

# Transition planning for school leavers in 2019

Resources to support collaborative planning in schools

# Personalised transition planning for school leavers in 2019

## Purpose of the information package

- » To support schools to engage in collaborative personalised transition planning with young people with disability who are leaving school in 2019.
- » The package aims to help schools to work with young people and their families to gather relevant information so they can transition successfully to life after school.
- » Young people and their families can then share that information with the NDIS, employment service providers, or other disability support providers if they choose.

## Context for the information package

- » The National Disability Insurance Scheme (NDIS) has replaced the NSW disability support system and the post school programs for young people with disability that were previously funded by Ageing, Disability and Home Care (ADHC).
- » Responsibility for funding post school disability supports now rests with the National Disability Insurance Agency (NDIA).

## Key messages for 2019

- » NSW school education sectors will be completing personalised transition planning with Year 12 school leavers with disability.
- » A student's teachers and/or support teacher transition is to complete the Individual Transition Plan in collaboration with student, parent and carer, other school staff, and providers as appropriate.
- » Schools will support young people to plan and gather information on their post school goals, pathways and support needs.
- » Planning is ongoing throughout the year and is available to all Year 12 students with disability, regardless of their NDIS status.
- » It is important to remember that Year 12 students may sign out of school at the end of Term 3. This is determined by principals to align with local school management practices.
- » Planning should consider and record the expected date for leaving school, where possible.

# What is in this resource pack?

## This pack contains:

- » a suggested process for transition planning in 2019
- » an example individual transition plan
- » examples of evidence held by schools that may support transition planning
- » information on pathways and options for young people preparing to leave school, including pathways to employment, Australian Government employment services and NDIS supports
- » goal planning prompts and examples
- » information on NDIS planning areas
- » checklists to support planning discussions
- » links to information, support and resources

# Transition planning process 2019



## 1 Identify students

The school learning and support team identifies school leavers for transition planning



## 2 Gather evidence

To prepare for planning, the learning and support team may gather existing student reports and records



## 3 Schedule meetings

The learning and support team coordinates collaborative planning meetings



## 4 Hold meetings

Transition planning meetings will be ongoing throughout the year. Planning, goal setting and evidence should be recorded



## 5 Share transition plan

Young person can share copies of their plan with the NDIS, employment support providers, and others

The head teacher support, learning and support teacher and support teacher transition may support this process.

School leavers may:

- » be in a special school
- » be in a support class
- » receive integration funding support (NSW public schools only)
- » receive additional support
- » have a confirmed disability
- » have been included in the Nationally Consistent Collection of Data (NCCD)

Evidence may include:

- » recent school reports
- » Record of School Achievement
- » VET records
- » work experience documents, including work placement forms and records of adjustments needed to support placements
- » previous education or transition plans

Collaborative planning meetings may involve:

- » the student and their family
- » support teacher transition
- » head teacher support
- » other school personnel (e.g. learning and support teacher, school counsellor, year advisor, careers advisor, class teacher, transition advisor)
- » government and non government providers where appropriate

Schools should confirm if the young person is an NDIS participant. If not, schools can encourage them to see if they meet the [access requirements](#) and apply to join to the NDIS.

Families and schools should each keep a record of the meeting.

Tools for record keeping include:

- » [up2now learning portfolio](#)
- » School leaver 2019 transition planning example

Information in the transition plan can support continued discussions about goals and support needs after school.

NDIS Local Area Coordinators and Planners may use information in transition plans to inform NDIS planning decisions, including suitability for School Leaver Employment Supports (SLES).

# Examples of evidence held by schools that may support transition planning

- » Schools may hold assessments, reports, documents and other types of evidence that can support a student's transition planning, NDIS access request or NDIS plan review
- » Copies may be provided to parents and carers, or to others (e.g. the NDIS) with the family's consent

