# LOOKOUT Transition Support Guidance –

# Early Childhood to Primary School

This resource supports carers, education providers and statutory authorities to provide best-practice, wrap-around school transition supports for children living in out-of-home care.

It provides an overview of the roles and responsibilities for all parties as well as a timeline for completing these responsibilities.

It should be used in addition to other resources available to each responsible party and to ensure appropriate and timely collaboration occurs.

This resource should also ensure each party is aware of and can support the roles and responsibilities of the other.

## Roles and responsibilities

**Carers** take responsibility for seeking best practice supports to assist young people in their care. They are encouraged to advocate for the young people by working with education providers and associated authorities to meet their responsibilities with due care and focus.

**Early childhood providers** and **schools** have a responsibility to share and collaboratively formulate education planning and provision in the context of, and with a focus on, seeking all available and relevant information to ensure that planning meets the individual needs of the young child being supported.

**Statutory authorities** have a responsibility to support and enable the activities of carers and educational providers to be undertaken in a timely and effective manner.

## Transition Guidance and Timeline – role specific

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| Transition Guidance and Timeline | | | | | |
| **Role** | **Kindergarten** | | | | **School** |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 1** |
| Carer / Parent | ☐ Refer to [Early Childhood Agreement for Children in Out-of-Home Care](https://www.education.vic.gov.au/Documents/childhood/professionals/health/ecagreement.pdf) to become familiar with responsibilities of stakeholders.  ☐ Support case manager to begin steps on [How to choose a school](https://www.vic.gov.au/how-choose-school-and-enrol) and [Enrolling in Foundation (Prep)](https://www.vic.gov.au/enrolling-foundation-prep) | ☐ Notify kindergarten of school enrolment, once known.  If there are school readiness concerns discuss whether the child would benefit from a second year of four-year-old kindergarten  ☐ Assist the teacher to develop a [Term 3 plan for learning and development](https://www.vic.gov.au/does-my-child-need-second-year-kindergarten) if a developmental delay has been identified. | ☐ Refer to [Starting primary school guide](https://www.vic.gov.au/starting-primary-school-guide) and note the enrolment timeline of July 26th  ☐ For children who have a [Term 3 plan for learning and development](https://www.vic.gov.au/does-my-child-need-second-year-kindergarten) it is possible to secure a school enrolment by July 26th and continue conversations as to whether a second year of kindergarten or transition to school is best pathway  ☐ Support child to attend all transition activities scheduled by the kindergarten and school. | ☐ Contribute to the [Transition Learning and Development Statement](https://www.vic.gov.au/moving-kindergarten-school) (TLDS) and return to the kindergarten.  ☐ Support child to attend all transition activities scheduled by the kindergarten and school.  ☐ Attend Prep information sessions conducted by the school.  ☐ Complete book list order, organise uniform and device requirements.  ☐ Utilise [State Schools' Relief](https://stateschoolsrelief.org.au/) funding for uniform needs, if required. | ☐ Support punctual and regular school attendance.  ☐ Support participation in Prep assessment sessions.  ☐ Refer to [Out-of-Home Care Education Commitment: A Partnering Agreement](https://www.education.vic.gov.au/Documents/school/teachers/health/PartneringAgreement.pdf) to become familiar with stakeholder responsibilities.  ☐ Submit [Camps, Sports and Excursions Fund](https://www.vic.gov.au/camps-sports-and-excursions-fund) application form to school before the last day of Term 2. |

