



NSW Transition to School Statement

This Transition to School Statement will give your child's school teacher important information that will help your child to have a successful start to school.

What is the NSW Transition to School Statement?

This document records a child's interests, strengths and preferred ways of learning in their year prior to school.

Its purpose is to assist early childhood educators, parents/carers and primary school teachers to better understand a child and how best to support their transition from early childhood education to school.

How to complete this statement

- Step 1:** Early childhood educator completes **sections A & B**
- Step 2:** Early childhood educator completes **section C** with child
- Step 3:** Parent/carer completes **sections D, E** and signs **section F**
- Step 4:** Parent/carer returns transition statement to early childhood educator and the statement is then forwarded to the primary school

SECTION A. Early childhood educator to complete this section

Child's first name

JACKSON

Surname

EXAMPLE

Name of early childhood educator completing this form

NICOLE EXAMPLE

Preschool/service name

EXAMPLE EARLY LEARNING CENTRE

Telephone

(02) 9999 9999

Suburb/town

EXAMPLEVILLE

Email

nicole@example.com.au

SECTION B. Early childhood educator to complete this section

Section B is guided by the *Early Years Learning Framework* and aligns with the five Learning Outcomes. When sections B and C are completed, please take a copy of it and pass the whole Transition to School document to the child's parents/carers for them to complete sections D, E and F.

1. Briefly summarise your professional views on this child's independence and resilience.

(Outcome 1: Children's Identity)

Jackson confidently explores and engages with the social and physical environments through relationships and play. Jackson maintains a respectful and trusting relationship with his peers and educators. Jackson will often take on a lead role in play situations. He initiates and joins play independently. Jackson accepts new challenges and takes considered risks, approaching new situations with confidence.

2. Briefly summarise how you see this child builds relationships with peers and adults.

(Outcome 2: Children's Connection and Contribution to the World)

Jackson displays a developing sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities of others. Jackson cooperates with others and negotiates roles in play experiences. He is building on his own understanding of other ways of being through social experiences. Jackson will take action to assist other children to participate in social groups. Jackson is becoming more confident in expressing opinions in matters that affect him.

3. Briefly summarise how this child self-regulates and manages their emotions.

(Outcome 3: Children's Wellbeing)

Jackson demonstrates trust and confidence, both in himself, his peers and educators. Jackson is increasingly able to manage and self regulate his emotions, expressing them in ways that reflect the needs and feelings of others. Jackson is developing the ability to recognise unfairness and bias and the capacity to act with compassion and kindness. He shows an age appropriate understanding about fair and unfair behaviours. Will seek the support of educators during times of distress and frustration. He can articulate his emotions using verbal communication.

4. Briefly summarise how curious this child is to learn new things and their ability to persist at tasks.

(Outcome 4: Children as Confident Learners)

Jackson is an active participant in his learning, he is curious and enthusiastic and always offers ideas about investigations of interest. Jackson can apply a wide variety of thinking strategies to engage with situations and solve problems. Jackson will readily persist when faced with challenges, when his first attempts are not successful. Jackson is able to think reflectively and pose hypotheses.

5. Briefly summarise how you see this child's communication skills, taking into account language and literacy.

(Outcome 5: Children as Effective Communicators)

Jackson displays well developed expressive and receptive language skills, interacting confidently with peers and educators. He can convey and construct messages with purpose and confidence. Jackson uses language to explore and exchange ideas during play situations, to describe ideas and communicate thinking and knowledge. Jackson enjoys engaging with text, and spends time at the writing table, writing and copying words.

6. What are the child's overall strengths?

Jackson displays a strong sense of identity. He can adapt easily to a new peer group. He shows care and appreciation for the natural environment. Jackson is confident in gross motor activities and enjoys climbing, running and jumping. Jackson is able to listen effectively, retain information and relay it when requested. He shows a well-developed understanding of numeracy concepts.

7. What are some of the child's interests?

Jackson enjoys role play and uses it to explore different identities and points of view. He regularly participates in active physical role play, involving superheroes and popular culture. Jackson shows an interest in numeracy tasks, he is able to recognise printed numerals, count rationally and makes patterns and organizes objects in to groupings.

