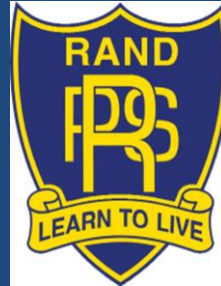




Rand Public School



School Transition Framework



Pre-school to Kindergarten
Year 6 to Year 7



Philosophy / Introduction

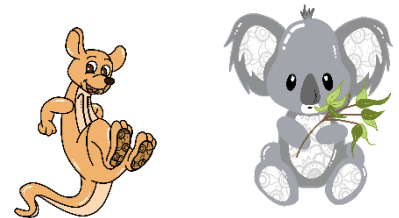
Our Transition Philosophy

At Rand Public School, our transition framework is grounded in the belief that every student deserves a nurturing and supportive educational environment that fosters their development as individuals. As a small rural community school, we deeply value and foster strong relationships among the school, families, and the wider community, which underpins all our transition planning. We emphasise collaboration to ensure a seamless transition experience for our students, recognising that transitions are not just logistical processes but significant events in a child's educational journey.

Our aim is to create a culture of continuity, resilience, and connectedness, enabling students at Rand Public School to thrive academically and socially as they move through different stages of their education. We want every student who enters our school to feel welcome and supported from the very beginning and to leave us equipped with the skills and confidence needed to successfully transition to high school.

We understand that smooth transitions from preschool to Kindergarten and from Year 6 to Year 7 are crucial for fostering student confidence and academic success. Rand Public School is committed to creating an inclusive and supportive environment that helps our students navigate these important educational milestones with resilience and positivity. We also advocate strongly for all our students at every transition point to ensure that their individual needs are not only met but exceeded, so they can flourish both academically and socially.

At Rand Public School, we also recognise that the transition from K-2 Wallaby to Years 3-6 Koala can be a challenging time for students. After spending three years developing strong relationships with their teachers and settling into familiar routines, students often encounter new learning approaches—particularly in English and Maths—that require additional support and understanding. Although all our teachers teach a designated key learning area across the school and many students are already familiar with staff, the shift in teaching style and expectations can feel overwhelming. To support students through this change, we implement targeted transition activities designed to ease their adjustment, build confidence, and ensure they continue to thrive as they move into Years 3-6.



Introduction

Transitions in education are important times that can have a significant and long-lasting impact on students' learning and social development. Moving from preschool to Kindergarten, or from Year 6 to Year 7, can bring a mix of excitement and anxiety for students and their families. When these changes are handled well, students feel more confident, adjust better to new routines, and build positive relationships with teachers and peers, which helps them succeed at school.

Our transition framework provides clear guidance to support students through these key milestones. It encourages teachers to use strategies like early communication with families, orientation activities, and personalised support plans to meet each student's unique needs. By working together with families and the community, Rand Public School aims to reduce students' worries, build their resilience, and help them feel connected and ready to take on new challenges in their educational journey.

Objectives

At Rand Public School, our transition objectives are to:

- **Build Student Confidence:**
Helping students believe in themselves is essential as they move into new environments. Confident students are more likely to engage with learning, ask questions, and try new activities. By nurturing confidence, we prepare them to face challenges and develop independence.
- **Create Smooth Adjustments to Routines:**
Transitions often mean changes in schedules and expectations. Guiding students gently through new routines helps them feel secure and organised. When students know what to expect, they settle in more quickly, which leads to happier, more focused learners.
- **Foster Positive Relationships:**
Promoting connections with teachers and classmates assists students in feeling welcome and supported. Strong relationships are the foundation for creating a classroom where students feel safe to participate, collaborate, and thrive both academically and socially.
- **Initiate Early Communication with Families:**
Keeping families informed and involved from the start helps build trust and shared understanding. By working together, teachers and families can address any concerns early and support students with consistent expectations at home and at school.
- **Provide Personalised Support for Individual Needs:**
Every child is unique. By getting to know students personally, teachers can offer tailored support that recognises different strengths and challenges. Individualised help ensures that all students are included, valued, and set up for success in all aspects of learning and personal growth.
- **Promote Resilience and Wellbeing:**
Transitions can sometimes cause anxiety for students. Teaching strategies to manage change and bounce back from setbacks encourages resilience and supports overall wellbeing. When students feel emotionally safe and able to cope, they are more likely to flourish.
- **Encourage a Sense of Belonging:**
Feeling like a valued member of the school community is vital. By making sure all students feel included and supported, we empower them to take pride in their school and engage actively in learning and activities.

