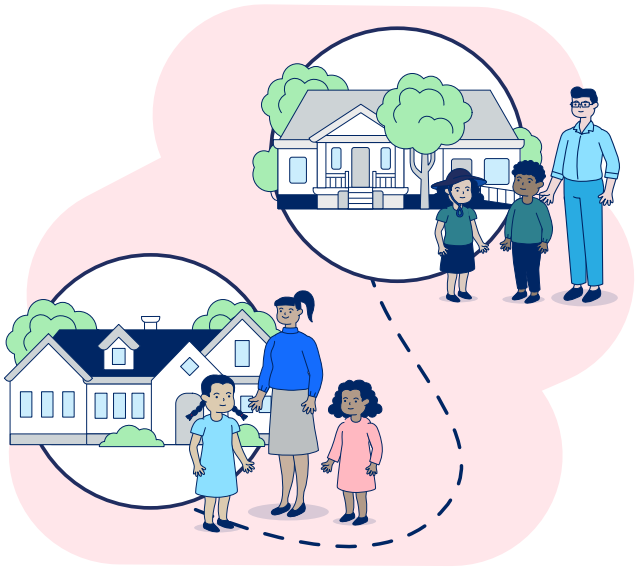


Collaborative planning for transition to primary school

Frameworks guiding collaboration

A positive start to school is vital in shaping children’s learning, wellbeing, and long-term outcomes. Collaborative partnerships between early childhood services and schools play a key role in ensuring children transition smoothly and confidently into their school years. The National Quality Standard (NQS) sets a benchmark for the quality of education and care services. Similar to the School Excellence Framework (SEF), it identifies quality practice and supports continual improvement. Quality Area 6 – Collaborative Partnerships with Families and Community has a particular focus on continuity and transitions. These complementary frameworks create opportunities for meaningful collaboration that benefits children, families, and educators alike.



Primary School	Early Childhood Service
School Excellence Framework (SEF)	National Quality Standard (NQS)
Vision Statement	Service philosophy
School Excellence Plan (SEP)	Quality Improvement Plan (QIP)
Strategic directions, improvement measures, initiatives, success measure	Key practice or strength statements, goals outlining steps and strategies, progress notes, success measures
External Validation	Assessment and Rating
K-6 Curriculum	Early Years Learning Framework

Key documents to support planning and improvement


School Excellence Framework
NSW Department of Education

Learning Domain

- Learning culture** >
- Wellbeing
- Curriculum
- Assessment
- Reporting
- Student growth and performance

Teaching Domain

- Effective classroom practice
- Data skills and use
- Professional standards
- Learning and development



Learning culture

In schools that excel, the school culture is strongly focused on learning and transitions, wellbeing, fostering educational aspirations and ongoing performance improvement throughout the school community.

Themes	Delivering	Sustaining and growing	Excelling
High expectations	The school holds high expectations for all students. Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents/carers are known and inform planning for learning.	There is ongoing commitment within the school community that all students make learning progress and are supported in their wellbeing. Partnerships with parents/carers and students supports a clear focus to guide integrated planning for learning and wellbeing.	The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. Strong partnerships with parents/carers support student learning and wellbeing. Student motivation for continuous and ongoing improvement is clearly evident.
Transitions and continuity of learning	The school actively plans for student transitions (for example into K; Y6 to Y7; Y10 to Y11, across stages and post school). The school engages with and clearly communicates its transition activities to the school community.	The school collects and analyses information to inform and support students' successful transitions. The school promotes strong partnerships with parents/carers including those with students whose continuity of learning or wellbeing is at risk.	There is a systematic approach for supporting the diverse range of student transition needs. This includes those at risk to ensure the continuity of learning and wellbeing of all students from entry to post school. Students and parents/carers are engaged early as key collaborators in all transition processes.
Attendance	Staff regularly and accurately monitor attendance and take proactive action to address concerns with individual students. The school community celebrates regular and improved attendance.	Attendance data is regularly analysed and factors that impact on attendance and engagement are used to inform planning. Parents/carers and the school community are engaged to foster student attendance. Whole of school and personalised attendance approaches are improving regular attendance rates for students, including those at risk.	There is a high expectation culture of high attendance rates for all students. Teachers, students, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

For schools: The *School Excellence Framework* supports schools in self-assessment and strategic planning to improve teaching, learning, and school community engagement. Under the learning domain in the element of learning culture, transitions and continuity of learning are called out as a theme where schools can excel

QA6		Collaborative partnerships with families and communities
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community engagement	The service builds relationships and engages with its community.

