

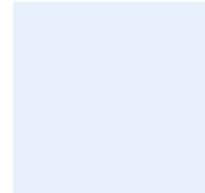
Queensland kindergarten transition statement

Lake Sundew Kindergarten

Child's name: Matthew Vitalis

Preferred name: Matt

Date of birth: 4/03/2016



Matt as a learner

Matt is a confident learner in the kindergarten environment. He has a keen interest in letters and numbers, and he enjoys tactile sensory experiences such as finger painting and playing with kinetic sand.

Identity

Matt 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 engaging with routines and attempting familiar challenges. Matt demonstrates self-identity by responding to questions about personal experiences and recognising achievements when identified by others. Matt perseveres to complete puzzles and experiences that interest him, such as creating train tracks. Matt celebrates his achievements with prompting and feedback from educators.

Connectedness

Matt demonstrates positive relationships by playing alongside others and observing fair and unfair behaviours. He shows respect for diversity by observing aspects of culture. Matt is showing awareness of Aboriginal and Torres Strait Islander ways of knowing and being. He shows respect for environments by noticing changes in the natural environment and observing sustainable practices. Matt participates in kindergarten circle time gatherings and joins in with Acknowledgment of Country. He particularly enjoys the *Special Land* book by Aunty Wendy Notley. Matt notices changes in the natural environment and uses a visual calendar as a prompt to discuss weather conditions.

Wellbeing

Matt demonstrates autonomy by copying words to express feelings and beginning to manage changes. He shows how to stay healthy and safe by attempting to manage personal needs and observing safety rules. Matt shows physical wellbeing by demonstrating gross motor skills and developing sensory awareness. Matt is increasingly independent with self-care routines. His teacher and educators support Matt with visual picture sequences, and unhurried time to independently complete tasks with guidance, such as putting his lunchbox away. Matt enjoys active outdoor play and obstacle courses.

Active learning

Matt demonstrates positive dispositions towards learning by showing curiosity and making choices about familiar projects and observing and responding to questions about a problem. He is making links to previous learning and using materials. Matt 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. Matt is interested in resources and equipment with wheels and rotation. He responds to questions with gestures and cues. Matt uses creative materials including paint and writing materials to make marks. Matt experiments with rhythm and sound using drums and musical instruments.

Communicating

Matt explores language by using spoken/signed or alternative communication strategies. He explores literacy by making connections between familiar texts and personal experiences. Matt is identifying sound–letter relationships and identifying pictures and words. He is copying letters and words. Matt explores numeracy by understanding the language of shapes, positions and directions. He is identifying everyday problems. Matt is identifying attributes of objects and counting in sequence. He is noticing simple patterns. Matt uses visual cues, keywords and signs to communicate. He is able to memorise words, can repeat them in sequence and, with support, is beginning to demonstrate some comprehension. With encouragement and support Matt engages in small-group games with a letter or number focus.

Suggestions for continuity of learning

Matt has an education support plan in place for his diagnosed learning support needs. He has attended both an early childhood development program (ECDP) and a Pre-Prep program at an Autism Queensland school this year. A speech therapist has attended the kindergarten once per fortnight to observe and provide strategies to support Matt. Matt uses visual cues, keywords and signs to communicate. He prefers smaller group learning experiences that relate to his interests. Visual and predictable routine sequences help Matt to understand what comes next and feel secure in the learning space.

Strategies for a successful transition to school

Strategies that have supported Matt's participation in the kindergarten program include ongoing opportunities for his teachers and educators to speak with the speech therapist about effective use of visual cues and signs to support Matt's communication. He responds best in small-group planning situations and is comfortable with learning experiences that include a tactile sensory component. Matt finds ways to incorporate trains and cars into his learning environment and benefits from regular movement breaks.

Program enrolment start date: January 2020

Number of days enrolled: 120

Number of full days absent: 8

Kindergarten teacher's name: Alexandra Lane

Service email: director@lakesundewkindy.com.au

Date completed: 15 November 2020