

Transition practices checklist

Transition plans are an integral part of the school's School Excellence Plan (SEP). Use the table below as a quick reference guide to support your transition planning.

Transition practices	Comments
The school has an identified transition to school coordinator and an inclusive school transition team.	
Key contacts have been identified in the local area – Early Childhood Education and Care services (ECEC) and preschools, early intervention professionals, and community and government services.	
Transition practices and orientation visits operate within suggested guidelines in reference to duration and purpose.	
Collaboration with local early childhood services and preschools in the year prior to school, including reciprocal visits to create a shared understanding of pedagogies and begin relationships with children and families.	
The school uses data from the Australian Early Development Census (AEDC) to assess strengths and vulnerabilities of children and families in the local school area and uses this data to inform transition planning.	
A planning and evaluation cycle exists to guide continuous improvement of transition practices.	

Transition practices	Comments
Strategies are included in the transition plan to identify and connect with vulnerable groups and children requiring additional support.	
Transition, orientation and early Kindergarten experiences based on continuity of learning and appropriate pedagogy, including play and language, rich experiences and an understanding of the Early Years Learning Framework (EYLF).	
The Transition to School Statement is used in conjunction with the Best Start Kindergarten Assessment to inform planning.	
The school prioritises time to meet with families to discuss their child.	
Feedback from families actively informs transition planning and is evident in practice, including the culture, language and traditions of all families.	
The school works closely with their learning and support team and early childhood teachers to identify and respond to children with disabilities.	
Transition practices are constructed in response to children's prior knowledge and there are opportunities to hear children's voices – questions, interests, stories and concerns.	

© State of New South Wales (Department of Education), 2025

The copyright material published in this resource is subject to the *Copyright Act 1968* (Cth) and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education (third-party material).

Copyright material available in this resource and owned by the NSW Department of Education is licensed under a [Creative Commons Attribution 4.0 International \(CC BY 4.0\) license](#).



This license allows you to share and adapt the material for any purpose, even commercially.

Attribution should be given to © State of New South Wales (Department of Education), 2025.

Material in this resource not available under a Creative Commons license:

- the NSW Department of Education logo, other logos and trademark-protected material
- material owned by a third party that has been reproduced with permission. You will need to obtain permission from the third party to reuse its material.

Links to third-party material and websites

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third-party's website, you acknowledge that the terms of use, including licence terms set out on the third-party's website apply to the use which may be made of the materials on that third-party website or where permitted by the *Copyright Act 1968* (Cth). The department accepts no responsibility for content on third-party websites.