



Northern Territory

Early Childhood Transitioning Package

Larapinta Early Learning Community

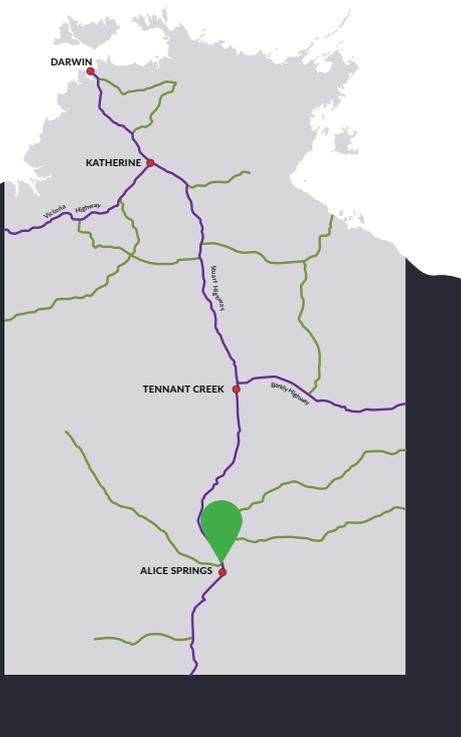
CASE STUDY



Larapinta Early Learning Community

The Larapinta Early Learning Community (ELC) is a collaborative group of supportive services for children and families, including:

- Larapinta Early Learning Centre (childcare)
- Larapinta Child and Family Centre
- Larapinta Preschool
- Larapinta Primary School (Transition - Year 2)



Nestled at the foot of Mt Gillen in Alice Springs, **Larapinta Primary School** caters for children and families from diverse backgrounds and cultural groups, with Aboriginal students making up nearly half of the student population.

The school delivers programs for students from Transition through to Year Six and embraces the Age-Appropriate Pedagogies framework for early years classes.

Larapinta Preschool caters for four-year-olds before their entry to the Primary School.

Larapinta Child and Family Centre works with children and their families from pre-birth to five years of age, operating services including playgroups for vulnerable families and a Families as First Teachers (FaFT) program.

Larapinta Early Learning Centre is a day care centre operated by Child Australia, providing education and care for children aged from 6 weeks to 5 years.

Taking action

In 2017, the requirement for all NT Government schools to have a documented early childhood transitioning process coincided with the establishment of the early learning precinct at Larapinta.



family is fundamental in setting a solid foundation for future education and social outcomes”.

To achieve effective transitioning strategies that reflected our unique structure and community, weekly meetings between stakeholders occurred over a period of twelve months.

The introduction of the Early Childhood Transitioning Policy provided a framework to review current practices and an opportunity to strengthen connections across Larapinta’s Early Learning Community by developing targeted support for children and families, particularly our most vulnerable and disadvantaged.

As an Early Years’ collective (including the School Principal, Child and Family Centre Manager, Transition teachers, Preschool teachers and Early Learning Centre Director), we agreed with the NT Early Childhood Transitioning Package statement that:

“An effective transitioning period for a child and their



[Click to view the Larapinta Early Learning Community Action Plan](#)

Northern Territory Early Childhood Transitioning Larapinta Early Learning Community Action Plan		POSITIVE RELATIONSHIPS through...			INFLUENCING FACTORS
	Wellbeing	Positive Engagement	Learning and Teaching		
STRATEGIC OBJECTIVE 1 Develop a shared vision and purpose for the Larapinta Early Learning Community	• Develop a shared vision and purpose for the Larapinta Early Learning Community • Establish a shared vision and purpose for the Larapinta Early Learning Community • Develop a shared vision and purpose for the Larapinta Early Learning Community	• Develop a shared vision and purpose for the Larapinta Early Learning Community • Establish a shared vision and purpose for the Larapinta Early Learning Community • Develop a shared vision and purpose for the Larapinta Early Learning Community	• Develop a shared vision and purpose for the Larapinta Early Learning Community • Establish a shared vision and purpose for the Larapinta Early Learning Community • Develop a shared vision and purpose for the Larapinta Early Learning Community	• Develop a shared vision and purpose for the Larapinta Early Learning Community • Establish a shared vision and purpose for the Larapinta Early Learning Community • Develop a shared vision and purpose for the Larapinta Early Learning Community	• Develop a shared vision and purpose for the Larapinta Early Learning Community • Establish a shared vision and purpose for the Larapinta Early Learning Community • Develop a shared vision and purpose for the Larapinta Early Learning Community
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Creating change

