

Transition to school

RUBRIC





Every child has the right to a good education and a strong future.

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DECD Strategic Plan 2012-2016 for South Australian Public Education and Care

www.decd.sa.gov.au/transitiontoschool

TRANSITION TO SCHOOL RUBRIC

The purpose of the Transition to School Rubric

The Transition to School Rubric has been developed to support educators who are working with children from 4½ to 6 years old, as they transition from preschool or child care settings into school.

The rubric has been developed from Transition to School: A DECD position paper and reflects the six principles:

- Acting Intentionally – to what extent do we deliberately plan for transition?
- Building Partnerships – who has a say in what happens?
- Being Responsive – how do we differentiate in response to each child and family?
- Pedagogy and Play – how do we provide for optimum learning?
- Wellbeing for Learning – how do we support each child and family?
- Professional Collaboration – who else can contribute?

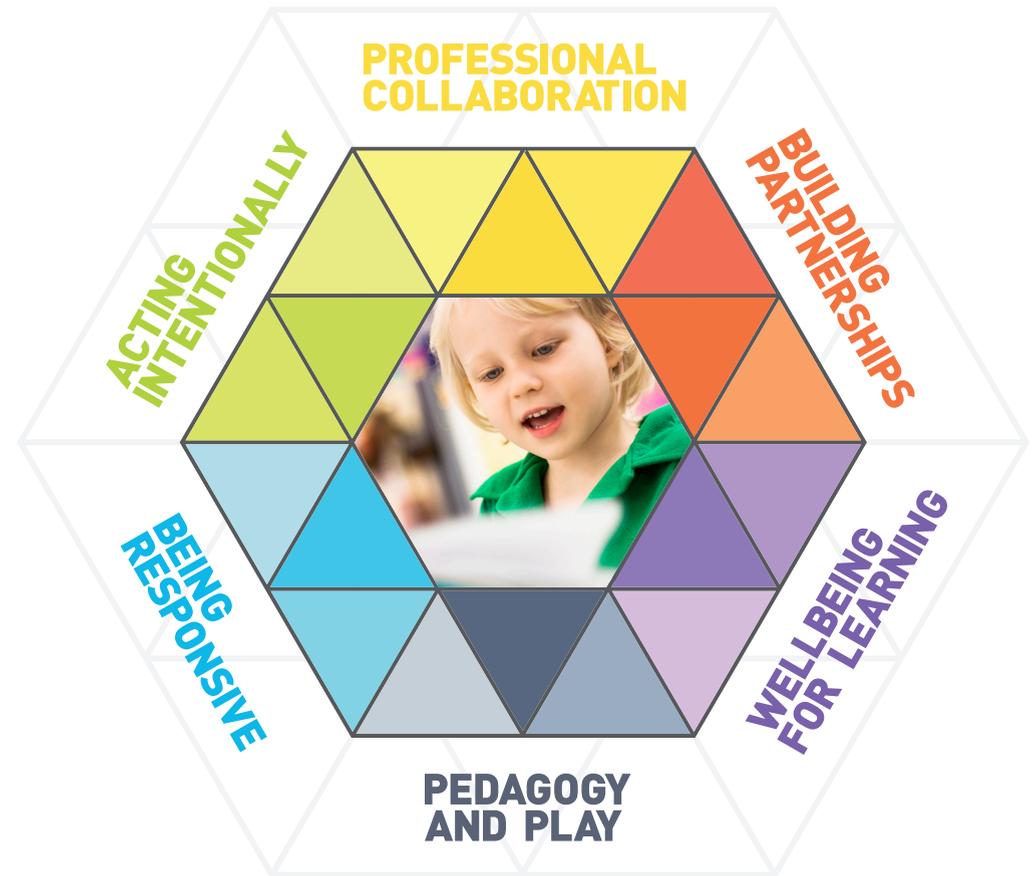
It presumes that planning and managing orientation and transition processes and programs is core business for all sites and as such, is a major role of leaders and educators.

It will assist leaders and educators to reflect on and review their practices, and further develop policies, programs and practices to support children and families as they take this important step into school.

