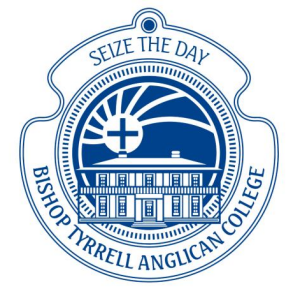




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# Nurturing Social-Emotional Wellbeing in the Transition to School

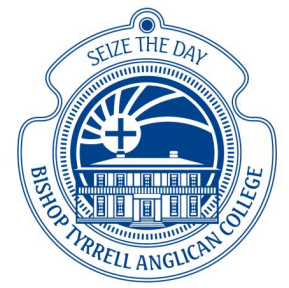


# EMOTIONAL DEVELOPMENT

**Ensuring your child is equipped with these skills will help them as they settle into school.**

1. Are they able to **make a decision independently** about where they are going to play?
2. Start, engage and continue **engagement** (6 –8 minutes) in play.
3. Work and play beside **other children**.
4. Have **basic independence skills** e.g. toileting, opening lunchbox, packing/unpacking bag.
5. **Sit with a group** and engage with peers and teacher/educator.
6. Self-regulate their emotional response when they need to do **something they don't want to do**.
7. **Solve basic problems** and ask an adult or peer for help if needed.

# Drop-Off: Top Tips



## SCHOOL DROP-OFF



### INSTEAD OF

"You're ok! Don't cry!  
You'll make so many new  
friends!  
You'll have so much fun!"



### TRY:

"Who takes care of you at home?  
I do :) We play together... if you need a  
hug, I give you one... If you're thirsty,  
I give you water.  
At school, your teacher will help to take  
care of you.  
When you're thirsty, you can ask him/her  
for water. If you're feeling a little sad,  
you can let your teacher know and they  
will hold your hand."

# Drop-Off: Top Tips



**TRY:**

"You might cry and miss me when we say goodbye.  
That's ok, I will miss you too.  
That's because we love each other.  
And that's a good thing :)"



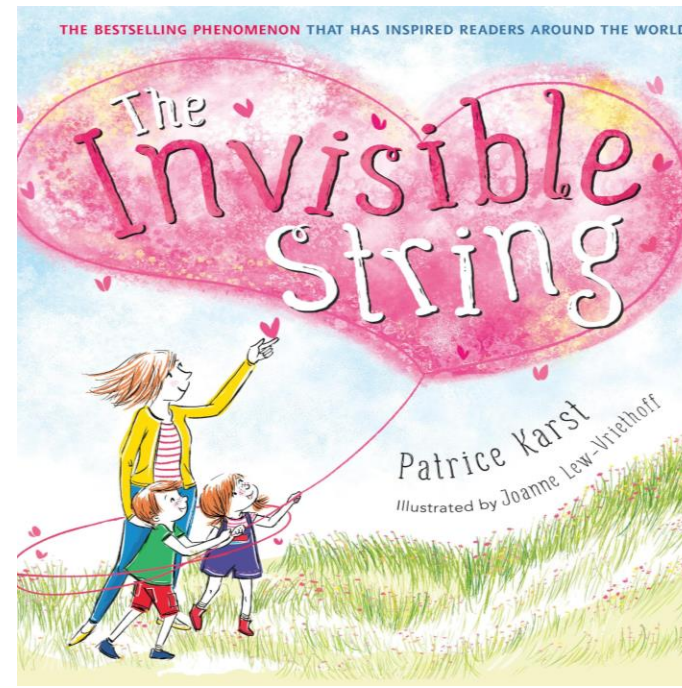
**TRY:**

"When you're done crying, what do you think you will do?  
Maybe play with the..."



# Transition Stories and Tools for Connection

Tangible items such as a special "button" drawn on hand, or "pocket cuddle" can help children to conceptualise a connection over distances.



# Stages of Play



## SOCIAL STAGES OF PLAY

### Unoccupied Play



The random movements that Infants make with no clear purpose is the beginning of play.

