

TRANSITION: A POSITIVE START TO SCHOOL – RESOURCE KIT

Online Appendix

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1. OVERVIEW OF TRANSITION TO SCHOOL

1.1 The Victorian Early Years Learning and Development Framework (VEYLDF)

Belonging, Being, Becoming: The Early Years Learning Framework for Australia

https://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

1.2 How the VEYLDF practice principles apply to transition

Victoria Early Years Learning and Development Framework

<http://www.education.vic.gov.au/childhood/providers/edcare/Pages/veyladf.aspx>

VEYLDF – Resources for professionals

<http://www.education.vic.gov.au/childhood/providers/edcare/Pages/profresource.aspx>

1.3 Why is a positive transition to school important?

Guide to the National Quality Standard

<http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/NQF-Resource-03-Guide-to-NQS.pdf>

1.4 The initiative ‘Transition: A Positive Start to School’

The Transition Initiative – research, resources, programs and projects

<http://www.education.vic.gov.au/about/research/Pages/transitionresearch.aspx>

1.5 Transition contexts

The broader Victorian service system for children’s learning and development

Overview of early childhood services birth to eight years

<http://www.education.vic.gov.au/Documents/childhood/providers/edcare/VEYLDFAppendix2.pdf>

There is a range of national and state-level legislation, frameworks and policies affecting schools and the delivery of services for children, including:

National Quality Framework for Early Childhood Education and Care, including the National Law and Regulations

<http://www.acecqa.gov.au/national-quality-framework>

National Early Years Learning Framework for Australia *Being, Belonging and Becoming*

https://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

Framework for School Aged Care in Australia *My Time, Our Place*

<http://www.acecqa.gov.au/SearchResults.aspx?keywords=Framework+for+school+age+care>

Victorian Early Years Learning and Development Framework <http://www.education.vic.gov.au/veyladf>

Victorian *Education, Training and Reform Act 2006*

<http://www.education.vic.gov.au/about/department/legislation/Pages/act2006.aspx>

Australian Education Act 2013 <https://www.legislation.gov.au/Details/C2013A00067>

Victorian Curriculum Foundation – 10 <http://victoriancurriculum.vcaa.vic.edu.au>

Framework for Improving Student Outcomes <http://www.education.vic.gov.au/about/educationstate/Pages/outcomes.aspx>

1.6 What does effective transition look like?

Transition to School Position Statement

<http://www.education.vic.gov.au/about/research/Pages/transitionresearch.aspx>

2. RELATIONSHIPS TO SUPPORT TRANSITIONS

2.2 Practice principle: Respectful relationships and responsive engagement

Victorian Early Years Learning and Development Framework Practice Principle Guide 5: Respectful Relationships and Responsive Engagement

<http://www.education.vic.gov.au/Documents/childhood/providers/edcare/practiceguide5.PDF>

Transition: A Positive Start to School Literature Review

<http://www.education.vic.gov.au/Documents/about/research/transitionliteraturereview.pdf>

Listening as a way of Life

http://www.exeter.anglican.org/wp-content/uploads/2014/11/Listening-to-children-leaflet_NCB.pdf

2.3 Practice principle: Partnerships with families

Victorian Early Years Learning and Development Framework <http://www.education.vic.gov.au/veyldf>

Victorian Early Years Learning and Development Framework Practice Principle Guide: Partnerships with families

<http://www.education.vic.gov.au/Documents/childhood/providers/edcare/pracfamily.pdf>

Transition: A Positive Start to School Literature Review

<http://www.education.vic.gov.au/Documents/about/research/transitionliteraturereview.pdf>

Family perspectives on transition to school

Resources to help families and children prepare for the transition to school:

Choosing a primary school

<http://www.education.vic.gov.au/school/parents/primary/Pages/choosing.aspx>

Enrolling in primary school

<http://www.education.vic.gov.au/school/parents/primary/Pages/enrol.aspx>

Starting Primary School – Practical advice to help families prepare for the transition to school, including information about traveling to school, uniforms, immunisation, literacy and maths tips, and where to go for further support

<http://www.education.vic.gov.au/school/parents/primary/Pages/starting.aspx>

Transition: A Positive Start to School Literature Review

<http://www.education.vic.gov.au/Documents/about/research/transitionliteraturereview.pdf>

2.4 Practice Principle: Partnerships with professionals

Victorian Early Years Learning and Development Framework: Practice Principle Guide 2 – Partnerships with professionals

<http://www.education.vic.gov.au/Documents/childhood/providers/edcare/practiceguide2.PDF>

Building partnerships through reciprocal visiting and professional learning

<http://www.education.vic.gov.au/childhood/professionals/learning/Pages/transtoschoolreciprocalvisits.aspx>

3. EQUITY AND DIVERSITY

3.1 The importance of equity and diversity to effective transition

Practical advice to help families prepare for the transition to school, including information about traveling to school, uniforms, immunisation, literacy and maths tips, and where to go for further support.

