

'Dance into Durack'

Pre-Prep



Parent Handbook

Table of Contents

Philosophy	3
School Contact Information	3
.....	3
Welcome to Durack State School's Pre-prep	4
Transition Mission Statement & Values.....	5
Our Staff.....	6
Education Queensland Transition Policies and Procedures	7
Equity and Excellence Strategy - Realising the potential of every student.....	8
AEDC Data Collection	13
Learning Programme	14
Early Years Curriculum.....	15
Durack State School Early Years Statement.....	16
Learning Sequence Overview – Group A	20
Learning Sequence Overview – Group B	21
Lesson Sequence Overview – Group C	22
Lesson Sample - Mathematics	23
Lesson Sample – English.....	24
Differentiated Lesson Sample – Maths.....	25
Differentiated Lesson Sample – English	26
Differentiation to support Learners.....	27
.....	27
Parent and Child Support for Home	28
.....	29
.....	29
Program Information	30
Getting Ready for Prep	31
Summary of Transition to School Opportunities	34
Community Engagement.....	35
.....	35
References.....	36



Philosophy

School Contact Information

Contact Information	
Phone	3714 2666 Then select an option: 1. Student Absence line 2. Tuckshop 3. Online Bpoint Payments 4. Other enquiries
Absence Phonenumber	3714 2660
Address	69 Inala Avenue Durack 4077
Fax Number	3714 2600
Tuckshop	3714 2608
Website	www.durackss.eq.edu.au
Email	admin@durackss.eq.edu.au principal@durackss.eq.edu.au
Facebook	https://www.facebook.com/DurackStateSchool/



OFFICE HOURS: 8.00 am to 4.00 pm





Welcome to Durack State School's Pre-prep



Welcome to The Durack State School's Pre-Prep! We welcome the children and their families to our warm and friendly multicultural community. We appreciate and value the choice you have made to send your child to Durack State School and look forward to working with you.

You have given us the great honour and responsibility of supporting your child to feel comfortable, happy and excited to commence their school journey and we are excited to have them here with us.

Our unique Pre-Prep Programme is offered to children who will commence Prep at our school in the following year. We start in Term 3 and conclude at the end of Term 4. We run three groups, Group A, Group B and Group C. Groups A and B attend class every fortnight and Group C, attends class every week in Term 4. Our lessons are linked to the EYLF and National Curriculum and focus on early math, literacy and fine motor skill development. Our students engage in rotational activities suitable for the Kindy to Prep age and also participate and engage in a wide variety of routines and activities that help children settle into 'Big School'.

Our Parent Handbook outlines important information about our school, staff, program and all the other things you may be wondering about Pre-Prep. Please take the time to engage with the material and feel free to ask any questions about the service.

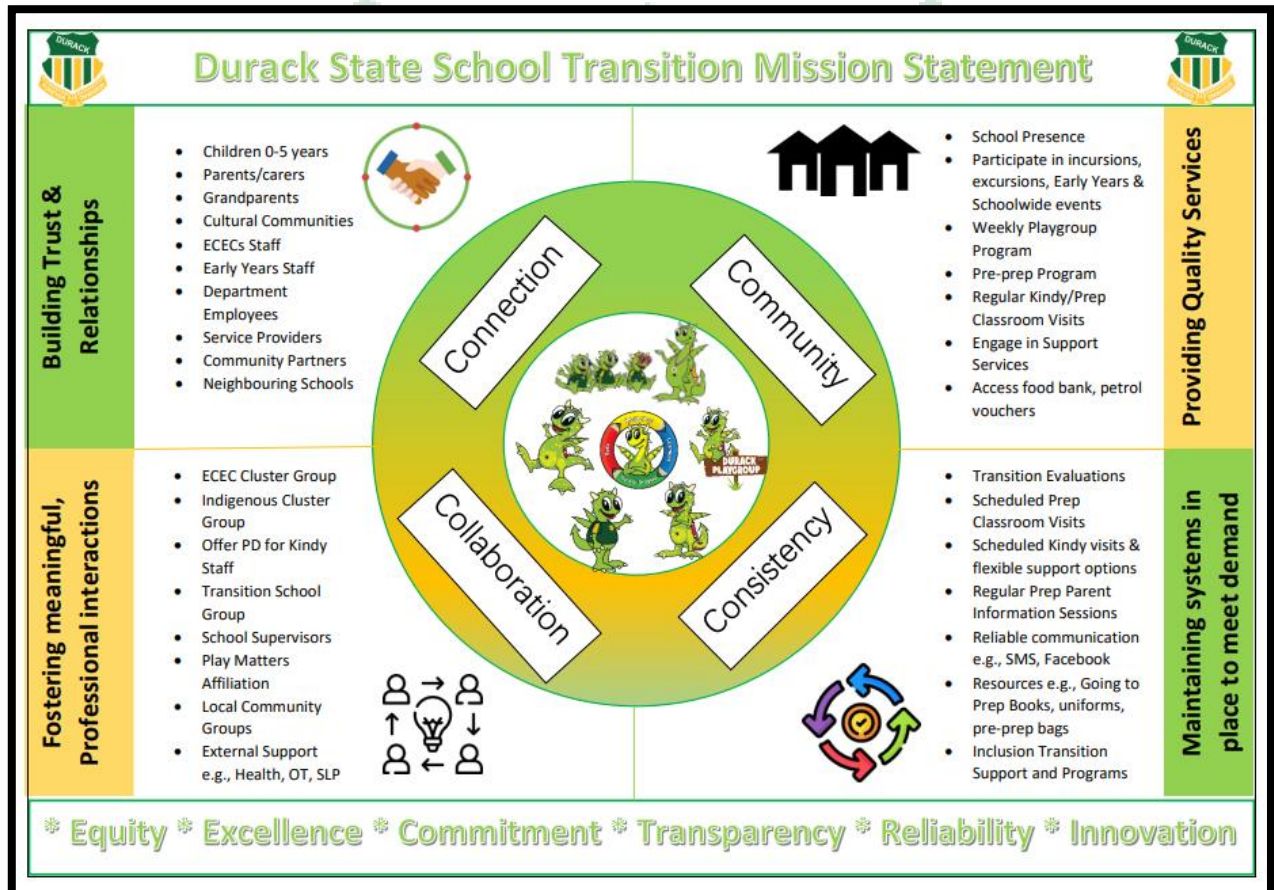
We wish families all the best as you commence at Pre-Prep. Please don't hesitate to approach any of our staff with queries, feedback and suggestions. We also have translation services available. Our Staff are committed to continuous improvement and value the contribution parents and carers make in this partnership. We are all here for your child so they can have a positive and smooth transition to school.

Warm Regards,

Mrs Aleena Slater & Mrs Eva De Vries (Pre-Prep Teachers)

Transition Mission Statement & Values

The Durack SS Transition Mission Statement shares our values, processes, characteristics and community outreach that underpin our pre-prep work. This is what our Durack State School Transition Story looks like. The 'what', 'how' and 'why' we do, what we do. Here at Durack, we believe that every child should have a great start to school.



The Durack State School's Pre-Prep strives to provide a safe, positive and engaging learning environment with age-appropriate activities that support child development.

Our educators are purposeful in the way they design and deliver the learning programme. With expertise in English, Mathematics, Special Education and Care, and the Early Years, you can be rest assured that your child is in very good hands.

The Durack State School's Pre-Prep values the important role families play in the life of each child. That's why we have you join us in the classroom and participate in all aspects of the program. Working in this collaborative manner, helps parents and carers get firsthand knowledge about what happens in the classroom and provides insight into their child's wellbeing as they embark on their school journey.



