

# Transition to School Statement

Upload child's photo

Child's name:

Date of birth:

Gender:

Service name:

Child's early childhood teacher  
or educator:

Phone:

Email:

## Parental consent

I can confirm that consent has been obtained by the child's parent/carer to provide personal and health information that would assist in and is relevant to their child's transition to school.

Sign here:



## About the child

### Family and cultural context

What is the child's cultural background?

Does the child or family identify as Aboriginal and/or Torres Strait Islander?

- No
- Yes, Aboriginal
- Yes, Aboriginal and Torres Strait Islander
- Yes, Torres Strait Islander
- Unknown

If yes, what cultural lands does the child connect to? E.g. Wiradjuri country

What languages does the child speak other than English?

What language does the child like to sing in or be read to in?

Information about the child's family and community networks:

This could include the important people in the child's life, who lives in the household, cultural values, social supports or activities the child has outside ECEC.



## Enrolment and attendance

Child's period of enrolment:

0-1 year

1-2 years

2+ years

Average enrolled days per fortnight:

Additional attendance information:

### Additional learning and support needs

Does the child have additional physical, cognitive, sensory, communication, social/emotional and/or cultural needs?

Yes

No

**If yes**, please include any additional information about learning strategies, equipment or environmental supports used to support the child:

This could include the need for support from an allied health service, specialist programs or other non-formalised support needs you have identified.

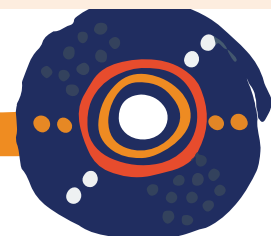
Is this child being supported with these needs through a National Disability Insurance Scheme (NDIS) plan or the NDIS Early Childhood Early Intervention Gateway?

Yes

No

What type of disability do they receive support for?

If appropriate, please provide copies of supporting information, specialist forms or the child's NDIS plan along with the Transition to School Statement.





## Feelings about school

This section captures a child's feelings and expectations about school. This information will assist Kindergarten teachers to create a learning environment where children feel safe and supported. This section needs to be completed with the child.

Has the child visited their new school?

Yes

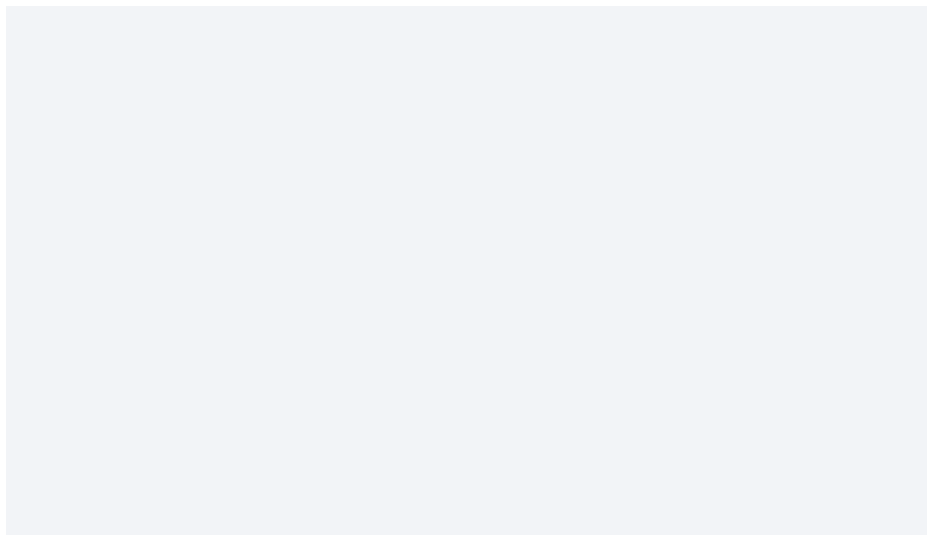
No

Capture the child's response to school:

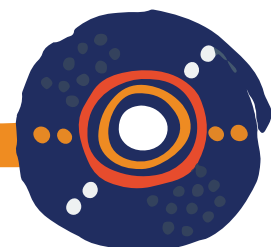
Questions you could ask the child are - how do you feel about your new school? What are you looking forward to? What is your favourite thing to do at home or preschool? The child could answer verbally, demonstrate using a visual prompt or information can be provided by family members.

With the child, choose an example piece of work to include, such as a drawing or photo of the child's work, that represents the child.