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| Case Manager  * Department of Family, Fairness and Housing * Aboriginal Children in Aboriginal Care * Community Service Organisation * Aboriginal Community Controlled Organisation | Begin steps in [Early Childhood Agreement for Children in Out-of-Home Care](https://www.education.vic.gov.au/Documents/childhood/professionals/health/ecagreement.pdf) Appendix 6 – Roles and Responsibilities, for case manager responsibilities.  Inform LOOKOUT Early Childhood Learning Advisor (ECLA) at your local [LOOKOUT Centre](https://www.vic.gov.au/lookout-education-support-centres) where the child is attending kindergarten.  Request an educational consultation with ECLA if age eligible child is not attending kindergarten.  Advise carers ECLA may contact kindergarten regarding transition planning and support.  Attend [Program Support G](https://www.education.vic.gov.au/childhood/professionals/health/outofhomecare/Pages/Role-of-Out-of-Home-care-program-support-group.aspx#:~:text=Out%2Dof%2Dhome%20care%20(OoHC)%20provides%20placement%20and,for%20a%20period%20of%20time.)roup (PSG) meeting at kindergarten to create goals for the child’s [Individual Learning P](https://www.vic.gov.au/individual-learning-plans-children-out-home-care)lan (ILP) – invite ECLA and other key professionals where applicable.  Facilitate and monitor [NDIS Early Childhood Early Intervention](https://www.ndis.gov.au/understanding/how-ndis-works/help-children-under-7) referral, if required. | Complete enrolment process with [Designated Neighbourhood School](https://www2.education.vic.gov.au/pal/enrolment/guidance/designated-neighbourhood-schools-and-school-zones) (DNS) or non-government school and provide required enrolment documentation including a copy of:   * court order * birth certificate * immunisation certificate.   Notify ECLA of school enrolment. | Inform school who has the legal guardianship to sign documents and provide consent.  Communicate  trauma-informed transition goals from the kindergarten ILP to the school as required.  Support child’s engagement with transition activities in school and complete enrolment process. Engage ECLA if additional support required. | Work in partnership with the child, carer, and teacher to include relevant information in TLDS. | Begin steps in  Out-of-Home Care Education Commitment: A Partnering Agreement Appendix 2 – case manager responsibilities checklist.  Support carer to attend the first [Student Support Groups](https://www.vic.gov.au/student-support-groups-children-additional-needs) meeting.  Inform school of family contact schedule and any changes in circumstance for the child, for example legal guardianship and consent. |

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| Case Manager  and Carer | Access [Find My School](https://www.findmyschool.vic.gov.au/) to locate the students DNS. Student has guaranteed right to enrol in their DNS. Students can enrol at a different school, however, the [priority order of placement](https://www2.education.vic.gov.au/pal/enrolment/guidance/placement-policy) will determine whether the application is accepted.  Support [Kindergarten Inclusion Support](https://www.education.vic.gov.au/childhood/professionals/needs/Pages/kinderinclusion.aspx) and/or Commonwealth [Inclusion Support Program](https://viac.com.au/inclusion-development-fund) (ISP) by providing evidence to the kindergarten, if required.  Organise and attend any therapeutic and allied health appointments.  Organise a Cultural Plan for Koorie children if not already started. | Attend [Program Support G](https://www.vic.gov.au/out-home-care-oohc-program-support-group-meetings)roup (PSG) meeting.  Review [Individual Learning P](https://www.vic.gov.au/individual-learning-plans-children-out-home-care)lan (ILP) with PSG. Consider extending or developing further goals, or a possible second year of kindergarten.  Commence transition planning.  Inform school if a child has developmental delay, additional needs current supports accessed.  If there are school readiness concerns discuss whether the child would benefit from a second year of four-year-old Kindergarten  Assist the teacher to develop the [Term 3 plan for learning and development](https://www.education.vic.gov.au/Documents/childhood/providers/funding/Term_Three_Plan_for_Learning_and_Development_FINAL_2022.docx) if a developmental delay has been identified. | ☐ For children who have a [Term 3 plan for learning and development](https://www.vic.gov.au/does-my-child-need-second-year-kindergarten) it is possible to secure a school enrolment by July 26th and continue conversations as to whether a second year of kindergarten or transition to school is the best pathway.  ☐ Attend PSG meeting.  Participate in the application process for [Program for Students with a Disability](https://www.vic.gov.au/program-students-disabilities-psd) (PSD) or [Disability Inclusion](https://www.vic.gov.au/disability-inclusion-extra-support-children-disability)  if applicable and provide relevant documentation.  Ensure an enrolment application has been submitted by July 26th. | Attend Transition [Student Support Group](https://www.vic.gov.au/student-support-groups-children-additional-needs) (SSG) meeting at school.  Support the child to attend transition program and any additional orientation sessions. | Ensure child has all school requirements: books, stationery, uniform, and device.  Attend SSG meeting and support development and implementation of ILP.  Complete the [School Entrant Health Questionnaire](https://www.vic.gov.au/school-entrant-health-questionnaire) from DET School Nursing team, ensuring appropriate legal consent. |

