NSW Transition to School Statement
Information sheet for school teachers

Starting school is a major event in the life of children and their families.
As a teacher, you play a key role in ensuring that children entering Kindergarten transition smoothly into the next stage of their learning.

We know that strong relationships and information sharing between families, early childhood settings and schools before children start school helps ensure a smooth transition.

What is the NSW Transition to School Statement?
The NSW Transition to School Statement is a practical and simple tool to make it easier for important information to be shared between families, early childhood services and schools.

Early childhood educators, families and children are able to contribute to the Statement, which includes:

- a summary of the child’s strengths, their interests and approaches to learning
- an outline of the strategies that have supported the child’s learning to date
- advice to support Kindergarten teachers in getting to know the children entering their class, and
- a parent’s perspective on their child’s early learning and development.

The Statement provides, for the first time, a common format for providing information to teachers and schools about children’s learning and development in an early childhood setting, no matter which school the child will attend for Kindergarten.

It will assist schools and teachers to get to know the children entering their classes before they start school and provide a strong foundation on which Kindergarten teachers can plan appropriate learning and teaching programs.

Why is a positive start to school important?
Early childhood experiences are vital for children’s brain development (Mustard 2002). A quality transition to school continues children’s development and learning. Pianta (2004) writes that a good transition to school process ensures children will start school ready to learn and schools will be ready for children.

Evidence suggests that children who have a positive start to school are likely to engage well and to experience academic and social success.

Transition to school should build on children’s prior learning and develop strong links between parents, prior to school services and schools.

The NSW Transition to School Statement will provide useful information to assist parents and schools with this process.

Where can I get copies of the Statement?
Both electronic and printable versions of the Statement are available from our website at www.dec.nsw.gov.au/ecec. The site also contains other information about the Statement for parents/carers, early childhood educators, and for teachers and schools.
What information is captured in the Statement?

The Statement is made up of six sections. Sections completed by the child’s early childhood educator are as follows:

- **Section A** records the child’s personal details.
- **Section B** is the more detailed section where the early childhood educator reflects on the child’s qualities and abilities and identifies any particular challenges he or she might face in making the transition from early childhood to school education.
- **Section C** provides information from the child about his or her feelings and expectations about starting school (using a drawing exercise as a prompt).

Sections completed by the child’s parent/carer are:

- **Section D** briefly records the parent/carer’s details and those of their child.
- **Section E** is where the parent/carer reflects on their expectations for their child on starting school, the child’s approach to learning, and their interests. It also asks parents/carers to identify any existing strategies in place to support their child’s learning.
- **Section F** is where parents/carers give consent for the information in the Statement to be passed on to their child’s nominated primary school.

All information provided is voluntary. Parents/carers have given their consent for the information in the Statement to be passed on to the child’s nominated primary school.

What is the role of parents or carers in this process?

Provided that the parent/carer has indicated which school the child will be attending and given consent for the Statement to be shared, the early childhood service that the child attends will send a copy of the Statement to the school. Ideally, this will be done electronically, that is, by scanning and emailing the document to the school.

Some parents may not wish to have the Statement used in this way and may choose instead to keep the Statement for their own purposes or to give it to the school themselves. This is their choice.

We recommend that parents be advised that the earlier the information can be provided to the school, the more opportunity the school has to use it in their planning for the year ahead.

What is the role of teachers and schools in this process?

The Statement has been designed to provide teachers with a fuller picture of a child entering Kindergarten. It is expected that in many cases the Statement will supplement local transition to school processes.

For more information

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