

Transition Statement template

A Transition Statement is a tool for collecting and sharing information about a student. The information gathered will assist parent/guardian/carer(s) and school staff to have a shared understanding of the student's profile of abilities, disability and how these impact upon him/her. This statement could include a summary of previous assessments and reports and the student's current learning profile. A student snapshot may also be part of this statement.

1. Collate information to be provided to the secondary school to assist the school in supporting the student.
2. Student to develop a 'personal snapshot'.
3. Work with health and allied health staff to prepare and compile reports for school 'Consent to transfer file'.
4. The student's parent/guardian/carer(s) to sign the consent form allowing the information gathered within the Transition Statement to be shared with professionals supporting their child during the transition to and enrolment at their nominated secondary school.

Transition Statement: Schedule 1 – Privacy and Transition Consent Form for Parent/guardian/carer(s) and school staff

What is a Transition Statement?

All schools collect information from new students during times of transition. Gathering information provides schools with the opportunity to:

- provide tailored support for each child and
- effectively plan and prepare a successful transition to secondary school.

A Transition Statement is a tool for collecting and sharing information about a student. It is developed through a collaboration between key school staff from a student's primary and secondary schools and parent/guardian/carer(s). The student should also have an opportunity to contribute and shape their transition journey.

The material gathered will provide the parent/guardian/carer(s) and school staff with a shared understanding of the student's abilities and disabilities and how they impact on the student, as well as information to support the continuity of the student's learning.

This Transition Statement should also include a summary of previous assessments and reports and the student's current learning profile. The Transition Statement might include information on some or all of the following:

- Diagnosis
- Current presentation
- Cognitive profile – thinking and learning
- Health/associated features
- Description of the student's current emotional and behavioural profile.

The student's Transition Statement will be confidential. All staff in Victorian government schools and staff employed by the Department are required by law to protect the personal and health information collected and held by a school and it is the responsibility of the secondary school to ensure that the student's Transition Statement is stored securely and safely.

Who can access the Transition Statement?

Access to the student's Transition Statement will only be granted to Department staff whose need to view the information is in line with the purpose of the statement – that is, to support the student's transition, learning and development. 'Department professionals' may include, but are not limited to:

- learning area (subject) teacher/s,
- homeroom teacher/s,
- leadership staff,
- staff with responsibilities for wellbeing and
- Student Support Service Officers.

As parent/guardian/carer(s), you may, at any time, request access to the personal information that the school holds about your family and your child and/or request that it be corrected or removed. Should you wish to access, remove or modify any information you should contact the school in the first instance. If you wish to make a complaint or require further information about the privacy of personal information, you should contact the Principal of the school in the first instance or the Region's Privacy Officer.

If you as parent/guardian/carer(s) choose not to provide some or all of the information requested, or allow limited information from the Transition Statement to be shared with relevant school staff and other Department professionals working to support your child, it may affect the quality of support the school can offer.

In exceptional circumstances it may be deemed beneficial that your child's secondary school share the Transition Statement with external professionals (in addition to those listed above) to further support your child's learning, growth and development. If this is the case, the school must seek written consent from you as the parent/guardian/carer(s) and may not pass on any part of the statement without explicit consent.

Consent Form

Do you consent to your child's Transition Statement being shared with professionals supporting your child during their time at [insert secondary school name]?

Yes

No

Signature of Parent/guardian/carer(s): _____

Print Name: _____

Date: / /

Print Student's Name: _____

Student's Enrolment Number: _____

School acknowledgement

I acknowledge the responsibilities of the school in the appropriate use, storage and maintenance of this information.

Yes

No

Signature of Principal: _____

Print Name: _____

Date: / /

Transition Statement: Schedule 2 – Information for school staff

Privacy and consent when sharing information

Privacy laws provide a guide to information handling. Schools must be reasonable and fair in their treatment of personal and health information, not only for the benefit of staff and students but also to maintain the Department's reputation.

Victorian privacy legislation includes the *Information Privacy Act 2000*, the *Health Records Act 2001* and the *Public Records Act 2002*. As well, the Commonwealth Privacy Act 1988 applies in Victoria. These laws regulate the way schools can collect, use, retain, secure and dispose of personal and health information. This includes information or opinion about an individual whose identity is apparent or can be reasonably ascertained from the information.

