



# Salisbury Downs Primary School

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## SALISBURY DOWNS PRIMARY SCHOOL Preschool Transition Policy

### 1. PREAMBLE

Pre-schoolers who can recite the alphabet and count to 10 are bound to bring smiles to the faces of parents, grandparents and caregivers.

While it is important that young children are interested in things like learning the alphabet and numbers, there are other things that can influence how well – or how poorly – children will do when they enter school.

Children will have a jump-start on learning if they are able to “Stop and Think” before they act, follow simple instructions, listen attentively, they are in good health, receive regular medical attention and have physical abilities (such as gross and fine motor skills) that are appropriate for their age.

Children are better able to adapt to school if they can form positive relationships with adults and children, know how to take turns and to cooperate and can deal with lots of situations such as those that make them happy or sad, excited or quiet.

Enthusiasm for learning, curiosity about what makes things tick and persistence on tasks, help children to get the most out of school.

### So what could this look like?

Social and Emotional development:

- They feel positive about coming to school
- They separate happily from parents/carers
- They cope with new situations
- Can work independently and for a reasonable length of time
- Able to share/play with others
- Try, even when tasks are hard

Language Development:

- Can express needs and wants
- Can talk about things they have done
- Join in with songs, rhymes and chants
- Respond to simple 2/3 step instructions

Physical Development:

- Build stamina to last a full day/week at school
- Have reasonable eye/hand co-ordination
- Confidently climb play equipment, kick and catch a ball, crawl, skip and jump
- Colour in, cut, paste pick up small objects and tie string and shoe laces

Independent in:

- Carrying and putting away their bag
- Opening and closing bags and lunch boxes
- Toileting and wiping
- Recognising and organising their own belongings

Cognitive Development:

- Ask questions
- Understand and follows rules
- Understand concepts (eg: up, down, front...)



How you can help:

- Come to transition sessions
- Teach and give opportunities for your child to look after own belongings
- Have breakfast daily
- Read and enjoy books together daily
- Involve your child in the world around them
- Ensure your child has contact with other children before they start school

This policy is based upon one crucial assumption – the school and the home are united in any efforts applied.

## **2. RATIONALE**

At Salisbury Downs Primary School, we believe it is essential for children in their early years to have a smooth transition from pre-school to school. This transition must be supportive of the child and the child's family. We strongly believe in offering both transition experiences (*before, during and after school starts*) and orientation experiences (*term 4 classroom visits*) within our processes.

### **Guidelines:**

There is one intake per year in line with the Department of Education and Child Development (DECD) Same First Day Policy. <https://edi.sa.edu.au/results?query=same+first+day+policy&collection=edi-combined>

- As a general rule the student needs to be 5 years of age before 1<sup>st</sup> May. Children who turn 5 on or after 1<sup>st</sup> May will begin their formal schooling the following year. Exceptions to this rule, such as: Guardianship of the Minister Students, Indigenous or Gifted Students must meet DECD 'Same First Day Start' policy guidelines (2012).
- Teachers are appointed to schools according to the number of students enrolled for a particular year. To assist us with our planning and organisation of classes please enrol your child soon after you begin preschool. However, we are still very happy to take enrolments close to a student's school start time, but the child must be enrolled before he /she starts the Transition Program.

### **Transition from Pre-school**

To ensure a successful transition of children from pre-school to school, Salisbury Downs Primary School offers a range of informal and formal transition opportunities and visits.

Informal visits include invitations to the local preschool for the children to attend school discos, engage with school incursions (where practical) and general information sessions. Salisbury Downs Preschool and the local Childcare Centre also schedule regular visits to the school library and playground to allow further opportunity for children to be exposed to the school environment.

At Salisbury Downs Primary School we offer a formal transition program during term 4 of the year preceding that in which the child commences school. This program is as follows (in a 10 week term):

- Week 5

The Reception Teachers meet with Salisbury Downs Preschool staff and DECD Support Services staff to discuss the needs of all children transitioning to Salisbury Downs Primary School with a focus on students with additional needs. Transition meetings with other preschools will be organised on an as needed basis to address specific needs.

- Week 5 - 8.40 – 12.00 pm

Salisbury Downs Pre-school transition morning. All students from pre-school come to SDPS to experience a morning at school. (This also allows the pre-school to run pre-entry session for children beginning the following year)



- Week 6 - 8.40 – 12.00 pm (includes Big Lunch and play)

Children from all preschools who are coming to SDPS have an orientation visit to familiarise themselves with staff, students and environment.

- Week 6 - 11.00 – 12.00 pm

Parents/Caregivers meet with members of leadership for an information session and morning tea.

