

Transition - Into post-school pathways

Use this checklist to assess and track the support that has been put in place to ensure the successful transition of an identified student. These actions and strategies should be implemented with consideration to the student's developmental stage, level of need and identified support requirements.

Staff focus	
Post-school pathway planning has been started early, with the student and family.	
Capability building that will be required for community participation (e.g. travel/transport training) has been commenced and is ongoing.	
A conversation has been held with the family about how the end of school works for their student.	
Agencies and people already working with the student, and those needed post-school (LAC/NDIS, employment providers, career practitioner), have been mapped and engaged.	
A career practitioner (school or TAFE) has been involved in planning.	
WACE attainment has been assessed and, where achievement is at risk, early warning has been given to the family alongside the alternative pathways.	
WACE and alternative-pathway information has been confirmed from the authoritative source (Education Department website / Ikon) and shared directly with the family.	
Key application deadlines have been identified and diarised.	
The family has been informed of available post-school and transition funding, supported to apply in time, and connected with their LAC and relevant employment providers.	
The destination/pathway and the supports required there have been confirmed.	
Continuity of funding and supports across the exit has been checked (NDIS review timing, LAC).	
A documented profile of the student (strengths, supports, adjustments, people involved) has been prepared to travel with them as a shared handover.	