

Set up for Success - Continuity and Transitioning Framework

A guide for ECECs and Early Childhood services

Overview

Collaborative professional relationships between early childhood services, such as early childhood education and care (ECEC) settings and schools, is one of the most important ingredients for effective transitions that ensure children's ongoing learning and wellbeing. Effective transitions ensure children experience continuity between settings, including continuity of pedagogical approach and the impact of coordination and relationship building between early education providers, schools and families.

Systematised approaches to effective transitions which provide continuity of knowledge about a child's learning and development improve a child's confidence in managing change. It helps them grow partnerships and positive relationships and fosters their sense of belonging and connectedness.

Intent

The intent of the Continuity and Transitioning (C&T) Statement is to ensure that children who have participated in early childhood services have the best possible transition into Preschool.

The C&T Statement can also be used by practitioners in other support services such as paediatricians, speech therapists, hearing or vision specialists, physiotherapists, psychologists, play therapy services, social workers, NDIS support or early intervention services to capture the needs of children with developmental needs or disability who are transitioning into Preschool.

Best Practice Transitions

Transitions, including from home to early childhood settings, between settings, and from early childhood settings to school, offer opportunities and challenges. Different places and spaces have their own purposes, expectations and ways of doing things. Building on children's prior and current experiences helps them to feel secure, confident and connected to familiar people, places, events and understandings. As outlined in the [Early Years Learning Framework](#) (EYLF), children, families and early childhood educators all contribute to successful transitions between settings.

The EYLF reaffirms our shared responsibility in honouring the growth and life experiences of our youngest learners and celebrating their individuality in a holistic context. It encourages us to walk alongside each child and their family, to witness and enquire about what makes them feel connected and respond respectfully.

As we capture these unfolding stories, we can design responsive practices which are culturally and contextually appropriate for each child through care, insight and intention, we show up for children, their families and community. This in turn ensures continuity and transitions are successful in unique ways across the ACT.

The Continuity and Transitioning Framework

The Continuity and Transitioning Framework consists of two elements:

1. **Continuity and Transitioning Statement** – to craft conversations, gather key understandings and collaborate to create seamless transitions
2. **Continuity and Transitioning Framework (this document)** – to provide background and guiding practices for quality transitions, and information on how to complete the C&T Statement for each child.

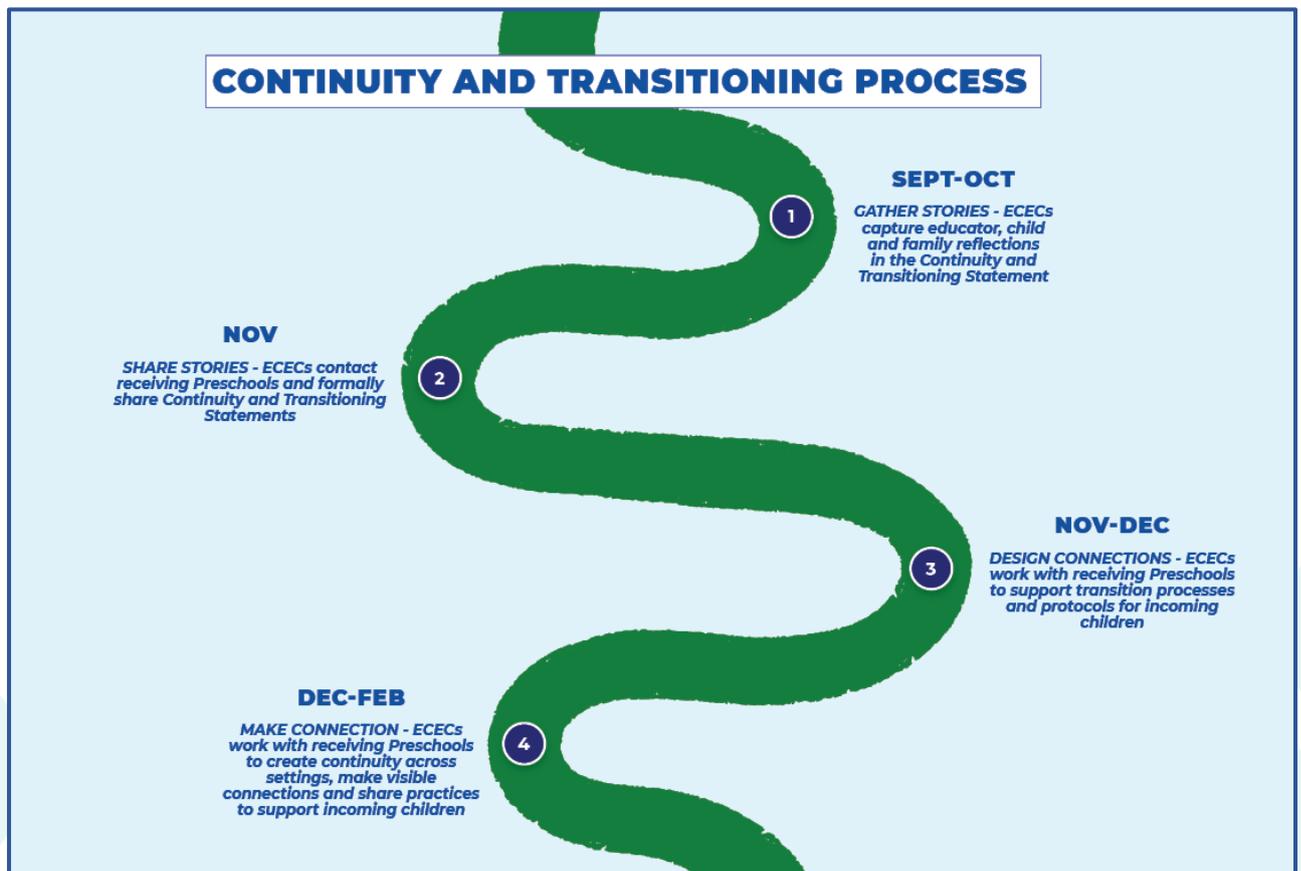
The aim of the C&T Statement is to draw out the relationship with, and knowledge of, the child and their family and the professional expertise, to support the effective transition from the ECEC setting to a Preschool. It is designed to intentionally craft conversations, gather key understandings and collaborate across early childhoods settings to create seamless transitions for children and their families into Preschool.

