

Queensland kindergarten transition statement

Example: Oscar

Child details

Child's name: Oscar Miller
Preferred name: Oscar
Date of birth: 29/01/2021

Kindergarten program details

Kindergarten service name: Lake Sundew Kindergarten
Program enrolment start date: May 2025
Number of days enrolled: 80
Number of full days absent: 4
Kindergarten teacher's name: Alexandra Lane
Service email: director@lakesundewkindy.com.au

Transition statement details

Date completed: 21/11/2025
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 Oscar'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

Our son Oscar loves reading stories; his favourite story at the moment is *A tiger came to tea*. He is very interested in animals — particularly dinosaurs and tigers. We found the relationships with key teachers and peers, the daily ritual of watering the garden and helping with classroom jobs have made going to kindergarten a fun and positive experience for Oscar. When we asked Oscar what he enjoys at kindy, he showed us images from his communication board of his peer buddy Jack and the reading nook and said, 'Happy'.

Oscar's strengths, interests and engagement in kindergarten

It has been wonderful to watch Oscar's confidence and enthusiasm for attending kindergarten grow. Working with his family and occupational therapist (OT) enabled us to create supportive learning environments. Building strength and stamina supported him physically to participate in learning. Creating quiet reading and art spaces supported Oscar when high physical and emotional activity had been tiring, allowing him to rest and restore energy levels. Planning for small group and peer buddy learning opportunities supported Oscar to socially connect and interact with familiar adults and peers.

Oscar's learning and development

Identity

Oscar demonstrates a sense of security and trust by accepting support from familiar people and showing interest in exploring new learning experiences. He acts with independence by showing a preference for revisiting the same learning experiences. Oscar shows perseverance by working toward goals with positive reinforcement. He 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:

- Predictable morning rituals with a familiar adult help Oscar to comfortably settle into the kindergarten environment. Oscar's morning ritual is to put his bag away and water the garden.
- Simplifying experiences into smaller steps, both visually and verbally, builds Oscar's confidence and willingness to engage in experiences.
- Explicitly identifying goals Oscar achieves and describing how he has been successful support him to recognise his strengths and what he can continue to do to engage confidently in learning.

Connectedness

Oscar builds positive relationships by interacting with others, and following directions and cues to share and take turns. He is beginning to notice the feelings of others and carries out everyday responsibilities with guidance. Oscar shows respect for diversity by paying attention to adult-led interactions about stereotypes. He pays attention to Aboriginal and Torres Strait Islander ways of knowing and being. Oscar 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:

- Using puppets to model conversations or problem-solve in social interactions supports Oscar to see and copy appropriate strategies and language to engage with others.
- Maintaining the worm farm is a responsibility Oscar enthusiastically undertakes with a familiar peer who supports him to recall the steps to follow and equipment to use.

Wellbeing

Oscar displays increasing autonomy and resilience by recognising feelings. He copies strategies to regulate emotions and manage self through change. Oscar engages with ways to be healthy and safe by copying modelling to recognise and communicate personal needs. He attempts to recognise and communicate how he feels about people in his personal space. Oscar pays attention as others identify safe and unsafe risks. He shows physical wellbeing by beginning to develop whole-body gross motor skills and spatial awareness.

Suggestions to support continuity of Wellbeing learning:

- Oscar expresses his feelings using single words and a picture exchange communication system to describe what he needs, e.g. he may say, 'Tired' and show an image of resting or a quiet activity.
- Oscar's OT supported planning for regular exercises and seat support to build strength and stability in seated group learning. He loves games, e.g. animal walks and beanbag head balance races.
- Assisting with fine motor tasks (e.g. opening containers and packets, doing up buttons or zippers and putting shoes on) supports Oscar to manage his personal needs.

Active learning

Oscar demonstrates positive dispositions toward learning by expressing interest in engaging with familiar materials or experiences. He attempts to use these materials to express ideas or feelings. Oscar shows confidence and involvement in learning by engaging with familiar spaces, materials and play. He displays curiosity about what is happening around him and is beginning to share thoughts and ideas from play. Oscar pays attention to modelled thinking to respond to a problem. He engages with technologies for learning and communication by attempting to use familiar technologies.

Suggestions to support continuity of Active learning:

- Problem/solution cards support Oscar's verbal attempts to communicate a problem and what he needs, e.g. he says, 'Hungry' and shows the card *I am hungry/I will get my lunchbox*.
- Breaking down experiences into smaller steps, both visually and verbally, builds Oscar's confidence and willingness to engage in experiences.

Communicating

Oscar engages with and expands language by communicating using spoken/signed language/s and AAC. He shows his developing literacy capabilities by responding to others during interactions. Oscar engages with a range of texts and recognises images in texts. He experiments with writing implements and is beginning to make marks. Oscar demonstrates his developing numeracy capabilities by noticing simple patterns. He communicates his understanding of the language of shapes, positions and directions. Oscar uses number names that are personally familiar and attempts counting. He follows directions to recognise everyday problems and seek help to resolve them.

Suggestions to support continuity of Communicating learning:

- Oscar loves small group story times. Pausing after reading and encouraging him to make connections between language and images supports his growing vocabulary and comprehension skills.
- Slowing the pace of adult speech, repeating new words and simple phrases frequently, and modelling language to expand on words Oscar uses helped his language and vocabulary skills to develop.

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