

Transition to School: Guide to information sharing

From 2018, the process for obtaining consent to share information between early childhood services, Outside School Hours Care (OSHC) services and schools to support effective transition, has changed.

TRANSITION LEARNING AND DEVELOPMENT STATEMENT (TLDS)

A child's TLDS summarises their abilities and interests as they start school, identifies their individual approaches to learning and provides possible teaching strategies to support their transition to school. This information is shared in order to support continuity of learning.

The TLDS is a tool for the consistent transfer of information irrespective of the setting a child is transitioning from-or-to. It reflects the learning outcomes identified for children in the Victorian Early Years Learning and Development Framework (VEYLDF), as well as the first three levels of the Victorian Curriculum Foundation – 10 (F–10).

Completing the online TLDS via the Insight Assessment Platform

From 2018, the TLDS will be completed, shared and stored online via the *Insight Assessment Platform (IAP)*.

The IAP is the new home for the Department's collection of online assessment instruments. The IAP supports high-quality assessment practices and provides teachers with specific information to target the learning needs of students through its powerful data analytics and instrument reporting capabilities. Student assessment data can be reviewed by teachers for diagnostic, formative and summative assessments.

The inclusion of the **online TLDS** on this platform will make it easier for educators to complete and share information with schools to support effective transition. The TLDS is then held within a child's profile on the IAP, along with other assessments of learning that are undertaken at school.

WHAT INFORMATION IS INCLUDED IN THE TLDS?

The TLDS includes the following information:

- child, family and service details
- a description of the early years setting and specific information about the child and family
- a description of the child's progress against each of the VEYLDF learning and development outcomes and the Victorian Curriculum (F-10), including established intentional teaching strategies to support continuity of learning
- specific information to support an enhanced transition for a child with a disability or developmental delay (where applicable)
- input from the child to share their feelings and perspectives (in writing or as a drawing)
- input from the family about their child's interests, how their child learns best and their hopes and goals for their child at school.

PRIVACY AND INFORMATION SHARING

Early childhood services, OSHC services and schools must be reasonable and fair in their treatment of personal and health information. This includes child assessments such as the Transition Learning and Development Statement.

Privacy laws provide a guide to handling information. The application of the Information Privacy Principles enables early childhood services, OSHC services and schools to bring their information sharing practices in line with community

expectations and legal requirements. These principles will be particularly relevant to services and schools when using the TLDS.

There are laws that regulate the way early childhood services, schools and OSHC services can collect, use, retain, secure and dispose of personal and health information. This includes child assessments such as the TLDS.

Privacy legislation requires, among other things, that organisations advise individuals from whom they collect personal information:

- the purpose of collecting the information
- to whom the information would normally be disclosed
- how individuals access information that the organisation holds about them
- any consequences for not providing some or all of the information requested.

PROCESS FOR SHARING ONLINE TLDS

1. INTRODUCE FAMILIES TO TRANSITION: A POSITIVE START TO SCHOOL

The Department of Education and Training (the Department) has prepared resources to introduce families to Transition: A Positive Start to School:

- [Introduction to Transition: A Positive Start to School- Information Sheet for Families](#)
This document explains to families the importance of sharing relevant information with schools and OSHC services (where applicable) and how this information will be shared.
- [Family Letter 1 to accompany Transition: A Positive Start to School Information Sheet for Families](#)

The Information Sheet and Family Letter must be provided to families before starting to write an online TLDS and is designed to be provided early in the year.

These family resources are also available in 30 languages at: [Family Transition to School Resources](#)

What should I do if a family is concerned about having their child's information shared and stored online via the IAP?

All information hosted on the *Insight Assessment Platform* is stored securely within Australia.

The IAP is already in use in all Victorian government schools and allows schools to create a record of a child's learning and development. Some Catholic and Independent schools also use the IAP.

The Department has conducted a privacy impact assessment of the IAP to ensure compliance with the Department's Information Privacy Policy. For more information, see [Information Privacy Policy](#).

If families have any concerns about their child's information being shared and stored online, early childhood educators should work collaboratively with them to ensure the family is aware that the Department has conducted a full privacy assessment of the online TLDS and the IAP.

