

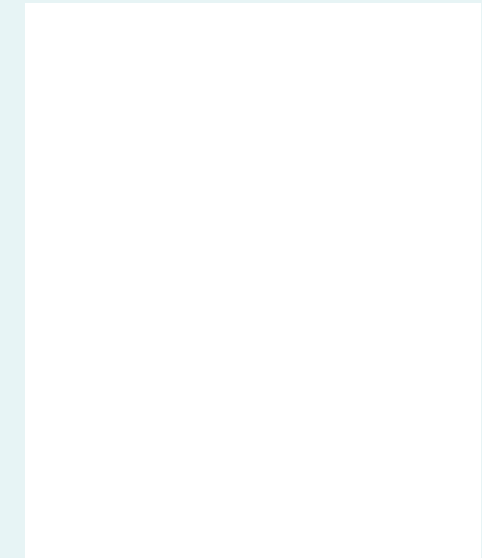
# TRANSITION TO SCHOOL STATEMENT

My name:

This statement tells you a bit about me and how I learn, so that I can have a strong start to school.

The name of my early childhood service:

The school I'll be going to next year:



Is this child Aboriginal and/or Torres Strait Islander?

Yes                  No                  Both

Is this child supported by another service or specialist program relating to their learning or development?  
If yes, please attach it to this form

Yes                  No

Does this child have an NDIS plan?  
If yes, please attach it to this form.

Yes                  No

**The Transition to School Statement gives a snapshot of this child's strengths, perspectives, and personality.**

It helps link the Early Years Learning Framework to the Early Stage 1 Syllabus in kindergarten so that teachers can better understand each child's learning, development, and background.

To help shape your responses, or to interpret the information provided by ECE services, go to our T2S Guide.





## 1. My early education details

Name of early educator completing this Statement

Preschool/service name

Preschool/service address

Phone contact

Email contact

Date form completed

Child's period of enrolment at service

day/month/year – day/month/year

Enrolled days per fortnight

Does this child receive additional support, here or at another service, relating to their learning or development?

Comments

Yes

No

This could include speech therapy, physiotherapy, occupational therapy, or other support.  
Please attach additional reports or information if available.

## 2. How I feel about school

Child and early childhood educator complete this section together

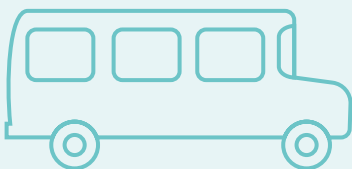
### Educator's prompts

### Child's responses

Have you visited your new school? Who did you go with?

Is there anything you'd like to know about your new school?

Would you like me to tell your new school teacher anything about you?





### 3. My early learning and development

Early childhood teacher or educator completes this section.

#### Outcome 1: Sense of identity

Always

Usually

Sometimes

Needs support

Participates in learning and play

Shares and negotiates resources with others

Responds when distressed or upset

#### LINKS TO ESI

PDHPE ✓

Science ✓

English ✓

Creative Arts ✓

Mathematics ✓

HSIE ✓

Intentional teaching strategies used or recommendations related to this outcome:

#### Outcome 2: Connection with and contribution to the world

Always

Usually

Sometimes

Needs support

Participates in small and large groups

Shows awareness of the needs of others

Shares knowledge and experience in play and learning

Builds and maintains relationships with others

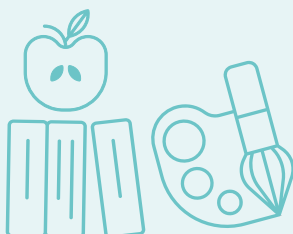
#### LINKS TO ESI

PDHPE ✓

Science ✓

English ✓

Intentional teaching strategies used or recommendations related to this outcome:





**Outcome 3: Child's wellbeing**

Always

Usually

Sometimes

Needs support

Self-regulates emotions

Demonstrates physical skill and ability

Manages personal hygiene and self-care

**LINKS TO ESI**

PDHPE

Creative Arts

Intentional teaching strategies used or recommendations related to this outcome:

**Outcome 4: Child is a confident and involved learner**

Always

Usually

Sometimes

Needs support

Shows interest in learning

Focuses attention and concentrates when challenged

Shows wonder and curiosity about the world

**LINKS TO ESI**

Science

English

Creative Arts

Mathematics

HSIE

Intentional teaching strategies used or recommendations related to this outcome:





**Outcome 5: Child communicates effectively**

Always

Usually

Sometimes

Needs support

Talks and listens in large and small groups

Represents thinking and ideas in creative ways

Shows awareness of printed letters as well as sounds

Works with mathematical concepts like numbers, patterns, and shapes

**LINKS TO ESI**

Science



English



Creative Arts



Mathematics



HSIE

Intentional teaching strategies used or recommendations related to this outcome:

**4. My drawing and its story**

The child is encouraged to draw a picture and to talk about what it depicts. The educator notes the child's narrative about their drawing, as well as relevant skills such as pencil grip.

The child is encouraged to draw a picture on the next page and talk about what it depicts.

The educator notes the child's narrative about their drawing.



#### 4. My drawing



SAVE