The Continuity and Transitioning Process for ECEC services

There are three components to the C&T Statements:

1. Educator Reflections – completed by educator/s who work closely with the child
2. Child Reflections – co-constructed with the child and their educator/s
3. Family Reflections – completed by the child’s family with support from the educator.

The process is outlined in the diagram and in more detail below.



1. *GATHER STORIES: ECECs capture educator, child and family reflections in the Continuity and Transitioning Statement template.*

<p>Tips for gathering ECEC Reflections</p>	<ul style="list-style-type: none"> • Ideally, the <i>ECEC Reflections</i> section is completed by the educator/s who work most closely with the child. • Use the examples and tips provided in the C&T Statement as a guide. • Utilise existing records and materials such as observations, learning stories and documented conversations. • Review how you have recorded the child’s wonderings or interests in your planning documentation. • Consider the dispositions for learning you have observed and fostered in the children and record these. • Refer to examples provided under the <i>Outcomes</i> section of the EYLF.
<p>Tips for gathering Child Reflections</p>	<ul style="list-style-type: none"> • The <i>Child Reflections</i> section is co-constructed between the educator/s who work most closely with the child, and the child. • Use the examples and tips provided in the C&T Statement as a guide. You can also provide attachments to support the child’s reflections. • Consider using one or both of the approaches below: <i>Conversational approaches</i> <ul style="list-style-type: none"> • Record conversation(s) or the child’s responses to the prompts in the template. Ideally these insights will be gathered over several conversations. Within these conversations, modify your prompting language to support the child’s reflection but maintain the child’s own words when recording. • Look back at a current, co-created learning story, annotated photos or social stories as a conversation prompt. <i>Creative approaches</i> <ul style="list-style-type: none"> • Prompt the child to draw a picture of what they would like to share with their new educators and annotate it. • Prompt the child to create a book or sing and record a song all about them. • Have children act out a scene about what they think preschool will be like, or a day in your setting so that their favourite parts of the day can be shared. • Invite the child to take photos of them doing their favourite things.
<p>Tips for gathering Family Reflections</p>	<ul style="list-style-type: none"> • Arrange a formal time to work through the C&T Statement with the child’s family – please don’t email/provide the template to them to complete on their own, as this is a collaborative process. • Provide the <i>Continuity and Transitioning Statement - Guide for Families</i> prior to the formal meeting. • Have a conversation with the family in a comfortable setting. Explain that their knowledge will be passed to their child’s future educators through this statement and work through it together. • The family may choose to complete the reflections on their own. If this is the case, ensure they understand and feel prepared to do so and agree on a timeframe for receiving their input. • For some families they might like to connect and share ideas before completing the statement. Others may choose to share with their wider family and complete the statement at home. • Consider if a family requires translation support – this service can be accessed for free through the Community Services Directorate’s Telephone and Interpreter Service (phone 131 450).

