



thrive
Early Learning Centres

Transition to School

INFORMATION HANDBOOK

Introduction to School Readiness

At Thrive Early Learning Centre, we understand that starting school is a significant event in the life of children and their families. We know that children who make a positive start to school are more likely to:

- Feel comfortable, relaxed and valued.
- Feel excited and motivated to learn
- Have good relationships with others
- Develop a sense of belonging within the school community

Our educators know that the most important factor associated with a successful start and continued learning at school relate to a child's social and emotional development. Therefore, the centre's primary objective is to develop and enhance children's social and emotional development;

- To develop skills, abilities and characteristics which promotes children's ability to become successful learners.
- To familiarise children with a school environment
- To increase awareness of a school routine, rules and expectations.
- To develop realistic expectations of 'big school'.



Concept of 'Readiness'

There is a misconception that children need to be ready in a developmentally and academic manner and this implies that children are made ready.

There is no standard for which children need to meet to be accepted into school.

Every child is unique and will reach their developmental milestones and outcomes in their own time.

*Every play experience is part
of school preparation!*







Is your child ready to start school?

4-5 Years Developmental Checklist

| | |
|--|---|
| • Ability to problem solve | • ask and answer questions, retell stories. |
| • Displays an understanding of functional print | • Ability to separate from parent with ease |
| • Ability to adapt to a new environment and experiences | • Ability to dress themselves, tie shoelaces, use Velcro or buckles, toilet independently, wipe nose, wash hands, open own lunch and school bag |
| • Ability to share an adult's attention with other children | • Awareness of rules and the reason for them |
| • Ability to sit still and concentrate | • Ability to play cooperatively to meet a common goal |
| • Ability to share and take turns | • Ability to take responsibility for their own behaviours and actions |
| • Ability to work independently | • Ability to take responsibility for their own belongings |
| • Ability to focus and not be easily distracted | • Ability to follow instructions and directions from educators |
| • Ability to relate to educators | • Ability to form friendships |
| • Ability to communicate effectively with peers and educators eg: communicate needs, | |

When to Start School?

By law, In NSW all children must be in compulsory schooling by their 6th birthday.

Children can start Kindergarten the year earlier if they turn 5, on or before **31 July** *that year.*

When your child starts school is an individual decision.

Children develop at different rates and learn skills in different ways.

What can families do to help with this transition?

As parents you can make a big difference in helping to prepare your child for school. Below are a range of specific activities that will help with this transition:

1. Attend school orientation sessions as they provide a great opportunity for:
 - Teachers and support staff to get to know you and your child.
 - Your child to meet other children who will be starting school at the same time.
2. Encouraging positive and appropriate behaviour will help your child's learning and social interactions. At school your child will need to be able to do what the teacher asks, follow rules and interact

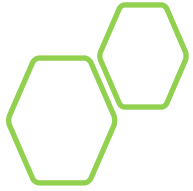
3. Regular conversations with your child:

- Talk with your child in a positive way about starting school.
- Monitor your child's response to conversations about school: Do they react enthusiastically, or with confusion or anxiety? Do they seem to want more information?
- Talk in a way that is meaningful to your child.
- Keep in mind that children may find it hard to think ahead about the future events in terms of weeks and months. To help your child to understand time concepts it can help to talk about days of the week and use a calendar to count down the days until school starts.

4. Books are a great way for your child to become familiar with new routines, including school and learning how to make new friends.

- Visit your local library to borrow books or research online.





Positive Behaviour

One of the most effective ways to communicate positive behaviour is by reinforcing or rewarding behaviour that you want to see. This is known as “positive reinforcement”. By rewarding desired behaviour, it is more likely to happen again.

When your child behaves in a positive way, try:

- Giving specific praise e.g. “Great taking turns!”
- Showing affection and positive emotions e.g. big smiles, hugs or high-fives.
- Tangible rewards e.g. stickers, stars on a chart, a special game with mum or dad.



Reinforcing Positive Behaviour

Routine

- Set-up routines so that your child can go to sleep and wake up in time to get ready for school.
- It may help to use visual supports for these routines and reminding them of the routine.

Practising skills.

- Using public toilets and explain that at school there are separate toilets for boys and girls. Skills such as opening and shutting toilet doors, pulling up pants before leaving the toilet cubicle, and for boys using a urinal.

