

# Queensland kindergarten transition statement

Example: Aanya

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## Child details

**Child's name:** Aanya Baghin  
**Preferred name:** Aanya  
**Date of birth:** 26/06/2021

## Kindergarten program details

**Kindergarten service name:** Lake Sundew Kindergarten  
**Program enrolment start date:** February 2025  
**Number of days enrolled:** 105  
**Number of full days absent:** 4  
**Kindergarten teacher's name:** Alexandra Lane  
**Service email:** director@lakesundewkindy.com.au

## Transition statement details

**Date completed:** 7/11/2025  
**Parent/carers consent:** Consent has been provided for the kindergarten teacher, Prep teacher and/or school leaders with responsibility for transition to Prep to discuss the information in this transition statement.  
**Information provided:** This statement summarises Aanya's learning on the [Queensland kindergarten learning guideline](#) (QKLG) continua of learning and development in the five learning and development areas. This is a point in time reflection of learning that has occurred over time, in a range of learning situations supported by the intentional teaching strategies of the kindergarten teacher.

## Parent, carer and child perspectives

Aanya thrives when she has freedom to move between very busy or noisy spaces to areas that are peaceful and calm. She has formed close connections with familiar educators who have been fundamental in supporting her to play with peers and join in daily activities. Aanya would like her new teacher to know she enjoys felt stories and playing with trains and wonders if these will be in her new class.

## Aanya's strengths, interests and engagement in kindergarten

Aanya is a curious learner who shows delight engaging in familiar play-based learning with trusted people who recognise and respond to her emotional cues. Her favourite experiences are water play, sensory exploration, felt stories and train track creation. Aanya enjoys quiet spaces with small groups of familiar peers and adults alongside her. Her family and kindergarten teaching team regularly communicate to make collaborative decisions and plan ways to support Aanya's transition into the kindergarten environment and positive engagement in learning and interactions with peers.

# Aanya's learning and development

## Identity

Aanya demonstrates a sense of security and trust by accepting support from familiar people and approaching new learning experiences with teacher support. She acts with independence by showing a preference for revisiting the same learning experiences. Aanya shows perseverance by persisting with familiar challenges. She expresses a confident sense of self-identity by beginning to share personal experiences and recognising effort and success when identified by others.

### **Suggestions to support continuity of Identity learning:**

- Visual and verbal prompts from familiar adults about daily routines help Aanya make decisions about play to engage in when she arrives and to feel comfort in the predictable pattern of the day ahead.

## Connectedness

Aanya builds positive relationships by comfortably playing alongside others, and following directions and cues to share and take turns. She attempts to show concern and care for others and respond fairly in everyday situations by considering the rights of others. Aanya shows respect for diversity by noticing how people may be similar to or different from herself. She pays attention to cultural and family experiences shared by others. Aanya demonstrates respect for environments by following directions to notice things of interest in the natural environment and to care for the environment.

### **Suggestions to support continuity of Connectedness learning:**

- Providing time and space to observe group learning experiences gives Aanya confidence to participate and try experiences alongside her peers.
- Aanya repeats language explicitly modelled by familiar adults to say familiar peers' names and manage sharing resources to support her relationships with others.

## Wellbeing

Aanya displays increasing autonomy and resilience by responding to visuals or questions to identify her feelings. She copies strategies to regulate emotions and manage self through change. Aanya engages with ways to be healthy and safe by copying modelling to recognise and communicate personal needs. She attempts to recognise and communicate how she feels about people in her personal space. Aanya pays attention as others identify safe and unsafe risks. She shows physical wellbeing by beginning to develop whole-body gross motor skills and using senses to explore and discover.

### **Suggestions to support continuity of Wellbeing learning:**

- Aanya responds to explicit visual aids and social stories each day to express her feelings when she becomes overwhelmed by noise, activity levels or unexpected change.
- Engaging in sensory activities such as kinetic sand, playdough and water play help Aanya co-regulate with familiar teachers when she is experiencing strong emotions.
- Including physical activity games such as 'Follow the leader' encourage Aanya to observe and attempt gross motor exercises that build her muscle tone and coordination.

## Active learning

Aanya demonstrates positive dispositions toward learning by expressing interest in engaging with familiar materials or experiences. She participates in aspects of the arts. Aanya shows confidence and involvement in learning by engaging with familiar spaces, materials and play. She displays curiosity about what is happening around her and is beginning to share thoughts and ideas from play. Aanya pays attention to modelled thinking to respond to a problem. She engages with technologies for learning and communication by attempting to use familiar technologies.

### **Suggestions to support continuity of Active learning:**

- Aanya follows explicit visual and verbal scaffolding to make decisions during preferred learning and problem solve during play. She is currently very interested in felt stories and trains.
- Noise-cancelling headphones are available for Aanya to help support her concentration and engagement in learning by reducing background noise and easing sensory overload.

## **Communicating**

Aanya engages with and expands language by beginning to use spoken/signed language/s to communicate. She shows her developing literacy capabilities by responding to others during interactions. Aanya engages with a range of texts and recognises images in texts. She experiments with writing implements and is beginning to make marks. Aanya demonstrates her developing numeracy capabilities by noticing and copying simple patterns. She communicates her understanding of the language of shapes, positions and directions. Aanya uses counting in play and is beginning to count in sequence. She follows directions to recognise everyday problems and seek help to resolve them.

### **Suggestions to support continuity of Communicating learning:**

- Explicitly modelling phrases supports Aanya's verbal communication. She repeats modelled phrases and uses gesturing, posture and facial expressions to express herself in daily interactions.
- Using strategies such as observe, wait and listen, and imitate and expand, let Aanya lead communication and respond to new language explicitly introduced by adults to gradually develop her vocabulary.
- Aanya loves engaging with familiar non-fiction texts and proudly recalls familiar phrases. Providing opportunities for shared reading supports her communication skills and interactions with others.

This resource contains fictional material, including names (e.g. children, teachers, educators, organisations) and statements of learning and development. Any resemblance to real people or situations is purely coincidental.



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