Wattle Park Primary School

PREP TRANSITION POLICY

PURPOSE

- To facilitate a happy and smooth transition from a variety of pre-school situations to school.
- To enable parents to give their child a realistic and positive attitude to the commencement of schooling.
- To ensure that each child is emotionally, socially and physically ready for school.

IMPLEMENTATION GUIDELINES

- Visits to the kindergartens by a prep representative will occur throughout the year.
- Early each year the following events will be organised to ensure promotion and information.
  - Enrolment mornings and Open Day visits for parents and students in terms two and three.
  - Mailout to the kindergarten and child care centres, listing upcoming events at the school and an invitation to visit.
- In term four:
  - A classroom orientation session with the prep teachers is held in fourth term for all students to attend. Students receive a show bag.
  - P.M.P and storytime program run each Friday in term four.
  - Annual review of prep parent information.
  - Prep information evening to be held in late November. An Information pack is given to families.
  - Pre school survey to assist with class groupings sent to kinders and child care centres.
  - A friendship selection form is given to parents at Information Night to assist with class groupings.
  - Class groups will be based on all collected data (pre school surveys, friendship requests, skill checklists and observation notes of social skills and work habits taken during school visits).
  - Letters advising parents of their child’s class grouping are sent out in the final week of term 4.
  - Welcome to WPPS packs are sent out in the last week of January, a week before preps commence school.
- At the beginning of each year:
  - Staggered starting times in groups of 4-5 students to allow the students to be greeted individually by the teacher on the first day of school.
  - A modified classroom program is implemented to assist a smooth transition reinforcing:
    1. Classroom routines
    2. Toilet routines
    3. The layout of the school
    4. Activities to develop self confidence and social interaction
    5. Appropriate playground behaviour and strategies to use if the students have a problem.
• Liaise with senior school teachers to organise further opportunities for new preps to meet with their buddies (a student from the senior classes who takes on a mentor role) in the second week of the first term.

EVALUATION

The principal, staff and school community will undertake evaluation of the policy and program.

REVIEWED – 12 September, 2006