To begin the process we developed a collective philosophy about who we are as the Larapinta Early Learning Community, with clear priorities established through a mission and vision statement.



Initial actions involved developing a shared understanding about each of the components of transitioning; **Ready Schools**, **Ready Families**, **Ready Communities and Services** and **Ready Children**.

Each component's key vocabulary and criteria used to define readiness was reviewed, with stakeholders bringing their own unique perspectives. We analysed the needs of our people and how we could best promote access across our services.

Posters with the 'Transitioning on a Page' reflection questions were used as a guide to identify current practices. This provided a solid starting

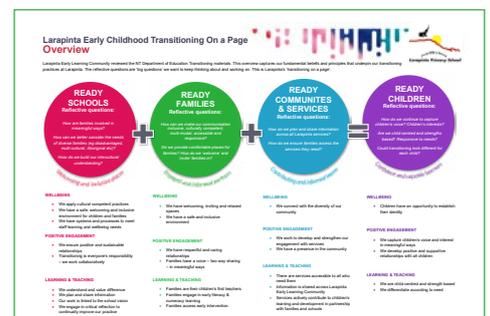
point for critical, reflective conversations about effective practices and an opportunity to identify gaps, challenges and priorities between each of the learning entities.

We researched positive transition processes throughout the country to ensure evidence-based responses, while removing the perceived isolation barriers of our Alice Springs location.

After researching and sharing ideas, we collaborated on current practices to decide on what to **Keep**, **Change** and **Try**.



[Click to view the Transitioning on a Page Overview](#)



Challenges

Everyone felt this work was important, but it did come with challenges.



Logistically it was difficult for all providers to meet weekly, so it was decided a nominated representative from each service would provide their perspective.

The Child and Family Centre and Early Learning Centre are relatively new services which brought further challenges as the Centres' identities and client relationships were still being formed.

As a collective, we had to understand the needs of our most vulnerable clients, therefore taking the time to develop positive relationships was vital, further impacting on timelines.

We wanted to make the Action Plan a clear, accessible document, so developed a rollout process for implementation. This process is now referred to at each collaborative meeting to review our action statements.



[Click to view the rollout process for the Action Plan](#)

Item	Responsible	Start Date	End Date	Status
1. All personnel staff will transfer papers to new base unit	DC and DCU staff will provide and also support parents to initial notes	1/10/2023	31/10/2023	Completed
2. Review of all students/teachers meeting notes report	DC and DCU staff will provide and also support parents to initial notes	1/10/2023	31/10/2023	Completed
3. Review of all students/teachers meeting notes report	DC and DCU staff will provide and also support parents to initial notes	1/10/2023	31/10/2023	Completed
4. Review of all students/teachers meeting notes report	DC and DCU staff will provide and also support parents to initial notes	1/10/2023	31/10/2023	Completed
5. Review of all students/teachers meeting notes report	DC and DCU staff will provide and also support parents to initial notes	1/10/2023	31/10/2023	Completed
6. Review of all students/teachers meeting notes report	DC and DCU staff will provide and also support parents to initial notes	1/10/2023	31/10/2023	Completed
7. Review of all students/teachers meeting notes report	DC and DCU staff will provide and also support parents to initial notes	1/10/2023	31/10/2023	Completed
8. Review of all students/teachers meeting notes report	DC and DCU staff will provide and also support parents to initial notes	1/10/2023	31/10/2023	Completed
9. Review of all students/teachers meeting notes report	DC and DCU staff will provide and also support parents to initial notes	1/10/2023	31/10/2023	Completed
10. Review of all students/teachers meeting notes report	DC and DCU staff will provide and also support parents to initial notes	1/10/2023	31/10/2023	Completed
11. Review of all students/teachers meeting notes report	DC and DCU staff will provide and also support parents to initial notes	1/10/2023	31/10/2023	Completed

