



Northern Territory

Early Childhood Transitioning Package

# Braitling Primary School

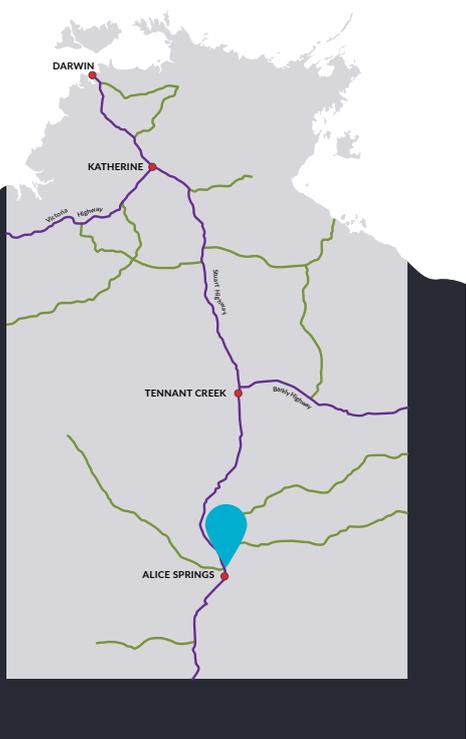
CASE STUDY

# Braitling Primary School

Braitling Primary School is an independent public school in Alice Springs that has been educating children since 1977.

Braitling Primary School caters for around 300 students from preschool to year 6, from many backgrounds and cultural groups.

Nearly half of our students are Aboriginal and 42 per cent of the student body have a language background other than English.



## Taking action

In 2018 Braitling School expanded the way the NT Early Childhood Transitioning Package was used to include our entire primary school.

As we had an existing transitioning process in place with Centralian Middle School for students finishing Year 6, it seemed natural to build these processes into our whole school protocol.

## Creating change

While developing end of year reporting documents, teachers compiled a modified transitioning statement for each child (P-6) that included similar information from the

preschool profile as well as targeted information that would inform the following year's teacher.

At the end of 2018, staff met with the teacher who would receive their students the following year. We also invited the two new teachers beginning at our school to the meeting so all staff could discuss the Transitioning Statement and view data relevant to their new class.



[Click to view the Braitling Primary School transitioning statement template](#)

Transitioning Statement to Year _____		
Braitling Primary School Student Name: _____ DOB: _____		
Strengths, milestones and interests	Suggestions to assist with transitioning	Additional information about further support required
Standardized test information PIRASA: _____ PATSA: _____ PATSA: _____	Student Information EAL/D Special Needs Trauma FIC Counselor/HCW	Family Information
Friends	Behavior/Problems, supports, supports	Other

# Challenges

As end of year student and class preparations were adapted to suit the updated transitioning process, we were aware this could have posed a challenge to our teachers.



Teachers were supported to understand and fulfill their new responsibilities of completing transitioning statements. Teachers worked in year level teams when compiling statements checking for the relevance of information that was included.

Inviting the two new teachers to the transitioning meeting posed potential

organisational and financial challenges, however these minor challenges were overcome as we predicted the benefits far outweighed the difficulties.

Those involved believed the changes in our transitioning procedure really enriched our whole school process for the end of the year.



Click to view the Braiting Upper Primary transitioning statement

Northern Territory Early Childhood  
Transitioning Statement

**Braiting Prechool**  
Student:  (name removed to de-identify) Date: March 2018  
Class:  (name removed to de-identify) Address:  (name removed to de-identify)

