Transition

Enrolment

into

Prep Policy

2021

Our Mission Statement

Working together our focus is to continue to support and nurture the whole child's well-being and learning, celebrating growth and success in an inclusive environment that is valued by all, as we pursue excellence with consistency of practice.

Thangool SS (TSS) has the responsibility to plan and enact transition strategies that effectively support each child and meet their individual needs so that every child succeeds.

TSS implements sustainable and achievable approaches and resources, ensuring that we are responsible for planning and implementing transition strategies, monitoring their impact within the school community and improving children's outcomes.

'The Supporting successful transitions: School decision-making tool' is implemented by TSS to ensure we meet DET's *Every student succeeding - State Schools Strategy 2020–2024.* This tool provides a framework for TSS to reflect on current transition practices. It also provides scope to identify opportunities to plan and implement targeted, evidence-based actions to maximise the TSS readiness to meet the needs of all children and families.

The Transition tool consists of Principles, Actions and Outcomes:

Principles
- Knowing children and families
- Showing leadership
- Trusting partnerships
- From evidence to action

Action areas
- Respect for diversity
- Effective use of data
- Responsive environments
- Effective pedagogy and practice
- Reciprocal relationships

Outcomes
- Collaborative decisions
- Continuity of teaching and learning
- Successful learners

OUT OF SCOPE STRATEGIES AND ACTIONS

The following strategies are outside the scope of the statewide approach and are not viable options for the TSS community:

- X school- or P&C-delivered kindergarten programs
- X   programs delivered by schools and attended by kindergarten age children without parents in attendance
- X defining school entry expectations for ECEC services
- X developing and implementing assessment tools or screeners with school-determined expectations of children
- X expecting early childhood services to implement programs designed for the schooling sector
- X school-developed transition statements categorised around a set of defined skills and knowledge.

https://education.qld.gov.au/schools-and-educators/Documents/transition-to-school-decision-making-tool.pdf

Transition: TSS Strategy

Transition is an important part of a child's moving onto school. At TSS it consists of a series of events that orientate children and families to significant features of their new school environment. Orientation occurs at a specific point in time as part of the longer-term process of children's transition to school. The aim is to support every child to feel safe and secure and have a sense of belonging at school. For an optimal transition, all partners — the child, the family, the early childhood education and care (ECEC) service provider, the school and the community — have a key role to play.

SCHOOL CULTURE: Respectful relationships between students, parents and the school community are valued and enhance the promotion of student learning and wellbeing.

Timing and Process
TSS transition to school activities occur throughout the year prior to children starting Prep. Through on-site visits, children and families are introduced to the people, processes, services, routines, expectations and the physical environment of the school.
- A 'Transition' morning or afternoon is held once per term.
- Term 2's Transition morning forms part of the Under 8's Day program (enrolment packages are available to all families on this day)
- Transition Days are held on different days to ensure all children who attend ECEC programs have the opportunity to attend at least once during the year.
- A formal parent interview is held in August
- Kindergartens visits occur on Under 8s Day and during Term 4 (dates are confirmed at end of Term 3)
- A parent information session is held for Prep families on the Monday of the second last week of the school year.
- A whole school parent information session is held in the second week of the new school year

Communicating with Families
COMMUNICATION: Effective communication is an exchange between students, parents, communities and schools that is inclusive and involves information sharing and opportunities to learn from each other.

As there is a large volume of information to provide for families, TSS uses various forms of communication methods, including:
- post
- email/SMS
- Social media
- Flyers
- Newsletters
- TSS Website

To ensure communication with families is clear and inclusive, information and documents can be provided in other languages upon request. To ensure an environment of inclusivity, new families can be supported through existing TSS families and support networks. For children who have attended a Queensland Government-approved and funded kindergarten program, families may like to share

their child's Transition Statement as it contains information that will support understanding the needs of your child and the development of a suitable learning and teaching program.

Enrolment documents can be downloaded from the TSS website or requested through the office. TSS policies and procedures can be viewed or downloaded from the TSS website or requested through the office.