The principles and strategies mentioned may also be relevant for other transitions children experience, i.e.

- between preschool and child care settings prior to starting school
- transitions within a school day or
- transitions to, before or after school care settings.

Find other transition resources at www.decd.sa.gov.au/transitiontoschool



A GUIDE TO THE TRANSITION TO SCHOOL RUBRIC

1. The six principles

Transition to school is a critical time in the lives of children and families and will significantly influence each child's future wellbeing and ability to succeed at school.

The six principles work together to underpin successful transition policies, programs and practices.

- Acting Intentionally – to what extent do we deliberately plan for transition?
- Being Responsive – how do we differentiate in response to each child and family?
- Pedagogy and Play – how do we provide for optimum learning?
- Wellbeing for Learning – how do we support each child and family?
- Building Partnerships – who has a say in what happens?
- Professional Collaboration – who else can contribute?

2. The elements

Each principle has a number of elements which combine to describe and exemplify the breadth of issues and components within the Policies and plans.

3. The descriptors

The descriptors outline several practices relevant to aspects of each element which contribute to achievement of the principles. The descriptors indicate the type of activity which may be occurring at each level, for children, families, leaders or educators. The descriptors can be measured or described through observation, reflection and discussion.

4. The stages of development

Within each principle and element there are four stages of development, differentiating practice along a continuum of engagement. They are described as:

- Emerging: activities occur as a result of administrative or organisational requirements with little consideration for pedagogical or other factors.
- Developing: there is recognition that transition is a more complex process and some work is occurring although not necessarily in a planned and purposeful way.
- Strengthening: have plans in place and are working in a systematic way to improve processes, pedagogy and practice to address most relevant issues.
- Sustaining: sites are working at high levels across the principles and have developed collaborative mechanisms across prior to school and school sites to share pedagogy and practice and to know and understand children and learning in a broader sense.

5. The rating box

Used for sites to indicate the stage of development in each element which best reflects current practice – a professional on balance judgement.

6. Overall rating

Using professional judgement, based on best fit, make a decision on the overall rating across all elements within the principle. This rating will assist to identify particular strengths and weakness and contribute to decision making about areas to consolidate, strengthen or develop further.

Principles	Elements	Emerging	Developing	Strengthening	Sustaining
Acting Intentionally To what extent do we deliberately plan for transition?	Policies and plans	<ul style="list-style-type: none"> Transition processes are ad hoc No policies or plans are documented <input type="checkbox"/>	<ul style="list-style-type: none"> Most transition processes, policies and programs: are planned and documented are shared with some stakeholders. <input type="checkbox"/>	<ul style="list-style-type: none"> Leaders ensure that transition processes, policies and programs: are systematically documented and developed as policy statements are consulted with relevant stakeholders. are shared with the school community. <input type="checkbox"/>	<ul style="list-style-type: none"> Leaders ensure that transition processes, policies and programs: are systematically and collaboratively developed and documented are evident and available for all community members involve educators at all levels as well as community members reflect and accommodate the diversity of the school community are embedded within the school culture and visibly implemented within the site are known, understood and talked about by staff, children and families. <input type="checkbox"/>
	Planning and review processes	<ul style="list-style-type: none"> Plans are made as required for each transition and orientation activity No regular or predictable planning or review processes are in place There is minimal communication or collaboration between sites <input type="checkbox"/>	<ul style="list-style-type: none"> Some planning and review processes are in place for elements of transition processes and programs, with some stakeholders Some communication and collaboration structures exist between some sites <input type="checkbox"/>	<ul style="list-style-type: none"> Planning and review processes are in place and involve most stakeholders (educators, families, children) in most sites. Regular structures exist for collaboration and communication <input type="checkbox"/>	<ul style="list-style-type: none"> Predictable, ongoing processes exist to purposefully and collaboratively plan and review transition processes, led by site leaders and involving all relevant stakeholders – educators, families and children All sites are represented and actively involved Children's voices are authentically sought and considered as part of review processes <input type="checkbox"/>
	Orientation programs	<ul style="list-style-type: none"> Orientation activities are limited to a site visit/parent meeting with site leader <input type="checkbox"/>	<ul style="list-style-type: none"> Several orientation activities provide children with a range of site based experiences and opportunity to develop relationships with some children and adults Some activities / information/ resources are provided for parents <input type="checkbox"/>	<ul style="list-style-type: none"> Transition is viewed as a longer term process and includes a number and variety of planned and incidental experiences for children and parents over time, both prior to and after the point of entry Orientation programs recognise and build on children's past experiences Developing relationships and understanding site culture, routines and expectations are a focus for both children and parents <input type="checkbox"/>	<ul style="list-style-type: none"> Transition is viewed as a complex process over a varying length of time which differs for each child and family Orientation programs are flexible and extended and consider the individual needs of children and families. Programs may look different for different children in content and length of time Orientation programs build on children's prior experiences, connect new and old settings, and focus on children developing their own identity in school, developing supportive relationships and positive attitudes and dispositions <input type="checkbox"/>
Overall rating					



