



Swallowcliffe P-7

We value **Honesty, Respect, Achievement**

Swallowcliffe School Continuity of Learning

RATIONALE

Swallowcliffe School believes all transitions are a significant milestone and will strive to ensure continuity of learning for every child. Our school supports continuity of learning and transitions for each child by sharing information, responsibilities and strategies that support positive transitions. Continuity of learning will be enhanced through the establishment and maintenance of effective, collaborative partnerships within the learning community in conjunction with relevant and meaningful active learning experiences.

“Continuity of children’s learning is enhanced when before school educators, share positive and explicit information about each child with their colleagues in schools. And continuity of learning is greatly enhanced when educators in the first year of school ensure that they are very familiar with the Early Years Learning Framework (EYLF) and its directions so that they can assess children’s progress towards the Framework’s Outcomes and build on children’s developing capabilities” (Every Child Volume 17, Number 1, 2011)

National Quality Framework

QA6	6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities
	6.1.1	There is an effective enrolment and orientation process for families
QA7	7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service

***Expectations – “Transition to school is a time of changing expectations for all involved”
Transition Position Statement***

STRATEGIES

PreSchool and School Staff:

- Encourage children to start thinking and talking about school by exploring various elements of the school experience eg uniforms, talking to older children about school, walking through the school environment
- Talk with families to see if all their child’s needs are being met.
- Talk with children about starting school, respecting any concerns that the children have and communicating these with their families.

Our Mission: To empower students to recognise and optimise their full learning potential.



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Department for Education and
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- Promote continuity of learning for each child throughout the Early Years. How can we as staff create our child's learning environment to be continuous?
- Establish effective partnerships with children, parents/caregivers and other professionals to enhance children's learning
- Familiarise all staff with the Continuity of Learning Policy and Early Years Framework (EYLF).
- Create a learner-centred curriculum that provides opportunities for children to engage in purposeful and real life learning experiences
- Communicate with families to ensure individual strengths and needs of the children and families are being met.
- Consider family priorities and any concerns about the transition process. Each families cultural and linguistic needs will be respected, along with family diversity.
- Develop, maintain and monitor a program to ensure smooth transitions.
- Focus on school readiness in all areas of development throughout the day. Children will be encouraged to extend their knowledge via their interests and educators will assist children to challenge their skills regularly.
- Regularly discuss children's development and readiness for school with families.
- Support each families decision about when to send their child to PreSchool/School, acknowledging the DECD policy – If your child turns five before May 1, they will start school on the first day of Term One in that year. If your child turns five on or after May 1, they will start school on the first day of Term One the following year. The new start date will mean that all children will have four terms of preschool and four terms of Reception.
- Provide families with an information pack about starting PreSchool transition and transition to school. This will include information on school readiness skills, how to support children and what to expect with the transition process. This package will be reviewed each year to meet the needs of the families. This will be provided at a meeting for families before the transition process starts.
- Provide and maintain safe, flexible and developmentally appropriate indoor and outdoor learning environments.
- Buddy system on orientation visits.
- Buddy systems with new arrivals and current students throughout the term.

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Leader:

- Ensure continuity of learning across the early years.
- Support Staff to access professional development opportunities to ensure current knowledge and practice regarding transition to school.
- Regular promotion of the importance of the continuity of learning, EYS pedagogies and frameworks.
- Locate where possible early year classes in close proximity to each other for multiple and flexible use of resources and facilities.
- Organise family meetings and information for families.

We would like Reception staff to

- Observe the PreSchool teaching areas at different times during the year to increase their own understanding of the EYLF and PreSchool expectations of the children. This may look like teachers using their NIT time to do this.
- Identify opportunities for structured play in reception through sharing of ideas and good practise with colleagues, both within and outside the school.
- Actively involve children in the learning when delivering the National Curriculum.
- Play activities to have a learning intention and to be planned for.

We would like Year 1 staff to

- Observe the reception teaching areas at different times during the year to increase their own understanding of the curriculum the children are use to. This may look like teachers using their NIT time to do this.
- Identify opportunities for structured play in Year 1 curriculum through sharing of ideas and good practise with colleagues, both within and outside the school
- Actively involve children in their learning when delivering the National Curriculum
- Play activities to have a learning intention and to be planned for.