PARTNERSHIPS WITH PARENTS: Partnerships between parents, students and schools promote student learning, wellbeing and high expectations for student success.

DECISION-MAKING: Parents, students and community members play meaningful roles in school decision-making.

Communicating with ECEC Providers

COMMUNITY COLLABORATION: Relationships between the school and wider community strengthen the ability of schools and families to support student learning, wellbeing and developmental outcomes.

TSS regular engages in opportunities to liaise with local ECEC providers. This includes:
- ECTA meetings
- Our participation in ECEC Under 5s Days
- ECEC participation in our community U8s Day
- Transition Meeting (held end of November) with attendance by the incoming Prep Teacher, SNT and/or LST

Strategies to support – Inclusive Education

TSS is bound to and values the objectives of the *Disability Standards of Education, 2005*:
(a) to eliminate, as far as possible, discrimination against persons on the ground of disability in the area of education and training; and
 (b) to ensure, as far as practicable, that persons with disabilities have the same rights to equality before the law in the area of education and training as the rest of the community; and
 (c) to promote recognition and acceptance within the community of the principle that persons with disabilities have the same fundamental rights as the rest of the community.

Inclusive education means that students who attend TSS can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs.
- Inclusion is embedded in all aspects of TSS school life, and is supported by culture, policies and every day practices.
- The TSS school community, including teachers, support staff, volunteers, families and students, works collaboratively to ensure students can access and participate in all aspects of school life.
- The curriculum is provided to all students in ways that are age appropriate and responsive to diverse learning needs.
- TSS works with students, parents and caregivers, and other organisations, including teacher and professional associations, as respected and valued partners in inclusive education.
- TSS support students, parents, caregivers and families to have a voice and be heard. Their views are considered in decision making at all levels.

- As different student groups experience different barriers to inclusion, TSS will continue to implement strategies and policies, and support practices that address the unique needs of:
    - Aboriginal and Torres Strait Islander students
    - students from culturally, religious and linguistically diverse backgrounds
    - students who identify as LGBTIQ
    - students living in out-of-home care
    - students from rural and remote communities
    - students with socioeconomic needs
    - students with disability
    - students with mental health needs
    - gifted and talented students

http://ppr.det.qld.gov.au/pif/policies/Documents/Inclusive-education-policy.pdf

- The curriculum, teaching materials, and the assessment and certification requirements for the Prep program are appropriate to the needs of the student and accessible
- The Prep program delivery modes and learning activities take account of intended educational outcomes and the learning capacities and needs of the student (Disability Standards for Education 2005 -Guidance Notes)
- The Prep program materials are made available in a format that is appropriate for the student and, where conversion of materials into alternative accessible formats is required, the student is not disadvantaged by the time taken for conversion
- The teaching and delivery strategies for the course or program are age appropriate and adjusted to meet the learning needs of the student and address any disadvantage in the student's learning resulting from his or her disability, including through the provision of additional support. This differentiation may begin following the Kindergarten Transition Meeting or through accessing the Transition statements.
- Prep activities that are not conducted in a classroom, (excursions or activities that are part of the broader course or educational program of which the course or program is a part) are designed to include the student
- Prep assessment processes and strategies are adapted to enable the student to demonstrate the knowledge, skills or competencies being assessed.

https://docs.education.gov.au/system/files/doc/other/disability_standards_for_education_2005_plus_guidance_notes.pdf

Points to Consider Before Transition

- Communicate to families key dates and contact details
- Communicate to children and families what they need to bring to orientation, (a snack and a hat)
- Be prepared for some families to turn up very early or very late to orientation
- Consider how TSS manages communicating information to families who cannot attend orientation sessions.
- Look to the wider community to provide support for orientation to school, for example, invite representatives from relevant local services to attend orientation sessions.
- Liaise with any identified community support agencies to prepare for orientation of individual children, for example, staff from an Early Childhood Development Program (ECDP) or through Kindergarten Transition meetings and/or Transition statements.

