**Transitioning from Primary to Secondary School**

Supporting students with additional or complex needs that arise from disability

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Introduction

Victoria has a strong, vibrant educational system that celebrates diversity and ensures all students have access to an inclusive, high quality education. All schools must ensure that students with disabilities can access and participate in education on the same basis as students without disabilities. This includes providing adjustments and support where needed.

For children and young people, significant transitions occur when they start school, move from primary school to secondary school, and from secondary schooling to adult life. Some students may require substantial preparation, planning, adjustment and support during these transitions.

This resource is designed to assist schools to support students with additional or complex needs that arise from disability or difficulties in learning, to transition from primary to secondary school, so that their experience is a positive one.

The importance of transition

Supporting students with additional or complex needs to transition involves more than timing and monitoring the physical transfer from one educational setting to another; the endeavour is best described as building a strong, well-engineered bridge that the students can cross.

The principles and intentions that guide effective transition planning are shared for all children and young people, including those living with a disability. What may differ is the need for transitions to be clearly planned over a longer duration, and for schools to recognise the impact that such changes may have on the student, and also on their parent/guardian/carer(s), siblings, peers and teachers.

When planning transitions for students with disabilities, considerations include:

* the nature of a student’s disability
* the impact of a disability on a student’s access to and participation in the educational setting
* the extent to which existing transition programs take account of the individual needs of the student, their family and the receiving school.

Obligations towards students with a disability

Victorian government schools have high expectations for all learners, and recognise that all students have the potential to learn. In addition, schools have legal obligations that include the provision of educational opportunities, duty of care, occupational health and safety and discrimination

Under section 32 of the *Disability Discrimination Act 1992*, education providers must comply with the Disability Standards for Education 2005, see: Disability Standards: Resources ([www.education.vic.gov.au/school/teachers/health/Pages/legislation.aspx](http://www.education.vic.gov.au/school/teachers/health/Pages/legislation.aspx))

The Disability Standards set benchmarks with which all schools must comply. They cover enrolment, participation, curriculum development, student support services and the elimination of harassment and victimisation.

To comply, an education provider must make ‘reasonable adjustments’ to accommodate a student with a disability. An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. When planning an adjustment for the student, the school should consult with the parent/guardian/carer(s) and, where appropriate, the student, through the Student Support Group process.

The School Policy and Advisory Guide contains further information, see:

* Legal Obligations ([www.education.vic.gov.au/school/teachers/studentmanagement/Pages/legalobligations.aspx](http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/legalobligations.aspx))
* Students with a Disability

([www.education.vic.gov.au/school/principals/spag/participation/Pages/studentswithdisability.aspx](http://www.education.vic.gov.au/school/principals/spag/participation/Pages/studentswithdisability.aspx))

Transfer of student information between schools

When a Victorian government school student has been accepted at another Victorian government school, the transferring school will provide the student’s information (personal and health information about the student, including achievement information, foreseeable risk and wellbeing information) to that school.

Parent consent is not required to transfer student information or records (including SSS/DCS files) to the student’s next Victorian government school.

Transferring student information to the student’s next Victorian government school is in the best interests of students because it assists that next school to provide optimal education and support to the student. This also enables the Department to fulfil important legal obligations.

The School Policy and Advisory Guide contains information about the transfer and receipt of information based the type of receiving school (Victorian government, non-government including Catholic, and interstate), see:

* Transfers ([www.education.vic.gov.au/school/principals/spag/participation/Pages/transfers.aspx](http://www.education.vic.gov.au/school/principals/spag/participation/Pages/transfers.aspx))

This resource

Schools and communities, in consultation with parent/guardian/carer(s), are in the best position to make decisions about their students and the support they require. This resource provides information and advice for schools in supporting them to implement positive and effective transitions for students with disabilities and additional needs. In this resource you will find:

* an overview of the transition planning process including key elements and considerations,
* suggested timeline and checklists for transition planning activities
* Transition Statement templates that schools may use to strengthen their transition processes
* information on student support and targeted programs
* contact details and links to resources and additional information

Excellent transition processes and programs promote positive experiences for students. This resource has drawn upon existing practices of schools, as well as research by, and recommendations from disability and educational experts. The processes and plans suggested are designed to align with existing practices in schools.

Key elements of a successful transition process

Transition is a process, not a one-off event, which requires both time and commitment. For students with additional or complex needs that arise from disability, building relationships and understanding in a transition process will provide support; identify barriers to learning and any adjustments that will be required.

Communication and coordination of services

Successful transition relies on communication and information sharing between primary and secondary schools. If schools can consult with key people involved (see below) who have knowledge and understanding of the student, this will go a long way towards ensuring a successful transition.

In addition, a trained and experienced Transition Coordinator can be a great resource for a student and their family when making transition decisions and participating in the transition process.

