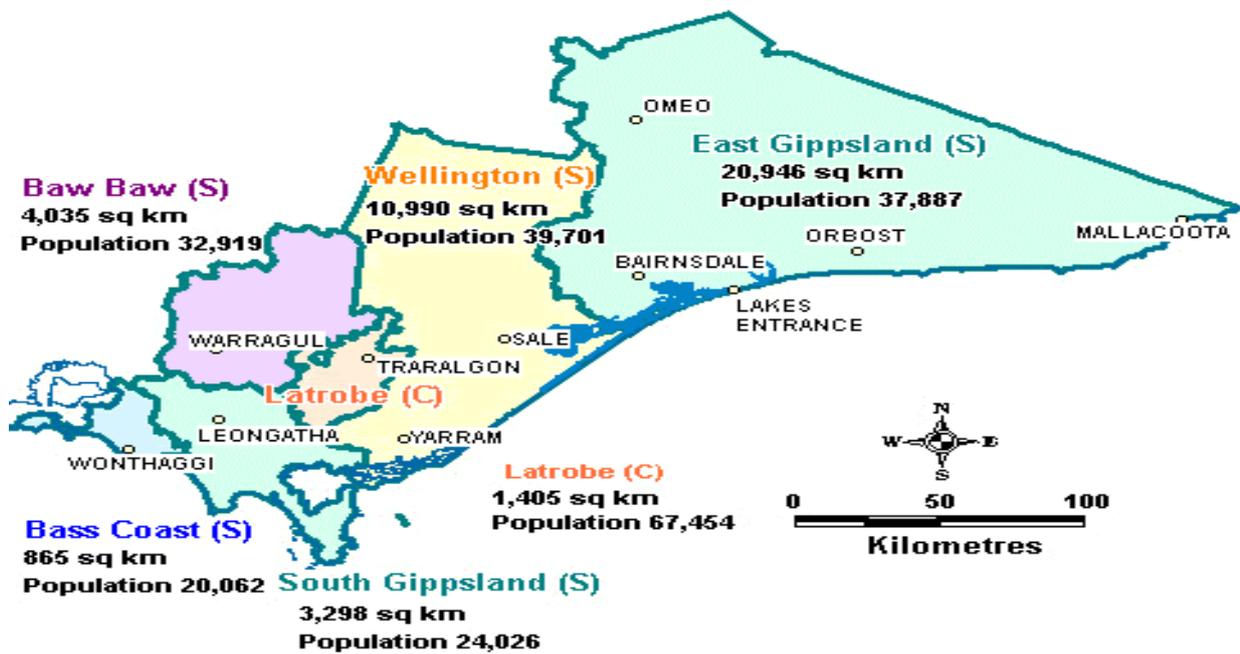


# MOVING TO SCHOOL



A guide for parents & carers of children with a developmental delay and/or disability starting school in Gippsland

The information in this booklet applies to the Gippsland region shown below



## **ACKNOWLEDGEMENTS:**

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- Gippsland Early Childhood Intervention Advisory Network
- Department Education and Early Childhood Development - Gippsland
- Department of Human Services - Gippsland
- Catholic Education Office - Warragul

This publication is also available for download from:

[www.gecian.org.au](http://www.gecian.org.au)

[www.gippsland.vic.edu.au](http://www.gippsland.vic.edu.au)

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## INTRODUCTION

Starting school is an important step for all children. If your child has a disability or developmental delay, there are extra things for you to think about in preparing for that step.

Good **planning** helps to make smooth transition for all children.

This booklet contains information on a range of school options. It suggests points to consider when you are deciding what best suits your child. It will also help you decide what sort of support your child needs at school.

The school will work with you to plan for your child's schooling.

As the family, you will decide which options are best. This booklet will help you in making that decision.

## SCHOOL OPTIONS

### Government Primary Schools

All children have a right to enrol at their local primary school.

