

SOS PRESCHOOL POLICY TRANSITION TO SCHOOL

NQS AREA: 6.3

National Regulation: 118,148

Policy Review Date: October 2012 October 2015

INTRODUCTION

Starting school is a significant milestone in the life of any child and family. Our service 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 – What are we going to do?

The education and care service will support local schools in their comprehensive transition to school program.

The education and care service 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 experiencing the transition to formal school.

STRATEGIES – How will it be done?

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
- Experiencing a sense of self satisfaction resulting from achievement.

The Educational Leader will:

- Ensure a focus on school transition is incorporated into the daily program during Term 4 of each year.
- Ensure our daily program offers children opportunities to develop the above skills.
- Ensure parents are provided with transition to school information.

Educators will:

- Encourage children to start thinking and talking about school by exploring various elements of the school experience.
- Communicate with families to ensure the education and care service is meeting the individual strengths and needs of the children and families.

- Consider family priorities and any concerns about the transition process. Each families cultural and linguistic needs will be respected, along with family diversity.
- Consider the individual rest or sleep needs of children in the months leading up to the transition to school.
- Regularly discuss children’s development and readiness for school with families.
- Support each family’s decision about when to send children to school, acknowledging the NSW Department of Education and Training’s policy that **“children must turn five by July 31 in the year they start Kindergarten. All children in NSW must be enrolled in school by their sixth birthday”**.
- Be supported to access professional development opportunities to ensure current knowledge and practice regarding transition to school is employed within the education and care service.
- Support relationships and networking with local schools.
- Encourage children to share their experiences of orientation visits to local schools with other children. Bring in school uniforms, bags, etc.
- Organise a reunion in February/March the following year for children to revisit preschool in their school uniforms, have afternoon tea and see old friends.

EVALUATION

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.

Sources:

NSW Dept Community Services School Readiness – www.community.nsw.gov.au
 NSW Public Schools – www.schools.nsw.edu.au