



Northern Territory

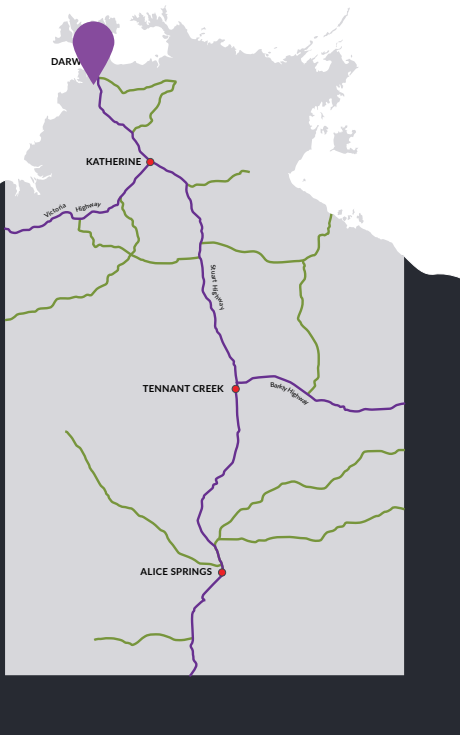
Early Childhood Transitioning Package

Millner Primary School

CASE STUDY

# Millner Primary School

Millner Primary School is a multicultural Darwin school of approximately 200 students from preschool to Year 6. Millner Preschool is located 500 metres from the main campus of the primary school.



Aboriginal and Torres Strait Islander students make up nearly 40 per cent of the student body, coming from local areas, two town communities and some from remote communities.

Approximately 60 per cent of our student population who speak English as an additional dialect or language, with the most significant proportion coming from the Philippines. There are around 40 different dialect and language backgrounds in our student population.

2018 My School data shows Millner School's ICSEA (Index of Community Socio-Educational Advantage) value as 870 with 52 per cent in the bottom quartile.

## Taking action

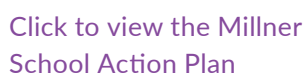
As part of Millner Primary School's Strategic Plan, we focus on enrolments and attendance.

The Millner Preschool team recognises that if children and families are engaged in preschool then the probability of enrolment retention into Transition at the primary school is improved. Children will also attend more regularly if the programs the preschool provides are fun and engaging.

Our school Principal supports our early childhood programs through the school's partnership with The Smith Family.



Another initiative we introduced at preschool as a way to bring families into school was our innovative 'Bush Preschool' program.

[illegible]



## Challenges

The main challenge in this process was the compilation of our Transitioning Action Plan.



It had many sections and areas to consider and groups to work with to collect information while ensuring everyone's voices were heard.

It was challenging as it took a long time to complete all the steps we felt were needed, especially to build authentic, positive relationships through wellbeing, positive engagement and learning and teaching.



Click to view the  
Playgroup schedule



Click to view the  
Playgroup Plan

Millner Playgroup Mon/Wed-8.30-10.30				
Week	Topic	Children	Families	Learning
8	Boxes	Box construction	Weaving	Orbit development
9	Food	cooking	Cooking pizza	
10	Bus Trip	Wednesday Water park visit	Ice block making	Maths
1	Nature	Nature craft	Earing making	Social skills
2	Food	cooking	Cooking: crisps	talking
3	Games	Game playing	Necklace making	reading
4	Community helpers	Community helper craft	Ice block making	Police talk
5	Bus Trip	Painting and drawing	Card making	Maths
6	Food	Cooking and eating	Cooking lunch box ideas	dental
7	water	Water play	Making decorations	Water safety talk
8	Christmas	Christmas craft	Traditional Christmas food	Santa visit

## Initial findings

Although challenging to develop, the benefits of our Transitioning Action Plan were definitely worth it and helped us get all the steps in place.



The Early Childhood Transitioning package helped families and children have their voice heard by completing the *Sharing about my child* form and the *Three wishes for my child* and *Something I would like my new teacher to know* sections of the transitioning statements.

The Transition teachers also found the statements helpful in getting to know the children coming into their class. Teachers mentioned learning about each child's strengths along with suggestions to help them with transitioning very useful.