Schools develop educational programs, which aim to meet the individual needs of children. If a child has one or more of the following disabilities there **may** be additional support available:

- Physical disability
- Visual Impairment
- Severe Behaviour Disorder
- Hearing Impairment
- Intellectual Disability
- Autism Spectrum Disorder
- Severe Language Disorder with Critical Educational Needs

## Government Specialist Schools and Specialist Programs

There are a range of specialist schools and programs located across Gippsland with particular eligibility criteria.

Whether a child is able to attend a specialist school will depend on the nature of his or her educational needs and the enrolment policy of the school.

**Baringa School Moe:**

47 Staff St Moe

**Phone: 51 27 1744**

Caters for students with a mild intellectual disability

**Bass Coast Specialist School:**

Mc Kenzie St Wonthaggi

**Phone: 5662 5896**

Currently under construction, this school will open in 2009 and cater for students with a mild to moderate or profound intellectual disability.

**Latrobe Special Developmental School:**

Hickox Street Traralgon

**Phone: 5174 1956**

Caters for students with a moderate to profound intellectual disability

**South Gippsland Specialist School:**

Nerrena Road Leongatha

**Phone: 5662 5896**

Caters for students with a mild to moderate or profound intellectual disability.

**Traralgon - Liddiard Rd Primary School:**

148 Liddiard Rd Traralgon

**Phone: 5174 1795**

Deaf and hearing impaired students are provided with extra support to help meet their specialised needs, whilst they participate fully in the school's program. The facility is staffed by qualified Teachers of the Deaf and signing aides when appropriate.

**Warragul and District Specialist School:**

55 Burke St Warragul

**Phone: 5623 1385**

Caters for students with a mild to moderate or profound intellectual disability.

**East Gippsland Specialist School:**

Calvert Street Bairnsdale

**Phone: 5152 5922**

Caters for students with a mild or moderate to profound intellectual disability.

**Sale Specialist School:**

53 Raymond Street Sale

**Phone: 5144 5644**

Caters for students with a mild or moderate to profound intellectual disability.

**Bairnsdale West Primary School:**

Wallace St Bairnsdale

**Phone: 5152 3516**

Provides a bilingual (Auslan/English) bicultural program for Deaf students. Students are supported with teachers fluent in Auslan, qualified interpreters and Deaf role models within mainstream classes and individual programming.

## **Catholic Primary Schools**

All Catholic children have the right to be educated at their local parish primary school. Additional support may be available to meet your child's educational needs.

The Commonwealth Government provides funding which is distributed through the Catholic Education Office to support Catholic schools to include children with disabilities.

## **Independent Schools**

Each school determines its own curriculum and programs, discipline policies, employment of staff and management of resources.

Many independent schools have trained special education staff able to provide individual and small group assistance to students with special needs. Additionally, the inclusion of students with disabilities is actively supported.

Supplementary funding may be available from the Commonwealth, distributed through the Association for Independent Schools.

**NB: Due to the differing arrangements between individual schools it is imperative that you discuss your child's needs with your school of choice.**

## When will my child start school?

If your child will be five years old (**5 yrs**) by 30 April of the year of school entry, they are eligible to start school.

April						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Some parents choose to defer starting their children at school until the year they turn 6. Research indicates that the older children are, the more likely they will be able to cope with the learning expectations and the demands of both primary and secondary schooling.

A number of factors influence a child's readiness to start school. School readiness encompasses appropriate maturity across the areas of social, emotional, physical, self-care, language, and intellectual development.

Talk to your Kindergarten Teacher/Childcare professional about your child's development, prior to making a decision about starting school.

Children are eligible for a second year of kindergarten, if the teacher assesses the child as having delays in at least two areas of development and that the child will benefit from a second year of kindergarten. The areas assessed are self care, the ability to speak and/or understand language, intellectual, social and emotional development. Others factors may also be considered.

For children who will turn 6 during their kindergarten year/s a school exemption must be obtained from the Regional Director, Department Education and Early Childhood Development.

This applies whether it is a Government, Catholic or Independent school.

