

Queensland kindergarten transition statement

Example: Lucia

Child details

Child's name: Lucia Civetta
Preferred name: Lucia
Date of birth: 13/03/2021

Kindergarten program details

Kindergarten service name: Lake Sundew Kindergarten
Program enrolment start date: April 2025
Number of days enrolled: 75
Number of full days absent: 0
Kindergarten teacher's name: Alexandra Lane
Service email: director@lakesundewkindy.com.au

Transition statement details

Date completed: 14/11/2025
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 Lucia'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

Lucia's parents describe her as talkative and full of curiosity. She speaks Italian and English at home and enjoys reading. Lucia is interested in non-fiction books about dinosaurs, often reciting facts about her favourites. Her parents note she can be a perfectionist and feels upset when things don't turn out the way she expects. Lucia said her favourite thing at kindy is to climb the big tree in the outdoor environment. She is looking forward to learning to read and playing with her friends. Lucia would like her new teacher to know that she feels nervous when she meets new people.

Lucia's strengths, interests and engagement in kindergarten

Lucia is a confident member of the kindergarten group and shows great kindness and support to others. She has a strong sense of responsibility, often taking on leadership roles in play and reminding others to consider the environment, resources and each other. Lucia has a wide range of interests and is a critical thinker, often asking interesting questions during group learning experiences that stimulate new ideas and ways of thinking. She seeks out challenges and is becoming increasingly resilient in responding to the unexpected.

Lucia's learning and development

Identity

Lucia demonstrates a sense of security and trust by showing comfort with familiar people seeking support when required, and engaging in new learning experiences. She acts with independence by organising new experiences and building on learning. Lucia shows perseverance by working toward goals and recognising her effort and success. She 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:

- Pause and provide time for Lucia to process instructions and plan her learning goals. An individual planning book allowed Lucia to identify learning goals and interests with increasing independence.
- Help Lucia identify what can be learnt from an unexpected situation and encourage risk-taking. This supports her to set goals and persevere in future tasks she may find challenging.

Connectedness

Lucia builds positive relationships by engaging in interactions for a shared purpose, cooperating, sharing and taking turns. She shows concern and care for others and understands responsibilities. Lucia shows respect for diversity by recognising and respecting similarities and differences between people. She understands the cultural experiences of others. Lucia demonstrates respect for environments by showing interest in the natural environment and showing awareness of actions that protect the environment.

Suggestions to support continuity of Connectedness learning:

- Encourage Lucia to include others in her projects. This helps her balance focused individual investigations with opportunities for collaborative learning.
- Provide opportunities for Lucia to lead routine responsibilities, as well as experience following a leader. This helps her to understand and respond respectfully to her peers' perspectives.

Wellbeing

Lucia displays increasing autonomy and resilience by recognising feelings and expressing why she feels a particular way. She recalls and uses strategies to regulate emotions and respond to change. Lucia engages with ways to be healthy and safe by recognising choices she makes that contribute to her health. She recognises personal boundaries and shows respect for others' bodies and space. Lucia shows awareness of safe and unsafe risks and makes safe choices. She 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:

- Lucia is left-hand dominant. Provide resources designed for left-handed use and encourage her to sit to the left of other children to support her during fine motor experiences.

Active learning

Lucia demonstrates positive dispositions toward learning by showing curiosity and engaging in new learning with enthusiasm. She responds to, and uses, the arts in creative and imaginative ways. Lucia shows confidence and involvement in learning by planning, organising and carrying out learning projects. She hypothesises, tests ideas and describes learning discoveries. Lucia reflects on prior learning to make links to new learning. She engages with technologies for learning and communication by using technologies in play and inquiry experiences.

Suggestions to support continuity of Active learning:

- Provide opportunities for Lucia to engage in inquiry-based learning with stimulating challenge to extend her investigation and problem-solving skills.
- Negotiate flexible times for Lucia to work on projects of interest. This allows her to deeply engage in learning and feel prepared to move on to new experiences knowing she can revisit her projects.

Communicating

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

Suggestions to support continuity of Communicating learning:

- Deepen Lucia's understanding of repeating pattern structures in the environment, music and routines by challenging her to explore pattern structures with increasing complexity through design play.
- Support Lucia's interest in exploring differences between her home language of Italian and the vocabulary of her peers to continue building on her rich vocabulary and strong comprehension skills.

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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