Initial findings

Strong relationships between providers within the Larapinta Early Learning Community have been established and continue to grow due to the Action Plan.

A brochure has been developed for families, sharing information about our structure and promoting our cross-provider relationships.

During enrolment interviews, each provider uses a targeted and context-specific 'Sharing about your child' document to gather information about the child, putting their needs and interests at the centre of learning plans.

A yearly plan of events has been developed to promote transitioning activities like a welcome barbecue for children beginning Transition where they can meet their future teachers. Current educators

are invited to support relationship development.

Transition Planning meetings are held in Terms 3 and 4 where providers can share information about children and families. This enables targeted Action Planning to ensure transitioning strategies meet the needs of individual children and families.

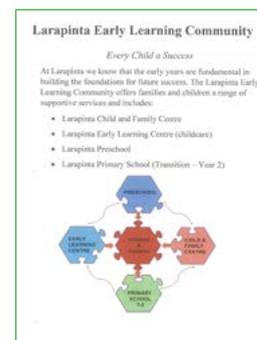
While we implement a range of strategies such as orientation visits for students and family information sessions, these don't always meet individual needs or may not be culturally relevant.

The transitioning planning meetings provide an

opportunity to develop differentiation and support transitions that align with the vision of **Ready Schools, Ready Families, Ready Communities and Services and Ready Children.**



[Click to view the Larapinta Early Learning Community brochure](#)



[Click to view the Sharing About Your Child document](#)

Future planning

Throughout the transitioning process, one of the most significant needs identified was the importance of all providers working together to promote collective impact.



The Larapinta Early Learning Community have initiated regular, twice per term meetings, providing a forum to discuss the needs of children and their families within our community and the opportunity to develop targeted strategies that strengthen and support positive transitions.

Future planning includes:

- extending transition visits between the FaFT and preschool programs and Early Learning Centre and school; and

- developing transition booklets for each provider that respect the language and literacy needs of our community.

Finally, the Larapinta Early Learning Community has committed to an annual review of our transitioning plan to ensure all strategies continue to support our mission: **successful transitions for all our children and their families.**



[Click to view the Orientation Visits and Family Information Sessions document](#)