USING THE TRANSITION TO SCHOOL RUBRIC

General guidelines

- Effective use of this tool by educators in schools and prior to school settings, will form a solid foundation for sound reflection and planning for successful transition and orientation as children commence school.
- While the tool can be used at any time to reflect on practice, it will be most useful if used flexibly and strategically to develop policies, plans and practices within the context of each school community.
- Leaders and educators will find the tool most useful if they selectively reflect on their current strengths and concerns, and use the tool to systematically consider, review and plan for all elements of transition over a period of time.
- It is expected that site leaders will work collaboratively with all stakeholders, from all relevant school and prior to school settings and also with families and children, to develop and strengthen transition policies, programs and practices based on their current identified needs and concerns in the context of their own sites and communities.

Getting started

- Identify the capacity of your site or group and make decisions about where and how you want to start. Many factors will impact on the best way to move forward in your planning and will need to be considered. You may want to take account of some or all of the following:
 - The size and experience level of your group.
 - The nature of current practices and the need for slight modification or significant change.
 - The level of understanding about the nature of teaching and learning in the various settings of the participants involved.
 - The commitment and capacity of the group to make significant and long lasting change.
 - Current structures and models which may help or hinder future work and the ability to develop different structures and models.
 - The priority that can be given to the work which will be required and its relationship to other site priorities.
 - The resourcing available to support the work.

- Identify and establish the short term and long term structures which will enable all stakeholders to contribute meaningfully to the reflection and planning processes.
- Identify and establish roles and responsibilities within the leadership group and develop a plan of action.

Using the tool

- When using the tool as a group or individual activity to reflect on any of the principles, the following guidelines are suggested (refer to page two, The elements to School Rubric)
 - Starting with your first identified/agreed principle, take each element in turn. Read through the descriptors in the 'Emerging' and the 'Sustaining' stages, to get a sense of the scope of activity within the element, then read through the 'Developing' and 'Strengthening' stages to understand the sequential and developmental nature of the continuum.
 - Reflect on your current practices and policies using any observations or evidence available, to make a judgement about the best fit for your current practice. Tick the relevant box for the stage you consider you are currently operating at.
 - Repeat the above for each of the elements in the principle.
 - At the end of the principle, can you make an on balance judgement about your level of engagement across all stages within the principle? This may indicate that you are generally consistent across all the elements, or that there are some elements you are doing more or less effectively than others.
- At this stage it may be useful to collate and compare results of different individuals or groups, and engage in dialogue about decisions/reflections made. This will assist in developing shared understandings about each of the descriptors, and about whether individuals are seeing and understanding practice in similar or different ways.
- Attempt to come to a consensus about an agreed stage of development and how site based practices fit into this stage.
- Repeat for as many principles as you have the capacity for.
- Using the information gathered and discussed, identify what might be required to move your practice to the next stage and develop plans and timelines.



