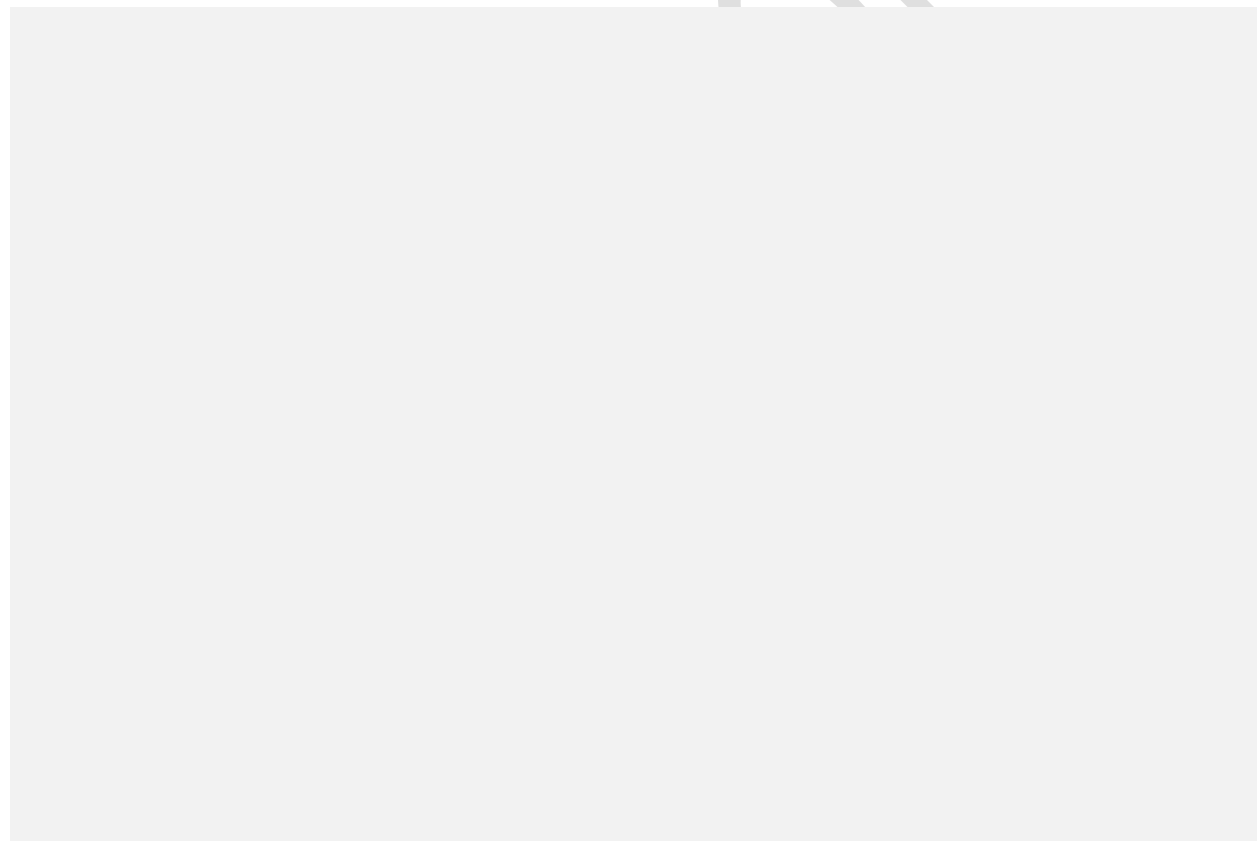


TRANSITION LEARNING AND DEVELOPMENT STATEMENT

CHILD'S DETAILS:

Child's first name:	
Child's surname:	
Child's date of birth:	
Primary school where the child is enrolled (if known):	
Outside school hours care service (if known):	

CHILD'S PHOTO:



PARENT /GUARDIAN CONTACT DETAILS

Name/s:	
Relationship to child:	
Phone:	
Email:	

EARLY CHILDHOOD SERVICE CONTACT DETAILS:

Name of service:	
Address of service:	
Service approval number:	
Name of educator/s completing this form:	
Position:	
Qualification:	
Phone:	
Email:	

Date this form was completed (mandatory):

Section 1: Transition Learning and Development Statement

This section has been completed by the Early Childhood educator

There are resources available on the Department of Education and Training's website to support schools to effectively use the Transition Statement at www.education.vic.gov.au/transitiontoschool

CONTEXT OF EARLY YEARS SETTING/S:

[Blank area for context of early years setting/s]

SPECIFIC INFORMATION:

[Blank area for specific information]

This Transition Statement includes:

<input type="checkbox"/>	Section 1.1 (mandatory): summary by an early childhood educator of the child's abilities in each of the Victorian Early Years Learning and Development Framework (VEYLDF) learning and development outcomes and to the Victorian Curriculum F-2 (if appropriate).
<input type="checkbox"/>	Section 1.2 (where applicable): information to support a child with a disability or developmental delay who requires enhanced transition. This section may be forwarded to the school earlier in the year to support early planning.
<input type="checkbox"/>	Section 2 – The child: completed with the child.
<input type="checkbox"/>	Section 3 – The family: completed by the family.
<input type="checkbox"/>	Section 4 – Sharing the Transition Statement.

Section 1.1: (Mandatory)

This section references the child's learning and development outcomes. This Transition Statement should support the child's continuity of learning as they transition into school. Specific intentional teaching strategies that take into account the child's skills, capabilities and learning dispositions should be written to inform the receiving teachers'/educators' planning and preparation.

LEARNING AND DEVELOPMENT OUTCOME	INTENTIONAL TEACHING AND LEARNING STRATEGIES FOR CONTINUITY OF LEARNING & DEVELOPMENT
IDENTITY – <i>Children have a strong sense of identity</i> <ul style="list-style-type: none">•	
COMMUNITY – <i>Children are connected with and contribute to their world</i> <ul style="list-style-type: none">•	
WELLBEING – <i>Children have a strong sense of wellbeing</i> <ul style="list-style-type: none">•	
LEARNING – <i>Children are confident and involved learners</i> <ul style="list-style-type: none">•	
COMMUNICATION – <i>Children are effective communicators</i> <ul style="list-style-type: none">•	

Section 1.2: (Early Childhood educators should consider completing this section if the child has a disability or developmental delay)

Enhanced transitions for children with a disability or developmental delay

Details of key worker or transition support coordinator (where available):

Key worker:	
Phone:	
Position:	
Email:	

Early childhood professional services details and reports:
(e.g. diagnosing psychologist/medical report; speech pathologist, occupational therapist, preschool field officer, early childhood intervention, psychologist, physiotherapist, audiologist, social worker or other support service)

Name of service:	
Address:	
Contact Person:	
Phone:	
Position:	
Email:	
Written Report available:	<input type="checkbox"/> Yes <input type="checkbox"/> No

Name of service:	
Address:	
Contact Person:	
Phone:	
Position:	
Email:	
Written Report available:	<input type="checkbox"/> Yes <input type="checkbox"/> No

This Transition Statement has been prepared for: <name of child>

ADDITIONAL INFORMATION TO SUPPORT THE CHILD’S INCLUSION AT SCHOOL:

This section is designed to provide information in addition to that provided in Section 1 (it is not necessary to repeat information from Section 1 here). It can include general information to note, for example about sleep, diet, ability to cope with change etc.

Areas of note:	Strategies for enhanced support

OTHER REPORTS/PLANS AVAILABLE:

List of reports or plans that are relevant and useful to support the child’s transition and inclusion at school.

Report name	Date of report	Will report be sent to school?

EARLY ABLES REPORTS:

The Early ABLES reports provide useful information for completing Section 1.1 of the Transition Statement. Copies of the learning reports may also be attached here.

Learning Report completed:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Date of report (1):		
Date of report (2)		

Section 2: The child

To maximise the use of this resource Early Childhood educators and /or families assisting the child to complete this section should ensure the child feels comfortable and is not rushed or pressured into completing this section. If the child resists try again later or opt out of this section

This section should be completed with the child by an adult they know and feel comfortable with. It should reflect the child's feelings and perspectives (a child may elect to draw, write or offer responses to the prompts below).