Key people involved in the transition process

|  |  |  |
| --- | --- | --- |
| The student | The primary school | The secondary school |
| The student’s parent/guardian/carer(s) | Year 6 teacher  Assistant Principal and/or Principal  Transition Coordinator  Education Support Officer  Student Support Service Officers (psychologists, guidance officers, speech pathologists, social workers)  Visiting Teacher | Year 7 teacher  Year level coordinator  Assistant Principal and/or Principal  Transition Coordinator  Education Support Officer  Student Support Service Officers (psychologists, guidance officers, speech pathologists, social workers)  Visiting Teacher |

Student Support Group

It is recommended that all students with a disability have a Student Support Group (SSG) to ensure personalised learning and support. The SSG has a crucial role in mapping and monitoring a student’s transition from one school to another.

The SSG consists of a parent/guardian/carer and/or advocate, relevant teaching staff, school principal (or a nominee) and the student where appropriate. In addition, the group may invite input from other people or professionals relevant to the planning of the educational or social needs of the student.

Personalised learning and support documents, written by the teacher in conjunction with SSG members, identify a student’s learning and wellbeing needs, and set goals for meeting these needs. These documents form a key set of advice for the receiving school and assist in a smooth transition to secondary school.

For further information, including personalised learning and support templates, see:

* Student Support Groups ([www.education.vic.gov.au/school/teachers/support/diversity/Pages/handbook.aspx](http://www.education.vic.gov.au/school/teachers/support/diversity/Pages/handbook.aspx#link36))

Key considerations in a successful transition process

Students with a disability may have more complex transition requirements beyond adjustments to the curriculum or their immediate environment, and schools may need to be mindful of how they engage with students and their families.

Family engagement and communication

Schools may need to consider the level of involvement families have maintained in their child’s intervention and education programs from early on. Parent/carer/guardians(s) may require assistance to identify their role in the transition to secondary school, adapt to changes in support structures, and recognise how needs will be met in the new school setting.

When teachers and parent/guardian/carer(s) work together, combining their respective expertise and knowledge, positive outcomes can be realised. Teachers can:

* spend time getting to know the student, and the parent/guardian/carer(s) and family
* respect and value the parent/guardian/carer(s)’ knowledge of their child
* answer questions from parent/guardian/carer(s) promptly, clearly and openly
* provide information in language that is accessible to parents and easy to understand
* recognise the individual circumstances and feelings of each family and acknowledge their efforts
* adopt a flexible and creative approach and be open to the ideas and priorities of the family
* be aware of the pressures that families face, including those that do not relate to having a child with a disability.

Parent/guardian/carer(s) may become anxious if they don’t know what is happening with their child at school or how their child is feeling about the school experience. Some students with a disability cannot effectively communicate what they did at school or their feelings about their school experience.

Time should be allocated for school- parent/guardian/carer(s) communication that proactively keeps parent/guardian/carer(s) informed and enables them to feel supported by the school.

A communication book can be established to share information about such things as homework, class work, successes, forthcoming events and excursion money requirements. Family members should be encouraged to record information about the student’s likes, dislikes and activities at home to build a strong link between the student’s experiences at home and school. This communication tool can be particularly important during transitions to provide early indication of any issues arising.

Mutual respect, listening skills, empathy and communication, and the time to develop trust and confidence, are fundamental to developing positive partnerships with families.

The student

Transition to secondary school usually occurs at a time when students are also experiencing changes associated with their development from childhood to adolescence.

Successful transition from primary to secondary schooling is linked with understanding and acknowledging the developmental needs facing young adolescents, including:

* Intellectual: young adolescents tend to be curious, motivated to achieve when challenged, capable of problem solving and complex thinking.
* Social: there is an intense need by young adolescents to belong and be accepted by their peers while finding their own place in the world. As a consequence, young adolescents can be engaged in forming and questioning their own identities.
* Physical: young adolescents mature at different rates and experience rapid and irregular growth, with bodily changes sometimes causing awkward and uncoordinated movements.
* Emotional and psychological: young adolescents can be vulnerable and self-conscious and experience mood swings.
* Moral: young adolescents can be idealistic and want to have an impact on making the world a better place.

In transition, students face changing social contexts as they leave behind the known for the unknown. Their experience is likely to include moving from a smaller primary to a larger secondary school and from a system where they interacted with one teacher for several subjects with only a few room changes, to one where they learn from different teachers for each subject and often in different rooms.

To support students with this, transition programs need to promote:

* continuity, while also recognising change and the impact of change that occurs concurrently
* acknowledgment of each student’s positive self-esteem, motivation and sense of belonging in the new environment.

School organisation

Transition to secondary school is marked by several changes in educational expectations and practices.

The substantial differences between primary and secondary school settings relate to how each environment is structured and administered. These differences include the organisation and leadership of the school, the roles and responsibilities of the teaching staff, the location of classes and rooms, the length of lessons and organisation of additional curricula activities and day-to-day procedures.

Secondary schools are usually larger than primary schools. Transitioning to a school of greater size can be overwhelming for some students, especially those with a disability. Students and their families report concerns about students finding their way around a big school and getting lost. Reading timetables and maps are challenging experiences for most new secondary school students. Students with physical and mobility difficulties also report experiencing difficulty because of stairs and/or distances they have to negotiate and some tend to carry their school bags throughout the day.

