

INDIVIDUAL TRANSITIONS GUIDE

A guide to support individual transitions for children prior to school (birth to 5 years)



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Example template links

Documents are provided in Word format so they can be adapted to suit your local context.

- ▶ [Attachment 1: Parent/carer letter](#)
- ▶ [Attachment 2: Transition partner letter](#)
- ▶ [Attachment 3: Individual transition plan – Example template](#)



The Department of Education acknowledges the Traditional Owners of the lands, seas, skies and waterways from across Queensland. We pay our respect to the Elders, past, present and emerging, for they hold the memories, traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state. For more information, see our [commitment statement](#).

Acknowledgements

The Department of Education would like to acknowledge regional teams across Queensland whose insights, learnings and collaboration have informed a practical guide to support all transition partners supporting individual children to positively transition in the early years.

Thank you for your continued dedication to supporting all children to have a strong start in Queensland.

Glossary

Families: Children and young people in caring relationships with parents, carers and other significant adults.

Transitions partners: Children, families, early childhood services, schools and community support services.

ECEC: Early Childhood Education and Care services

Kindy: Kindergarten

ECDP: Early Childhood Development Program

OSHC: Outside School Hours Care

References

Australian Education Research Organisation (AERO), 2024. *Transitions to school for children with disability or developmental delay: Research summary*. Retrieved from: www.edresearch.edu.au/summaries-explainers/research-summaries/transitions-school-children-disability-or-developmental-delay-evidence-summary

Page, J., McLean Davies, L., Ziebell, N., Mentha, S., Canobi, K., & Hinton Herrington, M. (2025). *Transitions Literature Review*. Faculty of Education, University of Melbourne, for State of Queensland (Department of Education).

OVERVIEW

Why

The Department of Education is committed to ensuring that every learner in Queensland experiences positive transitions from birth to Year 12. All partners in transition must work collaboratively to ensure they are ready for transition together.

Children will encounter a range of transitions throughout their education journey, often described as either vertical or horizontal transitions. Vertical transitions involve moving upward through educational levels over time, reflecting developmental and academic progression. Horizontal transitions involve shifting across daily settings and contexts, often requiring children to navigate differing expectations, roles and cultural or social environments. For more information, read Queensland's [Transitions Position Statement](#) and [Transitions Literature Review](#).

Effective transitions are a core principle underpinning the department's [Inclusive education policy](#). Our commitment means that children across Queensland, from all social, cultural, community and family backgrounds, and of all identities and all abilities, can:

- ▶ attend their education centre or local state school and be welcomed
- ▶ access and participate in a high-quality education and fully engage in the curriculum alongside their similar-aged peers
- ▶ learn in a safe and supportive environment, free from bullying, discrimination or harassment
- ▶ achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs.

What

The [Individual Transitions Guide](#) is a statewide tool for transition partners to support children prior to school (birth to 5 years), who may require an individualised approach to transition successfully in their early years. It supports the team around the child to collaboratively plan a quality transition that is integrated over time and ensures the right support is in place at the right time.

A key indicator of a positive transition is when a child and family develop a sense of belonging in their new educational setting. A strong sense of belonging helps children feel secure, confident and ready to engage in learning as they start school. It also strengthens relationships with teachers, peers and families, making the transition smoother.

This guide supports children transitioning either from home to early learning, kindergarten or an Early Childhood Development Program (ECDP), or to Prep in a state school, including special schools.

This guide supports families, Early Childhood Education and Care (ECEC) services, state schools and community support services to coordinate and collaborate a transition plan that is responsive to the needs of the individual child.

When children enrol and attend a Queensland state school, the department can provide support to children and their families by developing individual plans where reasonable adjustments are required. These plans may include a Personalised Learning Plan, an Education Support Plan (for children in care), or an Individual Curriculum Plan, tailored to meet the specific needs of the child. All students in Queensland state schools are entitled to access the curriculum. For students in Prep to Year 10, this includes the Australian Curriculum. The [K-12 Curriculum, Assessment and Reporting Framework](#) (K-12 Framework) outlines the curriculum, assessment, and reporting requirements for all Queensland state schools.