Essential principles to guide planning for transition to school

ACTING INTENTIONALLY

Principles	Elements	Emerging	Developing	Strengthening	Sustaining
Acting Intentionally To what extent do we deliberately plan for transition?	Policies and plans	<ul style="list-style-type: none"> Transition processes are ad hoc No policies or plans are documented <input type="checkbox"/>	Most transition processes, policies and programs: <ul style="list-style-type: none"> are planned and documented are shared with some stakeholders. <input type="checkbox"/>	Leaders ensure that transition processes, policies and programs: <ul style="list-style-type: none"> are systematically documented and developed as policy statements are consulted with relevant stakeholders. are shared with the school community. <input type="checkbox"/>	Leaders ensure that transition processes, policies and programs: <ul style="list-style-type: none"> are systematically and collaboratively developed and documented are evident and available for all community members involve educators at all levels as well as community members reflect and accommodate the diversity of the school community are embedded within the school culture and visibly implemented within the site are known, understood and talked about by staff, children and families. <input type="checkbox"/>
	Planning and review processes	<ul style="list-style-type: none"> Plans are made as required for each transition and orientation activity No regular or predictable planning or review processes are in place There is minimal communication or collaboration between sites <input type="checkbox"/>	<ul style="list-style-type: none"> Some planning and review processes are in place for elements of transition processes and programs, with some stakeholders Some communication and collaboration structures exist between some sites <input type="checkbox"/>	<ul style="list-style-type: none"> Planning and review processes are in place and involve most stakeholders (educators, families, children) in most sites. Regular structures exist for collaboration and communication <input type="checkbox"/>	<ul style="list-style-type: none"> Predictable, ongoing processes exist to purposefully and collaboratively plan and review transition processes, led by site leaders and involving all relevant stakeholders – educators, families and children All sites are represented and actively involved Children's voices are authentically sought and considered as part of review processes <input type="checkbox"/>
	Orientation programs	<ul style="list-style-type: none"> Orientation activities are limited to a site visit/parent meeting with site leader <input type="checkbox"/>	<ul style="list-style-type: none"> Several orientation activities provide children with a range of site based experiences and opportunity to develop relationships with some children and adults Some activities / information/ resources are provided for parents <input type="checkbox"/>	<ul style="list-style-type: none"> Transition is viewed as a longer term process and includes a number and variety of planned and incidental experiences for children and parents over time, both prior to and after the point of entry Orientation programs recognise and build on children's past experiences Developing relationships and understanding site culture, routines and expectations are a focus for both children and parents <input type="checkbox"/>	<ul style="list-style-type: none"> Transition is viewed as a complex process over a varying length of time which differs for each child and family Orientation programs are flexible and extended and consider the individual needs of children and families. Programs may look different for different children in content and length of time Orientation programs build on children's prior experiences, connect new and old settings, and focus on children developing their own identity in school, developing supportive relationships and positive attitudes and dispositions <input type="checkbox"/>
Overall rating					



Essential principles to guide planning for transition to school

BEING RESPONSIVE

Principles	Elements	Emerging	Developing	Strengthening	Sustaining
Being Responsive How do we different-iate in response to each child and family?	Knowing and responding to the community	<ul style="list-style-type: none"> Transition processes and programs meet the needs of the school, with little consideration given to the complexity or diversity of the children or community <input type="checkbox"/>	<ul style="list-style-type: none"> Family complexity and diversity is recognised and acknowledged by educators Some attempts are made to cater for differences <input type="checkbox"/>	<ul style="list-style-type: none"> Transition processes and programs reflect a knowledge and understanding of the local community, family contexts and children's prior to school experiences <input type="checkbox"/>	<ul style="list-style-type: none"> Transition planning and processes reflect the diversity of the community and address equity, access and individual needs and the lived experience of families Children's prior to school/family/community experiences and achievements are valued and used as a basis for ongoing learning and development <input type="checkbox"/>
	Knowing and responding to each child	<ul style="list-style-type: none"> Children engage in planned processes and programs and are expected to learn how to fit in to school with some support but little individualisation of programs <input type="checkbox"/>	<ul style="list-style-type: none"> Educators recognise children bring different knowledge, experiences and skills Some attempts are made to differentiate programs according to children's prior experiences and individuality <input type="checkbox"/>	<ul style="list-style-type: none"> Leaders and educators recognise the need to adapt school environments and programs to the child and make efforts to modify programs and practices accordingly Transition processes and programs enable children to learn about school culture, expectations and routines in a staged and supportive way Processes provide opportunities for children to develop effective friendships and relationships as well as positive attitudes and dispositions to school <input type="checkbox"/>	<ul style="list-style-type: none"> Transition planning and processes respond to individual children and actively seek and act on relevant information from families and prior settings Transition planning and processes prioritise the development of a strong identity and sense of belonging within the school community Planned opportunities exist for children to develop new friendships and relationships with relevant children and adults in a non-threatening way whilst maintaining confidence and self-esteem <input type="checkbox"/>
Overall rating					