Orientation programs

Orientation programs are designed to help students and parent/guardian/carer(s) become familiar with the school setting. They generally involve a tour of the school, meeting relevant people in the school, spending some time in a classroom and the provision of information about the school. Information packs can include maps of the school, details of the school leadership team, including staff and their responsibilities. Schools can ensure signage is clear, and school staff can wear name tags to help students identify the teachers they need.

Transition programs

Transition programs usually include orientation programs, but are longer in duration and are tailored to the individual needs of students and their families. Transition programs are flexible in duration, depending on the particular student or parent/guardian/carer(s) needs, and begin well in advance of the point of transition and sometimes continue into the new school year. Transition programs are also inclusive of all involved: student, family and educators.

Effective transition programs are based on detailed planning and have clearly defined objectives that are developed in collaboration with all stakeholders, particularly parent/guardian/carer(s), and against which the transition program is evaluated. Ensuring the availability of people, time, materials and space to coordinate and implement is fundamental to success.

Providing additional opportunities for students with disability and their families to visit the school and meet teachers prior to the school year starting can contribute to a more successful transition. Providing school staff with professional learning opportunities to understand any additional needs students may have will benefit the school and all students.

**In addition, schools may consider Student support and targeted programs detailed later in this resource on page 24.**

Transition planning

Best practice programs that help with the transition of primary school students with additional or complex needs arising from disability to secondary school:

* begin well in advance of the point of transition
* are person centred and tailored to the individual needs of students
* are collaborative and involve the student and parent/guardian/carer(s) as vital partners
* provide the student and parent/guardian/carer(s) with information to make an informed choice about future educational settings/options
* are adequately resourced
* are facilitated by a Transition Coordinator who can communicate across all sites to ensure collaboration is effective and that all aspects of the transition planning process are addressed while supporting students and parent/guardian/carer(s).

Transition planning overview

|  |  |
| --- | --- |
| Beginning in Year 5 | Transition planning draws together information from a range of individuals and settings beyond the primary school, in order to plan coherently for a student’s confident transition between settings.  Liaison between primary and secondary schools to support transition should include:   * school leadership and teacher meetings to coordinate transition activities * the distribution of information to primary students about the nature of secondary schooling, the way secondary schools operate, the key features of their local secondary schools * the transfer and exchange of information.   Within the final year/s of primary school, schools can provide information to students and parents about the nature of secondary education and the options available. |
| During Year 6  During Year 6 *(cont.)* | The departing and receiving schools will have increasing contact through the Student Support Group, sharing information and preparing the Transition Statement with the student and their parent/guardian/carer(s).  It is recommended that a Transition Coordinator manage the transition process and communication between schools and support parent/carer/guardian(s).  For students with specific learning and behaviour challenges, school staff may need to participate in relevant professional learning or training prior to the start of secondary school.  Orientation activities during this time may focus on:   * regular tours of the secondary school for students and parent/guardian/carer(s) * providing a range of information in appropriate verbal and written formats * activities to promote familiarity with the new school environment, such as scavenger hunts and walk-throughs * using social stories to rehearse and prepare the student for change and unfamiliar situations * creating awareness of typical school timetables and visiting classrooms.   To assist in the transition to secondary school a range of activities or experiences could be used, including:   * discussing with students the expectations of secondary school * organising short courses on time management and organisational skills * sharing information about the academic curriculum with students and families before the transition to secondary school.   Recognising and responding to the social adjustments required during the transition to secondary school is an important element of any transition program.  To promote positive social interactions between students, families and teachers, strategies may include:   * promoting contact between students who will attend the same secondary school * facilitating contact between parents and teachers * discussing the move to secondary school with students * fostering parental engagement with the transition process * developing mentoring programs to promote students helping other students. |
| Beginning in Year 7 | Transition support should continue for a time once the student has commenced secondary school.  The secondary school should provide a variety of programs to explain the expectations of school leadership and the operation of the school. Programs should also provide support for learning and the social and personal aspects of transition. Many schools have strategies to support Year 7 students and families, including:   * starting Year 7 students the day before other students to allow some settling in time * arranging the timetable to minimise Year 7 students moving rooms between classes. (Some schools have Year 7 teachers move rooms rather than the students) * facilitating ‘Getting to know each other’ sessions for the students to encourage socialising * holding school camps early in the year so students can get to know each other * establishing a mentoring system where student mentors (usually experienced leaders or student volunteers) take part in Orientation Day and follow up activities when Year 7 students start the school year * Year 7 Parent Information Evenings and welcome activities to meet the teachers and other parents. |

Parent/guardian/carer(s) and the student should be consulted about all transition program decisions.