(See Appendix 1 - School Exemption Application)

If you require further information contact:

- your Kindergarten Teacher/Childcare professional
- your Pre School Field Officer
- or Department Education and Early Childhood Development - Gippsland.

## When should I start to plan?

Most parents think about choices for some time before enrolling their child at school.

For children with a developmental delay or disability, it is recommended that you start planning approximately **twelve to eighteen months before your child is due to start school**. This allows you time to decide on a school and then work with the school to plan the support and program that best meet the needs of your child.

Transition to School planning should form part of Early Childhood Intervention Services planning and may not be the total responsibility of parents. (See page 21 for further information about Early Childhood Intervention Services)

**Planning should start no later than during term 2 of the year prior to starting school.**

## How do I plan?

Planning may include:

- Finding out what schools your child **could** attend.
- Talking to people who know your child. For example, your early intervention worker, kindergarten teacher or childcare worker.
- Talking to other parents whose children have already started school.
- Contacting the schools to find out what programs and supports are available.
- Attending any information sessions that may be provided by schools and/or early childhood services to discuss preparing for school.
- Choosing a school best suited to your child at this stage.
- Working with the school to identify your child's needs and to plan appropriate support.



## **GATHERING INFORMATION**

### **How do I know what schools are available?**

Schools often provide information about their programs and facilities through local kindergartens/childcare services. If your child attends kindergarten or childcare, check the notice boards and talk to the staff and to other parents.

The Principal of your local primary school, or of a specialist school, is able to give you information about the schools your child may attend, how to enrol and what supports might be available. Additional support for indigenous families is available from the Department Education and Early Childhood Development and Catholic Education  
(See page 20 for contact details).

When you contact the Principal, ask for written information about the school and about the ways in which your child can be included in school programs.

### **How do I decide which school?**

Many schools have open days, which provide a good way to see what is generally available. You should visit the schools you are considering enrolling your child in. Contact the school to arrange a mutually agreeable time to visit the school.

When choosing a school consider:

- Do you wish your child to attend the same school as brothers/sisters?
- Do you have a preferred option for educating your children?
- For example, in a Catholic or Independent school.
- What transport is available to access the school?
- If you have no preferred options, arrange appointments to visit the primary schools in your area to discuss what the school can offer your child.
- If you think a specialist school may suit your child, contact the Principal to ask about eligibility. Visit the school if you think it may be an option for your child.

For additional support in this selection process, consider visiting schools with a relative, friend or advocate. (See page 17 for more information on advocacy.)

## **What is important for my child's education?**

Before you visit schools, consider:

- What sort of things do you want for your child?
  - Making friends
  - Learning to read
  - Participating in social and creative activities.
- Is there a need for special equipment or additional professional help, for example, wheelchair access?
- Does your child need additional assistance for some activities, for example, to move from one place to another?

## **What should I ask when visiting a school?**

You may wish to develop questions to take with you when you visit each school. A suggested list of questions can be found on page 23 of this booklet.

You may want to know:

### **About the School**

- The size of the school and number and size of prep classes.
- Previous experiences with children with disabilities attending the school.
- Physical access if your child has a physical disability or visual impairment.

### **Programs and Supports that would be available**

- How does the school plan for each child?
- How does the school provide support for children with additional needs within the classroom, the playground and during involvement with additional activities? (Excursions, camps, etc)
- What resources or programs are available in the school, For example: equipment, additional professional support, cross-age tutoring?
- What resources or programs could the school use or apply for if needed?
- What are the dates for enrolment and timelines for application for additional resources?

## CHOOSING A SCHOOL

When you have gathered available information and visited possible schools, you may find one particular school is an obvious choice for your child. Alternatively, two or three schools may have attractive features

Sometimes parents choose a combination of a specialist school and a local primary school (called dual enrolment).

Base your decision on your knowledge of your child and your family. Remember too that you are making the best decision at the time - you are not making a commitment for all of your child's school years. If the situation changes in later years, you may decide on a different option.