Our Staff

Management

Principal: Mrs Anja Janosevic ajano1@eq.edu.au

Deputy Principal (Early Years/Inclusion): Mrs Wendy Harling wharl1@eq.edu.au

Deputy Principal (Upper Years): Andrew Goldie: agold38@eq.edu.au

Head of Special Education: Ms Natalia Rico: nanst4@eq.edu.au

Head of Department (Curriculum): Ms Allison Horne ahorn46@eq.edu.au

Head of Department (Curriculum): Mr Paul Cracknell pcraco@eq.edu.au

Business Manager: Mrs Narelle Upton: nupto5@eq.edu.au

Pre-Prep Staff

Transition Project Leader/ Prep A Teacher

Mrs Aleena Slater aslat49@eq.edu.au



Numeracy Coach

Mrs Eva Devries ebdevo@eq.edu.au



Teacher Aide

Ms Nimo Muse Abdi nmuse3@eq.edu.au



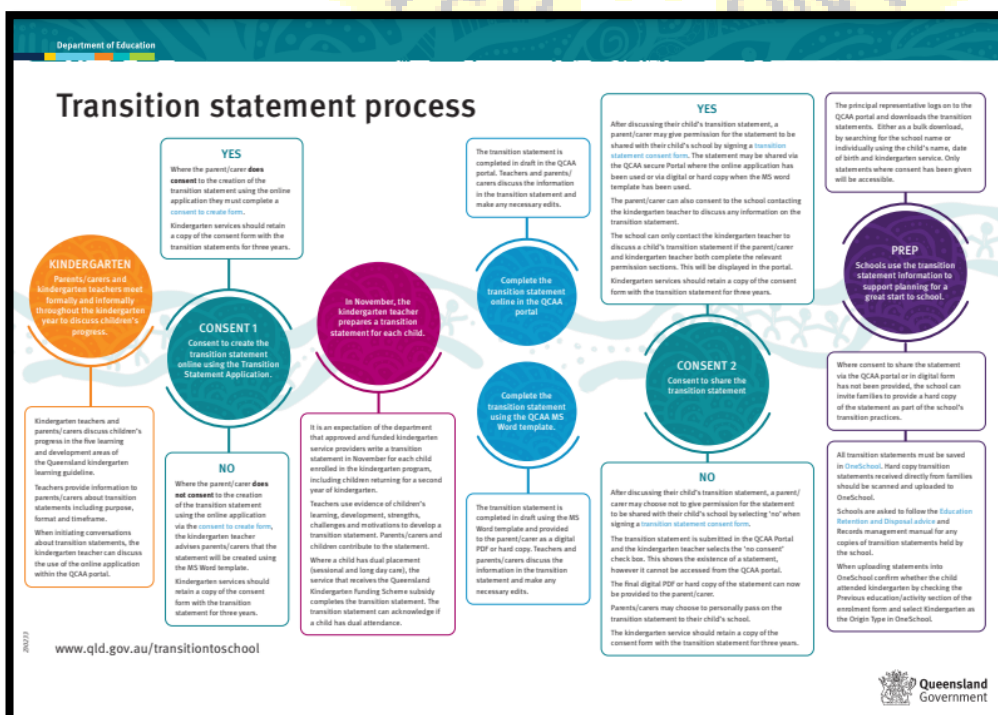
Education Queensland Transition Policies and Procedures

Starting school is a significant milestone in every family and child's life and the transition period to formal schooling is a chance for families, community, early childhood settings and schools to work together (Department of Education, 2023). A successful and positive transition to school is marked by a child's positive approach to schooling and sense of belonging and engagement (Department of Education, 2023). Durack State School values the partnership between family and school staff and we work hard to support to our families.

Our Pre-Prep Program allows parents to become more involved in supporting their child's learning, and also lets teachers and leaders observe incoming students and gather information on their social and cognitive skills, and needs in a meaningful and relaxed way.

Transition Statements

Transition statements are prepared by kindergarten teachers at the end of the year and are critical in assisting the school to prepare for the care and education of their incoming children. It is used by schools to gauge how each child typically engaged with their previous environment and what support or services they may need when they begin their schooling. Please consider giving your consent when asked by your Early Childhood Education and Care (ECEC) providers.



Equity and Excellence Strategy - Realising the potential of every student

Education Queensland's vision of Equity and Excellence is that every state school student has the opportunity to start strong, build on foundations, are on track for success and are ready for the future (Department of Education, 2022). The strategy focusses on the educational achievement, wellbeing, engagement, culture and inclusion for every student, and is about reducing barriers for all learners, including our First Nations students and their communities (Department of Education, 2022). Durack State School's Pre-Prep Program is accessible to all children coming to our school the following year.

Students with a disability

Schools have a range of support options available to ensure that all students with disability have opportunities to access, participate, and gain positive outcomes from their schooling (Department of Education, 2022). In Pre-Prep, we offer our families access to our school based occupational therapy, speech and language pathology, hard of hearing, guidance officer, psychologist specialists and support services.



Equity and Excellence

A progressive, high performing education system realising the potential of every student.



Acknowledgement of Country

The Department of Education acknowledges the Traditional Owners of the lands, seas, skies and waterways from across Queensland.

We pay our respect to the Elders, past, present and emerging, for they hold the memories, traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

For more information, see our [commitment statement](#).

Our focus

Educational achievement

Knowing each student's learning progress is essential to making sure they are on track for positive educational outcomes. Setting clear expectations for every student and every school supports them to achieve. This means we:

- have a common goal that every student achieves at least one year of learning growth each year
- have clear expectations for schools and help them to differentiate support so every student realises their potential.

Wellbeing and engagement

Being healthy, confident and resilient is a foundation for engaging in learning. With a focus on wellbeing of all staff and students, we create a sense of belonging and a positive environment for teaching and working. Designing and delivering meaningful pathways for every student is key to lifting learning outcomes. This means we:

- know each student and understand what works best for them
- support staff and student wellbeing and engagement to establish a strong foundation for learning outcomes.

Culture and inclusion

The diversity of our staff, students and school communities is our greatest strength. By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence across every state school. This means we:

- embrace diversity by creating welcoming, inclusive and accessible educational settings
- value student, parent/carer, community and stakeholder voice in our approach to teaching and learning.

Our system initiatives

Educational leadership and teaching expertise

Empowering educators and leaders to build professional expertise across their career through high quality, targeted development opportunities.

Actions include:

- bring together and align resourcing to deliver a world-class educational leadership and teaching institute
- partner to deliver educational leadership flagship programs across key career junctures
- partner to deliver teacher flagship programs with a focus on expertise in curriculum, teaching and learning
- implement strategies to support the health, safety and wellbeing of teachers, educational leaders and staff.

Digital innovation in teaching and learning

Embedding future-focused learning practices that connect students and teachers across Queensland.

Actions include:

- enhance the capability and confidence of teachers in digital teaching and learning
- improve connectivity through bandwidth upgrades
- connect all students to digital learning opportunities through access to devices and technology
- establish a virtual academy to enhance access across the state to teaching expertise
- streamline access to data insights and evidence to inform system, regional and school planning and responses.

Educational performance and support

Setting system priorities and clear expectations for schools with differentiated support targeted to each school's context and needs.

Actions include:

- implement a renewed educational performance and support model
- provide differentiated support leveraging expertise across the system to assist all schools to lift outcomes
- align and streamline school planning processes
- revitalise the school review process to support systemic improvement
- review state schooling resourcing arrangements.

Integrated responses and educational precincts

Integrating planning, design and delivery of education across schools, early years services and community partners to respond to the changing needs of communities.

Actions include:

- trial dedicated educational precincts to implement targeted responses to local needs
- support schools in the most complex communities by collaborating with partners and across government to deliver locally responsive and integrated strategies
- deliver integrated school-based hub models that provide a full range of services to support children, students, families and communities.

Revitalised educational infrastructure

Driving sustainable investment to optimise and renew educational infrastructure across the school network.

Actions include:

- implement a future-focused and long-term infrastructure plan to ensure schools can meet the learning demands of the future
- deliver a clear investment prioritisation approach that effectively balances need for new schools and renewal of existing schools to meet contemporary learning needs
- enhance transparency and accountability in management of school enrolments to ensure the system can provide for growing student enrolments and changing communities.