The following transition planning timeline and checklists (for primary and secondary schools) provide suggested steps and sequence for overseeing the transition of students with additional or complex needs that arise from disability from primary to secondary school

Transition planning roles and timeline

|  |  |  |  |
| --- | --- | --- | --- |
|  | Year 5 | Year 6 | |
|  | **Term 4** | **Term 1** | **Term 2** |
| PARENT/GUARDIANN/CARER(S) | Start talking to friends, neighbours and other networks about school options  Visit secondary school websites and find out about different schools  Go to secondary school information sessions, open days, tours and meet with principal | Consider secondary school choices, visit with your child, and select your preference  Participate in PSD application processes if applicable (Year 6 review or new application) and find out if any specialist appointments need to be booked  Commence transition discussions at SSG meeting | Fill in the preference form provided by the primary school (for mainstream secondary schools)  Participate in PSD application processes if applicable (Year 6 review or new application)  Begin collating information to be given to the secondary school to assist them in providing support  Participate in transition discussions at SSG meeting |
| PRIMARY | Commence transition discussions with parents of children with a disability or additional needs up to two years before it is to occur. | At the SSG, identity potential secondary school to invite to a future meeting. | Coordinate and submit any PSD application if applicable (Year 6 review or new applications) and consider inviting secondary school to the application student support group process  Support parent/guardian/carer(s) as required in the nomination of secondary school preference.  Begin collating transfer information including health/wellbeing reports |
| SECONDARY |  |  |  |
| HEALTH/ALLIED HEALTH/STUDENT SUPPORT | Work with schools to respond to student transfer information – this will include details about any foreseeable risks (if applicable) to the secondary school | Support any PSD application processes if applicable (Year 6 review or new application) | Support any PSD application processes if applicable (Year 6 review or new application) |

|  |  |  |  |
| --- | --- | --- | --- |
| Year 6 | | Year 7 |  |
| **Term 3** | **Term 4** | **Term 1** |  |
| Begin collating information (diagnostic and/or assessment reports) to be given to the secondary school  If you submitted a preference form, the primary school will advise you of the government secondary school which has offered a place  Participate in transition discussions at SSG meeting, to assist the preparation of a Transition Statement – a summary of important information about your child that can be given to the secondary school in planning appropriate supports for your child | Enrol your child into secondary school and receive enrolment kit  Plan and prepare for orientation and consider requesting an extended orientation for your child to meet teachers  Participate in transition discussions at SSG meeting  Request a SSG meeting for Term 1 of Year 7  Practice the transport route to school if your child is taking public transport | If attending a mainstream school, consider asking to visit the school with your child the day before school starts to bring books, locate their locker, bathrooms and meet key teacher/s  Confirm the date for the for the first Student Support Group meeting and participate in learning and support planning for your child | **PARENT/GUARDIAN/CARER(S)** |
| Coordinate and submit PSD applications if applicable (new applications)  Receive notifications of Year 6 Review applications and notify parent/guardians  Identify a Transition Coordinator to assist the student to prepare their ‘student profile’  Develop Transition Statement  Convene a SSG with the receiving secondary school to assist them in preparing supports for the student | Convene a SSG and finalise the Transition Statement  Finalise transfer information including details about student support needs, PSD eligibility, and potential receipt of PSD Transition Support Funding for 2017, 2018 and 2019 Year 7 students who are no longer eligible for the PSD after their Year 6 review | Confirm dates for the SSG to meet in Term 1 at the secondary school | **PRIMARY** |
| Identify staff professional learning needs, and consider planning for student access needs | Begin school orientation and familiarisation activities  Prepare and implement strategies  Ensure transfer information including details about student support needs, PSD eligibility, and potential receipt of PSD Transition Support Funding for 2017, 2018 and 2019 Year 7 students who are no longer eligible for the PSD after their Year 6 review | Receive transfer information including Transition Statement  Engage parent/guardian/carer(s) in the SSG and development of personalised learning and support planning  Consider access needs of new student, including storage of medication, a private area for personal care, planning for Year 7 camp and anything else required to meet the student’s needs | **SECONDARY** |
| Support parent/guardians(s) and schools in the compilation of information to transfer to the secondary school, including the development of a Transition Statement |  |  | **HEALTH/ALLIED HELTH/STUDENT SUPPORT** |

Transition planning checklist − primary school

|  |  |
| --- | --- |
| Action |  |
| Discuss transition to secondary school with parents up to two years before it is to occur |  |
| Gather diagnostic and assessment reports, health and medical reports for the Program for Students with Disabilities Year 6-7 Review and for new applications |  |
| Invite staff from potential secondary school options (mainstream and/or specialist) to attend Student Support Group (SSG) meetings |  |
| Parent/guardian/carer(s) and student to complete an enrolment form for secondary school |  |
| Identify a Transition Coordinator |  |
| Convene a SSG with staff from the receiving secondary school to plan for the transition and needs of the student |  |
| Submit Program for Students with Disabilities Year 6-7 Review application as part of the annual round or a new application if applicable |  |
| Confirm dates for the SSG to meet in Term 1 at the secondary school |  |
| Consider strategies to prepare the student for transition |  |
| Develop a Transition Statement |  |
| Update student details in CASES21. |  |

