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**Transition checklist**

Person’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Checklist | Yes | No | Action | Who’s responsible? | Date |
| Transition co-ordinator identified |  |  |  |  |  |
| Transition team established |  |  |  |  |  |
| Diagnostic and assessment reports collated |  |  |  |  |  |
| Planning Tool completed by transition team |  |  |  |  |  |
| Professional learning for teachers identified |  |  |  |  |  |
| School familiarisation and transition plan developed in collaboration with family, school staff and student |  |  |  |  |  |
| Preferred communication modes between home and school established |  |  |  |  |  |
| Individual learning plan developed, incorporating student voice |  |  |  |  |  |
| Plans to support student |  |  |  |  |  |
| Plans to support family |  |  |  |  |  |
| Plans to support teaching team |  |  |  |  |  |

Adapted from ‘Planning a successful transition to primary/secondary school’ Victorian DEECD and Monash University 2012