Equity and Excellence in action: School priorities

Starting strong



Building on foundations



On track for success



Ready for the future



Educational achievement

Wellbeing and engagement

Culture and inclusion

Realising the potential of every Aboriginal and Torres Strait Islander student

Valuing First Nations cultures and voice in our approach to engagement and learning is essential.

Connections to culture enrich the learning of every student and strengthens all of our work.

Our school priorities

Strengthening protective factors in the early years to improve outcomes and make a positive impact on young people's lives.

Students who attend school regularly, are engaged in the classroom and progress in their learning are more likely to have better outcomes across their schooling journey.

Our school priorities from kindy to Year 2 are:

- knowing each child and student's needs to support positive and confident transitions into and through school
- achievement in English and mathematics
- maximising learning days.

Consolidating strong foundations for lifelong learning and nurturing confidence of students to thrive in their future schooling years.

Early learning experiences shape young minds and inspire them to become lifelong learners. Building, through upper primary, on the foundational literacy and numeracy skills established in early primary is critical for learning success.

Our school priorities in primary Years 3 to 6 are:

- knowing each student's needs through upper primary as they prepare to transition to junior secondary
- achievement in English and mathematics
- maximising learning days.

Recognising changing needs and supporting every student to stay on track with positive transitions from upper primary through junior secondary.

Evidence tells us that maintaining engagement in learning in junior secondary is crucial to keeping students at school and moving onto their senior schooling years.

Our school priorities as students transition through junior secondary are:

- knowing each student's needs to support positive transitions into and through secondary school
- achievement in English and mathematics
- maximising learning days.

Preparing every student for their future and supporting positive transitions from school onto their next steps into further education and employment.

Effectively planning and monitoring every student's learning pathway through their senior schooling and post-school destination keeps students on track to achieve successful outcomes.

Our school priorities in senior secondary are:

- supporting every student with a plan to stay on track to attainment and meaningful post-school pathways
- positive transitions and knowing the post-school destination of every student.

Our priority support measures

For every student in Prep to Year 2, we will monitor:

- proportion of students achieving C and above in English and mathematics
- proportion of students achieving A or B in English and mathematics
- attendance
- School Disciplinary Absences.

For every student in middle and upper primary (Years 3 to 6), we will monitor:

- proportion of students achieving C and above in English and mathematics
- proportion of students achieving A or B in English and mathematics
- attendance
- School Disciplinary Absences.

For every student in junior secondary (Years 7 to 9), we will monitor:

- proportion of students achieving C and above in English and mathematics
- proportion of students achieving A or B in English and mathematics
- attendance
- School Disciplinary Absences.

For every student in senior secondary (Years 10 to 12), we will monitor:

- Year 10-12 retention
- QCE/QCIA attainment
- post-school destinations.

Embedding First Nations outcomes across every priority

Transition to school

How to get involved

As a parent, you play a vital role in your child's education. By getting involved in the school you can help your child make a smooth and happy start to their education.

You can do this by:

- introducing yourself to your child's teacher
- sharing information with your child's teacher
- keeping the teacher informed of any changes that may affect your child
- talking with your child about their day
- attending parent information sessions
- reading the school newsletter
- checking school bulletin boards
- attending family fun days
- participating in a safe walking to school program with other children or families who live nearby
- attending parent association meetings and talking to other parents
- volunteering to attend school excursions or participate in classroom activities
- participating in school working bees.

Things you can do at home

You can also help your child progress at school by taking some simple steps at home:

- Take an interest in your child's schooling and value the importance of attending. Ask your child over dinner: 'What new things did you do at school today?'
- Read aloud to your child. Reading aloud helps develop the imagination, because it allows listeners to form a picture in their minds. It also helps develop an awareness of the patterns of language.
- Provide a variety of experiences to stimulate your child's imagination — for example, visit the zoo, park or airport.

- Play card games and board games with your child. This helps to develop mathematical, problem-solving, language and social skills such as turn-taking and not always winning.
- Spend time together as a family — activities such as shopping, going to the park or working in the garden build children's awareness and knowledge of the world around them as well as develop language skills.
- Find opportunities to write with your child. This includes making lists for grocery shopping or things to take on trips and writing letters. These opportunities build children's awareness of vocabulary and the importance of reading and writing.
- Sing familiar songs and nursery rhymes together with your child.
- Show respect for your child's natural curiosity. Be patient and try to find the time to answer the many questions they ask or make ways to find answers together.
- Encourage your child to be responsible for packing and unpacking his or her school bag each day.



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Transition to school

Supporting your child's transition to school

Starting school can be an exciting but anxious time for you and your child. For some children it may

be the first time that they have been away from their parents. They may be going into a strange environment with unfamiliar people and things around them.

There are some simple steps you can take to help make your child's time at school more enjoyable and relaxed.

Encourage your child to be independent by helping them get used to:

- putting on and doing up his or her shoes
- opening lunchboxes, wrapping and unwrapping school lunches and drinking from drink bottles
- caring for and putting away play things
- going to the toilet independently
- following instructions to stay safe
- carrying his or her own bag
- identifying his or her own belongings.



Work with your child to develop his or her communication skills. Help your child to:

- ask for help when needed
- make his or her own needs known
- use appropriate greetings
- respond verbally when spoken to.

Familiarise your child with the school environment and routine by:

- driving or walking by the school a few times so that the school becomes a familiar place
- attending an orientation program or open day so you can meet your child's teacher and see the classroom
- showing your child where to put his or her things, such as a school bag and hat
- making sure your child knows how to get home from school safely or where to wait for you in the afternoon or where to go for after-school care
- visiting the school, if possible, when other children are there so that your child can get used to the number of children, the playground and the movement of children around school grounds
- introducing your child to other children in the neighbourhood who will be attending the same school
- asking the school what equipment and materials are needed such as school bag, library bag and hat (most schools will have a list). Make sure all possessions are clearly labelled with your child's name
- checking with your early childhood service about how they can help children make a smooth transition to school
- encourage children to understand that teachers are at school to help.



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Transition to school

Making the first day a success

There are some simple steps you can take to make your child's first day at school more enjoyable and relaxed. Be prepared. The best thing you can do is to make the first day as calm and relaxed as possible.

The day before write a list of all you'll need to organise, such as food and a change of clothing. Stick the list to the fridge and tick each item off with your child as you complete it.

On the day:

- leave plenty of time to get ready
- make a nutritious breakfast — this is essential for sustained energy and concentration
- talk through the daily routine — start, lunch and finish times
- talk through a few simple self-help ideas — for example, asking teachers for help or directions
- be positive and encouraging about your child's attendance at school
- be flexible in the early days of school, children may take a little while to settle in.

Fuel your child's learning

School can be a big day, so by lunchtime your child will be hungry and thirsty. They will need a nutritious and filling lunch.

When packing your child's lunch:

- provide healthy food and drink in realistic quantities for morning tea and lunch
- ensure that your child can open and unwrap their lunch — some containers and wrappings can be very difficult for little fingers
- provide a variety of smaller items rather than one or two large items
- check with the school for information about healthy food and drink choices
- provide a water bottle every day and encourage your child to drink from it
- keep sweets, chips and other party food for parties or special occasions.