Teachers also noted how each child was progressing across the five learning

outcomes of the Early Years Learning Framework (EYLF) with help from the use of the NT Preschool Curriculum supporting document.

Attached to the transitioning statements were photos of each child and (if possible) their family, plus a Belonging, Being & Becoming Quilt detailing the EYLF Learning Outcomes.

A Transition teacher discussing how the transitioning statements and the accompanying resources supported her in gaining an understanding of the incoming children and their families said:

*"I felt like I knew them really well before they had even arrived".*



Click to view a Millner School transitioning statement



Click to view a Millner School Learning Quilt

# Future planning

Each year the Transitioning Action Plan is updated to stay current, reflect the school's aims and to include the voice of our children and families.



This year's focuses were on the introduction of Bush Preschool with an aim to increase interest, enrolment and engagement in our school. This, alongside the introduction of our playgroups to engage younger children and their families, has had great results.

Going forward we are using our Australian Early Development Census (AEDC) data to inform and plan ways we can support our **school**, the **community**, the **families** and most importantly the **children** of Millner.



Click to view the AEDC domain: social competence

AEDC domain: Social competence			
Elements of this AEDC domain	How can your program respond to children's abilities?	How can you work with other services to respond to children's abilities?	How can you work with families to respond to children's abilities?
<b>Personal and community</b> <ul style="list-style-type: none"> <li>Develop social skills</li> <li>Develop confidence</li> <li>Play with others</li> </ul>	Lightly touch social skills Provide age appropriate activities for confidence and sense of achievement Turn taking games provide safe co-operative play	Personal playgroup	
<b>Responsibility and respect</b> <ul style="list-style-type: none"> <li>Understand the needs of others</li> <li>Develop respect for others and the environment</li> <li>Develop self-control</li> </ul>	Consequences for actions Class place for the playground Strategies for self-regulation		
<b>Appreciation for learning</b> <ul style="list-style-type: none"> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> </ul>	Classroom situations to practice problem solving Visual rules Classroom routines Classroom changes	Refer to services	



Click to view the AEDC domain: physical health and wellbeing

AEDC domain: Physical health and wellbeing			
Elements of this AEDC domain	How can your program respond to children's abilities?	How can you work with other services to respond to children's abilities?	How can you work with families to respond to children's abilities?
<b>Personal health and wellbeing</b> <ul style="list-style-type: none"> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> </ul>	Provide confidence in play of the body Provide confidence in play of the body Provide confidence in play of the body Provide confidence in play of the body Provide confidence in play of the body		Provide families with information and community support programs
<b>Personal health and wellbeing</b> <ul style="list-style-type: none"> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> </ul>	Encourage independence in self-help skills during morning meeting Access to writing equipment and fine motor, gross motor activities		
<b>Personal health and wellbeing</b> <ul style="list-style-type: none"> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> </ul>	Encourage independence in self-help skills during morning meeting Access to writing equipment and fine motor, gross motor activities		Refer to services



Click to view the AEDC domain: emotional maturity

AEDC domain: Emotional maturity			
Elements of this AEDC domain	How can your program respond to children's abilities?	How can you work with other services to respond to children's abilities?	How can you work with families to respond to children's abilities?
<b>Personal and community</b> <ul style="list-style-type: none"> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> </ul>	Competition for others Model care of others first and last Teacher practice teaching children to self-care skills	Community health Refer to services	Refer to services playgroups
<b>Personal and community</b> <ul style="list-style-type: none"> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> </ul>	Empower feelings Provide opportunities for feelings Provide opportunities for feelings Provide opportunities for feelings Provide opportunities for feelings	Refer to services Specialist teacher support	Refer to services
<b>Personal and community</b> <ul style="list-style-type: none"> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> </ul>	Empower feelings Provide opportunities for feelings Provide opportunities for feelings Provide opportunities for feelings Provide opportunities for feelings	Refer to services Specialist teacher support	Refer to services