Starting Primary School

<http://www.education.vic.gov.au/school/parents/primary/Pages/starting.aspx>

3.3 Practice Principle: Equity and diversity

Equity in transitions

Victorian Early Years Learning and Development Framework Practice Principle Guide 4: Equity and Diversity

<http://www.education.vic.gov.au/Documents/childhood/providers/edcare/practiceguide4.PDF>

Understanding equity: The *Victorian Charter of Human Rights and Responsibilities Act 2006* (the Charter) is a Victorian law that sets out the basic rights, freedoms and responsibilities of all people in Victoria.

Twenty fundamental human rights are protected in the Charter because the Victorian Parliament recognises that, as human beings, we have basic rights, including the right to be treated equally, to be safe from violence and abuse, to be part of a family and to have our privacy respected.

http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubLawToday.nsf/e84a08860d8fa942ca25761700261a63/7379cff5e33da38dca257d0700051af8!OpenDocument&Highlight=0,Act

The main international human rights treaty on children's rights is the United Nations Convention on the Rights of the Child (CRC). Some of the guiding principles in the CRC are:

- respect for the best interests of the child as a primary consideration
- the right to survival and development
- the right of all children to express their views freely on all matters affecting them
- the right of all children to enjoy all the rights of the CRC without discrimination of any kind.

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

A simplified version of the United Nations Convention on the Rights of the Child

<https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf>

Cultural competency

Supporting Languages and Cultures

<http://www.education.vic.gov.au/school/teachers/support/Pages/languageculture.aspx>

The Keynotes Project

<http://www.education.vic.gov.au/school/teachers/support/pages/multikeynote.aspx>

3.4 Practice Principle: High expectations for every child

Victorian Early Years Learning and Development Framework Practice Principle Guide 3: High Expectations for Every Child

<http://www.education.vic.gov.au/Documents/childhood/providers/edcare/practiceguide3.PDF>

Strength-based approaches in transitions

Strength-based approach to writing Transition Learning and Development Statements

<http://www.education.vic.gov.au/documents/childhood/professionals/learning/strengthbappr.pdf>

3.5 Considerations of gender

A number of specific resources which highlight best practice guidelines in relation to supporting children's development and learning, particularly with consideration to the potential impact of gender on transition are listed below.

Language – Supporting and assessing children's language development

Principles of Learning and Teaching (PoLT) Resource 4.1: Based on the principles of oral language teaching this resource provides clear and explicit information on the requirements of language support programs.

<https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/lspresource411.pdf>

Systematic rather than Incidental Language Development: While most children learn language spontaneously and incidentally through immersion and interaction, children with language difficulties require explicit language teaching to ensure that students have the opportunity to participate and learn effectively in all aspects of the curriculum.

<http://www.education.vic.gov.au/school/teachers/support/Pages/lspmod4icpalf2.aspx>

Early Years Screening: Updates to the speaking and listening components of the latest English Online Interview are currently being developed by ACER to increase this tool's capacity to assess individual children's abilities to better inform program planning. This can assist teachers to identify children's oral language strengths and areas for improvement to ensure individual child learning abilities are met.

<http://www.education.vic.gov.au/about/department/Pages/earlyyearsscreening.aspx>

English On-Line Interview: The English Online Interview is designed to determine the English skills of students from Foundation to Level 2, across reading, writing, speaking and listening. Resources designed specifically for the Interview, together with an on-line training system are available directly through the website page.

<http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/assessment/Pages/default.aspx>

Social and Emotional Skills – Wellbeing, social and emotional learning, and mental health

Wellbeing Assessment Resource: The resource includes: Assessment of Wellbeing in Early Childhood Education and Care: Literature Review (2015) and the Wellbeing Practice Guide. The resource is designed to inform a greater understanding of wellbeing and its place as both a prerequisite for, and an outcome of learning, and links to the Department of Education and Training's Respectful Relationships program.

<http://www.vcaa.vic.edu.au/Pages/earlyyears/assesspractice.aspx>

Kidsmatter: KidsMatter is an Australian mental health and well-being initiative set in primary schools and early childhood education and care services, with a focus on enabling these services to cater for children's mental health needs by creating positive school and early childhood communities and teaching children skills for good social and emotional development.

