

YARRA PRIMARY SCHOOL

YEAR K – F TRANSITION POLICY

CHANGE HISTORY

| Version | Issued | Key Changes | Review |
|---------|----------|-----------------|--------|
| 1.0 | May 2018 | Initial Version | 2021 |

RATIONALE

Pre-Foundation children and their parents are encouraged to be involved in the Year K – F transition program from Kindergarten/Pre-school – Primary school.

Both parties are supported through the program to ensure the transition into the school setting is a positive start to school and will meet the future educational needs of each individual child.

POLICY STATEMENT

At Yarra Primary School the purpose of the K – F transition program includes the following:

- To provide pre-school enrolled children with several positive school experiences prior to school entry
- To gain information from Pre-Schools and parents via the Individual Learning and Development statement
- To give the Foundation Teachers a valuable opportunity to observe and collate children's behaviours, interactions, skills and to complete a Transition Checklist in an independent situation without parental involvement
- To involve and give a sense of ownership and importance of the Foundation Transition program throughout the whole school
- To introduce the Foundation parents to the wider school community and to provide the parents with valuable information sessions which will lead to their development of a sense of understanding and belonging to our School Community
- To develop strong partnerships with local pre-schools.

A detailed timetable will be available for parents prior to the transition program, and also available on the school's website.

IMPLEMENTATION

- The Foundation Transition Program involves an open information session where different areas of the school are open for the children to visit e.g. Foundation Rooms, Performing Arts Room, Science Room, Library and Art Room. The parents take their children around the school to visit the different areas.

- Several sessions with the enrolled Foundation children visiting classrooms independently and being involved in developmental play. Whilst the children are with the Teachers, helpers circulate and complete the Transition Checklist with individual children. Senior students may also assist with the developmental play activities. The current Foundation classes visit a variety of classrooms and enjoy some craft activities as organized by that particular class teacher. The parents are invited to attend the Information Sessions, and this is led by a member of the Leadership Team.
- A Foundation Parent Information Night that involves all Foundation Teachers, Principal, Team Leader, and Parent Club Representative.
- Orientation Day, early in December, the enrolled children come to school for a morning session meeting their classmates and class teacher.
- Principal/Team Leader to liaise with and visit local pre-schools throughout the year.
- All the Prep Teachers and Specialist teachers will be involved in the Transition Program.
- An ES or available staff member will assist with the completion of the Transition Checklist.
- The Leadership Team will provide vital support by speaking at the Parent Information Sessions and liaising with Pre-schools.
- The Prep Teachers and a variety of people are involved in the Prep Information Evening.
- The whole school will support the program by volunteering to offer to have a Prep class visit during Week 2 and Week 3.
- All Prep Teachers and some senior students will be involved in Orientation Day early in December.

MONITORING, EVALUATION AND REVIEW

This policy will be reviewed as part of the school review cycle.

DEFINITIONS

Where parent is referred to, this also includes guardian/caregiver.

FURTHER INFORMATION AND RESOURCES

Available from the school:

- North Western Victoria Region K-F Transition packs for School
- Parents/Carers School policy and advisory guide – Transition

DET Resources:

- [Victorian Early Years Learning & Development Framework](#)
- [Early Childhood Learning](#)
- [VEYLDF on VCAA site](#)