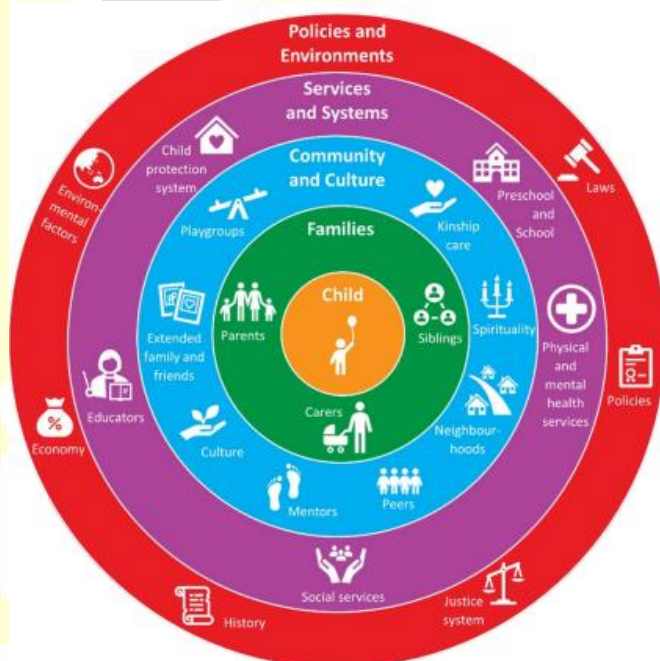
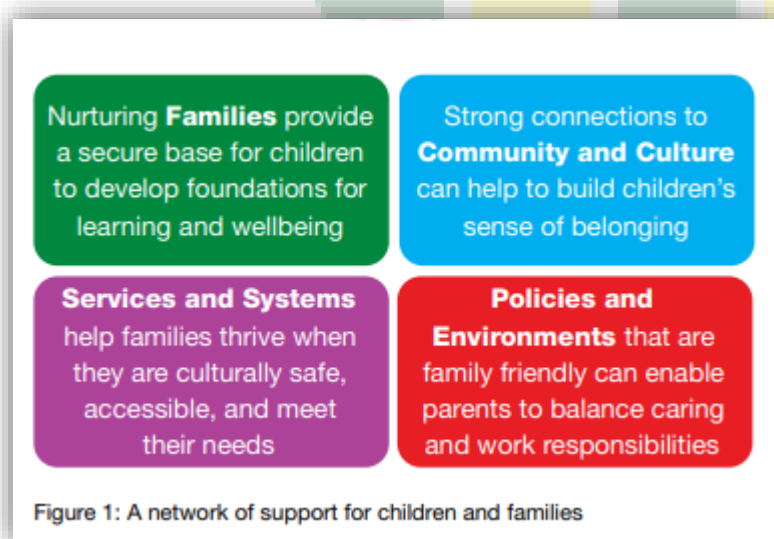
Australian Early Development Census

About the AEDC Domains

The Australian Early Development Census (AEDC) is a nationwide data collection that shows how young Australian children have developed as they start their first year of full-time school. The AEDC highlights what is working well and what needs to be improved or developed to support children and their families (Harvey et al., 2023).

As they enter their first year of full-time school, a research 'snapshot' of a child's development is taken when a school teacher completes the Australian version of the Early Development Instrument (Harvey et al., 2023). This measures five important areas of their early childhood development:

- physical health and wellbeing
- social competence
- emotional maturity
- language and cognitive skills (school-based)
- communication skills and general knowledge.



For more information on the AEDC, visit the [AEDC website](#)¹.

Copyright and other information

Since 2002, the Australian Government has worked in partnership with eminent child health research institutes, Centre for Community Child Health, Royal Children's Hospital, Melbourne, and the Telethon Kids Institute, Perth to deliver the Australian Early Development Census program to communities. The Australian Government continues to work with its partners, and with state and territory governments to implement the AEDC nationwide.

Stock code: 1501-085-04-AC



Learning Programme

Highly qualified Teachers will support your child to learn the way of being at school. They enjoy their work with young children and their families and will do their best to make sure everyone feels comfortable, supported and happy in the classroom and school setting.

Hours of operation

Our Pre-Prep program times are from **9:00-10:30**. When you arrive at school, make your way to the Prep A Classroom located in the Prep Precinct. Access is via the administration building. When departing, staff will open up the Prep gate for you to exit the area.

Sometimes the gates are locked to ensure our prep students are safe.

Inclusive Education

In line with the Department, Durack State School also believes that students experience inclusive education when they can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. As well as the highly trained and capable classroom teachers, we also provide Inclusion support staff who co-plan and teach alongside the classroom to differentiate and adjust the curriculum to meet the needs of children.

Absences and holidays

If your child is sick, please stay at home and call the office or email the Pre-Prep Teachers to report your child's absence.

Parent Involvement

Our Pre-Prep program allows parents and carers to see inside a real classroom and become a part of the learning process. We have several translators available on site and also in our lessons to ensure effective communication, demonstration and understanding. Initially, parents remain at the session with their children, however, later in the program, they are offered the opportunity to 'drop off and go' if appropriate and beneficial to the child's engagement. Other special relatives are welcome in our learning space.

Early Years Curriculum

The EYLF and the Australian Curriculum underpin our Pre-Prep Lessons. Additionally, the Early Years Age-appropriate pedagogical (AAP) approaches are also embedded in our Pre-Prep work in that our lessons combine: inquiry-based, event-based, play-based, direct teaching and explicit instruction learning opportunities.

KINDERGARTEN TRANSITION TO FOUNDATION YEAR: MATHEMATICS	
INTENTIONAL TEACHING	
Topic	Kindergarten Learning Guidelines
Begin to be aware of the relationships between oral, written and visual representations	
Symbols	<ul style="list-style-type: none"> see symbols in play to represent and make meaning develop an understanding that symbols are a powerful means of communication and that ideas, thoughts and concepts can be represented through them
Patterns	<ul style="list-style-type: none"> begin to recognise patterns and relationships and the connections between them draw on memory of a sequence to complete a task
Sorting	<ul style="list-style-type: none"> begin to sort, categorise, order and compare collections and events and attributes of objects and materials, in their social and natural worlds
Time	<ul style="list-style-type: none"> notice and predict the patterns of regular routines and the passing of time

Educators who engage in intentional teaching recognise that learning occurs in social contexts, and that **interactions and conversations** are vitally important for learning. They actively promote children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills.

They use strategies such as:

- modelling and demonstrating,
- open questioning,
- speculating,
- explaining, and
- engaging in shared thinking and problem solving to extend children's thinking and learning.

Educators move flexibly in and out of different roles and draw on different strategies as the context and environment factors change.

Source: For more access contact Eva De Vries ebdevo@eq.edu.au

KINDERGARTEN TRANSITION TO FOUNDATION YEAR: ENGLISH	
INTENTIONAL TEACHING	
Topic	Kindergarten Learning Guidelines
Children:	
Begin to interact verbally and non-verbally with others for a range of purposes	
Begin to engage with a range of texts and gain meaning from these texts	
Begin to express ideas and make meaning using a range of media	
Begin to understand how symbols and pattern systems work	
Interaction	<ul style="list-style-type: none"> engage in enjoyable interactions using verbal and non-verbal language respond verbally and non-verbally to what they see, hear, touch, feel and taste
Texts	<ul style="list-style-type: none"> listen and respond to sounds and patterns in speech, stories and rhymes in context actively use, engage with and share the enjoyment of language and texts in a range of ways
Expression	<ul style="list-style-type: none"> experiment with ways of expressing ideas and meaning using a range of media begin to use images and approximations of letters and words to convey meaning
Symbols & Patterns	<ul style="list-style-type: none"> draw on their experiences in constructing meaning using symbols begin to recognise patterns and relationships and the connections between them

Curriculum encompasses all the interactions, experiences, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development. The emphasis in the Framework is on the planned or intentional aspects of the curriculum.

Educators who engage in intentional teaching recognise that learning occurs in social contexts, and that **interactions and conversations** are vitally important for learning. They actively promote children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills.

They use strategies such as:

- modelling and demonstrating,
- open questioning,
- speculating,
- explaining, and
- engaging in shared thinking and problem solving to extend children's thinking and learning.

Educators move flexibly in and out of different roles and draw on different strategies as the context and environment factors change.