- Packing and unpacking the backpack they will be using for school. A Visual support can help break down the steps of teaching your child these skills. Make sure that your child's backpack can be easily recognisable as theirs by attaching something they will recognise to the bag.
- Eating recess and lunch foods out of their school lunchbox (Use a lunchbox which is as easy as possible to open and close). Practice opening any packaging that will be used for food at school like zip lock bags and containers.
- Taking on and off their school shoes and sports shoes. Try wearing them around the house! (Shoes with Velcro rather than laces are easiest to do up).
- Travelling to and from school during the month of December and January prior to the start of the school year, getting them familiar with the environment

- Games where people must raise their hand to say something and wait for their turn to participate. Help them understand that not everyone gets a chance to talk every time in a classroom even though they may put up their hand.
- Calming themselves when they are upset using age-appropriate activities which are soothing
- Travelling to and from school during the month of December and January prior to the start of the school year, getting them familiar with the environment
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Finally, when the big day arrives:

- Be as prepared as possible for the “before school morning routine”.
- Remain as calm as possible in your interactions with your child. This will help to reduce any additional stress, which may be caused by being rushed or agitated.
- Remember that children pick up on their parents’ feelings and behaviour. You will have your own emotional responses to your child starting school so it might be helpful to have spent some time considering suggestions in supporting yourself and your family.



Transition To School Program

School Readiness, Prescribed Curriculum

*Developed using the
developmental
Milestones (3-5 years)
and the Australian
Curriculum
(Foundation)*

January- March

Language, Emotional and Social Development

EYLF: LO1, LO2, LO5

Learning Pillar: Emotional and Social

- Expressive and receptive communication skills
- Self-help skills, self-regulation and cooperative skills
- Use of books and literature
- Sign language and body language
- Exploring diversity and self-identity
- Exploring history of Australia (Including Australia day and Indigenous perspectives)
- Exploring Australian animals
- Exploring geography and locations

Australian Curriculum: English, Languages, Humanities/ Social Sciences

April- June

Physical Development

EYLF: LO2, LO3, LO4

Learning Pillar: Physical

- Fine motor (drawing recognisable pictures, threading, using scissors)
- Gross motor (fundamental movements)
- Nutrition and food exploration
- Exploring safety with children (safe series, road safety, Seemore safety)
- Exploring Anzac Day and histories of Anzac
- Dance, music and drama concepts
- Exploring and negotiating roles
- Using media
- Visual arts

Australian Curriculum: Health and physical, The Arts

School Readiness, Prescribed Curriculum

July-September

Science, Engineering, Technology (STE)

EYLF: LO2, LO3, LO4, LO5

Learning Pillar: Ecological

- Engineering design
- Digital technology and multimodal media.
- Biology
- Earth science
- Chemical science
- Physical science
- Nature science/ sustainability Science
- Process skills/ higher order thinking skills

Australian Curriculum: Science, Digital Design Technologies, Digital Technologies

October- December

Literacy and Numeracy

EYLF: LO4, LO5

Learning Pillar: Academic

- Counting in rote order (using or moving beyond 1:1 correspondence, 1-20)
- Number identification (up to 10)
- Simple adding and subtraction
- Measurement
- Shape
- Comparing/ patterns
- Letter recognition
- Sound processing/ phonics awareness
- Simple spelling and reading of words

Australian Curriculum: Mathematics, Languages

How does our School Readiness Curriculum work?

- Our unique School Readiness Curriculum has been developed using information from the Australian curriculum, Foundation year.
- This is to ensure your child is having purposeful opportunities now to prepare them for their future year of schooling.

The Curriculum is used as a guide

- Our skilled teachers use the school readiness curriculum to guide
 - The planned program
 - The environment design
 - Incursions and excursions
 - Individual pedagogical practices
 - Intentional teaching opportunities.
- In no way does our School Readiness Curriculum replace children's individual needs or interest.
- Rather, it is used in a holistic and contextual approach to ensure all children are having extensive opportunities to thrive in their learning and development



Holistic Approach to School Readiness

At Thrive our teachers ensure all children are prepared for their transition to school. However it does not mean your child will not have opportunities all year round.

Our teachers are trained in delivering an intentional curriculum, fostering the multiple ways in which children learn.

Be assured, you will see lots of dynamic learning occurring all year round not just in the prescribed months.



Additional Features of our Transition to School Program

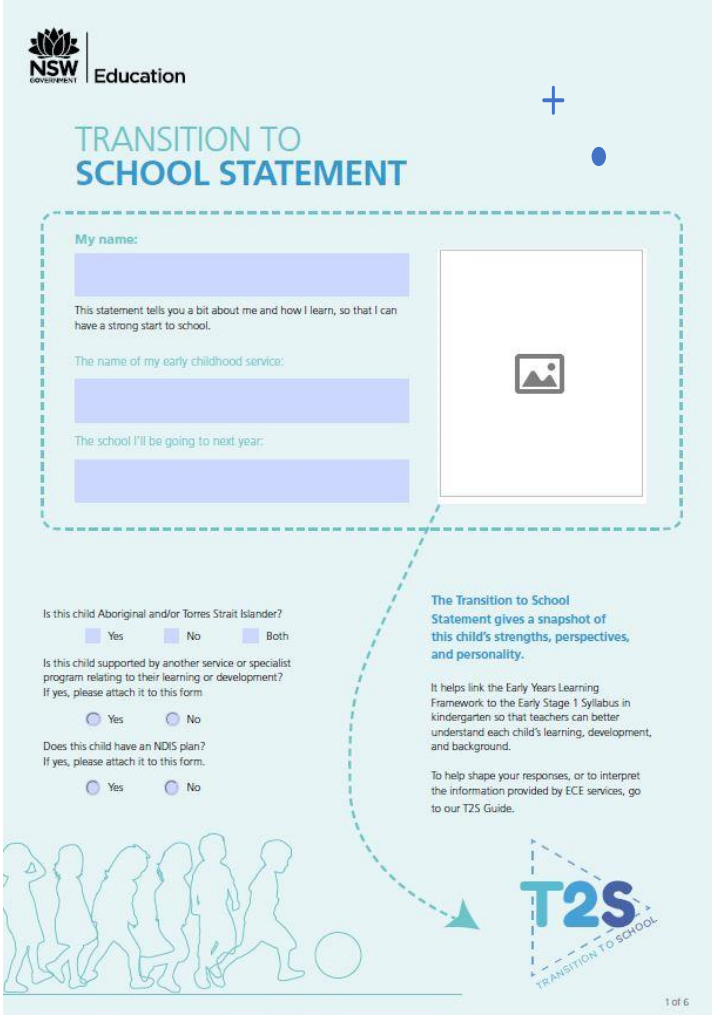
- Parent - Teacher Nights
- Transition to School Information Sessions
- School Collaboration
 - Excursions to the local school
 - Incursions focused on school readiness
- Family School Readiness Workbook
 - In line with our curriculum, providing families interactive experiences to do with their child at home



Transition to School Statements

At Thrive, we are committed to supporting each child's transition to school. Our dedicated educators take the time to complete the Transition to School Statement as recommended by the NSW Government at the completion of their preschool year.

- ✓ The Transition to School Statement is completed by a child's early childhood educator and is sent to their new school. The statement:
- ✓ Summarizes a child's strengths, interests and approaches to learning
- ✓ Passes this information between families, early childhood educators and teachers
- ✓ Gives children a voice in the process of meeting new people in the school environment
- ✓ Helps link the Early Years Learning Framework link to the Early Stage 1 Syllabus



The image shows a 'Transition to School Statement' form template from NSW Education. The form is titled 'TRANSITION TO SCHOOL STATEMENT' and includes a dashed box for a child's photo. Below the photo box, there are three text input fields: 'My name:', 'The name of my early childhood service:', and 'The school I'll be going to next year:'. To the right of the photo box, there is a small icon of a person. Below the input fields, there are three questions with radio button options: 'Is this child Aboriginal and/or Torres Strait Islander?' (Yes, No, Both), 'Is this child supported by another service or specialist program relating to their learning or development? If yes, please attach it to this form.' (Yes, No), and 'Does this child have an NDIS plan? If yes, please attach it to this form.' (Yes, No). A dashed arrow points from the photo box to a text box on the right that says 'The Transition to School Statement gives a snapshot of this child's strengths, perspectives, and personality. It helps link the Early Years Learning Framework to the Early Stage 1 Syllabus in kindergarten so that teachers can better understand each child's learning, development, and background. To help shape your responses, or to interpret the information provided by ECE services, go to our T2S Guide.' At the bottom right, there is a logo for 'T2S TRANSITION TO SCHOOL' and a page number '1 of 6'.

References

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- Nix, Bierman, K. L., Motamedi, M., Heinrichs, B. S., & Gill, S. (2018). Parent engagement in a Head Start home visiting program predicts sustained growth in children's school readiness. *Early Childhood Research Quarterly*, 45, 106–114. <https://doi.org/10.1016/j.ecresq.2018.06.006>
sw.gov.au/public-schools/going-to-a-public-school/primary-schools/starting-school