Once you have decided on a school, there are a number of steps to take. Remember the school will work with you to plan supports and programs for your child.



## ENROLLING & PLANNING EDUCATIONAL SUPPORT Government Primary and Specialist Schools



### 1. Contact the Principal

Contact the Principal of the school you have chosen and request that your child be enrolled.

Ask the Principal for a copy of the Program for Students with Disabilities Handbook and the Student Support Group Guidelines. This will give you information about how to make an application for additional support and the processes for planning, implementing and evaluating your child's educational program.

The handbook can be viewed at:

[www.education.vic.gov.au/healthwellbeing/wellbeing/disability/](http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/)

### 2. Application Student Support Group

In government schools, the Principal will arrange for an Application Student Support Group (SSG) to meet. This group will consist of:

- Parent(s) or guardian of the student
- Principal or nominee
- Parent advocate (if you choose to have one). The role of the advocate is to provide you with assistance and support.
- A person nominated by the Department Education and Early Childhood Development. The nominee's role is to support the Principal and Student Support Group by acting as an impartial 'critical friend' during the completing of the application; to ensure that the Student Support Group is convened according to the guidelines; and that the application is complete, all necessary evidence demonstrating eligibility is included and that any attached reports are current, dated and signed prior to the application being signed by the nominee.

Professionals who have been providing a service to your child may be asked to join this group to provide important information about your child's abilities and needs. The number and choice of consultants should be agreed by all members of the Student Support Group.

The role of this group is to:

- Carefully examine the evidence and determine whether an application under one of the seven categories of the Program for Students with Disabilities would be supported.
- Complete the Educational Needs Questionnaire by agreeing on a descriptor that best matches the student's current level of education
- Complete the Application Summary form.
- Complete the Students' Education Program Summary Statement.
- Ensure all required documentation is attached.
- Sign the completed application.

Ask people who have been working with your child for written reports about his or her development and skills. Letters and/or assessment reports from your child's doctor, paediatrician and/or therapist are also useful. You can pass copies of these reports on to the school.

Reports that are **less than two years old** can be used to support your application; older reports and letters that provide information about your child's development are useful for gaining an understanding about your child and can support educational planning.

### **3. Submission of Application**

You should make sure the application form is completed and that all relevant documentation is attached **before you sign** it. The completed application is sent to the Department of Education for consideration regarding the provision of additional support. The school will be advised of the outcome of the submission and it is their responsibility to advise parents/carers.

#### 4. Student Support Group

This group is continued after the application for support regardless of the application's outcome. The Student Support Group consists of:

- Parent(s), guardian or caregiver of the student.
- Parent advocate (where chosen by the parent).
- Class teacher.
- Principal or nominee (to act as chairperson)
- Student (where appropriate).

Consultation from professionals who have been providing services for your child is often very valuable to assist the Student Support Group plan educational goals and programs.

The Student Support Group will provide advice to the Principal and the school on the specific educational needs of your child and the best ways to meet those needs.

The Student Support Group will continue to support your child as they move through the school system. You and other members of the group will work together to plan, implement and evaluate an appropriate educational program to support the individual learning needs of your child.

*NB: This group should identify what modifications or additions to buildings, grounds or equipment may be necessary for your child. The school can make application to DEECD Regional Office in August of the year prior to school entry, for consideration of such additional resources.*



## **Catholic Schools – Sale Diocese**

### **1. Contact the Principal**

Contact the Principal of the school you have chosen and request that your child be enrolled.

### **For children with additional support needs**

At this point, you might like to talk to the Principal again about the types of support, which may be available for your child.

### **2. Support Group**

The Principal will arrange a support group meeting. The group will consist of:

- Principal
- Teacher
- Parent with support person if required

Other people who may be invited include professionals who have been providing a service to your child or other consultants including Catholic Education Office specialised personnel.

