

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	<ul style="list-style-type: none"> □ Refer to Early Childhood Agreement for Children in Out-of-Home Care to become familiar with responsibilities of stakeholders. □ Support case manager to begin steps on How to choose a school and Enrolling in Foundation (Prep) 	<ul style="list-style-type: none"> □ 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 if a developmental delay has been identified. 	<ul style="list-style-type: none"> □ Refer to Starting primary school guide and note the enrolment timeline of July 26th □ For children who have a Term 3 plan for learning and development 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. 	<ul style="list-style-type: none"> □ Contribute to the Transition Learning and Development Statement (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 funding for uniform needs, if required. 	<ul style="list-style-type: none"> □ Support punctual and regular school attendance. □ Support participation in Prep assessment sessions. □ Refer to Out-of-Home Care Education Commitment: A Partnering Agreement to become familiar with stakeholder responsibilities. □ Submit Camps, Sports and Excursions Fund application form to school before the last day of Term 2.

Transition Guidance and Timeline					
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	Term 1	Term 2	Term 3	Term 4	Term 1
Case Manager <ul style="list-style-type: none"> Department of Family, Fairness and Housing Aboriginal Children in Aboriginal Care Community Service Organisation Aboriginal Community Controlled Organisation 	<ul style="list-style-type: none"> Begin steps in Early Childhood Agreement for Children in Out-of-Home Care Appendix 6 – Roles and Responsibilities, for case manager responsibilities. Inform LOOKOUT Early Childhood Learning Advisor (ECLA) at your local LOOKOUT Centre 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 Group (PSG) meeting at kindergarten to create goals for the child's Individual Learning Plan (ILP) – invite ECLA and other key professionals where applicable. Facilitate and monitor NDIS Early Childhood Early Intervention referral, if required. 	<ul style="list-style-type: none"> Complete enrolment process with Designated Neighbourhood School (DNS) or non-government school and provide required enrolment documentation including a copy of: <ul style="list-style-type: none"> court order birth certificate immunisation certificate. Notify ECLA of school enrolment. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Work in partnership with the child, carer, and teacher to include relevant information in TLDS. 	<ul style="list-style-type: none"> 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 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	<ul style="list-style-type: none"> <input type="checkbox"/> Access Find My School 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 will determine whether the application is accepted. <input type="checkbox"/> Support Kindergarten Inclusion Support and/or Commonwealth Inclusion Support Program (ISP) by providing evidence to the kindergarten, if required. <input type="checkbox"/> Organise and attend any therapeutic and allied health appointments. <input type="checkbox"/> Organise a Cultural Plan for Koorie children if not already started. 	<ul style="list-style-type: none"> <input type="checkbox"/> Attend Program Support Group (PSG) meeting. <input type="checkbox"/> Review Individual Learning Plan (ILP) with PSG. Consider extending or developing further goals, or a possible second year of kindergarten. <input type="checkbox"/> Commence transition planning. <input type="checkbox"/> Inform school if a child has developmental delay, additional needs current supports accessed. <input type="checkbox"/> If there are school readiness concerns discuss whether the child would benefit from a second year of four-year-old Kindergarten <input type="checkbox"/> Assist the teacher to develop the Term 3 plan for learning and development if a developmental delay has been identified. 	<ul style="list-style-type: none"> <input type="checkbox"/> For children who have a Term 3 plan for learning and development 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. <input type="checkbox"/> Attend PSG meeting. <input type="checkbox"/> Participate in the application process for Program for Students with a Disability (PSD) or Disability Inclusion if applicable and provide relevant documentation. <input type="checkbox"/> Ensure an enrolment application has been submitted by July 26th. 	<ul style="list-style-type: none"> <input type="checkbox"/> Attend Transition Student Support Group (SSG) meeting at school. <input type="checkbox"/> Support the child to attend transition program and any additional orientation sessions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure child has all school requirements: books, stationery, uniform, and device. <input type="checkbox"/> Attend SSG meeting and support development and implementation of ILP. <input type="checkbox"/> Complete the School Entrant Health Questionnaire from DET School Nursing team, ensuring appropriate legal consent.