<https://www.kidsmatter.edu.au/>

Mental Health Information Sheets Component 2: Social and Emotional Learning for Students: This resource offers practical strategies to help teachers to assist children to understand their worries and emotions, resolve conflicts, make friends and get along with others. These are all imperative in assisting children to build relationships with others as critical to successful school transition.

http://www.kidsmatter.edu.au/sites/default/files/public/C2%20MH%20Information%20Sheets%20_Collated.pdf

Component 2: Social and Emotional Learning for Students, Summary of the Literature: The resource is informed by a summary review of the literature on children's social and emotional learning.

https://www.kidsmatter.edu.au/sites/default/files/public/KMP20120925_C2_SummaryOfLiterature_v01-04.pdf

Social and Emotional Learning: This site provides direct information on how early childhood education and care settings can implement effective social and emotional learning, together with links to further support this process.

<http://www.education.vic.gov.au/childhood/providers/health/Pages/sel.aspx>

Respectful Relationships: The Victorian Government is investing \$21.8 million over two years to roll out a holistic approach to Respectful Relationships across schools and early childhood services. This approach will support the delivery of respectful relationships education, aligned with the VEYLDF in early childhood settings and through the new Victorian Curriculum across all year levels. This site provides information about this program, including teaching and learning materials for schools.

<http://www.education.vic.gov.au/about/programs/health/Pages/respectfulrelationships.aspx>

Behaviour – Working with children exhibiting challenging behaviours

Calmer Classrooms – A guide to working with traumatised children: While specifically developed for children who exhibit challenging behaviours resulting from experiences of abuse, neglect and trauma, 'Calmer Classrooms: A guide to working with traumatised children' could apply directly to all children whose behaviour is related to poor social skills, difficulties with processing information and disengagement from learning.

<http://education.qld.gov.au/schools/healthy/pdfs/calmer-classrooms-guide.pdf>

Whole School Engagement Strategies and Supports: School-wide Positive Behaviour Support (SWPBS) is framework for preventing and responding to student behaviour. It is based on the implementation of evidence-based practices and organisational systems for establishing safe, purposeful and inclusive school and classroom learning environments while providing the individual behaviour and learning supports needed to achieve academic and social success for all students.

<http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/wholeschoolengage.aspx>

3.6 Transition for Koorie children

Developing strategies to help further support the transition to school for Koorie children— professional development Koorie education calendar

<http://www.vaeai.org.au/support/dsp-default.cfm?loadref=126>

Protocols for Koorie education in Victorian primary and secondary schools: Provides guidance on appropriate protocols for schools to follow when seeking to provide a welcoming school environment for Koorie communities.

<http://www.vaeai.org.au/uploads/ckpg/files/ProtocolsDocVAEAI18jan17final.pdf>

Victoria's Marrung Aboriginal Education Plan 2016–2026

http://www.education.vic.gov.au/Documents/about/programs/aboriginal/Marrung_Aboriginal_Education_Plan_2016-2026.pdf

Koorie Education Support

More information on Koorie Preschool Assistants and Koorie Engagement Support Officers can be found within the section of:

<https://www.education.vic.gov.au/childhood/professionals/needs/Pages/kooriechildcarekinder.aspx#link90>

More information on Koorie Education Coordinators is available at:

<http://www.education.vic.gov.au/about/contact/Pages/wannikregional.aspx>

Local Aboriginal Education Consultative Groups

<http://vaeai.org.au/who-we-are/dsp-default.cfm?loadref=14>

3.7 Enhanced transitions for children with a disability or developmental delay

Second year of funded kindergarten

Children of school age attending a kindergarten program and the school exemption process

<http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/schoolagekinder.aspx>

Program Support Group Meetings

Transition: A Positive Start to School Initiative – Consultation 2015

<http://www.education.vic.gov.au/Documents/about/research/finalsconstrtransition.pdf>

Support for families with a child with a disability or developmental delay and services to plan for a child's transition to school are available and include:

The Association for Children with a Disability's *Going to School* tip sheet

<http://acd.org.au/tip-sheet-planner-kindergarten-primary-school/>

The Association for Children with a Disability's *Learning Together* resources

<http://acd.org.au/learning-together-resource/>

The Victorian Deaf Education Institute's *Transition to Primary School* program/kit

<http://www.deafeducation.vic.edu.au/Resources/Pages/Transition/Primary-transition.aspx>

Early childhood; primary and; secondary transition support programs to assist parents and professionals who are planning transition for children and young people with an Autism Spectrum Disorder.