Transition planning checklist – secondary school

|  |  |
| --- | --- |
| Action |  |
|  |  |
| Plan for transition with orientation days, school visits, class participation opportunities or time with student mentors |  |
| Assist families with management of organisational changes by providing key information packs and opportunities to ask |  |
| Consider strategies for preparing student for timetables, larger school campuses, lockers, bathrooms. Consider access needs of new student, including storage of medication, a private area for personal care, planning for Year 7 camp and anything else required to meet the student’s needs |  |
| The transferring school should provide transfer information including any foreseeable risks (if applicable) to the receiving school |  |
| Update CASES21 with enrolment and transfer details when student starts Year 7 |  |
| Review the Transition Statement and schedule Student Support Group (SSG) meetings |  |
| Consult specialists if appropriate and approved by the family |  |
| Develop personalised learning and support plans |  |
| Submit new applications for the Program for Students with Disabilities if applicable |  |
| Consider plans to support parent/guardian/carer(s) and school communication with parent/guardian/carer(s) |  |
| Consider plans to support teaching staff/team, professional development requirements, and additional workforce support that might be needed (such as Education Support Officers, Student Support Service Officers and Visiting Teachers) |  |

Transition Statement

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.

The Transition Statement includes:

1. Privacy information for parent/carer/guardians
2. Privacy information for school staff
3. Student Support Needs Overview (completed by the school)
4. Student Profile (completed by the student with support from the school)

Transition Statement Part 1:   
Privacy information for parent/ guardian/carer(s)

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 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.

Transition Statement Part 2:  
Privacy 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.

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 200*1 (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:  
[www2.health.vic.gov.au/about/legislation/health-records-act](https://www2.health.vic.gov.au/about/legislation/health-records-act).

Transition Statement Part 3:  
Student Support Needs Overview (completed by the school)

|  |  |
| --- | --- |
| **Student’s details** | |
| Name: | Date of birth: |
| **Family details** | |
| Name(s) of Parent/Guardian/Carer(s): | |
| Siblings: | |
| Address: | |
| Email: | Phone: |
| **Primary school contacts** | |
| Name | |
| School: | |
| Email: | Phone: |
| Name | |
| School: | |
| Email: | Phone: |
| **Other professionals involved** | |
| Name | |
| Role: | |
| School: | |
| Email: | Phone: |
| Name | |
| Role: | |
| School: | |
| Email: | Phone: |
| **Transition Coordinator – Primary School** | |
| Name |  |
| Role: |  |
| School: |  |
| Email: | Phone: |
| **Transition Coordinator – Secondary School** | |
| Name |  |
| Role: |  |
| School: |  |
| Email: | Phone: |

|  |
| --- |
| Diagnosis and assessment information |
| **Diagnosis** |
| Diagnosis by: |
| Date: \_\_\_/\_\_\_/\_\_\_\_\_ |
| Please attach a copy of relevant reports |
| **Cognitive assessment** |
| Date of assessment: \_\_\_/\_\_\_/\_\_\_\_\_ |
| Results summary or attach copy of relevant reports |
| **Communication assessment** |
| Date of assessment: \_\_\_/\_\_\_/\_\_\_\_\_ |
| Results summary or attach copy of relevant reports |
| **Adaptive behaviour/skill development** |
| Date of assessment: \_\_\_/\_\_\_/\_\_\_\_\_ |
| Results summary or attach copy of relevant reports |
| **Other** |
| Date of assessment: \_\_\_/\_\_\_/\_\_\_\_\_ |
| Results summary or attach copy of relevant reports |
| Current presentation |
| **Social/emotional** |
| Results summary or attach copy of relevant reports |
| **Behaviour, interests and activities** |
| Results summary or attach copy of relevant reports |
| **Communication** |
| Results summary or attach copy of relevant reports |

|  |
| --- |
| Health and associated features |
| **Health** |
| Please attach a Health Support Plan if appropriate  Detailed advice and Health Support forms for a range of conditions, including epilepsy, asthma, cystic fibrosis, anaphylaxis and diabetes, are available to schools in the School Policy and Advisory Guide, see: [www.education.vic.gov.au/school/principals/spag/health/pages/supportplanning.aspx](http://www.education.vic.gov.au/school/principals/spag/health/pages/supportplanning.aspx) |
| **Self-care** |
|  |
| **Diet/eating** |
|  |
| **Sleep** |
|  |
| **Fine and gross motor coordination** |
|  |
| **Sensory disturbance** |
|  |
| Impact of disability on learning and/or accessing educational programs |
| Please attach Victorian Curriculum assessment/s (inclusive of Levels A-D and Foundation to 10),  Abilities Based Learning and Education Support (ABLES) assessment, and any personalised learning and support plan. |
| Current successful strategies |
| Please summarise and/or attach a copy of personalised learning and support (including behaviour support) plan that outline effective approaches for the student. |
| Other |
| Please attach any additional documents (such as recommendations from diagnostic reports) relevant to supporting the student’s successful transition to secondary school and learning. |

Transition Statement Part 4:   
Student Profile (completed by the student with support from the school)

