# Strong and successful start to school - tailored transition support

The evidence base highlights the importance of tailoring transition practices for identified equity groups. An understanding of the child’s existing skills and knowledge enables schools to provide a differentiated approach.

## Strategies for High potential and gifted education (HPGE) students

* Processes, relationships and communication lines are in place to assess and identify the needs of high potential and gifted students in all domains who may need additional support and adjustments to ensure a successful transition.
  + [Assess and identify](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify)
  + [Learning characteristics](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Learning4)
  + [HPGE policy](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/about-the-policy/high-potential-and-gifted-education-policy)
  + [Questions and answers: HPGE](education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/about-the-policy/q-and-a-high-potential-and-gifted-education-policy#How4)
  + [Video: what do we mean by high potential and gifted students?](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/video-what-do-we-mean-by-high-potential-and-gifted-students)
* Consult and collaborate with early childhood services and the HPGE team, to enhance growth and achievement for all high potential and gifted students, particularly those from diverse backgrounds.
  + [Collaborate](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/collaborate)
  + [Catering for diverse backgrounds and needs](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Catering3)
  + [Learning modes - Collaboration](https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/future-focused-learning-and-teaching/learning-modes/collaboration)
  + [Inclusion](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/diversity-and-inclusion)

### Reflective questions

* Have we collaborated and identified children who require additional support?
* Are our staff confident with the High potential and gifted policy?

## Strategies

* Valid and reliable assessment and data has been collated, including the Transition to school statement, and informs planning with deliberate adjustments for beginning school.
  + [Assessment and identification practices](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1)
  + [Adjustments to teaching and learning](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning)
  + [Aspects of assessment](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/aspects-of-assessment)
* Significant curriculum adjustments are planned for the needs of those students identified as highly gifted and whose potential vastly exceeds that of students of the same age in one or more domains
  + [Catering for diverse backgrounds and needs - Highly gifted students](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Catering3)
* Resources are accessed to differentiate learning opportunities (for example technology, sensory) and to make deliberate adjustments to meet the specific learning needs of high potential and gifted students.
  + [Differentiation adjustment strategies](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies#Table%20suggesting%20differentiation%20adjustment%20strategies)
* Data about high potential and gifted students with simultaneous disability or other diverse needs is evident in individualised learning plans and will drive strategies for ‘high support/high challenge.
  + [Catering for diverse backgrounds and needs](education.nsw..au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Catering3)

### Reflective questions

* Are we using reliable data to inform and guide adjustments in the curriculum?
* Have we access to resources needed?

## Strategies

* The transition planning team works collaboratively with the learning and support team, school counsellor/psychologist, student and the parents/carers to facilitate early entry and/or acceleration; a highly effective strategy for gifted and highly gifted students.
  + [Implement](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies)
* Relevant staff engage with quality research and professional learning to support high potential and gifted students transitioning to school.
  + [Professional learning](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/hpge-professional-learning)
  + [HPGE - The research](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/research)
* Supportive learning environments are facilitated during transition, in consultation with students and families, to understand the student’s interests and social emotional development that will enable the student to connect, succeed and thrive.
  + [Social and emotional development and learning](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement#Social8)
  + [Developing improvement measures for high potential and gifted students](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement#Social8)

### Reflective questions

* Have we worked together with a wider team, particularly the child and family, to understand the child?

## Strategies

* A personalised transition support plan is developed, where appropriate, in consultation with the child, family and the early childhood services.
  + [Gifted NSW](https://giftednsw.org.au/)
  + [Supporting parents and carers](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-parents-and-carers)
* Knowledge about the child is shared. For example strengths, needs, plans, strategies and adjustments, including placement with students of like ability and like minds.
  + [Grouping](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement#Grouping5)
  + [Effective strategies for supporting HPGE](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement#Grouping5)
  + [Catering for diverse backgrounds and needs](https://education.nsw..au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Catering3)
* Preschool and primary school teachers and principals are aware of their responsibilities as outlined in the HPGE policy.
  + [HPGE policy](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/about-the-policy/high-potential-and-gifted-education-policy)