

Transition to school statement

Child's details

Child's name

Child's date of birth (xx/xx/xxxx)

Child's gender

Service name

Child's early childhood
teacher or educator

Email

Phone

Parental Consent Confirmation

I confirm that consent has been obtained from the child's parent/carer, and that the completed Transition to School Statement Consent Form has been appropriately filed and attached to this statement.

Please sign here:
(Educator sign)



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?

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 early childhood education and care (ECEC).



Enrolment and attendance patterns

Child's period of enrolment?

0-1 year

1-2 years

2+ years

Additional attendance information including enrolled days per fortnight:

Additional learning and support needs

Does the child have additional physical, cognitive, sensory, communication, social/emotional 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.

Does the child demonstrate independence in their learning or play?

Yes No

Would the child benefit from additional support to settle into the kindergarten day?

Yes No

Would making a call to the Early Learning Service help to support the child's transition? (required)

Yes No

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.

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.

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

Please include any intentional teaching strategies and 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.

- Is developing a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens.
- Responds to diversity with respect.
- Becoming aware of fairness.
- Becoming socially responsible and showing respect for the environment.

Please include any intentional teaching strategies and 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.

- Becoming strong on their social, emotional and mental wellbeing.
- Becoming strong in their physical learning and wellbeing.
- Is aware of and develop strategies to support their own mental and physical health and personal safety.

Please include any intentional teaching strategies and 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.

- Is developing a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
- Is developing a range of learning and thinking 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.

Please include any intentional teaching strategies and 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.

- 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 digital technologies and media to access information, investigate ideas and represent their thinking.

Please include any intentional teaching strategies and a brief summary of the child's developmental, strengths and emerging skills relating to this outcome.