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| Kindergarten  or Early Childhood Education and Care **Kindergarten  or Early Childhood Education and Care** | Engage previous teacher / educator to identify enablers and barriers to access and inclusion.  Begin steps in [Early Childhood Agreement for Children in Out-of-Home Care](https://www.education.vic.gov.au/Documents/childhood/professionals/health/ecagreement.pdf) Appendix 6 – Roles and Responsibilities, for kindergarten/Early Childhood Education and Care (ECEC) service responsibilities.  Inform case manager/carer of fees, funding, and subsidies to support participation.  Record details about child’s support needs and  out-of-home care status in [Kindergarten Information Management System](https://educationapps.my.salesforce.com/) (KIM).  Schedule an [Out-of-Home Care Program Support Group](https://www.education.vic.gov.au/childhood/professionals/health/outofhomecare/Pages/Role-of-Out-of-Home-care-program-support-group.aspx) (PSG) meeting. Invite DET [Koorie Engagement Support Officer](https://www.education.vic.gov.au/childhood/professionals/needs/Pages/kooriechildcarekinder.aspx) (KESO) if child is Aboriginal or Torres Strait Islander, and [LOOKOUT](https://www.vic.gov.au/lookout-education-support-centres) Early Childhood Learning Advisor (ECLA), if required.  Collaboratively develop a trauma informed [Individual Learning Plan](https://www.education.vic.gov.au/childhood/professionals/health/outofhomecare/Pages/learningplans.aspx) (ILP).  Apply for [Kindergarten Inclusion Support](https://www.education.vic.gov.au/childhood/professionals/needs/Pages/kinderinclusion.aspx) and/or Commonwealth [Inclusion Support Program](https://viac.com.au/inclusion-development-fund), if child is eligible.  Organise referral to [Preschool Field Officer](https://www.vic.gov.au/preschool-field-officer-program) (PSFO) and [Koorie Preschool Assistant](https://www.education.vic.gov.au/childhood/professionals/needs/Pages/kooriechildcarekinder.aspx#link21) (KPSA), if required.  Inform carers/case manager of [Find My School](https://www.findmyschool.vic.gov.au/) to identify Designated Neighbourhood School. | Schedule a [Program Support G](https://www.education.vic.gov.au/childhood/professionals/health/outofhomecare/Pages/Role-of-Out-of-Home-care-program-support-group.aspx#:~:text=Out%2Dof%2Dhome%20care%20(OoHC)%20provides%20placement%20and,for%20a%20period%20of%20time.)roup (PSG) meeting:   * review ILP * discuss suitability of second year of kindergarten, if applicable.   Consult with PSFO (if required), and if there are still concerns, request an educational consultation with ECLA.  Develop a [Term 3 plan for learning and development](https://www.education.vic.gov.au/Documents/childhood/providers/funding/Term_Three_Plan_for_Learning_and_Development_FINAL_2022.docx) with the child’s carer if a developmental delay has been identified.  [Early Abilities Based Learning and Education Support (Early ABLES)](https://www.education.vic.gov.au/childhood/professionals/needs/Pages/early-ables.aspx) where relevant.  Plan an enhanced trauma informed transition program with the school, as required.  Request an educational consultation with ECLA if developmental delays are identified. | Begin steps in [Transition: A Positive Start to School](https://www.education.vic.gov.au/Documents/childhood/professionals/learning/Transition%20to%20School%20Resource%20Kit%202017%20FINAL.pdf)  out-of-home care section, p.55.  Schedule a PSG meeting to review ILP.  Commence transition to school planning.  Request an educational consultation with ECLA if developmental delays are identified.  Plan an early trauma informed transition program, if required.  Complete Term 3 plan for learning and development, if a [second year of kindergarten](https://www.vic.gov.au/second-year-funded-four-year-old-kindergarten) may be required.  ☐ For children who have a [Term 3 plan for learning and development](https://www.vic.gov.au/does-my-child-need-second-year-kindergarten) it is possible to secure a school enrolment by July 26th and continue conversations as to whether a second year of kindergarten or transition to school is the best pathway.  Inform ECLA of child in out-of-home care transitioning to school and discuss supports in place.  Develop [Transition Learning and Development Statement](https://www.vic.gov.au/transition-learning-and-development-statements) (TLDS) in partnership with child, carer and relevant professionals.  Promote child attendance at school transition program to carers/case manager.  Promote early enrolment at a school so that child can attend school transition activities.  Advise local ECLA of school enrolment for children in out-of-home care. | Prompt the school to conduct a Transition [Student Support Group](https://www.vic.gov.au/student-support-groups-children-additional-needs) meeting.  Plan for and support attendance at school transition program and [reciprocal visits](https://www.education.vic.gov.au/childhood/professionals/learning/Pages/transtoschoolreciprocalvisits.aspx). Promote student attendance to carers/case manager.  Complete and submit TLDS and provide copies to carer, case manager and primary school.  Finalise transfer information with school including details about student support needs and [Program for Students with Disabilities](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psd.aspx) or [Disability Inclusion](https://www.vic.gov.au/disability-inclusion-extra-support-children-disability) eligibility.  Complete Second Year Declaration and Exemption from School forms, if a [second year of kindergarten](https://www.education.vic.gov.au/childhood/providers/funding/Pages/kindersecondyear.aspx) is required. | | Provide further information to the school if required. |

