



School TRANSITIONS PLANNER

Birth to Year 2

WHO IS THIS PLANNER FOR?



This planner supports school teaching and leadership teams in planning and implementing positive educational transitions for children and families in the early years, including schools providing state delivered kindergarten.

By adopting an inquiry-based approach to planning, this resource integrates practical strategies and connections from the *Positive transitions: early years toolkit*, empowering teams to transform ideas into meaningful actions.

HOW TO USE THIS PLANNER

The *Inquiry planning placemat* is for school teams to guide their use of the inquiry cycle as a reflective framework to implement positive transitions. The placemat provides clear prompts at each stage of the inquiry cycle, while also connecting school teams to relevant resources.

By using the inquiry cycle as a foundation for planning, schools can create a dynamic and responsive transition process that meets the unique needs of children, families and the broader school community. The placemat outlines the following key stages of the inquiry cycle process:

- › **Scan and assess** – reflect on current school transition practices
- › **Prioritise** – identify opportunities for improvement within your school community and use the *Transition strategies* section as a starting point for strategies
- › **Develop and plan** – use the *Transition cards* and *Transition action plan* (Attachment 1) to co-design a responsive transition plan
- › **Act** – implement your school's transition action plan
- › **Monitor or review** – reflect on your practice and evaluate the impact



Tips

The [planning strategies](#) section has been designed as a starting point for ideas, strategies and reflection across birth to Year 2 transitions within your community. To support your engagement, this section includes:

- › **Transition planning starters:** Organised term by term and are intended as a starting point for professional conversations, reflection and local planning.
- › **Individual transition planning:** For children and families who may benefit from a more personalised transition approach.

Note: Grey text links to [Transition card](#) topics within the [Positive transitions: early years toolkit](#), providing practical strategies to support implementation. [Blue text](#) links to further information.

The transition planning ideas included are not an exhaustive list or must-do items. Teams are encouraged to adapt and prioritise to their local context and school needs.

The K–2 stage has been intentionally grouped together, recognising that many of the strategies supporting a positive transition into kindergarten are equally valuable as children move into Prep, progress between year levels, or adapt to new settings.

Planning strategies

Birth to Kindergarten

Ongoing



TRANSITION PLANNING STARTERS

- ☐ Use the early years toolkit to reflect and plan responsive transition practices.
- ☐ Analyse [early years data](#) for your community and plan responsive transitions.
- ☐ Join or [establish an early years network](#).
- ☐ Establish a [supported playgroup](#) (if responsive to local data and context).
- ☐ Build [partnerships with community](#) through community events (birth to 5).
- ☐ Identify shared community communication strategies to share transitions and [promote early learning pathways](#) within the local community.
- ☐ Identify how to [embed Aboriginal perspectives and Torres Strait Islander perspectives](#) to support [culturally safe spaces](#).
- ☐ Identify strategies to build [strong partnerships with families and partnerships with community](#).
- ☐ Engage community partners in [shared decision-making](#) opportunities.
- ☐ Embed practices that acknowledge [families as first teachers](#).



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.



SUPPORTING RESOURCES

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

Planning strategies

Kindergarten to Year 2

Term **1** January to March



TRANSITION PLANNING STARTERS

- ☐ Use the early years toolkit to reflect and plan responsive transition practices.
- ☐ Identify the transition leader/team in your school community.
- ☐ Capture the voice of learners and families about their transition experiences to inform practice.
- ☐ Embed transition priorities within the school Annual Improvement Plan (AIP).
- ☐ Organise enrolment packs.
- ☐ Share enrolment information and key transition dates with partners.
- ☐ Update school website with relevant transition information including key dates.
- ☐ Establish routines and daily transitions.
- ☐ Develop partnerships with community and partnerships with families.
- ☐ Consider invisible transitions in planning.
- ☐ Identify strategies to develop partnerships between ECEC services and school settings.
- ☐ Share social stories during supported visits to new K-2 learning environments.
- ☐ Design responsive learning environments that build from a learner's prior experiences, interests and knowledge.
- ☐ Enact continuity between curriculum and pedagogy to build from prior learning into new experiences across K-2.
- ☐ Embed a range and balance of early years pedagogies to engage young learners.
- ☐ Use transition statements and documents to build responsive learning.