Who

An [individual transition plan](#) may be developed for children who require additional support to transition to educational settings, including children:

- ▶ with a diagnosed or suspected disability
- ▶ in care
- ▶ who are Aboriginal and/or Torres Strait Islander
- ▶ with medical and/or mental health concerns
- ▶ with complex behaviour including trauma
- ▶ who are gifted and talented
- ▶ who are from a migrant, refugee or asylum seeker background
- ▶ with a culturally and/or linguistically diverse background
- ▶ experiencing other circumstances that may impact their transition.

The [Individual Transitions Guide](#) can be used by key transition partners, such as:

- ▶ ECEC service staff
- ▶ state school staff
- ▶ outside school hours care (OSHC) staff
- ▶ allied health professionals
- ▶ Child Safety Officers (children in care)
- ▶ community support agencies
- ▶ ECDP staff.

The Individual Transitions Guide is intended to be used in conversation **with the child and family**.

USING THE GUIDE

How

Refer to each section throughout the guide for more information



STEP 1 Identify the child

The early learning service and/or school identifies children who require individual support to transition to the relevant educational setting.

Consider the list in [Step 1](#). (p5)

Children identified may be commencing early learning, kindy, ECDP or Prep in a special school or state school.

STEP 2 Engage the family and obtain consent

The early learning service and/or school initiates contact with the child and parents/carers to discuss transition support planning.

Contact the child and family.

Obtain consent – refer to [Step 2](#) (p5) for guidance.

STEP 3 Identify the team around the child

Once consent is obtained from the family, the transition coordinator contacts the relevant transition partners and invites them to be part of the team around the child.

Refer to [Step 3](#) (p7) for guidance.

Schedule meetings (refer to [Attachments 1](#) and [2](#)).

STEP 4 Gather evidence

To support planning, the transition coordinator may gather existing information from transition partners about the child.

Refer to [Step 4](#) (p8) and [Attachment 3](#) for guidance.

STEP 5 Hold meetings and develop the plan

Transition planning meetings will be ongoing as required. Planning, support focuses, and actions should be recorded at each meeting.

Refer to [Step 5](#) (p8) and [Attachment 3](#) for guidance.

STEP 6 Enact the plan and engage in feedback

Share the individual transition plan with the family and all transition partners, and regularly review actions and next steps. The plan can remain a working document for as long as required.

Refer to [Step 6](#) (p9) and [Attachment 3](#) for guidance.

INDIVIDUAL TRANSITIONS GUIDE

STEP 1 Identify the child

An individual transition plan may be developed for children who require additional support to transition to educational settings, including children:

- ▶ with a diagnosed or suspected disability
- ▶ in care
- ▶ who are Aboriginal and/or Torres Strait Islander
- ▶ with medical concerns
- ▶ with complex behaviour including trauma
- ▶ with mental health concerns
- ▶ who are gifted and talented
- ▶ who are from a migrant, refugee or asylum seeker background
- ▶ with a culturally and/or linguistically diverse background
- ▶ experiencing other circumstances that may impact their transition.

Reflect on the following questions:

Is the child transitioning to early learning, ECDP, kindy or school?

What insights and considerations from the family or transition partners can inform and support the child's transition to their new educational setting?

Would the child benefit from an individualised transition plan?

STEP 2 Engage the family and obtain consent

Three collaborative partnership strategies are recommended by Australian Education Research Organisation (AERO, 2024) to support effective transitions:

1. Build a team around the child.
2. Sustain collaboration throughout the transition.
3. Share clear, consistent, accessible information.

The parent/carer is a critical partner in planning individualised transitions. To start collaboration and enable information to be shared between transition partners, consent needs to be obtained from the parent/carer.

Why obtain consent?

Obtaining consent is required so that information about a child is gathered, shared and stored lawfully and respectfully.

The department's [Obtaining and managing student and individual consent procedure](#) outlines requirements for the recording, use or disclosure of an individual's personal information to a third party beyond what is already authorised or required by law.

For prospective or enrolled children in a Queensland state school, the [consent form to share student personal information with third parties for transition to school planning and support](#) obtains consent to share information outside the Kindergarten Transition Statement ([QCAA consent form 2](#)) to support transition planning.