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Kindergarten or Early Childhood Education and Care	<ul style="list-style-type: none"> <input type="checkbox"/> Engage previous teacher / educator to identify enablers and barriers to access and inclusion. <input type="checkbox"/> Begin steps in Early Childhood Agreement for Children in Out-of-Home Care Appendix 6 – Roles and Responsibilities, for kindergarten/Early Childhood Education and Care (ECEC) service responsibilities. <input type="checkbox"/> Inform case manager/carer of fees, funding, and subsidies to support participation. <input type="checkbox"/> Record details about child's support needs and out-of-home care status in Kindergarten Information Management System (KIM). <input type="checkbox"/> Schedule an Out-of-Home Care Program Support Group (PSG) meeting. Invite DET Koorie Engagement Support Officer (KESO) if child is Aboriginal or Torres Strait 	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule a Program Support Group (PSG) meeting: <ul style="list-style-type: none"> review ILP discuss suitability of second year of kindergarten, if applicable. <input type="checkbox"/> Consult with PSFO (if required), and if there are still concerns, request an educational consultation with ECLA. <input type="checkbox"/> Develop a Term 3 plan for learning and development with the child's carer if a developmental delay has been identified. <input type="checkbox"/> Early Abilities Based Learning and Education Support (Early ABLES) where relevant. <input type="checkbox"/> Plan an enhanced trauma informed transition program with the school, as required. <input type="checkbox"/> Request an educational consultation with ECLA if 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin steps in Transition: A Positive Start to School out-of-home care section, p.55. <input type="checkbox"/> Schedule a PSG meeting to review ILP. <input type="checkbox"/> Commence transition to school planning. <input type="checkbox"/> Request an educational consultation with ECLA if developmental delays are identified. <input type="checkbox"/> Plan an early trauma informed transition program, if required. <input type="checkbox"/> Complete Term 3 plan for learning and development, if a second year of kindergarten may be required. <input type="checkbox"/> For children who have a Term 3 plan for learning and development it is possible to secure a school enrolment by July 26th and continue conversations as to whether a second year of kindergarten or 	<ul style="list-style-type: none"> <input type="checkbox"/> Prompt the school to conduct a Transition Student Support Group meeting. <input type="checkbox"/> Plan for and support attendance at school transition program and reciprocal visits. Promote student attendance to carers/case manager. <input type="checkbox"/> Complete and submit TLDS and provide copies to carer, case manager and primary school. <input type="checkbox"/> Finalise transfer information with school including details about student support needs and Program for Students with Disabilities or Disability Inclusion eligibility. <input type="checkbox"/> Complete Second Year Declaration and Exemption from School forms, if a second year of kindergarten is required. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide further information to the school if required.

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Kindergarten or Early Childhood Education and Care	<p>Islander, and LOOKOUT Early Childhood Learning Advisor (ECLA), if required.</p> <p><input type="checkbox"/> Collaboratively develop a trauma informed Individual Learning Plan (ILP).</p> <p><input type="checkbox"/> Apply for Kindergarten Inclusion Support and/or Commonwealth Inclusion Support Program, if child is eligible.</p> <p><input type="checkbox"/> Organise referral to Preschool Field Officer (PSFO) and Koorie Preschool Assistant (KPSA), if required.</p> <p><input type="checkbox"/> Inform carers/case manager of Find My School to identify Designated Neighbourhood School.</p>	developmental delays are identified.	<p>transition to school is the best pathway.</p> <p><input type="checkbox"/> Inform ECLA of child in out-of-home care transitioning to school and discuss supports in place.</p> <p><input type="checkbox"/> Develop Transition Learning and Development Statement (TLDS) in partnership with child, carer and relevant professionals.</p> <p><input type="checkbox"/> Promote child attendance at school transition program to carers/case manager.</p> <p><input type="checkbox"/> Promote early enrolment at a school so that child can attend school transition activities.</p> <p><input type="checkbox"/> Advise local ECLA of school enrolment for children in out-of-home care.</p>		