By focusing on these objectives, the staff at Rand Public School help students and families navigate educational transitions smoothly, laying the foundation for a positive and successful school experience at our school.



Transition Phases

PRESCHOOL TO KINDERGARTEN

Preparation Activities:

- **Orientation Days:**

Organising visit days where preschoolers can explore the Kindergarten environment, meet teachers, and participate in fun activities helps children become familiar with their new school setting before starting. This early exposure reduces anxiety by removing the fear of the unknown and builds excitement about beginning school. When children feel comfortable and know what to expect, they are more likely to settle in quickly and confidently, leading to a smoother transition.

- **Information Sessions:**

By presenting to the P&C, and offering a coffee morning for all new parents to share daily school routines, and expectations our families are well-informed and can better support their child at home. To provide further support, each family also receives the current 'Parent Information Booklet'. When parents understand what their child will experience and what is expected, they can prepare them emotionally and practically, reducing worries for both parents and children. Strong parent engagement also strengthens the home-school partnership, which is crucial for a successful start to school.

Support Systems:

- **Buddy System:**

Pairing incoming Kindergarten students with friendly Year 5 buddies offers new students a familiar face and peer support as they adjust to their new environment. By introducing them to their buddies over a series of sessions in the familiar environment of the pre-school allows strong connections to be built and fostered. Buddies can assist with simple tasks, introduce peers, and provide comfort through social connection. This relationship helps younger students feel more included and confident, promoting a sense of belonging that fosters positive social development and eases the transition into school life.

- **Junior Joeys (transition program)**

Implementing structured activities that allow preschoolers to regularly visit Kindergarten classrooms before their official start date—like our 'Junior Joeys' program—gives children ongoing opportunities to gradually adapt to the school environment. This program might include participating in classroom routines, meeting future teachers, and engaging in learning activities alongside current students. Such gradual familiarisation promotes continuity in learning and reduces the stress often associated with sudden change, supporting both academic readiness and emotional wellbeing for a successful start at school.

By incorporating these strategies, Rand Public School ensures that students and their families experience a positive, well-supported transition, setting the foundation for continued growth and success.

IN-SCHOOL TRANSITION

During the last three Junior Joeys sessions—one half day, one three-quarter day, and one full day—all students move up into their next grade and engage in both learning and social activities within their new classroom. During this time, students spend valuable time with their upcoming classroom teacher, receiving explicit instruction, participating in small group guided work, taking part in collaborative tasks, and experiencing whole-group activities. These varied learning opportunities help students become familiar with their new cohort and understand the classroom environment they will be joining. This in-school transition process is thoughtfully designed to support a smooth adjustment to new learning spaces and teaching styles, while also helping students build stronger relationships with peers, including those outside their usual friendship circles.

The positive impact of this activity is that it helps students feel more confident and comfortable as they move into their new grade. By spending time in their upcoming classroom and working closely with their new teacher, students gain a clearer understanding of what to expect academically and socially. This familiarity reduces anxiety and uncertainty, making the start of the new school year less overwhelming. Additionally, participating in a variety of group activities helps students build new friendships and strengthen connections with classmates beyond their usual social circles, fostering a more inclusive and supportive learning environment. The positive impact of this activity is that it helps students feel more confident and comfortable as they move into their new grade. By spending time in their upcoming classroom and working closely with their new teacher, students gain a clearer understanding of what to expect academically and socially. This familiarity reduces anxiety and uncertainty, making the start of the new school year less overwhelming. Participating in a variety of group activities helps students build new friendships and strengthen connections with classmates beyond their usual social circles, fostering a more inclusive and supportive learning environment. This transition process promotes a smoother, more positive start to the year, supporting both students' academic success and emotional wellbeing.