This enables, for example:

- ▶ commencing conversations about an individual child between state school staff and ECEC service staff across a longer period to enable early intervention and transition support
- ▶ sharing information and reports of an individual child's learning and development between state school staff and ECEC service staff to support transition
- ▶ sharing health/medical/therapy reports and assessments between state school staff and third parties such as healthcare providers.

This allows **coordinated, collaborative and planned** transition experiences to be put in place as early as possible for individual children.

ECEC ENROLMENT ONLY

For a child transitioning to an ECEC (including kindy), parents/carers will need to complete a consent form from the individual ECEC service. This may be included within the standard enrolment form and may differ for each Approved Provider.

Consent needs to be obtained if support agencies (for example: Child Safety) and health professionals are to share information about the child with the ECEC service to support a positive transition.

DEPARTMENT OF EDUCATION ENROLMENT ONLY

(including prospective enrolment)

This consent form is to be used for a prospective or enrolled child in a Department of Education setting, which can include:

- ▶ state delivered kindergartens (SDK), eKindy or hospital kindy
- ▶ state school (including special school)
- ▶ ECDP.

Download the consent form: [Consent form to share student personal information with third parties for transition to school planning and support](#)

Advocacy and voice

When planning individual transitions, parents/carers should be empowered to advocate for their child and family. Advocating enables different perspectives to be shared and valued. It is important the team around the child invites parents/carers to share what is important for their child – including their child's needs, strengths and rights – so they feel understood and supported. Openly listening to each other is an important step to building a trusting relationship to enable partnerships to thrive.

Children and families are central to the transition process and are recognised as active participants of individual transition processes. Transition partners ensure that child and family voice is fostered and prioritised.

The Australian Government has developed resources to support parents and carers in advocating for their child. The tools below are designed for families of children with a disability; however, they may also support all families in advocating for their child.

Parent/carer resources:

- ▶ [Advocating for your child: Early years](#)
- ▶ [Supporting resource: Advocating with and for your child: Primary school](#)
- ▶ [Milestones and transitions for parents and carers of students with a disability](#)

Cultural and inclusivity considerations

The team around the child are encouraged to create inclusive and culturally safe environments for children, families and other transition partners. Fostering respectful, intentional and responsive practices optimises trusting, safe and supportive environments for transition partners to begin collaboration.

Starting points include the following:

- ▶ Ask if families would like a cultural liaison or support person present at the meeting.
- ▶ Provide translator and interpreter services where needed.
- ▶ Promote cultural safety within the physical meeting environment, such as by embedding families' flags of origin and including an Acknowledgement of Country at the start of the meeting.
- ▶ Ensure the meeting location is accessible for all attendees (for example: consider ramp access).

Holistic view of the child

Quality and responsive transitions foster a holistic view of the child and family. The team around the child are encouraged to reflect upon the social, cultural, community and family impacts for the child as they connect and identify transition goals, adjustments and services that can support overall learning and development.

The supporting graphic from the [Transition Position Statement](#) on the following page has been included to support this reflection.

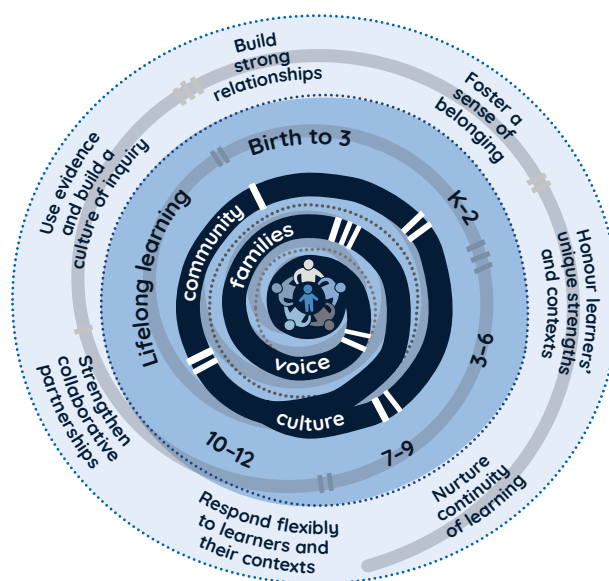
STEP 3 Identify the team around the child

A transdisciplinary approach to child and family transitions values the team around the child. It also promotes an integrated service delivery model that promotes professionals from a range of disciplines.