2. *SHARE STORIES: ECECs contact receiving Preschools and formally share Continuity and Transitioning Statements.*

ECEC Role	<ul style="list-style-type: none"> • Contact receiving Preschools and arrange a formal process for sharing the C&T Statement/s. • Provide the C&T Statement/s. • Remember - this process ties into commitments under the National Quality Standard (NQS) under Quality Area 6 – Collaborative partnerships with families and communities: <ul style="list-style-type: none"> ○ Standard 6.2: Collaborative partnerships - Collaborative partnerships enhance children’s inclusion, learning and wellbeing. ○ Element 6.2.1: Transitions - Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
------------------	---

3. *DESIGN CONNECTIONS: ECECs work with receiving Preschools to support transition processes and protocols for incoming children.*

ECEC and Preschools’ Role	<p>Determining the processes and transition protocols in receiving Preschools can guide potential approaches and activities used to foster connection between schools and incoming preschoolers.</p> <p>Examples of common activities undertaken by ECECs and Preschools that can assist with building connections across settings include:</p> <ul style="list-style-type: none"> • Creating an <i>All About School</i> book with the children. This could encompass all schools the children will be attending and be comprised of pictures of each, the corresponding uniforms, etc. as well as generic information. • Organising a video call or in-person meeting with an educator, principal, or students from a school with incoming preschoolers. This can be used as an opportunity for children to ask questions about preschool. • Buddy programs which coordinate letter-writing between children in ECEC services and students in receiving schools. • Emailing the school newsletter to incoming families. These can also be printed and added to the learning environment to facilitate information sharing and questions from children in the ECEC.
----------------------------------	---

4. *MAKE CONNECTION: ECECs work with receiving Preschools to create continuity across settings, make visible connections and share practices to support incoming children.*

ECEC Role	<p>ECECs that are part of a Community of Practice (CoP) with an ACT public school should use the CoP relationship to facilitate transition strategies for children as they move between settings, providing continuity of pedagogical approach and coordination between early education providers, schools, and families.</p> <p>The CoP partnerships have been developed between identified ECEC services and ACT public schools and are centred on the development and growth of collaborative relationships between settings.</p> <p>They are designed to grow shared expertise, facilitate effective transitions, collaborate to build a quality workforce, and enable access and equity for all children to quality early learning experiences.</p>
------------------	--

The Continuity and Transitioning Process for Early Childhood Services

Practitioners from early childhood support services can complete *page 2* of the C&T Statement for any child with a developmental delay or disability transitioning to Preschool.

Completion of the other components is optional:

1. Child Reflections – co-constructed with the child and their educator/s
2. Family Reflections – completed by the child’s family, with the support from the practitioner.

More Information

The Education Directorate has a suite of resources for the ECEC sector to support workforce capability in trauma informed practice. Webinars on *Managing Change and Transitions* and *Supporting children to transition out of your service* can be accessed for free at <https://www.education.act.gov.au/early-childhood/set-up-for-success-an-early-childhood-strategy-for-the-act/trauma-responsive-practice-in-early-childhood-education>.

If you are completing a C&T Statement for a child in the 3 year-old initiative transitioning to Preschool and would like further support or have any questions, contact the Early Childhood Community Coordinators via earlychildhoodcommunitycoordinator@act.gov.au.

If you are completing a C&T Statement for a child with developmental needs or disability transitioning to Preschool and would like further support or have any questions, contact the Preschool Pathways Partners via preschoolpathways@act.gov.au.