Click to view the AEDC domain: language and cognitive skills

AEDC domain: Language and cognitive skills			
Elements of this AEDC domain	How can your program respond to children's abilities?	How can you work with other services to respond to children's abilities?	How can you work with families to respond to children's abilities?
<b>Personal and community</b> <ul style="list-style-type: none"> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> </ul>	Language and cognitive skills Provide opportunities for language and cognitive skills Provide opportunities for language and cognitive skills Provide opportunities for language and cognitive skills Provide opportunities for language and cognitive skills	Personal playgroup Gravely family "Let's read program"	
<b>Personal and community</b> <ul style="list-style-type: none"> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> </ul>	Language and cognitive skills Provide opportunities for language and cognitive skills Provide opportunities for language and cognitive skills Provide opportunities for language and cognitive skills Provide opportunities for language and cognitive skills	Personal playgroup Gravely family "Let's read program"	
<b>Personal and community</b> <ul style="list-style-type: none"> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> </ul>	Language and cognitive skills Provide opportunities for language and cognitive skills Provide opportunities for language and cognitive skills Provide opportunities for language and cognitive skills Provide opportunities for language and cognitive skills	Personal playgroup Gravely family "Let's read program"	



Click to view the AEDC domain: communication skills and general knowledge

AEDC domain: Communication skills and general knowledge			
Elements of this AEDC domain	How can your program respond to children's abilities?	How can you work with other services to respond to children's abilities?	How can you work with families to respond to children's abilities?
<b>Personal and community</b> <ul style="list-style-type: none"> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> </ul>	Communication skills and general knowledge Provide opportunities for communication skills and general knowledge Provide opportunities for communication skills and general knowledge Provide opportunities for communication skills and general knowledge Provide opportunities for communication skills and general knowledge	Personal playgroup Gravely family "Let's read program"	
<b>Personal and community</b> <ul style="list-style-type: none"> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> </ul>	Communication skills and general knowledge Provide opportunities for communication skills and general knowledge Provide opportunities for communication skills and general knowledge Provide opportunities for communication skills and general knowledge Provide opportunities for communication skills and general knowledge	Personal playgroup Gravely family "Let's read program"	
<b>Personal and community</b> <ul style="list-style-type: none"> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> <li>Develop confidence in learning</li> </ul>	Communication skills and general knowledge Provide opportunities for communication skills and general knowledge Provide opportunities for communication skills and general knowledge Provide opportunities for communication skills and general knowledge Provide opportunities for communication skills and general knowledge	Personal playgroup Gravely family "Let's read program"	