Families can access more information about the IAP and the importance of assessment and reporting by visiting <http://www.insight.vic.edu.au/parents>.

Families can also contact the Department about the use of the IAP to support their child's transition to school at psts@edumail.vic.gov.au.

If after explaining the benefits, a family still expresses concern about the TLDS being completed and stored online, make a note or a record of their concern. Later in the year, when it is time to start writing the TLDS, you can check in with the family to see if they are still concerned.

2. BEFORE YOU COMMENCE WRITING THE TLDS

It is important for families to be aware that the TLDS will be completed, shared and stored using the IAP prior to early childhood educators using the online TLDS to write any sections of the TLDS.

If earlier in the year there were families at your service who had concerns about using the online TLDS on the Insight Assessment Platform, have another discussion with them to see if they still have the same concerns.

If a family no longer has a concern about using the online TLDS on the IAP, you can commence writing their child's Online TLDS.

If after further discussion, families still do not want you to use the online TLDS on the IAP, email the Department at psts@edumail.vic.gov.au for further advice as you are still required to write a TLDS for their child.

3. WRITE THE TLDS

Who writes the TLDS?

A child's TLDS is written by early childhood educators with input from the child, family and any other early childhood professionals involved with the child. Early childhood educators are best placed to coordinate the writing of the TLDS, as they are the main point of contact and support for the child and the family during the period when the TLDS is prepared.

Early childhood educators start writing the TLDS by preparing *Sections 1* and *1.1* of the TLDS.

The early childhood educator may also write *Section 1.2: Enhanced transitions for children with a disability or developmental delay* where applicable. Inclusion professionals and Allied Health Workers may also have input into this section.

Section 2: The Child, is completed by the child with an adult they know and feel comfortable with. This may be the child's family or the child's early childhood educator. *Section 2* is optional and does not need to be completed by the child.

Section 3: The Family, is written by the family. This section contains a series of questions to help guide the family with what information to provide. *Section 3* is optional and does not need to be completed by the family.

Invite families and children to contribute to the TLDS

Once an early childhood educator has written *Sections 1*, *1.1* and *1.2* (where applicable) of the TLDS, they should provide a printed or electronic copy of the whole TLDS to families along with the resources outlined below.

The Department has prepared resources, included translated versions, to accompany the TLDS:

- *Transition: A Positive Start to School* [Guidelines to help families complete the TLDS](#)
These Guidelines help families complete the TLDS, explain to families the importance of contributing to their child's TLDS and what will happen if they do not return Section 2 and 3.
- [Family Letter 2](#) to accompany the *Guidelines to help families complete the TLDS* is provided in template form so you can add your service letterhead. The letter provides important information about the TLDS being shared with the school and OSHC (where applicable)

How do I support children and families who speak a language other than English to contribute to the TLDS?

More information and strategies to support children and families from language backgrounds other than English are available in Section 3.9 of the [Transition: A Positive Start to School Resource Kit](#)

How do I support a family with low literacy skills to contribute to their child's TLDS?

More information and strategies on how to support transition for families who have difficulties with literacy is available in Section 3.10 of the [Transition to School Resource Kit](#).

Finalise TLDS and share information with families

When the child and family have completed and returned *Sections 2 and 3*, paper-based sections need to be scanned into the online TLDS. The online TLDS attaches these sections to the child's TLDS.

Early childhood educators should provide families with a complete copy of their child's TLDS.

What should I do if a family does not return Section 3 of the TLDS?

If a family chooses not to complete *Section 3: The family*, the early childhood educator should complete *Section 4* of the TLDS noting that the family did not complete and return *Section 3*.

The early childhood educator should provide a final copy of the TLDS to the family.

4. SHARE INFORMATION WITH THE SCHOOL AND OSHC SERVICE

What do I do if a family notifies the service they wish to opt out of sharing the TLDS with the school and OSHC service?

If families have any concerns about the information contained in the TLDS, early childhood educators should work collaboratively with them to ensure they understand the information and why it is important to share with the child's future school and teachers. Families can then make informed decisions about this information being shared with their child's school and OSHC service (where applicable).

As part of this process, it is critical that families understand not only what is written, but also how the information will be used to support their child's learning and development at school and at the OSHC service (where applicable).