SOURCE SUPPORT AREA	Classroom teacher	Learning and support team	School counsellor
<b>Learning</b>	<ul style="list-style-type: none"> <li>» PLASST</li> <li>» Records to support inclusion in the NCCD</li> <li>» Personalised Learning Plans</li> </ul>	<ul style="list-style-type: none"> <li>» Documents to support a department access request or ASTP application</li> <li>» Learning and support plans</li> </ul>	<ul style="list-style-type: none"> <li>» Disability confirmation</li> <li>» Psychological assessments and reports (e.g. WISC-IV or WISC-V)</li> </ul>
<b>Functional support</b>	<ul style="list-style-type: none"> <li>» Records of functional supports provided by teacher or SLSO</li> <li>» Profile developed for department's Access Request process</li> <li>» Review meeting notes</li> </ul>	<ul style="list-style-type: none"> <li>» Allied health assessments (e.g. speech, OT, physio) associated with mobility, communication, health care, assistive technology, adjustments for access and participation at school (including environmental modifications)</li> </ul>	<ul style="list-style-type: none"> <li>» Profile developed for department's Access Request process</li> </ul>
<b>Health</b>	<ul style="list-style-type: none"> <li>» Personalised Learning Plans</li> </ul>	<ul style="list-style-type: none"> <li>» Health care plan and supporting documents</li> </ul>	
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>» Personalised Learning Plans</li> </ul>	<ul style="list-style-type: none"> <li>» Behaviour support plan</li> <li>» Incident reports</li> <li>» Risk assessments</li> </ul>	
<b>Wellbeing</b>	<ul style="list-style-type: none"> <li>» Records of social-emotional interventions provided</li> </ul>	<ul style="list-style-type: none"> <li>» Records of social-emotional interventions provided</li> </ul>	<ul style="list-style-type: none"> <li>» Records of social-emotional interventions provided</li> </ul>
<b>Transition</b>	<ul style="list-style-type: none"> <li>» Transition plans for starting school, changing school, or moving between grades</li> </ul>	<ul style="list-style-type: none"> <li>» Year 6-7 transition plans</li> <li>» Post school transition plans</li> <li>» Work experience records and reports</li> </ul>	

# Individual transition plan example

Individual Transition Plan 2019  
School Leaver

The purpose of this Individual Transition Plan is to support collaborative, school-based transition planning for a student with disability and their family in 2019. It aims to help the student, their family and school gather information on the student's post school goals, pathways and support needs. This information can then be shared by the student and their family with other support organisations including the National Disability Insurance Scheme (NDIS), employment services, and further education and training providers.

**Note: If a section or part of a section is not relevant to you, you can leave it blank.**

Date of plan:

**1 Your details**

Name	<input type="text"/>	Australian citizen	<input type="text" value="Choose an item."/>
Date of birth	<input type="text"/>	Visa holder	<input type="text" value="Choose an item."/>
Address	<input type="text"/>	Aboriginal or Torres Strait Islander	<input type="text" value="Choose an item."/>
Phone	<input type="text"/>	Language/s spoken at home	<input type="text"/>
Email	<input type="text"/>	Interpreter required	<input type="text" value="Choose an item."/>

Expected date for completing school in 2019

**2 Parent or carer details**

Parent/carers name	<input type="text"/>
Phone	<input type="text"/>
Email	<input type="text"/>
Address (if different to above)	<input type="text"/>

**3 School details**

School name	<input type="text"/>
School phone	<input type="text"/>
Contact person (responsible for transition planning)	<input type="text"/>
Support Teacher-Transition or Transition Advisor (if different from contact person)	<input type="text"/>

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## Key sections:

- » Your details
- » Parent or carer details
- » School details
- » Your disability and support needs
- » NDIS information
- » Education details – Pattern of study
- » Post school goals
- » Employment goals and experience
- » Your strengths, goals and support needs

The document is an example only. It is not mandatory and neither are the fields within it

# Pathways and options for young people

- » Pathways may change as a student's skills, capabilities and interests change
- » NDIS participants should talk to their Local Area Coordinator or planner about the supports needed to achieve post school goals

## STUDY AND WORK

- » Start an apprenticeship or traineeship
- » See what help is available for [Australian apprentices with disability](#)



## FURTHER STUDY

- » Enrol at university, TAFE, private college or other training provider
- » Talk to the institution about the adjustments you need to access and participate in your course
  - » [TAFE disability services](#)
  - » [University disability services](#)



## FIND A JOB

- » Look for a job independently
- » Get help to find a job through [jobactive](#)
- » If an NDIS participant you can access supported employment at an [Australian Disability Enterprise](#) through your NDIS plan
- » Go to Centrelink for a [Job Capacity Assessment](#)