The role of the support group is to:

- Make decisions about the level of resources which may be needed for your child
- Identify any modifications to the environment.
- Identify equipment, which will be needed.
- Identify therapy needs.
- Collect professional reports to support any submission for supplementary funding, equipment, modifications and/or therapy.

The Support Group will continue to meet as your child moves through the school system. Support Groups meet each term or when any member of the group requests a meeting.

## **Independent Schools**

Independent schools usually have similar processes, and may have a support group to work together to identify the child's abilities and educational needs and to plan suitable programs and supports. Ask the Principal of the school about the procedures.

## Using an Advocate

You may wish to have a friend, relative, supportive community member or formal advocate assist you in planning and supporting your child's transition to school.

The advocate may assist and support you to:

- Share your knowledge, skills and feelings within the Student Support Group;
- (The advocate can be useful as a reflective listener. They can remind you of anything you may have forgotten to ask and also help you remember what has been said during meetings. They may also be able to take notes for you.)
- Discuss any difficulties or uncertainties you experience in participating in the Student Support Group;
- Work collaboratively with the school community;
- Understand school procedures
- Link with relevant services and organisations.

Parent to Parent Gippsland can provide advocacy support for families with children with a disability/developmental delay. See page 19 for further information.

## MAKING THE TRANSITION TO SCHOOL EASIER

There are a number of ways for you to make the experience of going to school an exciting one for your child and for the family.

### What can I do before my child starts school?

You may want to take some steps to make the move to school easier, for example:

- Ask the kindergarten/childcare service and the school what transition to school programs they are offering. Often schools invite all children who will start school the following year to visit at certain times during fourth term.
- Visit the school with your child. Ask the Principal for the best times to do this.
- Together with your kindergarten teacher/childcare worker and early childhood intervention worker (s):
  - discuss, plan and complete a *Sharing our Journey* plan for your child
  - complete a *Transition Learning and Development Statement*Ask your kindergarten/childcare service for a copy of *Sharing our Journey* and an example of the *Transition Learning and Development Statement*.

You may also obtain a copy from:

[www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/healthwellbeing/sharingourjourneyprotocol.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/healthwellbeing/sharingourjourneyprotocol.pdf)

[www.education.vic.gov.au/earlylearning/transitionschool/transitionstatement.htm](http://www.education.vic.gov.au/earlylearning/transitionschool/transitionstatement.htm)

- Provide permission for your child's kindergarten teacher/childcare worker and early childhood intervention workers(s) to contact the school to discuss your child's abilities and educational needs.
- Talk to your child about school.

## What can I do when my child starts school?

- Help the school to understand your child by providing information such as your child's:
  - likes and dislikes
  - communication methods
  - abilities and needs.
- Provide information to the teacher on your child's disability/developmental delay and how it affects your child.
- Speak to the class teacher about what you would like said to other children or parents if they ask about your child. Tell the teacher what worked well for your child at kindergarten/childcare.
- Try to be involved with school activities. Involvement with the school is the best way of knowing what is happening and being able to assist staff with your child and with other children.
- ***Be prepared for change.*** As your child moves through school there will be changes of teachers, programs and possible supports available.
- Always contact the school if you have any concerns.
- Keep in touch with other parents. Parents are often the best source of information and mutual support.



## PARENT SUPPORT NETWORKS

When a child moves from early childhood services into the school system, parents often find differences in their support networks.

Sometimes schools or school groups organise parent support networks as a means of giving parents information and opportunities for mutual support. Contact your local school for further information.

### Parent To Parent Gippsland

A program of Noahs Ark Inc.

Parent to Parent Gippsland provides support to parents, families and professionals working with children with disabilities and developmental delay aged birth - 18.

Services provided include:

- Linking parents to another parent who has a child with the same or a similar disability in their area.
- Provision of information about a disability, services available, and referral/access to services.
- Linking parents into local and state-wide parent support organisations, including parent support groups.
- Advocacy.
- Parent support.
- Quarterly Newsletter.

All contact is treated with confidentiality.