Points to Consider During Transition

Belonging to the school community

- Begin with an Acknowledgement of Country to pay respects to the local Gangulu people
- Communicate information about the values and beliefs of the school (School Prayer)
- Highlight the strengths and achievements of the school
- Excite children and families about the role they will play in the TSS community.
- Provide information about TSS rules, code of conduct and general behaviour management strategies either in a face-to-face presentation or through the school handbook.
- Organise for key people at the school to meet new children and families, e.g. Prep teachers, support staff, chaplain, BSM and principal.
- Collect, read and use the Transition Statements to inform planning and delivery of the Prep curriculum
- Provide an introduction pack for settling into school (Crayons, Alphabet, Number cards)

Information for families: School Processes, Policies and Procedures

- Provide information on how families can drop off and pick up their children.
- Clarify expectations around the length of time appropriate for families to be present before and after school.
- Provide a map of the school to families
- Supply families with the TSS booklist
- Provide families with the staggered start (On the First Day) information
- Communicate with families about how they can appropriately be involved in the school community and what processes need to occur prior to this involvement, for example, volunteering requirements and training for student protection.
- Explain procedures for the dispensing of medicine, medical plans
- Explain general routines (lunch, play, birthday)
- Create a document for families with everything they need to know about the school and key dates for when actions need to be taken – highlight items needing immediate action.

Information for families: Services

- Arrange for various key services in the school to have a representative present at orientation
    - P&C (uniforms, tuckshop)

Information for children: School Processes, Policies and Procedures

- Provide children with a welcome pack (Crayons, Alphabet, Number cards)
- If appropriate, ask the children if they have any questions or concerns.
- Coordinate orientation sessions to include a break time so that they can see where students eat and play.

Information for children: The environment

- Familiarise children with key parts of classrooms,
- Plan a activities that represent a daily Prep routine
- Take the children and their families on a tour of the school so that they can begin to familiarise themselves with the whole school environment,
- Display visual signs for key features (bags, water bottles, hats, etc)

Points to Consider After Transition

- Check in regularly with children and families to gauge how they are managing the transition to school.
- Ask families to provide spare uniforms/clothing for children for the first day/week
- Provide families with a class newsletter (at the beginning of the year, it can be overwhelming trying to remember information)
- Provide tips for how parents can support their children at home during the first week, throughout their time in Prep and beyond.
- Transition Statements are maintained in student records
- Refer back to the Transition Statements as required

TSS Guidelines to Re-enrolment in Prep

The decision to approve or not approve whether a student repeats a year level is made by the school principal, through a collaborative approach with parents, teachers, SNT, LST, Guidance Officers and advice from para-professionals (SLP, OT, Paediatricians, Autism Coaches, etc) over the course of the year, documented through formal meetings and recorded on Oneschool.

During the year other educational options/strategies and supports need to be implemented, such as learning and teaching program adjustments and/or parent engagement.

The principal will explain to parents the implications to the student's allocation of state education if repeating a year level is approved.

When making the decision to approve a student repeating a year level, principals will consider the student's best interests, including factors such as the student's age, academic performance, aptitude, ability and development, maturity, social and emotional wellbeing, attitude, peer group support and dependence.

If parents are not satisfied with the decision that has been made by the principal, they can raise their concerns using the Department of Education's Customer complaints management process.

Repeating a school year is sometimes suggested as an intervention strategy for students who are not performing as well as their peers in Prep with the belief that a further twelve months at the same year level will give the student an opportunity to catch up or mature. However, research evidence encourages caution when considering repeating a student and suggests that repeating a year should not be a stand-alone intervention.

TSS Guidelines to Early Entry into Prep

Early entry to Prep is only possible if the child meets all the legislative conditions set out in Part 4, Section 17 of the Education (General Provisions) Regulation 2017.

A child who is younger than the prescribed age for Prep is only able to commence school early if:

- they turn 5 years by 31 July in the year they propose to attend Prep **and** the school principal is satisfied that the child is ready for education in the Prep year
  or
- they have started education in another state or country that is equivalent to the Prep year **and** the school principal is satisfied that the child is ready for education in the Prep year.

A program that is equivalent to the Prep year is a program that is full-time, school-based, and has a defined curriculum in the year prior to Year 1.