**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

|  |
| --- |
|  |

Further information

Contacts

**Department of Education and Training**

**Central Office** **Wellbeing Health and Engagement Division**  
Phone: (03) 9637 2000  
Email: disability[.services@edumail.vic.gov.a](mailto:services@edumail.vic.gov.au)u

### Regional Offices North Eastern Victoria Region

Benalla Phone: (03) 8392 9500

Glen Waverley Phone: (03) 8392 9300

**North Western Victoria Region**

Bendigo Phone: (03) 5440 3111

Coburg Phone: (03) 9488 9488

**South Eastern Victoria Region**

Dandenong Phone: (03) 8765 5600

Moe Phone: (03) 5127 0400

**South Western Victoria Region**

Ballarat Phone: (03) 5337 8444

Footscray Phone: (03) 8397 0300

Geelong Phone: (03) 5225 1000

[www.education.vic.gov.au/about/contact/pages/regions.aspx](http://www.education.vic.gov.au/about/contact/pages/regions.aspx)

**Association of Independent Schools** <https://www.is.vic.edu.au/>

**Catholic Education Office:** [www.ceomelb.catholic.edu.au](http://www.ceomelb.catholic.edu.au)

To find details of **government schools and early childhood services** in your area, see:   
[Find an Early Childhood Service or School](http://www.education.vic.gov.au/findaservice/Home.aspx)



Student support and targeted programs

The Department is committed to delivering an inclusive education system that ensures all students have access to a quality education that meets their needs. There are a range of polices, programs and resources for schools to support the delivery of high quality schooling for all students, inclusive of students with disabilities and additional learning needs. These resources may be provided in the Student Resource Package, through student support services or through early identification and intervention programs.

Accessible buildings

The Department provides facilities that enable students, parent/guardian/carer(s) and teachers with a disability access to school buildings. It provides funding for projects to:

* meet the needs of new students at a school,
* meet the needs of students that arise from a deterioration in their condition and
* expand existing facilities to cater for the curriculum requirements of the student.

Applications for this program may be submitted at any time throughout the year. Priority will be provided in situations where:

* the student with a disability is a new enrolment and/or
* the school is unable to provide sufficient access to school facilities essential to the curriculum or toileting needs of the student.

Guidelines for the Accessible Building Program are available at:

[www.education.vic.gov.au/school/teachers/health/Pages/programsupp.aspx](http://www.education.vic.gov.au/school/teachers/health/Pages/programsupp.aspx)

Equipment grants for students with visual impairments

Equipment Grants are available to assist schools to purchase major items of essential, specialised equipment for students with mild visual impairments who do not meet the eligibility requirements of the Program for Students with Disabilities. Applications must:

* demonstrate that the equipment is essential to enable the student to access the curriculum,
* include a report from the student’s visiting teacher outlining the nature of the student’s visual impairment and why the equipment is essential to support the student and include evidence of the student’s visual condition.

Guidelines and application form for this program are available at:

[www.education.vic.gov.au/school/teachers/health/Pages/programsupp.aspx](http://www.education.vic.gov.au/school/teachers/health/Pages/programsupp.aspx)

Transport

The Department has a range of programs that support students to get to and from school. Students with disabilities attending mainstream schools in rural and regional Victoria may be eligible for Conveyance Allowance to assist with travel costs or to access the school bus network administered by Public Transport Victoria. Students who attend a government specialist school and live within the school’s designated transport area may receive travel support to that school, usually in the form of a school bus. A number of specialist schools also trial other forms of travel support including an independent travel education program.

Further information is available at:

[www.education.vic.gov.au/school/teachers/studentmanagement/Pages/transport.aspx](http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/transport.aspx)

Medical Intervention Support

Medical Intervention Support is payable to schools to enable specially trained educational support staff to assist students at school with their regular, complex medical needs.

Specific training for education support staff may be provided through local health service providers, disability support organisations and the Schoolcare Program (see the following section for more information).

Guidelines and application form for this program are available at:

[www.education.vic.gov.au/school/teachers/health/Pages/programsupp.aspx](http://www.education.vic.gov.au/school/teachers/health/Pages/programsupp.aspx)

Personal care support

Personal care support is daily living support, usually provided by parents/guardian(s). Students may require the provision of assistance for:

* toileting and personal hygiene,
* eating and drinking and
* transfers and positioning.

Students may need personal care support due to their age, developmental delay or medical conditions: short or long term circumstances (such as complex medical care needs).

When a student with disabilities is transitioning between schools, their SSG must ensure that there are plans to address the student’s personal care needs, including appropriate contingency plans for emergencies. Assistance and advice can be sought from specialists such as physiotherapists, occupational therapists or speech pathologists.

Further information is available at:

[www.education.vic.gov.au/school/principals/spag/health/pages/personalcare.aspx](http://www.education.vic.gov.au/school/principals/spag/health/pages/personalcare.aspx)

Schoolcare Program

The Schoolcare Program is a service provided by the Department in partnership with the Royal Children’s Hospital which gives Victorian government school staff the skills to support students who have complex medical needs.

The Schoolcare Program enables students with ongoing complex medical needs to have their health care requirements met safely at school by providing specialist training to school staff delivering interventional medical care. This program is available where the student would not be able to attend school without the procedure being performed and where training is required to perform the procedure.