The team around the child (also referred to as transition partners) could include:

- ▶ parents/carers
- ▶ ECEC staff
- ▶ state school staff
- ▶ OSHC staff
- ▶ allied health professionals
- ▶ Child Safety Officers (children in care)
- ▶ community support agencies
- ▶ ECDP staff.

The members of the team may change throughout the transition due to the evolving needs of the child or family.



Contact the transition partners

Attachment 1: Parent/carer letter and **Attachment 2: Transition partner letter** can be used to contact transition partners, including parents/carers.

Document the transition partners

Record the contact details of the transition partners in **Attachment 3: Individual transition plan – Example template**.

Identify the transition coordinator

It is recommended a transition coordinator is identified from the team around the child to be the key contact. Complete contact information in **Attachment 3: Individual transition plan – Example template**.

The transition coordinator is responsible for bringing the team together and coordinating the shared work, and is a trusted and consistent point of contact for transition partners. It is recommended the transition coordinator be the person responsible for record keeping of the individual transition plan in accordance with their setting procedures.

The actions in **Attachment 3: Individual transition plan – Example template** will be a shared responsibility between the transition partners.

The nominated transition coordinator is: _____

Transition planners

All transition partners can use the **transition planners** to collaborate and to support their role in transitions. These resources provide a shared language for transition partners to effectively collaborate and support children and families.



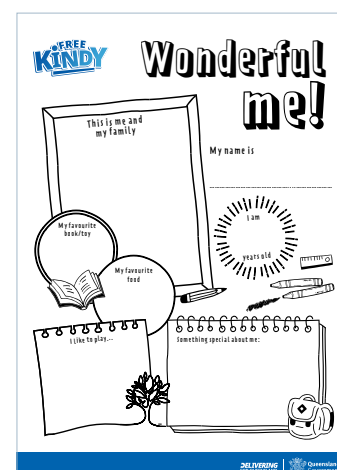
STEP 4 Gather evidence

To support effective planning, the transition coordinator may collect existing information from the child, and from transition partners – including parents and carers – regarding the child.

It is essential to capture each child's individual story as part of the planning process. The [Attachment 3: Individual transition plan – Example template](#) includes a series of suggested questions designed to guide consultation with the child, parents/ carers and other transition partners. This consultation may be led by the transitions coordinator and occur prior to or during the initial meeting, with timing determined by what best supports the needs of the child, their family and other transition partners. The receiving service or school may also use other methods, such as the [Wonderful me](#) poster, to capture the child's voice.

Depending on the context, additional evidence may include, but is not limited to:

- ▶ medical and NDIS reports and management plans
- ▶ support plans
- ▶ previous education or transition plans
- ▶ educator and teacher observations
- ▶ Kindergarten Transition Statement
- ▶ school reports.



STEP 5 Hold meetings and develop the plan

Purpose of the meetings

Transition meetings provide an opportunity for partners who are integral in supporting a child's individualised transition plan to work together. Partners can connect, discuss priorities and enact a plan that supports a coordinated transition process that occurs over time.

An overview of considerations for transition meetings is detailed below.

Ways of working starters

- ▶ **Strengths-based:** build on what children, families and educators already do well.
- ▶ **Value voice:** listen actively and respect perspectives in decision making.
- ▶ **Child- and family-led:** centre planning around the priorities and aspirations of the child and family.
- ▶ **Culturally safe:** create inclusive spaces where identity is respected and protected.
- ▶ **Trusting partnerships:** build relationships grounded in respect, honesty and reliability.
- ▶ **Responsive and adaptable:** adjust approaches to meet changing needs and contexts.
- ▶ **Solution-focused:** work together to identify practical strategies and positive next steps.
- ▶ **Evidence-based:** draw on what transition partners observe and know, along with proven strategies and child-level data.

Operational starters

- ▶ Confirm the transition coordinator role.
- ▶ Determine partners' preferred communication method (for example: email, phone).
- ▶ Complete consent forms to enable information to be shared with partners.
- ▶ Identify age-appropriate strategies to ensure the child is an active part of the transition planning process.

Planning starters

- ▶ Introduce the transition partners and share the purpose of collaboration.
- ▶ Identify and share relevant information about the child.
- ▶ Review and discuss existing reports or documentation.
- ▶ Identify additional partners who should be part of the team around the child.
- ▶ Discuss the parent/carer vision for the child's transition.
- ▶ Identify shared goals for the child's transition and timeframes.
- ▶ Use the transition planners to establish and identify shared language with partners to support discussions and strategies.
- ▶ Complete an individual transition plan together and identify key dates to review.
- ▶ Discuss opportunities to visit the child in their current setting to inform the transition plan based on current strategies being implemented. Ensure the relevant consent is obtained before doing this.
- ▶ Answer questions and discuss concerns from parents/carers and other transition partners.



Next steps

- ▶ Agree on the individual transition plan.
- ▶ Identify follow-up actions for next meeting.
- ▶ Schedule the next meeting (on a needs basis).
- ▶ Transition coordinator to check relevant forms are completed and share meeting information with transition partners.

STEP 6

Enact the plan and engage in feedback

Enact the plan

An individual transition plan supports a child's early educational journey by detailing personalised focus areas and supports that promote a positive transition.

[Attachment 3: Individual transition plan – Example template](#) is included to support collaborative conversations. This template is intended as a starting point and can be adjusted to suit the contextual needs of the child and transition partners.

The [transition planners](#) (families, community services, ECEC services and schools) are supporting resources that can assist partners in identifying a range of transition strategies to support the child and family. The team will also have invaluable expertise, strategies and ideas for tailored support.

The individual transition plan should be an active document that is informed by ongoing feedback across the team around the child. This should be responsive to the transition needs of the child and family.

Engage in feedback

It is critical the individual transition plan is monitored and reflected on with all partners to determine what is working, what needs changing and next steps for ongoing transition support for the child. Transition partners need to capture the experiences of the child and family and meet regularly as a team to discuss feedback from everyone involved in the transition to effectively plan for next steps.

Reflective conversation starters could include:

What did we learn?

What are the successes?

What are the current challenges?

What adjustments need to be made for the child to feel a sense of belonging and experience success?

Attachment 1: Parent/carer letter – Example template

This is an example template.
You are invited to edit as required.

For further guidance on planning for individual children's transitions, please refer to the Individual Transitions Guide.

Print on your service, kindergarten or school letterhead.

Select date

Dear <Insert Name>

I am writing to you on behalf of our team at <Insert name of service/kindergarten/school>. As your child prepares to transition into their next learning environment, we would like to invite you to a meeting to develop an **individual transition plan**. This plan is to support children who may benefit from a more personalised transition process. It aims to build on your child's strengths and interests, while ensuring the right supports are in place to help them experience a positive and successful start as they transition to at <Insert name of relevant early learning/kindergarten/school>.

At the meeting, we will:

- share relevant background information to support planning
- discuss your child's strengths, interests and learning needs
- provide an opportunity for you to raise any concerns or priorities
- discuss transition goals and make plans for upcoming transition experiences
- collaboratively develop a transition plan tailored to your child.

To support in this planning, we encourage you to bring along any recent medical or specialist reports (for example: paediatrician, speech pathologist, occupational therapist) that may help us better understand your child's needs.

Transitions work best when everyone has a voice. By working together, we can create a supportive plan that reflects your child, your family and the new learning environment.

Meeting details:

Date	Select date
Time	select hour : select minutes select am or pm
Location	<Insert venue or online link>
Attendees	<Insert names of attendees>

If you would like to discuss this further, please feel free to contact me on <Insert phone number> or email at: <Insert email address>

We look forward to working together to support your child's transition.

Warm regards,

<Author name>

<Role/Title>

<Service/kindergarten/school name>

Attachment 2: Transition partner letter – Example template

This is an example template.
You are invited to edit as required.

For further guidance on planning for individual children's transitions, please refer to the Individual Transitions Guide.

Print on your service, kindergarten or school letterhead.

Select date

Dear <Insert Name>

I am writing to you on behalf of our team at <Insert name of service/kindergarten/school>. We are currently supporting <Insert child's name> as they prepare for their next step in their learning journey, and we would like to invite you to attend an **individual transition planning meeting**.