A parent who is interested in early entry to Prep should contact the school where they wish to enrol their child to discuss the requirements with the school principal or a member of the school's senior management team.

https://education.qld.gov.au/parents/Documents/early-entry-prep-framework.pdf

https://education.qld.gov.au/parents/Documents/early-entry-prep-framework-overview.pdf

https://education.qld.gov.au/parents/Documents/early-entry-prep-considerations-and-application-process.pdf

TSS Guidelines to Delayed Entry into Prep

Parents may delay their child's entry to Prep (and subsequently Year 1) if they feel that the child is not ready to start school. For example, the child is still developing their social and emotional skills. The child can then commence Prep when they are of compulsory school age (6 years and 6 months).

No formal documentation, assessment or approval is required for delayed entry to Prep.

Principals do not make decisions on delaying a child's entry to Prep. While some parents may choose to discuss their decision to delay entry with the principal, it is not necessary for them to do so.

https://education.qld.gov.au/parents-and-carers/school-information/school-operations/early-and-delayed-entry-to-prep

Appendix

This policy requires the department and all state schools to comply with the:
Education (General Provisions) Act 2006 (Qld) and state and commonwealth discrimination laws.

https://education.qld.gov.au/schools-and-educators/Documents/transition-to-school-decision-making-tool.pdf

https://docs.education.gov.au/system/files/doc/other/disability_standards_for_education_2005_plus_guidance_notes.pdf

http://ppr.det.qld.gov.au/pif/policies/Documents/Inclusive-education-policy.pdf

https://education.qld.gov.au/student/Documents/student-learning-wellbeing-framework.pdf

https://education.qld.gov.au/parents/community-engagement/Documents/pace-framework.pdf

https://education.qld.gov.au/parents-and-carers/school-information/school-operations/early-and-delayed-entry-to-prep

https://education.qld.gov.au/parents/Documents/early-entry-prep-framework.pdf

https://education.qld.gov.au/parents/Documents/early-entry-prep-framework-overview.pdf

https://education.qld.gov.au/parents/Documents/early-entry-prep-considerations-and-application-process.pdf

PREP ENROLMENT FORM – 2021/22

GENERAL INFORMATION

Child's name in full: _____

Other children in order of age:
1. _____
2. _____
3. _____
4. _____
5. _____

Other members of household: _____

MEDICAL INFORMATION

Child's birth weight: _____

Term of pregnancy: _____ weeks

Were there any problems at birth? Eg. forceps, caesarean, cord around neck…

_____

Is your child under any medical treatment at present? If so please state.

_____

_____

Has your child had any serious illness, accidents, operations or hospitalisations?

_____

_____

Does your child have any allergies, food intolerances?

_____

_____

Are your child's immunisations up to date/ Exemption? _____

Has your child had any speech, hearing or eyesight tests?

Comment on any results/problems your child may have or currently suffers with?

Hearing: _____ Report attached _____ Dr. _____

Eyesight: _____ Report attached _____ Dr. _____

Speech: _____ Report attached _____ Dr. _____

Has your child received a diagnosis from a paediatrician? _____

Report attached _____ Dr _____

Can your child independently go to the toilet? _____

At what age did your child start to:

Crawl: _____

Walk: _____

Be understood by others: _____

Does your child speak another language? _____

How many hours does your child sleep at night? _____

Do they sleep through? _____

Do they sleep through the day? _____

CHILD'S SOCIAL EXPERIENCES

How do you describe your child's social behaviour with other children?

_____

_____

What other adults is your child used to being with beside yourself?

_____

_____

How does your child react to unfamiliar adults?

_____

_____

What experiences has your child had away from you for a while and how do they cope?

_____

_____

Have there been any changes in your family recently, eg. births, deaths, shift in location

_____

_____

Did your child go to Playgroup? _____

Name of Playgroup _____

Kindergarten or Childcare? _____

Full time/Part time (how many hours/week)_____

Name of Facility _____

Name of Teacher _____

CHILD'S PLAY ACTIVITIES AT HOME

How does your child spend most of their time?