<http://www.education.vic.gov.au/about/programs/needs/Pages/transitions.aspx>

Transition a Positive Start to School Initiative – Consultation 2015

<http://www.education.vic.gov.au/Documents/about/research/finalsconstransition.pdf>

Children with disabilities and developmental delays attending government schools

Program for Students with Disabilities guidelines

<http://www.education.vic.gov.au/school/teachers/health/Pages/disabilities.aspx>

Disability standards for education

Disability Standards for Education resources for individuals, parents, communities and educational settings

<http://www.education.vic.gov.au/school/teachers/health/Pages/legislation.aspx>

Student Support Groups

Guidelines for Student Support Groups

<http://www.education.vic.gov.au/documents/school/teachers/teachingresources/diversity/studentsupportguidelines2013.pdf>

Program for Students with Disabilities

www.education.vic.gov.au/Documents/about/programs/needs/psdguidelines.docx

Children with disabilities and developmental delays attending non-government schools

Catholic Education Melbourne

<http://www.cem.edu.au/>

Independent Schools Victoria

<https://www.is.vic.edu.au/>

3.8 Transition for children with health conditions

Student Health Support Plan

Health management plans for children with additional health needs

Health support plans for children attending government schools

<http://www.education.vic.gov.au/school/principals/spag/health/Pages/supportplanning.aspx>

For more information about supporting children with additional health needs who attend non-government schools please visit:

for Catholic schools <http://www.cem.edu.au/>

for Independent schools <https://www.is.vic.edu.au/>

3.9 Transition for children and families from culturally and linguistically diverse backgrounds

Supporting English as an Additional Language at transition to school

<http://www.vcaa.vic.edu.au/Pages/resources/eyeal/welcome.aspx>

Communicating and planning with families from culturally and linguistically diverse backgrounds

Interpreter services for early childhood services

<http://www.education.vic.gov.au/childhood/providers/comms/Pages/interpreterservice.aspx>

Support for children from language backgrounds other than English in schools

Interpreting and translating services for government schools

<http://www.education.vic.gov.au/school/principals/spag/community/Pages/interpreting.aspx>

Multicultural Education Aides

<http://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/ealmea.aspx>

Strengthening Outcomes – Refugee Students in Government Schools

<https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/strengtheningoutcomes-rpt-v1.pdf>

Additional resources

Regional EAL Program Officers

<http://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/ealregionalcontacts.aspx>

Support for refugee students

<http://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/ealsupportrefugee.aspx>

Newly Arrived Students

<http://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/ealnewstudent.aspx>

3.11 Transition for children who are gifted and talented

Making a Difference for Young Gifted and Talented Children

<http://www.education.vic.gov.au/childhood/professionals/learning/Pages/gtmakedifference.aspx>

Transitions for young gifted children

<http://www.education.vic.gov.au/childhood/professionals/learning/Pages/gttransition.aspx>

3.12 Transition for children and their families experiencing vulnerability

VEYLDF Wellbeing Practice Guide

<http://www.vcaa.vic.edu.au/Documents/earlyyears/EYWellbeingPracticeGuide.pdf>

Child Safe Standards – PROTECT

<http://www.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx>

Building partnerships with families experiencing vulnerability

Parenting programs for children and families experiencing vulnerability

Cradle to Kinder: The Cradle to Kinder program is an intensive ante and post-natal support service to provide longer term, intensive family and early parenting support for vulnerable young mothers and their families, commencing in pregnancy and continuing until the child reaches four years of age.

<http://www.dhs.vic.gov.au/about-the-department/plans,-programs-and-projects/programs/children,-youth-and-family-services/cradle-to-kinder-program>

ParentZone: ParentZone is the regional parenting resource service for the Northern, Eastern, and Southern metropolitan regions of Melbourne and the Gippsland region of Victoria, auspice through Anglicare. ParentZone works with families, carers and professionals to provide parents and carers with access to the resources and support they need to parent effectively.

<https://www.anglicarevic.org.au/what-we-do/supporting-families/parentzone/>

Bringing up Great Kids: Bringing up Great Kids is a suite of parenting programs to implement with a range of families and carers of children at different ages. All of the programs and accompanying resources are underpinned by a philosophy of promoting and supporting respectful, caring and nurturing relationships between families and their children.

<http://www.childhood.org.au/for-professionals/bring-up-great-kids-programs>

Berry Street ELF Program: The program aims to support families and carers to create nurturing relationships with their children in the earliest years. Booklets are available that convey simple messages about developmental activities for families/carers that support nurturing relationships. ELF Play and Learn Sheets are available in English, Pashto and Dari, Sudanese Arabic and the Karen language.

<http://www.childhoodinstitute.org.au/ELFResources>

HIPPY Program: The HIPPY program (Home Intervention Program for Parents and Youngsters) is a federally funded, place-based program and is free for families to participate. It is delivered from approximately 100 sites around Australia, with the Brotherhood of St Laurence licensed to run HIPPY in Australia. Throughout this program family members are supported to become more confident to engage with educators, kindergarten and school environments and professional services.