SET UP FOR SUCCESS - CONTINUITY AND TRANSITIONING STATEMENT

Given name(s)	Surname	Preferred Name	Date of Birth	ECEC

EDUCATOR REFLECTIONS

Belonging	<p>How does this child make connections and build relationships with others? What support do they need to build these relationships?</p> <p><i>Example: Adya easily makes connections with other children and educators, she enjoys sharing stories from home (including sharing about her Indian heritage and her Nani's traditions) and initiates play with her peers. Adya can find it difficult to regulate her emotions when faced with social challenges during play, for example, when sharing is involved. Adya has responded well to educator guided learning activities focused on social skills and sharing and has made significant progress as a result of this targeted support. She values one-on-one time with educators to unpack tricky situations and shows the ability to reflect on her behaviour in these conversations.</i></p> <p><i>Tips:</i></p> <ul style="list-style-type: none"> • Share ways you have assisted this child to develop a sense of belonging (you could refer to examples provided under the outcomes in the EYLF) • Share relationship building strategies that have worked with this child including personal interests that may assist with developing connections • Share insights into the way the child interacts with and develops friendships with peers • Share any wellbeing concerns, noted triggers for this child or ways they reach out for safety and support.
Being	<p>How does this child engage with their environment and learn? What are their strengths and interests when learning?</p> <p><i>Example: Adya enjoys engaging in imaginative play and specifically enjoys role-playing and creative activities such as craft and painting. She tends to gravitate towards the 'home corner', she is very social and often invites her friends to take on different roles and engage in dramatic play. She is a curious learner who asks lots of clarifying questions and can engage in conversations with others, often laughing and joking with her peers and educators. Adya shows considerable empathy for others and shows concern and care when her peers are hurt or upset. Adya has shown a lot of interest in sharing stories during group time, "reading" books and practicing writing her name.</i></p> <p><i>Tips:</i></p> <ul style="list-style-type: none"> • Share ways you have assisted this child to develop ways of being (you could refer to examples provided under the outcomes in the EYLF) • Share the specific activities this child enjoys or naturally gravitates towards • Share the child's learning style – visual, verbal, logical, auditory, kinaesthetic, social/solitary etc.
Becoming	<p>How does this child navigate change, unknown experiences and work through challenges/problems? Are there any developmental concerns?</p> <p><i>Example: Adya builds connections quite easily and doesn't tend to hesitate to introduce herself and invite them to join in with her dramatic play. She has a strong sense of right and wrong and can get frustrated when other children do not share the same sense of fairness as her, for example when they do not share. She could continue to be supported to develop her ability to self-regulate in these kinds of social interactions. Adya shows great confidence when engaging in activities that are known to her or that she has done before. She can sometimes be hesitant to try new, planned activities and tends to stand back and observe others before having a go herself. Positive encouragement, additional support/instructions and reassurance from educators to give things a go assist with giving Adya the confidence to try new activities.</i></p> <p><i>Tips:</i></p> <ul style="list-style-type: none"> • Share ways you have assisted this child to develop ways of becoming (you could refer to examples provided under the outcomes in the EYLF) • Share ways this child demonstrates their personal beliefs and values in their interactions with others • Share ways you have supported this child to develop autonomy, identity and resilience that have worked well • Share any concerns about the child's learning and development.

SET UP FOR SUCCESS - CONTINUITY AND TRANSITIONING STATEMENT

Comments/additional information:

Example: Adya's Nani (Diya) cares for her full time – it is best to communicate via phone as she does not regularly access her emails. We tend to call her when there are special activities such as dress up days, bring your bike days etc. to make sure she has the details and that we can help her prepare if needed. Diya speaks some English (she speaks to Adya primarily in English, some Hindi), Adya's uncle, Ishaan, often helps with drop off and pick up and is a key support person and can assist with translating for Diya if needed. Adya is anaphylactic to nuts (see attached medical response plan). Adya is toilet trained, however, still tends to have accidents when engaged in play – regular reminders and scheduled breaks have worked well for minimising accidents. Adya's older brother, Raj, attends [Primary School] and is in Grade 1.

Tips:

- Share key background information including culture, heritage or traditions to ensure the Preschool is prepared to support them
- Share who their significant family members are and any insights or practical strategies for establishing positive relationships
- Share any relevant information relating to participation in the three year-old initiative (if relevant) and any external impacts on attendance such as COVID-19

How can the Preschool ensure continuity of learning and support a successful transition to school for this child?

Example:

- No major concerns relating to Adya's ability to transition and make new connections with educators and peers.
- Engaging with Diya and Ishaan as early as possible to check on any support needed through the transition.
- Adya may benefit from a school visit and social story about a day at preschool.
- If it is possible, set up a home corner – this is Adya's most enjoyed activity.
- None of Adya's friends from [ECEC] will be attending her Preschool.

