

Annotated transition statement — Lincoln

Transition statement

Teacher information

Key

- Points that are common to all transition statements.
- Points that are specific to this transition statement.

Child's name: Lincoln [name changed for privacy] **Date of birth:** 24 November 2007

Name of contact person completing this form: [Kindergarten teacher — name omitted for privacy] **Date completed:** 6 December 2012

Early childhood service name: [name omitted for privacy]

Child's attendance history: Five-day fortnight

Description of program delivery: The program is delivered from 8:30 a.m. until 4:30 p.m.

Child's strengths, motivations and interests

Lincoln's key strengths are his sense of humour, his conversational skills, his negotiation and reasoning skills, and his ability to form connections between new ideas and prior experiences. Lincoln has an excellent memory and is able to retain new knowledge.

Lincoln enjoys outdoor play and physical activity, especially exploratory play. Inside, he enjoys time on the computer, playing with cars, and using the collage trolley and paper crafts.

Suggestions to help Lincoln settle into school

Lincoln is looking forward to starting school and easily makes friends. He independently follows familiar routines and, with minimal prompts, manages feelings and new learning situations.

A transition statement is created to build a shared and accurate picture of a child's learning across the Kindergarten Year. It includes information about each of the learning and development areas: Identity, Connectedness, Wellbeing, Active learning and Communicating. The transition statement helps parents/carers and other partners to plan the child's smooth transition into school.

This statement focuses on a strategy to assist Lincoln with his transition to school. It includes information about his strengths and areas where support may be required.

This highlights Lincoln's unique strengths, motivations and interests.

Lincoln's transition statement

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The key focus for each learning and development area is stated, to provide information about the knowledge, skills and dispositions children explore throughout the Kindergarten Year.

Identity

A kindergarten child who has a strong sense of identity:

- is building a sense of security and trust
- acts with increasing independence and perseverance
- is building a confident self-identity.

Lincoln is comfortable within familiar environments and when interacting with familiar peers and adults. He seeks and accepts help when needed and understands that he will be supported in his learning.

Lincoln manages familiar routines and is developing skills in organising himself and his belongings. With occasional adult support, he makes choices about a range of play situations. He perseveres with new or challenging experiences before seeking help from adults or peers.

Lincoln displays confidence in his role as a peer and a learner, and positively approaches new learning experiences.

Connectedness

A kindergarten child who is connected with and contributes to their world:

- is building positive relationships with others
- shows increasing respect for diversity
- shows increasing respect for environments.

Lincoln plays and collaborates with others in familiar situations, and is developing strategies to establish and maintain positive relationships. In familiar situations, he is aware of his own and others' rights and identifies fair and unfair behaviours, using adult support to manage conflict.

Lincoln shows increasing interest in different cultures and responds respectfully towards differences and similarities when interacting with familiar peers and adults. He listens to and accepts others' viewpoints, ideas and opinions and realises that these may differ from his own.

Lincoln displays an interest in the built environment and discusses changes to the local environment. He responds to teacher-led discussions about how people can have positive or negative impacts on the environment.

Positive language is used to describe the level of support Lincoln received, in new or familiar situations.

Wellbeing

A kindergarten child who has a strong sense of wellbeing:

- is building a sense of autonomy and wellbeing
- explores ways to show care and concern and interact positively with others
- explores ways to promote own and others' health and safety
- explores ways to promote physical wellbeing.

Lincoln makes choices in relation to familiar play situations, using some simple strategies to manage unexpected situations and changes. He persists when faced with challenging situations.

Lincoln interacts positively in a range of familiar situations and, with support, shares and celebrates his own and others' contributions.

Lincoln engages in familiar routines and rules related to health, hygiene, nutrition and safety. He manages personal hygiene and self-care with minimal support.

Lincoln sustains involvement in gross-motor activities. He explores coordination and movement skills and attempts to catch and throw balls. Lincoln is developing fine-motor skills and explores ways to use a range of tools and equipment in play situations.