<p><b>Child's Strengths, Interests and Talents</b></p> <ul style="list-style-type: none"> <li>Child enjoys playing, drawing, singing and dancing.</li> <li>She also likes to play in the sandpit or on the double slide with her friends.</li> </ul>	<p><b>Transitioning Statement Summary</b></p> <ul style="list-style-type: none"> <li>Child has been attending Braiting Prechool since 2015. She is a happy, confident and socially competent child who is friendly and enjoys playing with her friends.</li> <li>Child is a happy, confident and socially competent child who is friendly and enjoys playing with her friends.</li> <li>Child is a happy, confident and socially competent child who is friendly and enjoys playing with her friends.</li> </ul>	<p><b>Additional information about further support required</b></p> <p>None.</p>
<p><b>Wellbeing: EYLF Learning Outcome 1</b></p> <ul style="list-style-type: none"> <li>Child is confident and comfortable with others.</li> <li>Child has the ability to seek assistance when hurt or upset.</li> <li>Sometimes she needs to be reassured that her actions can be harmful and upset her friends.</li> </ul>	<p><b>Learning and Thinking: EYLF Learning Outcome 2</b></p> <ul style="list-style-type: none"> <li>Child is confident and comfortable with others.</li> <li>Child has the ability to seek assistance when hurt or upset.</li> <li>Sometimes she needs to be reassured that her actions can be harmful and upset her friends.</li> </ul>	<p><b>Communication: EYLF Learning Outcome 3</b></p> <ul style="list-style-type: none"> <li>Child is confident and comfortable with others.</li> <li>Child has the ability to seek assistance when hurt or upset.</li> <li>Sometimes she needs to be reassured that her actions can be harmful and upset her friends.</li> </ul>

Teacher's Name: P. (name removed to de-identify) Signature: \_\_\_\_\_

## Initial findings

Statements and student data profiles allowed our teachers to know the whole child and become familiar with their individual profile including any considerations such as an Education Adjust Plan (EAP).



This provided a reference to help plan the upcoming year.

One of our Transition teachers commented that:

*“Receiving transitioning statements before the school year began assisted me in getting to know a bit about the children who were going to be starting in my class.*

*It was a brief insight into what they enjoyed doing at preschool and what their strengths were. It also gave me a starting point to get to know them.*

*Starting Transition is a bit of a daunting time for the little ones but having a snap shot of their background helped me start to develop positive relationships with each child and their family.”*

Writing transition statements for students in their class also provided teachers the opportunity to reflect on the transitioning process.

*“Writing the transitioning statement for my students is a way to think about each child as a whole person and not necessarily just on their academic outcomes.*

*It makes me feel at ease knowing that the next teacher is aware of information about each of them so that their own transitioning processes happen smoothly.”*



[Click to view the Braiitling Lower Primary transitioning statement](#)

Transitioning Statement to Year 2		Braiitling Primary School	
Student ID: [redacted] (to view)		Date completed: 11/20/2019	
Class: Year 1		PR Level: 2	
<b>Strengths, recollections and interests</b> <ul style="list-style-type: none"> <li>M loves to read and play. She has a favourite day at school when she is allowed to dress up, and get to be a star or a cat. She likes to have work on her head and a hat.</li> <li>Academically she requires a lot of support and when starting she generally requires an adult read to her to complete the learning task.</li> </ul>	<b>Supports to assist with transitioning</b> <ul style="list-style-type: none"> <li>Building relationships with M to get to know her needs is essential. As soon as she comes into the classroom it is obvious whether she needs a sleep or if she is ready for learning.</li> <li>M parents list of those attending to the front office so she has time to create a space in the classroom she can go to instead. This works sometimes but not all of the time.</li> </ul>	<b>Academic information about further support required</b> <ul style="list-style-type: none"> <li>M has been seeing POC since the start of Prep this year. However they have referred her onto another service for 2019.</li> <li>When told her 'not right now' or 'please don't do that' M can be set off. To minimise the use of formal and legal with her client team bring to notice that I need some space at times when she wants to be on my own.</li> </ul>	
<b>Friend</b> <ul style="list-style-type: none"> <li>M admires J. J and B. These girls love to help her and feed into her acting but is really shy.</li> <li>At day time M generally doesn't play in the yard. She will often follow me around if I have Yoda Dolls and is in the front office with D.</li> </ul>	<b>Student information</b> <ul style="list-style-type: none"> <li>EAL/D</li> <li>Special Needs</li> <li>Trauma</li> <li>PLC</li> <li>Chromosomes/DNA</li> </ul>	<b>Family information</b> <ul style="list-style-type: none"> <li>M's parents died tragically when she was young and as a result she has suffered a lot of trauma.</li> <li>She currently lives with her 'Auntie', whom she calls 'mum', and her older brother.</li> <li>Please see me for a more detailed explanation.</li> </ul>	
<b>Friendship challenges</b> <ul style="list-style-type: none"> <li>M struggles to remember people's names which impacts on her ability to make and maintain friends. Her ability to make a conversation is limited. Her ability to make a conversation is limited.</li> <li>M doesn't easily or naturally follow. When people (children and adults) think they are talking to her with her she doesn't understand and gets upset.</li> </ul>	<b>Behaviour (Positive, negative, target)</b> <ul style="list-style-type: none"> <li>M displays irrational behaviour and requires a lot of time and support. She can get from being compliant to being unreasonable in a matter of seconds.</li> <li>Due to the language delay it is hard for her to communicate what has upset her.</li> </ul>	<b>Other</b> <ul style="list-style-type: none"> <li>Please come and have a chat to me about this beautiful little girl as soon as you can.</li> </ul>	