# Northern Territory Early Childhood Transitioning

## Millner School Action Plan



### POSITIVE RELATIONSHIPS *through...*

### INFLUENCING FACTORS

		Wellbeing	Positive Engagement	Learning and Teaching	<i>To consider... Relationship centred, Community engagement, Culturally responsive, Strengths based, Trauma informed</i>
<b>READY SCHOOLS</b> <i>Welcoming and inclusive places</i>	ACTIONS	<ul style="list-style-type: none"> <li>Identify children eligible for term1 enrolment for Preschool</li> <li>Preschool's students information form to be filled out by parents and given to preschool teachers before start of preschool year.</li> <li>Preschool teachers and Principal to discuss children enrolling in preschool.</li> <li>Identify children who will be continuing in Millner in Transition</li> <li>Transitioning statement prepared by preschool teachers, family and children to be given to transition teachers</li> <li>Provide a safe and welcoming space within the Preschool and Transition for all families.</li> <li>Ensure the street appeal for preschool in present with an ongoing maintenance invested in the preschool gardens</li> </ul>	<ul style="list-style-type: none"> <li>Transition teachers to visit the Preschool term 3 and 4 to familiarise themselves with the students and families commencing in Transition in Term 1.</li> <li>Children from Preschool to access Transition classrooms as part of the orientation process over a period of many weeks in term 3 when parents decisions are being made</li> <li>Preschool and Transition classes to collaborate on events such as open evening classrooms, joining for assembly, special events such as picnics, play sessions</li> <li>School staff to make one visit in term3 and 4 for 10 minutes around parent drop off or pick up time to introduce themselves to parents and promote the school thus encouraging continual enrolments</li> </ul>	<ul style="list-style-type: none"> <li>Information regarding Preschool students going to Millner transition to be handed to Transition teachers including ASC data and transition statements.</li> <li>Information on transition students handed to year 1 teachers on reading and spelling levels and maths and writing competences</li> <li>Completed enrolments for Preschool to be given to SAMS officer to be processed. Student information sheets which are now part of the enrolment package to be given to preschool teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ensure ALL staff are informed of preschool visiting transition classes and expectations are clear</li> <li>Provide welcoming classroom at preschool for staff visits and families</li> </ul>
	TIMEFRAME	<ul style="list-style-type: none"> <li>Term 1 and 3 (ongoing)</li> <li>Early Term 4</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Term 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>Term 4</li> <li>Term 1</li> </ul>	<ul style="list-style-type: none"> <li>Term 4, week 7 and 8</li> <li>ongoing</li> </ul>
	RESOURCES	<ul style="list-style-type: none"> <li>Preschool Teachers, Transition Teachers, Office staff ,gardener and Principal</li> </ul>	<ul style="list-style-type: none"> <li>Preschool Teachers, Transition teachers, Teacher assistants and all staff</li> </ul>	<ul style="list-style-type: none"> <li>Preschool staff, SAMS officer and transition teachers</li> </ul>	<ul style="list-style-type: none"> <li>Early Years Senior Teacher, Preschool and Transition teacher and teacher assistants.</li> </ul>
<b>READY FAMILIES</b> <i>Engaged and informed partners</i>	ACTIONS	<ul style="list-style-type: none"> <li>Welcome to Preschool packs to relevant families to include preschool handbook, enrolment forms student information forms, local childcare providers and information on the back to school payment scheme.</li> <li>Provide ongoing orientation visits for families and children leading up to the commencement in Transition.</li> <li>Develop relationships with families in the community 0-3 years (Playgroup).</li> <li>Provide playgroups at primary school on Monday and Wednesday and a playgroup at preschool on Friday</li> </ul>	<ul style="list-style-type: none"> <li>Communicate through Class Seesaw and the Millner School Facebook page regularly about happenings within Preschool and Transition.</li> <li>Preschool and playgroup to contribute to schools newsletter each edition</li> <li>Preschool children to attend assemblies term 3 and 4 and other special whole school events or special events when appropriate.</li> <li>Leadership team to engage with new families in orientation events.</li> <li>Parents accompany children with orientation visits.</li> </ul>	<ul style="list-style-type: none"> <li>Invitations for families to be part of the parent action group</li> </ul>	<ul style="list-style-type: none"> <li>ESL families, families without internet/phone access</li> <li>Ensure preschool phone number is in phone book</li> <li>Contact council for preschool sign on street sign</li> </ul>
	TIMEFRAME	<ul style="list-style-type: none"> <li>Term 3 and 4</li> <li>Ongoing all year</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing throughout the year</li> <li>Term 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	RESOURCES	<ul style="list-style-type: none"> <li>All Preschool and transition staff, Principal</li> </ul>	<ul style="list-style-type: none"> <li>Leadership team, Preschool teachers, teacher assistants, Transition teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership team</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>READY COMMUNITIES AND SERVICES</b> <i>Contributing and informed teams</i>	ACTIONS	<ul style="list-style-type: none"> <li>Source up to date information on available community services for families via pamphlets that will be displayed in front office, preschool waiting area and playgroup at big school area</li> <li>Playgroup to operate 3 times per week</li> <li>Twice at school (area near transition rooms transformed to playgroup room) and once at preschool</li> <li>Term 3 and 4 Millner preschool to access all the community visits such as school based police, water and road safety, dental and health care professionals ,croc wise</li> <li>Bush school term 3 to activate interest in school enrolments via innovative practise</li> <li>Visit local childcare settings and provide Millner school packages for children eligible for Preschool in Millner's local area plus Kululuk, Minmarrama and Bagot communities</li> </ul>	<ul style="list-style-type: none"> <li>ASC to be filled out on students who may not be making the regular developmental milestones</li> <li>Transition statements for all children moving from Preschool to Transition.</li> </ul>	<ul style="list-style-type: none"> <li>Referrals in place for relevant Preschool children</li> <li>Early Years pathway leader and interagency support invited to provide professional learning where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>Time frames for referrals to be processed</li> <li>Playgroup at big school identify location, set up and advertise through Facebook, contact list and street sign similar to preschool playgroup sign. Place sign on Sabine road</li> </ul>
	TIMEFRAME	<ul style="list-style-type: none"> <li>Ongoing throughout the year</li> <li>Term 3/4</li> </ul>	<ul style="list-style-type: none"> <li>Term 4</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	RESOURCES	<ul style="list-style-type: none"> <li>NT Health, Darwin City Council,</li> <li>Local Childcare centres;</li> </ul>	<ul style="list-style-type: none"> <li>Preschool Teachers, Transition teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Special education and Preschool teachers,</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>READY CHILDREN</b> <i>Confident and capable learners</i>	ACTIONS	<ul style="list-style-type: none"> <li>To complete student voice on Transition statements with the help of families and then passed back to preschool teachers to forward on to transition teachers</li> </ul>	<ul style="list-style-type: none"> <li>Eligible Preschool children to engage in visits/orientation to transition to develop familiarity with the environment.</li> <li>Eligible children to engage in visits to preschool to familiarise themselves with the preschool environment. Provide open week ,information evening ,tour on request scheduled during preschool teachers release time</li> </ul>	<ul style="list-style-type: none"> <li>Develop "what my teacher needs to know about me." From the transitioning package</li> <li>Weekly playgroup in Preschool on Friday</li> <li>Twice a week playgroup at big school</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	TIMEFRAME	<ul style="list-style-type: none"> <li>Term 4</li> </ul>	<ul style="list-style-type: none"> <li>Term 3</li> <li>Term 4 on request</li> </ul>	<ul style="list-style-type: none"> <li>Term 4</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	RESOURCES	<ul style="list-style-type: none"> <li>Transition teachers, Preschool Teachers,</li> </ul>	<ul style="list-style-type: none"> <li>Preschool and transition teams</li> </ul>	<ul style="list-style-type: none"> <li>Early years pathways leader</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>