YEAR 6 to YEAR 7

Preparation Activities:

- **Transition Q & A**

Facilitating Q & A sessions for Year 6 students that focus on essential skills such as study techniques, time management, and understanding the secondary school environment helps prepare them for the increased demands of high school. Staff are also able to take specific questions to student's high schools to get timely answers. These discussions allow students to develop an awareness of practical skills and reduce some anxiety, enabling students to approach their new learning environment with a positive mindset.

Positive Impact: Students who participate in these Q&A sessions are better prepared to manage their workload and responsibilities, reducing anxiety and increasing their chances of academic success in secondary school.

- **Transition Days:**

Scheduling visits for Year 6 students to tour the high school, meet teachers, and explore different subjects and extracurricular activities allows them to familiarise themselves with their future school. This exposure helps demystify the new environment and encourages curiosity and enthusiasm about high school life.

Positive Impact: By gaining firsthand experience and insight, students feel more comfortable and excited about starting secondary school, which supports a smoother and more confident transition.

Support Systems:

- **Parent Information Nights:**

Encouraging parents to attend provided sessions for parents to learn about secondary school curriculum changes, available support services, and ways to assist their children prepares families to support their child effectively during this transition. This involvement strengthens the partnership between home and school.

Positive Impact: Informed and confident parents can better support their children's academic and emotional needs, contributing to a positive and successful transition to secondary school.

By implementing these strategies, Rand Public School helps Year 6 students and their families approach the move to high school with confidence, support, and excitement, making the transition experience positive and empowering.

Roles & Responsibilities

CLASSROOM TEACHERS

- **Facilitate and lead transition activities, supporting students and communicating with families about expectations and resources.**

Teachers organise orientation sessions where incoming Kindergarten students can visit classrooms, meet their new teachers, and participate in fun activities that introduce them to school routines. They also send brochures home to parents to explain what to expect during the transition, provide tips on how to prepare children, and share available resources such as community support services or school readiness materials. Most importantly, they also send home some work completed during transition sessions, and display some, developing family connections and giving students a true sense of belonging. During the Year 6 to Year 7 transition, staff keep families informed about high school activities through emails and phone calls. Where possible, teaching staff accompany students to extended transition sessions and share student experiences in the school newsletter.

Positive Impact: These activities keep families informed, reduce anxiety, and help students feel supported, setting the stage for a smooth transition.

SCHOOL PRINCIPAL

- **Allocate resources effectively for transition programs and promote collaboration between preschool and primary schools, as well as between primary and secondary schools.**

The school principal ensures sufficient funding and staff time for transition programs, including the 'Junior Joeys' for preschoolers or secondary school visit days for Year 6 students. They coordinate with local preschools to share student information (with consent) and joint planning for orientation visits. They establish partnerships with nearby secondary schools to ensure students and their families are aware of dates and arrangements for open days, transition days and extended transition opportunities.

Positive Impact: Effective resource allocation and collaboration create consistent, well-supported transition pathways that benefit students and families.

PARENTS & FAMILIES

- **Engage in transition activities and maintain open communication with school staff regarding their child's (& their own) needs and concerns.**

Parents and carers participate in school orientation days or information nights and keep in contact with teachers through meetings, phone calls, or school apps. Kindergarten parents are invited to meet with the Wallaby class teacher ahead of time to discuss their child's specific needs or learning styles. During the high school transition, families might attend workshops or parent sessions and communicate any concerns about their child's adjustment to the new environment. Open communication ensures that any issues are addressed early.

Positive Impact: Active parental involvement and communication help tailor support to each student's needs, supporting a successful and personalised transition.

COMMUNITY PARTNERS

- **Collaborate with schools to provide resources and support for transition initiatives, including workshops and mentorship opportunities.**

Schools collaborate to share (where appropriate), information about students, who they are as individuals, their learning, their needs and their areas of strength. Encouraging high school staff to visit and interact with students in their familiar classroom environment allows for the strengthening of relationships and understanding. Sharing of high school social media also promotes a positive interaction between the schools and allow students to feel more informed about their new school environment.

