



Community services TRANSITIONS PLANNER

WHO IS THIS PLANNER FOR?

This planner is designed for community services supporting educational transitions for children and families in the early years. This includes health and specialist services, Early Childhood Development Programs (ECDP), playgroups, Early Years Places, Child Safety, family support services and other community organisations working with children and families from birth to 8 years (birth-Year 2).

HOW TO USE THIS PLANNER



- 1 Explore the [Early learning and development](#) section for information and resources for all children from birth to 8 years.
- 2 Find the section that best matches the children and families you are currently supporting.
- 3 Use the transition planning ideas in each section as a starting point for your conversations and transition planning.
- 4 Explore individual transition planning for children and families who may need a more personalised transition approach.
- 5 Check the [Share with families](#) section for useful links to additional resources and more information.

WHY IS THE PLANNER ORGANISED THIS WAY?

Transitions in the early years are ongoing experiences, not one-off events or single points in time. For this reason, the planner is grouped into two broad stages: **Birth to Kindergarten** and **Kindergarten to Year 2 (K-2)**.

The **Kindergarten to Year 2** stage has been grouped together intentionally. Many of the transition planning ideas that help children have a positive transition experience when moving into kindergarten are similar supports they need as they move into Prep, between year levels, or into new classrooms and groups.

Want to know more about positive transitions? The Department of Education's [Transitions Position Statement](#) shares seven key commitments that guide how we support children and families.

Early learning and development

0–8 years



EARLY LEARNING

- ☐ Promote experiences where families can support [early learning at home](#).
- ☐ Promote local [playgroups](#) to families.
- ☐ Establish a [supported playgroup](#) to connect families and children (if responsive to local data and context).
- ☐ Share information and connect families to [library activities and programs](#).



EARLY DEVELOPMENT AND HEALTH

- ☐ Discuss [child development](#) with families and connect with a local GP or appropriate services if needed.
- ☐ Promote access to [child and baby health clinics](#) and encourage families to book free hearing and vision checks for their child.
- ☐ Learn more about [early years brain development](#).
- ☐ Share [early intervention](#) services with families.
- ☐ Promote [Early Childhood Development Program \(ECDP\)](#) registration in your local community for any children who have a disability (diagnosed or suspected); a combination of Kindy and ECDP is recommended.



ECEC SERVICES AND KINDY

- ☐ Support families to check if their child is [eligible for kindergarten](#), find a local kindy, and explore [tips for finding a quality service](#).
- ☐ Promote enrolment and [transitions](#) to [ECEC services](#) or [FREE kindy](#) with families.
- ☐ Discuss [fees, costs and subsidies](#) with families.
- ☐ Promote culture in kindy through [Let's yarn about kindy](#).



SUPPORT SERVICES

- ☐ Promote and connect families to local [Early Years Places](#).
- ☐ Support families to find local [family support services](#) (e.g. housing, health and wellbeing).
- ☐ Support families to use [My Community Directory](#) to access additional support programs and services.

Birth to Kindergarten

0–5 years



TRANSITION PLANNING STARTERS

- ☐ Support families with [transitions in the early years](#).
- ☐ Help families to complete enrolment paperwork for their service or kindy.
- ☐ Assist families to book a tour at their service or kindy.
- ☐ Encourage families to find out key transition dates for their early years setting.
- ☐ Check if families have a copy of their child's [birth certificate](#).
- ☐ Support families to register and visit their local ECDP if a child has a diagnosed or suspected disability.
- ☐ Encourage families to share their child's routines, interests, needs and prior experiences with their service to support smooth transitions.
- ☐ Recommend families visit new outdoor/indoor learning environments that children will engage in.
- ☐ Consider joining a local early years or community network as a community partner.



INDIVIDUAL TRANSITION PLANNING

- ☐ Support conversations with families and transition partners if children require extra support to transition in early learning settings.
 - › Listen to families' concerns and encourage them to advocate for their child
 - › Connect families with appropriate transition partners
 - › Link families with support services
- ☐ Identify children requiring extra support to transition or continue implementation of transition plans to support a smooth transition.



