



Session 4

Transition to school

To facilitate a smooth transition for children into schooling, it is recommended that parents:

- Contact the school their child will attend. This may be the local school in their area, an out of area school where a space is available or an independent (private) school.
- Enrol the child before the new school year starts.
- Find out what day the child needs to start school.
- Attend the school orientation.
- Find out about and purchase the school uniform.
- Meet teachers at the school.
- Find out if there are community language teachers at the school and get to know them.
- Notify the school and principal if a child has allergies or medical conditions.
- Organise appropriate before or after school care, if needed.

Parents can also talk to their children about the school, visit the school, help children identify important locations within the school (such as the toilets and classrooms), try meeting with other parents and children attending the school and if needed, practice some words in English and important questions or ways to ask for help.

Extensive information on transition to school in NSW, and parent support booklets relevant to school readiness can be downloaded from <https://k6.boardofstudies.nsw.edu.au/wps/portal/go/parents/transition-to-school>.

Building self-esteem

Promoting an understanding that mistakes are acceptable and an important part of the learning process can help children feel more positive when things don't go as planned. Parents can also encourage positive self-esteem in their children by teaching children to think and talk positively about themselves, and helping their children to identify things that they are good at and enjoy doing.

Providing lots support to children, praising them when they do well, and celebrating 'small wins' can help build self-esteem, as can maintaining a healthy lifestyle. Most importantly parents can model behaviour that fosters confidence and a good self-image, teaching children to appreciate differences, maintain a positive frame of mind and be gentle with themselves.

Resilience

Resilience can be encouraged when parents:

- Set a good example via parent role modelling.
- Give children an opportunity to participate in a broad range of activities.
- Have high, but appropriate expectations.
- Provide lots of positive attention via strategies such as praise and spending time together as a family.
- Assist children to be organised.
- Ensure a safe and positive home environment.
- Build a strong parent-child relationship.
- Prepare ahead for challenging times to minimise difficulties or make transitions smoother.
- Make time for rest, relaxation and appreciation of life.
- Encourage positivity.





Emotional Intelligence

Supporting children to develop emotional intelligence also enhances resilience. This involves parents modelling appropriate emotional responses and accepting that whilst some behaviours are undesirable, all emotions are normal and acceptable.

Teaching emotional intelligence involves identifying a child's emotion at a low-level of intensity, naming the emotion and helping children to label their own emotions, acknowledging the emotion, providing understanding and empathy. This approach also involves supporting children to problem solve rather than always solving problems for children.

Learning to ask for help

Teaching children to ask for help when they need assistance or when they are in trouble is vital to resilience. Parents can develop this skill by helping children identify five trusted adults who they can approach if they need help and ensuring that children know how to contact these adults. Parents can also use strategies such as role playing to give children an opportunity to practice asking for help.

Assessments

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is conducted each year across Australia as an assessment for students in Years 3, 5, 7 and 9. NAPLAN tests skills such as reading, writing, spelling and numeracy. NAPLAN is a measure of progress only.

HSC

The Higher School Certificate is a NSW-based assessment available to all students completing year twelve. There is an equivalent assessment in each state. The HSC reports student achievement in individual subjects, relative to a standard set within that subject. The HSC mark is determined in part by school-based assessment and in part by the HSC examinations.

ATAR

The Australian Tertiary Admission Rank (ATAR) is a rank - not a mark - for students wishing to gain a place at a university. It provides information about how students perform in comparison to other students, and is used by universities as part of their selection process.

Alternative pathways

Parents play an important role in supporting the transition out of high school. There are many options for children beyond school:

- University (including deferring university).
- Traineeships.
- TAFE and colleges.
- Work and volunteering.

Parents are encouraged to remember that children have their own ambitions that may differ from those of their parents. Children are more likely to succeed and be motivated if they are pursuing a path that they have chosen themselves.