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Entitlement – “All children are entitled to access high quality education that is respectful of, and responsive to, their existing competencies, cultural heritage and histories.” Transition Position Statement
Therefore;

- We will ensure that children are not sitting for too long periods and should also ensure that the learning activities are appropriately challenging and delivered effectively, taking into account a range of learning styles.
- There should be an initial focus on children’s personal, social and emotional development. (Some children settle more quickly than others and staff need to be flexible and allow for this in their planning)
- A strong focus will also be given to speaking and listening.
- The layout of the Reception and Year 1 classrooms should include space and resources so that children can undertake continuous provision, eg sand trays, role play
- We will have realistic and high expectations
- We will show respect to the role of the caregiver
- We value the importance of building relationships with families
- All will be familiar with the Early Years Learning Framework
- Assessment/ Teacher information to be passed on to the student’s teacher the following year
- We will ensure transition visits are fun and create a safe environment for all children. This may look like asking children about their interests and families at the beginning of the visits, having a book and pencils for the children already organised and labelled, using their photo’s already in class etc
- When provided attend PD as an Early Years group re transition and continuity of learning

Opportunities – “Beginning School is also a time when all involved have responsibilities to promote a positive transition” Transition to school Position Statement

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PRE ENTRY – THE YEAR BEFORE THEY FORMALLY BEGIN PRESCHOOL

	Term 1	Term 2	Term 3	Term 4
Children				Children to attend pre entry sessions if available (depending on capacity) If unable due to capacity offer a twilight option for families
Families	Families to enrol their child/ Playgroup recommended to these families	Families to enrol their child/ Playgroup recommended to these families	Families to enrol their child/ Playgroup recommended to these families	Families to enrol their child/ Playgroup recommended to these families Families to attend enrolment sessions/pre entry information before they begin These session can be either as a group or individually
Educators	To engage with playgroup families	To engage with playgroup families	To engage with playgroup families	To engage with playgroup families Contact families either by mail or phone regarding enrolment sessions Review transition process with families
Communities			PreSchool to advertise at Shopping Centre for new enrolments	

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PreSchool Aged Children

	Term 1	Term 2	Term 3	Term 4
Children	<p>Early Years Class A to visit PreSchool weekly</p> <p>Library borrowing the same time as a year 2 class, have buddies and reading together</p> <p>Attend school assemblies, special events and incursions</p>	<p>Early Years Class B to visit PreSchool weekly</p> <p>Library borrowing the same time as a year 2 class, have buddies and reading together</p> <p>Attend school assemblies, special events and incursions</p>	<p>Early Years Class C to visit PreSchool weekly</p> <p>Orientation Visits Children split over all EY classrooms Friday afternoon from 1.30 to 3pm Term 3 – weeks 2 to 8 Teachers discretion if children change class for term 4</p> <p>Library borrowing the same time as a year 2 class, have buddies and reading together, use this buddy in the yard play at transition visits Attend school assemblies, special events and incursions</p>	<p>Early Years Class D to visit PreSchool weekly</p> <p>Orientation Visits Children split over all EY classrooms Friday afternoon from 1.30 to 3pm Term 4 – weeks 2 to 7</p> <p>Library borrowing the same time as a year 2 class, have buddies and reading together, use this buddy in the yard play at transition visits Attend school assemblies, special events and incursions Graduation Ceremony</p>
Families		End of term 2 note to go out to families re transition beginning term 3		Family Information night To attend the school Award Ceremony and PreSchool Graduation
Educators	<p>Early Years teachers to have their yard duty in JP yard for term 1 to support relationships with new children</p> <p>Early Years Educators to visit PreSchool in their NIT time to build relationships with the children</p> <p>At the end of the term Early Years teachers discuss the need for</p>	<p>Early Years Educators to visit PreSchool in their NIT time to build relationships with the children</p> <p>Mentoring with older children in the PreSchool</p> <p>Early Years Team to meet to discuss the early years transition process for that year using this policy and</p>	<p>Transition teachers to write up an introduction to send home to PreSchool families</p> <p>Early Years Educators to visit PreSchool in their NIT time to build relationships with the children</p> <p>Mentoring with older children in the PreSchool</p>	<p>PreSchool educators provide School teachers with basic information sheet regarding each child's emotional needs</p> <p>Early Years Educators to visit PreSchool in their NIT time to build relationships with the children</p> <p>Early Years Teachers to meet with PreSchool</p>