### Solitary Play



When children start to play on their own. Children do not seem to notice other children sitting or playing nearby during this type of play

### Onlooker Play



When children watch others play. The child who is looking may ask questions but there is no effort to join the play.

### Parallel Play



When children begins to play side-by-side with other children without any interaction. They are paying attention to each other.

### Associative Play



When children start asking questions of each other. They have similar goals but there are no set rules.

### Social Play



When children begin to share ideas and toys, and follow established rules and guidelines.

Some children may still be transitioning out of this stage at beginning of Kindergarten

Common at preschool/ start of Kindergarten

Evolving into this throughout Kindergarten

# NAVIGATING SOCIAL INTERACTIONS



## LEARNING THROUGH DISAGREEMENTS

Disagreements are not failures but opportunities for learning. Children need to understand how to express feelings, resolve conflicts, and develop empathy. These experiences are critical for their emotional and social development.

## IMPORTANCE OF PRACTICE

Social skills evolve through practice, much like academic skills. Children need opportunities to interact and learn how to navigate friendships and conflicts. Regular interaction helps them build resilience and better communication.



# REINFORCING MISTAKES



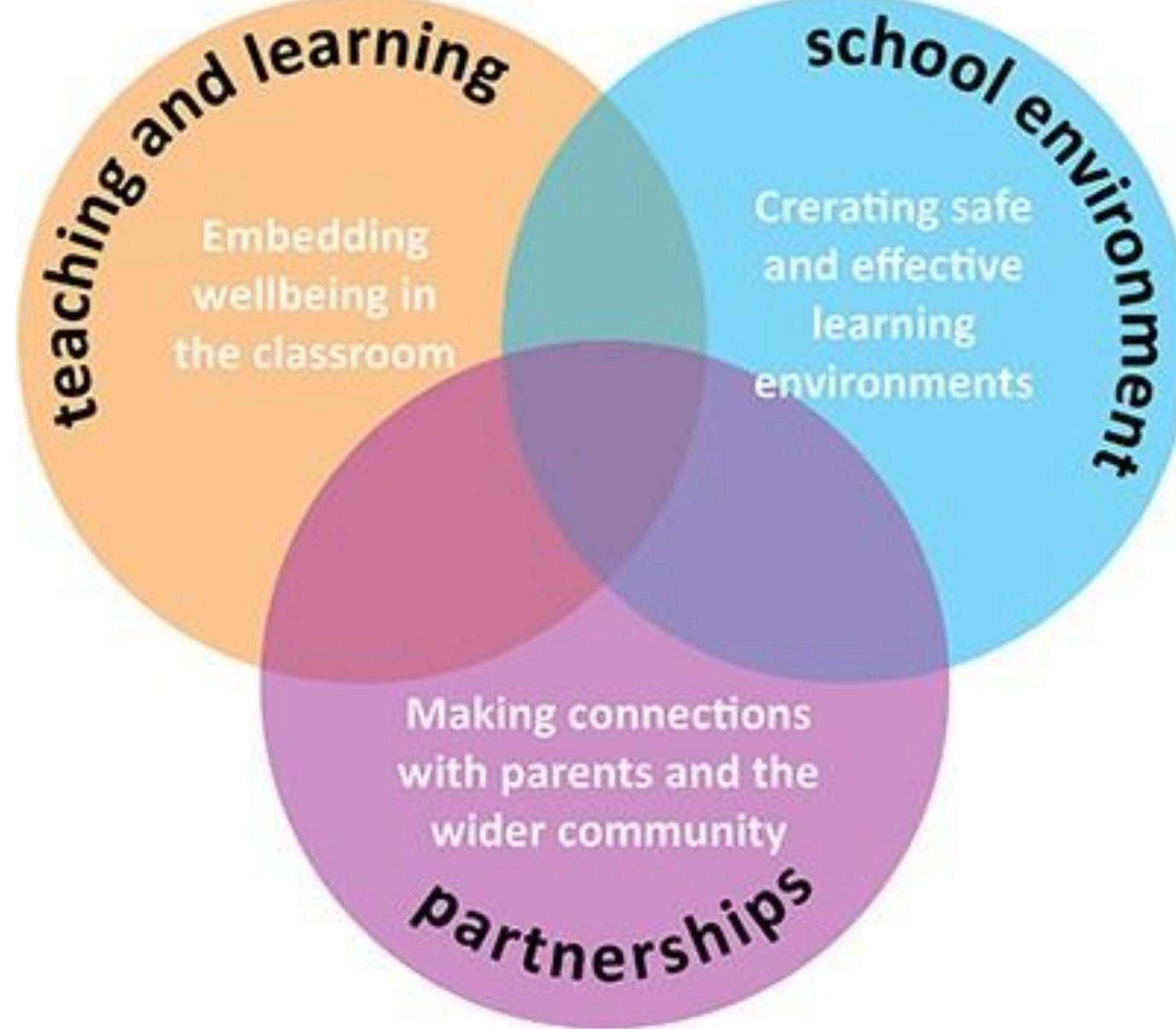
## LEARNING FROM MISTAKES

Mistakes should be seen as a natural part of learning.

Just as academic skills require practice, social skills also take time to develop.

Normalising errors in social situations fosters resilience and encourages a growth mindset in children.





- Whole-school wellbeing program; content deepens with each year.
- Consistent language and focus' across the College.

# **Bucket Fillers**

*These are kind, helpful, and respectful actions that make everyone feel happy and safe.*



## **What Happens?**

*Your teacher might give you a high-five, a sticker, or tell your grown-ups how proud they are!*



# Bucket Spillers

*These are little mistakes that might make others feel sad, annoyed,  
or unsafe.*



- Forgetting your school things
- Coming late to class or group time
- Eating in the classroom without asking
- Wearing messy or wrong uniform
- Not sharing or taking turns on the playground
- Leaving the classroom without asking a teacher
- Dropping rubbish or not cleaning up
- Being yucky with food or lunchboxes
- Throwing water or food for fun
- Bringing things we shouldn't bring (like toys)



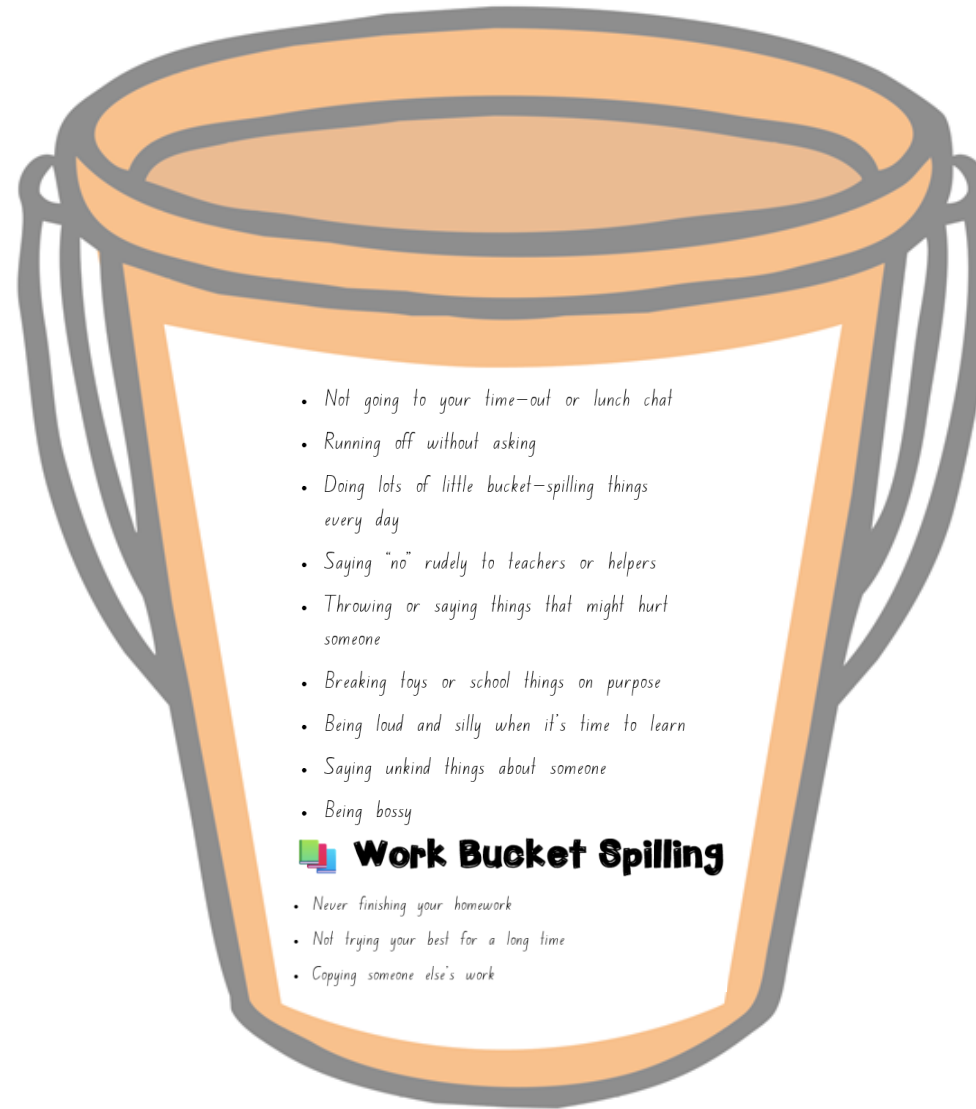
## What Might Happen?

*Your teacher might:*

- Talk to you quietly about better choices
- Call or email your family
- Ask you to sit out for a bit or help clean up
- Hold on to the item until the end of the day
- Ask you to stay in at lunch for a quick fix-it chat

# **Big Bucket Spillers**

*These are bigger problems or lots of little problems that happen again and again.*



- *Not going to your time-out or lunch chat*
- *Running off without asking*
- *Doing lots of little bucket-spilling things every day*
- *Saying "no" rudely to teachers or helpers*
- *Throwing or saying things that might hurt someone*
- *Breaking toys or school things on purpose*
- *Being loud and silly when it's time to learn*
- *Saying unkind things about someone*
- *Being bossy*

## **Work Bucket Spilling**

- *Never finishing your homework*
- *Not trying your best for a long time*
- *Copying someone else's work*