If a family wants to opt out of having any information to support their child's transition to school shared with their future school or OSHC service (where applicable), the early childhood educator should explain the benefits of sharing the TLDS and attempt to address any other concerns the family has about their child's TLDS.

After this discussion, if the family decides to opt out of sharing information to support their child's transition to school with their future school or OSHC service, the early childhood educator must not share the TLDS with the school or OSHC service and should instead:

- complete the *Submission section* of the TLDS noting the family has opted out of sharing the TLDS
- provide the family with the completed sections of the TLDS
- offer a second copy of the TLDS in case the family decides to share the information directly with the school and OSHC service (where applicable) in the future.

What do I do when a family does not notify the service that they wish to opt out of sharing the TLDS with the school and OSHC service?

When a child's TLDS is complete and a copy has been provided to the family, the early childhood educator can share the TLDS with the child's future school and OSHC service (where applicable).

NB: Some Catholic and Independent schools are not using the IAP and OSHC services do not have access to the IAP. In these instances, services will be required to download a copy of the Online TLDS and share by providing the school/OSHC with a printed or electronic copy of the TLDS.

What do I do if the child's school is unknown?

If the child's school and OSHC service (where applicable) is unknown, the family should be provided with additional copies of their child's TLDS and be encouraged to share the information with the school and OSHC service when possible.

RETENTION OF INFORMATION

Element 7.3.1 of the National Quality Standard requires records and information to be stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.

For the purposes of record retention and disposal, the Transition Statement is considered to be a 'child assessment' and classified as a 'temporary record' and is subject to the relevant retention and disposal schedules that apply by law in any given setting. These schedules vary depending on the setting type.

- Early childhood services and OSHC services not administered by a Local Government are required to keep a copy of a child's assessment (including a Transition Statement) for a minimum of three years after a child's last attendance. This is in accordance with the [National Regulations](#) and the [National Quality Standard](#).
- Early childhood services and OSHC services administered by a Local Government are required to keep a copy of a child's assessment (including a Transition Statement) for a minimum of seven years after a child's last attendance as a temporary record (PROS 09/05 Class 4.6.2).
- Schools are required to keep a copy of a child's assessment (including a Transition Statement) for a minimum of two years as a temporary record (PROS 01/01 Class 3.3.2). For more information government schools should refer to the [Archives and Records Management](#) policy in the [School Policy Advisory Guide](#).

These timeframes are in line with Retention and Disposal Authorities (RDAs) issued by the Public Records Office Victoria. For more information see: [Retention and Disposal Authorities \(RDAs\)](#).

This advice applies to paper-based and electronic Transition Statements.

Early childhood services should maintain copies of all Transition Statements created on the **online TLDS** to adhere to retention and disposal authorities. The **online TLDS** is not a record keeping tool. Early childhood services should not rely on access to the **online TLDS** and the *Insight Assessment Platform* to meet their document retention obligations.

For more information on Element 7.3.1 of the National Quality Standard, see [National Quality Standard](#).

STORING INFORMATION SECURELY AND SAFELY

Secure and safe storage implies that paper-based Transition Statements are kept in named files and in locked filing cabinets, only accessible to appropriate staff. Electronic Transition Statements should be kept in password-protected computers with up-to-date antivirus software. Authorisation to access these documents should be clearly understood by all staff.

Safely store paper-based and electronic copies of Transition Statements according to your organisation's policy:

- Early childhood services and OSHC services will have their own privacy policies to comply with: *Children's Services Act 1996*; *Children's Services Regulations 2009*; *Education and Care Services National Law Act 2010*; and the *Education and Care Services National Regulations 2011*.
- Government schools should refer to the [Information Privacy](#) policy in the [School Policy and Advisory Guide](#).
- Catholic and independent schools will have their own policies or may follow similar guidelines to Government schools.

FOR MORE INFORMATION

A fact sheet answering frequently asked questions provides more information about sharing information to support effective transition and is available at: [Privacy and information sharing](#).

For more information about Transition to School please visit www.education.vic.gov.au/transitiontoschool.

For more information about the Insight Assessment Platform, see [Insight Assessment Platform](#).

For more information about the online TLDS, see [online TLDS](#).