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| **Primary School** |  |  | Begin steps in [Transition: A Positive Start to School](https://www.education.vic.gov.au/Documents/childhood/professionals/learning/Transition%20to%20School%20Resource%20Kit%202017%20FINAL.pdf) out-of-home care section, p.55.  Plan and monitor an early transition program for the student if complex needs are identified and additional support is required. Consider completing a [Program for Students with Disabilities](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psd.aspx) (PSD) or [Disability Inclusion](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/disability-inclusion.aspx) application.  Identify staff professional learning needs and contact [LOOKOUT Centre](https://www.vic.gov.au/lookout-education-support-centres) for information as required.  Ensure transition co-ordinator has access to all reports provided by carer/ case manager/kindergarten once enrolment is confirmed. | Conduct a Transition [Student Support Group](https://www2.education.vic.gov.au/pal/student-support-groups/policy) (SSG) meeting and schedule SSG meeting for Term 1. Invite [Koorie Engagement Support Officer](https://www.vic.gov.au/koorie-education-coordinator-contact-details) (KESO) if child is Aboriginal and/or Torres Strait Islander.  Complete PSD application or Disability Inclusion profile as required:   * Request copies of diagnostic reports from carer/case manager * Refer child to Student Support Services (SSS), with consent from the legal guardian.   Ensure transition co-ordinator has access to all reports provided by carer/case manager/kindergarten including [Transition Learning and Development Statement](https://www2.education.vic.gov.au/pal/transition-early-childhood-school/guidance/access-online-transition-statements-new-prep) (TLDS).  Plan for and support attendance at transition program and [reciprocal visits](https://www.education.vic.gov.au/childhood/professionals/learning/Pages/transtoschoolreciprocalvisits.aspx).  Provide carers with textbook list, uniform, and device requirements (as required).  Provide carers/case manager with information on financial supports available through [Camps, Sports and Excursions Fund](https://www.vic.gov.au/camps-sports-and-excursions-fund) and [State Schools' Relief](https://stateschoolsrelief.org.au/) (uniform, etc).  Provide carers/case manager with Designated Teacher contact details.  Ensure details about student support needs and statutory/court-ordered out-of-home care status recorded on CASES21 (Living Arrangement A). | Begin steps in [Out-of-Home Care Education Commitment: A Partnering Agreement](https://www.education.vic.gov.au/Documents/school/teachers/health/PartneringAgreement.pdf) Appendix 1 – School Responsibilities Checklist:   * Schedule and chair termly SSG meeting * Review and develop an [Individual Education Plan](https://www2.education.vic.gov.au/pal/individual-education-plans-ieps/policy) * Allocate a [Learning Mentor](https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/guidance/appointing-learning-mentor), * Referral to SSS for an [Educational Needs Analysis](https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/guidance/4-make-referral-educational-needs-analysis) * Ensure the CASES21 file lists the child as in statutory/court-ordered out-of-home care (Living Arrangement A).   Ensure classroom teacher has access to all reports provided by carer/case manager/kindergarten including TLDS.  Link the child’s TLDS to their Insight Assessment Profile as a record of their learning.  Distribute student support information to relevant school staff (teachers, Education Support staff and student wellbeing).  Ensure [Camps, Sports and Excursions Fund](https://www.vic.gov.au/camps-sports-and-excursions-fund) form submitted before the last day of Term 2. |