SUPPORTING RESOURCES

- › **Prior to school:** *Individual transitions guide*
- › [EYLF > Continuity of learning and transitions](#)
- › [QKLG > Learning and development areas](#)



Kindergarten to Year 2

4–8 years

Term **1** January to March



TRANSITION PLANNING STARTERS

- ☐ Check in with families if their [child is eligible for kindy or Prep](#).
- ☐ Begin steps with families to [choose a school](#) by searching for their [local in-catchment state school](#) or [special school](#).
- ☐ Support families to enrol at a [special school](#) by discussing this with their child's ECDP staff. If their child is not enrolled in an ECDP, speak with the local special school to discuss eligibility and start an application.
- ☐ Encourage families to request an [enrolment](#) pack from their enrolling school or kindy.
- ☐ Check if families have a copy of their child's [birth certificate](#).
- ☐ Support families to visit local services if their child needs to attend [outside school hours care](#) (OSHC). Help them complete their enrolment and discuss ways to support students transitioning between K–2 settings and OSHC.



INDIVIDUAL TRANSITION PLANNING

- ☐ Support conversations with families and transition partners if children require extra support to transition into kindergarten through to Year 2.
 - › Listen to families' concerns and encourage them to advocate for their child
 - › Connect families with appropriate transition partners
 - › Link families with support services
- ☐ Identify transition partners and begin building trusting relationships.
- ☐ Work alongside the school to obtain consent from families using the [Consent form to share information with third parties for transition to school planning and support](#).
- ☐ Identify statutory/court ordered care status to confirm decision-maker guardianship for children **in care**. Prospective students who are **in care** are entitled to enrol as if in-catchment (as per the [school enrolment management plans procedure](#)), subject to other factors that may affect the prospective student's entitlement to enrol.



SUPPORTING RESOURCES

- › **Prior to school:** *Individual transitions guide*
- › **Prep–Year 2:** *Personalised learning plan, Education support plan (children in care), Individual curriculum plan*
- › [Inclusive education policy](#); [EYLF > Continuity of learning and transitions](#); [QKLG > Learning and development areas](#)

Kindergarten to Year 2

4–8 years

Term 2 April to June



TRANSITION PLANNING STARTERS

- ☐ Support families to complete the K–2 enrolment process (if not already completed).
- ☐ Suggest to families to notify their kindy and ECDP (if registered) of their chosen school once enrolled.
- ☐ Encourage families to request the transition key dates from their K–2 setting.
- ☐ Recommend families attend information sessions, tours, playgroup and transition programs that are offered at their enrolling kindy or school.
- ☐ Encourage families to attend other school-based events open to the wider community such as school fetes, Under 8's day, NAIDOC etc.
- ☐ Assist families to document information about their child to be shared with the kindy or school (e.g. [Wonderful me poster](#)).



INDIVIDUAL TRANSITION PLANNING

- ☐ Advocate for families to engage with relevant staff around making reasonable adjustments for children with diverse learning needs.
- ☐ Meet with transition partners to build a shared focus and plan.
- ☐ Plan early transition experiences for children requiring individual and gradual transitions.
- ☐ Support attendance at transition programs/reciprocal setting visits.



SUPPORTING RESOURCES

- › **Prior to school:** *Individual transitions guide*
- › **Prep-Year 2:** *Personalised learning plan, Education support plan (children in care), Individual curriculum plan*
- › [Inclusive education policy](#); [EYLF > Continuity of learning and transitions](#); [QKLG > Learning and development areas](#)



Kindergarten to Year 2

4–8 years

Term **3** July to September



TRANSITION PLANNING STARTERS

- ☐ Support families to attend transition activities at K–2 and ECDP settings (if registered) with their child.
- ☐ Encourage families to meet with their child's current educator/teacher to discuss ways to support their child's transition within K–2 settings.
- ☐ Suggest to families to regularly visit, walk or drive by new K–2 outdoor/indoor learning environments that children will engage in next year.
- ☐ Model transition routines with families to support their child's transition.
- ☐ Suggest families sign up to the service/school newsletter to stay up to date.
- ☐ Begin creating an ECDP transition summary to be shared with transition partners.