Personal information

- Diagnosed disability or developmental delay
- Disclosed health concerns or medical needs
- Significant family circumstances
- Learning or development concerns
- Language other than English spoken at home
- Aboriginal or Torres Strait Islander

Supporting documentation (please attach)

- Support plans
- Personal care plans (eg. toileting or feeding)
- Medical response plan
- Paediatrician reports or documentation
- Speech/Occupational Therapist/Physiotherapist reports or documentation
- Other:

Accessing other support services

- Paediatrician
- Speech therapy, hearing or vision support
- Physiotherapist
- Psychologist
- Play therapy
- Social worker
- NDIS package
- Early intervention
- Other:

Completed by:

Signature:

Date:

Child's name:

Child's Date of Birth:

Preschool:

CHILD REFLECTIONS

These reflections do not need to be collected in one session and should be developed over time

Name of person documenting:	Relationship to child:	
<p>What would you like your new teacher to know about you? What would you like to know about Preschool?</p> <p><i>The response does not have to exclusively include written text – drawings by or photos of the child can be used to support the child’s voice. Possible prompts:</i></p> <ul style="list-style-type: none"> • <i>What makes you special? What are your favourite toys or books?</i> • <i>Who is in your family? What do you like to do on the weekend?</i> • <i>What are you wondering about preschool? What are you looking forward to about preschool? Are you worried about anything?</i> 		
<p>What do you enjoy doing most at [ECEC]? What are you good at?</p> <p><i>The response does not have to exclusively include written text – drawings by or photos of the child can be used to support the child’s voice. Possible prompts:</i></p> <ul style="list-style-type: none"> • <i>What is your favourite activity or thing to play with/on?</i> • <i>What do you love to do outside in the playground? What do you like to do inside?</i> • <i>What is your favourite thing about coming to [ECEC].</i> 		
<p>What do you find hard? What do you need help with at [ECEC]?</p> <p><i>The response does not have to exclusively include written text – drawings by or photos of the child can be used to support the child’s voice. Possible prompts:</i></p> <ul style="list-style-type: none"> • <i>What makes you feel sad or frustrated when you are at [ECEC]?</i> • <i>What do you find hard that you maybe would like some more help to learn?</i> 		
<p>What makes you feel happy and safe?</p> <p><i>The response does not have to exclusively include written text – drawings by or photos of the child can be used to support the child’s voice. Possible prompts:</i></p> <ul style="list-style-type: none"> • <i>What do you like most about the educators at [ECEC]? What do they do that you makes you feel happy and safe?</i> • <i>What can the preschool educators do to help you feel safe?</i> 		
Parent/Carer name:	Signature:	Date:

FAMILY REFLECTIONS

Child's name:	Preschool:	Preferred language:
<p>What would you like your child's new school/teacher to know about them? How can we best support your child's transition to Preschool?</p> <p><i>Example: Adya lives with me (her grandma) full time as her mother is unable to care for her. She does see her mum sometimes on the weekends. Her father is not involved in her life and lives interstate. Adya's brother is at the same school in Year 1, he and Adya have a very close relationship. Adya is really excited about attending Preschool and making new friends.</i></p>		
<p>What does your child enjoy doing most? What are their strengths?</p> <p><i>Example: Adya loves to play house and give people in the family a role to play. She loves to dress up and make up stories. Lately, Adya has been more and more interested in books and reading and she has been practicing writing her name. She is a really kind and caring, social little girl.</i></p>		
<p>What does your child need help or support with?</p> <p><i>Example: Adya has a strong sense of right and wrong and this can sometimes cause her to get frustrated when others don't do what she thinks is "right". She can be a bit bossy like this and I hope we can help her to get better at managing her anger when she is feeling like something is wrong or unfair.</i></p>		
<p>What are you most proud of about your child's learning and development this year?</p> <p><i>Example: Adya settled in to 3 year-old preschool so well and built so many great friendships. She has shown how caring and kind she is and has been a great friend to others.</i></p>		
<p>What would you like to know about Preschool? Do you have any questions or concerns?</p> <p><i>Example: I heard that you need to be toilet trained to attend Preschool but Adya is still having accidents every so often. Will she be allowed to attend in February if she is still having these accidents? I am also wondering what I should pack her for lunch as the ECEC has been providing lunch this year.</i></p>		
Parent/Carer name:	Signature:	Date:

We would like to share your stories

CONSENT FORM

The Education Directorate (the Directorate) is designing new ways to gather stories and share information about your children's learning and development across Early Childhood Education and Care (ECEC) settings, early childhood services and schools. This cross-sector approach to effective transitions is based on strong collaborative relationships, supported transitions, designed for continuity of learning and best practice information sharing processes. To assist in gathering information to shape your child's Continuity and Transitioning Statement, the Directorate seeks your consent to request information from your child's ECEC or relevant service provider.