<http://hippyaustralia.bsl.org.au>

Professional learning on poverty, trauma and cultural diversity

Examples of professional learning courses that can help early childhood professionals to understand and respect children and families experiencing different complexities and life challenges include:

Bridges out of Poverty: Bridges out of Poverty Workshops are designed to change the way people think about poverty and class. A number of different organisations offer this training. The book 'Bridges out of Poverty: Strategies for professionals and communities' by R. Payne, P.E. DeVol and T. Dreussi Smith (Revised edition 2006), published by Aha Process Inc. has been found to be a useful resource by many early childhood professionals.

<http://www.hbe.com.au/bridges-out-of-poverty-workbook-revised-edition.html>

Trauma Training (Australian Childhood Foundation)

<http://www.childhood.org.au/our-work/training-professionals>

Cultural Diversity Training (VICSEG)

<http://www.vicsegnewfutures.org.au/vicseg-programs/cultural-competence>

Collaborative Partnerships with Families and Communities

This course is offered through the Bastow Institute and focuses on developing knowledge, understanding and skills to establish and strengthen collaborative partnerships with families and communities with the aim to improve children's learning and development outcomes.

<http://www.bastow.vic.edu.au/career-stages/collaborative-partnerships-with-families-and-communities>

Building partnerships with professionals

Programs to support integrated service models

Examples of programs that support integrated service models include:

Patchwork: the Patchwork website assists practitioners to connect with different agencies who have common clients. Patchwork can help simplify the myriad of systems that have emerged over the years to support clients, but all too often appear complex and difficult to access for those families that need additional support.

<http://www.education.vic.gov.au/childhood/professionals/support/Pages/Patchwork.aspx>

Primary schools as community hubs: a review of the literature. The Primary Schools as Community Hubs Literature Review focuses on evidence and best practice in establishing and operating primary schools as community hubs.

http://www.rch.org.au/uploadedFiles/Main/Content/ccch/Schools_as_Community_Hubs_Lit_Review.pdf

Ready Services Audit Tool: The Ready Services Audit Tool has been developed as part of the Greater Shepparton Enhanced Best Start Project 2011–2014. The Audit Tool aims to support local early years services and identifies six service aspects and associated reflective questions that should be considered by practitioners/services to be family friendly 'ready' for children and families.

<http://greater-shepparton.com.au/community/childrens-services/childrens-programs/ready-services-tool-kit>

Providing additional support to families experiencing vulnerabilities

State School Relief Fund is available to support any student who is attending a Victorian Government School. Schools can apply to State Schools' Relief when they believe that there is need to support a student whose family is facing difficulty in providing the appropriate uniform and footwear for school. Situations include, but are not limited to:

- health issues resulting in serious financial difficulties
- house fires where school clothing is lost
- independent living/homelessness
- natural disasters
- serious financial difficulty.

<https://www.ssr.net.au/schools>

Children in out of home care (OoHC)

Supporting the education of children in OoHC

The Early Childhood Agreement for Children in Out-of-Home-Care aims to support the development and wellbeing of young children in OoHC by establishing clear roles and responsibilities within existing policy settings for different elements of the service system to support a timely, informed and collaborative approach to meeting the individual needs of children.

<http://www.education.vic.gov.au/Documents/childhood/providers/edcare/ecagrchildrenoutofhomecare.PDF>

The Out-of-Home Care Education Commitment: A Partnering Agreement between the Department of Human Services, Department of Education and Training, the Catholic Education Commission of Victoria and Independent Schools Victoria provides renewed guidelines for Victorian schools and case managers from Child Protection and community service organisations. The Partnering Agreement:

- outlines strategies to support the educational issues and social needs of children and young people in out-of-home care during the years they attend school, including flexible learning options
- promotes common practices across Victoria and provides a framework to monitor educational engagement and achievement more closely
- provides guidance about key areas in which support for children and young people in out-of-home care is required, including school enrolment, transition planning, attendance and engagement, achievement, case planning and school retention
- outlines a process for implementation of the Partnering Agreement and for monitoring outcomes.

<http://www.education.vic.gov.au/documents/school/teachers/health/a4partnering.pdf>

Student Support Group: for information and overview plus links to guidelines for the Student Support Group, including the templates for personalised learning and support planning.

<http://www.education.vic.gov.au/school/parents/needs/Pages/supportgroup.aspx>

Individual Education Plans: Government schools are required to develop an Individual Education Plan for every student in OoHC. This link provides essential information and templates.

<http://www.education.vic.gov.au/school/teachers/health/Pages/oohcedplans.aspx>

Advice on child protection issues, and information sharing responsibilities.