Co-ordinator: Yvonne Waite

Located at Noah's Ark, 6 Blackwood Place Morwell 3840

Postal address: PO Box 3163 Gippsland Mail Centre 3841

Phone: **1800 010 453** or **5135 3131**

Fax: 5135 6140

Mobile: **0428 882667**

Email: [p2pg@noahsarkinc.org.au](mailto:p2pg@noahsarkinc.org.au)

Hours of operation: Monday - Thursday from 8:30am - 5pm.

## For Further Information

If you require further information about processes for enrolling and applying for support, contact the Principal of your school.

For details about school locations or contact numbers:

**Department of Education and Early Childhood Development - Gippsland**  
**5127 0400**

[www.gippsland.vic.edu.au](http://www.gippsland.vic.edu.au)

[www.sofweb.vic.edu.au/wellbeing/disabil/index.htm](http://www.sofweb.vic.edu.au/wellbeing/disabil/index.htm)

**Catholic Education Office**                      **Warragul**                      **5622 6600**

[web.ceo.sale.catholic.edu.au/TeachingLearning/SpecialEducation](http://web.ceo.sale.catholic.edu.au/TeachingLearning/SpecialEducation)

**Association of Independent Schools**                      **9826 6011**

[www.ais.vic.edu.au/about/index.htm](http://www.ais.vic.edu.au/about/index.htm)

For details about Indigenous Support Services

**Department Education and Early Childhood Development**                      **5127 0400**

Koorie Education Development Officer

Koorie Home School Liaison Officer

Koorie Early Childhood Field Officer

**Catholic Education Office - Warragul**                      **5122 6600**

Indigenous Education Officer

## **For Further Information**

For details about disability services and supports

### **Gippsland Early Childhood Intervention Intake Service**

Gippsland Early Childhood Intervention Intake Service is the first point of contact to link families who have a child with a developmental delay or disability (between birth and school entry) to services.

These services use a family - centred approach to give you the knowledge, skills and support you would like to meet the needs of your child and to assist your child to participate in family and community life.

Families eligible for Early Childhood Intervention can be linked to a range of services according to their needs.

These might include:-

- Specialist group or individual intervention,
- Home or centre based services.
- Parenting programs,
- Assistance to access other services
- Supporting other services to meet your child's needs.

Free Call, 9am - 5pm Monday to Friday

**1800 783 783**

**or**

**5136 2400**

Ask to speak with an Early Childhood Intervention Intake Worker.

If you require assistance in establishing your child's eligibility for Gippsland Early Childhood Intervention Intake Service please talk with your Maternal and Child Health Nurse, kindergarten teacher, doctor, paediatrician or childcare worker etc.

## **Department of Human Services - Disability Services Gippsland**

The Intake and Response team is the first point of contact for eligibility, information and referrals for people with a disability (aged between 6 - 65 years) and carers and families.

If you are eligible for services, Intake and response can provide information and referrals for a broad range of services. Those specific to primary school aged children include: -

- Case Management
- Advice and behaviour management services
- Assisting and supporting individual skill development (ASIST)
- Respite
- Individualised planning
- Referrals
- Behaviour Intervention Support Team
  - Counselling
  - Education
  - Training & Support

Free call, 9am - 5pm Monday to Friday

**1800 783 783**

Email: [gippsland.disability@dhs.vic.gov.au](mailto:gippsland.disability@dhs.vic.gov.au)

**Association for Children with a Disability**

**1800 654 013**

For contact numbers of support groups for specific disabilities and parent advocacy groups

[www.acd.org.au](http://www.acd.org.au)

## SUGGESTED QUESTIONS FOR SCHOOL VISITS

This is a suggested list of things for you to ask when you visit a school. Mark those things which are important to you. Add any other questions you may think of in the space at the end.

### About the School

Number of students

---

Number of Prep classes

---

Number of students in Prep Classes

---

Does the school have classes combining children of different ages?

---

Are there students with disabilities?

