The statewide approach to transitions

In consultation with critical partners, the department has developed the *Supporting successful transitions: School decision-making tool* which sets out the statewide transition approach and provides a guide to local implementation.

The decision-making tool supports schools in meeting a core outcome of the department’s *Strategic Plan 2014–2018* and the vision of *Every student succeeding — State Schools Strategy 2014–2018*.

The tool provides scope to identify opportunities to plan and implement targeted, evidence-based actions to maximise the school’s readiness to meet the needs of all children and families.

School teams and partners can use the tool to:

- reflect on the key principles underpinning the framework
- self-assess their current transition practices in priority action areas
- plan transition strategies to achieve the stated outcomes.

The Department of Education and Training is promoting stronger partnerships between families, early childhood education and care providers, services and schools to ensure all children make successful transitions into formal schooling.

Starting school is an exciting and significant time in a child’s life. Research has shown that children are more likely to be ready to learn and enjoy a lifelong love of learning if they have a positive experience transitioning to school.

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**School Transition: statewide approach**

**Executive summary**

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The framework

Principles
The transition decision-making tool comprises a set of principles that outline the values and beliefs underpinning the statewide approach to transition. These are:

- Knowing children and families
- Showing leadership
- Trusting partnerships
- From evidence to action.

Supporting the framework is a decision-making matrix. Developed as a continuum, growth in the complexity and interrelatedness of transition practice is documented.

Action areas
The matrix is built around five areas for action which guide school reflection and identification of transition strategies to support desired outcomes. These are:

- Respect for diversity
- Effective use of data
- Responsive environments
- Effective pedagogy and practice
- Reciprocal relationships.

The role of schools
Schools have a responsibility to plan and enact transition strategies that will effectively support each child in meeting their individual needs.

This statewide transition approach advocates the identification and implementation of strategies focused on school practices and programs to enhance current service delivery. Local strategies should be sustainable within the resources available to schools.

School leaders document their strategies in current school planning documentation e.g. school plan, Great Results Guarantee plan or annual implementation plan. Information for families about transition to school practices should be included on school websites.

The next steps for schools

Access current transition practice
Engage in the statewide approach for understanding and reflecting on current strategies prompts action.

Plan collaboratively to establish strategies based on data
Community, school and contextual data will inform the evidence-base for collaborating with all partners to explore opportunities and barriers to effective transitions.

Incorporate strategies into school plans
Identify an implementation approach and reflect this in an appropriate overarching school document communicating transition strategies.

Measure the effectiveness of transition strategies
Report on outcomes to the community and regional leaders ensuring accountability and continued effectiveness.

More information
To access more information around the statewide approach to transitions including the Supporting Successful Transitions: School decision-making tool and a range of supporting resources, visit deta.qld.gov.au/earlychildhood/about/transitions.

Information correct at time of publication, December 2014. Photography: Lime