PEDAGOGY AND PLAY

Principles	Elements	Emerging	Developing	Strengthening	Sustaining
Pedagogy & Play How do we provide for optimum learning?	Understanding of issues related to 'Transition'	<ul style="list-style-type: none"> Transition processes and programs engage children in school programs with little acknowledgement of the potential challenges some children may face <input type="checkbox"/>	<ul style="list-style-type: none"> There is some understanding that transitions are more difficult for some children than others Some differentiation is made for individual children, based on observations or information from prior settings <input type="checkbox"/>	<ul style="list-style-type: none"> Transition processes and programs support each child to develop knowledge and understanding about the school's culture, whilst maintaining a positive identity and developing effective friendships and relationships Input from families and prior educators is valued <input type="checkbox"/>	<ul style="list-style-type: none"> Educators recognise that children bring ways of belonging, being and becoming from their home and prior settings Educators understand that transition is a complex and long term process involving a child's identity and sense of belonging in the new context and a range of situations Educators work together across settings to ensure transitions for children are contextualised and promote success for each child <input type="checkbox"/>
	Commitment to play based pedagogy	<ul style="list-style-type: none"> Educators do not prioritise time or plan for play within the program or learning environment <input type="checkbox"/>	<ul style="list-style-type: none"> Educators recognise the value of play but struggle within their context or environment to find appropriate time or resources <input type="checkbox"/>	<ul style="list-style-type: none"> Leaders and educators recognise play as a valued learning activity for children and make efforts to plan and provide for creative play time within the school day Educators are unclear about how to make evidence based decisions about children's abilities and learning needs in play-based pedagogy <input type="checkbox"/>	<ul style="list-style-type: none"> Leaders and educators understand play as a major pedagogical process for learning Leaders ensure that educators are supported with resources and learning environments which facilitate quality play across the curriculum Educators use play as an opportunity to make evidence based decisions about children's learning and development. Play is used as a means to foster and attend to each child's physical, cognitive, social, spiritual and emotional wellbeing in order to maximise their learning potential <input type="checkbox"/>
	Understanding of curriculum frameworks	<ul style="list-style-type: none"> Educators have little knowledge or understanding about different curriculum frameworks Educators do not seek to communicate with colleagues from other sites <input type="checkbox"/>	<ul style="list-style-type: none"> Educators are aware of different curriculum frameworks and attempt to make connections for children by sharing information about individual children <input type="checkbox"/>	<ul style="list-style-type: none"> Educators meet and work together to explore curriculum frameworks and pedagogical approaches Educators spend time sharing and discussing children and their learning with a view to maximising continuity of learning. <input type="checkbox"/>	<ul style="list-style-type: none"> Educators in all sites have an understanding of each other's curriculum frameworks and pedagogical approaches Educators in school and prior to school settings engage in a range of planned, collaborative professional activities Educators work together to support connections and continuity of learning for children as they transition to school <input type="checkbox"/>
Overall rating					