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## Preschoolers go bush in pilot program

A group of Millner Preschool students were treated to an inaugural Bush School, just a short walk from the school.

The school was a seven-week trial to gauge students' level of engagement and learning through nature-based play.

Preschool teacher-in-charge, Varn (Myfanwy) Baker, said the project caters for children "who predominantly live in flats, and don't do much outside activity".

"The Bush School at the

Rapid Creek Landcare area can provide a range of nature-based play benefits, including a decrease in behavioural disorders, anxiety and depression, better language and collaboration skills, greater stress-related resilience, and a stage for environmental care education," she said.

"Through the school, held each Thursday, students learnt games and to be in nature, they joined in activities, and listened to a range of guest speakers, including those from Crocwise, Wildcare, PAWS, Aboriginal elders and an animal education officer.

"Some of the art activities undertaken included leaf window collage, rubbings, the construction of nature mobiles, pet rock painting, splatter leaf painting and papermaking.

"The students developed collection, observation, and sorting skills using the five senses, an environmental vocabulary, learned survival tips and first aid.

"This has been a highly successful initiative of our preschool team, and one we'd like to repeat each year during the cool months."



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# play group



Monday and Wednesdays

8.30-10.30am at Millner Primary School

Friday

8-11am at Millner Preschool



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## Millner Playgroup Mon/Wed-8.30-10.30

Week	Topic	Children	Families	Learning
8	boxes	Box construction	Weaving	Child development
9	Varn Away food	cooking	Cooking-pizza	
10	Bus Trip	Wednesday Water park visit	Ice block making	Maths
1	Nature	Nature craft	Earing making	Social skills
2	food	cooking	Cooking-Filipino	talking
3	Games	Game playing	Necklace making	reading
4	Community helpers	Community helper craft	Ice block making	Police talk
5	Bus Trip	Painting and drawing	Card making	<u>kidsafe</u>
6	Food	Cooking and eating	Cooking-Lunch box ideas	dental
7	water	Water play	Making decorations	Water safety talk
8	Christmas	Christmas craft	Traditional cultural Christmas food	Santa visit



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# Northern Territory Early Childhood Transitioning Statement



Insert School Name Millner Preschool

Student: C (names removed to de-identify)

D.O.B:

Class: Preschool

Attendance percentage:

Date completed:

19.