Privacy legislation requires, among other things, that organisations that collect personal information about individuals advise those individuals of:

- the purpose of collecting the information,
- whom the information would normally be disclosed to,
- how individuals may access information the organisation holds about them and
- any consequences for not providing some or all of the information requested.

It is for these reasons that the Privacy and Transition Parent/School Consent Form is included within the Transition Statement.

When working with privacy issues, it is important for schools to consider the following requirements:

- **Collecting:** collect only the information that is needed and be clear about the purpose for which it is being collected.
- **Informing:** tell the student and/or the student's parent/guardian/carer(s) why the information is needed and how it will be handled.
- **Disclosing:** disclose the information only as necessary for the primary purpose of collection.
- **Accessing:** provide the student and/or the student's parent/guardian/carer(s) with access to their information on request, unless there are concerns that information contained in the files may cause harm to the individual or others.
- **Security:** keep personal information secure and safe from unauthorised access.

Personal information

The collection, use, disclosure and management of personal information is governed by the *Information Privacy Act 2000* (Vic) and the Information Privacy Principles contained within it. Personal information is “information or an opinion (including information or an opinion which is on a database), whether true or not, and whether recorded in a material form or not, about an individual whose identity is apparent, or can reasonably be ascertained from the information or opinion” Staff who are collecting, using, disclosing or managing the personal information of a student must comply with this Act and the Information Privacy Principles contained within it.

The collection, use, disclosure and management of health information is governed by the *Health Records Act 2001* (Vic) and the Health Privacy Principles contained within it. Health information is “information or an opinion about: the physical, mental or psychological health of an individual, the disability of an individual, an individual’s expressed wishes about the provision of services to him or her, which is also personal information”. Staff who are collecting, using, disclosing or managing the health information of a student must comply with this Act and the Health Privacy Principles contained within it.

Further information on the information privacy principles in the Act is available at: www.privacy.gov.au/materials/types/law/view/6892.

Transition Statement: Schedule 3

Student's personal details

Student's details

Name _____

Date of birth _____

Family details

Name(s) of Parent/Guardian/Carer(s) _____

Siblings _____

Address _____

_____ Postcode _____

Email _____

Phone _____

Primary school contacts

Name _____

School _____

Email _____

Phone _____

Name _____

School _____

Email _____

Phone _____

Other professionals involved

Name _____

School _____

Email _____ Phone _____

Name _____

School _____

Email _____ Phone _____

Name _____

School _____

Email _____ Phone _____

Transition Coordinator – Primary School

Name _____

School _____

Title _____

Email _____ Phone _____

Transition Coordinator – Secondary School

Name _____

School _____

Title _____

Email _____ Phone _____

Diagnosis and assessment information

Diagnosis

Diagnosed by

Date of Diagnosis

(Please attach a copy of relevant reports.)

Cognitive assessment

Date of assessment / /

Results summary/or attach a copy of relevant reports

Communication assessment

Date of assessment / /

Results summary/or attach a copy of relevant reports

Adaptive behaviour/skill development

Date of assessment / /

Results summary/or attach a copy of relevant reports

Other

Date of assessment / /

Results summary/or attach a copy of relevant reports

Current presentation

Social/emotional

Results summary/or attach a copy of relevant reports

Behaviour, interests and activities

Results summary/or attach a copy of relevant reports

Communication

Results summary/or attach a copy of relevant reports

Health and associated features

(Please attach a Health Support Plan if appropriate.)

Detailed advice and disability-specific Student Health Support Plan templates for a range of conditions, including epilepsy, asthma, cystic fibrosis, anaphylaxis and diabetes, are available to schools in the School Policy and Advisory Guide.

Health

Diet/eating

Sleep

Fine and gross motor coordination

Sensory disturbance

Self-care

(Please provide details if applicable and attach a Medical Plan if appropriate.)

Impact of disability on learning and/or accessing educational programs

(Please attach Abilities Based Learning and Education Support (ABLES) assessment, individual learning plan, behaviour plan and a safety plan if appropriate.)

Physical

Cognitive considerations such as:

- What are the student's strengths?
- What are the student's particular areas of interest or talent? What motivates him/her?
- Is the student easily distracted?
- How does the student cope with change?
- Does the student persist with difficult tasks?
- What does the student do when confused or anxious?
- Can the student organise and sequence information?