(Click in box to upload an example piece of work)



Child's narrative of their work/  
your observations:





## Child’s learning and development

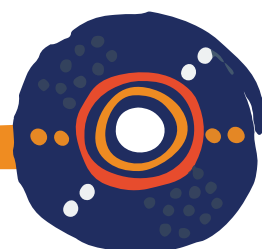
This section provides a holistic view of the child based on the outcomes and key components of the Early Years Learning Framework. Use this section to comment on the child’s preferences, learning styles and abilities. This information will assist Kindergarten teachers in providing continuity of learning to support each child.

### Learning outcome 1: Child has a strong sense of identity

Children learn about themselves and construct their own identity within the context of their families and communities. Learning in this area has strong links to learning at school, including oral language, health, wellbeing and relationships, drama and history.

|  | Always | Usually | Sometimes | Needs support |
|--|--------|---------|-----------|---------------|
| Feels safe, secure, and supported  |        |         |           |               |
| Is developing their emerging autonomy, interdependence, resilience and sense of agency |        |         |           |               |
| Is developing knowledgeable and confident self identities                              |        |         |           |               |
| Learning to interact in relation to others with care, empathy and respect              |        |         |           |               |

Provide a brief summary of the child’s developmental strengths and emerging skills relating to this outcome.



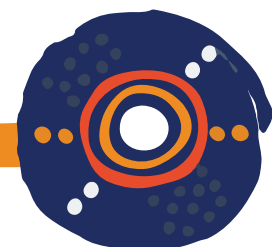


## Learning outcome 2: Child is connected with and contributes to their world

Experiences of relationships and participation in communities contribute to children’s belonging, being and becoming. Learning in this area has strong links to learning at school, including human society and environment, living and material worlds, physical worlds, earth and space and communication.

|  | Always | Usually | Sometimes | Needs support |
|--|--------|---------|-----------|---------------|
| 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 showing respect for the environment  |        |         |           |               |

Provide a brief summary of the child’s developmental strengths and emerging skills relating to this outcome.



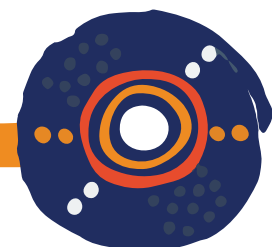


### Learning outcome 3: Child has a strong sense of wellbeing

Wellbeing incorporates both physical and psychological aspects and is central to belonging, being and becoming. Learning in this area has strong links to learning at school, including movement skills and performance, healthy, safe and active lifestyles, dance and drama.

|  | Always | Usually | Sometimes | Needs support |
|--|--------|---------|-----------|---------------|
| Becoming strong in their social and emotional wellbeing                      |        |         |           |               |
| Taking increasing responsibility for their own health and physical wellbeing |        |         |           |               |

Provide a brief summary of the child's developmental strengths and emerging skills relating to this outcome.



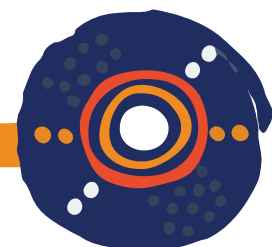


## Learning outcome 4: Child is a confident and involved learner

A sense of security and sound wellbeing gives children the confidence to experiment and explore and try out new ideas, thus developing their competence and becoming active and involved participants in learning. Learning in this area has strong links to learning at school, including reasoning and problem solving, reading comprehension, creating texts, working scientifically and digital technologies.

|  | Always | Usually | Sometimes | Needs support |
|--|--------|---------|-----------|---------------|
| 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  |        |         |           |               |

Provide a brief summary of the child's developmental strengths and emerging skills relating to this outcome.





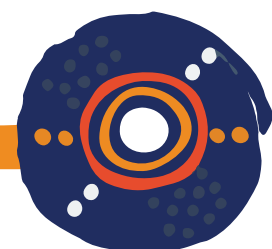


## Learning outcome 5: Child communicates effectively

Communication is crucial to belonging, being and becoming. From birth, children communicate with others using gestures, sounds, language and assisted communication. Learning in this area has strong links to learning at school, including phonological awareness, reading, creating texts, understanding and responding to literature, working mathematically, representing numbers, measurement and data and creative arts.

|   | Always | Usually | Sometimes | Needs support |
|---|--------|---------|-----------|---------------|
| Interacts verbally and non-verbally with others for a range of purposes   |        |         |           |               |
| Engages with a range of texts 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 |        |         |           |               |

Provide a brief summary of the child's developmental strengths and emerging skills relating to this outcome.



## **Intentional teaching strategies and future planning opportunities**

This includes strategies, goals, learning outcomes and other information to support continuity of learning from ECEC to the school environment.

## **Other relevant information**

