



Isabella Plains Early Childhood School

Transition Guidelines

Goal

To provide children with success when they enter the school, progress between programs and when they move to year 3 at a new school.

Beliefs underpinning the guidelines

- Mutual understandings of children as capable and competent regardless of setting
- Genuine partnerships involving reciprocal, responsive and respectful relationships
- Transparent and timely information to allow parents to make Informed decisions

Procedures

Transitioning into our childcare programs

In Birth – five (B-5), we encourage all families to visit the service with their children before they commence their enrolment. This provides opportunities to become familiar with the environments, routines and educators. Over a few visits, family members may gradually step back to allow children to spend increasingly more time engaging with the program. We recognise that different children and families will have different needs and we encourage families to communicate with us about what they feel will work for them.

Transitions within our school – ways in which we integrate across our programs

We have a range of practices in place to ensure children have opportunities to access programs and facilities across the school. These practices include:

- all groups have a buddy class that they do things with during the year;
- children from birth to eight years (including playgroups) have access to the hall, farm, bike track and library as part of their regular program;
- the school has one newsletter that goes to all families and includes regular articles from all groups from birth to 8 years as well as the many community programs running in the school;
- children from birth to eight years share outdoor spaces;
- excursions and special events are offered to children birth to eight years when possible;
- whole school policies exist for children aged birth to eight, such as the safe and supportive environment policy and sunsmart policy;
- a whole school gathering is held regularly for children aged 3 to 8 years;.
- siblings are invited to each other's spaces for lunches, play and special events;
- all children birth to eight have a borrowing barcode for the library;



- staff use the Early Years Learning Framework in planning programs for children aged birth to eight;
- the Australian Curriculum is used from Kindergarten to Year two;
- whole school events are planned for children and families from birth to eight;
- weekly family breakfast for children birth to eight years and their families; and
- a transition program for children from the local playschool and neighbourhood childcare centre is offered.

Transitioning between programs within the school

As a result of the continuous integration opportunities our children develop a sense of ownership of the whole school. We do still offer a transition program between year levels and classes to minimise children's anxiety about change and to support them in successful transitions. These procedures include:

Transitioning between rooms in B-5 at IPECS

When children are ready to move to the next room within B-5, educators from their old room spend time with them in their new room. The children then have a period of time where they are able to spend time in either room as they manage the change in their own way. Children are ready at different times to stay in their new rooms and we work with them to ensure their individual needs are met through the transition. Where possible we try to ensure that children transition between rooms with another child they know, so that they already have a connection in the new room.

Transitioning from B-5 to Preschool and Kindergarten

Integration is a strong focus of everything we do at IPECS, and we believe it is important for all children to feel comfortable in all areas of the whole school. Our big outdoor play area is shared by children from B-5 as well as Preschool, so they are already very familiar with this space. The preschool groups and the Diamonds (3-5 year olds) join together for other planned experiences as well, including excursions and "open Wednesdays" where they are invited to play and learn in each other's spaces. This means that when it's time for children to transition to Preschool, they are already very familiar with the environments and the educators.

Throughout B-5, children spend lots of time exploring the school and enjoying the shared spaces (library, hall, bike track etc) as well as "buddy classes" where children from different groups across the whole school come together to play and learn. This aids in the transition from B-5 to kindergarten as children are already familiar with the environments and educators in the other part of the school.

Transition from B-5 to Out of School Hours care

During January, children from B-5 who will be attending before or after school care (once preschool/school commences) are invited and encouraged to join in some of the experiences with the Zircon (out of school hours care) group. This helps them become familiar with the environment and educators and assists them with the transition.

From preschool to kindergarten

Each preschool class has a buddy class who they visit throughout the year and invite to preschool for special events. In Semester Two of preschool classes increase the number of visits to kindergarten and participate in the types of learning opportunities they will have in kindergarten. They also go for lunch or a play with the kindergarten children throughout the semester.

From kindergarten to year one & from year one to year two

Children will move to a new building to commence year one and year two. At the end of the kindergarten and year one, classes visit their new classrooms for the following year and join in activities with the children currently in these programs.

Children with additional needs

Some children need additional support with transitions and we facilitate this through providing more visits to their new classrooms, more time to talk with their new teachers and making a photo book to help them internalise their new environment.

Transitioning into preschool, kindergarten, year one or year two

Initial meeting and tour

The majority of families of new enrolments phone the school and make an appointment to visit and have a look and find out more about the school. These initial visits and tours occur with the principal or executive teacher. They include an overview of the school philosophy and programs, gathering information about the child/ren and a tour of the school.

Enrolment pack

The enrolment pack is given to families at this initial meeting or posted to families who call from interstate. The enrolment pack contains the following:

- Welcome letter
- Why choose IPECS information sheet
- ACT Department of Education Enrolment form
- Preschool – additional information form
- Before and after school care form
- Media release form
- Medical form



Meet the team

A meeting is scheduled with the teacher and the family prior to starting. The purpose of this meeting is to establish a working partnership. Children are asked to bring along a photo or a favourite toy to share. The meeting begins with the teacher talking with the child to find out about what they have brought to share and what they like to do. The child is then able to play while the parents are asked if they have any questions or any information to share that will help their child in having a successful day one.