Durack State School Early Years Statement

Statement of Intent

Durack State School is committed to setting high standards in pedagogical practices in the Early Years and beyond. Student learning and achievement are underpinned by explicit teaching and learning experiences that embrace and celebrate diversity, inclusion and innovation. By setting high expectations and providing differentiation in a safe and nurturing environment, all students are encouraged to grow their skills and reach their potential.

This document provides a statement of intent, outlining a birth to eight plan that is responsive to the unique context of the school and incorporates the vision of teachers and leaders of Durack State School, to ensure all children have a great start.

Evidence Based research

Due to a strong focus being placed on national and international comparisons of older students' academic outcomes, reforms for schools have previously been aimed at improving results in tests, resulting in high standards for academic achievement being set for our very young students. This has resulted in play-based and active learning approaches in the Early Years to be undervalued in the past. However, many updated bodies of research now suggest that The First Five Years and Early Childhood Education and Care play a vital role in setting each child up to achieve success from birth to eight years.

The Queensland Government has made a commitment to refocus on evidence-based approaches to teaching and learning in the Early Years of school. The commitment builds on The Melbourne Declaration on Educational Goals for Young Australians (Ministerial Council on Education, Employment, Training and Youth Affairs, 2008). Moreover, The Mparntwe Education Declaration in 2019 builds on the Melbourne Declaration and emphasised eleven areas of action which includes strengthening Early Childhood Education. In addition, other initiatives and strategic plans such as National Quality Framework, Every Child Succeeding and A Great Start for all children acknowledge the importance and value of early childhood education and care, and the need for great transition to school processes. Having a successful transition to school has the potential to significantly impact a young child's early learning and development and their future academic success.

Age-Appropriate Pedagogy at Durack State School

Age-appropriate pedagogies (AAP) provides a framework from which teachers can select a broad range of pedagogical approaches, based on their knowledge of the child and their experiences, the context of learning and the curriculum intent. The strength of this evidence-based framework is that it provides a common language for teachers to reflect and improve on their practice and ensure a range and balance of pedagogies are chosen to actively engage children in meaningful, playful and responsive ways.

At Durack State School, we have a clear and collaborative vision about teaching and learning in the Early Years which is shared and celebrated by our whole school community. We believe excellent pedagogical practice involves child-initiated learning, where children's voices and interests are valued and incorporated in the teaching and learning process. Our staff realise that curriculum can be enacted through engaging and hands-on experiences that use both the children and teachers' skills, interests and learning styles. The characteristics and approaches outlined in the AAP pedagogy, are further evaluated when considering action responses to the school's AEDC Report vulnerability areas.

Transition

Durack State School recognises that quality transition experiences are key element of children's success at school. Through the continuity and alignment of pedagogical practices between early childhood settings and the early years of school, we appreciate that creating responsive environments in conjunction with using a range and balance of age-appropriate pedagogies, helps to create learning experiences in which children can flourish.

AEDC data for Durack State School indicates that children are experiencing high levels of vulnerability in the areas of, *language and cognitive development*, and *communication skills and general knowledge*. Through the enrolment process, it is apparent that very high numbers of young children in our school community are from non-English speaking backgrounds and are not accessing early childhood education settings prior to school.

In response to the context of our children and the community, the implementation of the following initiatives is helping to facilitate a successful start to school for all children:

1. Playgroup

Playgroup is offered to families with children aged 0-4 years to attend one morning a week for 1.5 hours. This group is facilitated by an Experienced Classroom Teacher and learning takes place in a dedicated space in the Outdoor Learning Area. The intention is to build parent capability, provide children with rich language and social experiences prior to school and increase parent engagement in the school community.

2. Pre-Prep (Dance into Durack)

Pre-prep is offered to families with children aged 4 or 5 years to attend one morning a week for 1.5 hours. The program is based on gaining the skills necessary to be ready for school as well as providing experiences that familiarise children and families with all aspects of school life. This program formalises the transition to Prep and starts in Term 3. There are three groups: Group A (Fortnightly Term 3 & 4), Group B (Fortnightly Term 3 & 4) and Group C (Weekly Term 4).

3. Prep Open days

In order to provide ample opportunities for our local kindergarten children to visit the school setting, we hold a Prep Open Day in Term 2 before the Pre-prep Program commences and again early in Term 4.

We work closely with our local feeder kindergartens to develop a multi visit schedule that enables students to visit Prep classrooms, eating and play areas dependant on the centre's cohort needs. Our Prep teachers have regular opportunities to visit various kindergartens to meet children in a natural manner. During visits, our teachers may sing or read to the children if given permission to do so by the centre with the aim of building early connection and relationships.

4. Early Years Network

An Early Years Network has been established to create links between ECEC services, Durack SS and other local schools. The aim is to build a collaborative network that focuses on excellent transition practices, sharing pedagogical approaches to create links with members of the community and building strong collegial partnerships.

5. Age-appropriate pedagogies

Age-appropriate pedagogies are used throughout P-2 to ensure continuity of creative, playful and active opportunities across all learning environments. In order to provide our community with active and playful opportunities, local kindergartens are invited to incursions, Under 8's Day and other celebrations and events happening in our school.

6. Transition to School Role

The role of Transition Teacher was established in late 2021 in response to the Department's initiative of supporting successful transitions. The role requires:

- Analysis of school practices based on the School Decision Making Tool
- Key contact for feeder and local ECEC services:
- Reciprocal visits

- Invitations to school events, planned transition events and professional development opportunities
 - Email communication
 - Phone calls
 - Prep Teacher to kindy visits
 - Kindy to Prep Classroom visits
 - Attend Parent Information Sessions
- Host of the Early Years Network (Inala)
 - Participate in other Early Years Network clusters,
 - Collate Transition Statements and guide analysis for teachers
 - Upkeep of Facebook advertising
 - Provide curriculum, pedagogical and transitional support to Early Years' Teachers
 - Implement 'Positive Pal' mentoring program between Year 5 and Prep students where students meet regularly.
 - Coordinate transition events including school tours, Prep information sessions, Prep orientation and Prep enrolment interviews
 - Implement Pre-prep Programs
 - Collect and analyse key data about transition practices
 - Attend ECEC community events



Learning Sequence Overview – Group A



Pre-Prep Program Overview

Group A – Term 3 & 4 – Fortnightly



Lesson Number	Activity/ Learning Intention
1	<p>Numeracy; Students will sort and classify collections of different objects. Literacy; Students will sort and classify collections of numbers and letters. Fine motor; Students will thread a string through animal templates.</p>
2	<p>Numeracy; Students will repeat, complete and act out number rhymes, poems and songs with numbers to five. Literacy; Students will learn and repeat the Five Little Monkeys number rhyme and explore how their voice changes throughout the rhyme. Fine motor; Students will place pipe cleaners through the holes of a pre-cut octopus template.</p>
3	<p>Numeracy; Students will count collections to five represented in different arrangements. They will also count to five from different starting points. Literacy; Students will learn and repeat the Five Little Monkeys number rhyme and explore retelling the story with puppets. Fine motor; Students will identify, order and thread numbers from 1-5.</p>
4	<p>Numeracy; Students will explore mathematical positional language in a literary context. Literacy; Students will explore positional language in a literary context. Fine motor; Students will peel green sticky dots to create caterpillar using positional words.</p>
5	<p>Specialists Visit; Students will participate in targeted short rotations delivered by our school SLP, OT and Teacher of the Deaf</p>
6	<p>Numeracy; Students will create, copy and continue simple repeating patterns Literacy; Students will create, copy and continue simple repeating patterns Fine motor; Students will thread yellow and red beads onto string and identify the repeating parts by placing a peg between the repeat.</p>
7	<p>Numeracy; Students will count and math collections containing up to five objects. Literacy; Students will count and sequence the main parts of the Rainbow Fish story. Fine motor; Students will practice using scissors and cut along straight lines to create a hair do.</p>
8	<p>Numeracy; Students will link counting, matching and writing digits to five. Literacy; Students will link counting, matching and writing the letters of their name. Fine motor; Students will practice using scissors and cut around zig zag lines to create a hair do.</p>
9	<p>Numeracy; Students will give and follow simple instructions to program a Bee-Bot to land on a specific location. Literacy; Students will talk about a special object (from home) and answer a question Fine motor; Students will use tools such as spanners, screwdrivers to create a 2D or 3D model.</p>
10	<p>Celebration/Graduation; Students will celebrate with parents, peers and pre-prep teachers</p>