INDIVIDUAL TRANSITION PLANNING

- ☐ Support conversations with families and transition partners if children require extra support to transition in 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.
- ☐ Obtain consent from families to share information to support transitions ([consent form to share information with third parties for transition to school planning and support](#)).
- ☐ For children in care, identify statutory/court ordered care status to confirm guardianship (decision-maker). 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](#)

Planning strategies

Kindergarten to Year 2

Term 2 April to June



TRANSITION PLANNING STARTERS

- ☐ Finalise enrolment packs.
- ☐ Provide accessible transition information to families, ECEC services and communities.
- ☐ Use the early years toolkit to finalise planning.
- ☐ Embed routines and daily transitions.
- ☐ Connect with local Early Childhood Development Programs (ECDP) and create partnerships with OSHC providers to discuss transitions.
- ☐ Plan for warm and welcoming enrolment conversations.
- ☐ Start reciprocal visits between early years staff.
- ☐ Identify authentic ways to embed Aboriginal and Torres Strait Islander perspectives.
- ☐ Identify strategies to develop shared transition experiences between settings.
- ☐ Join or establish an early years network.
- ☐ Identify responsive transition strategies using early years data.
- ☐ Identify existing playgroups or plan for supported playgroups.
- ☐ Build a shared language between ECEC and early years school staff.
- ☐ Promote and embed social and emotional wellbeing within transition planning.
- ☐ Foster belonging through culturally safe spaces.
- ☐ For early entry to Prep queries, refer to the [QLD early entry to Prep framework](#).



INDIVIDUAL TRANSITION PLANNING

- ☐ Meet with transition partners to build a shared focus and plans.
- ☐ Plan early transition experiences for children requiring individual and gradual transitions.
- ☐ Begin plans and 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](#)

Planning strategies

Kindergarten to Year 2

Term **3** July to September



TRANSITION PLANNING STARTERS

- ☐ Submit [QCAA portal access](#) for staff to access transition statements.
- ☐ Enter future Prep enrolment into [OneSchool](#) and include details of the kindergarten attended.
- ☐ Implement [reciprocal visits between early years staff](#).
- ☐ Facilitate sessions with staff about [engaging early years pedagogies](#).
- ☐ Critically reflect on the transition program as an integrated process ([more than orientation](#)).
- ☐ Continue to build strong [partnerships between ECEC services and school settings](#).
- ☐ Support transition practices focused on [families transitioning together](#).
- ☐ Facilitate sessions with staff to build knowledge of [continuity of curriculum and pedagogy](#).
- ☐ Continue to embed strategies to build strong [partnerships with families and partnerships with community](#).
- ☐ Visit new environments that learners will engage in next year.
- ☐ Meet with future K-2 staff to support conversations and planning for continuity of learning.
- ☐ K-2 staff share ideas around [responsive learning environments](#) to support [continuity of curriculum and pedagogy](#) connections.
- ☐ For delayed entry queries, refer to [Responding to families considering delaying their child's entry to school – guidelines for school leaders](#).



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](#)

Planning strategies

Kindergarten to Year 2

Term 4 October to December



TRANSITION PLANNING STARTERS

- ☐ Refer to the [transition statement flow chart](#).
- ☐ Bulk download transition statements from the [QCAA portal](#) and [upload to OneSchool](#).
- ☐ Share class lists, student profiles, transition statements, relevant reports/transition information with teachers and support staff (with consent).
- ☐ Support Prep teachers to engage in [responsive planning using transition statements](#).
- ☐ Reflect on the transition program and record [feedback to inform future transitions](#) planning.
- ☐ Plan responsive transition experiences that [honour children's prior knowledge and experiences](#).
- ☐ Support staff to [interpret early years data](#).
- ☐ Build a [shared language between settings](#) and share professional learning.
- ☐ Identify adjustments for students with diverse learning needs, and engage relevant school, regional and community staff.
- ☐ Build strong [partnerships with OSHC](#) services and discuss ways to support learners transitioning between K-2 settings and OSHC.
- ☐ Visit new K-2 learning environments that learners will engage in next year.
- ☐ Meet with future K-2 staff to support conversations and planning for continuity of learning.
- ☐ Share pedagogies, [responsive learning environments](#) and curriculum connections to prior learning.
- ☐ Share and practise new routines and [daily transitions](#) that could be experienced next year.



INDIVIDUAL TRANSITION PLANNING

- ☐ Plan and facilitate meetings with relevant transition partners.
- ☐ Upload details about student support needs and statutory/court-ordered care status is recorded in OneSchool.
- ☐ 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 school and support staff.



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](#)



INQUIRY PLANNING PLACEMAT

Prior to using the inquiry cycle, transition leaders read and unpack:

› [Transitions research: Transitions Position Statement, Transitions literature review and Transitions implementation and future direction advice](#) › [Positive Transitions hub](#) › [Inquiry cycle](#)



SCAN AND ASSESS

Gather rich information about current transition practices in your school and understand current data of learners and the community.

- ☐ How does our approach align with the evidence-base within the **Transitions Position Statement** and **Transitions literature review**?
- ☐ How do we currently support quality transitions across birth to Year 2 in our community?
- ☐ Have we identified our current practice using the [Supporting successful transitions: School decision-making tool](#)?
- ☐ What does our school and community [Australian Early Development Census](#) (AEDC) tell us about child development?
- ☐ How do we use [kindergarten transition statements](#) to support responsive continuity of learning practice in Prep?
- ☐ What does kindergarten participation data and AEDC demographic data tell us about our community?
- ☐ How have the voices of learners, families, teachers, leaders and community informed our transition practice?
- ☐ How does student achievement and attendance data inform planning for continuity of learning across P-2?