Information folder

In November each year, or at the time of entry during the year, an information pack is provided to each family entering the school for the first time. The information pack contains the following information:

- An invitation to a meet the staff afternoon tea
- A calendar of key dates for the beginning of the following school year
- A letter from the Community Coordinator
- A letter from the G.E.M.S. Parent Association President
- Parent pointers – from parents and for parents – the little things to remember
- A book pack list – a few books and stationery items required for the year ahead

- What to pack for lunch – some healthy choices
- Canteen information
- Anaphylaxis information sheet
- School clothing – a list of the clothing available to purchase from the school
- A magnet for the fridge with school phone number, email and website
- Information about Communities@Work

Meet the teacher afternoon tea

In the last week of term 4 each year an afternoon tea is held so that families, children and staff can all meet. Children are informed of their class group and introduced to their teacher. Teachers provide the child with a postcard with a photo and a few details about themselves. The child will also give the teacher their completed postcard. Children will be shown their class and outdoor environments.

Getting to know you interview

In the first few weeks of each school year families are invited to attend a getting to know you interview. The purpose of this interview is for the parents to share information with the teaching team about their child. A proforma is sent home to assist in this process.

Information session for families

Each class holds an information session each year to inform families of routines, timetables, expectations and partnerships. This is usually held in week ten of term 4.



Transitioning from our school to year 3 at another school

At the end of year two all of our children will move to a new school for year three. Children who live in Isabella Plains have priority access into Monash Primary School, Bonython Primary School or Richardson Primary School. Children who live in another suburb have priority access into their local school or can apply to any school and acceptance is dependent on spaces available. The information on the final page of this document - *Education Pathway in the Tuggeranong Network* provides contact details for each school in the Tuggeranong Network.

To help with the process of transitioning to a new school or year three the following timeline has been developed for families.

Timeline – in year two

Term 1	Parent information session with principals from Monash, Bonython and Richardson Primary Schools to learn about their schools – families of all children birth to eight are welcome to attend these sessions.
Term 2	IPECS Leadership Team member to talk with each family regarding their thinking about a school for year three – * if a decision has been made parents are asked to contact school of choice and fill out enrolment forms * if decision making is still occurring visits can be arranged to different schools
Term 3	Invite parents of year three children to talk with parents about their experiences of transitions IPECS Principal makes contact with all schools regarding children who will transition Term 4 transition visits scheduled for each year two child Year three children invited to talk with year two children about moving to year three
Term 4	Transition visits commence

Visits over a 3 month period

Each year two child will visit their new school several times in semester two. These visits will be scheduled at a variety of times during the day so that children can experience a range of experiences including class time, outside play, canteen visits, assemblies and special events. Parents will receive a schedule of dates, times and activities for each visit.

What to expect in year three mini unit

A mini unit will be included in semester two learning for our year two children. This unit will include discussion and exploration of what might be the same and what might be different at their year three school, including:

student council	assemblies
buying snacks at canteen	teacher's names
sports carnivals	bells
house captains / houses	uniforms
NAPLAN exposure	



Tracking sheet

Each child will have a summary of abilities and interests passed on to their new school. This summary outlines information for reading, writing, fine motor, maths, social skills and individual needs. Each child's official school file will also be sent to their new school, this file contains copies of school reports and any other individualised information.

Transitioning from our school prior to year 3

Families sometimes choose to move their children to a new school prior to the expected end of year two transition point. In the middle of each year we ask families to let us know if their child will be moving for the following school year. If a child is moving we ask parents to fill out an enrolment form at their new school and ask the new school about organising an opportunity for their child/ren to visit.

Education Pathway in the Tuggeranong Network

Isabella Plains Early Childhood School

Birth to 8 years



children who live in Isabella Plains have priority into these three schools:



Bonython Primary School	Monash Primary School	Richardson Primary School
(02) 6205 6565	(02) 6205 7555	(02) 6205 8200

OR

children who live outside of Isabella Plains have priority into their local Tuggeranong Network school

Calwell Primary School (02) 6205 6911	Charles Conder Primary School (02) 6205 6699	Fadden Primary School (02) 6205 6011
Gilmore Primary School (02) 6205 7844	Gordon Primary School (02) 6205 5955	Gowrie Primary School (02) 6205 7822
Taylor Primary School (02) 6205 6688	Theodore Primary School (02) 6205 7399	Wanniassa Hills Primary School (02) 6205 7466

Tuggeranong P-10 schools

Chisholm School (02) 6205 6055	Namadji School (02) 6142 0900	Wanniassa School (02) 6205 7566
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Tuggeranong Network High Schools

Calwell High School	Lanyon High School
(02) 6205 6833	(02) 6205 7676

Tuggeranong Network Colleges

Erindale	Lake Tuggeranong College
(02) 6205 8111	(02) 6205 6222

Website links for each school: http://www.det.act.gov.au/school_education/directory_of_schools

Priority Enrolment information for each school:

http://www.det.act.gov.au/school_education/enrolling_in_an_act_public_school/priority_enrolment_areas