Current successful strategies

Please provide a summary/or attach a copy of relevant individual learning plan, student management plan and/or behaviour plan.

Other

Additional relevant material such as recommendations from diagnostic reports.

Transition Statement: Schedule 4 – Student Snapshot template

About Me

These questions are a guide. You don't need to answer all of them if you don't want to. If it is easier to answer the questions with a drawing, you can do this instead of writing your answers.

My favourite subject is

My least favourite subject is

My favourite possession is

My favourite book is

My favourite clothes are

My favourite food is

My favourite music is

My favourite film is

My favourite game is

My favourite sport is

My favourite picture is

The person I admire most is

This year's most memorable event was

People would describe me as

I would describe myself as

The thing I do at home the most is

I would like to join a club that

In three years I will

If I could choose a career, I would choose

I would like to learn more about

Feel free to add a drawing

About school

My primary school is

My Year 6 teacher is

The teachers at primary school have helped me with my work by

The one thing I will miss about my primary school is

The things I like about primary school are

The nicest/kindest thing that anyone at school did for me was

The nicest/kindest thing that I did for someone at school was

I am looking forward to secondary school because

I am worried about going to a new school because

I think some things could help me settle into my new school, like

When I am in high school I will be able to

The things I want my new teachers to know about me are that I am

Expectations

I'd like my new school to be

Mum and Dad expect me to

Please attach any additional documents relevant to supporting the

Transition Statement: Schedule 5 – Other attachments

student's successful transition to secondary school and learning. It may be important, for instance, to consider the cultural background of the student.

Other resources relating to transitions

Association for Children with a Disability 2011, Transition to Secondary School: Supporting students with a disability in the transition to Victorian government secondary schools (1st ed.).

The Victorian Careers Curriculum Framework – an online resource based on a developmental continuum of learning that supports the work of teachers, trainers and careers practitioners in preparing young people for a successful transition into further education, training or employment:

www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/framework.aspx

Brereton, AV, Bull, KJ 2012, Autism Spectrum Disorders: Planning a successful transition to secondary school, The Victorian Department of Education and Early Childhood Development.

Art Resistance Video 2007, Critical Bridges: Meeting Challenges at Points of Transition in Education by Working Together (DVD), NSW Department of Education and Training and Disability Council of NSW.

The Victorian Department of Education and Early Childhood Development (DEECD) 2010, Sharing Our Journey – The transition from kindergarten to school, online resource:

www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/healthwellbeing/sharingourjourneykit.pdf

DEECD, Starting Secondary School, online resource:

www.education.vic.gov.au/school/parents/secondary/Pages/starting.aspx?Redirect=1

Queensland Government Department of Education, Training and Employment, Starting secondary school, online resource:

<http://education.qld.gov.au/studentservices/learning/disability/parentguide/phases-of-learning/highschool.html>

Adreon, D, Stella, J 2001, 'Transition to Middle to High School: Increasing the Success of Students with Aspergers Syndrome', Intervention in School & Clinic, vol. 36, no.5. Retrieved online:

www.tonyattwood.com.au/index.php/component/djcatalog2/item/32-adolescents/204-transition-to-middle-to-high-school-increasing-the-success-of-students-with-aspergers-syndrome-intervention-in-school-clinic

Curriculumpress online resources for teachers: <http://www.curriculumpress.edu.au/main/goproduct/12288>

Supplementary program guidelines and application links:

Individual learning plan template links:

Blank template for primary students with Individual Learning Plans (Word - 60Kb)

Blank template for secondary students with Individual Learning Plan (Word - 64Kb)

Sample report using an Individual Learning Plan for some domains (Word - 157Kb)

Sample report using an Individual Learning Plan for all domains (PDF - 144Kb)

Accessible Building Program Guidelines link:

Accessible Building Program Guidelines (Word - 432Kb)

Equipment Grant Guidelines and Application Form links:

Equipment Grants Guidelines

Equipment Grants Application Form

Medical Intervention Support Guidelines and Application Form links:

Medical Intervention Support Guidelines

Medical Intervention Support Application Form

Personal Care Support link:

<http://www.education.vic.gov.au/school/principals/spag/health/Pages/personalcare.aspx>

Schoolcare Program Guidelines and Referral Form links:

2014 Schoolcare Program Guidelines (pdf - 3.42mb)

2014 Schoolcare Program - Referral Form (pdf - 81.34kb)