Northern Territory Early Childhood Transitioning

Larapinta Early Learning Community Action Plan



POSITIVE RELATIONSHIPS *through...*

INFLUENCING FACTORS

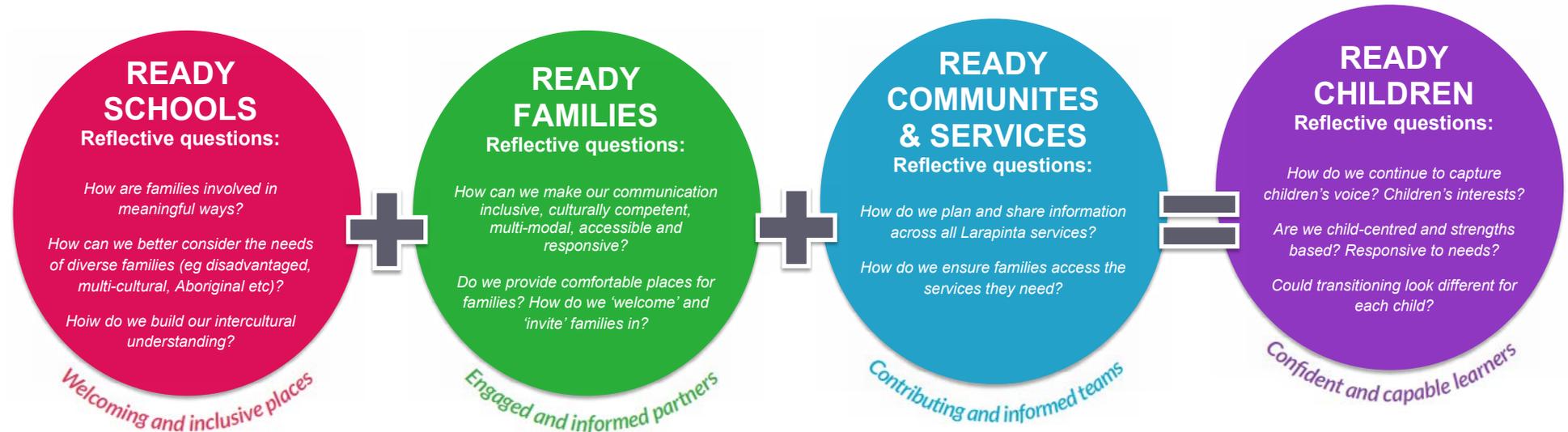
		Wellbeing	Positive Engagement	Learning and Teaching	<i>to consider... Relationship centred, Community engagement, Culturally responsive, Strengths based, Trauma informed</i>
READY SCHOOLS <i>Welcoming and inclusive places</i>	ACTIONS	<ul style="list-style-type: none"> Create a welcoming, safe and inclusive environment for children and families Inform and engage families about Early Childhood Transitioning at Larapinta through family events with primary school and preschool staff and families. 	<ul style="list-style-type: none"> Establish regular opportunities 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 Seek feedback and input from families 	<ul style="list-style-type: none"> Identify cultural backgrounds of children and families and apply culturally competent practices Ensure positive and sustainable practices
	TIMEFRAME	<ul style="list-style-type: none"> Beginning Term 1 and ongoing 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Ongoing Yearly 	<ul style="list-style-type: none"> Prior to starting and ongoing
	RESOURCES	<ul style="list-style-type: none"> Funding to provide tea, coffee and light snack Updated preschool and primary school handbooks 	<ul style="list-style-type: none"> Minutes and action plans 	<ul style="list-style-type: none"> School Events Calendar School Annual Operational Plan Preschool Quality Improvement Plan FaFT Annual Plan Transition & Preschool Survey Preschool Transitioning Statements 	<ul style="list-style-type: none"> Seek information from support services such as Student services, CFC etc. School and departmental systems and processes to meet staff learning and wellbeing.
READY FAMILIES <i>Engaged and informed partners</i>	ACTIONS	<ul style="list-style-type: none"> Provide meaningful opportunities for families to share information about their child 	<ul style="list-style-type: none"> Transition information nights for families Preschool and school visits and tours 	<ul style="list-style-type: none"> Families access early intervention Families complete family transitioning statement 	<ul style="list-style-type: none"> A deeper understanding and awareness of vulnerable and disconnected families
	TIMEFRAME	<ul style="list-style-type: none"> Prior to starting school and ongoing 	<ul style="list-style-type: none"> Yearly, end of term 3 and early term 4 	<ul style="list-style-type: none"> Prior to enrolment Upon enrolment 	<ul style="list-style-type: none"> Ongoing
	RESOURCES	<ul style="list-style-type: none"> Family Transitioning Statement (Sharing about your child document) 	<ul style="list-style-type: none"> Principal, Transition and Preschool teachers PowerPoint Presentation Information Handouts 	<ul style="list-style-type: none"> Family Transitioning statement Principal/CFC manager & staff/Preschool staff and other services (Eg. Child Development Team) CFC Programs 	<ul style="list-style-type: none"> Training Broaden the modes of communication (Eg. texting, e-mailing, face to face etc.)
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 Regularly review and discuss list of 'at risk' families and children 	<ul style="list-style-type: none"> Information available for families, the community and services to understand our Larapinta Early Learning Community – who we are, what offer and how we connect with services. 	<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"> Use clear channels of communication within and across Larapinta and other services Have a recognised high quality service in our community
	TIMEFRAME	<ul style="list-style-type: none"> Prior to starting school and ongoing Early Term 4, develop a specific plan for identified 'at risk' children and families transitioning across services 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Ongoing
	RESOURCES	<ul style="list-style-type: none"> Time made available for meetings 	<ul style="list-style-type: none"> Information Leaflet Staff 	<ul style="list-style-type: none"> Service professionals Time made available for meetings 	<ul style="list-style-type: none"> Established set of policies and procedures Promotional material
READY CHILDREN <i>Confident and capable learners</i>	ACTIONS	<ul style="list-style-type: none"> Provide opportunities for children to visit their new school/class 	<ul style="list-style-type: none"> CFC, Preschool and Transition work collaboratively Programed times to play together School & preschool visits and tours 	<ul style="list-style-type: none"> Provide age appropriate pedagogies Help children become familiar with routines Capture the child's voice on at enrolment or during visits. 	<ul style="list-style-type: none"> Identify any children have an existing relationship with any staff or other children Ensure children have the opportunity to identify and discuss their cultural backgrounds Apply trauma informed practices
	TIMEFRAME	<ul style="list-style-type: none"> Regular: weekly or fortnightly Ongoing 	<ul style="list-style-type: none"> Regular – weekly Ongoing 	<ul style="list-style-type: none"> Ongoing During transition, beginning of year and new entry Upon Enrolment 	<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"> Time made available for meetings School Events Calendar 	<ul style="list-style-type: none"> EYLF, AAP, ACARA, NQF Play-based, open-ended activities and resources Family and Preschool Transitioning statements 	<ul style="list-style-type: none"> Seek information and assistance from families/services where appropriate Employ Indigenous/local staff