Learning Sequence Overview – Group B



Pre-Prep Program Overview

Group B – Term 3 & 4 – Fortnightly



Lesson Number	Activity/ Learning Intention
1	<p>Numeracy; Students will sort and classify collections of different objects.</p> <p>Literacy; Students will sort and classify collections of numbers and letters.</p> <p>Fine motor; Students will thread a string through animal templates.</p>
2	<p>Numeracy; Students will repeat, complete and act out number rhymes, poems and songs with numbers to five.</p> <p>Literacy; Students will learn and repeat the Five Little Monkeys number rhyme and explore how their voice changes throughout the rhyme.</p> <p>Fine motor; Students will place pipe cleaners through the holes of a pre-cut octopus template.</p>
3	<p>Numeracy; Students will count collections to five represented in different arrangements. They will also count to five from different starting points.</p> <p>Literacy; Students will learn and repeat the Five Little Monkeys number rhyme and explore retelling the story with puppets.</p> <p>Fine motor; Students will identify, order and thread numbers from 1-5.</p>
4	<p>Numeracy; Students will explore positional language in a literary context.</p> <p>Literacy; Students will explore positional language in a literary context.</p> <p>Fine motor; Students will peel green sticky dots to create caterpillar using positional words.</p>
5	<p>Specialists Visit; Students will participate in targeted short rotations delivered by our school SLP, OT and Teacher of the Deaf</p>
6	<p>Numeracy; Students will create, copy and continue simple repeating patterns.</p> <p>Literacy; Students will create, copy and continue simple repeating patterns.</p> <p>Fine motor; Students will thread yellow and red beads onto string and identify the repeating parts by placing a peg between the repeat.</p>
7	<p>Numeracy; Students will count and math collections containing up to five objects.</p> <p>Literacy; Students will count and sequence the main parts of the Rainbow Fish story.</p> <p>Fine motor; Students will practice using scissors and cut along straight lines to create a hair do.</p>
8	<p>Numeracy; Students will link counting, matching and writing digits to five.</p> <p>Literacy; Students will link counting, matching and writing the letters of their name.</p> <p>Fine motor; Students will practice using scissors and cut around zig zag lines to create a hair do.</p>
9	<p>Numeracy; T Students will give and follow simple instructions to program a Bee-Bot to land on a specific location.</p> <p>Literacy; Students will talk about a special object (from home) and answer a question</p> <p>Fine motor; Students will use tools such as spanners, screwdrivers to create a 2D or 3D model.</p>
10	<p>Celebration/Graduation; Students will celebrate with parents, peers and pre-prep teachers</p>

Lesson Sequence Overview – Group C



Pre-Prep Program Overview

Group C – Term 4 – Weekly



Lesson Number	Activity/ Learning Intention
1	<p>Numeracy; Students will sort and classify collections of different objects. Literacy; Students will sort and classify collections of numbers and letters. Fine motor; Students will thread a string through animal templates.</p>
2	<p>Numeracy; Students will repeat, complete and act out number rhymes, poems and songs with numbers to five. Literacy; Students will learn and repeat the Five Little Monkeys number rhyme and explore how their voice changes throughout the rhyme. Fine motor; Students will place pipe cleaners through the holes of a pre-cut octopus template.</p>
3	<p>Numeracy; Students will count collections to five represented in different arrangements. They will also count to five from different starting points. Literacy; Students will learn and repeat the Five Little Speckled Frogs number rhyme and explore retelling the story with puppets. Fine motor; Students will identify, order and thread numbers from 1-5.</p>
4	<p>Numeracy; Students will explore positional language in a literary context. Literacy; Students will count collections to five represented in various letter arrangements. They will also count to five from different starting points. Fine motor; Students will peel green sticky dots to create caterpillar using positional words.</p>
5	<p>Numeracy; Students will create, copy and continue simple repeating patterns. Literacy; Students will create, copy and continue simple repeating patterns Fine motor; Students will thread yellow and red beads onto string and identify the repeating parts by placing a peg between the repeat.</p>
6	<p>Numeracy; Students will count and math collections containing up to five objects. Literacy; Students will count and sequence the main parts of the Rainbow Fish story. Fine motor; Students will practice using scissors and cut along straight lines to create a hair do.</p>
7	<p>Numeracy; Students will count and math collections containing up to five objects. Literacy; Students will link counting, matching and writing the letters of their name. Fine motor; Students will practice using scissors and cut around zig zag lines to create a hair do.</p>
8	<p>Numeracy; Students will give and follow simple instructions to program a Bee-Bot to land on a specific location. Literacy; Students will talk about a special object (from home) and answer a question Fine motor; Students will use tools such as spanners, screwdrivers to create a 2D or 3D model.</p>
9	<p>Celebration/Graduation; Students will celebrate with parents, peers and pre-prep teachers</p>



Lesson Sample - Mathematics

Pre-Prep Program (Week 1)



Sorting Video

FOCUS

Students will sort and classify collections of different objects.

Purpose of Learning Experience

The skills of sorting and classifying are used in many everyday contexts. We apply these skills to help us understand and verbalise the patterns and rules that we experience as part of our daily lives. The skills of sorting and classifying are part of mathematics, and they are also used in other key learning areas.

Students will:

- sort and classify materials according to more than one attribute
- sort and classify materials when given a rule
- sort and classify materials using their own generated rule.

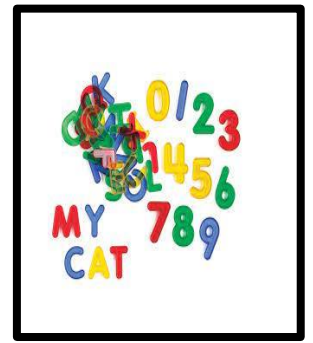
Sequence:

1. Give students a bag full of sorting materials to 5
2. Sorting cards (colours):
 - i. Teddies
 - ii. Dinosaurs/Animals
 - iii. Cards
3. Same and different (placing pegs onto card)
4. Circle sorting rings (not colour)
5. Sorting colours onto octopus (fine motor as well)



Lesson Sample – English

Pre-Prep Program (Week 1)



FOCUS

Students will sort and classify collections of numbers and letters.

Purpose of Learning Experience

The skills of sorting and classifying are used in many everyday contexts. We apply these skills to help us understand and verbalise the patterns and rules that we experience as part of our daily lives. The skills of sorting and classifying are part of literacy and language, and they are also used in other key learning areas.

Students will:

- sort and classify alphabet letters and numbers
- sort and classify alphabet letters when given a rule e.g., upper case, lower case, different fonts, Big 'A', Little 'a'
- sort and classify alphabet letters using their own generated rule.

Sequence:

1. Give students a bag full of letters and numbers
2. Sorting mats:
 - i. Letters
 - ii. Numbers
 - iii. Big, small letters
 - iv. Same and different
3. Same and different (placing same font letters, different font letters on the mat)
4. Circle sorting rings (letters, numbers, big letters, small letters)
5. Colour the letter activity (fine motor as well)



Differentiated Lesson Sample – Maths



Sorting Video

Pre-Prep Program (Week 1) (Inclusion)

FOCUS

Students will sort and classify collections of different objects.

Purpose of Learning Experience

The skills of sorting and classifying are used in many everyday contexts. We apply these skills to help us understand and verbalise the patterns and rules that we experience as part of our daily lives. The skills of sorting and classifying are part of mathematics, and they are also used in other key learning areas.