All information gathered about your child will be stored and is subject to the confidentiality provisions of the Children and Young People Act 2008, the Information Privacy Act 2014 and the Health Records (Privacy and Access) Act 1997. You may request further information regarding ACT Education Directorate policies and guidelines, including those pertaining to privacy, feedback and complaints, or information can be found at https://www.education.act.gov.au/publications_and_policies/policies

I consent to the following information sharing practices to be actioned on behalf of my family and child throughout the transition to preschool where applicable:

- Completed Continuity and Transitioning Statement and supporting documentation.
- Documentation and supporting information from referral into the 3 year-old initiative (if applicable).
- Documentation including plans, strategies and supporting information of your child's learning and development.
- Documentation and supporting information from an ECEC's engagement with social workers, child development officers or other support agencies.
- Information sharing practices about your child's learning and development within the Directorate, and with the ECEC, early childhood service and/or School, including conversation and document sharing i.e. reports, observations, learning stories.

Parent/Carer Name:

Signature:

Date:

Set up for Success - Continuity and Transitioning Statement

A guide for families

Purpose – Why does your child need a Continuity and Transitioning Statement?

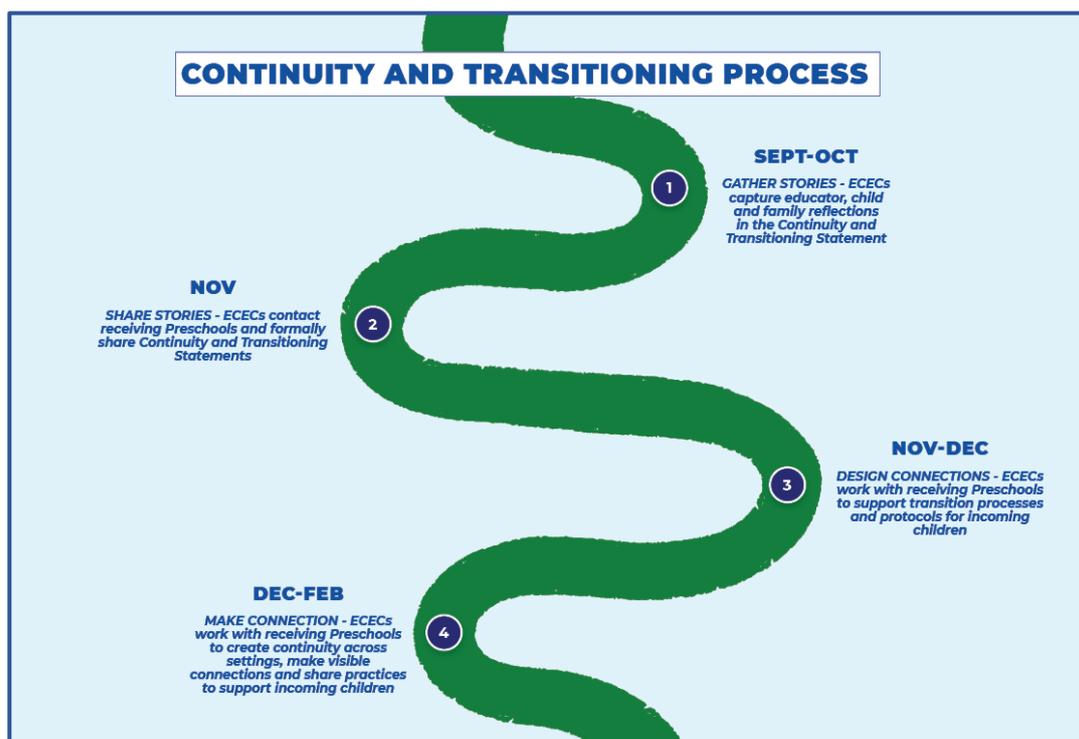
The Continuity and Transitioning (C&T) Statement is completed to ensure your child has the best possible transition from their early childhood education and care (ECEC) setting to Preschool. Transitions are about change but are also about continuity. The C&T Statement assists with sharing knowledge about your child's interests, strengths, culture and experiences. This helps to build connections between home and school and improves continuity and wellbeing throughout the transition process.