# Future planning

The opportunity to extend the use of the Transitioning Statements at Braitling enabled us to ‘deliver students’ to new teachers with a handover that included information that was critical to ‘knowing the child’.



In addition to a rich data set for each student the use of the Transitioning Statements across the school gave teachers the opportunity to know each child.

Using a relationships-based learning lens we were able to share critical information to assist with the child’s next year of schooling. The process also supported the new teacher.

The knowledge and information passed on was appreciated by all staff, including our Special Ed Team who are integral in

these conversations. We now use this process in all our end of year handovers.

As a school we are investigating further ways we can work collaboratively, and we consult with other service providers beyond our school that our students’ and families’ access.

By working together we have a greater understanding of the important role we play in the lives of our students and their families.



[Click to view the Braitling Preschool transitioning statement](#)

# Transitioning Statement to Year \_\_\_\_\_



## Braitling Primary School

Student Name \_\_\_\_\_

D.O.B. \_\_\_\_\_

### Strengths, motivations and interests

- 

### Suggestions to assist with transitioning

- 

### Additional information about further support required

- 

### Standardized test information

PM Level \_\_\_\_\_  
PAT-M \_\_\_\_\_  
PAT-R \_\_\_\_\_

### Student Information

EAL/D   
Special Needs   
Trauma   
PLC   
Counsellor/HO/RA

### Family Information

### Friends

### Behaviour (Positives, negatives, triggers)

### Other

# Transitioning Statement to Year 6



## Braitling Primary School

Student: A (names removed to de-identify)

D.O.B: 2018

Class: 5/6

PM Level: Prode XX

Date completed: 28/11/18

### Strengths, motivations and interests

- Very capable student.
- Great at literacy and writing.
- Motivated, conscientious, voice of reason and matured.
- Good leader.
- Speaks quietly and confidently.

### Suggestions to assist with transitioning

- Metacognition.
- Enjoys texts that are challenging and has a strong message.
- Thrives in high ability groups and can work independently as well as in groups.

### Additional information about further support required

### Friends

- E – in particular.
- Can work with anyone.

### Student Information

EAL/D

Special Needs

Trauma

PLC

Counsellor/HO/RA

### Family Information

- Stable and very good family circumstances.
- Very well cared for.
- Family has strong sustainability beliefs.

### Friendship challenges

- New to school so found it a bit challenging to enter into established friendship groups
- Took the challenge in her stride and has developed friendship with E and her group of friends.

### Behaviour (Positives, negatives, triggers)

- Wonderful and an absolute delight.

### Other

- Is writing her own book.

# Transitioning Statement to Year 2



## Braitling Primary School

Student: *M* (names removed to de-identify)

D.O.B:

Class: Year 1

PM Level: 0

Date completed: 7/12/2018

### Strengths, motivations and interests

- *M* loves foxes and cats. She has a successful day at school when she is allowed to dress up and act like a fox or a cat. She likes to have ears on her head and a tail.
- Academically she requires a lot of support and unless playing she generally requires an adult next to her to complete her learning task.

