



National Disability Coordination Officer Program
AN AUSTRALIAN GOVERNMENT INITIATIVE

TRANSITION PLANNING

This resource is intended as a tool for teachers in the Department for Education (DE), Catholic Education SA and the Association of Independent Schools of SA (AISSA) Schools to provide a collaborative and coordinated approach in planning for Transition to Post School Options for students with disabilities.

This template is deliberately short and simple. It is able to be used as a starting framework, which can be built on, or in its existing form as a completed format for the documentation of the transition planning process.

There is a large range of transition planning documents that have been developed and are readily available to school personnel to assist in the further development of the Transition Plan documentation.

Current research supports beginning transition planning for students with disabilities from Year 8 onwards, although undertaking the Personal Learning Plan (PLP) in Year 10 is an obvious time to formalise this process.

The transition planning process is intended to be a collaborative and cooperative process between students, parents, teachers and agencies. Successful transition planning requires regular updating of the plan, which could be done annually or more frequently as required.

An individual approach to the plan may be required depending on the student. It may be appropriate to use any or all of the following suggested formats as:

- ❖ a hard copy
- ❖ an electronic document
- ❖ a PowerPoint presentation
- ❖ a pictorial / visual design

The Transition Plan could be incorporated in subject areas, or as a stand-alone process, such as

- ❖ a component of the career education process
- ❖ part of a SACE subject e.g. Workplace Practices, Community Studies
- ❖ part of the Personal Learning Plan (PLP) subject
- ❖ a component of Pastoral Care lessons
- ❖ part of a mentoring program

The transition planning process is the beginning point of the development of a long-term vision for a student with a disability. Active involvement by the student and parents, and collaborative work with professionals and teaching staff can assist to ensure the facilitation of successful transitions to post school pathways.

The NDCO Transition Planning resource may be used in conjunction with Planning for Success and Career Planning resources.

A range of resources regarding transitioning to tertiary study for students with disability, is located on the ADCET website: <https://www.adcet.edu.au/students-with-disability>

[INSERT SCHOOL LOGO]
[INSERT SCHOOL NAME]

Transition Plan for Post School Pathways

Name:

Photo:

Date document created:
Review dates:

Skills and Interests

Knowing what your skills and interests are can help you to decide what future pathways might be the best fit for you. Knowing what you don't like is also important. Choose subjects that you are interested in. For example, if you like practical work or being outdoors, choose subjects like science and physical education.

My interests are ...

(E.g. sports, music, reading, community groups, fixing things, craft, music, outdoor activities)

What I like to do in my free time...

(E.g. being with friends, watching movies, sports, outdoor activities, internet and gaming)

Things I don't like...

(E.g. working outside, spending lots of time on my own)

Experience

A record of what activities you have been involved in will help you build a portfolio to show potential employers. Try to think about the skills you have learned through these activities that you could apply to work. For example, if you have been a member of a sports team, you have experience working in a team.

I have been involved in these activities at school...

(E.g. Volunteering in the library, participating in sports, camps and community art projects)

I have been involved in these activities out of school...

(E.g. Scouts, church groups, sports, mentoring, volunteering and community events)

Learning Styles

This is important information to help you understand the ways that you learn best and to help you work with your school to plan your learning in a way that will help you reach your education and employment goals. Use this information to help you make subject choices and think about the kind of study that is required for particular jobs and the kind of support or strategies you will need to be successful.

My learning styles are...

(E.g. Doing, watching, discussing, thinking, memorising, practicing)

I learn best when I am ...

(E.g. In a quiet room, watching and discussing first, reading, working in a team, representing information mathematically or visually, imagining)

I don't learn well when ...

(E.g. I am in a noisy room, I am not provided opportunities to practice, discuss problems or to see a demonstration)

I am good at ...

(E.g. Fixing things, sports, teaching others, working in a team, writing, problem solving, researching, working mathematically, performing, physical activities)

I need to improve ...

(E.g. My concentration, finishing tasks, reading, being on time, organising things, communicating with others)

Support Networks

Support networks are very important in helping you reach your goals. These people may provide you with information and introduce you to service providers or employers who can assist you to meet your goals.

People who support me at school

(E.g. Teachers, Aboriginal Community Education Officer (ACEO), Education Support Officer (ESO), Student Services Officer (SSO), Career Counsellor, Community and Government agencies that support me)

Names:	Contact Details:

People who support me at home

(E.g. Parents/carer, friends, family members and others)

Names:	Contact Details:

People who support me in the community

(E.g. Employers, work experience contacts, sports teams, youth groups, community elders, hobby groups, church leaders)

Names:	Contact Details:

Community agencies that support me

(E.g. Employment services, NDIS providers, Group Training Organisations, Centrelink, Disability agencies, TAFE/VET providers, community services organisations)

Names:	Contact Details:

Goal Setting and Planning for the Future

After school, besides tertiary education, you will be balancing your work, personal life and social activities. At the same time, you need to make sure you have the resources to pay for this lifestyle.