Process – How is the Statement Completed?

There are three components to the C&T Statement:

1. Educator Reflections – completed by educator/s who work closely with your child
2. Child Reflections – co-constructed with your child and their educator/s
3. Family Reflections – completed by you, with the support of your child's educator.

The C&T Statement is developed collaboratively and is then shared with your child's Preschool. The process and timeframes are outlined in the diagram below.



Your Role – How can you be involved?

- Your child's ECEC will contact you to arrange a time to meet.
- You will meet to share reflections on your child and their experience in their ECEC.
- You can ask questions or raise any concerns you may have about the transition to Preschool.
- The final statement will be shared with you to sign and approve.

More Information

If you would like more information on this process, please speak with your child's educators.

Information on how you can support your child to transition to Preschool can be found on the Education Directorate website <https://www.education.act.gov.au/early-childhood/set-up-for-success-an-early-childhood-strategy-for-the-act/preschool-pathways>

Setting your child up for success: engaging in your child's learning and development in the early years

The journey map below provides an overview of the ways you can support your child to have the best possible start to life and learning. **Scan the QR codes to learn more.**

Scan here for an expanded version of this resource and links to more information



BIRTH – 2 YEARS

From the moment they are born, your child starts learning through relationships, play and exploration. Parents and carers are a child's first teacher and play an important role in supporting learning and development in the early years.



Meet other parents/carers at a *Maternal and Child Health (MACH)* group, or attend a MACH information session or support program

Play games and explore with your child – be active, take them outdoors or get creative with paint and crafts or cooking.



Help your child to make their first friends by joining an *ACT Playgroup*

Read with your child – look at the pictures and talk about what is happening, make predictions about what will happen next.

Learn skills to boost your child's language development - Attend a *Giggle and Wiggle* session at an ACT Library



3 YEARS

During the first five years, your child's brain is developing at a rapid rate. Their experiences and interactions are creating millions of connections in their brains. The relationships your child develops now will build the foundations for their communication and social skills.

Talk to health professionals and your child's educators about *child developmental milestones* and ways you can support their growth, learning and development at home



Access to quality early childhood education and care in the two years prior to formal schooling enhances educational outcomes for children.



Do you identify as Aboriginal or Torres Strait Islander? *Koori Preschool* provides Aboriginal and Torres Strait Islander children aged 3 to 5 years with a play-based, culturally safe learning program

Build your child's independence by involving them in everyday activities like *grocery shopping, cooking, making their bed and setting the table.*

4 YEARS

There is overwhelming evidence suggesting that quality early childhood education helps children to have the best start to life. Play based learning focused on communication, language and relationships forms the basis of preschool programs in the ACT.

Encourage a love of books and stories - Attend a *Story Time* session at an ACT Library



Help your child to develop relationship building skills such as sharing, taking turns, listening and negotiating – playing games can be a great start.



Read about *play-based learning* and how you can support your child to learn through play

Share a conversation with your child about their day – try to avoid asking “yes” or “no” questions to help develop their conversation skills.

Support your child to transition to Preschool using the Education Directorate's *Preschool Pathways* resources



5 – 6 YEARS

Every child deserves high quality education and the life chances which flow from it. Schools in the ACT ensure your child has the best possible foundations for learning, school experience and opportunity to achieve excellent outcomes.



Access information about starting school and *engage* in your school's transition processes

Talk to your child's teacher about ways you can volunteer or be involved in your child's learning.

Engage in your child's learning and help them to become a lifelong learner



Joining a local sporting team can be a great way for your child to keep active and build friendships with other children in the area.



Pack a healthy lunchbox to ensure your child has the energy to learn and play



Book and attend child health checks and immunisation appointments



Find an early childhood education and care (ECEC) service near you



If you have concerns about your child's development, attend a *Child Development Service Drop In Clinic*



Enrol in an ACT Public Preschool or *Koori Preschool* (ACT Public Preschool enrolment opens on the first day of Term 2, the year before commencement; *Koori Preschool* enrolments can be made throughout the school year)



Enrol in Kindergarten in an ACT Public School (enrolment opens on the first day of Term 2, the year before commencement)

Setting your child up for success: engaging in your child's learning and development in the early years

The journey map below provides an overview of the ways you can support your child to have the best possible start to life and learning.