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Primary School			<ul style="list-style-type: none"> □ Begin steps in Transition: A Positive Start to School 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 (PSD) or Disability Inclusion application. □ Identify staff professional learning needs and contact LOOKOUT Centre for information as required. □ Ensure transition co-ordinator has access to all reports provided by carer/case manager/kindergarten once enrolment is confirmed. 	<ul style="list-style-type: none"> □ Conduct a Transition Student Support Group (SSG) meeting and schedule SSG meeting for Term 1. Invite Koorie Engagement Support Officer (KESO) if child is Aboriginal and/or Torres Strait Islander. □ Complete PSD application or Disability Inclusion profile as required: <ul style="list-style-type: none"> • 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 (TLDS). □ Plan for and support attendance at transition program and reciprocal visits. □ 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 and State Schools' Relief (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). 	<ul style="list-style-type: none"> □ Begin steps in Out-of-Home Care Education Commitment: A Partnering Agreement Appendix 1 – School Responsibilities Checklist: <ul style="list-style-type: none"> □ Schedule and chair termly SSG meeting □ Review and develop an Individual Education Plan □ Allocate a Learning Mentor, □ Referral to SSS for an 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 form submitted before the last day of Term 2.

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LOOKOUT	<ul style="list-style-type: none"> <input type="checkbox"/> Identify children subject to statutory out-of-home care orders who are eligible to attend school the following year. <input type="checkbox"/> Promote enrolment and regular kindergarten attendance to all stakeholders. <input type="checkbox"/> Participate in Program Support Group (PSG) meetings, if required. <input type="checkbox"/> Ensure child protection and kindergarten staff are aware of their roles and responsibilities under Early Childhood Agreement for Children in Out-of-Home Care. <input type="checkbox"/> Promote development and regular review of Individual Learning Plan (ILP). <input type="checkbox"/> Provide advice to all stakeholders on funding subsidies to support inclusion. Ensure child is accessing all available commonwealth and state government funding. <input type="checkbox"/> Provide trauma-informed practice and behavioural guidance resources to kindergarten, as required. 	<ul style="list-style-type: none"> <input type="checkbox"/> Inform carers/case managers of Find My School to identify Designated Neighbourhood School. <input type="checkbox"/> Participate in PSG meetings if required. <input type="checkbox"/> Promote review of ILP. <input type="checkbox"/> Monitor attendance at kindergarten and identify any barriers to attendance. <input type="checkbox"/> Alert child protection that LOOKOUT Early Childhood Learning Advisor will be contacting kindergarten for transition consultations and providing transition resources. <input type="checkbox"/> Initiate transition consultations with kindergarten. 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in PSG meetings, if required. <input type="checkbox"/> Promote review of ILP. <input type="checkbox"/> Monitor attendance at kindergarten and identify any barriers to attendance. <input type="checkbox"/> Contact kindergarten and case managers to ensure supports are in place for the child to transition. <input type="checkbox"/> If a child has additional needs or developmental delay, support discussion around plans for the following year. 	<ul style="list-style-type: none"> <input type="checkbox"/> Attend Transition Student Support Group (SSG) meeting, if required. <input type="checkbox"/> Check kindergarten has shared Transition Learning and Development Statement with school and case manager. <input type="checkbox"/> LOOKOUT Learning Advisor email the school's Designated Teacher to encourage appropriate supports are in place for every child to transition. 	<ul style="list-style-type: none"> <input type="checkbox"/> LOOKOUT Learning Advisor 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). <input type="checkbox"/> Monitor student attendance and Out-of-Home Care Education Commitment: A Partnering Agreement requirements, including Individual Education Plan, Learning Mentor, Educational Needs Analysis, notifying Designated Teacher of child and regular SSGs.