_____

_____

What kinds of things interest them?

_____

_____

Do they stay close to you? _____

Is your child energetic? _____

Does your child have much space to play? _____

Are there any objects to which they are particularly attached? _____

Does your child play well alone? _____

Does your child seek attention when playing? _____

Does your child ask for stories to be read? _____

What is your child's favourite book? _____

Does your child regularly watch television? _____

Main program/s watched? _____

Does your child have access to a computer/ipad? _____

PARENT'S EXPECTATIONS AND COMMENTS

How do you expect your child will react to starting the Preparatory year?

_____

_____

Are there any ways in which you think the Prep year will help your child?

_____

_____

What are you and your partner's current/previous occupations?

_____

_____

Do you or your partner have any hobbies or talents, eg. singing, carpentry, book keeping,

_____

_____

Would you be interested in assisting in the Prep program?

_____

How did you find out about Thangool State School? _____

Are you considering sending your child on to Thangool State Primary School? _____

Further Comments

_____

_____

_____

_____

BANDAIDS (please tick)

I give permission for staff to apply bandaids to my child.

I do not give permission for staff to apply bandaids to my child and understand that I will be notified by the school to dress any wounds whether obvious or sympathetic.

Signed _____ Date _____

PERMISSION TO PARTICIPATE

Please indicate below whether you wish your child to participate in the following activities throughout the year. If we do not receive this form, we will assume that you would like to participate in all activities and discussions.

FAMILY NAME: _____

Yes	No		Comments
☐	☐	Birthday Celebrations	_____
		Easter -	
☐☐☐☐	☐☐☐☐	Receiving an Easter gift Religious traditions (Jesus, the cross) Secular traditions (Bunny, eggs) Art/Craft/Music/Movement and Games	_____
☐	☐	ANZAC Day/Remembrance Day	_____
☐☐	☐☐	Mother's Day Father's Day	_____
☐	☐	Special Days (eg. Harmony Day, NAIDOC)	_____
		Christmas -	
☐☐☐☐	☐☐☐☐	Receiving a Christmas gift Religious traditions (Jesus, The Nativity) Secular traditions (Santa, Christmas Trees) Art/Craft/ Music/Movement and Games	_____

Signed _____ Date _____

Child's Name: _____ DOB: _____

Please complete this information below:

My child can recognise their name.	Yes	No	Unsure
My child can write their name.	Yes	No	Unsure
My child can say the alphabet.	Yes	No	Unsure
My child recognises letters of the alphabet.	All	Some	None
My child can read a book.	Makes up a story based on pictures.	Retells the story from memory.	Reads simple and familiar words.
My child can write.	Wiggly line writing.	Using random alphabet letters.	Familiar words.
My child can count to	5	10	10+
My child can recognise colours.	Yes	Some	None
My child can recognise shapes.	Yes	Some	None
My child has pencil control.	Yes	No	Unsure
My child has scissor control.	Yes	No	Unsure

Repetition or Acceleration

Student information

Surname		Given Names	
Date of Birth		Gender	
ATSI		EALD	
Current year level		EQ ID	
Attendance		Previous school	
Verified		Supports given	

Request to Repeat/Accelerate			
Initiated by:		Date:	

Case manager		Position	

Family details

Surname		Surname	
Given names		Given names	
Relationship		Relationship	
Signature		Signature	

Meeting Date			

Additional personnel involved in decision-making

Name	Position	At Meeting	Signature

Recommendation

Repetition	
Acceleration	
Normal Progression	

Factors	Retention decision			
	For	Against	Undecided	Inapplicable
Child				
Physical disabilities				
Physical size: small, medium, large.				
Academic potential • Chronic underachievement • Underachievement • Permanent slow learner • Temporary slow learner				
Psychological maturity: high, low				
Neurological maturity				
Self concept				
Ability to function independently				
Grade placement				
Chronological age				
Previous retention or acceleration				
Nature of problem learning related, behaviour related				
Gender				
Absenteeism				
Basic skills competencies				
Peer pressure				
Child's attitude				
Total				