Larapinta Early Childhood Transitioning On a Page Overview



Larapinta Early Learning Community reviewed the NT Department of Education Transitioning materials. This overview captures our fundamental beliefs and principles that underpin our transitioning practices at Larapinta. The reflective questions are 'big questions' we want to keep thinking about and working on. This is Larapinta's 'transitioning on a page'.



WELLBEING

- We apply cultural competent practices
- We have a safe, welcoming and inclusive environment for children and families
- We have systems and processes to meet staff learning and wellbeing needs

POSITIVE ENGAGEMENT

- We ensure positive and sustainable relationships
- Transitioning is everyone's responsibility – we work collaboratively

LEARNING & TEACHING

- We understand and value difference
- We plan and share information
- Our work is linked to the school vision
- We engage in critical reflection to continually improve our practice

WELLBEING

- We have welcoming, inviting and relaxed spaces
- We have a safe and inclusive environment

POSITIVE ENGAGEMENT

- We have respectful and caring relationships
- Families have a voice – two way sharing – in meaningful ways

LEARNING & TEACHING

- Families are their children's first teachers
- Families engage in early literacy & numeracy learning
- Families access early intervention

WELLBEING

- We connect with the diversity of our community

POSITIVE ENGAGEMENT

- We work to develop and strengthen our engagement with services
- We have a presence in the community

LEARNING & TEACHING

- There are services accessible to all who need them
- Information is shared across Larapinta Early Learning Community
- Services actively contribute to children's learning and development in partnership with families and schools

WELLBEING

- Children have an opportunity to establish their identity

POSITIVE ENGAGEMENT

- We capture children's voice and interest in meaningful ways
- We develop positive and supportive relationships with all children

