## Strong and successful start to school

### **Tailored transition support strategies for refugee and newly arrived children, families and communities**

#### Strategies

* Processes, relationships and collaboration are in place to identify and connect with refugee children and families, including early collaboration with early childhood services.
  + [Building belonging - a toolkit for early childhood educators on cultural diversity and responding to prejudice](https://humanrights.gov.au/our-work/education/building-belonging-toolkit-early-childhood-educators-cultural-diversity-and)
* Consultation with the local community organisation and feedback should be incorporated into planning. Who may need additional support to make a successful transition?
  + [New arrivals program (NAP)](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/new-arrivals-program)

##### Reflective questions

* Do we know who to contact in the community to support children and families?
* Have we connected with local early childhood services?

#### Strategies

* School and staff culturally responsive, including joint professional learning and visits with local community networks.
* School and staff ensure any language barriers are supported through access to home language/s, supporting children and families.
  + [Professional learning](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/refugee-students-in-schools/Professional-learning)
  + [NSW service for the treatment and rehabilitation of torture and trauma survivors](https://www.startts.org.au/services/children-and-young-people/)
  + [Interpreting and translations](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/interpreting-and-translations)
  + [Pre-book an interpreter](https://www.tisnational.gov.au/en/Agencies/Forms-for-agencies/New-Job-booking-form)

##### Reflective questions

* Are staff equipped with knowledge and expertise to respond to the local community?

#### Strategies

* Get to know the child and the family both informally and formally (playgroup, BBQs as well as culturally sensitive informative sessions). Value and support is given to family and community involvement, flexibility is evident in family-school relationships.
  + [Targeted support for students from a refugee background](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/refugee-students-in-schools/targeted-support)
* Connect with the children, family and community. Collaborate with local early childhood, early intervention services, and other agencies and health professionals.
  + [School assessment tool – reflection planning matrix](https://education.nsw.gov.au/leadership-pathways/leadership-roles/principal/at-a-glance/at-a-glance-engaging-and-working-with-the-community/school-assessment-tool)

##### Reflective questions

* Have we planned inclusive social opportunities to welcome families?

#### Strategies

* Develop a personalised transition support plan where appropriate, as the beginning step in a personalised learning plan (PLP), in consultation with the child, family and early childhood service.
  + [A whole school response](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/refugee-students-in-schools/whole-school-response)
  + [Professional and learning support resources](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/refugee-students-in-schools/Professional-learning)
  + [Personalised learning](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/refugee-students-in-schools/personalised-learning)
* Meet to share knowledge about the child, identify strengths, language and needs, and plan strategies and adjustments.
  + [Culture and diversity](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/culture-and-diversity/calendar-for-cultural-diversity)
  + [Diversity and inclusion strategy 2018 - 3033](https://education.nsw.gov.au/about-us/strategies-and-reports/strategic-plan/corporate-plans-and-strategies/diversity-and-inclusion-strategy-2018-2022)
* Information included on the transition to school statement informs and offers successful strategies that can be transferred between settings.
  + [Transition to school statement](https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/transition-to-school)

##### Reflective questions

* Have we used data and information sharing to inform personalised planning that suits the individual context and situations of families?

#### Further resources

* + [Student assessment](https://education.nsw.gov.au/teaching-and-learning/student-assessment/assessment-and-reporting/assessment)
  + [Australian Early Development Census](http://www.aedc.gov.au/communities) (AEDC)
  + [Refugee leadership strategy](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/refugee-students-in-schools/refugee-leadership-strategy)
  + [NSW Centre for effective reading](https://cer.schools.nsw.gov.au/)