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	any children needing extended transition	reviews from previous years.		<p>staff (after school or during NIT) to discuss children's interests and learning abilities</p> <p>Early Years Teachers to discuss placement of children using academic abilities, specific needs and relevant family information</p> <p>Invite Early Years Teachers to Twilight night in the PreSchool</p> <p>Mentoring with older children in the PreSchool</p> <p>Review transition process with families</p>
Communities			<p>Include information in the school newsletter regarding transition</p> <p>Inform available support staff in school of transition and ask for their support in classes and working with families eg pastoral care worker, Aboriginal Officers</p>	<p>Include information in the school newsletter regarding transition</p> <p>Inform available support staff in school of transition and ask for their support in classes and working with families eg pastoral care worker, Aboriginal Officers</p>

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Aspirations – Continuing the strong partnerships with families Reception Children

Term 1	Term 2	Term 3	Term 4
<p>Reception Children invited to attend PreSchool Twilight session</p> <p>Reception families – invited to attend Acquaintance night</p> <p>Interviews</p> <p>Term Overview</p> <p>Class Dojo/Vivo</p> <p>Information Sessions for families re Jolly Phonics, literacy/numeracy information session/ volunteering</p> <p>Parent Committee to introduce themselves to new families and talk about their role</p>	<p>Class Dojo/Vivo</p> <p>Term Overview</p> <p>Information Sessions for families re Jolly Phonics, literacy/numeracy information session/ volunteering</p>	<p>Interviews</p> <p>Class Dojo/Vivo</p> <p>Term Overview</p>	<p>Class Dojo/Vivo</p> <p>Term Overview</p> <p>**** In the Christmas break Reception teachers to send a note home to welcome the new students into the school</p>

Orientation for children to include...

- A tour of the school
- Toilets
- Yard play expectations
- Class expectations
- Boundaries
- Fun places at school
- Places I can feel safe at school?
- People I can go to at school?

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Continuity of...

Language	Environment
Brain Friend and Brain Bully (term 1) Growth mindset Small and big worries 5 point scale using feeling picture cues Jolly Phonics Phonological Awareness – <ul style="list-style-type: none">• Beats (syllables)• Alliteration• Rhyme	Visual routines eg for lunches Short whole group time Indoor and outdoor learning environments such as using sand and water play in wet areas, gardening outside, time out on the oval kicking balls etc, open ended tasks outside, use of environment to explore and investigate, dress ups in class, stories with props, hands on props for activities such as in the PA program

Families Meetings

- Attend an information session and collect an information package at the beginning of PreEntry. This session will include meeting staff, the process of transition and the beginning of PreSchool and the expectations for the following year.
- Attend an information session and collect an information package at the beginning of the school transition. This session will include meeting the Early Years Teachers from the school, the process of transition and follow yearly expectations.
- The PreSchool staff will meet with the School staff in term 4 of the school year to discuss placement of children, academic abilities, specific needs and any relevant family information or safeguarding issues.

Sources

Education and care Services National Regulations 2011

National Quality Standard

Early Years Learning Framework

Feedback from Early Years Meetings

Transition to School Conversation Starters, DECD Position Paper and rubric

Continuity of Learning (a resource to support effective transition to school and school age care)

Transition School – Position Statement

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Monitoring and Review

It is the responsibility of the Early Years Team to follow this policy. This policy will be reviewed each year and will evolve to incorporate the views of all staff concerned.

Written: Term 3 2015

Endorsed by Governing Council: Term 4 2015

Reviewed: Yearly

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