Essential principles to guide planning for transition to school

WELLBEING FOR LEARNING

Principles	Elements	Emerging	Developing	Strengthening	Sustaining
Wellbeing for Learning How do we provide for optimum learning?	Positive engagement of children and families	<ul style="list-style-type: none"> Transition processes and programs focus on orientation to the new site Wellbeing is not a planned priority and is not explicitly reflected in the process or content Families are involved in orientation and admission procedures <input type="checkbox"/>	<ul style="list-style-type: none"> Transition processes and programs recognise that wellbeing is important for all children and ensure that children's transition experiences are positive There is some involvement with families during transition activities and information sharing during formal admission procedures <input type="checkbox"/>	<ul style="list-style-type: none"> Transition processes and programs explicitly acknowledge the importance of wellbeing Sites ensure children have opportunities to be successful and engage in activities which are consistent with their experiences and abilities Sites are committed to developing positive relationships with families, encouraging their involvement in aspects of the transition process and inviting them to share information about their child <input type="checkbox"/>	<ul style="list-style-type: none"> Educators understand the connection between wellbeing and learning and share a commitment to supporting and monitoring wellbeing There is a shared commitment to processes which develop and extend children's wellbeing and self esteem Respectful and reciprocal relationships with families are developed Families have a strong and positive role in supporting children as they move to the new setting <input type="checkbox"/>
	'Belonging' in a new context	<ul style="list-style-type: none"> Children and families are expected and helped to learn what school is about and how to fit in at school <input type="checkbox"/>	<ul style="list-style-type: none"> There is a shared sense of what is valued about the site's culture, but it is not documented or explicitly communicated Educators work to help children develop a sense of identity in the school setting <input type="checkbox"/>	<ul style="list-style-type: none"> Sites have stated policies and practices about values and goals although actions to implement and live them may not be consistent Children's success is celebrated and strategies are in place to assist children feel safe, develop relationships and become part of the school community <input type="checkbox"/>	<ul style="list-style-type: none"> Staff and community jointly develop the school's values and goals and work together to embed them in everyday practice Educators actively attend to the development of effective relationships which support the growth of identity and positive dispositions to school and learning Families and children contribute as valid and valued members of the new site and culture <input type="checkbox"/>
	Monitoring wellbeing	<ul style="list-style-type: none"> While children are supported in school, there are no explicit strategies to monitor their transition or wellbeing <input type="checkbox"/>	<ul style="list-style-type: none"> Educators recognise that not all children cope with change in the same way and modify strategies for individual children as required <input type="checkbox"/>	<ul style="list-style-type: none"> Educators consciously observe and reflect on children's transition, wellbeing and adjustment to school and modify practice accordingly to ensure children's experience is positive Ongoing consultation with families and educators informs decision making <input type="checkbox"/>	<ul style="list-style-type: none"> Schools have specific strategies and processes in place to monitor their learning environment as well as children's engagement and wellbeing at various stages of their transition process Educators work with families and also with colleagues across sites to maximise each child's wellbeing Educators respond to the identified needs of each child and adapt practice to ensure all children are able to develop a positive sense of identity, agency and self-esteem in the school setting <input type="checkbox"/>
Overall rating					

BUILDING PARTNERSHIPS

Principles	Elements	Emerging	Developing	Strengthening	Sustaining
Building Partnerships Who has a say in what happens?	Communicating across sites	<ul style="list-style-type: none"> Communication structures and processes are minimal and focused on gathering required information for management and administrative purposes <input type="checkbox"/>	<ul style="list-style-type: none"> Some structures and processes exist between settings to manage transitions and share information about children and their learning prior to and during the point of entry to school <input type="checkbox"/>	<ul style="list-style-type: none"> Structures and processes to facilitate the sharing of information about children and their learning and discuss ways to maximize continuity of learning are in place Opportunities are taken when available to share professional learning and develop greater understandings about teaching and learning in all settings <input type="checkbox"/>	<ul style="list-style-type: none"> Leaders and educators ensure communication about individual children's learning is comprehensive, collaborative and informs practice Leaders and educators initiate and sustain opportunities to engage across settings to discuss, the nature of curriculum content and pedagogy <input type="checkbox"/>
	Communicating with families and children about learning	<ul style="list-style-type: none"> Families are involved in formal enrolment procedures and minimal transition programs and processes. <input type="checkbox"/>	<ul style="list-style-type: none"> Written and verbal reports are referred to and provide insight into the child's previous and future learning needs Some information is gathered from families as part of the enrolment process to provide insight into the child's home context and learning experiences <input type="checkbox"/>	<ul style="list-style-type: none"> Educators, families and prior to school educators share a range of information about learning programs and children's engagement in them, including learning stories and Statements of Learning (summative reports) Efforts are made to engage children in discussion and sharing about their learning prior to school <input type="checkbox"/>	<ul style="list-style-type: none"> Priority is given to meeting with families to discuss their perspectives and share their knowledge about the child Children are involved in sharing their learning with educators using learning stories or similar records of learning <input type="checkbox"/>
	Communicating with relevant professional support personnel and agencies	<ul style="list-style-type: none"> Little information is sought or collected from other personnel and agencies General information is provided by families <input type="checkbox"/>	<ul style="list-style-type: none"> Reports and information from other personnel and agencies are gathered and reflected on in relation to planning for the child's physical, behavioural or learning needs Some professional discussions occur with some agencies <input type="checkbox"/>	<ul style="list-style-type: none"> Contact with support professionals and agencies is prioritised in transition planning Collaborative relationships are valued and actively developed Information gathered is used to assist in the development of learning experiences/programs <input type="checkbox"/>	<ul style="list-style-type: none"> Planning includes the development of ongoing partnerships and working relationships with relevant support professionals All stakeholders collaborate to inform decisions made to ensure a positive transition for all children <input type="checkbox"/>
Overall rating					



