

Northern Territory Early Childhood Transitioning School Action Plan



POSITIVE RELATIONSHIPS *through...*

INFLUENCING FACTORS

SCHOOL LOGO		Wellbeing	Positive Engagement	Learning and Teaching	<i>to consider... Relationship centred, Community engagement, Culturally responsive, Strengths based, Trauma informed</i>
READY SCHOOLS <i>Welcoming and inclusive places</i>	ACTIONS	<ul style="list-style-type: none"> Create a welcoming environment for children and families Early Childhood Transitioning meetings with all staff - invite families 	<ul style="list-style-type: none"> Establish regular meetings with families, community and all other stakeholders to develop school specific transition action plan 	<ul style="list-style-type: none"> FaFT, Preschool and Transition included in whole school events Reflect school transitioning processes in school Annual Operational Plan, preschool Quality Improvement Plans (QIP) and FaFT Annual Plan 	<ul style="list-style-type: none"> Identify any children or families whose background may involve trauma Identify cultural backgrounds of children and families and apply culturally competent practices
	TIMEFRAME	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Once a term 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Prior to starting school and ongoing
	RESOURCES	<ul style="list-style-type: none"> Family meeting room / space Play resources for younger children Funding for basic tea/coffee facilities 	<ul style="list-style-type: none"> Meeting notes and guidance points for action plan 	<ul style="list-style-type: none"> Calendar of school events Modifications if necessary to be age appropriate School Annual Operational Plan Preschool Quality Improvement Plan FaFT Annual Plan 	<ul style="list-style-type: none"> Seek information and assistance from community services where appropriate Employ Indigenous / local staff
READY FAMILIES <i>Engaged and informed partners</i>	ACTIONS	<ul style="list-style-type: none"> Provide families with opportunities to share information about their child Encourage and assist families to complete Transitioning Statement 	<ul style="list-style-type: none"> Establish family meetings and visits to the school Morning teas / BBQs Home visits 	<ul style="list-style-type: none"> Families complete Transitioning Statements (with support if required) 	<ul style="list-style-type: none"> Provide families the opportunity to identify and discuss cultural backgrounds and parenting expectations
	TIMEFRAME	<ul style="list-style-type: none"> Prior to starting school and ongoing 	<ul style="list-style-type: none"> Ongoing Focussed meeting in Semester 2 to introduce class / teacher 	<ul style="list-style-type: none"> Transitioning Statements at end of year (or prior to time of transitioning) 	<ul style="list-style-type: none"> Prior to starting school and ongoing
	RESOURCES	<ul style="list-style-type: none"> Orientation and interview visit – information sharing e.g. <i>Sharing About Your Child</i> resource 	<ul style="list-style-type: none"> Welcoming spaces Food facilities Vehicle for home visits 	<ul style="list-style-type: none"> Transitioning Statements 	<ul style="list-style-type: none"> Seek information and assistance from community services where appropriate Employ Indigenous / local staff
READY COMMUNITIES AND SERVICES <i>Contributing and informed teams</i>	ACTIONS	<ul style="list-style-type: none"> Strong, regular and ongoing collaboration occurs to develop and implement plans for successful transition for all children 	<ul style="list-style-type: none"> Partner prior to school services are identified and consulted 	<ul style="list-style-type: none"> Include services in any educational adjustments required for children's access to learning 	<ul style="list-style-type: none"> Community Graduation ceremonies Seek information about any children with additional needs / support
	TIMEFRAME	<ul style="list-style-type: none"> Prior to starting school and ongoing 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Ceremonies at times of transitioning
	RESOURCES	<ul style="list-style-type: none"> Transition plans and/or statements for each child 	<ul style="list-style-type: none"> Time made available to visit services 	<ul style="list-style-type: none"> Service professionals Time made available for meetings 	<ul style="list-style-type: none"> Graduation ceremonies – place, food, dress Educational Adjustment Plans
READY CHILDREN <i>Confident and capable learners</i>	ACTIONS	<ul style="list-style-type: none"> Provide regular opportunities for children to visit their new school / class 	<ul style="list-style-type: none"> FaFT, Preschool and Transition program collaboratively Program times to play together 	<ul style="list-style-type: none"> Provide engaging / developmentally appropriate learning activities Help children become familiar with school routines Record the child's voice on Transitioning Statements 	<ul style="list-style-type: none"> Identify any children have an existing relationship with any staff Ensure children have the opportunity to identify and discuss their cultural backgrounds
	TIMEFRAME	<ul style="list-style-type: none"> Ongoing / Prior to beginning school / Semester 2 Regular: weekly / fortnightly 	<ul style="list-style-type: none"> Regular – weekly Ongoing 	<ul style="list-style-type: none"> Throughout the program Transitioning Statements at end of year (or prior to time of transitioning) 	<ul style="list-style-type: none"> Prior to placement in class Prior to starting school and ongoing
	RESOURCES	<ul style="list-style-type: none"> Welcoming spaces Classrooms and Educators open for visits 	<ul style="list-style-type: none"> Non-contact time arranged together 	<ul style="list-style-type: none"> Play-based, open ended activities and resources Transitioning Statements 	<ul style="list-style-type: none"> Seek information and assistance from families/services where appropriate Employ Indigenous / local staff