

Earthquake recovery

Supporting a student's school transition

A student's transition from one school to another affects each student differently and can be exciting for some and scary to others. . It will mean many new changes for students and their families and whānau and can be temporarily unsettling, particularly given the current circumstances in Christchurch.

The way a transition is managed sets the stage for a student's future successes. We know that the support caregivers and teachers provide can help a student adjust to their new school. When a transition goes well the initial distress of being scared or unsure quickly recedes.

This document will help the sharing of information, communication and planning between relevant agencies, the student's parent/caregiver and individuals to ensure the new school is able to meet the new student's needs. This information should be completed by the class teacher or parent/carer or other individual as appropriate.

Identifying information:

Date	Information completed by:
ENROL number	

Name of student	
Date of birth	
Ethnicity	
Iwi	
Family address	
Parent or carer names	
Telephone number	
Mobile number	
Email address	
Emergency contact number, name and relationship	

Academic information:

Date	Information completed by:
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Is a full record of student achievement levels across the curriculum – against National Standards – available (Y / N)? (please attach)	
Is a copy of the most recent school report available (Y / N)? (please attach)	
Are there copies of teacher-generated evidence/a paper based folder or portfolio (Y / N)? (please attach samples)	

Other important information:

Date	Information completed by:
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Please indicate the existence/relevance of the following (Y / N / NA), and provide the most recent example:

IEP	
Behaviour Plan	
Communication Plan (Speech and Language)	
Health Plan	
Plan to support physical needs	
Assistive technology	

Useful information about the student's family circumstances:

Information completed by/date	
How does the student go between school and home?	
Who takes the student to and from school?	
What equipment does the student use, if any?	
What medication and allergies does the student have, if any?	
Contact details of family GP	
What times may be difficult for the family to attend appointments?	
What language(s) are spoken at home?	
Does the family require an interpreter?	
Does the student have a pet or pets? If so, name.	

Useful information about the student:

Information completed by/date	
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What is the student good at?	
What does the student find challenging?	
What does the student need help with?	
What tasks/actions can the student complete independently?	
What can the student become upset about?	

What are the student's likes/dislikes (please see below)?

DESCRIPTION	LIKES	DISLIKES
TV programmes		
Song or band		
Toys		
Colours		
Foods		
Other 1 - please specify		
Other 2 - please specify		

Useful information about the family/whānau:

Information completed by/date	
Key points to note when working with the family/whānau	
Best way to contact the family/whānau	

Key Worker details:

Information completed by / date	
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Details	RTLit	RTLB	MoE SE	SWiS	Other – please specify
Name					
Address					
Telephone					
Mobile					
Email					

STUDENT TRANSITION and ACTION PLAN SUMMARY

Student Strengths:	<p align="center"><name></p> <p align="center"><present school> <new school> <year level></p> <p align="center"><plan completed by></p>	Challenges:
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Recommended Transition and Support Strategies:

Academic Information

Numeracy:	Literacy:	Work Habits:
	<i>Reading Age:</i>	
	<i>Written Language:</i>	
	<i>Spelling Age:</i>	