



**Geranium Kindergarten  
and  
Geranium Primary School**



Geranium Kindergarten and Geranium Primary School aim to provide a quality 'seamless' transition which allows children to move smoothly between Home, Kindergarten and Primary School.

## TRANSITION TO SCHOOL POLICY

Ratified November 2014

*All children have the right to learn  
Everyone is treated respectfully  
We all have the right to feel safe*

### **WE VALUE:**

*Teamwork, Respect, Responsibility,  
Persistence and Honesty*

## What is Transition?

Transition is a long and complex process during which children internalise the process of leaving their previous setting and establish their new identity in a new setting. It is unique for each child and family, one size does not fit all. Effective transition takes time and builds a child's identity and sense of belonging. Planning for transition is a collaboration between many stakeholders including families, kindergarten and school. The following six principles work together to underpin successful transition policies, programs and practices:



***At Geranium Kindergarten and Primary School, we believe that transition to school from kindergarten is a critical time in the life of a child and their family.***

***Therefore, as two separate sites, the transition process is carefully considered and planned for, to support all children and their families experience a successful transition to school.***

## Acting Intentionally

**Transition is a process, and we intentionally plan to strengthen it.**

- Student interests guide planning
- Policies are collaboratively developed, and available on both site websites
- Regular opportunities for collaboration between Kindergarten and School include: weekly cross-age learning sessions, daily fitness, open gate policy for recess and lunch times
- Kindergarten and school staff look for opportunities to collaborate wherever possible
- Feedback is invited on initiatives both kindergarten and school governing councils, parents, and whole staff
- Orientation process is planned but flexible to meet family and student needs

## Being Responsive

**We work together between sites and with families to understand and value the prior knowledge, skills and dispositions each child brings.**

- The transition process will reflect the diversity of students
- Opportunities for building relationships between all staff and students from school and kindergarten is prepared through shared learning sessions
- Open gate at play time allows students to choose to move between sites
- Kindergarten uses school resources and site (library, meeting rooms, toilets)
- All staff know student names across sites

## **Pedagogy and Play**

**We acknowledge the strong relationship between high quality teaching that recognizes that play is a natural way for children to learn, and the resulting learning.**

- Both the school and kindergarten are committed to imaginative play as a valuable learning pathway
- Kindergarten and school staff work together to plan shared learning sessions based on the Early Years Learning Framework and the Australian Curriculum
- Kindergarten and school staff work together to ensure transition activities are appropriate for each individual child

## **Wellbeing for Learning**

**We attend to a child's physical, cognitive, emotional and social wellbeing, to foster their confidence, perseverance and resilience.**

- The transition process provides multiple opportunities for families to meet with and become familiar with school staff and grounds
- Families are welcomed into the kindergarten and school and are supported through the transition from kind to school
- Kindergarten and school staff communicate regularly to monitor students wellbeing
- Staff monitor the wellbeing of students throughout the transition process and respond to the needs of each student in formal and informal ways as necessary

## **Building Partnerships**

**We value and welcome the knowledge that families have of their children and the roles they play in their lives.**

- Opportunities are sought to engage community members in the transition process, inviting them to join in sessions
- Kindergarten and school staff collaborate once a term to discuss planning, individual learning needs and other issues
- A written 'statement of learning' from the kindergarten is sent to the school at the end of the year for each student
- The school meets with external support services where necessary (if student needs)
- All relevant professional support documents are sent to the school from the kindergarten at the end of the year.

## **Professional Collaboration**

**We work together across both sites to develop policies and structures which will support a positive transition experience**

- A K-7 learning toolbox philosophy has been developed by staff of both sites, using the same concepts and language to ensure continuity across sites.
- Integration of the Early Years Learning Framework and the Australian Curriculum in planning in both the kindergarten and school
- School and kindergarten leaders meet regularly to plan and discuss students and activities
- School and kindergarten staff attend PD together when possible and relevant