Positive Impact: Collaboration enhances the quality and reach of transition programs, providing students with comprehensive support and smoother pathways between schools.

Scope & Sequence

When	Who	What	Why
Term 1	Year 6	~ Student profile folders initiated including school reports, individual plans, work samples, 'what you need to know' pages.	Allows the school to highlight student achievements and needs (LaST / HPGE) that will support the high school 'know' our students.
Term 1	Year 6	~ Process digital and hardcopy Expressions of Interest for high schools	Provide high schools with data to inform transition planning.
Term 1	Year 6	~ Contact learning and support staff at high schools (where relevant and appropriate) to identify students who require additional transition planning.	Supports successful transition planning and implementation
Term 2	Pre-K	~ Advertise for enrolments in school newsletter.	Allows for early planning of transition.
Term 2	Year 5	~ Advertise high school information sessions/evening in newsletter. ~ Encourage parents to seek information for all high schools they are considering for their child. ~ 5-7 Access requests for IFS/MC in Year 7 completed in preparation for panel submission	Allows parents the opportunity to make informed decisions. Allows for sufficient time to plan for successful transition.
Term 3	Pre-K	~ Year 5 visits to the pre-school ~ Year 5 students interacting with incoming kindergarten students during on-site visits at the school.	Establish strong relationships with incoming students and families Establish peer support for incoming kindergarten.
Term 3	Year 5	~ Review and submit 5-7 access requests. ~ Communicate with Learning and Wellbeing Officer around panel decisions to plan for extended transition, if required.	Establishes relationships with key contacts and ensures individual student needs moving into high school are addressed.
Term 3	Year 6	~ Review profile folders and ensure they include: <ul style="list-style-type: none"> • Annotated work samples • Updated individual plans and risk assessments • Reports • Details of adjustments made under NCCD • Relevant counsellor documents (to share with NSW public schools) 	Assist high schools to make decisions around the need for universal, small group or individualized transition for students.
Term 4	Pre-K	Junior Joeys program ~ half hour, 2 hour, ½ day and full day program. ~ coffee morning for parents to answer questions / discuss needs. ~ parents receive Parent Information Book	Allowing incoming students the opportunity to become familiar with the school, classroom and teaching staff. Allow for opportunities to engage in classroom activities. Provide parents with clarification around school routines and expectations, the opportunity to develop positive relationships with staff and for staff to address concerns.
Term 4	Year 4	~ Begin discussions with parents regarding options for high school. ~ Discuss future planning for students with a disability during Annual Review Meetings.	Allow parents and the school to be proactive when planning for successful transitions.
Term 4	Year 5	~ Provide parents of high potential and gifted students with information on placement at selective high schools or opportunity classes in local high schools.	Ensures parents can make an informed decision regarding enrolment in a high school that best supports their child's individual needs.
Term 4	Year 6	~ Support attendance at transition activities and days ~ Provide students with the opportunity to share their transition experiences.	Maximises opportunities for successful transitions and allows students to identify positive aspects of their experiences.
Term 4	K-6	~ Whole school transition days: all Pre-5 students participate in learning in their classroom for the following year and, if possible, their teacher. ~ Year 6 to plan and deliver sport activities and be peer leaders in classroom activities.	Supports successful starts to learning in the following year and allows staff to identify potential social/academic needs within a new classroom context.

Reflection

MONITORING & EVALUATION

- **Feedback**

After each transition event or program, including orientation days, transition activities and pre-school visits, the school actively collects feedback from students and parents through surveys, focus groups, or informal conversations. Conversations with students allow staff to better understand their transition experiences and their emotional reaction to them. We also gather feedback in the form of suggestions for improving these activities or highlight any challenges families/individuals experienced. This two-way communication ensures the school understands the perspectives of its community and how best to modify practices or processes for maximum successful impact.

Positive Impact: Gathering direct feedback empowers students and parents to share their experiences and helps the school identify successes and areas for improvement, making transition processes more responsive and effective.

