

Who receives the transition statement?

You receive a printed or electronic copy of the transition statement from the kindergarten teacher.

The transition statement belongs to you and your child. You decide who is able to view your child's statement.

Transition statement consent form

Kindergarten teachers, with your written consent, can provide a copy of your child's statement directly to your child's school. Families must give their consent for a transition statement to be shared with a child's Prep teacher and/or other relevant staff at their new school, using the *Transition statement consent form*. The consent form should only be completed after you have seen the transition statement.

The consent form is available at:
www.qcaa.qld.edu.au/kindergarten/curriculum_2017.

More information

QCAA provides a range of resources about the *Queensland kindergarten learning guideline*. These can be found at:

www.qcaa.qld.edu.au/kindergarten/curriculum_2017.

For specific information about the learning and development areas, see pages 38–62 of the *Queensland kindergarten learning guideline* (available via the link above).

Additionally, a video explaining *Transition statements: Parents' perspectives (Video 3 of 5)* is available at:
www.qcaa.qld.edu.au/kindergarten/professional-topics/transitions/partners-in-transition.

Transition statements: Information for families



Queensland kindergarten learning guideline



Queensland Government

Queensland Studies Authority

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QCAA

Queensland Curriculum & Assessment Authority

Purpose of transition statements

A transition statement is created to build a shared and accurate picture of your child's learning across the kindergarten year. It includes information about each of the learning and development areas and helps support your child's transition into school.



A transition statement includes:

- information about your child's strengths and interests
- information about your child's learning in each of the five learning and development areas
- the type and level of support that your child requires in both familiar and new situations
- opportunities for you and your child to contribute information that is relevant throughout the kindergarten year and to support their transition to school
- suggestions and strategies to support your child's transition to school.

The five learning and development areas

The learning and development areas are:

- identity
- connectedness
- wellbeing
- active learning
- communicating.

Teachers plan learning experiences in the contexts of play, real-life engagements, routines and transitions across these areas.

Contributing to the transition statement

You can contribute to your child's transition statement by providing information such as:

- What is your child looking forward to doing at school?
- What would your child like to know about the school they will be attending?
- What do you think might help your child settle into school?
- Is there any additional information you would like to provide about your child?

Your child can contribute by completing statements such as:

- At kindy I really like ...
- I think I am really good at ...
- Sometimes I might need help to ...
- I would like my new teacher to know ...



Promoting continuity

Sharing information helps promote continuity of learning and supports your child's transition into school. The process of sharing information is important for building strong, trusting relationships between all partners involved in your child's learning.

You can use the transition statement to promote continuity by:

- using information in the transition statement to support your child as they move into early schooling
- sharing information on the transition statement with Prep teachers to help identify pathways and approaches to learning that suit your child.

Teachers and other partners can:

- explicitly promote the knowledge, skills and dispositions that help your child to feel comfortable at school
- identify starting points for learning that build on your child's identified strengths, talents, motivations, interests and learning needs.

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