

Transition to School: Sharing information

Frequently Asked Questions

How consent is obtained to share Transition Learning and Development Statements (TLDS) between early childhood services, Outside School Hours Care (OSHC) services and schools changed in 2017.

OBTAINING CONSENT

How did obtaining consent change?

Consent to share TLDS between early childhood services, OSHC services and schools to support a child's transition to school is now based on an 'opt-out' approach. Families will need to inform their child's early childhood educator and service that they do not want the TLDS for their child shared with their future school or OSHC service to support their child's transition to school.

If families do not inform their child's early childhood educator and service that they do not want the TLDS shared with their child's future school or OSHC service (where applicable), the early childhood educator and early childhood service will assume consent has been given.

Prior to 2017, consent to share the TLDS was based on an 'opt-in' approach.

Families are to be kept fully informed of information handling in this process. Notification is provided to families at the start of this process in the *Transition: A Positive Start to School – Information Sheet for Families*, the accompanying letter to families, and in discussions with their early childhood educator.

Why did the way we obtain consent change?

While the majority of Victorian children's TLDS are shared with their school, some children arrive at their first day of school without a TLDS.

A child's TLDS summarises their abilities and interests as they start school, identifies their individual approaches to learning and provides possible teaching strategies to support their transition to school. This information is shared to support a child's learning journey.

A positive start to school leads to better learning and wellbeing outcomes for children both during the transition period and beyond. Ensuring effective and positive transitions also supports the continuity of children's learning and development.

Placing greater emphasis on the continuity of learning recognises that building on a child's prior and current experiences helps them to feel secure, confident and connected to people, places, events, routines and understandings. Having a positive start to school has a direct correlation in promoting resilience among young people.

How does the process fit within privacy legislation?

The process for sharing information to support effective transition to school is outlined in the *Transition to School: Guide to information sharing* and adheres to current privacy legislation.

How does obtaining consent affect my service?

Early childhood services will need to follow the process for sharing information outlined in the *Transition to School: Guide to information sharing*.

Early childhood services will also need to ensure their privacy and information sharing policies align with the Guide.

Can parents opt out of sharing the TLDS for their child?

Yes, parents can opt out of having their child's TLDS shared with their future school or OSHC service. However, families should be informed that research and feedback from schools has indicated that sharing the information contained within the TLDS supports a successful transition to school.

How does a parent opt out of having the TLDS for their child shared with their future school or OSHC service?

Parents can opt out of having the TLDS for their child shared with their future school or OSHC service by advising their child's early childhood educator and service that they do not consent to having a TLDS for their child shared.

What should I do if a family opts out of sharing the TLDS?

If families have any concerns about the information contained in the TLDS, early childhood educators should work collaboratively with them to ensure they understand the information and why it is important to share these valuable insights with the child's future school and OSHC service (where applicable). Families can then make informed decisions about the TLDS being shared with their child's school and OSHC service (where applicable).

As part of this process, it is critical that families understand not only what is written, but also how the information will be used to support their child's learning and development at school and at the OSHC service (where applicable).

If a family wants to opt out of having the TLDS shared with their future school or OSHC service (where applicable), the early childhood educator should explain the benefits of sharing the TLDS and attempt to address any other concerns the family has about their child's transition to school.

After this discussion, if the family decides they do not want the TLDS for their child shared with their child's new school and OSHC service (where applicable), the early childhood educator should:

- complete *Section 4* of the TLDS noting the family has opted out of sharing the TLDS
- provide the family with the completed sections of the TLDS
- offer a second copy of the TLDS in case the family decides to share the information with the school and OSHC service (where applicable) at a future point in time.

Please note: information obtained in the development of the TLDS relevant to promoting the wellbeing or safety of a child may be shared under new Information Sharing Schemes (see below).

What other mechanisms are available to share information to support a positive transition to school?

New Information Sharing Schemes enable authorised early childhood services, OSHC services and schools to share information with each other to promote the wellbeing or safety of children or to assess or manage family violence risk.

Before sharing information under the Schemes, authorised organisations should:

- ensure the requirements for sharing under the schemes are met
- seek and take into account the views of the child or the relevant family members (who are not perpetrators of family violence) about sharing their confidential information – whenever it is safe, appropriate, and reasonable to do so
- inform children and families of their obligation to share information and inform them each time their information is shared – whenever it is safe, appropriate, and reasonable to do so.

Information sharing under the Schemes does not replace the TLDS. The Schemes can be used in addition to the TLDS to share information to promote a child's wellbeing or safety and where additional information sharing and service collaboration may be required to support the child.

More information and support about using the new Information Sharing Schemes is available at <https://www2.education.vic.gov.au/pal/information-sharing-schemes/policy>.

COLLECTING AND SHARING INFORMATION

How has the way TLDS is collected and shared changed?

The TLDS is completed, shared and stored online via the *Insight Assessment Platform (IAP)*. Further information on the IAP is available in the *Transition to School: Guide to information sharing*. The TLDS is shared with families via the IAP. Families can then complete the relevant sections of the TLDS online or as a downloaded PDF.

Ideally, all early childhood services will use the IAP to create TLDS. If a service is unable to access the Online TLDS tool through the IAP or a family do not want you to use the online TLDS on the IAP, email the Department at psts@edumail.vic.gov.au. You are still required to write a TLDS for their child and it can be completed outside of the IAP.

How do I password protect TLDS so I can email it to a family, school or OSHC service?

Instruction on how to password protect the TLDS are available in the Guide to Completing the Electronic Transition Statement at: [Transition Learning and Development Statement](#).

Additionally, provide

FOR MORE INFORMATION

The *Transition: to School: Guide to information sharing* provides more information about sharing information to support effective transition and is available at: [Privacy and information sharing](#).

For more information about Transition to School please visit www.education.vic.gov.au/transitiontoschool.

For IT support for kindergartens completing TLDS, please contact State Library Victoria (SLV).

SLV's website contains [IT Tips](#) where password protection instructions are accessible. Phone and email support are also available via:

State Library Victoria support@kindergarten.vic.gov.au

Phone: 03 8664 7001 Toll free: 1800 629 835.