

Strong and successful start to school

What does a strong start to school look like for children, families, teachers and schools?

Children

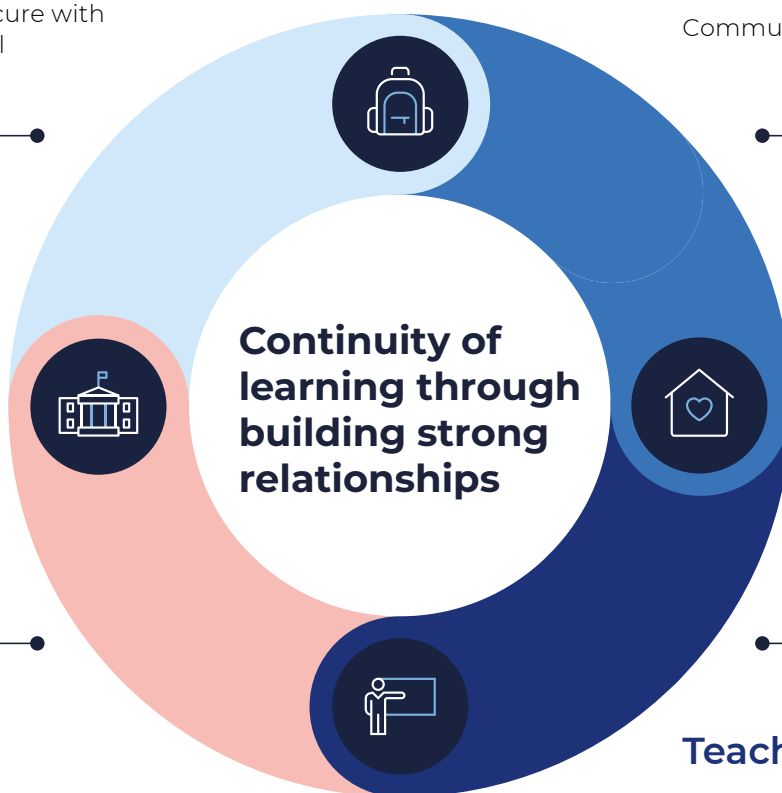
Connecting with the school community

Feeling familiar and secure with what happens at school

Families

Feeling connected, comfortable and welcome

Communication about transition



Continuity of learning through building strong relationships

Schools

Planning meaningful approaches to transitions

Seeing transitions as important opportunities for community engagement

Teachers

Networking with early childhood educators

Understanding early childhood and primary curriculum

Children:

- are provided with sustained opportunities to get to know and feel a sense of belonging to the school community, their teacher and peers
- develop an understanding of the expectations, routines and the school environment
- experience continuity of learning, that is familiar in terms of learning contexts and content.

Families:

- connect and collaborate with teachers and the school
- look and feel comfortable in the school environment and know their way around the school
- know the names of school leaders, teachers and office staff
- are openly welcome in the Kindergarten space
- are provided with opportunities to talk about their experiences with transition
- are able to share information about their child.

Teachers:

- build strong relationships with children
- provide opportunities for families to engage in their child's learning
- network, connect and collaborate with early childhood educators
- are familiar with both early childhood and primary curriculum and pedagogy.

Schools:

- plan sustained approaches to transitions
- embed transition systems within school operations
- have a view that transition to (and from) primary school are important points for community engagement
- use school data from multiple sources to plan for different approaches.