Guidelines and application form for this program are available at:

[www.education.vic.gov.au/school/teachers/health/Pages/programsupp.aspx](http://www.education.vic.gov.au/school/teachers/health/Pages/programsupp.aspx)

Student Support Service Officers including Visiting Teacher Service

Student Support Service Officers are available to assist students in government schools and include a broad range of professionals including psychologists, speech pathologists, social workers and visiting teachers working with hearing, vision and physical impairments.

Student Support Services Officers work as part of an integrated health and wellbeing team within networks of schools, with a focus on individual and group based support, workforce capacity building and the provision of specialised services.

Schools work with parents/guardians and SSGs (if required) to obtain assistance from Student Support Services. Informed consent for the provision of Student Support Services must be obtained from parent/guardian/carer(s) as part of the case preparation process.

Further information is available at:

[www.education.vic.gov.au/school/principals/spag/safety/Pages/studentsupport.aspx](http://www.education.vic.gov.au/school/principals/spag/safety/Pages/studentsupport.aspx)

Professional learning for school staff

Evidence shows that the quality of teaching has one of the largest impacts on student learning, and building teaching excellence is central to making schools more inclusive and improving outcomes for students with learning support needs.

When planning for an incoming group of students, a Principal may decide that some professional development is required to effectively respond to the needs of one or more students joining the student population. A range of online courses are available to government schools. Courses are available in:

* Understanding Autistic Spectrum Disorders
* nclusion of students with speech, language and communication needs
* Understanding Dyslexia and significant difficulties in reading
* Understanding Hearing Loss.

Course details and registration information is available at:

[www.oltaustralia.net/courses\_victoria.asp?stateid=9&schooltype=1](http://www.oltaustralia.net/courses_victoria.asp?stateid=9&schooltype=1)

Program for Students with Disabilities (PSD)

The Program for Students with Disabilities is a targeted supplementary funding program for government schools. Under the program, resources are provided to schools for a defined number of students with moderate to severe needs arising from disabilities, as part of schools’ Student Resource Package. Resources can be used in a number of ways to support students, including providing:

* teaching staff,
* specialist staff (such as occupational therapists, speech pathologists),
* teacher professional development,
* specialist equipment/materials and
* education support staff.

Further information is available at:

[www.education.vic.gov.au/school/teachers/support/diversity/pages/handbook.aspx](http://www.education.vic.gov.au/school/teachers/support/diversity/pages/handbook.aspx)

Transition Support Funding

Transition Support Funding is available in 2017, 2018 and 2019 to support students transitioning to Year 7 who are no longer eligible for the PSD after their Year 6 Review.

For this group of students, government secondary schools will receive $3,000 (pro rata) in their Student Resource Package (SRP) to support the delivery of personalised teaching and learning programs that respond to students’ needs.

Together with parents/guardian/carer(s), primary schools should be working with secondary schools to ensure that students’ personalised support needs are known, planned for and in place at transition.

[www.education.vic.gov.au/school/teachers/management/finance/Pages/srpref066.aspx](http://www.education.vic.gov.au/school/teachers/management/finance/Pages/srpref066.aspx)

Department of Education and Training websites

Department of Education and Training   
[www.education.vic.gov.au](http://www.education.vic.gov.au)

Abilities Based Learning and Education Support (ABLES)  
[www.education.vic.gov.au/about/department/Pages/specialneedsables.aspx](http://www.education.vic.gov.au/about/department/Pages/specialneedsables.aspx)

Autism Friendly Learning  
[www.education.vic.gov.au/about/programs/needs/pages/autism.aspx](http://www.education.vic.gov.au/about/programs/needs/pages/autism.aspx)

Autism Teaching Institute  
[www.autismteachinginstitute.org.au/](http://www.autismteachinginstitute.org.au/)

Distance Education Centre Victoria  
[www.distance.vic.edu.au](http://www.distance.vic.edu.au)

Home Schooling: [www.education.vic.gov.au/school/parents/primary/Pages/homeschool.aspx](http://www.education.vic.gov.au/school/parents/primary/Pages/homeschool.aspx)

Home-Based Educational Support program: [www.education.vic.gov.au/school/teachers/support/diversity/Pages/homebased.aspx](http://www.education.vic.gov.au/school/teachers/support/diversity/Pages/homebased.aspx)

Interpreting and translating  
[www.education.vic.gov.au/school/principals/spag/community/pages/interpreting.aspx](http://www.education.vic.gov.au/school/principals/spag/community/pages/interpreting.aspx)

National Disability Insurance Scheme  
[www.education.vic.gov.au/about/programs/needs/Pages/ndis.aspx](http://www.education.vic.gov.au/about/programs/needs/Pages/ndis.aspx)

Nationally Consistent Collection of Data on School Students with Disability  
[www.education.vic.gov.au/school/parents/needs/Pages/nccd.aspx](http://www.education.vic.gov.au/school/parents/needs/Pages/nccd.aspx)