For early childhood services: The *National Quality Standards* (NQS) guides early childhood services to provide high-quality early education using a system of Quality Areas. Quality Area 6 promotes collaborative partnerships with families in the community specifically concept 6.2.1 transitions

For an overview of the standards and elements, please refer to the [National Quality Standard poster](#) (PDF 289 KB).

Assessment and Rating

Similar to external validation, a key component of the NQF is assessment and rating (A&R). Each early childhood service undergoes an assessment and rating process and is subject to monitoring visits initiated by the NSW Regulatory Authority, with '5 days' notice. During the A&R process, an authorised officer (AO) from the regulatory authority will:

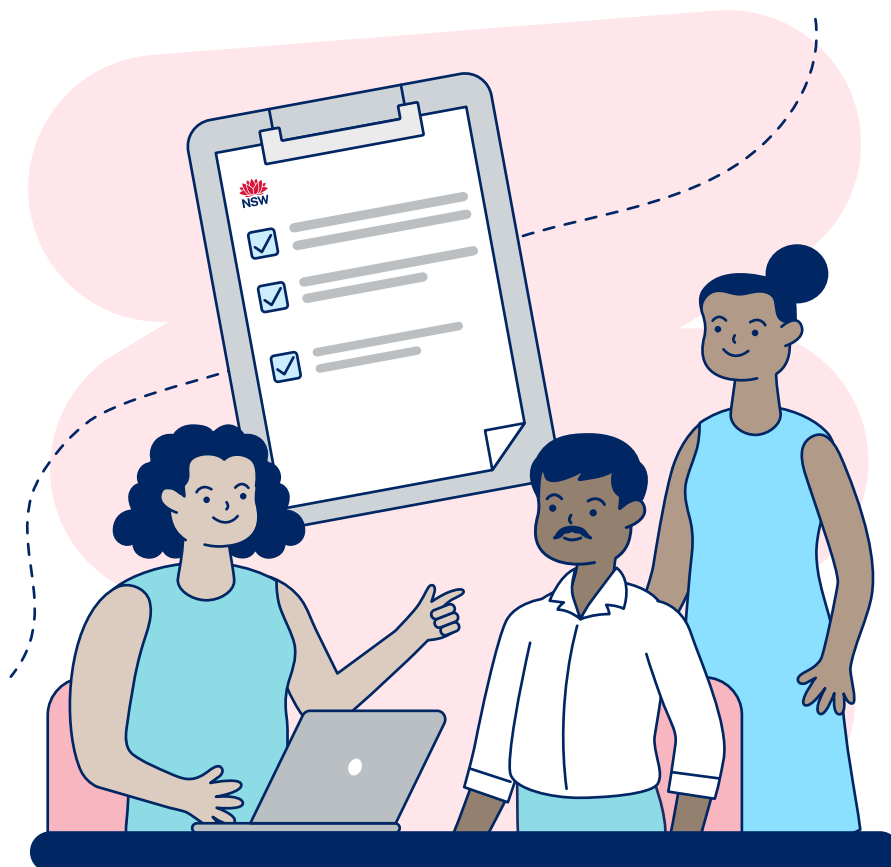
- review information about the early childhood service
- review the early childhood service's quality improvement plan
- visit the early childhood service

Early childhood services may wish to collect evidence or document key practices in quality area 6 in regards to their transition practices, including their collaboration with local schools.

Collaborative Planning and Continuous Improvement

Partnerships offer valuable opportunities for early childhood services and schools to align their planning, creating shared goals for transitions and community engagement. Collaboration might include:

- Joint professional learning sessions focused on transition and early learning pedagogy
- Community engagement events that welcome families and build strong relationships
- Establishing regular communication channels and feedback channels to monitor transition success and address concerns



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