



# Nairne School

Preschool - Year 7

## Transition to Belonging Policy

### Rationale

Successful transition from Preschool to School is vital to each young child's social, emotional and intellectual development throughout their schooling and beyond. Our Transition to Belonging Policy uses a range of strategies both informal and formal to develop a strong belief in each child of being a part of their school well before the Reception Year begins. In this way our Transition to Belonging Policy endeavours to reduce anxiety for both families and children, engaging children in successful learning through school, recognising each child's strengths and abilities as a means of becoming engaged, imaginative, positive and successful learners in their own right and as a group member. We recognise that each child's culture, development, socio-economic and family background forms the basis of how they, as individuals become successful learners in their own unique ways.

### Aim

To use a collaborative approach between families, children, the community, preschool and junior primary staff in developing an internal belief in each young child of belonging to their school through transition.

Creating positive relationships with new families within the educational setting is a priority to developing a sense of belonging. Therefore

- All Preschool staff to be very familiar with the information to be provided to new families and the location of the Enrolment Packs
- Supplies of preschool enrolment packs also kept at school front office however school SSO's direct families to make appointment or book into a tour.
- Families are encouraged to book into a scheduled tour however flexibility is also important to support working families.
- Preschool and School Orientation sessions for families provide current information about philosophies and programmes as well as supporting families to get to know each other.

Creating positive relationships with new children within the educational settings is a priority to developing a sense of belonging. Therefore

- Gradual process from informal to Formal Transition Processes

- Focus on Play Based Learning to continue through shared spaces.
- Junior Primary staff and Preschool staff to meet once a term to discuss activities, what is working/not working, individual child needs, interests and abilities.
- Children are supported to naturally develop a sense that preschool is part of whole school site and children can move between these places comfortably. This may include – running messages, “proud learners” sharing work, whole school activities, buddy classes ....

## Implementation timeline for children and their families starting preschool

time	what	who
<b>Term 1</b>	Place an ad in the Courier for the following years enrolments.	Preschool staff
All year	Weekly Shared songs between school and preschool.	Lesley
Each term	Invite playgroup to the preschool.	Preschool staff
All year	Preschool newsletter to go to all JP staff and school newsletter to preschool	
All year	Weekly visits to the school library	
All year	Attend special events held by the school	
	Utilise shared play space	
<b>Term 2</b>	Invite playgroup to the preschool.	
	Play structured games in the shared play space with JP classes.	
	Children taken on nature walks around the school	
<b>Term 3</b>	Games with JP	
	Invite JP classes to the Preschool	
	Enrolment forms sent to new families attending following year	
	Invitations sent out for orientation meetings	
	Orientation meetings for new families into the PS. Collect enrolment forms from families during orientation evening.	
	Provide information on preschool sessions and forms for families to fill in during orientation as to their preference for sessions.	
<b>Term 4</b>	What’s the buzz sessions	Belinda
	Advertise in newsletter in term 4 that JP staff will be up and visiting preschool	
	Invitations sent to new families re : transition visits into preschool.	
	place children into purple/gold groups	
	Health forms to be filled in by new families if health concerns	
	school staff supporting parent evenings	

## Implementation timeline for children and their families starting school

<b>time</b>	<b>activity</b>	<b>who</b>
<b>Term 1</b> All year	Planned visits to preschool in the morning or afternoon	Leadership team+ Lesley
All year	Informal transition through use of shared play space	Preschool staff
<b>Term 3</b> Week 3	Letters sent to all preschool families including enrolment forms and invitation to attend school tours.	Leesa
<b>Term 4</b> week 1	Informal visits by preschool to JP studio area and JP building, little kids playground, sandpits , forest, garden etc.	Preschool staff in collaboration with JP teachers
week 3	Transition to Belonging Pack sent out to parents including invitation for orientation meeting.	Leesa and Karen
week 4	A shared Staff meeting to discuss needs of children starting school. Any specific transition programmes negotiated if needed. Teachers receiving reception children will visit the preschool once a week in their NIT (This will be reimbursed as soon as possible.)	Leesa to coordinate Preschool and JP staff.
week 6	Orientation meetings for new parents – 2 options Tuesday and Thursday 9.00-11.30 ( <i>Friday in 2014</i> ) Presentation, tour, morning tea in studio, visit to rooms (all teachers to have welcome letter for families)	Leadership team and JP teachers
weeks 7 and 8	Preschool staff bring all children down to JP for 1hr- 1.5hrs every week. Children work in studio and classrooms as appropriate. Times will vary in consultation with preschool and school staff. <i>For 2014: pre-schoolers bring fruit and eat with new class at 9.30am followed by discovery until 10.40am</i> <i>Tuesday – purple group</i> <i>Thursday – gold group</i>	Belinda to support by taking year 2's out during these sessions. Preschool staff support children in classrooms /studio.
<b>Term 1</b> <b>week 1</b> <b>WEDNESDAY</b>	<b><i>First day for new receptions</i></b>	
week 2	<i>Note out re Information exchange meetings</i>	Leesa
week 4	<i>Information exchange meetings</i>	JP teachers