<http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/child-protection>

There a number of resources to support children in OoHC available on the Department's website:

<http://www.education.vic.gov.au/childhood/providers/edcare/Pages/outofhomecare.aspx>

The Commission for Children and Young People has also produced a number of resources that can support the education of children in OoHC:

<http://www.ccyp.vic.gov.au/publications/index.htm>

Child Safety Commissioner. (2007). *Great Expectations: Supporting children and young people in out-of-home care to achieve at school*. Child Safety Commissioner. Melbourne. The resource has been developed to guide principals, assistant principals, student welfare coordinators and wellbeing teams, and classroom teachers support children and young people in OoHC.

http://parkerville.org.au/wp-content/uploads/2015/11/Great_Expectations.pdf

Supporting children in OoHC who attend Catholic schools with a focus on wellbeing through their wellbeing landscape. The wellbeing landscape in Catholic schools incorporates all aspects of school community life from students' physical, intellectual, moral, social, emotional and spiritual wellbeing and development to the safe and supportive environment. For more information search 'wellbeing landscape' at:

<http://www.cem.edu.au/>

For those who attend independent schools visit:

<https://www.is.vic.edu.au/>

Child protection issues, and information sharing responsibilities

Child Protection Services: Child Protection provides child-centred, family-focused services to protect children and young people from significant harm caused by abuse or neglect within the family. It also aims to make sure that children and young people receive services to deal with the effect of abuse and neglect on their wellbeing and development.

<http://www.dhs.vic.gov.au/for-service-providers/children,-youth-and-families/child-protection>

My first day at school as a child in foster care: A fictitious open letter written by Jeanette Miller (senior consultant Australia Childhood Foundation) from a prototypical foster child on their first day of school. From the perspective of the child, this letter provides an insight into how teachers can best support children experiencing trauma in their transition to school.

<https://www.earlylearningreview.com.au/my-first-day-at-school-as-a-child-in-foster-care/>

Best Interests Case Practice Model: This model provides a foundation for working with children, including the unborn child, young people and families. It aims to reflect the new case practice directions arising from the Children, Youth and Families Act 2005 (CYFA) and the Child Wellbeing and Safety Act 2005. It is designed to support professional practice in family services, child protection and placement and support services, with the aim of achieving successful outcomes for children and their families.

Resources:

http://www.dhs.vic.gov.au/data/assets/pdf_file/0003/720597/children-their-families-specialist-prctice-resource-2012.pdf

Summary Guide:

http://www.dhs.vic.gov.au/data/assets/pdf_file/0008/589643/cyf_best_interests_case_practice_model_summary_guide_09_12.pdf

Children and families who have experienced trauma

Trauma informed approaches

Trauma informed care in child/family welfare studies provides useful framework and principles based on knowledge and understanding of what trauma is and how it affects people's lives and the role of services to respond.

<https://aifs.gov.au/cfca/publications/trauma-informed-care-child-family-welfare-services/what-trauma-informed-care>

Child development and trauma: The child development and trauma specialist practice resource has been developed to assist practitioners to understand typical developmental pathways of children and recognise indicators of trauma at different ages and stages. The resource also offers practical, age appropriate advice as to the needs of children, parents and carers when trauma has occurred and ways in which children and families can be assisted in healing and recovery.

<http://www.dhs.vic.gov.au/for-service-providers/children%2c-youth-and-families/child-protection/specialist-practice-resources-for-child-protection-workers/child-development-and-trauma-specialist-practice-resource>

The Calmer Classrooms – A guide to working with traumatised children: Produced by the Queensland Government, this guide provides advice to teachers related to understanding and forging attachments with the children and families experiencing trauma. This resource specifically supports teachers to understand the impact that trauma can cause to a child's development, learning and engagement in school and identifies strategies to assist children in care to maximise their educational potential.

<http://education.qld.gov.au/schools/healthy/pdfs/calmer-classrooms-guide.pdf>

Refugee children and families

Schools in for Refugees: A Whole-School Approach to Supporting Students and Families from Refugee Backgrounds: This resource supports schools and school-based professionals in their efforts to provide a high quality education to young people of refugee backgrounds. It includes background information about understanding the refugee experience and the impact of trauma on learning, development and wellbeing. This resource also includes case studies, professional learning activities, templates and tools for teachers to use in their work, to assist planning and change processes in a school environment.

<http://www.foundationhouse.org.au/schools-in-for-refugees/>

Schools and Families in Partnership – A Desktop Guide to Engaging Families from Refugee Backgrounds in their Children's Learning: This guide has been informed by the background paper 'Educating Children from Refugee Backgrounds: A

Partnership between Schools and Parents, the Victorian Refugee Education Support Program (RESP), and reflects advice contributed by experienced school staff alongside families from refugee backgrounds. It includes other useful website links to support schools and early childhood programs to engage families.

http://www.foundationhouse.org.au/wp-content/uploads/2015/06/SCHOOLS_FAMILIES_PARTNERSHIP_DESKTOP-GUIDE_ONLINE1.pdf

VICSEG offers a number of topics related to working with migrant and refugee families. The *Cultural Competent Practice with Vulnerable Families* course is designed for practitioners and organisations working with families, children and young people, as part of quality improvement and reflective practice. It includes enabling workers to value diversity and plan for it, manage the dynamics of difference and adapt to the cultural contexts of the communities they serve.

