

Supporting continuity of learning

Annotated transition statement extract

This is an annotated extract from the [example transition statement 2: Aanya](#). It can help kindergarten teachers consider how they describe learning and development to support continuity of learning as children transition to school.

Aanya's kindergarten transition statement extract

Wellbeing

1

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.

2

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.

This example 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.

Annotations

1

QKLG learning and development

This paragraph describes a child's Wellbeing learning at the point of transition. Kindergarten teachers make professional judgments in the Kindergarten Transition Statement application (KTS app) to generate this description.

The highlighted text shows an example of the strengths-based learning description generated for one Wellbeing Key focus: Building increasing autonomy and resilience based on a 'more like' judgment selected in the KTS app.

2

Suggestions to support continuity of QKLG learning and development

Suggestions to support continuity of learning provide additional learning information unique to the child to support their transition to Prep. Suggestions can include information on:

- a. **unique strengths and capabilities the child demonstrated**
- b. **learning situation/s in which the child demonstrated their strengths and capabilities**
- c. **the level of support, frequency and specific intentional teaching strategies that enabled the child to demonstrate their learning.**

The highlighted suggestion shows how additional information could be shared for the Wellbeing Key focus: Building increasing autonomy and resilience:

- 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**

Note: Kindergarten teachers do not need to write a suggestion for each judgment they make. They can write up to three suggestions to support continuity of learning for each learning and development area.

References

State of Queensland (QCAA). 2024. *Queensland kindergarten learning guideline (QKLG): Nurturing confident and creative lifelong learners*. Queensland Curriculum and Assessment Authority (QCAA). www.qcaa.qld.edu.au/kindergarten/qklg.

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au and search for 'transition'. Alternatively, phone 07 3120 6102 or email the K–10 Curriculum and Assessment branch at qklg@qcaa.qld.edu.au.



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