

Transition statement

Teacher information

Child's name: Tom [name changed for privacy]

Date of birth: 17 July 2007

Name of contact person completing this form: [Kindergarten teacher — name omitted for privacy]

Date completed: 3 December 2012

Early childhood service name: [name omitted for privacy]

Child's attendance history: Tom regularly attends Kindergarten each Monday, Tuesday and Wednesday.

Description of program delivery: Kindergarten program in a long day care setting.

Tom's strengths, motivations and interests

Tom confidently articulates his thoughts, needs and feelings. He is responsible and shows respect for his and others' belongings. Tom enjoys playing with cars and likes balancing activities.

Suggestions to help Tom settle into school

Tom is a caring, enthusiastic member of the classroom community who has the ability to inspire and lead the group.

Identity

<p>A kindergarten child who has a strong sense of identity:</p> <ul style="list-style-type: none">• is building a sense of security and trust• acts with increasing independence and perseverance• is building a confident self-identity.	<p>Tom has a sense of belonging and recognises that the kindergarten environment is a safe place, where he is accepted by his peers and supported in his learning.</p> <p>Tom follows familiar routines confidently and offers assistance with activities. With occasional prompts, he manages his own belongings. With support, he makes choices regarding learning contexts and openly shares ideas. With minimal prompts, Tom engages in new challenges and shows a willingness to persevere before seeking assistance.</p> <p>Tom displays confidence in a range of learning contexts such as routines, small group interactions and large group investigations. He discusses his family and cultural background with his peers and familiar adults and demonstrates pride and confidence in his personal identity.</p>
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Connectedness

<p>A kindergarten child who is connected with and contributes to their world:</p> <ul style="list-style-type: none">• is building positive relationships with others• shows increasing respect for diversity• shows increasing respect for environments.	<p>Tom is developing skills in connecting and cooperating with others. He shares his own ideas and, with occasional prompts, listens to others' contributions and suggestions. With support, Tom interacts appropriately in social situations and enjoys assisting younger peers. He also uses modelled strategies to resolve conflict and solve problems, and recognises fair and unfair behaviours.</p> <p>Tom responds positively to differences and similarities in his own and others' viewpoints, cultures and languages. During play he participates in adult-led discussions about stereotypes, particularly in relation to careers that males and females may undertake.</p> <p>Tom actively cares for the natural environment and enjoys assisting in the garden. With occasional support, he is demonstrating awareness about caring for the living environment and about positive and negative interactions between people and their environments.</p>
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Wellbeing

<p>A kindergarten child who has a strong sense of wellbeing:</p> <ul style="list-style-type: none">• is building a sense of autonomy and wellbeing• explores ways to show care and concern and interact positively with others• explores ways to promote own and others' health and safety• explores ways to promote physical wellbeing.	<p>Tom makes decisions and choices about activities. Through the use of modelled strategies, he manages new learning and changes to routines.</p> <p>He interacts well with peers and considers others' interests and feelings when engaging in play. Tom demonstrates an awareness of ways to act safely, and ensures the safety of himself and his peers. He is becoming increasingly familiar with the routines around managing self-care and, with minimal prompts, manages hygiene practices.</p> <p>Tom independently explores outdoor equipment and experiments with whole body movements. He shows a strong interest in outdoor play and challenges himself when using climbing equipment. Tom uses a range of fine-motor tools and materials confidently.</p>
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Active learning

<p>A kindergarten child who is a confident and involved learner:</p> <ul style="list-style-type: none">• is building positive dispositions and approaches toward learning• shows increasing confidence and involvement in learning• engages in ways to be imaginative and creative• explores tools, technologies and information and communication technologies (ICTs).	<p>Tom shows interest in and curiosity about topics of personal interest which lead to him actively engaging in and contributing to investigations. With explicit support, he explores ways to research, investigate and solve problems across various learning contexts.</p> <p>Tom contributes to conversations and shows an awareness of skills for learning, including copying peers and adults and practising actions. He independently organises resources to support his learning.</p> <p>Tom independently uses a range of art media creatively and enjoys exploring a range of objects and materials during both indoor and outdoor learning experiences.</p> <p>With minimal support, Tom uses technology (e.g. digital camera) to take photos of his own work and that of his peers to create a story. He demonstrates an understanding of the use of a computer and enjoys using the computer.</p>
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Communicating

<p>A kindergarten child who is an effective communicator:</p> <ul style="list-style-type: none">• explores and expands ways to use language• explores and engages with literacy in personally meaningful ways• explores and engages with numeracy in personally meaningful ways.	<p>Tom confidently expresses his ideas, thoughts, needs and feelings. He listens to peers and adults for a range of purposes, e.g. to follow directions or gain information. Tom takes turns in conversations and uses non-verbal communication and body language to make meaning clear to others.</p> <p>Tom enjoys engaging with print and multimedia texts, particularly related to the natural world, and making connections to his knowledge and understanding of this topic. He describes personal experiences and topics of interest using a developing vocabulary and displays a beginning understanding of the relationship between illustrations and written text. Tom writes his name and is showing an emerging interest in and curiosity towards writing.</p> <p>Tom shows understanding of mathematical thinking, concepts and language as he explores these within play and engages in numeracy activities, e.g. counting, recording numbers, and comparing the number of objects in groups.</p>
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Please include any additional information about further support that may be required for this child

English is a second language for Tom.

Teacher signature: _____ Parent/carer signature: _____ Date completed: _____

Note: Tom and his family were invited to contribute to his transition statement using the following template, but chose not to.

Transition statement

Family information

Name of family member completing this form: _____ Relationship to child: _____

Signature of family member completing this form: _____ Date completed: _____

Information that will support your child's transition to school

For example:

- *How does your child feel about starting school?*
- *What would your child like to know about the school they will be attending?*
- *What would your child like their new teacher to know about them?*
- *What is your child excited about and looking forward to about starting school?*
- *How do you think your child will settle into school?*
- *What might help your child to settle into school?*
- *Is there any additional information you would like to provide about your child?*

Child's summary of kindergarten experiences

Note: Children may draw pictures to respond to these questions. Adults may help scribe responses.



My name is:

.....

At kindy I really like ...

I think I am really good at ...

Sometimes I might need help to ...

Transition statement

Additional family information

All children have strengths, abilities, preferred learning styles and needs unique to them. If your child has received support from an early intervention program, or an advisory teacher who visited the kindergarten centre your child attends, you may wish to provide additional information.

Information that will support your child's transition to school

Please identify any educational program your child has attended in addition to the kindergarten program.

Name of centre:

Type here

If your child has received additional support, please describe the nature of the support received and/or attach the latest information.

Type here

Has your child received additional support from the following services? (tick)

- | | |
|--|---|
| <input type="checkbox"/> Social worker | <input type="checkbox"/> Speech therapist |
| <input type="checkbox"/> Physiotherapist | <input type="checkbox"/> Psychologist |
| <input type="checkbox"/> Paediatrician | <input type="checkbox"/> Other |

What strategies will help staff support your child's independence, e.g. during class, in the playground, managing lunch?

Type here

What approaches will help settle your child?

Type here

Name of family member completing this form: _____