The individual transition plan is to support children who may benefit from a personalised transition process. The plan supports collaboration between families, educators and key partners to ensure children experience a smooth and positive transition into <Insert name of service/kindergarten/school>.

Your involvement and expertise will help us:

- share and gather relevant information to guide planning
- build a clearer picture of the child's strengths, interests and needs
- ensure appropriate supports and strategies are in place for a successful transition.

Meeting details:

Date	Select date
Time	select hour : select minutes select am or pm
Location	<Insert venue or online link>
Attendees	<Insert names of attendees>

We value your contribution to this process and would greatly appreciate your attendance. If you are unable to attend, we welcome any written input, reports or recommendations you may wish to share ahead of the meeting.

If you would like to discuss this further, please feel free to contact me on <Insert phone number> or email at: <Insert email address>

Thank you for your support in helping us create a positive transition experience for <Insert child's name>.

Warm regards,

<Author name>

<Role/Title>

<Service/kindergarten/school name>

Attachment 3: Individual transition plan – Example template

This is an example template.
You are invited to edit as required.

For further guidance on planning for individual children's transitions,
please refer to the Individual Transitions Guide.

Individual transition plan

Child's details	
Child's full name:	Child's name
Date of birth:	date/Month/year
Background:	☐ Aboriginal and/or Torres Strait Islander: (Add additional information) ☐ EAL/D or CALD: (Other languages spoken) ☐ Protection order: (Type of order) ☐ Refugee background: (Add additional information)
Child is transitioning to:	☐ Early years service (6 weeks – 4 years) ☐ Kindy (4 years by 30 June) ☐ Prep (5 years by 30 June)
Early years service/school details:	NAME: Service or School name PH: 0400 000 000 Email: email address
Parent/carer's details:	NAME: Parent or carer's full name PH: 0400 000 000 Email: email address

Transition Coordinator Contact Details	
Name:	Role/organisation:
Phone:	Email:

Child's transition team			
Name	Role	Organisation	Contact details

Child's strengths and interests	
For example: Learning strengths, creative or musical abilities, favourite interests, and preferred play activities.	

Additional support needs/diagnosis	
For example: Areas where the child may need extra support, such as communication, self-care routines, managing emotions, social interactions or learning tasks early learning/kindergarten/school.	

Support services currently being accessed	
☐ Paediatrician	☐ Speech and language pathologist (SLP)
☐ Physiotherapist	☐ Psychologist
☐ Child Youth Mental Health Service	
☐ General practitioner (GP)	☐ Occupational therapist (OT)
☐ ECDP	☐ Psychiatrist
☐ NDIS provider	
☐ Other – please specify:	

Details of support provided (including relevant documents)

Consultation starters with the child, family and other transition partners	Notes:
Child Consider if these questions are developmentally and age appropriate. If they are unable to respond, consider other strategies to include the child's perspective.	
• What would you like your teachers to know about you? • What are some things you'd like to learn or try at childcare/kindy/school? • Is there anything that makes you feel worried about starting childcare/kindy/school? • What helps you feel safe and comfortable?	
Parents/carers Consider if parents/carers require support to respond.	
• How are you feeling about your child starting childcare/kindy/school? • What do you think will go well with the transition? • Are there any concerns you have about your child's transition? • Do you have ideas or strategies that could help make the transition smoother for your child?	
Service providers	
• How do you anticipate the child's transition into childcare/kindy/school will go? • Are there any challenges or concerns you foresee during the child's transition? • What supports or approaches do you think would help the child adjust successfully?	

Focus areas	Strategies/actions/resources (draw on the strategies identified above)	Who is involved	Timeframe	Review and feedback
For example: Build familiarity with the new environment	Transition visits, meeting the teacher opportunities	Kindy teacher, Prep teacher, inclusion teacher and parents	Fortnightly throughout Term 4	What worked well? What new adjustments need to be made?
For example: Build confidence separating from family at drop-off	Create a consistent drop-off routine (for example: hug, wave, then into play) Resources: favourite activities set up, visual of routine set up in learning space	Kindy teacher and parents	At each drop off at ECDP/ kindy/school	

Transition experiences				
Date	Activity	Location	Time	What to bring
Monday 8 September	For example: Enrolment meeting with principal	School administration office	10.15am	Birth certificate, medical/specialist reports