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| **LOOKOUT** | Identity children subject to statutory out-of-home care orders who are eligible to attend school the following year.  Promote enrolment and regular kindergarten attendance to all stakeholders.  Participate in [Program Support Group](https://www.education.vic.gov.au/childhood/professionals/health/outofhomecare/Pages/Role-of-Out-of-Home-care-program-support-group.aspx) (PSG) meetings, if required.  Ensure child protection and kindergarten staff are aware of their roles and responsibilities under [Early Childhood Agreement for Children in Out-of-Home Care](https://www.education.vic.gov.au/Documents/childhood/professionals/health/ecagreement.pdf).  Promote development and regular review of [Individual Learning Plan](https://www.education.vic.gov.au/childhood/professionals/health/outofhomecare/Pages/learningplans.aspx) (ILP).  Provide advice to all stakeholders on funding subsidies to support inclusion. Ensure child is accessing all available commonwealth and state government funding.  Provide trauma-informed practice and behavioural guidance resources to kindergarten, as required. | Inform carers/case managers of [Find My School](https://www.findmyschool.vic.gov.au/) to identify [Designated Neighbourhood School](https://www2.education.vic.gov.au/pal/enrolment/guidance/designated-neighbourhood-schools-and-school-zones).  Participate in PSG meetings if required.  Promote review of ILP.  Monitor attendance at kindergarten and identify any barriers to attendance.  Alert child protection that [LOOKOUT Early Childhood Learning Advisor](https://www.vic.gov.au/lookout-education-support-centres) will be contacting kindergarten for transition consultations and providing transition resources.  Initiate transition consultations with kindergarten. | Participate in PSG meetings, if required.  Promote review of ILP.  Monitor attendance at kindergarten and identify any barriers to attendance.  Contact kindergarten and case managers to ensure supports are in place for the child to transition.  If a child has additional needs or developmental delay, support discussion around plans for the following year. | Attend Transition [Student Support Group](https://www.vic.gov.au/student-support-groups-children-additional-needs) (SSG) meeting, if required.  Check kindergarten has shared [Transition Learning and Development Statement](https://www.vic.gov.au/transition-learning-and-development-statements) with school and case manager.  [LOOKOUT Learning Advisor](https://www.vic.gov.au/lookout-education-support-centres) email the school’s Designated Teacher to encourage appropriate supports are in place for every child to transition. | [LOOKOUT Learning Advisor](https://www.vic.gov.au/lookout-education-support-centres) to monitor eligible children are enrolled in Prep and CASES21 file lists the child as in statutory/court-ordered out-of-home care (Living Arrangement A).  Monitor student attendance and [Out-of-Home Care Education Commitment: A Partnering Agreement](https://www.education.vic.gov.au/Documents/school/teachers/health/PartneringAgreement.pdf) requirements, including [Individual Education Plan](https://www2.education.vic.gov.au/pal/individual-education-plans-ieps/policy), [Learning Mentor](https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/guidance/appointing-learning-mentor), [Educational Needs Analysis](https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/guidance/4-make-referral-educational-needs-analysis), notifying Designated Teacher of child and regular SSGs. |

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