

# Queensland kindergarten transition statement

Example: Jack

---

## Child details

**Child's name:** Jackson Baker

**Preferred name:** Jack

**Date of birth:** 4/05/2021

## Kindergarten program details

**Kindergarten service name:** Lake Sundew Kindergarten

**Program enrolment start date:** January 2025

**Number of days enrolled:** 100

**Number of full days absent:** 2

**Kindergarten teacher's name:** Alexandra Lane

**Service email:** director@lakesundewkindy.com.au

## Transition statement details

**Date completed:** 18/11/2025

**Parent/carer 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 Jack'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

Jack thrives in environments that balance physical activity with seated learning to help him focus and persevere with tasks. He benefits from clear routines, consistent encouragement, and opportunities to take on helper roles, which build his confidence. Jack enjoys hands-on learning and creating with materials, so incorporating activities to create and build will really engage him. He responds well to affirmation when he feels hesitant or unsure. Fostering peer interactions, supporting his communication and linking learning to real-life contexts will help a smooth transition.

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

Jack is a friendly and curious child who embraces the outdoor environment, often creating his own obstacle courses and engaging peers through these challenges. He has a rich imagination and enjoys dramatic play, bringing his ideas to life through props he makes in the 'making area'. Jack delights in games such as 'Three clues — what am I?' where his clever thinking and playful humour come through. He is a confident and engaged learner who approaches challenges with determination and enthusiasm, and explores ideas and experiences with energy and curiosity.

# Jack's learning and development

## Identity

Jack demonstrates a sense of security and trust by showing confidence with familiar and unfamiliar people, seeking support when required and engaging in new learning experiences. He acts with independence by organising self and belongings to manage routines. Jack shows perseverance by persisting with challenges. He expresses a confident sense of self-identity by initiating sharing of personal and cultural experiences, significant events and artefacts, and recognising and sharing own learning achievements.

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

- Jack will meet a challenge once he feels confident to achieve it. Seeking out others to support him helps boost his confidence.
- Jack's perseverance is fostered by encouraging him to express pride in his achievements and describe the effort and actions that helped him succeed.

## Connectedness

Jack builds positive relationships by engaging in interactions for a shared purpose, cooperating, sharing and taking turns. He shows concern and care for others and attempts to resolve unfair behaviours, demonstrating an awareness of the rights of others. Jack shows respect for diversity by exploring similarities and differences between people. He reflects on and responds to Aboriginal and Torres Strait Islander ways of knowing and being. Jack demonstrates respect for environments by showing interest in the natural environment and engaging in sustainable practices to care for the environment.

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

- Jack is proud of his Aboriginal heritage and enjoys sharing this with others through acknowledging and respecting Country and leading sustainable practices.
- Jack embraces learning connected to nature. He actively participated in our creek neighbours program noticing the impact people can have on nature and showing care for the local creek environment.
- Jack values fairness in play and will speak out or act when he feels things are unfair. He regularly uses the modelled strategy of setting a timer to help manage turns in play or with resources.

## Wellbeing

Jack displays increasing autonomy and resilience by recognising feelings and expressing why he feels a particular way. He recalls and uses strategies to regulate emotions and respond to change. Jack engages with ways to be healthy and safe by managing personal needs. He identifies his personal boundaries and communicates these to others. Jack shows awareness of safe and unsafe risks and makes safe choices. He shows physical wellbeing by demonstrating whole-body gross motor skills with coordination and control, and demonstrating spatial awareness.

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

- Jack seeks out physical challenges each day to help boost focus and attention.
- Jack articulates his feelings and seeks help in dealing with unsafe play or unfair behaviours. Clearly established group expectations help him navigate and resolve these situations with peers.

## Active learning

Jack demonstrates positive dispositions toward learning by showing curiosity and engaging in new learning with enthusiasm. He creates, and communicates meaning through the arts. Jack shows confidence and involvement in learning by planning, organising and carrying out learning projects. He hypothesises, tests ideas and describes learning discoveries. Jack reflects on prior learning to make links to new learning. He engages with technologies for learning and communication by using technologies in play and inquiry experiences.

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

- Jack's creativity, imagination and self-expression are supported through collaborative projects. He contributes ideas to group play and sustains play by organising materials or props needed.

## **Communicating**

Jack engages with and expands language by using phrases to express himself and by recognising a range of sounds and letters in words. He shows his developing literacy capabilities by engaging in sustained interactions. Jack explores and responds to a range of texts and considers connections between texts and personal experiences. He uses mark-making and writing to convey meaning. Jack demonstrates his developing numeracy capabilities by describing created patterns. He describes length, mass, capacity and/or time in relation to objects or events. Jack assesses sizes of sets and uses one-to-one correspondence to count in sequence. He describes problems and attempts to solve them using mathematical thinking.

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

- Jack is an avid collector of leaves, seed pods and stones which he enjoys using to explore counting, making sets of like objects and creating repeating patterns with teacher encouragement.
- Jack tunes in to sounds and words and enjoys making up rhymes and counting syllables in words using beats, and will retell stories creatively.

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.



© State of Queensland (QCAA) 2025

**Licence:** <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** [www.qcaa.qld.edu.au/copyright](http://www.qcaa.qld.edu.au/copyright) — lists the full terms and conditions, which specify certain exceptions to the licence. |

**Attribution** (include the link): © State of Queensland (QCAA) 2025 [www.qcaa.qld.edu.au/copyright](http://www.qcaa.qld.edu.au/copyright).