Students will:

- sort and classify materials according to more than one attribute
- sort and classify materials when given a rule
- sort and classify materials using their own generated rule.

Sequence:

1. Place the Teddies onto the table. Ask students to sort the teddies into a variety of sorts:

- Colour (students place teddy bears onto coloured cards)
- Size

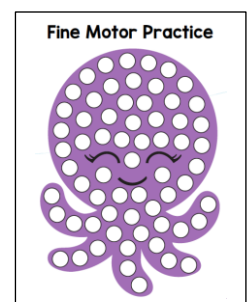


2. Place the Animals onto the table. Ask students to sort the animals into a variety of sorts:

- Colour (students place onto coloured sorting cards)
- Size
- Type of animals

3. Sorting colours onto octopus (fine motor)

- Students select one colour and place onto the counter onto the circles on the octopus





Differentiated Lesson Sample – English



Pre-Prep Program (Week 1) (Inclusion)

FOCUS

Students will sort and classify collections of numbers and letters.

Purpose of Learning Experience

The skills of sorting and classifying are used in many everyday contexts. We apply these skills to help us understand and verbalise the patterns and rules that we experience as part of our daily lives. The skills of sorting and classifying are part of literacy and language, and they are also used in other key learning areas.

Students will:

- sort and classify alphabet letters and numbers (target sort)
- sort and classify alphabet letters when given a rule e.g., upper case, lower case, different fonts, Big 'A', Little 'a'







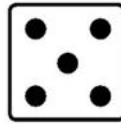
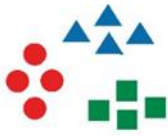
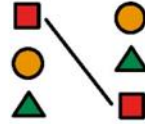

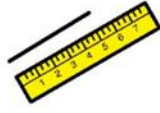


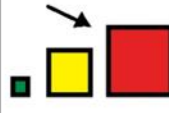
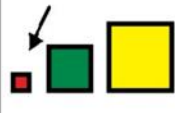
Sequence:

1. Place a selection of mixed letters/numbers in the middle of the table.
 - v. Letters
 - vi. Numbers
 - vii. Big, small letters
2. Give students their name card, a plate and tongs (rubber tip)
3. Children take turns to find the circled letter on their name card from the mixed letters and numbers.

Differentiation to support Learners

Inclusion Pre-prep Program sample of differentiated numeracy lesson resource using Kindy to foundation outcomes from EYLF and National Curriculum, content icons for communication boards and lanyards.

Pre-prep: Numeracy

count 	how many 	1 	2 	3 
4 	5 	groups 	match 	how much 
how long 	high 	low 	big 	little 

Pre-prep: English

read 	tell 	beginning 	middle 	end 
sing 	Twinkle Twinkle 	sequence 	puppet 	draw 
write 	writing 	hold pencil 	write your name 	watch 

Parent and Child Support for Home

Numeracy and Literacy

Numeracy and literacy parent cards are given to pre-prep parents as a supplementary resource to support at home learning at the end of the program. Each year, current pre-prep photos taken during the lessons implemented throughout the program are used to provide families with a visual reference. Topics and explanations on these cards mimic the lesson and program objectives and provide support for families working with their children at home.

Numeracy Support

'Repeating Patterns' is about Multiplication

Mathematics

1 2 3 4 5 6 7 8 9 10

What it means: Repeating Patterns

What teddy bear comes **next** in my pattern?

Mathematics

A pattern is a series that is repeated more than one time.

This can include a sequence of words, numbers, shapes and more. A pattern or sequence of colours could be blue, red, blue, red, blue, etc.

Repeated patterns are key components of early years as it leads into teaching Multiplication and then onto Algebra.

1 2 3 4 5 6 7 8 9 10

Literacy Support

Writing your name is about recognising and recording the symbols that are in it.

English

A B C D E F G H I J

What it means:

Teach your child to:

- Tell difference between numbers and letters
- Count the letters in their name
- Recall the letters in their name
- Trace their name & copy their name
- Write left to right and start of the left margin.

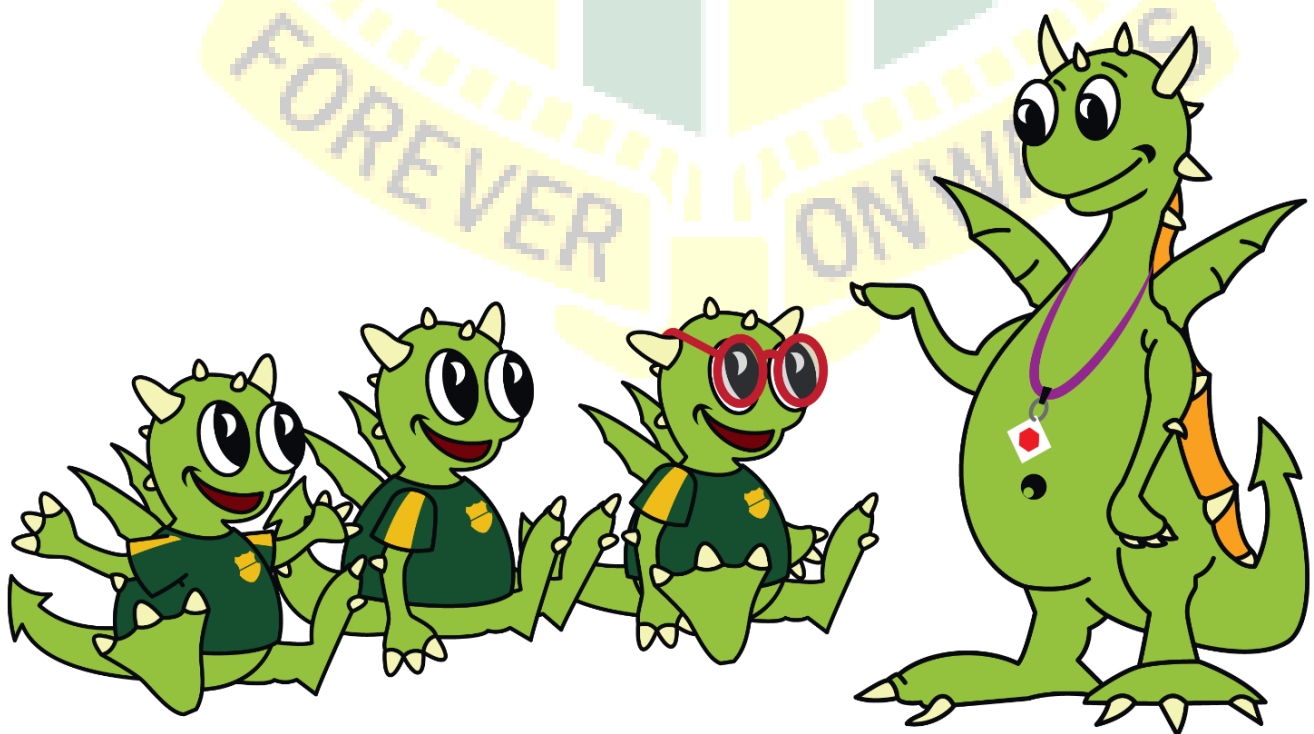
As a child, our name is the most important word to us, and learning it leads to other types of learning. A child's name is one of the first words that they understand and identify with. They connect their written name with something very meaningful.

English

A B C D E F G H I J

Prep Book

Our Going to Prep at Durack State School is given to incoming preps at their enrolment interview. The book tells the reader what goes on at 'Big School' and uses our PBL Dragon Branding. The books are also used by Durack Prep Teachers for Prep Teacher to Kindy visits, Kindy visits to Prep classrooms and Inclusion Staff to support incoming Preps.





Program Information

Uniform

Each child will receive a personalised dragon t-shirt to wear to Pre-Prep at no cost. They will also each receive a dragon equipment bag that they need to bring each week as lesson materials are given out regularly to support home learning.

Equipment List

Children participating in Pre-Prep program need to bring a hat, water bottle and morning tea snack.