BIRTH – 2 YEARS

From the moment they are born, your child starts learning through relationships, play and exploration. Parents and carers are a child's first teacher and play an important role in supporting learning and development in the early years.

- Join a Maternal and Child Health (MACH) **New Parent Group** or attend an **Understanding Your Baby Information Session**.
- Help your child to make their first friends by joining an **ACT Playgroup**.
- Learn skills to boost your child's language development by attending a **'Giggle and Wiggle'** session at an ACT Library.
- Book and attend free **child health checks** and **immunisation appointments** to monitor your child's growth and development and share successes and challenges.
- Talk to your **Maternal and Child Health Nurse** or contact your **Child and Family Centre** about programs and support available to you.
- If you would like your child to attend an early childhood education and care (ECEC) service, arrange a visit and submit an application. Tips for selecting a service and other helpful information can be found [here](#).



3 YEARS

- Visit the **Starting Blocks** website to learn about child developmental milestones and ways you can support your child's growth, learning and development.
- If attending an ECEC service, talk regularly with educators about your child - their strengths, interests and any concerns you have. The service can help support you and your child to learn and develop.
- If you have any specific concerns about your child's communication, social, movement, gross or fine motor skills, you may like to attend one of the **Child Development Service Drop In Clinics**.
- From three years old your child may be eligible to participate in **early entry to preschool** or **Koori Preschool**. Enrolments are taken throughout the year.
 - Continue to book and attend free **child health checks** and **immunisation appointments**. You can also book a free **dental check**.



During the first five years, your child's brain is developing at a rapid rate. Their experiences and interactions are creating millions of connections in their brains. The relationships your child develops now will build the foundations for their communication and social skills.

4 YEARS

There is overwhelming evidence suggesting that *quality early childhood education* helps children to have the best start to life. Play based learning focused on communication, language and relationships forms the basis of preschool programs in the ACT.

- Support your child to develop a love of books and reading by attending a **'Story Time'** session at an ACT Library.
- If your child turns four on or before 30 April, they can attend a Preschool program at a **public preschool**, Early Learning Centre or ECEC from the first day of Term 1 that year. **Enrolment** opens on the first day of Term 2, the year before commencement.
- The **Preschool Pathways** resources can assist you to support your child in their transition to preschool.
- Continue to book and attend free **child health checks** and **immunisation appointments**.
- All ECEC settings in the ACT implement the **Early Years Learning Framework (EYLF)**, which emphasises play based learning. Play is an important aspect of early learning that helps children to develop imagination, social, communication, language and physical skills in a fun way.



5 – 6 YEARS



- If your child turns five on or before 30 April, they can attend Kindergarten on the first day of Term 1 that year. **Enrolment** in a public school opens on the first day of Term 2, the year before commencement.
- Your preschool and school will support you to engage in transition activities. You can read more about starting school on the **Education Directorate website**.
- **My First Day At Big School** is a story about settling down nerves as children contemplate big school. **We're Excited** is a great story about Aboriginal and Torres Strait Islander kids starting kindy.
- Get ideas for **packing a healthy lunchbox** to ensure your child has the energy to learn and play.
- At the beginning and end of Kindergarten, your child will participate in a BASE assessment to assess their literacy and numeracy skills. This testing assists teachers to plan targeted programs for all students. Your school will provide you with more information in Term 1.
- When your child is in Kindergarten they will participate in a **Kindergarten Health Check**. Your school will provide you with more information in Term 1.

Every child deserves high quality education and the life chances which flow from it. Schools in the ACT ensure your child has the best possible foundations for learning, school experience and opportunity to achieve excellent outcomes.

KEY LINKS

Education Directorate - Early Childhood Information
www.education.act.gov.au/early-childhood
Education Directorate - Enrolment Information
www.education.act.gov.au/public-school-life/enrolling-in-a-public-school/enrolling-in-preschool

ACT Health - Early Parenthood and Paediatric services
www.canberrahealthservices.act.gov.au/services-and-clinics/early-parenthood-and-paediatric-services
Child Development Services - Drop In Clinics
www.communityservices.act.gov.au/childdevelopmentservice/drop-in-clinics

ACT Playgroups
playgroupact.org.au
Libraries ACT
www.library.act.gov.au
Starting Blocks
www.startingblocks.gov.au