Name of the person assisting
[child's name] to complete this
section:

Relationship to the child:

*At home and/or
Kindergarten/Child care
my favourite thing is:*

I think I am really good at:

*Sometimes I might need
help to:*

*Things that I am curious
about:*

I think school will be:

Child's drawing:

EXAMPLE ONLY

Section 3: The family

To help families complete this section please provide families with the 'Guidelines to help families complete the Transition Learning and Development Statement' (available in a range of languages).

Some families may benefit from an educator taking time to help fill in this section.

Families can talk to their child's early childhood educator about how they can assist them to complete this section or refer to the information in the 'Guidelines to help families complete the Transition Learning and Development Statement' (a copy is available from their early childhood educator).

This section is to be completed by the child's Parent/Guardian. Section 1.1 must accompany this section, along with Sections 1.2 and 2, if completed.

It is important for families to contribute their perspectives to their child's Transition Statement.

Name of person filling in this form:	
Relationship to the child:	
What is your preferred language?	
Is your child Aboriginal and or Torres Strait Islander	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does your child have any siblings or close relatives/kin attending the same primary school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If so, please list their name/s and current grade level/s:	

As the child's first and most enduring teacher, a family's contributions are valued and support the relationship you will develop with your child's school. Please take some time to respond to the some or all of the questions below.

<p>What are your hopes, wishes or goals for your child at school? (Prompts: making friends; being happy; learning to read; write; etc.)</p>	
<p>What would you like to know about school? (Prompts: what to bring on the first day? Teacher's name?)</p>	
<p>How do you think your child will settle into school? How can we help?</p>	
<p>Currently my child is interested in...</p>	
<p>Overall I believe my child responds and learns best when...</p>	
<p>Is there anything else you would like your child's new teacher to know about your child?</p>	

Section 4: Sharing the Transition Statement

The Transition Learning and Development Statement summarises your child's learning before they begin school and provides specific strategies for school teachers and Outside School Hours Care (OSHC) educators to support their continuity of learning in the school and OSHC setting.

Please read the 'Guidelines to help families complete the Transition Learning Statement' for more information about the Transition Statement; how to fill in your part of the Transition Statement and what happens to the Transition Statement once it has been completed.

The section for the family (section 3), although optional, is very useful for the school, so we encourage all families to complete this section.

Please read the information your child's early childhood educator has provided in Section 1.1 and 1.2 (where applicable). The information that the early childhood educator has written about your child is a professional evaluation of your child's learning and development, however if you have any concerns please discuss these with the educator. This information will be retained by the early childhood service, school and Outside School Hours Care (OSHC) service (where applicable) in accordance with Victorian privacy laws.

Your child's early childhood service will compile the various sections of this Transition Statement upon receiving your input and provide you with a copy.

Your child's early childhood service will share relevant information to support your child's transition with your child's school (and if applicable the OSHC service).

If you choose not to provide input your child's early childhood educator will share the completed sections with your child's school and OSHC service (where applicable).

If you want to opt out of having relevant information shared with your child's school or OSHC service (where applicable) to support your child's transition, please speak to your child's early childhood educator. Research indicates sharing this information supports a successful transition to school.

The information below is to be completed by the early childhood educator

Name of the educator:

I have provided the family with a complete copy of their child's Transition Statement	<input type="checkbox"/> Yes	<input type="checkbox"/> No
The family is aware that I will be sharing relevant information to support their child's transition with their child's school and OSHC service	<input type="checkbox"/> Yes	
The family did not complete and return <i>Section 3 – The family</i>	<input type="checkbox"/> Yes	
The family has opted out of sharing the Transition Statement with their child's school or OSHC service.	<input type="checkbox"/> Yes	

Please note: Early Childhood educators must consider their professional ethics when communicating with the child's school and OSHC service and only share information relevant to supporting a child's transition.