

Note: Sample of completed transition statement using template 2 in A4 layout

Transitions - Transition to School Template Example

Summary of teacher information

[Insert centre logo]

Child's name: Connor O'Shea

Date of birth: 28/1/2006

Name of contact person completing this form: Sophia Georgiou

Date completed: 10 November, 2010

Early childhood service name: Gum Leaves Childcare Centre

Child's attendance history: Connor has attended Gum Leaves Childcare Centre for 3 days per week throughout 2010. His attendance patterns are regular on Mondays, Tuesdays and Wednesdays. He has attended the centre since three months of age.

Description of program delivery: Kindergarten program in long day-care setting

Child's strengths, motivations and interests

Connor's strengths:

- Well-developed ball skills, especially hand-foot coordination. Enjoys physical challenges.
- Plays collaboratively, shares ideas and is interested in designing obstacle courses for outdoor settings.
- Kind and caring, likes to help others, copes well with a challenge.
- Happy to play with others and also enjoys his own company.

Suggestions to help settle into Prep

- Connor's best friend of three years' duration will be attending another school, so he may feel lonely and need initial help to form new friendships.
- If upset, Connor prefers a quiet time away to compose himself.
- Connor follows routines well and copes well with changes when changes are explained in advance.

Learning outcome: Children have a strong sense of identity

<p>A kindergarten child with 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>Connor:</p> <ul style="list-style-type: none">• is secure and confident with familiar and new peers. He confidently contributes ideas to group discussions as part of the everyday program, and will participate in conversations with visitors• enjoys playing with a number of children in a range of play situations, especially those involving outdoor play, such as ball games, sand play and carpentry• can organise materials and resources needed for play himself, will usually persevere and will seek help when needed, e.g. sometimes in a new situation.
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Learning outcome: Children are connected with and contribute to their world

<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>Connor:</p> <ul style="list-style-type: none">• often takes on a leadership role in familiar situations and will happily invite others into play, helping others by suggesting roles and responsibilities they might try• in familiar situations, uses simple strategies to manage conflict between others and will seek help if necessary• has a strong sense of fairness and tries to suggest ways to be fair in play situations• shows interest in diversity, e.g. in language and enjoyed teaching peers some Torres Strait Islander language he learned on his trip and what the words meant in English• has a great interest in wildlife and caring for the environment, mostly about protecting marine animals.
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Learning outcome: Children have a strong sense of 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 engages positively with others• explores ways to promote physical wellbeing.	<p>Connor:</p> <ul style="list-style-type: none">• makes play choices for himself and in small group play, while also enjoying moments of solitude, e.g. relaxing quietly with a book or puzzle• interacts positively with new and familiar peers, and will help others to find materials that they need for play or investigations.• usually follows the group rules to manage safety and sometimes makes suggestions about safety, e.g. "That plank is too high. Someone might fall and die," when we talk about an obstacle course design• manages routines related to hygiene and self-care with minimal prompts• is confident and skilful with large motor skills (see strengths), and uses a range of fine motor tools and materials confidently and successfully in his play.
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Learning outcome: Children are confident and involved learners

<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>Connor:</p> <ul style="list-style-type: none">• uses the computer confidently and carefully to investigate and play games• often incorporates knowledge of technology into dramatic play, e.g. makes his own play props such as phones and laptops, and uses these imaginatively in play• has a strong curiosity about the natural world and how machines work. He poses interesting ideas for investigations and will take on a leadership role to explore a topic. He is interested in research projects related to animals, understands the concept of engaging in research to find out information and suggests ideas to gather information.
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Learning outcome: Children are effective communicators

<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>Connor:</p> <ul style="list-style-type: none">• is a confident communicator who enjoys sharing ideas and posing questions to the group for investigation• is an attentive listener and uses the social conventions for turn-taking most times• loves reading nonfiction texts about wildlife, and will intentionally seek out books related to a topic he is interested in. He is demonstrating a strong understanding of reading for a purpose.• is using combinations of letters to create signs for his play, recognises a few sounds and likes to engage in rhyming word play games.• incorporates numerals and letters in play, e.g. attempts to copy letters from the computer onto the pretend laptop he made and drawing numerals on the pretend mobile phone he made.• uses mathematical language in daily routines, e.g. uses language related to time to talk about what's happening in the day ("before", "after", "later", "next"), has one-to-one correspondence to 20, recognises numerals 1–10, and can create a two-part pattern.
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Please include any additional information about further support that may be required for this child

Connor has attended a speech therapy program for the last three months to develop his articulation skills. He has made steady progress, and his clarity of speech has improved. Connor's articulation skills have not impacted on his ability to communicate ideas nor his confidence to do so in any significant way.

Signature of teacher completing this statement: _____

Signature of parent: _____