australia, 2009. • Education and Care Services National Regulations 2011
Regulations, Guidelines, Standards, Frameworks	<ul style="list-style-type: none"> • Interactions with Children • Links to Education and Care Services National Regulations 2011: 118, 148 • Links to National Quality Standards/Elements: 6.3
Sources	<ul style="list-style-type: none"> • Guide to the National Quality Standard (3) ACECQA (2011) • NSW Department of Community Services – School Readiness - www.community.nsw.gov.au/DOCSWR/assets/main/documents/school_readiness.pdf • NSW Public Schools: www.schools.nsw.edu.au/gotoschool/primary/startingschool.php • Australian Research Alliance for Children & Youth – School Readiness – Various school readiness papers – www.aracy.org.au
Monitoring, Evaluation & Review	<p>Educators recognise the importance of a positive transition to school in a child’s life. Educators support children and families to make the transition process positive and informative by liaising with the local schools and the wider community.</p>