

# Queensland kindergarten transition statement

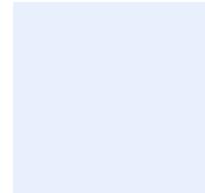
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## Lake Sundew Kindergarten

**Child's name:** Alif Abdul-Aziz

**Preferred name:** Al

**Date of birth:** 16/05/2016



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## Al as a learner

Al is a learner who enjoys investigating, exploring and problem-solving. He is often engaged in constructing and experimenting, and he enjoys doing this with and alongside familiar peers.

## Identity

Al shows a sense of security and trust by accepting support from familiar people when required and approaching new experiences with encouragement. He demonstrates independence and perseverance by choosing preferred learning experiences and working towards goals.

Al demonstrates self-identity by responding to questions about personal experiences and recognising achievements. Al has built trusting relationships with familiar adults and peers in his kindergarten group. He engages in sustained interactions with his peers in play experiences, such as constructing a marble run.

## Connectedness

Al demonstrates positive relationships by cooperating and sharing and understanding responsibilities. He shows respect for diversity by recognising differences and listening to discussions about bias. Al is showing interest in Aboriginal and Torres Strait Islander ways of knowing and being. He shows respect for environments by independently caring for the kindergarten and taking responsibility for sustainable practices. Al participates in collaborative projects such as painting rocks for others to find in the kindergarten garden. He explores the environment through multiple senses. Al joins with peers in planting, watering and harvesting food from the kindergarten garden.

## Wellbeing

Al demonstrates autonomy by applying strategies to regulate emotions and using strategies to respond to challenges. He shows how to stay healthy and safe by independently managing personal needs and identifying safe and unsafe behaviours. Al shows physical wellbeing by independently demonstrating gross motor skills and demonstrating spatial awareness. Al is comfortable in the kindergarten environment. When there is a change or a new challenge, Al often observes his peers or kindergarten staff before acting.

## Active learning

Al demonstrates positive dispositions towards learning by showing curiosity and participating in projects and investigating and using strategies for problem-solving. He is making links between

previous and new learning and innovating with new materials. Al shows confidence and involvement in learning by sharing ideas and responding to questions. He uses technologies for learning and communicating by engaging with technologies in play and learning experiences. Al works independently and with peers or kindergarten staff to explore scientific, engineering and mathematical concepts in hands-on projects, and explores how to apply them in everyday and play activities. For example, Al uses weighing scales to find the heaviest and lightest objects.

## Communicating

Al explores language by using new words and listening strategies. He explores literacy by making connections between familiar texts and personal experiences. Al is identifying sound–letter relationships and identifying familiar symbols or logos. He is attempting to write words. Al explores numeracy by describing shapes, positions and directions. He is solving problems using mathematical thinking. Al is using numerals or visual representations to describe quantity. He is creating simple patterns. Al is learning English as a second language and is increasing his use of English vocabulary. His communication in English is supported with prompts, gestures, and keywords from his first language (Arabic), and providing time for him to think before responding.

## Suggestions for continuity of learning

Al started kindergarten in June, soon after he arrived in Australia. His first connection at kindergarten was with another child who shares the same first name. Al and his friend shared play experiences, such as building with blocks and playing tag. These play experiences, and establishing connections with other children, were significant in supporting Al's transition into kindergarten and helping him to feel safe and secure in this learning environment. Al speaks Arabic at home and his mother has helped his kindergarten teacher and educators to learn some keywords.

## Strategies for a successful transition to school

Supporting Al to connect with a buddy in his first days in Prep will help him to feel comfortable in his new school environment. A visual routine and predictable flow of the day will help Al to know what to expect next. Social learning stories shared in English and translated into Arabic by his parents would also be helpful.

<b>Program enrolment start date:</b>	June 2020
<b>Number of days enrolled:</b>	57
<b>Number of full days absent:</b>	2
<b>Kindergarten teacher's name:</b>	Alexandra Lane
<b>Service email:</b>	director@lakesundewkindy.com.au
<b>Date completed:</b>	12 November 2020