<http://www.vicsegnewfutures.org.au/vicseg-programs/cultural-competence>

4. CONTINUITY OF LEARNING AND DEVELOPMENT

The following resources relate to continuity of learning:

The Importance of Continuity for Children Birth Through Age 8, a chapter from the book: *Transforming the Workforce for Children Birth to Age 8: A Unifying Foundation*, Allen & Kelly (editors) 2015

<https://www.ncbi.nlm.nih.gov/books/NBK310544/>

National Quality Standard Professional Learning Program: Continuity of Learning, Newsletter no. 46. This newsletter argues the case for smooth transitions within the learning program and practical strategies to support children to engage in learning over time.

http://www.earlychildhoodaustralia.org.au/ngsplp/wp-content/uploads/2012/11/NQS_PLP_E-Newsletter_No46.pdf

Transition to primary school: A review of the literature. This Kidsmatter resource recognises that a successful transition to school can increase the likelihood of positive social, emotional and academic outcomes for children. The literature review was undertaken to identify current research and effective practices for supporting children during the transition to primary school.

<http://www.olivephillipskindergarten.com.au/OPK/wp-content/uploads/2015/11/Transition-to-Primary-School-A-review-of-the-literature.pdf>

Continuity of Learning: A resource to support effective transition to school and school age care. This resource, commissioned by the Commonwealth Government, shares narratives of transition that draw on the experiences and perceptions of children, families, educators and communities as they support all those involved in the transition to school and school age care.

https://docs.education.gov.au/system/files/doc/other/pdf_with_bookmarking_-_continuity_of_learning_-_30_october_2014_1_0.pdf

4.1 Learning and development outcomes for children

The Victorian Curriculum Foundation – Level 10 (F–10)

The Victorian Curriculum F–10, the mandated curriculum in Victorian Government schools:

<http://www.vcaa.vic.edu.au/pages/foundation10/f10index.aspx>

Linking the VEYLDF and the Victorian Curriculum – VEYLDF illustrative maps

<http://www.vcaa.vic.edu.au/Pages/earlyyears/vfldoutcomes/index.aspx>

4.3 Practice principle: integrated teaching and learning approaches

Play is central to the concept of integrated teaching and learning approaches, as are intentional teaching strategies. This practice principle guide provides practitioners with implementation strategies.

Victorian Early Years Learning and Development Framework Practice Principle Guide 6: Integrated teaching and learning approaches

<http://www.education.vic.gov.au/Documents/childhood/providers/edcare/practiceguide6.PDF>

A complimentary video is also available:

<http://www.education.vic.gov.au/childhood/providers/edcare/Pages/profresource.aspx#link20>

<https://www.youtube.com/watch?v=MSg1X3TVE>

4.4 Practice principle: assessment for learning and development

Victorian Early Years Learning and Development Framework Practice Principle Guide 7: Assessment for learning and development. This practice principle guide provides practitioners with implementation strategies.

<http://www.education.vic.gov.au/Documents/childhood/providers/edcare/practiceguide7.PDF>

A complimentary video is also available:

<http://www.education.vic.gov.au/childhood/providers/edcare/Pages/profresource.aspx#link20>

<https://youtu.be/WgDMEJfZnaQ>

5. TRANSITION PLANNING AND EVALUATION

5.2 Practice principle: reflective practice

Victorian Early Years Learning and Development Framework Practice Principle Guide 8: Reflective Practice. This practice principle guide provides practitioners with implementation strategies.

<http://www.education.vic.gov.au/Documents/childhood/providers/edcare/practiceguide8.PDF>

A complimentary video is also available:

<http://www.education.vic.gov.au/childhood/providers/edcare/Pages/profresource.aspx#link20>

<https://youtu.be/OJXvTW0C-iA>

5.3 Planning transition programs

Supporting Reciprocal Visits project report and resources

Transition to School Reciprocal Visits, includes videos, reports and information to guide local reciprocal visiting projects.