Essential principles to guide planning for transition to school

PROFESSIONAL COLLABORATION

Principles	Elements	Emerging	Developing	Strengthening	Sustaining
Professional Collaboration Who else can contribute?	Professional conversations (within and across sites)	<ul style="list-style-type: none"> Professional conversations are limited and tend to be around organisational and administrative issues <input type="checkbox"/>	<ul style="list-style-type: none"> Conversations occur to identify relevant information about children and learning, with both educators and families, with limited planning and documentation <input type="checkbox"/>	<ul style="list-style-type: none"> Professional conversations with educators within and across sites are valued and planned, with the aim of understanding children and their families and making connections for children as they move to school Pedagogical discussions take place when opportunities arise <input type="checkbox"/>	<ul style="list-style-type: none"> Leaders and educators in school and prior to school settings commit to and engage in regular, planned, shared opportunities for professional dialogue and conversations about children, pedagogy and continuity of learning Leaders and educators seek to maximise opportunities for meaningful professional conversations with families and relevant support personnel <input type="checkbox"/>
	Shared professional understandings across settings	<ul style="list-style-type: none"> Educators make no effort to understand or share beliefs or philosophies across sites <input type="checkbox"/>	<ul style="list-style-type: none"> Educators recognise that practice in different sites is a reflection of philosophies about children and pedagogy and have some understanding how the sites operate Educators make some efforts in transition processes and programs to highlight similarities in pedagogy and practices between sites <input type="checkbox"/>	<ul style="list-style-type: none"> Educators have some understandings about practice at other sites and how personal philosophies and curriculum frameworks drive this practice Educators take opportunities when they arise to engage in shared discussion about philosophy and practice across sites and make some efforts to modify practice for children and families as they transition to school <input type="checkbox"/>	<ul style="list-style-type: none"> Educators across sites have a shared philosophy and understanding about children and pedagogy Educators clearly articulate how their practices are driven by their philosophy and work collaboratively to maximise connections and consistency in practice across sites Educators understand how different curriculum frameworks impact on practice and make conscious efforts to integrate those frameworks to maximise continuity of learning from the perspective of the child and family <input type="checkbox"/>
	Joint professional learning	<ul style="list-style-type: none"> Educators have limited value for or engagement in shared professional learning <input type="checkbox"/>	<ul style="list-style-type: none"> Educators appreciate occasional opportunities to meet with colleagues across sites and engage in shared professional learning Change to practice as a result of this is variable <input type="checkbox"/>	<ul style="list-style-type: none"> Educators value the opportunities to participate in shared professional learning around pedagogy and practice Some shared goal setting and changes to practice occur <input type="checkbox"/>	<ul style="list-style-type: none"> Educators across sites participate in active networks / Professional Learning Communities on a regular basis to strengthen and share understandings about teaching and learning for young children Professional learning impacts positively on shared practice within and across sites <input type="checkbox"/>
Overall rating					

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Government of South Australia

Department for Education and
Child Development