## **What Might Happen?**

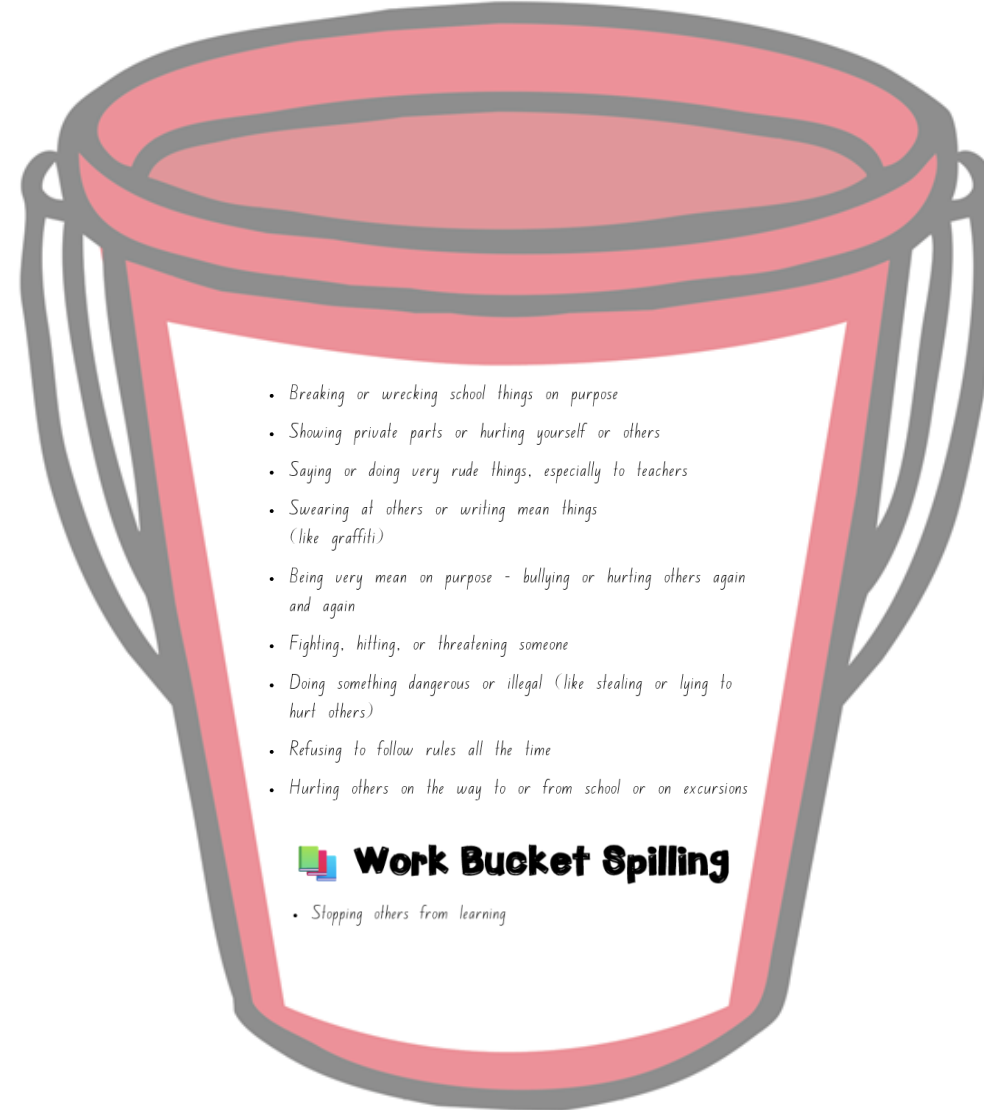
*Your teacher, Mrs Hollingsworth, Mrs McNab or Mr Durie might:*

- *Call or meet with your family*
- *Give you a behaviour plan*
- *Ask you to stay after school for a longer fix-it time*



# **Serious Bucket Spillers**

*These are really big problems that make school unsafe or hurtful for others.  
We always try to help, but these choices need serious grown-up help.*



## **What Might Happen?**

Mr Durie or Mrs Curran-Peters might:

- Meet with your family right away
- Ask outside helpers to support you
- In very serious cases, you might have to leave the school



# BEHAVIOUR LEARNING FRAMEWORK

- Overwhelmingly, our students engage positively with their peers and teachers at the College.
- There are times, however, when they require assistance to understand the impact of poor choices and decisions on their own learning and the learning of others.
- Connecting with students before correcting them is essential, and forms a core value for all College staff.
- The following behaviour learning procedures promote consistency and clarity when managing a child's behaviour across the College in our classrooms and cocurricular environments.

<https://www.btac.nsw.edu.au/behaviour-learning-framework/>



# EXTERNAL SPECIALISTS

## Allied Health Collaboration

- If your child is under the care of an allied health practitioner e.g. Speech pathologist, psychologist, paediatrician, and you would like the College to be aware of particular areas of need, please feel free to share this information with our Learning Enrichment team.
- Emails of this nature can be directed to our Head of Learning Enrichment, Mrs Sharon Moore [moores@btac.nsw.edu.au](mailto:moores@btac.nsw.edu.au)
- We welcome these insights and opportunities to collaborate. The more we know about your child, the better we can support them.