- **Data Analysis:**

The school systematically tracks a range of indicators to measure the impact of transition programs. This includes monitoring academic outcomes such as attendance, engagement, and grades pre- and post-transition, as well as social-emotional indicators like student wellbeing surveys, behaviour records, or reports of peer connections and confidence levels.

Positive Impact: Using data to measure outcomes enables the school to make informed decisions, demonstrating what works and where targeted intervention may be needed, thereby enhancing student success.

- **Continuous Improvement:**

Based on the feedback collected and data analysis, the school team reviews all activities and support strategies annually. This review process can involve staff meetings, consultations with families, and discussion with partner schools to ensure the transition approach evolves with the community's needs. Documentation of these reviews helps maintain consistency and accountability over time.

Positive Impact: An ongoing cycle of reflection and refinement ensures transition programs remain relevant, effective, and aligned with best practices, ultimately fostering better outcomes for students and families.

Together, these Monitoring and Evaluation components create a robust framework that supports Rand Public School in delivering high-quality, responsive transition experiences tailored to the needs of their students and community.



Kindergarten in 2026?



Rand Public School welcomes you!



Welcome to our School!

We are very excited to invite our Kindergarten 2026 students to join us for our transition program:

Junior Joeys

Story & Snack

Join the K-3 Wallaby class between 9 - 9:30 for a story and a healthy snack on

Thursday: October 16th & 23rd

Parents are asked to sign their children in and introduce them to Miss Dean at 9am and then take them to the pre-school at 9:30 for their usual day of activities.

Parents are most welcome to stay 'for a cuppa and a chat' while they wait. Please speak to the school or pre-school if you need assistance with delivery to the pre-school.

Children will need: a drink bottle and a healthy snack



Morning Session

Join the K-3 Wallaby class between 9 - 11:00am for a story, a healthy snack and morning of co-operative learning on

*** Wednesday, 29th October, Wednesday 5th & 12th November**

Children will need: a drink bottle and a healthy snack

Stay until recess...

Join the K-2 Wallaby students from 9am - 1:15 for a story, a healthy snack and morning of co-operative learning and activities on

*** Wednesday, 19th November**

Children will need: a drink bottle, a healthy snack, lunch and a hat

Stay all day...

Join the K-1 Wallaby students from 9am - 3:00 for a day of fun together on

*** Wednesday, 3rd December**

Children will need: a drink bottle, a healthy snack, lunch, recess and a hat

To ensure we fulfil our legal obligations, a parent, or their delegate, will need to sign children in and out of the school for each session.



Resources

NSW Education Transition to Primary School Guidelines.	early-learners-transition-primary-school-guide.pdf
NSW Education Transition to Primary School	https://education.nsw.gov.au/teaching-and-learning/curriculum/early-learning/transition-to-primary-school-el
NSW Education Transition from Primary to High School	https://education.nsw.gov.au/teaching-and-learning/curriculum/leading-curriculum-k-12/transition-from-primary-to-high-school
Centre for Education Statistics and Evaluation Transition to High School - What Works best in Practice	https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/practical-guides-for-educators/transition-to-high-school
NSW Education Transition To Secondary School	https://education.nsw.gov.au/campaigns/inclusive-practice-hub/all-resources/primary-resources/other-pdf-resources/transition-to-secondary-school
NSW Education Individual Transition Plan	https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/early-learning/early-learning-sample-individual-transition-plan-template.pdf
NSW Education Parent Guidelines Getting Ready for School (pre-school, primary, high school)	https://education.nsw.gov.au/schooling/parents-and-carers/going-to-school/getting-ready-for-school/useful-websites-resources
NSW Education Getting Ready for High School (parent & student guide)	https://education.nsw.gov.au/content/dam/main-education/en/home/parents-and-carers/starting-school-guides/starting-high-school/Getting_ready_for_high_school.pdf
NSW Education Moving to High School Rand PS Expression of Interest Link	https://year7.enrol.education.nsw.gov.au/?schoolCode=2933
NSW Education Application to enrol in a NSW Government school	https://education.nsw.gov.au/content/dam/main-education/public-schools/going-to-a-public-school/media/documents/enrol-k12.pdf

Rand Public School (est 1926)

