Geranium Kindergarten and Geranium Primary School aim to provide a quality ‘seamless’ transition which allows children to move smoothly between Home, Kindergarten and Primary School.

TRANSITION TO SCHOOL POLICY

Ratified November 2014

All children have the right to learn
Everyone is treated respectfully
We all have the right to feel safe

WE VALUE:

Teamwork, Respect, Responsibility,
Persistence and Honesty
Transition is a long and complex process during which children internalise the process of leaving their previous setting and establish their new identity in a new setting. It is unique for each child and family, one size does not fit all. Effective transition takes time and builds a child’s identity and sense of belonging. Planning for transition is a collaboration between many stakeholders including families, kindergarten and school. The following six principles work together to underpin successful transition policies, programs and practices:

At Geranium Kindergarten and Primary School, we believe that transition to school from kindergarten is a critical time in the life of a child and their family. Therefore, as two separate sites, the transition process is carefully considered and planned for, to support all children and their families experience a successful transition to school.

**Acting Intentionally**

Transition is a process, and we intentionally plan to strengthen it.

- Student interests guide planning
- Policies are collaboratively developed, and available on both site websites
- Regular opportunities for collaboration between Kindergarten and School include: weekly cross-age learning sessions, daily fitness, open gate policy for recess and lunch times
- Kindergarten and school staff look for opportunities to collaborate wherever possible
- Feedback is invited on initiatives both kindergarten and school governing councils, parents, and whole staff
- Orientation process is planned but flexible to meet family and student needs

**Being Responsive**

We work together between sites and with families to understand and value the prior knowledge, skills and dispositions each child brings.

- The transition process will reflect the diversity of students
- Opportunities for building relationships between all staff and students from school and kindergarten is prepared through shared learning sessions
- Open gate at play time allows students to choose to move between sites
- Kindergarten uses school resources and site (library, meeting rooms, toilets)
- All staff know student names across sites
Pedagogy and Play

We acknowledge the strong relationship between high quality teaching that recognizes that play is a natural way for children to learn, and the resulting learning.

- Both the school and kindergarten are committed to imaginative play as a valuable learning pathway
- Kindergarten and school staff work together to plan shared learning sessions based on the Early Years Learning Framework and the Australian Curriculum
- Kindergarten and school staff work together to ensure transition activities are appropriate for each individual child

Wellbeing for Learning

We attend to a child’s physical, cognitive, emotional and social wellbeing, to foster their confidence, perseverance and resilience.

- The transition process provides multiple opportunities for families to meet with and become familiar with school staff and grounds
- Families are welcomed into the kindergarten and school and are supported through the transition from kind to school
- Kindergarten and school staff communicate regularly to monitor students wellbeing
- Staff monitor the wellbeing of students throughout the transition process and respond to the needs of each student in formal and informal ways as necessary

Building Partnerships

We value and welcome the knowledge that families have of their children and the roles they play in their lives.

- Opportunities are sought to engage community members in the transition process, inviting them to join in sessions
- Kindergarten and school staff collaborate once a term to discuss planning, individual learning needs and other issues
- A written ‘statement of learning’ from the kindergarten is sent to the school at the end of the year for each student
- The school meets with external support services where necessary (if student needs)
- All relevant professional support documents are sent to the school from the kindergarten at the end of the year.

Professional Collaboration

We work together across both sites to develop policies and structures which will support a positive transition experience

- A K-7 learning toolbox philosophy has been developed by staff of both sites, using the same concepts and language to ensure continuity across sites.
- Integration of the Early Years Learning Framework and the Australian Curriculum in planning in both the kindergarten and school
- School and kindergarten leaders meet regularly to plan and discuss students and activities
- School and kindergarten staff attend PD together when possible and relevant