Statements are written using plain English and are succinct and clear.

Active learning

<p>A kindergarten child who is a confident and involved learner:</p> <ul style="list-style-type: none">• is building positive dispositions and approaches toward learning• shows increasing confidence and involvement in learning• engages in ways to be imaginative and creative• explores tools, technologies and information and communication technologies (ICTs).	<p>Lincoln shows an interest in exploring and investigating a range of topics. With prompts, he uses modelled thinking routines to attempt to solve problems. He reflects on experiences and learning, and applies his learning to new situations and contexts.</p> <p>Lincoln actively engages in his learning and, with minimal support, chooses familiar and some unfamiliar learning situations. He finds and organises resources to support his learning and contributes to conversations with familiar peers and adults.</p> <p>With prompts, Lincoln represents his ideas, feelings and experiences in a variety of ways. He makes connections between current knowledge and previous understandings, responding to adult and peer questions.</p> <p>With support, Lincoln enjoys using the computer to revisit familiar games and activities. He shows an interest in using a digital camera to create a story of his day.</p>
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Statements align to the learning and development areas (QLG pp. 38–62 and *Continua of learning and development*).

Communicating

<p>A kindergarten child who is an effective communicator:</p> <ul style="list-style-type: none">• explores and expands ways to use language• explores and engages with literacy in personally meaningful ways• explores and engages with numeracy in personally meaningful ways.	<p>Lincoln confidently communicates his needs, ideas and interests. He uses appropriate language to express his knowledge and understanding of topics of interest.</p> <p>With occasional prompts, Lincoln listens during interactions and takes turns in conversations.</p> <p>Lincoln actively engages with a variety of texts and discusses ideas presented in words, images and sounds. He is beginning to demonstrate writing behaviours and experiments with writing letters and words.</p> <p>Lincoln has explored number symbols and is able to suggest some purposes for using numbers in play and real-life situations. He identifies a variety of shapes, patterns and numbers within the environment and uses basic terms to describe numeracy concepts.</p>
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Statements are written using positive language and outline what Lincoln is able to do.

Please include any additional information about further support that may be required for this child

Lincoln responds well to teacher-led discussions and may require support to represent and demonstrate his knowledge and understanding in a variety of ways.

Teacher signature: _____ Parent/carer signature: _____ Date completed: _____

Transition statement

Family information

This section of the transition statement contains information provided by Lincoln's family, adding to the teacher's observations and statements.

Name of family member completing this form: *Sandra*
Signature of family member completing this form: 

Relationship to child: Mother

Date completed: 4 December 2012

Information that will support your child's transition to school

My child's interests are:	<i>Dancing; cars; inventing things; paper airplanes; lego; travel; swimming; computers; technology</i>
My child's strengths are:	<i>He is a thinker & is very bright. He likes to work out how things work. He is very affectionate.</i>
What is your child excited about and looking forward to about starting school ?	<i>New things to play with; new things to do; new people to meet.</i>
What would your child like to know about the school they will be attending?	<i>We have been a few times now and asked questions, so I think he is OK.</i>
What would your child like their new teacher to know about them?	<i>That he is smart, and a good boy</i>
What might help settle your child into school?	<i>He loves to be read to. He loves people showing an interest in his inventions and things he has built.</i>
Is there any additional information you would like to provide about your child?	<i>Lincoln can sometimes push boundaries and can be quite stubborn.</i>

Child's summary of kindergarten experiences

Note: Children may draw pictures to respond to these questions.
Adults may help scribe responses.



My name is: Lincoln (scribed by his teacher)

This section of the transition statement contains information provided by Lincoln.

<p>At kindy I really like to: play with my friends, play with the blocks, the cars and the mobile, and I like to play on the computer too.</p>	<p>I think I am really good at: running, spinning around, and making stuff.</p>	<p>Sometimes I might need help to: throw balls in the right direction, glue hard things together and tie things.</p>
<p>When I go to school I want to: play, and learn about dinosaurs, animals, fish, cars and space.</p>		