- How many?
  - What grades?
- 

Has the school provided programs for students with disabilities similar to those of my child? If so, how?

---

What are the opportunities within the school for social interaction with students with and without disabilities?

---

How is supervision in the playground organised?

---

If physical access & safety is an issue for my child, - are the buildings and school grounds suitable? If not how can they be modified? Will they be done by the start of the school year?

---

Are there before or after school programs?

---

What do the school fees cover? Will there be other expenses?

---

Request a copy of the school integration or inclusion policy.

Ask what other written information is available about the school and its programs.

### **About Programs and Supports**

How often are Student Support Group meetings held?

---

How will my child be supported to make the transition to school?

---

How will the class teacher learn about my child's abilities and needs?

---

How can programs be modified to meet my child's educational needs?

---

How are programs planned?

---

Is there any special education staff available?

- integration teacher,
  - special education teacher,
- 

What special equipment is available?

---

What extra supports might be sought for my child?

---

What special program staff will teach my child- for example, music, physical education, swimming?

---

How will these teachers learn about my child's needs?

---

How are parents involved in the school?

---

## **Transport**

Is transport available? How is it organised?

---



## Appendix 1 – School Exemption Proforma



### Exemption from school due to attendance in kindergarten program

Children who are turning six (compulsory school age) during the second year of funded kindergarten must be exempted from attending school by the Department of Education.

**Please forward this completed form to the relevant DoE regional office by 1 November in the year prior to the child turning six.**

The DoE Gippsland regional office address is PO Box 381, Moe, 3825.

Other DoE regional office addresses can be found at <http://www.education.vic.gov.au/about/contact/>

The following child seeks exemption from attending school for the year \_\_\_\_\_  
(insert school year)

#### Family details

<i>Parent/Guardian name:</i>	<u>Family name</u>	<u>Given name/s</u>
<i>Parent/Guardian address:</i>		Daytime contact number:
<i>Child's name:</i>	<u>Family name</u>	<u>Given name/s</u>
<i>Child's address:</i>		
Child's date of birth: ...../...../.....    Child's gender: <input type="checkbox"/> male <input type="checkbox"/> female		

#### Kindergarten Information

Name & location of early childhood service child currently attending:
Name & location of early childhood service child attending for second year of kindergarten:
Please attach a copy of the completed kindergarten second year declaration form

#### School Information

Name & location of school child is expected to attend:
--

#### Signature

Name of parent/guardian: .....	Date submitted: ...../...../.....
Signature of parent/guardian: .....	

