

Coonamble Public School Preschool



Preschool Transition to School Procedure

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
6.2	168 2 (l)	Leading and operating department preschool guidelines Authorisation Letter Transition to School Statement Transition to school information
Pre-reading and reference documents		
Starting School		
Staff roles and responsibilities		
School principal	<p>The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool.</p> <p>The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> · the preschool is compliant with legislative standards related to this procedure at all times · all staff involved in the preschool are familiar with and implement this procedure · all procedures are current and reviewed as part of a continuous cycle of self- assessment. 	

<p>Preschool supervisor</p>	<p>The preschool supervisor supports the principal in their role and is responsible for leading the review of this procedure through a process of self-assessment and critical reflection. This includes:</p> <ul style="list-style-type: none"> · analysing complaints, incidents or issues and what the implications are for the updates to this procedure · reflecting on how this procedure is informed by relevant recognised authorities · planning and discussing ways to engage with families and communities, including how changes are communicated · developing strategies to induct all staff when procedures are updated to ensure practice is embedded.
<p>Preschool educators</p>	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> · all staff in the preschool and daily practices comply with this procedure · this procedure is stored in the preschool, and making it accessible to all staff, families, visitors and volunteers · there is active involvement in the review of this procedure, as required, or at least annually · the details of this procedure's review are documented.
<p>Procedure</p>	
<p>Objective</p>	<p>To promote continuity of learning by building relationships and collaborating with relevant stakeholders to facilitate positive transitions into preschool, and then into school, for children and their families.</p> <p>To support children and families to become familiar with the main school and the routines and expectations the school has.</p> <p>To support the school to become familiar with needs and expectations of the children and families.</p>
<p>Transition led by the Preschool</p>	<p>Coonamble Public School Preschool identifies opportunities within our current preschool program for transitioning into kindergarten throughout the preschool year. Preschool staff ensure preschool children and families are included in all relevant whole school events, visiting performances and/or appropriate programs.</p> <p>During Term 3</p>

- Discuss children's development and readiness for school regularly with families and 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.
- Facilitate relationships and network with local schools and education services to support children and families with the transition process and to open lines of communication.
- Preschool children visit different areas of the school, including the kindergarten classrooms, meeting the people that work in that area and learning about what they do. These incursions also allow children to learn about safety in the school and being in bounds. A schedule of these visits is attached.
- In Term 3 weeks 6-10 a Kindergarten teacher is assigned to playground duty in the preschool, in preparation for orientation in Term 4.
- Individual transition programs - A meeting will be held with all stakeholders for any child with a disability or who has high needs. Families attend, along with all involved agencies, education services, the Wellbeing Assistant Principal, the Support AP, Early Stage 1 Assistant Principal and the CPS Preschool Teacher. This meeting is held to allow families an opportunity to discuss their child's needs and gain information on how our school will support their child in either main stream or the support unit. Parents are not committed to making a decision, however, once they have decided how they would like to proceed an individualised transition plan will be created by the school and will begin Week 2 in Term 3.
- The Preschool Assistant Principal will liaise with the Kindergarten Assistant Principal to support in organising school transition and orientation information sessions for children and families.
- Start reading picture books with the theme of school. Use picture books to stimulate discussion about starting school.
- Encourage children to start thinking and talking about school by exploring various aspects of the school experience (e.g. uniforms, eating packed lunches, talking to older children about school and how a school environment is different)
- Have conversations with families focusing on transition. Consider family priorities and any concerns about the transition process. Each family's cultural and linguistic needs will be respected, along with family diversity.

During Term 4

- Kindergarten staff are on duty in the preschool Term 4, Weeks 1-5.
- Preschool children play in the school playground during recess. They are supported and supervised at a ratio of 1:10 by qualified preschool

	<p>staff. They are encouraged to get to know other students and staff in the school and build relationships with these individuals.</p> <ul style="list-style-type: none"> ● Talk with the 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 ● Peer Support - Individuals from Year 5 will be assigned a preschool child. Year 5 students will then begin visiting the children in the preschool playground in Term 4 and will continue in the school playground. This will enable the preschool children to gain a connection with students already in the school. ● Create and use social stories about starting school, including photos of the school that the children will attend (teachers, school routines, uniforms, special spaces in the school). ● If possible, the future Kindergarten teacher will complete playground duty in the preschool Term 4, week 6-10. ● Create a NSW Transition to school statement for each child attending a school other than Coonamble Public School. This is to support continuity of learning and smooth transitions for each child starting school. To share Transition Statements a completed family authorisation note must be obtained. The link for this form is in the above table. ● At the end of Term 4, the preschool teacher and the kindergarten teacher have a meeting. All information on each child is shared during this meeting in the CPS Transition to School Statement. Areas covered are EYLF outcomes, attendance, engagement, social interactions, strengths, areas of improvement, LST referrals, speech needs or therapy and occupational therapy. These meetings provide an opportunity for the new teacher to ask questions and clarify any information presented.
<p>Orientation Sessions</p>	<p>Coonamble Public School provides Kindergarten orientation sessions, which the preschool children attend without a parent or carers. If children are to be taken from the preschool to attend orientation sessions or delivered to the preschool from orientation sessions, children must be signed out by a parent/carers or have a signed note, which states that Coonamble Public School staff may sign a child in or out of CPS preschool.</p>

TERM 3		
When	Where	What
Week 2	Front Office	Meet front office staff Meet First Aid Officer and discuss first aid
Week 3	Library and toilets	Use the infants toilets Discuss borrowing books from the library Read a story in the library.
Week 4	Yarning Circle	Tell a story in the yarning circle. Discuss that we sometimes learn outside at school.
Week 5	Maliyan Room	Meet the staff in the Maliyan Room. Discuss why we might use the Maliyan Room.
Week 6	Community Room	Meet staff in the community room and discuss that this is where we can get breakfast in the mornings and also if we forget lunch we can get an emergency lunch here.
Week 7	Canteen	Meet the canteen staff and discuss procedure of ordering lunches.
Week 8	Bike Track	Visit the bike track and discuss the bike program.
Week 9	Out of bounds	Discuss in bounds and out of bounds of the playground and the different areas we can play.
Week 10	Assembly	Watch from outside what happens at assembly.
TERM 4		
Weeks 1-5	Visit the school playground 1.45-2.15 on Wednesday. Visit the computer room and the library during the break time.	Learning about the areas and in bounds
	Take all children going to school next year to visit the Kindergarten classroom for short visits. 3 visits at 1 hour maximum,	Encourage children to know the Kindergarten space and simple expectations and rules.
Week 5-10	Daily playing in the playground between 1.45-2.15 with the main school children.	Learning about the areas and in bounds

Record of procedure's review
Date of review and who was involved
17/8/2021 Carolyn Jones, Leanne McMaster, Natalie Kenny and Annette Thomson
Key changes made and reason/s why
Format was changed to make procedure more comprehensive.
Record of communication of significant changes to relevant stakeholders
Procedure will be presented at the next P&C meeting by Anette Thomson and added to Kinderloop for parents/carers to view.

Record of procedure's review
Date of review and who was involved
29/06/2022 Carolyn Jones, Leanne McMaster, Miriam McKeown and Shiralee Robinson
Key changes made and reason/s why
Some repetitive text was removed
Record of communication of significant changes to relevant stakeholders
Procedure will be presented at the next P&C meeting by Annette Thomson and added to Kinderloop for parents/carers to view.