LEARNING & TEACHING

- We are child-centred and strength based
- We differentiate according to need

TERM 1 Transitioning Action Plan				
	ELC	CFC (FaET)	Preschool	School
1	ELC nominated staff visit Transition students to touch base with students	CFC and FaET staff visit pre-schoolers and also support parents in initial weeks	Preschool nominated staff visit Transition students to touch base with students	Tea and Tissues first day/week area for parents to gather (library or parent room)
2				Parent coffee and welcome session in afternoon- day
3	Create list of students/ needing extra support Collaboration meeting – attendance, special needs, shared children, transition plans	Create list of students/families needing extra support	Create list of students/families needing extra support	Create list of students/families needing extra support- invite to conversational reading
4			PD for preschool and school support staff in conversational reading	PD for preschool and school support staff in conversational reading Conversational reading 3-3.30pm target group, laminated tip sheets, videos – Julie to support
5				OTG Conversational reading 3-3.30pm target group
6				Conversational reading 3-3.30pm target group, laminated tip sheets, videos Transition Parent Reading Workshop
7	Collaboration meeting – attendance, special needs, shared children, transition plans			Conversational reading 3-3.30pm Meet the Teacher evening
8				Conversational reading 3-3.30pm
9				Conversational reading 3-3.30pm
10		CFC staff start early conversations with parents re preschool – consider rolling screen in cfc	Preschool staff start early conversation with parents re school - consider rolling screen in preschool with info about primary school. Letter to parents from principal.	
11	Review conversational reading sessions and Term 1 strategies			



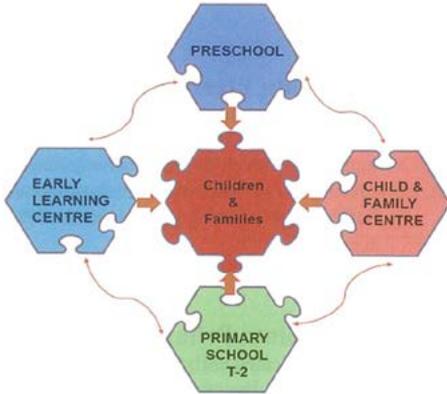
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Larapinta Early Learning Community

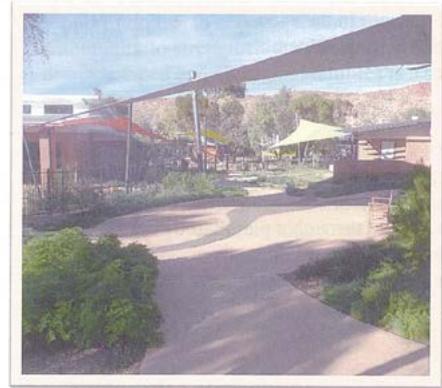
Every Child a Success

At Larapinta we know that the early years are fundamental in building the foundations for future success. The Larapinta Early Learning Community offers families and children a range of supportive services and includes:

- Larapinta Child and Family Centre
- Larapinta Early Learning Centre (childcare)
- Larapinta Preschool
- Larapinta Primary School (Transition – Year 2)



The Larapinta Early Learning Community is designed to enhance relationships for families and children. The central 'heart' and pathways represent the strong connections between the four services.



Larapinta Early Learning Community

- embraces the rich diversity of our community
- builds partnerships with families based on mutual respect and trusting relationships
- acknowledges the uniqueness of each child and family and build on their strengths
- is responsive and flexible to families and children's needs
- provides a nurturing environment for learners

OUR SERVICES



Larapinta Child & Family Centre

We work collaboratively with families of young children from pre-birth to 5 years of age. We support families to access quality, culturally responsive programs and services in their local community to strengthen their health, wellbeing, education and care. Supporting vulnerable, disadvantaged and aboriginal families is a strong priority of our service.