Last updated: March 2007



# Best practice guide

# Transition to School



TERM 1 TASKS:	P	S	EC	SS
Appoint a staff member to oversee the transition process		✓	✓	✓
Convene meeting, inviting all local Junior Schools, Kindergartens, Child Care Services, Pre School Field Officer, Specialist Children's Services, School Support staff any other Early Intervention Staff. (Consider joining with any 0-8 year's network that already meets). <b>Purpose:</b> Review previous year transition activities (what worked, what didn't) and plan for current year transition activities. Determine how, when and who will provide information to parents/carers and professionals re: Making a successful transition to school; Choosing a school; Supporting children with additional needs; School Orientation & Open Days dates.	✓	✓	✓	✓
TERM 2 TASKS:				
Confirm Dates & Procedures for Enrolment, Orientation Days & Prep Information Night. Share with transition network members and families		✓	✓	✓
<b>Attend information sessions re Program for Students with Disabilities funding processes for current year.</b> DEECD, Catholic Education Office and Association Independent Schools Victoria all host sessions. Update knowledge of current protocols eg. Sharing Our Journey.		✓	✓	✓
Identify children with high level needs so relevant discussion, action and assessment can be undertaken to meet DEECD, CEO & AISV Student with Disabilities funding guidelines.	✓	✓	✓	✓
<b>1st Joint Student Support Group Meeting</b> (related to high level needs child including those in Child Protection). <b>Purpose:</b> To undertake the funding application process.	✓	✓	✓	✓
Provide information to Parents of children with high level needs (this may be 1:1 or professionals may work collaboratively to host a meeting to provide a range of information including school options, enrolment and funding applications processes, planning for transition). Encourage parents/carers/guardians to contact and visit schools.	✓	✓	✓	✓
<b>Networking:</b> Organise time release for prep teachers to spend a session observing the new children in their early childhood setting. Arrange opportunities for Kindergarten teachers, Childcare workers and other carers to visit the schools.		✓	✓	✓
TERM 3 TASKS:				
<b>2nd Joint Student Support Group Meeting</b> (related to high level needs child) – early - mid term 3. <b>Purpose:</b> To identify goals, strategies and timelines to familiarise the child with school <b>August:</b> DEECD Schools - Identify any facilities modifications required and make application to Regional Office	✓	✓	✓	✓
Liaise with school re planning & support for non funded "at risk" children. (i.e. children whom are ineligible for Disabilities funding but will need additional support to succeed).	✓	✓	✓	✓
TERM 4 TASKS:				
Complete Transition Learning & Development Statements and Sharing our Journey templates. Forward to schools.	✓	✓	✓	✓
Host orientation days for all incoming prep students and prep information sessions for parents/carers.	✓	✓	✓	✓
<b>3rd Joint Student Support Group Meeting</b> (high level needs child). Purpose: review set goals and identify goals for commencing school.	✓	✓	✓	✓
<b>Joint Planning &amp; Support Group Meeting for non-funded "at risk children"</b> . Purpose:- identify strengths, interests and learning needs and set goals for commencing school.	✓	✓	✓	✓
TERM 1 TASKS following year:				
Monitor progress of high level and "at risk" children through Student Support Group Meetings. <b>Ensure liaison with School Nursing Program and School Welfare Officer where appropriate.</b> <b>Ensure children with identified disabilities/developmental delay are linked to DHS Disability Services where appropriate.</b>	✓	✓	✓	✓

**P** Parent

**S** School - Primary, Special, Independent, Catholic.

**EC** Early Childhood - Kindergarten, Childcare, Family Day Care, Maternal Child Health

**SS** Specialist Services - Early Intervention Services, Child Protection, Child First (Family Information Referral & Support Team) Community Health & Allied Services (e.g. Speech & Occupational. Therapist, Psychologist) Pre School Field Officer (PSFO), Koorie Early Childhood Field Officer, Koorie Pre School Assistant Inclusion Support Facilitator (ISF) School Support Staff, Primary School Nurse, DHS - Disability Services

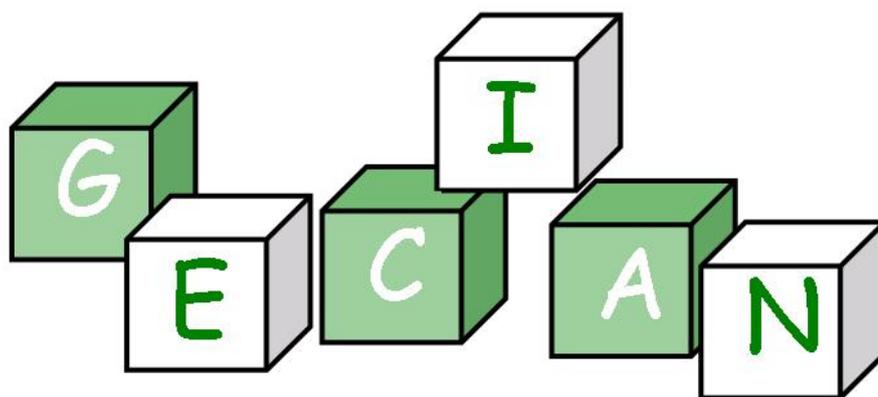
**DHS** Department of Human Services

**DEECD** Department of Education and Early Childhood Development

**CEO** Catholic Education Office

**AISV** Association Independent Schools Victoria

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