## Child's strengths, motivations and interests

- Family very invested in his education and development
- Family is a strength
- Likes to please
- Interest in helping + doing
- Responsive to positive verbal feedback:

(modified to de-identify)

## Suggestions to assist with transitioning

- Social story on the class routine, school's uniform
- Orientation visits to school familiarisation to teachers and friends
- Parents on start date

1Ciss + go - after all intensive orientation completed.

Early Years Learning Framework and Northern Territory Preschool Curriculum Learning Outcomes

## Identity: EYLF Learning Outcome 1

- Follows routines and makes friends. Play co-operatively with others following similar interests.
- Appropriate group time behaviour. Can share, ask for help + is independent.

## Additional information about further support required

- Could benefit from targeted speech sessions
- Reduce his anxiety by regular routines established
- Develop strong relationship with C. Read EAP.

## Connectedness: EYLF Learning Outcome 2

- C is interested in the world around him. He travels with family and involved in community activities. At preschool he explores other identities through role and dramatic play.

## Wellbeing: EYLF Learning Outcome 3

- He has very good gross motor. He manages personal routines such as toileting, handwashing, dressing and eating. He keeps himself and others safe.

## Learning and Thinking: EYLF Learning Outcome 4

- C uses questioning to seek further information. He enjoys dress up and dramatic play. He makes decisions and has developing numeracy and literacy skills.

Teacher's Name:

## Communication: EYLF Learning Outcome 5


- C can mostly get his message across. He listens + responds to stories and text. He responds to questions + follows instructions. He engages in conversation and listens to others.

Signature:



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Makes and maintains friendships with * Children * Adults	Separates happily from parent/carer	Follows preschool routines and expectations	<h2>Belonging, Being &amp; Becoming Learning Quilt</h2> <div>Name (names removed to de-identify)</div> <div>TERM 1TERM 2TERM 3TERM 4</div>				Interested in and aware of the environment around them	Talks about the world around them	Explores other identities through role & dramatic play
Play * Solitary * Parallel * Co-operatively	<b>Outcome 1:</b> Children have a strong sense of identity	Confidently takes part in Preschool activities					Chooses to learn in * An indoor environment * An outdoor environment	<b>Outcome 2:</b> Children are connected with and contribute to their world	Uses the computer as a learning tool Controlled mouse skills
Has a try at new things: * With adult support * Without adult	Appropriate group time behaviour	Gives: Name Age Names members of own family					Uses technology as a learning tool: * Camera * IWB * iPad	Participates in cultural activities	Awareness & involvement in local community events
Displays ability to * Share * Turn taking * Be tolerant	Cares for and is responsible for own belongings	Seeks help when needed					Uses clear and effective speech * Talks in sentences * With adults * With children	Uses manners	Recognises own name. Recognises some environmental print
Running smoothly & turn on spot	Sensible participant in emergency action practice	Writing * Right/left hand * Uses sustainable pencil grip * Has good control	Recognises numerals 0-10	<u>Rote Count</u> * To 10 * To 20 * Beyond 20	Uses questioning to seek further information				
Jumping forward standing position 2 feet together			<u>Counts 1:1</u> * To 10 * To 20 * Beyond 20	Completes inset puzzles 7-9 pieces	Plays simple board games * Independently * With adult help				
Hopping on each foot	Manages personal routines * Toileting * Handwashing * Dressing	Scissor Skills * Straight lines * Around a circle & triangle	Explores scientific concepts * Designing * Measuring * Weighing	Interlocking puzzles	Uses construction equipment				
Balancing on each foot 5-8 seconds	<b>Outcome 3:</b> Children have a strong sense of wellbeing	Drawing * Draws a person 6 body parts * Representative pictures	Children are confident and involved learners		Uses problem solving skills				
Climbs competently			Patterning * Recalls missing object * Matching * Sequencing	<u>Say &amp; demonstrate Spatial Concepts</u> * on/in/out * in front of/behind * under/over * between/next to					
Swings by self	Keeps self and others safe	Manages * Glue * Sticky tape	Identifies basic shapes	Aware of similarities & differences * Big/small * Tall/short * Same as	Creativity: * Drawing * Painting * Drama * Singing/Music Rhythm				
Ball skills Catch with 2 hands away from body	Shows awareness of others feelings	Can thread small objects			Effectively contributes to cooking activities				
Use thumb to touch each finger		Hammers nails							
Remembers to wears appropriate hat outside	Appropriate eating habits	Build 10 block tower Copies block construction	Identifies basic colours	Makes decisions					
							Responds to questions verbally	Follows 3 unrelated instructions	Responds to shared