### Suggestions to assist with transitioning

- Building a relationship with *M* to get to know her moods is essential. As soon as she comes into the classroom it is obvious whether she needs a sleep or if she is ready for learning.
- *M* spends a lot of time absconding to the front office so we have tried hard to create a space in the classroom she can go to instead. This works sometimes but not all of the time.

### Additional information about further support required

- *M* has been seeing HO (*service*) for Sand Play therapy this year, however they have referred her onto another service for 2019.
- When told 'no' or 'not right now' or 'please don't do that' *M* can be set off. I try to model the use of humour and laugh with her when I am trying to explain that I need some space at times when she wants to be on my arm.

### Friends

- *M* admires *J*, *N* and *B*. These girls tend to baby her and feed into her acting like a baby.
- At play time *M* generally doesn't play in the yard. She will often follow me around if I have Yard Duty or sit in the front office with *D*.

### Student Information

EAL/D

Special Needs

Trauma

PLC

Counsellor/HO/RA

### Family Information

- *M*'s parents died tragically when she was young and as a result she has suffered a lot of trauma.
- She currently lives with her \_(family member)\_ whom she calls mum, and her older brother.
- *Please see me for a more detailed explanation.*

### Friendship challenges

- *M* struggles to remember people's names which impacts on her ability to make and maintain friends. Her ability to have a conversation is impacting from her language delay also.
- *M* doesn't easily understand humour. When people (children and adults) think they are having a joke with her she doesn't understand and gets upset.

### Behaviour (Positives, negatives, triggers)

- *M* displays irrational behaviour and requires a lot of time and support. She can go from being completely calm to being inconsolable in a matter of seconds.
- Due to her language delay it is hard for her to communicate what has upset her.

### Other

- *Please come and have a chat to me about this beautiful little girl as soon as you can 😊*



# Northern Territory Early Childhood Transitioning Statement



## Braitling Preschool

**Student:** D (names removed to de-identify)

**D.O.B:** March 2014

**Class:** Wednesday/Thursday Group

**Attendance percentage:** %

**Date completed:** November 2018

### Child's strengths, motivations and interests

- D enjoys painting, home corner, dancing and playdough.
- She also likes to play in the sandpit or on the double bikes with her friends.

### Suggestions to assist with transitioning

- D may take time to engage in activities. She will likely stand back and 'watch' at first. Once comfortable, D will contentedly participate either individually or alongside her friends.
- D particularly enjoys painting and craft activities. Including these types of activities will help her feel comfortable in her new class.

### Additional information about further support required

N/A

(Photo was removed to de-identify)

## Early Years Learning Framework and Northern Territory Preschool Curriculum Learning Outcomes

### Identity: EYLF Learning Outcome 1

- D feels safe, secure and supported at preschool.
- D happily plays on her own or with a couple of good friends.
- She is easygoing and likes to explore all the learning experiences on offer at preschool.
- She is extremely cautious, often gauging what is going on before having a go herself.

### Connectedness: EYLF Learning Outcome 2

- D demonstrates that she has a sense of belonging to the preschool community.
- She has formed some strong connections with her peers and educators and it is evident that she can ask for assistance if needed.

### Wellbeing: EYLF Learning Outcome 3

- D is good at keeping herself safe when playing and often prefers quiet play on her own or with a small group of friends.
- D has the ability to seek assistance when hurt or upset.
- Sometimes she needs to be reminded that her actions can be hurtful and upset her friends.

### Learning and Thinking: EYLF Learning Outcome 4

- D likes to express herself through painting and craft. She also likes to play with playdough and can be often seen role playing and dressing up with her friends in the home corner.
- D happily partakes in planned learning experiences, and is beginning to pay attention for extended periods of time during group meetings.

### Communication: EYLF Learning Outcome 5

- D can express her needs through verbal and non-verbal communication. She likes to have conversations with her peers and educators.
- D likes to listen to stories and can often be seen browsing books that interest her, often making up the story to go with the pictures. A great pre-reading skill.