PRIORITISE

After scanning and assessing, identify opportunities for improvement.

- ☐ What are 1–3 improvement priorities for transitions in our school community?
› Priority 1: › Priority 2: › Priority 3:
- ☐ Have we identified a transition leader or team who is responsible for leading the transition work with the principal?
- ☐ How will we measure success? (What does this look like in 3, 6 and 12 months?)
- ☐ Using the [Planning strategies](#), what opportunities and strategies have we identified to support planning for our improvement priorities for transitions?
- ☐ AEDC reflection: Have we identified target cohorts or domains that have informed our priorities?



MONITOR OR REVIEW

Reflect on the work you have undertaken to understand and evaluate the impact.

- ☐ Using the [Transitions action plan](#), record evaluation reflections (refer to prompts).
- ☐ What has worked/not worked and how do we know?
- ☐ What data has informed our evaluation?
- ☐ How will we celebrate success?
- ☐ Use the [Framework for the identification and evaluation of promising practices](#) to support evaluation of promising practices.
- ☐ Consider how transition practices will be maintained.
- ☐ AEDC reflection: Have we evaluated impact considering both transition processes and child outcome indicators?



DEVELOP AND PLAN

Co-design a plan guided by child needs and local context.

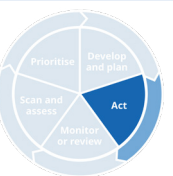
- ☐ How are our priorities reflected in the Annual Implementation Plan (AIP)?
- ☐ Using the [Transitions action plan](#), record current and future transition strategies that occur throughout the year, both inside and outside our school community.
- ☐ Using the [Transitions action plan](#), identify key strategies, resourcing, people and impact measures that will support our priorities.
- ☐ Using the [Transition cards](#), identify strategies that are responsive to our context and improvement priorities.
- ☐ How will impact be measured?
- ☐ When will review points be identified?
- ☐ AEDC reflection: Have we selected strategies that build on our focus developmental domains?



MONITOR OR REVIEW

Evaluation prompts drawn from the Transitions literature review.

- ☐ What evidence can be generated and shared within and across services and schools?
- ☐ How can we provide stability and consistency during periods of transition?
- ☐ How can learners' wellbeing, social and emotional learning, and relationships be monitored and supported through transitions?
- ☐ Who are the individuals, groups or stakeholders that we have not yet engaged with in our conversations about transition?
- ☐ What evidence do we need to determine whether we are meeting the diverse needs of all learners in transitions?



ACT

Support one another to implement plans and commit to actions.

- ☐ Confirm the transition leader or team are available to lead the implementation.
- ☐ Provide the necessary resources to partners.
- ☐ Provide partners with opportunity for feedback during implementation.
- ☐ Monitor and manage roadblocks.
- ☐ AEDC reflection: Are we implementing practices beyond transition activities (e.g. family engagement, early years pedagogy)?

Attachment 1 — School: Transitions action plan

This tool can be used by state schools in the planning phase to support documentation of early years transition strategies that are implemented across the year in their context. This editable action plan can capture both current and future strategies. Examples are provided below to prompt thinking.

School name:	Year:	Review date:	Transition team:
Improvement priority 1:			
Improvement priority 2:			
Improvement priority 3:			

Date	Transition strategy	Staff responsible	Resourcing	Success measures	Evaluation reflections
TERM 1					
Example: February	Gather voice of children and families who experienced transition across K–2 last year to inform and refine transition practices.	Deputy Principal	meeting with P–2 teachers and DP	- data records of learner/family voice - documented adjustments to transition practice in response to voice	
TERM 2					
Example: April	Commence reciprocal visits between early years professionals across K–2, including ECEC. Embed cycles to share continuity practices such as pedagogy, environments and curriculum links.	Deputy Principal and early years team	- non-contact time - timetabling	- visits - professional reflections and learnings - evidence of continuity practices reflected across early years learning environments	
TERM 3					
Example: September	Continue implementation of birth–5 playgroup and engage local library and Elders as key guests this term.	Transition team	- planning and outreach - non-contact time	- playgroup sessions - attendance - stories of impact from children and families - library and Elders attendance	
TERM 4					
Example: November	Analyse transition statements (TS) and student profiles (K–2) with teaching teams to plan responsive curriculum, pedagogy and learning environments for learners.	Prep teaching team and Deputy Principal/Principal	- planning session - non-contact time	- transition statements analysed and reflected in term 1 planning - TS uploaded to OneSchool student profiles	