8. What does the child like to do at your education and care service?

- Construction activities such as blocks, Lego and mobiles
- Popular culture such as superheroes
- Role play
- Physical activity such as running, jumping, climbing.
- Transport investigation/projects.
- Exploring animals and living things

9. What teaching strategies and environments encourage this child's learning?

Challenge and support Jackson to engage in and persevere at tasks and play, co-constructed learning. Mediate and assist Jackson to negotiate his rights in relation to the rights of others, meaningful relationships. Provide experiences that encourage investigation and problem solving.
Sensory and exploratory experiences with natural materials

10. Are there individual education plans or other supports currently in place to facilitate this child's learning?

Yes No If Yes, please give details

11. What other supports would assist this child when in a primary school context?

Jackson can become distracted during group experience and over excited, however with the educator's support Jackson can maintain interest in an experience for an extended period of time. Recognize and value Jackson's involvement in learning, provide and encourage collaborative explorative learning processes.

SECTION C. Child to complete this section with assistance from early childhood educator

Ensure that the child is relaxed and can concentrate when completing this task.

Please ask the child to draw a picture of him or herself at school or alternatively ask the child to draw a picture of his or her choice.

Ask the child the questions on the next page while he or she is drawing the picture.



While the child is drawing a picture ask the following questions:

1. Have you been to your new school?

Yes No

2. What do you think about school?

"Good, it has a ginormous playground. You can play basketball and run. It has a kindergarten. My brother is at big school."

3. What do you think your favourite things at school will be?

"Playing with my friends and playing basketball. I will go on excursions to the park, when the teacher blows the whistle. I also like cricket. At school they have two slides, one big and one little."

4. What do you think will make you happy at school?

"Eating food from my spiderman lunch box, writing and learning. I like doing counting, my ABCs and drawing. At school my brother does that."

5. What would you like me to tell your school teacher about you?

"I'm happy, I like/will only play just a little time. I will do my homework. Can I draw spiderman, spider webs and paint lots?"

SECTION D. Parent/carer to complete this section

Your name Sally Example	Child's date of birth – dd/mm/yy 16/06/2009	
Relationship to child Mother	Child's gender Female Male <input checked="" type="checkbox"/>	
Telephone	Name of primary school child is most likely to attend (if known) Example Public School.	
Email	Primary school – Suburb/town	
What is your preferred language? English	Name of sibling Alexander	Date of birth – dd/mm/yy 15/05/2007
Is your child of Aboriginal or Torres Strait Islander origin? No <input checked="" type="checkbox"/> Aboriginal Torres Strait Islander Both Aboriginal and Torres Strait Islander	Name of sibling	Date of birth – dd/mm/yy
Does your child have siblings attending the same primary school? Yes <input checked="" type="checkbox"/> No	Name of sibling	Date of birth – dd/mm/yy

SECTION E. Parent/carer to complete this section

Please complete sections E and F and return the whole Transition to School document to your child's early childhood educator. Only provide information that you feel comfortable sharing with your child's teachers.

1. What are your goals/hopes for your child at school?

We hope that Jackson will be happy and confident at school each day. He is keen to learn many new things just like his older brother. We hope that he makes good friends and has fun at big school.

2. What should your child's primary school teacher know about him or her?

My child enjoys

Jackson is a very happy and easy going boy. He is enthusiastic to learn about things he is interested in – particularly super-heroes, building with Lego & drawing. He plays well with his brother & seems to enjoy meeting new friends.

My child is yet to learn how to

Jackson is still learning to write his name in full – he is almost there. He loves to draw & practice writing like his brother. He is also keen to learn to read.

My child worries about

Jackson does not seem to worry about much. He will probably be a little anxious about a new teacher & is a little concerned that he won't be in the same class as his friends from pre-school, but I am confident he will cope with the change.

3. How could the school best support your child's learning?

Jackson likes learning to be interesting & active.
I am not sure that he will like to sit still for too long.
He loves outdoor games & needs to run around throughout
the day. He often likes to be left alone to work things out
for himself

4. Is your child attending another service or specialist program relating to their learning or development?

Yes No If Yes, please give details

5. Do you feel you have enough information about your child's intended primary school?

Yes No If No, what would you like to know more about?

6. Is there anything else that you would like the primary school teacher to know about your child?

Please comment

Jackson was diagnosed with Asthma last year.
He is on daily medication and may require his
puffer during sport or active play. He sometimes gets
over-excited after taking his puffer.

SECTION F. Parent/carer to complete this section

Parent/carer consent

By signing this document you are consenting to this information being shared with:

- the school in which you have enrolled your child
- the school in which you are most likely to enrol your child (as indicated on this form)
- such other school/s that you nominate.

Child's name

Jackson Example

Parent/carer name

Sally Example

Date - dd/mm/yy

21/10/2014

Signature of parent/carer

Sally