# **Strong and successful start to school -Transition practices checklist**

Transition plans are an integral part of the school’s Strategic Improvement Plan. Use this quick reference guide to reflect on your transition plan and program. Schools who identify a need for improving practices can use the Transition ssessment and planning tool, which supports schools to unpack identified areas in further detail and guide improvement measures.

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| 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 Services 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 assessment cycle exists to guide continuous improvement of transition practices. |  |
| 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. |  |
| The Transition to school statement is utilised 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 prior to school 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. |  |