- Week 7 - 8.40 – 12.00 pm - Move Up Morning (includes Big Lunch and play)

Preschool students are placed in classes with current students while the rest of the SDPS school students move to their next year class.

- In week 3 of the first term, after the children have started school, parents can meet with the classroom teacher to ask questions and to go through classroom routines.

*SDPS reserves the right to marginally alter these times suit events such as Swimming Week.*

Children beginning school remain at school full time from the first week. Children, however can find coming to school for a whole day tiring at first and we want children to remain positive about being at school. Parents/caregivers or teachers can negotiate to have children go home even earlier or remain for the full day as required if they are experiencing difficulties.

### **Placement of Children**

Placement of children into classes is the responsibility of the school. However, the pre-schools will notify the school of friendship groups/special needs prior to the start of the Transition Program.

### **Children with Additional Needs**

The formal orientation process is often not enough to assist with reducing the anxiety levels of children with additional needs. Where possible the school will negotiate with the parents/caregivers of these children to have extra orientation visits at mutually convenient times.

### **Am I welcome to visit the school before I enrol my child?**

Parents who wish to visit the school before their child is ready to start are very welcome to do so. Please phone or call in at the school to make the necessary arrangements.

### **What does my child wear?**

The school colours at Salisbury Downs are Navy Blue and Gold.

<b>The items that are acceptable</b>	<b>The items that <u>are not</u> acceptable</b>
<p><b>Navy blue</b> clothes including shorts, bike pants, trousers, cargo pants, netball skirts, plain denim jeans, and leggings.</p> <p><b>Navy blue</b> T-shirts, windcheaters, jumpers, polo shirts. Blue and white check school dress. (Black sport briefs should be worn under skirts and dresses).</p>	<ul style="list-style-type: none"> <li>• Any colours that are not school colours.</li> <li>• Clothes with writing or pictures that are larger than a 50c coin.</li> <li>• Make up and nail polish.</li> </ul>
<p><b>Tops:</b> Must cover shoulders, back and stomach</p>	<p><b>Tops:</b> sleeveless, backless or short tops that show midriff.</p>
<p><b>Hats:</b> Worn from September to May - <b>Navy blue</b> broad brimmed or bucket hats, which protect ears and neck. 1<sup>st</sup> hat will be provided free of charge.</p>	<p><b>Hats:</b> Baseball caps</p>
<p><b>Footwear:</b> Rubber soled shoes or sandals with backs. Heels must be no higher than 2cm. It is not necessary for footwear to be in school colours. All shoes must allow active participation in sport activities.</p>	<p><b>Footwear:</b> Thongs, clogs, platform, slip- on and high-heeled shoes.</p>
<p><b>Jewellery:</b> Studs, sleepers, a watch and medic alert bracelet. Belts and Headbands: in school colours.</p>	<p><b>Jewellery:</b> hoop and drop earrings, bracelets, rings, necklaces and jewellery associated with body piercing other than approved earrings.</p>

A copy of the school's dress code policy is available from the school.



## **Appointments**

Appointments can be made with class teachers, the Principal, Deputy Principal or Wellbeing Coordinator to discuss issues or concerns or to gain more information. The Wellbeing Coordinator can provide support/direction for issues at home by helping with referrals to other agencies.

## **What can you do to help your child start school?**

- Talk to your child about starting school, making new friends and learning new skills.
- Listen to your child (this helps children at every stage of their schooling).
- Help your child to learn to tie shoe laces, manage clothes, etc.
- Put your child's full name on all things that are brought to school.
- Help your child to recognise her/his full name.
- Help your child to develop responsibility, initiative and independence by giving her/him little duties to perform which require one to two verbal instructions. This will give confidence to complete tasks.
- Give your child the opportunity to play with other children, as well as use pencils, scissors, glue and paint.
- Limit screen time and help your child to learn how to play with others.
- Allow your child time away from parents so that she/he accepts that parents will not always be present.
- Teach your child to be safe by knowing first and last names, address, phone number and parent's names.
- Discuss any fears about school before the first day. Reassure your child. Do all you can to make your child happy and confident about entering the school world.
- On the first day when it's time, leave cheerfully. Don't linger unless your child's teacher suggests that you stay. Let your child know you will be back at the end of the day.
- Encourage your child to openly discuss her/his feelings about school and meet with the teachers if you have any concerns. Our teachers care about how parents and children feel.

Often if you ask your child "What did you do at school today?" they may not give a detailed answer. Instead try, eg "What was the best thing that happened today?", "What game did you play outside?", etc.

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