Program for Students with Disabilities  
[www.education.vic.gov.au/school/teachers/support/diversity/pages/handbook.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/pages/handbook.aspx)

School Policy and Advisory Guide  
[www.education.vic.gov.au/school/principals/spag/Pages/spag.aspx](http://www.education.vic.gov.au/school/principals/spag/Pages/spag.aspx)

Statewide Vision Resource Centre  
[www.svrc.vic.edu.au](http://www.svrc.vic.edu.au)

Student Support Services: [www.education.vic.gov.au/school/principals/spag/safety/pages/studentsupport.aspx](http://www.education.vic.gov.au/school/principals/spag/safety/pages/studentsupport.aspx)

Strengthened Pathways Planning for Young people with Disabilities  
[www.education.vic.gov.au/school/teachers/teachingresources/careers/Pages/disabilitypathways.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/Pages/disabilitypathways.aspx)

Transitioning from Primary to Secondary School [www.education.vic.gov.au/school/teachers/studentmanagement/transitions/Pages/transdisability.aspx](http://www.education.vic.gov.au/school/teachers/studentmanagement/transitions/Pages/transdisability.aspx)

Victorian Deaf Education Institute: [www.deafeducation.vic.edu.au/Pages/home.aspx](http://www.deafeducation.vic.edu.au/Pages/home.aspx)

Web resources and organisations providing support

AMAZE [www.amaze.org.au](http://www.amaze.org.au)  
1300 308 699

ASPECT [www.autismspectrum.org.au/](http://www.autismspectrum.org.au/)  
1800 277 328

ADEC (Action on Disability within [www.adec.org.au](http://www.adec.org.au)  
Ethnic Communities) Inc. (03) 9480 1666

Assistance for Isolated Children [www.humanservices.gov.au/](http://www.humanservices.gov.au/customer/services/centrelink/assistance-isolatedchildren-scheme)

Association for Children with a Disability [www.acd.org.au](http://www.acd.org.au)  
(03) 9818 2000 (or for rural callers) 1800 654 013

Better Health Channel [www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au)

Blind Citizens Australia [www.bca.org.au](http://www.bca.org.au)  
(03) 9372 6400   
(or for country callers) 1800 033 660   
TTY: 03 9376 9275

Centre for Community Child Health [www.rch.org.au/ccch/policybriefs.cfm](http://www.rch.org.au/ccch/policybriefs.cfm)

Children’s Mobility Service [www.guidedogsvictoria.com.au/  
our-services/children-s-mobility-services/](http://www.guidedogsvictoria.com.au/our-services/children-s-mobility-services/)

Communication Resource Centre [www.scopevic.org.au](http://www.scopevic.org.au)

Down Syndrome Victoria [www.downsyndromevictoria.org.au](http://www.downsyndromevictoria.org.au)

Epilepsy Foundation of Australia [www.epinet.org.au](http://www.epinet.org.au)

Fragile X Association of Australia [www.fragilex.org.au](http://www.fragilex.org.au)

Muscular Dystrophy Association Inc. [www.mda.org.au](http://www.mda.org.au)  
 (03) 9320 9555   
 (or for country callers) 1800 656 632

Taralye <https://taralye.org.au/>

(03) 9877 1922

Deaf Children Australia <https://deafchildrenaustralia.org.au/>

1800 645 916

Parents Victoria [www.parentsvictoria.asn.au](http://www.parentsvictoria.asn.au)  
 (03) 9380 2158   
 (or for country callers) 1800 032 023

Positive Partnerships [www.autismspectrum.org.au](http://www.autismspectrum.org.au)

Raising Children Network <http://raisingchildren.net.au/>

Spina Bifida Foundation [www.sbfv.org.au](http://www.sbfv.org.au)  
 (03) 9663 0075

STAR Victoria Inc. [www.starvictoria.org.au](http://www.starvictoria.org.au)  
 (03) 9650 2730

Tourettes Syndrome Association of Australia [www.tourette.org.au/](http://www.tourette.org.au/)  
 (02) 9382 3726

Victorian Council of School Organisations [www.viccso.org.au](http://www.viccso.org.au)  
 (03) 9429 5900

Other resources relating to transitions

Transition to Secondary School resource – Association for Children with a Disability   
<http://acd.org.au/transition-to-secondary-school/>

Moving from Early Childhood to School – Department of Education and Training  
[www.education.vic.gov.au/school/parents/primary/Pages/default.aspx](http://www.education.vic.gov.au/school/parents/primary/Pages/default.aspx)

Moving from Primary to Secondary School – Department of Education and Training  
[www.education.vic.gov.au/school/parents/secondary/Pages/default.aspx](http://www.education.vic.gov.au/school/parents/secondary/Pages/default.aspx)

Beyond School – Department of Education and Training  
[www.education.vic.gov.au/school/parents/beyond/Pages/default.aspx](http://www.education.vic.gov.au/school/parents/beyond/Pages/default.aspx)

Victorian Careers Curriculum Framework – Department of Education and Training [www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/framework.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/framework.aspx)