<http://www.education.vic.gov.au/childhood/professionals/learning/Pages/transtoschoolreciprocalvisits.aspx>

Supporting Reciprocal Visits – Transition Action Plans

Transition – A Positive Start to School supporting reciprocal visits

<http://www.education.vic.gov.au/Documents/about/research/transpositivestarttoschool.PDF>

Transition to School: Supporting Reciprocal Visits (Koorie focus)

<http://www.education.vic.gov.au/Documents/childhood/professionals/learning/Transition%20to%20School%20%20Supporting%20Reciprocal%20Visits%20Koorie%20focus.pdf>

Identified promising practices for transition planning in Victoria

Evaluation of Transition – A Positive Start to School Pilots: this report identifies a number of promising practices in transition to school

<http://www.education.vic.gov.au/Documents/about/research/transitionpilotevaluation.pdf>

5.4 Localised transition planning

Australian Early Development Census (AEDC) can assist networks to determine and prioritise a focus for effort.

<https://www.aedc.gov.au/>

5.3 How to develop a sustainable transition program

Lessons learnt from an evaluation of transition programs

Evaluation of Transitions: A Positive Start to School Pilots

<http://www.education.vic.gov.au/Documents/about/research/transitionpilotevaluation.pdf>

5.6 Evaluating transition programs and approaches

Overview of the Outcomes and Indicators Research

2009 Outcomes, indicators and measures of a positive transition to school

<http://www.education.vic.gov.au/Documents/about/research/outcomesfinalvicuni.pdf>

Building on recommendations from the 2009 project, the 2011 review aimed to develop and test tools for measuring the outcomes and indicators of a positive transition to school for children, parents/families, early childhood educators and school teachers in Victoria. The review recommended modifying and trialling consolidated outcomes and the four outcome measurement tools. This work has not yet commenced.

2011 Review of 'Outcomes and Indicators of a Positive Start to School: Development of Framework and Tools'

<http://www.education.vic.gov.au/Documents/about/research/outcomesandindicators.pdf>

6. TOOLS TO SUPPORT EFFECTIVE TRANSITION

6.1 Assessments of learning and development

Gifted and talented children

Identifying gifted and talented children

Making a Difference for Young Gifted and Talented Children

<http://www.education.vic.gov.au/childhood/professionals/learning/Pages/gtmakedifference.aspx>

Transitions for young gifted children

<http://www.education.vic.gov.au/childhood/professionals/learning/Pages/gttransition.aspx>

Children with disability or developmental delay

Early ABLES

Early Abilities Based Learning and Education Support (Early ABLES)

<http://www.education.vic.gov.au/childhood/professionals/profdev/Pages/earlyables.aspx>

Maternal and Child Health (MCH) assessments

Maternal and Child Health Service: Practice Guidelines

<http://www.education.vic.gov.au/Documents/childhood/professionals/health/mchpracticeguidelines.pdf>

'On Entry' to school assessments

English online interview, mandated for use by Victorian Government schools for children in Prep. The English Online Interview is an online tool for assessing the English skills of students from Foundation to Level 2. It assesses students across the three modes of English in the Victorian Curriculum F-10 – Reading, Writing and Speaking and Listening.

<http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/assessment/Pages/default.aspx>

Mathematics online interview: the Mathematics Online Interview is used by Victorian Government school teachers in a one-on-one interview situation to determine students' existing mathematical knowledge in relation to growth points. Analysis of the responses provides teachers with powerful information to use when planning for student learning outcomes.

<http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/continuum/Pages/mathsinterview.aspx>

6.2 Curriculum planning tools

Illustrative maps from the VEYLDF to the Victorian Curriculum F–10

VEYLDF Illustrative Maps to the Victorian Curriculum F – 10

<http://www.vcaa.vic.edu.au/Pages/earlyyears/vfldoutcomes/index.aspx>

6.3 The Transition Statement

Transition: A Positive Start to School Webpage

<http://www.education.vic.gov.au/transitiontoschool>

Who writes the Transition Statement and how?

The strength-based approach to Transition Statements

Strength-based approach: A guide to writing Transition Learning and Development Statements

<http://www.education.vic.gov.au/documents/childhood/professionals/learning/strengthbappr.pdf>

Working in partnership with families when writing Transition Statements

Guidelines for families and educators

Guidelines to help families complete the Transition Learning and Development Statement

<http://www.education.vic.gov.au/childhood/professionals/learning/Pages/family.aspx>

Guidelines to help educators complete the Transition Learning and Development Statement

Please note: This resource is being developed and will be available from www.education.vic.gov.au/transitiontoschool

Professional Development Booklet: How to write and interpret the Transition Learning and Development Statement

<http://www.education.vic.gov.au/Documents/childhood/providers/health/transpdblbooklet.pdf>

The Insight Assessment Platform

About the Insight Assessment Platform

<http://www.insight.vic.edu.au/insight-platform>

Privacy and information sharing

<http://www.education.vic.gov.au/childhood/professionals/learning/Pages/transkitprivacy.aspx>