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## AEDC domain: Social competence

Elements of this AEDC domain	How can your program respond to vulnerability?	How can you work with other services to respond to vulnerability?	How can you work with families to respond to vulnerability?
<b>Overall social competence</b> Supporting children to: <ul style="list-style-type: none"> <li>• develop social skills</li> <li>• develop confidence</li> <li>• play with well others</li> </ul>	Explicitly teach social skills Provide age appropriate activities for confidence and sense of achievement Turn-taking games praise safe co-operative play	Promote playgroup	
<b>Responsibility and respect</b> Supporting children to: <ul style="list-style-type: none"> <li>• accept responsibility for their actions</li> <li>• show little respect for others and for property</li> <li>• demonstrate self-control</li> </ul>	Consequences to actions Own place for belongings Strategies for self-regulation		
<b>Approaches to learning</b> Supporting children to: <ul style="list-style-type: none"> <li>• develop problem solving skills</li> <li>• work independently</li> <li>• follow rules and routines</li> <li>• adjust to changes in environments and routines</li> </ul>	Create situations to practise problem solving Visual rules Constant routine Pre-warn changes	Big school orientations to prepare for next year	Refer to services
<b>Readiness to explore new things</b> Supporting children to: <ul style="list-style-type: none"> <li>• show curiosity about the world</li> <li>• explore new books, toys, objects and games</li> </ul>	Provide interesting activities Access to rich learning environment	Bush school Excursions/incursions such as Swim school	Invite families to participate in bush school Provide info about upcoming events in community



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## AEDC domain: Physical health and wellbeing

Elements of this AEDC domain	How can your program respond to vulnerability?	How can you work with other services to respond to vulnerability?	How can you work with families to respond to vulnerability?
<b>Physical readiness for the day</b> Supporting children and their families to ensure children: <ul style="list-style-type: none"> <li>• are dressed appropriately for the day</li> <li>• have enough to eat and are not hungry</li> <li>• get adequate sleep and are not tired</li> </ul>	Provide uniforms as part of the back to school voucher Provide fruit and healthy spare food Access to rest and relaxation areas		Provide families with information and community support programs
<b>Physical independence</b> Supporting children to: <ul style="list-style-type: none"> <li>• developed physical independence</li> <li>• establish a hand preference</li> <li>• developed good coordination</li> </ul>	Encourage independence in self-help skills-eating,toileting,dressing Access to writing equipment and fine motor, gross motor activities		
<b>Gross and fine motor skills</b> <ul style="list-style-type: none"> <li>• Children finding gross and fine motor skills challenging</li> <li>• Children have low energy levels for physical activities</li> </ul>	Gradual more challenging gross and fine motor activities Ensure adequate food and rest		Refer to services



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## AEDC domain: Emotional maturity