Knowing what is important to you is useful for planning your subject choices at school and for making sure you go through all the steps you need to reach your life and career goals.

Think and plan how you will achieve them. For example, what you will need to do to pay rent, so you can have your own place.

What is important to me?...

(E.g. Social life, recreation, friends, family)

To live independently, I will need ...

(E.g. My own place, transport, money, employment, communication support, assistive technology, personal support)

I need to complete after school the following education and/or training ...

(E.g. An apprenticeship, a VET course at TAFE or a Registered Training Organisation, a University qualification, or a community short course to improve my confidence for further study)

To assist my tertiary study and subsequent employment I need the following financial support ...
(E.g. NDIS, JobAccess, Scholarships, Student Loans)

To support me while I learn and work, I need the following ...
(E.g. Access to technology to help me to communicate or understand written information, AUSLAN interpreters or captioning, personal support and/or support in the classroom)

Other strategies to help me with my learning and employment are ...

The types of work (including volunteering) that interest me and that will help me meet my personal goals are...

For Life after School

Checklist	What do I need to do?	By When?
I have discussed my plans with my family/ carer <input type="radio"/> Yes <input type="radio"/> No		
I have talked with a teacher about my plans for leaving school <input type="radio"/> Yes <input type="radio"/> No		
I have attended a career expo <input type="radio"/> Yes <input type="radio"/> No		
I know what I want to do when I leave school <input type="radio"/> Yes <input type="radio"/> No		
I have explored volunteer work options <input type="radio"/> Yes <input type="radio"/> No		
I have a tax file number <input type="radio"/> Yes <input type="radio"/> No		
I have my Learner's permit <input type="radio"/> Yes <input type="radio"/> No		
I have my Driver's licence <input type="radio"/> Yes <input type="radio"/> No		
I can use public transport by myself <input type="radio"/> Yes <input type="radio"/> No		
I have discussed my plans with my family/ carer <input type="radio"/> Yes <input type="radio"/> No		
I have discussed my NDIS eligibility and services I need with an NDIS Local Area Coordinator. <input type="radio"/> Yes <input type="radio"/> No		
I have registered with the NDIS and included my education and employment goals in my plan <input type="radio"/> Yes <input type="radio"/> No		
I have made an appointment with Centrelink to talk about what they can do to help me <input type="radio"/> Yes <input type="radio"/> No		
I have arranged an appointment with a Disability Employment Service (DES) or Jobactive provider <input type="radio"/> Yes <input type="radio"/> No		
I have an up-to-date resume/portfolio <input type="radio"/> Yes <input type="radio"/> No		
I have organised references and referees <input type="radio"/> Yes <input type="radio"/> No		
I have had some practice interviews <input type="radio"/> Yes <input type="radio"/> No		

Checklist	What do I need to do?	By When?
I know how to write a job application <input type="radio"/> Yes <input type="radio"/> No		
I think I may be interested in doing an Apprenticeship/Traineeship/VET course <input type="radio"/> Yes <input type="radio"/> No		
I think I would like to complete a University course <input type="radio"/> Yes <input type="radio"/> No		
I know where to get more information about Apprenticeships, VET or University courses <input type="radio"/> Yes <input type="radio"/> No		
I know what supports I can get to help me in an Apprenticeship, VET or University course <input type="radio"/> Yes <input type="radio"/> No		
I understand the reasonable adjustments and accommodations I need to study well and be able to do the job I want <input type="radio"/> Yes <input type="radio"/> No		
I know how to access support and reasonable adjustments at a RTO, TAFE, University or workplace <input type="radio"/> Yes <input type="radio"/> No		
I know the costs of courses that interest me and financial support options available <input type="radio"/> Yes <input type="radio"/> No		
I have a Proof Of Age card (at 18 years) <input type="radio"/> Yes <input type="radio"/> No		
I have a 100 points of identification <input type="radio"/> Yes <input type="radio"/> No		
I am registered on the electoral roll <input type="radio"/> Yes <input type="radio"/> No		
I have a personal bank account <input type="radio"/> Yes <input type="radio"/> No		
I have my own Medicare Card <input type="radio"/> Yes <input type="radio"/> No		
I have completed forms to leave school <input type="radio"/> Yes <input type="radio"/> No		

Notes:
