

Ballina River Street Children's Centre

Transition to school Policy

Policy Created Date: 25 th October, 2013	Policy Review Date: October, 2014
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Policy Statement

Starting school is a significant milestone in the life of any child and family. Ballina River Street Children's Centre 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)

Ballina River Street Children's Centre will liaise with local schools to develop a smooth and comprehensive transition to school program. BRSCC 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 for Policy implementation:

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 centre's educational program which is guided by The Early Years Learning Framework 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:

- Establish systems across the preschool to ensure there is continuity of learning when children transition to school.

Educators will:

- Encourage children to start thinking and talking about school by exploring various elements of the school experience. (E.g. school uniforms, looking at transition to schools booklets, 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 families cultural and linguistic needs will be respected, along with family diversity.
- Develop a program to ensure a smooth transition for children from BRSCC 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

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES & COMMUNITIES

Education and Care Services National Regulations 2011:118, 148

Link to National Quality Standard: 6.3

school and whether a reduction in sleep times may prepare some children for the longer school day routine. Children will continue to have rest periods and quiet activities during the day. Beds will be available for any child who requires rest or sleep.

- 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.
- 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 start 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 BRSCC.
- 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.

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 by liaising with the local schools and the wider community.

Statutory Legislation & Considerations

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
- Belonging, Being and Becoming: The Early Years Learning Framework for Australia, Commonwealth of Australia, 2009.

Sources

- 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
- Community Childcare Cooperative sample policies – www.ccccnsw.org.au

Signed by the representative of the management committee

Name: Signature.....

Date: