Guide to completing the Transition to School Statement

This resource is to support early childhood teachers and educators when using the Transition to School Statement. It is a guide to completing the statement to highlight a child's development, outline their strengths, emerging skills, interests, learning styles and future planning ideas. This is passed on to their Kindergarten teacher who then uses the information to plan for and support the child to settle into their new school environment. It provides step by step instructions and has been created in consultation with early childhood education professionals.

Why use the Transition to School Statement?

The Transition to School Statement gives a snapshot of the learning, development and background of children moving from an early childhood education and care (ECEC) setting to kindergarten. It complements other transition activities, such as information and orientation sessions, school preparation and family engagement.

The Statement covers:

- Information about the child
- Child's voice and story sharing
- Learning and development
- Future planning opportunities.

The Statement is completed by a child's ECEC teacher or educator and is provided to the child's parents and prospective school.

Using the Transition to School Statement

The following table contains each section of the Transition to School Statement and guidance on how to answer each section.

Form section	Description	Detailed guidance
Child's details	Child's details	Please complete these details as provided on the enrolment form.
	Parental consent evidence	If you are using the Transition to School Digital Statement, please upload a signed copy of the NSW Department of Education consent form. [Opens external website].
1. About the child (being and belonging)	This section shows who the child is and how they are connected to family, community, culture and place. This section is also where to share information about where the child might need additional supports.	**Family and cultural context questions:** **What is the child's cultural background?** *Choose from a drop down of choices and provide further information in the text box if required.* **Does the child or family identify as Aboriginal and/or Torres Strait Islander?** *Select answer by dropdown.* **What cultural lands does the child connect to?** *This question is to identify what Aboriginal country/community the child is part of. Please use the AIATSIS map as a reference as needed.* **What languages does the child speak other than English?** *Choose from a drop down of choices and provide further information in the text box if required.* **What language does the child like to sing in or be read to?** *This question is designed to share with the school learning environment information about the child's preference for language use within their daily learning and routine.*

Form section	Description	Detailed guidance
		Please include information about the child's family and community networks: *Consider Bronfenbrenner's ecological model* Who are the important people in the child's life? Is there connection to extended family? Who lives in the household? Are family supports near for the family or are they far away? What are important cultural values for the family? What social supports does the child and family have in their lives? What activities does the child have outside ECEC? e.g.: Sport, dance, art, church, language class etc. **Child's teacher or educator** *Who is the primary educator or best contact in the service to find out more information about the child if needed.* **Enrolment and attendance** *How long has the child attended ECEC?* *What are the regular attendance patterns of the child?*
		Additional learning and support needs *This can include increased supports for any areas of development. This may include emotional development, self-regulation, communication assistance, or if there has been recommendation to the family that a child see an allied health professional for assessment or support.*
Feelings about school (child's voice)	This is an opportunity to capture and share the child's voice, feelings and expectations about school.	**Capture the child's response to school** This information can come from 1:1 or group conversations/interactions or learning experiences. This is NOT meant to be an interview process with the child, but a regular conversation as part of the educational program, curriculum and transition to school process.

Form section	Description	Detailed guidance
		For children who require support with communication, this may be a collaborative process between the family, child, educators and other professionals.
		Child's story This section is an opportunity to choose with the child a photo, jotting, drawing or work sample that showcases the child's work, development, learning disposition and interests. A description or narrative of the work sample can be included to support the school to learn more about the child and what they bring to their new learning environment.
Child's learning and development	This section provides a holistic view of the child based on the outcomes of the Early Years Learning Framework (EYLF). Use this section to comment on the child's development, preferences, learning styles and abilities. This information will assist Kindergarten teachers in providing continuity of learning to support each child.	**Learning outcome questions** Based on the collection of documentation gathered on the child throughout the year (formative assessment), create a summary (summative assessment) for the child that highlights their strengths, emerging skills, interests, relationships and future opportunities for planning and learning. For detailed guidance on completing this section, please see appendix *"How to complete– Child's learning and development"*.
		Intentional teaching strategies and future planning opportunities What do you recommend next for the child in their learning? This will give the kindergarten teacher a starting place for planning. You could include strategies, goals, learning outcomes and other information to support continuity of learning from ECEC to the school environment. An easy formula to support writing clear strategies or learning outcomes is to include who, what (action), where or when and how (many or often). See some examples on the next page:

Examples of intentional teaching strategies or future planning ideas using the who, what, where or when and how method:

Support Kaycee to express disappointment by encouraging her to take one deep breath and support with finding the words she needs to express her big feelings.

Support Janelle with achievable tasks by encouraging persistence and self-completion during daily routine and learning experiences.

Support Ali to follow a simple and clear one to two-part direction or instruction, by providing strong positive encouragement and daily repetition.

Support Jing's interest in playing the piano through a weekly music program and including music and piano playing in the educational program.

Provide opportunities for Jarrah to engage in socio dramatic play in the natural environment to support her imagination, creativity, exploration and connection to country.

Support Miguel's creativity and investigation by providing learning through inquiry, hypothesis, and research.

Providing opportunities for Anaisha to take the lead on projects once a week to developing her confidence and opportunities for success.

Appendix - How to complete - Child's learning and development

This section includes questions on the EYLF outcomes 1 to 5 and listed below are developmental analysis descriptors you can use to interpret and complete the questions on each outcome.

The descriptors are examples of learning and development indicators and how they demonstrate the EYLF outcomes. They describe the child's strengths and emerging skills relating to each outcome and can also be used to complete the summary section of the outcome questions.

Also listed is the general capability from the Australian Curriculum that relates to each outcome area. The Australian Curriculum builds on the key learning outcomes of the national Early Years Learning Framework. In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Children develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

This document is a guide only, it is created with consideration for children in the preschool age range (approx. 3-5 years) and is drawn from numerous sources. It does not include all of the possible learning, developmental skills or milestones and many of the descriptors can be shared across outcomes. As professionals, teachers and educators can use the information gathered and analysed through the planning cycle to best reflect the learning of the child the statement is for.

Learning outcome 1: Child has a strong sense of identity

Each child:

- Feels safe, secure, and supported
- Is developing knowledgeable and confident self-identities
- Is developing their emerging autonomy, inter-dependence, resilience and sense of agency
- Learning to interact in relation to others with care, empathy and respect

Related Australian Curriculum general capability: Personal and Social Capability

Learning and developmental indicators:

- Displays gender awareness
- Displays self-awareness
- Shows self-concept
- Self-esteem (is developing in or displays a strong)
- Engages in/displays egocentrism
- Uses social referencing (takes cues from a trusted adult on how to respond to a situation)
- Engages in/displays anchoring
- Displays turn taking
- Has a relationship with peers
- Initiates interaction
- Engages in a reciprocal interaction
- Displays autonomy
- Empathy (shows or does not display)
- Displays separation anxiety
- Displays stranger anxiety
- Displays a _____ temperament
- Benefits from support from a trusted adult to build persistence
- Uses the support of a trusted adult nearby without requiring their assistance

- Can display an emotional reaction if things go differently than they hope
- Initiates learning about new concepts
- Can recognize own emotional need
- Celebrates achievements by showing a trusted adult
- Checks in with a trusted adult
- Security is gained by familiarity
- Security is gained by routine and structure (need structure in play, routines, games and relationships with others)
- Communicates needs and wants
- Displays an attachment relationship
- Explores own learning environment with confidence
- Expresses affection
- Expresses emotion using facial expressions
- Is able to regulate own emotion.
- Is building trust
- Has a strong attachment to their primary educator and will 'check in' throughout the day
- Is developing trust in their environment

- Can display an emotional reaction if things are different than what is wanted
- Will try again if things go wrong (persistence)
- Can manage challenging situations constructively
- Can quickly become emotional or frustrated when tired
- Is continuing to work on developing self-regulation strategies
- Manages self (able to plan, problem solve and organize themselves)
- Rules create safety and security (need and respond positively to clear direction, limits and boundaries)
- Expresses affection openly

Learning outcome 2: Child is connected with and contributes to their world

Each child:

- Is developing a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Responds to diversity with respect
- Becoming aware of fairness
- Becoming socially responsible and show respect for the environment

Related Australian Curriculum general capability: Ethical Understanding / Intercultural Understanding

Learning and developmental indicators:

- Displays turn taking
- Has a relationship with peers
- Initiates interaction
- Engages in a reciprocal interaction
- Chooses own friends
- Interacts with others – peers and adults
- Initiates interaction with others
- Engages in socio-dramatic play
- Engages in games with rules
- Asks questions
- Answers questions
- Demonstrates theory of mind - I have separate thoughts, feelings, desires and needs to you
- Communicates needs and wants
- Expresses emotion
- Is able to regulate own emotions
- Shows empathy
- Demonstrates care for others
- Demonstrates care for living things such as plants, insects and animals

- Engages in cooperative play with others
- Contributes to group decision making
- Creates and allocates roles in play
- Is aware of and actively seeks fairness
- Works with others
- Negotiates solutions to a problem
- Listens to and follows instructions

- Manages self – able to plan, problem solve and organise themselves
- Can handle challenging situations constructively
- Can take turns with others
- Will try again if things go wrong
- Need structure in play, routines, games and relationships with others
- Needs and responds positively to clear direction, limits and boundaries.

Learning outcome 3: Child has a strong sense of wellbeing

Each child:

- Becoming strong in their social and emotional wellbeing
- Taking increasing responsibility for their own health and physical wellbeing

Related Australian Curriculum general capability: Personal and Social Capability

Learning and developmental indicators:

- Awareness of healthy living habits, food choices and exercise
- Spatial awareness (is aware of themselves in the immediate space surrounding them)
- Static balance
- Can climb and use large muscles with ease and confidence
- Climbs using alternating feet
- Spatial relations (understands how objects and people move in relation to each other)
- Uses eye foot coordination
- Uses eye hand coordination

- Is building strength when using small muscles for drawing and writing
- Displays pincer grip - uses thumb and pointer to pick up items
- Uses palmer grasp - Level 1 of 4 - typical of age 1-2 years
- Displays digital pronate grip - Level 2 of 4 - typical of age 2-3 years
- Displays dynamic tripod grip - Level 4 of 4 - typical of age 4-6 years
- Displays static tripod grip - Level 3of 4 - Typical of age 3.5 - 4years
- Is working towards using dynamic tripod grip

- Displays early scissor skill development - child is able to manipulate scissors to snip paper
- Is using fine motor skills - using small muscles to complete a task
- Is using gross motor skills - Uses large muscles to move e.g. for climbing, running and kicking
- shows an interest in scissors - child holds scissors in a beginning grasp, often upside down or inverted when attempting to snip paper
- Uses scissors with a mature grip - child hold scissors in preferred hand and is able to manipulate the scissors to cut along a line.
- Uses locomotor/non-loco motor skills
- Is developing confidence using gross motor skills
- Is using their manipulative skills
- Uses social referencing (takes cues from a trusted adult on how to respond to a situation)
- Displays autonomy
- Benefits from support from a trusted adult to build persistence
- Can manage challenging situations constructively
- Displays an attachment relationship
- Is able to regulate own emotion
- Is building trust
- Is developing trust in their environment
- Is continuing to work on developing self-regulation strategies
- Manages self (able to plan, problem solve and organise themselves)
- Rules create safety and security (need and respond positively to clear direction, limits and boundaries).

Learning outcome 4: Child is a confident and involved learner

Each child:

- Is developing dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Is developing a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- Transferring and adapting what they have learned from one context to another
- Resourcing their own learning through connecting with people, place, technologies and natural and processed materials

Related Australian Curriculum general capability: Critical and Creative Thinking

Learning and developmental Indicators:

- Demonstrates a (curious, cooperative, confident, creative, committed, enthusiastic, persistent, imaginative, or reflexive) disposition for learning
- Imitation (directly imitating as seeing)
- Deferred Imitation (imitating what has been seen at a later time)
- Drawing on funds of knowledge
- Symbolic play (using an object to symbolise something else – a block as a car)
- Imaginative play
- Memory
- Recall memory
- Engages in games with rules
- Assimilation
- Auditory perception (making sense of what you hear)
- Visual perception (making sense of what you see)
- Uses visual representation to learn new concepts
- Problem solving
- Hypothesising
- Measurement (mathematical concept)
- Object permanence
- Representational skills
- Uses familiar strategies to master a new skill
- Can sit and attend at (insert learning experience)
- Engages in sustained, shared thinking with peers or adults.
- Uses self-talk - talks out loud while completing a task to assist with learning and mastery

- Learns new concepts quickly and applies them in play
- Uses logic in thinking and planning
- Is a strong concrete learner
- Rote counting
- Uses one to one correspondence
- Spatial relations (understands how objects and people move in relation to each other)
- Spatial awareness (is aware of themselves in the immediate space surrounding them)
- Can complete a [insert number] piece puzzle independently
- Can complete a complex puzzle with support/without support
- Can complete puzzles without assistance/with support
- Engages in sustained exploratory play
- Engages in sustained play
- Has an interest in new topics or 'quirky' areas to learn more about
- Explores concepts such as:
- Full and empty (measurement)
- High and low (measurement)
- Big and little (measurement)
- Length (measurement)
- Half, a quarter etc. (fractions)
- Grouping and matching (counting and classifying)
- Sorting, same, different (classifying)
- Heavy and light (mass)
- Edge, top, bottom (area)
- Upside down (position and direction)
- Up, down and next to (position and direction)
- Straight, curved and bent, round, oval, square, rectangle (shape)

- Initiates learning about new concepts
- Resources own learning

- More or less (comparison or addition and subtraction)
- Counting (number names, identification, order and sequence)
- Opposites.

Learning outcome 5: Child communicates effectively

Each child:

- Interacts verbally and non-verbally with others for a range of purposes
- Engages with a range of text and gains meaning from these texts
- Expresses ideas and makes meaning using a range of media
- Is beginning to understand how symbols and pattern systems work
- Uses information and communication technologies to access information, investigate ideas and represent their thinking

Related Australian Curriculum general capability: Literacy / Numeracy / Information and Communication Technology (ICT) Capability

Learning and developmental indicators:

- Uses memory
- Displays recall memory
- Communicates needs and wants
- Uses telegraphic speech - using three or more-word sentences with the correct grammatical structure of the child's home language
- Uses complex forms of speech, similar to that of an adult
- Uses overgeneralization in speech
- Uses questioning in communication
- Engages in reciprocal communication
- Displays accurate pronunciation
- Has clear articulation
- Speaks in sentences

- Follows simple directions - with one or two parts
- Is developing confidence to communicate with adults
- Is developing an awareness of rhyme
- Is competent in the use of rhyme
- Is developing in syllable isolation
- Is competent in identifying syllable isolation
- Is developing an awareness of syllables
- Is competent in identifying syllables
- Is developing an awareness in initial sound identification
- Is competent in initial sound identification

- Uses many different words in their communication
- Explores and experiments with using new words
- Initiates conversation
- Initiates an interaction using nonverbal cues
- Is aware of symbols having meaning
- Recognises symbol, signs and logos
- Is beginning to make representational pictures when drawing or painting
- Can recognise their name
- Is beginning to write some letters of their name
- Can recognise their name and write it with support
- Can recognise and write their name independently
- Has a strong interest in writing new words
- Communicates confidently in home language
- Communicate thoughts, ideas, wants and needs
- Developing in articulation – (clarity in speech)
- Displays clarity in use of speech
- Displays receptive language - the ability to understand language heard or read
- Listens to and follows instructions
- Requires support to follow directions at times
- Follows complex directions - with three or more-part instructions
- Is developing in identifying letters
- Is competent in letter identification
- Is developing in use of grammar – for example, usage of sentence structure
- Shows awareness of the meaning of print
- Uses complex sentences
- Uses correct sentence structure - grammar
- Uses expressive language - uses verbal and non-verbal communication to express ideas, needs and wants
- Uses expressive language in home language
- Uses home language with children and adults who do or do not share the same language
- Uses expressive language to name objects.
- Uses expressive language with familiar peers and adults
- Uses holophrases - using one word to express a whole phrase or concept
- Uses self-talk - talks out loud while completing a task to assist with learning and mastery
- Shows an awareness of upper and lower case letters
- Asks questions
- Answers questions
- Can convey past experiences.

Early childhood education and learning theorists

This list can be drawn on to input into formative and summative assessments.

Piaget - Developmental theory. Includes stages of development. Ability to reason at different stages; sensorimotor; preoperational; concrete operational; formal operations. Others include Montessori, Steiner.

Vygotsky - Socio-cultural theory. Children develop within the context of their own communities. Scaffolding takes place with more capable peers or adults, the 'zone of proximal development' (the aha or light bulb moment!. Others include; Rogoff, Malaguzzi

Maslow - Hierarchy of needs.

Bowlby, Ainsworth - Attachment theory.

Bronfenbrenner - Ecological theory. The child is part of a layer of social systems- starting with the child's immediate social community then layering out to the wider layers of community as they grow older.

Bruner - Constructivist theory. Children construct knowledge through exploring ideas with more experienced partners.

Halliday - Language theory. Regulatory; interactional; personal; representational; heuristic and imaginative.

Gardner - Theory of multiple intelligences.

Parten - Stages of play. Onlooker play, solitary play, parallel play, associative play and cooperative play.

Foucault - Post-structuralist theory. There are multiple forms of knowledge and truth. This theory considers power, equity and social justice. Children's agency and influence over their own lives is a strong element of this theory. Others include; Canella, Bourdieu

Freire, Marx - Critical theory. Exploring and representing multiple and diverse views of obtaining knowledge within society and the world. Being aware of hidden values and views and how a teacher's or educators' pedagogy and practice can affect children differently.

This list captures a snapshot of theorists, there will be some not included in this list, continue to research and add to this resource.

Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

References

Aldwinkle, M., & Nixon, D. (1997). *Exploring: Child Development from Three to Six Years.* Katoomba: Social Science Press.

Australian Curriculum, Assessment and Reporting Authority (ACARA). (2021 to present). *Learning F-10 (version 8.4)*. Retrieved July 4th, 2022, from Australian Curriculum: https://www.australiancurriculum.edu.au

Australian Government: Department of Education and Training for the Council of Australian Governments. (2019, March 6). *BELONGING BEING AND BECOMING The Early Years Learning Framework for Australia.* Retrieved June 1st , 2022, from ACECQA: https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

Berk, L. (2009). *Child Development (8th ed.).* Massachusetts, USA: Pearson Education Inc.

Community Child Care Co-operative Ltd (NSW). (2022, June 24). *Developmental Milestones EYLF and NQS.* Retrieved from ACECQA: https://www.acecqa.gov.au/sites/default/files/2018-02/DevelopmentalMilestonesEYLFandNQS.pdf

Erhardt, R. P. (1999). Developmental Hand Dysfunction; Theory, Assessment and Treatment (2nd ed.). Austin, Texas: Pro-Ed.

Faragher, J. (1985). *Chidren's Development (3-5 years).* Collingwood: TAFE Publications Unit.

Fleer, M., & Raban , B. (2007). *Early childhood literacy and numeracy: Building good practice.* Canberra ACT: Australian Government Department of Education, Employment and Workplace Relations (DEEWR).

Jager Adams, M., Foorman, B. R., Lundberg, I., & Beeler, T. (2010). *Phonemic Awareness in Young Children: a classroom curriculum .* Maryland, USA: Paul H. Brookes Publishing o.

Kaplan, P. (1991). A child's Odyssey; Chid and Adolescent Development (2nd ed.). Minnesota, USA: West Publishing COmpany.

Nolan, A., & Raban, B. (2015). *Theories into Practice: Understanding and Rethinking Our Work with Young Children.* Albert Park: Teaching Solutions. Retrieved from Early CHildhood Australia.

NSW Department of Community Services. (n.d.). *Guide to Children's Growth and Development.* Retrieved from www.community.nsw.gov.au.