|  |  |
| --- | --- |
| Transition statement**Child’s name:**Date of birth:Early childhood service name:Attendance history/pattern:Contact person:**Active learning:**Type here**Communicating:**Type here**Identity:**Type here**Please include any additional information about further support that may be required for this child:**Type here**Child’s interests:**Type here**Information to assist with transition:**Type here | Insert centre logo here |

**Note:** Back of previous page



Insert child’s photo

**Connectedness:**

Type here

Teacher signature:

Parent/carer signature:

Date completed:

**Wellbeing:**

e.g. Isaak happily makes choices in familiar play situations. He shares resources, accepts others’ ideas for play and suggests ways to share, without prompting. When asked, Isaak can suggest ways to stay safe in new situations. He uses a variety of fine-motor equipment for familiar and new purposes.

**Communicating**

A kindergarten child who is an effective communicator:

* 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.

# Information about the kindergarten learning and development areas

**Active learning**

A kindergarten child who is a confident and involved learner:

* 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).

**Wellbeing**

A kindergarten child who has a strong sense of wellbeing:

* 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.

**Connectedness**

A kindergarten child who is connected with and contributes to their world:

* is building positive relationships with others
* shows increasing respect for diversity
* shows increasing respect for environments.

**Identity**

A kindergarten child who has a strong sense of identity:

* is building a sense of security and trust
* acts with increasing independence and perseverance
* is building a confident self-identity.

# Family information

# Child’s page

**Child’s name:**

Date of birth:



Insert child’s photo

**What might help your child settle into school?**

Type here

Parent/carer signature:

Relationship to child:

**Is there any additional information you would like to provide about your child?**

Type here

**What is your child excited about and looking forward to about starting school?**

Type here

**My child’s interests are ...**

Type here

**My child’s strengths are ...**

Type here



Sometimes I need help to ...

At kindy I like to ...

I’m really good at ...

When I go to school I want to ...

My name is:



Insert child’s photo

**Note:** Children may draw pictures. Adults may help scribe responses.

# Additional information

Parent/carer signature:

**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.**



Insert child’s photo

**What approaches will help settle your child?**

Type here

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

Type here

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

🞎 Social worker 🞎 Speech therapist

🞎 Physiotherapist 🞎 Psychologist

🞎 Paediatrician 🞎 Other

**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