

Effective use of data Information for schools

Gathering and analysing information about your local community context, school data, Australian Early Development Census (AEDC) outcomes, families and children informs transition planning. Sharing and analysing community information with transition partners helps establish joint priorities and informs action planning to support children's early learning and development, transition to school and continuity of learning.

State School Early Childhood Data Profile

A *State School Early Childhood Data Profile* has been developed to assist schools build a picture of their community, bringing together key demographic, early childhood education and care and Australian Early Development Census (AEDC) data. This resource was provided to schools in term 3, 2015. From 2016, this information will form part of the School Data Profiles.

Using the State School Early Childhood Data Profile

Demographic information - Page 1

- Plan for your Prep cohort in future years by reviewing 0-4 year old population trends
- Consider how your school will respond to the diversity in your community by understanding the demographic profile of children and families
- Review the top five languages to identify community groups with which to partner to help all children and families feel welcome in the school environment

Early Childhood Education and Care - Page 1

- Use the list of ECEC services offering programs for 4 and 5 year olds in your catchment to identify and connect with key transition partners
- Plan your transition and orientation program with children's prior to school experiences in mind.
- Promote participation in an approved kindergarten program prior to school when engaging with families.

Australian Early Development Census (AEDC) - Page 2

- Access the AEDC data to expand the focus from the individual child to the broader community, creating an environment where all children will experience a positive transition to school
- Review the distribution of children 'on track', 'at risk' and 'developmentally vulnerable' from your 2009 and 2012 Prep cohorts across the five AEDC domains. Plan to build on children's strengths as well as responding to vulnerabilities in collaboration with transition partners.
- Consider how your school can establish greater continuity between home, early childhood education and care services and school to support more children to adapt to the structure and learning environment of school.
- Provide additional opportunities for families to engage with school and information on the important role of families in establishing early literacy through reading at home.
- Compare how children are faring on-entry to your school compared to the region, Queensland and Australia and analyse the community level factors that may have contributed to this relative position.

The *State School Early Childhood Data Profile* is available for schools with early childhood education and care and AEDC data.

Strategies for gathering and using information

Here are some ideas for gathering data and practical strategies for applying this information to tailor your transitions approach.

Information gathering	Strategies to use this information
Access and review your State School Early Childhood Data Profile	Share your profile with transition partners to establish a joint view of how best to support local children and families
Explore your community Australian Early Development Census (AEDC) data at www.aedc.gov.au/data	Join or establish a local network of schools, early childhood education and care services, support agencies and non-government organisations to discuss your local community data and collaborate on actions Use AEDC domains to establish a common language to discuss the development of children in your community with early childhood education and care services.
Identify your regional DET transitions support contacts via OnePortal	Get in touch with your DET Transition Officer and arrange a time to meet to discuss support available with transition planning
Draw on the knowledge and expertise of your local early childhood education and care partners	Invite the local early services to your school so that they can meet you and your Prep teachers, and get to know each other . Arrange to visit these services in return. Discuss the value of kindergarten transition statements with families so they feel comfortable providing these when available Collaborate with early childhood education and care partners to develop and implement your transition plans
Connect with traditional owners and community leaders	Work with local elders and community leaders to build an understanding of children's ways of learning and plan inclusive and appropriate transition strategies
Find out about the community services and facilities in your area that families can access for support	Invite local services to your orientation day to meet with families and children so that they are aware of what is available in the community Develop a 'map' of services and facilities available to provide to families
Make use of historical school data	Use data from previous years , such as Early Start, attendance patterns, enrolment trends and historical results in your transition planning.
Meet with each child and their family	Build on each child's strengths, motivations and interests in the classroom setting.

This list provides a starting point for gathering information. There are many ways schools can build a picture of children, their families and their community. Draw on your transition partners to help identify strategies that suit your local context.



More information

Visit www.qld.gov.au/transitiontoschool for more information on:

- the statewide approach to transitions
- the *Supporting Successful Transitions: School decision-making tool*
- transition resources for families.