The *Transition: A Positive Start to School* initiative was launched in August 2009. The initiative aims to support children’s transition to school in a range of ways. The transition initiative acknowledges the importance of a positive start to school in laying the foundations for future engagement with learning at school. A positive start to school is supported by strong relationships between early childhood educators, schools and families as well as all the other professionals who work to support transition to school.

A formal evaluation of the transition initiative was conducted in 2010. As a result of the evaluation, several changes have been made to the Transition Statement, Guidelines for families and the Information sheet for families. The Transition Statement now includes a question about Aboriginal/Torres Strait Islander descent for the family to answer if they wish. **Section 6** of the kit looks at transition to school for Aboriginal children. This section has been updated to reflect a commitment to “encouraging schools to use the Transition Learning and Development Statement to inform the development of IEPs for Aboriginal children entering prep” as part of the Wannik strategy.
The Transition Learning and Development Statement provides a common format for sharing information between early childhood services, families and primary schools.

Part 2 of the Transition Statement is based on the five outcomes in the Victorian Early Years Learning and Development Framework (identity, community, wellbeing, learning and communication). If the child has accessed any additional services prior to starting school (for example a speech pathologist or psychologist) then this information may also be included (in Section C of Part 1). In 2010 Section C (formerly Part 1A) has been expanded to include children with any additional learning and development needs.

More information is available on the transition website.