INDIVIDUAL TRANSITION PLANNING

- ☐ Continue implementation of individual transition planning and attend/facilitate meetings with transition partners.
- ☐ Identify relevant professional learning for staff to support individual children in preparation for transitions coming in the new year, where required (e.g. augmentative devices, pod book training).
- ☐ Plan and support attendance at transition programs/reciprocal setting visits.
- ☐ Confirm the transition coordinator has access to all relevant reports provided once enrolment is confirmed (with consent).
- ☐ Invite representatives from the child's school to visit the child and family at ECDP (if registered and consent provided).



SUPPORTING RESOURCES

- › **Prior to school:** *Individual transitions guide*
- › **Prep–Year 2:** *Personalised learning plan, Education support plan (children in care), Individual curriculum plan*
- › [Inclusive education policy](#); [EYLF > Continuity of learning and transitions](#); [QKLG > Learning and development areas](#)



Kindergarten to Year 2

4–8 years

Term 4 October to December



TRANSITION PLANNING STARTERS

- ☐ Recommend families contribute to and read the [Kindergarten transition statement](#) and ECDP Transition summary and check it has been shared with the child's school (with consent).
- ☐ Encourage families to continue to engage in transition experiences provided by the K–2 settings or ECDP.
- ☐ Assist families to complete the book list order, organise the school uniform (including shoes) and device requirements (if needed).
- ☐ Share important information for next year, including the date of the first day, start and finish times and the service/school contact information.
- ☐ Share with families the state school term and holiday dates and print a [calendar](#).
- ☐ Encourage families to share home routines and daily transitions that could be experienced in their new setting.



INDIVIDUAL TRANSITION PLANNING

- ☐ Advocate for families to engage with relevant staff around making reasonable adjustments for children with diverse learning needs.
- ☐ Attend/facilitate meetings with relevant transition partners.
- ☐ Coordinate additional visits for individual children, if required.
- ☐ Develop and share visuals (e.g. social narratives, checklists, photographs, video clips, transition booklet) to support a successful transition.
- ☐ Share the individual transition plan and relevant reports with future support staff (with consent).



SUPPORTING RESOURCES

- › **Prior to school:** *Individual transitions guide*
- › **Prep–Year 2:** *Personalised learning plan, Education support plan (children in care), Individual curriculum plan*
- › [Inclusive education policy](#); [EYLF > Continuity of learning and transitions](#); [QKLG > Learning and development areas](#)



Share with families

More information



EARLY LEARNING

- › [Playgroups](#)
- › [Early learning at home](#)
- › [Early years brain development](#)



ECEC SERVICES

- › [Find an early childhood service](#)
- › [Fees, costs and subsidies](#)
- › [Early childhood education and care](#)
- › [Outside school hours care \(OSHC\)](#)



KINDERGARTEN

- › [Free kindy finder](#)
- › [Age requirements and enrolment](#)
- › [Tips for finding a quality service](#)
- › [Let's yarn about Kindy](#)



TRANSITIONS

- › [Positive transitions to school: Information for families](#)
- › [Transitions in the early years](#)
- › [Starting Prep checklist](#)
- › [Making the big move to kindy or Prep: Practical ideas](#)



FUN ACTIVITIES

- › [Starting school game](#) and [booklet](#)
- › [Wonderful me poster](#)
- › [Chatterbox](#)



SUPPORT SERVICES

- › [Early intervention](#)
- › [Child and baby health clinics](#)
- › [My community directory](#)
- › [Early Years Places](#)
- › [Transition to Prep for children with disability – Fact sheet](#)
- › [Early Childhood Development Program \(ECDP\) – Fact sheet](#)