Communication

Facebook is a great way to stay informed with what is happening in Pre-prep! Follow us at online at www.facebook.com/DurackStateSchool. You can also call the school office or email Pre-Prep Teacher on aslat49@eq.edu.au

Community Car Park (parking at the Hall)

The car park operates as follows:

- Speed limit of 5km
- Cars to move in a clockwise direction
- Parking is restricted to designated car parks and the grass overflow area
- Drivers are to use in/out driveways when entering grass overflow area
- Do not stop and allow passengers in or out of the vehicle until the vehicle is parked
- Do not drive around and around the car park waiting for your child to come to your car as this is putting students at risk and holds up traffic flow
- Do not proceed down the driveway past the front of the hall. This is a restricted area on school property.
- Do not drive over curbed areas
- Pedestrians are not to enter or exit through the community car park gates
- Pedestrians are to use the footpaths where possible
- Students are to remain within the fenced area until the vehicle is parked. It is the parents' responsibility to collect their child/children from this area
- Do not leave young children in car unattended. Avocet Street – There are No Standing signs on both sides of Avocet Street (the small street that leads into the car park). Parking in this area may result in a fine.

Getting Ready for Prep

To be eligible for Prep, children must be aged 5 years by 30 June in the year they start Prep.

Prep is the start of the early stage of learning which continues until Year 2. It is available in all Queensland State Schools. In Prep, teachers support children's learning by making connections between school and their experiences at home, kindergarten or childcare (Department of Education, 2022).

Prep curriculum

Prep students are taught the Foundation Year of the Australian Curriculum.

Learning in Prep

In Prep, your child will have opportunities to learn in many different ways. This includes active learning such as play-based and enquiry-based approaches. Children will learn how to: make decisions, solve problems, develop thinking skills, collaborate, communicate and develop a positive sense of self (Department of Education, 2022).

Department of Education

Starting Prep in Queensland

Starting Prep is a big step for your child. It is also a big step for you as a parent or carer.

Queensland state schools welcome you and will support you and your child to make these steps positive ones.

Plan ahead with this simple checklist:



<input checked="" type="checkbox"/> Before enrolment	<input checked="" type="checkbox"/> Enrolment
<input type="checkbox"/> Is your child the right age? 	<input type="checkbox"/> Contact the school or make an appointment to visit. 
<input type="checkbox"/> Find a school that is right for you. <input type="checkbox"/> Read about the school on their website. 	<input type="checkbox"/> Get an enrolment pack from the school. <input type="checkbox"/> Complete the Application for student enrolment form. 
<input type="checkbox"/> Find out about before and after school care. 	<input type="checkbox"/> Present the completed form and supporting information to the school. 
<input type="checkbox"/> Gather supporting information: <ul style="list-style-type: none">• birth certificate• proof of address• medical information• any related legal orders. 	<input type="checkbox"/> Wait for the school to contact you. 

For more enrolment information visit: <https://education.qld.gov.au/parents-and-carers/enrolment>
For fun activities before school starts visit: www.qld.gov.au/startingschool



Queensland Government

Enrolment

Families can enrol any time of the year by going to the school office to collect an enrolment pack. Catchment areas of schools can be found at

<https://www.qgso.qld.gov.au/maps/edmap/>. If you live out of our catchment area, you will need to make an appointment with the principal to discuss your options.

Health and Invention

In order to support your child to learn at their best, please bring along any doctor or specialists' reports or letters relating to your child's health needs to your enrolment interview. Having knowledge about and access to the specialised care your child has received prior to starting school allows us to prepare and organise adequate support ahead of time.

Kindy visits

Our school transition plan procedures include visiting our local kindergartens various times throughout the year. This enables our staff to build positive relationships with educators, caregivers and children before they officially start Prep. Local kindergarten groups also come into our school and engage in Prep activities and whole school events.

Outside School Hours Care Operated by Camp Australia

The school does not provide supervision after 3:15, however an Outside School Hours Care service operates on site. If you require care prior to 8:15am or after 3:15pm, Camp Australia offers outside school hours care on Durack's premises in the hall. Parents must use this service for children who need supervision before 8:15am or after 3:15pm. If you require assistance with registering, please see the office staff or visit www.campastralia.com.au.

Behaviour (Student Code of Conduct)

Durack State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. The Durack State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline. A copy of DSS CoC can be found on the school website <https://durackss.eq.edu.au/support-andresources/positive-behaviour-for-learning> or you can scan



the QR code: The Student Code of Conduct was developed in consultation with students, parents and staff and aligns with departmental requirements and legislation. It includes information for parents and students about Durack's Positive Behaviour for Learning (PBL) program, disciplinary consequences, preventing and responding to bullying, mobile devices policy and more. Please familiarise yourself with the Student Code of Conduct.



Summary of Transition to School Opportunities

At Durack State School, we provide our community with various programs that enable children and their families to visit and participate in everyday school life activities and events. Whether that be attending our weekly Playgroup, Prep Information sessions, Prep Open Days, enrolling in Pre-Prep, participating in whole school celebrations and events such as Book Week, Under 8's Week, and Step-Up Day where children meet their next year teacher.

Supporting Positive Transitions to School

HOME OF THE DRAGONS!

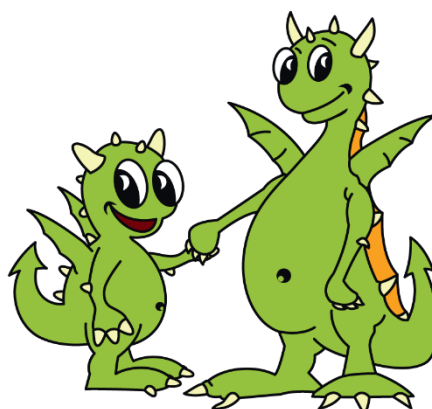
<p><i>Durack State School is proud to offer our community with lots of opportunities to visit and engage with us.</i></p> <p><u>PREP PARENT INFORMATION SESSIONS - TERM 3</u></p> <p>For parents and carers looking to enrol in Prep (for following year). Learn about our great Prep Program and services.</p> <p><u>PREP INCLUSION INFORMATION SESSION - TERM 3</u></p> <p>Especially for parents who have children with disabilities or additional needs who are looking to enrol in Prep (for following year). Please make an appointment.</p> <p><u>PREP OPEN DAYS - TERM 2 & 4</u></p> <p>Bring your child along to meet key staff and to see our exciting Prep Program . Children will be able to explore a range of hands on experiences run by Prep and Specialist Teachers, meet and socialise with other children.</p>		<p><u>DURACK C&K KINDY VISITS - ALL YEAR</u> Staff visit the kindy. Kindy visit the Prep Classrooms.</p> <p><u>DAZZLING DRAGONS PLAYGROUP - ALL YEAR</u></p> <p>A weekly play based program starting in Term One for children aged 0-4 years every Wednesday from 9:00am -10:30 am throughout the school term. Closed School Holidays.</p> <p><u>PRE-PREP PROGRAM - TERM 3 & 4</u></p> <p>A special and popular program that helps children and parents get ready for 'Big School'. For enrolled Prep students (for the following year) only. Specialists such as SLP, OT, GO, Teacher of the Deaf also join the sessions. Fridays 9:00am -10:30 am. There are three groups: Group A and Group B who attend fortnightly and Group C weekly in Term 4 only.</p> <p><u>PRE-PREP PROGRAM - TERM 4</u></p> <p>For students with or without disabilities who are enrolled to start Prep in the following year. This program is beneficial for students who require later in the year transition opportunities.</p> <p><u>STEP UP DAY - LATE TERM 4 (WHOLE SCHOOL)</u></p>
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For more details
07 3714 2666

www.durackss.eq.edu.au

Located at
69 Inala Avenue, DURACK, QLD 4077

Like us on
Facebook



Community Engagement



**Transition Community
Engagement**

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