

**TRANSITION TO SCHOOL  
PLANNING AND IMPLEMENTATION MATRIX**

This matrix or continuum is designed for children's services and/or schools to describe current practice in order to plan, implement and self-evaluate *Transition to School*.

Highlight one level for each aspect across the continuum.

KEY ASPECTS	Level 1	Level 2	Level 3
<b>Build relationships</b>	Relationships between children, parents and teachers begin when school starts.	Collaboration occurs between teachers, parents and/or members of the local community (eg a local children's service) to plan for children's successful transition to school.	Strong, regular and ongoing collaboration occurs between the school, parents and a range of representatives from the local community (such as CALD personnel, aboriginal elders, health, council agencies) to ensure children's successful transition to school
<b>Work in partnership with key players</b>	<i>Transition to School</i> is planned and implemented in isolation.	Responsibility to plan and implement <i>Transition to School</i> is shared through the involvement of some key players from outside the school, possibly including some families.	<i>Transition to School</i> is a whole-school responsibility, shared through involvement of a range of key players such as, prior-to-school, families and other relevant community personnel.
<b>Respond to the needs of the local community</b>	A one-off orientation session provides important information that parents need to know about their child's school.	<i>Transition to School</i> programs are accessible and relevant to community participants.  Teachers, parents and /or P&C have input into the <i>Transition to School</i> program.	<i>Transition to School</i> promotes a strong partnership with the community. The community assists and actively participates in transition which is responsive to local needs, assets and priorities. It is regarded as a significant community event.
<b>Link children's early learning and prior knowledge with school</b>	Information on children's early learning and prior knowledge is not sought before school entry.	Some information is shared about young children's learning and/or experiences (eg through a survey or checklist). Some assessments/handovers occur between settings with parental permission for all children.	Respectful communication between teachers and parents provides an understanding of each child. Schools have knowledge of children's early learning experiences (through oral sharing and/or children's portfolios, reciprocal site visits, regular communication) and use this for planning programs
<b>Plan and evaluate</b>	<i>Transition to School</i> is planned by the school but does not include an evaluation.	Evaluation of <i>Transition to School</i> is planned and occurs with one or two key players to inform future planning. For example, children could be asked to talk about their experience of starting school.	Data from multiple sources is collected and analysed at all stages of <i>Transition to School</i> with all key players to inform planning for the next year's program.