Factors	Retention decision			
	For	Against	Undecided	Inapplicable
Family				
Geographical move				
NESB				
Attitude				
Age of siblings				
Involvement of family physician				
Total				

Factors	Retention decision			
	For	Against	Undecided	Inapplicable
School				
School system attitudes				
Principal attitudes				
Teacher attitudes				
Availability of support services				
Availability of other programs				
Availability of personnel				
Total				

Total				

Child Factors

Physical Size	Small, medium, large Small - could be considered for? Large - tend to mitigate against?
Academic Potential	Learning rate Chronic underachievement - against Underachievement - needs extended period of coverage of readiness or practice - for? Permanent slow-learners - against? Temporary slow learners - for?
Psychosocial Maturity	Immaturity and babyish behaviours - for? Mature for age - against?
Neurological Maturity	NB: consideration for eg: immaturity short attention span, over activity, no handedness, gross/fine motor delay
Self-Concept	Consider child's self-esteem If the child has a good self-concept will retention work against this? If the child has a poor self-concept will retention reinforce sense of failure? If the child has a low self-concept is it the result of low achievement and will retention foster achievement, in turn enhancing self-concept?
Ability to Function Independently	The higher the grades the greater the independence demanded. A child of lower dependence may be appropriate for retention. Wilful lack of task performance (and independence) should not be seen as justifying retention.
Grade Placement	Reasonable rule of thumb is that retention may be valuable for preschool to Grade 2. Grade 3 is regarded as pivotal. Grade 4 and beyond is inappropriate as self-concept issues seem to take on greater significance beyond Grade 3.
Chronological Age	Aim is age-appropriate grade level.
Previous Retentions	One retention is usually enough Very serious consideration should be given if a further year's retention is being considered.
Nature of the Problems	Retention should be on a basis of a learning-related difficulty rather than behaviour unless this is owing to neurological or psychosocial immaturity or both. Endeavour to establish primary v secondary problems.
Sex	Research indicates more males than females have problems and experience retention
Chronic Absenteeism	If this pertains, retention may fill gaps in instruction.
Basic Skill Competencies	May be adequate - against? Inadequate/severely deficient - For?
Peer Pressure	How susceptible is the child to peer pressure and what effects does this have on self-concept? What peer relationships exist outside of school and what is the nature of these relationships? Does the child live in close proximity to age mates and classmates and will retention be a continuing source of embarrassment?
Child's Attitude Towards Retention	Young children may not understand what is in their best interests but where objections are raised the child should be consulted

FAMILY FACTORS

Geographic Moves	Family transience may be one of the only factors for retention for grades higher than 2 or 3. Could be useful when a child first enters a school.
Foreign Language Emigrants	Not necessarily a significant factor in and of itself.
Attitude Toward Retention	1. Personal history of parents. 2. Cultural 3. Pressure from social context (eg: other family members, friends, etc)
Age of Siblings and Sibling Pressure	Can be significant factor against retention especially if older sibling finds self in same grade as younger sibling (accentuates failure.)
Involvement of Family Physician	May need to be consulted if he/she holds strong views either way and can influence family

SCHOOL FACTORS

School System Attitudes Towards Retention	Ideally, flexibility and openness (for and against) should be characteristics
Teacher Attitude	Openness needed in evaluating the nature of the instruction that has been tried and has failed.
Principal's Attitude	Openness needed
Availability of Support Education Services	Retention, by itself, is not likely to work to the benefit of the child.
Availability of Other Programmatic Options	Viable alternatives to retention.
Availability of Personnel	One rule of thumb might be that the child should not repeat a year level with the same teacher. Indicate weightings in terms of decision. Ticks indicate direction only for decision and are absolutely decisive.

CHECKLIST INSTRUCTIONS	Eg: if a pupil is currently in Year 1, this may be a strong consideration for retention. In comparison, if a pupil is in Grade 6 then this is a stronger argument for no retention in the case of this factor.
Scoring:	Each factor should be considered in turn for a particular pupil. After considering a factor note (with ✓) decision. Tally ticks for each decision. Total tally can aid decision making.