Elements of this AEDC domain	How can your program respond to vulnerability?	How can you work with other services to respond to vulnerability?	How can you work with families to respond to vulnerability?
<b>Pro-social and helping behaviour</b> Supporting children to: <ul style="list-style-type: none"> <li>show helping behaviours for someone sick, hurt or upset</li> <li>help others spontaneously</li> <li>invite others to join their activity</li> </ul>	Compassion for others Model care of others first aid Inclusive practise teaching children to ask Can I play	Community health Nurse visit Ambulance visit Sports clinic	Referral to services playgroups
<b>Anxious and fearful behaviour</b> Supporting children to: <ul style="list-style-type: none"> <li>talk about things that worry them</li> <li>identify and cope with fearful and anxious moments</li> <li>open up and feel comfortable with a range of people</li> <li>make decisions for themselves</li> </ul>	Explore feelings Read/discuss books on feelings Responsive caregivers Agentic child choice	Be You program Special Ed teacher support	Referral to head space or psychological services Opportunities to be involved in activities
<b>Aggressive behaviour</b> Supporting children to: <ul style="list-style-type: none"> <li>negotiate with others without temper tantrums</li> <li>share with others and not take from others</li> <li>avoid aggressive behaviour, such as biting, kicking or hitting others</li> </ul>	Explicitly teach how to negotiate Sharing and turn taking games Rules visual	Intensive behaviour unit Behaviour student services	Visual rules for families Social stories(sodas social stories) Referral to student services/behaviour unit
<b>Hyperactivity and inattention</b> Supporting children to: <ul style="list-style-type: none"> <li>focus on specific task for a period of time</li> <li>control impulsive behaviours</li> </ul>	Sensory toys on mat Magic mats Yoga/meditation	Student services referral for assistance	Pead referral to check for ADHD



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## AEDC domain: Language and cognitive skills

Elements of this AEDC domain	How can your program respond to vulnerability?	How can you work with other services to respond to vulnerability?	How can you work with families to respond to vulnerability?
<b>Literacy</b> Supporting children to: <ul style="list-style-type: none"> <li>• identify letters and attaching sounds to them</li> <li>• join in rhyming word songs and games</li> <li>• develop an interest in reading and books</li> <li>• understand how to handle a book</li> <li>• write their own name and other age appropriate words</li> </ul>	Letter/sound games Nursery rhyme singing rhyming good bye song Shared reading Access to name copying and letter mats	Promote playgroup Smith Family “Let’s read program”	Hold a Let’s read morning tea to educate families on importance of early reading Provide families with books to read at home
<b>Numeracy</b> Supporting children to: <ul style="list-style-type: none"> <li>• develop an interest in counting and number games</li> <li>• recognise and name shapes</li> <li>• Understand the concept of time, days of the week, hours in the day, etc.</li> </ul>	Maths games activities shape game,puzzles,books Routines Days of week song Match day to activity	Smith family “Let’s count “Program Promote playgroup	Morning tea for “Let’s Count” importance of numeracy at home Provide families with games to play at home
<b>Memory</b> Supporting children to: <ul style="list-style-type: none"> <li>• practice memory skills</li> <li>• play memory games</li> </ul>	Remembering practising memory activities Memory games	Promote playgroup	Give examples to families of memory games they can do at home



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## AEDC domain: Communication skills and general knowledge

Elements of this AEDC domain	How can your program respond to vulnerability?	How can you work with other services to respond to vulnerability?	How can you work with families to respond to vulnerability?
<b>Communication skills and general knowledge</b> Supporting children to: <ul style="list-style-type: none"> <li>communicate what they need in any way they can</li> <li>begin communicating in using verbal and written language – in their first language and in English</li> <li>communicate effectively with other children</li> <li>develop an interest in language games</li> <li>participate in language games</li> </ul>	Explicitly teach oral language asking for needs Use of visuals to support language Explicitly teaching oral language at mat time Small group literacy and language game supported by staff	Promote playgroup for pre-pre-schoolers At playgroup screen/recommend early intervention if needed	Share ideas with families on language/learning games Playgroup 4-5yr old games Abecedarian
<b>General knowledge</b> Supporting children to: <ul style="list-style-type: none"> <li>understand the world around them, such as:               <ul style="list-style-type: none"> <li>their family</li> <li>their culture</li> <li>their community</li> <li>the environment</li> </ul> </li> <li>participate in the world around them</li> </ul>	Family events mothers /father's day morning afternoon teas Culture harmony day and activities Big book on various cultures Term 3 communityvisits-Dental,raod and water safety visits Bush school on environment	Community visits Boof the Barra Hector the cat School based constables Crocwise Dental	Family involvement in culture days community visits and bush school



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