Marisa Kelly
CFC Manager
(08) 8958 5180
marisa.kelly@ntschoools.net



Larapinta Early Learning Centre

Child Australia's Larapinta Early Learning Centre is a long day care centre providing education and care for children aged 6 weeks to 5 years of age. We offer children opportunities to learn and make sense of their world through a play-based curriculum. We work under the National Quality Framework.

Our educators work with parents and families to provide the best quality care for children.

Shana Ryan
ELC Director
(08) 8958 5182
shanar@childaustralia.org.au



Larapinta Preschool

Working collaboratively with children, families and staff from the Larapinta Early Learning Community, we provide opportunities for children to participate in a range of activities that support the development of foundation skills. This promotes a successful start to children's formal education. Our responsive, respectful and inclusive play based program based on the national Early Years Learning Framework builds on children's strengths, interests and developmental needs.

Jenny Ashenden
Preschool Teacher in Charge
(08) 8958 5145
jenny.ashenden@ntschoools.net



Larapinta Primary School (T-2)

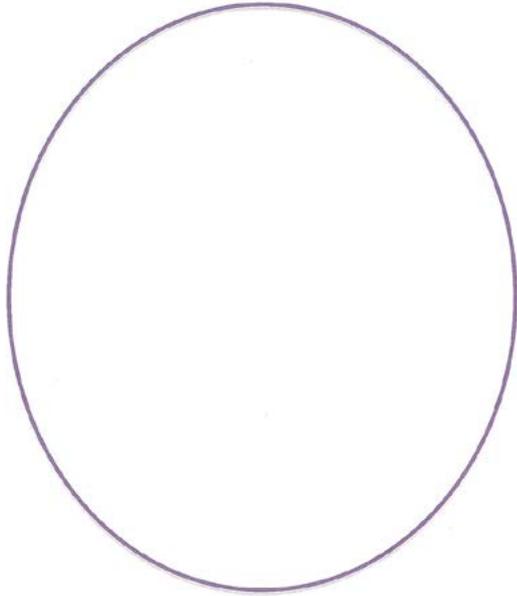
Our dedicated early years' team at Larapinta Primary School provide a smooth transition for children as they move from preschool to primary school. We offer age appropriate pedagogies that promote student voice, family connections and a sense of belonging for learning.

Brenda Jolley
Principal
(08) 8958 5155
b.jolley@ntschoools.net

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Look who's starting school!



Larapinta Early Learning Community
Getting ready for school

A message from

Something I would like my new teacher to know about me is...

Something I would like to know about my new school...

Larapinta Early Learning Community
Getting ready for school

Sharing About Our Child

Child's name: Date of birth:

- is good at:
- likes to (e.g. likes to play alone/with others/outside/ painting/listening to stories)
- doesn't like: (e.g. loud noises, changes in routine, getting messy)
- Other things we want you to know about are



Family section

Three wishes we have for

-
-
-

... to help them reach the stars as they



LARAPINTA PRIMARY SCHOOL



Transition 2019 Orientation Visits and Family Information Sessions

All 2019 Transition students are invited to attend Larapinta Primary School's orientation visits scheduled for Term 4, 2018.

Students will have the opportunity to explore the classrooms and playground and join in activities with our specialist music and PE teachers.

Orientation visit times for children:

Tuesday 23rd October or Thursday 25th October: 9.30am – 10.30am.

Tuesday 6th November or Thursday 8th November: 9.30am – 11.00am (please bring a snack)

Monday 20th November or Thursday 23rd November: 9.30am – 10.30am (specialist programs)

Meet and Greet Barbeque for new and current Transition families:

Wednesday 6th December: 5.30pm – 6.30pm.

Family Information Sessions

Parents will have the opportunity to visit classrooms and gain information about how we implement the Transition curriculum at Larapinta during these times:

Wednesday 24th October: 5.30pm – 6.30pm

OR

Wednesday 14th November: 3.30pm – 4.30pm

If you would like to attend any of the orientation or parent information sessions please contact the school on (08) 8968 5155



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