

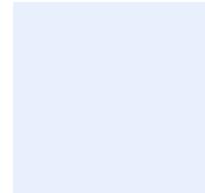
Queensland kindergarten transition statement

Lake Sundew Kindergarten

Child's name: Mary Byrd-Song

Preferred name: Mary

Date of birth: 27/10/2015



Mary as a learner

Mary is a curious learner and actively explores the kindergarten environment. She uses her senses to form an understanding of the world around her and to inform her need for feeling safe and secure. Mary started kindergarten in August 2019 and is in the early stages of gaining allied health support.

Identity

Mary shows a sense of security and trust by accepting support from familiar people when required and approaching new experiences with encouragement. She demonstrates independence and perseverance by choosing preferred learning experiences and attempting familiar challenges. Mary demonstrates self-identity by responding to questions about personal experiences and recognising achievements when identified by others. Mary's sense of security and trust is co-regulated by familiar adults who listen and respond to her cues and communications. She responds to questions using touch, movement, and vocal sounds.

Connectedness

Mary demonstrates positive relationships by playing alongside others and observing fair and unfair behaviours. She shows respect for diversity by observing aspects of culture. Mary is showing awareness of Aboriginal and Torres Strait Islander ways of knowing and being. She shows respect for environments by noticing changes in the natural environment and observing sustainable practices. In play experiences with high-tactile sensory input, Mary plays alongside others. Teachers and other adults provide explicit support, keywords and gestures to support her interactions with others. Mary engages in an environment that embeds Aboriginal and Torres Strait Islander culture, stories and songs.

Wellbeing

Mary demonstrates autonomy by expressing feelings and using guided strategies to respond to challenges. She shows how to stay healthy and safe by attempting to manage personal needs and observing safe and unsafe behaviours. Mary shows physical wellbeing by developing gross motor skills and developing spatial awareness. Mary expresses her feelings by vocalising and with body movements. Her teacher and kindergarten staff have introduced signs and visual cues to support Mary to understand and express how she feels. Kindergarten staff guide Mary with movement choices by offering safe climbing options.

Active learning

Mary demonstrates positive dispositions towards learning by showing curiosity and making choices about familiar projects and observing and responding to questions about a problem. She is making links to previous learning and responding to aspects of the arts. Mary shows confidence and involvement in learning by sharing ideas and responding to questions. She uses technologies for learning and communicating by using technologies in play experiences. Mary explores learning through imitation and repetition of experiences that have a sensory component. She takes time to process and respond to questions using gestures. Mary uses materials such as paint and playdough with support from adults. She uses digital technologies in play experiences.

Communicating

Mary explores language by beginning to use spoken/signed or alternative communication. She explores literacy by identifying familiar texts. Mary is responding to simple rhymes and identifying familiar symbols or logos. She is attempting mark-making. Mary explores numeracy by recognising size, quantity and time. She is identifying everyday problems. Mary is identifying attributes of objects and attempting to count. She is noticing simple patterns. Mary is using visual cues and keywords to develop language and literacy. She uses familiar digital texts, such as images on her mother's smartphone. Mary responds to rhymes, joining in actions, and recognises her name on her lunchbox. She collects items with similar attributes in numeracy learning.

Suggestions for continuity of learning

Mary enjoys kindergarten and often likes to keep playing at the end of the kindergarten day. Her family would like her to learn to use spoken communication more. Mary's mother is considering dual placement, including enrolment in an early childhood development program (ECDP) to support Mary's learning and development before her transition to Prep in 2021.

Strategies for a successful transition to school

Mary learns best when provided with visual cues, gestures and keywords. Her learning should incorporate gross motor and movement experiences. Adjustments should be made to reduce sensory sensitivities including noise, crowded spaces, and dark and enclosed spaces. Mary requires self-care support across each day. Importantly, she will require support to remain safely within the school grounds and boundaries.

Program enrolment start date:	August 2020
Number of days enrolled:	30
Number of full days absent:	0
Kindergarten teacher's name:	Alexandra Lane
Service email:	director@lakesundewkindy.com.au
Date completed:	15 November 2020