

Rationale:

At Keller Road Primary School we aim to make the transition from preschool to school as smooth as possible to ensure a successful start to school. Our goal is to ensure that the students and families feel prepared, reassured and confident before starting school.

The 'Same First Day Start' has been operational in Preschools since 2013 in all state schools.

These changes have brought about significant opportunities for greater collaboration between sites and consistency in the delivery of the following:

- Transition from preschool to school
- Creating active, supportive and flexible learning environments
- Pedagogical approaches
- Connections to be made with Early Years Learning Framework & Australian Curriculum
- Reporting to families (against the EYLF outcomes and Foundation Achievement Standards)
- Assessment practices and sharing of Student Achievement Information across sites
- Sharing of strategies to support the special needs of individual students

Guidelines:

- An Open Morning/School Tour is conducted for all new families making enquiries into enrolling students at Keller Road Primary School in term 3..
- A Parent information transition meeting is held for all families of new reception students in term 4 of each year. Parents will receive notification of this meeting by letter from the Principal early in term 4.
- We have a single intake at the beginning of each school year. If your child turns five on or after May 1st, they will start school on the first day of term one the following year.
- Enrolments are accepted at all times on an ongoing basis. Families are advised to get enrolment forms in as early as possible to ensure the necessary exchange of information occurs between the preschool and school. This also assists with planning when placing students in the appropriate class setting.
- All students are required to complete 4 terms in Reception before progressing to year 1.
- New Reception Intake classes have been established from the beginning of 2014. These are straight Reception classes and are intended to accommodate the intake of Reception students from the beginning and during the course of the year.
- The Reception intake classes have a play based curriculum focus and class environment to assist students to acclimatise to the formalised structures of schooling in the Early Years. The Reception class is situated at the end of the Early Years unit the Grossmann Unit,
- All students are assessed using a range of School Entry Assessments. This informs the teachers about the students' prior knowledge, experience and development so that programs can be tailored to individual needs where necessary. This is particularly important for students with special needs whereby an Individual Learning plan is developed and monitored throughout the course of the year.

Students will attend 4 transition sessions before the commencement of school the following year:

Wednesday Week 5 Term 4 8:50am-Recess time (no play)
Wednesday Week 6 Term 4 8:50am-Recess time (including play)
Wednesday Week 7 Term 4 8:50am-Midday
Wednesday Week 8 Term 4 8:50am-Midday

Please Note: Transition visit schedule to be reviewed early in 2014 in readiness for 2015 intake. Parent will be advised of changes at the first Information meeting.

- Students will need to bring a water bottle, fresh fruit or vegetables for a 10am snack time and a hat (no products containing nuts please – please refer to our nut policy)

- Principal and class teacher/s (where possible) will meet with the preschool Directors to discuss information regarding children with additional needs. A short checklist (see attached) will be completed in order to ensure all the necessary information is on hand to support these students.

- All students will be screened and assessed using a range of assessments. Parents / carers can expect to receive a family teacher interview and written report within their child's first 2 terms at school.

Transition program:

During the 4 visits students will become familiar with the following:

- School boundaries
- School and class routines
- Outside play skills
- Play as part of the curriculum
- Working as part of the class
- School values and classroom expectations
- Class teachers and class learning environment, including outdoor learning areas

Supporting Resources & Documents:

- www.rch.org.au/cch 'Rethinking the transition to school' & 'Rethinking School Readiness'
- Northern Adelaide Region Continuity of Learning Priorities 2013 (detailing connections between the curriculum and pedagogical approaches)
- Transition to School – A DECD position paper
- Starting Preschool & School Fact sheets – Same First Day Start
- Your child's first year at school – A book for Parents (Jenni Connor & Pam Linke 2011)
- Resources may be downloaded from the transition to school website www.decd.sa.gov.au/transitiontoschool