## BECOME WORK READY AND GET HELP TO FIND A JOB

- » Get help from [Disability Employment Services](#) (you may be able to register in your last year of school) or [Transition to Work](#) to prepare for work
- » NDIS participants can talk to their planner or a LAC about help to find an employment pathway and suitability for [School Leaver Employment Supports](#) (SLES)



## COMMUNITY

- » Volunteer in your community
- » Participate in activities to build skills that may support employment
- » Pursue your interests
- » Participate in social activities and events
- » Learn to become more independent
- » Ensure you have the right supports in your NDIS plan



# Pathways to employment support

**Via the Department of Human Services, Centrelink**  
 Income assistance or job seeker support from Centrelink:

- » **CRN:** Centrelink Registration Number & interview to discuss support, &/or assessment
- » **JSCI:** Job Seeker Classification Index
- » **JCA:** Job Capacity Assessment (if applying for the DSP)
- » **ESAt:** Employment Services Assessment (for all other applications)

**Direct registration with a Disability Employment Service (DES)**

**You can directly register with a DES. To be eligible, you must be:**

- ✓ In final year of secondary school, and
- ✓ Receiving the Disability Support Pension (DSP), or
- ✓ Enrolled in Disability Special Class/Disability Special School, or
- ✓ Attracting additional educational funding due to their disability
- ✓ Current & former participants in School Leaver Employment Supports (SLES)

Please confirm eligibility with a DES Provider

**jobactive**

- ✓ Streamed services to support job seekers to find a job
- ✓ Services are tailored to support job seekers to overcome:
  - » **vocational barriers** (e.g. work experience & training)
  - » **non-vocational barriers** (e.g. homelessness, drug and alcohol issues, and disability with or without evidence)
- ✓ Streams A-B-C: **A** - supports job seekers who are job ready, to **C** - supports job seekers with both vocational and non-vocational barriers

**Disability Employment Services (DES)**

**Employment Support Services (ESS)**

- ✓ Job seekers with a permanent disability who need **long term, regular support** in the workplace
- ✓ School-based trainees and apprentices who meet eligibility criteria may be eligible for support (with approval)

**Disability Management Services (DMS)**

- ✓ Job seekers with a disability, injury or health condition, requiring assistance from a DES but **not long term support** in the workplace
- ✓ School-based trainees and apprentices who meet eligibility criteria may be eligible for support (with approval)

**Find a provider online or speak to a person**

- » Find a jobactive provider near you at <https://jobsearch.gov.au/serviceproviders>
- » Call the Job Seeker Hotline on 13 62 68

**Find a provider online or speak to a person**

- » Find a DES Provider near you at [www.jobaccess.gov.au/find-a-provider](http://www.jobaccess.gov.au/find-a-provider)
- » Ring a JobAccess Advisor on 1800 464 800

**Additional support for Indigenous students**

- » Aboriginal Employment Strategy [www.aes.org.au](http://www.aes.org.au) | Indigenous Apprenticeship Program [www.humanservices.gov.au/corporate/careers/indigenous-apprenticeship](http://www.humanservices.gov.au/corporate/careers/indigenous-apprenticeship)
- » New Careers for Aboriginal People (NCAP) contact list [www.training.nsw.gov.au/forms\\_documents/programs\\_services/aboriginal\\_services/ncap\\_contacts.pdf](http://www.training.nsw.gov.au/forms_documents/programs_services/aboriginal_services/ncap_contacts.pdf)



# Australian Government employment supports



- » [jobactive](#) helps to get people into work, including people with disability
- » A [jobactive](#) provider can support you to access support to find and keep a job



- » [Transition to Work](#) supports young people aged 15–21 on their journey to enter employment or complete education. The service is available through jobactive
- » [Find a Provider](#) assists in locating the nearest provider

## Job Access

Driving disability employment

- » [Job Access](#) provides advice on employment support for people with disability
- » Job Access can provide information on Disability Employment Services (DES)
- » Call 1800 464 800



- » [Centrelink](#) provides job seeker support and financial support information for people over 16, including the disability support pension, sickness allowance, mobility allowance and pensioner education supplement
- » To receive the disability support pension, you may need to attend a [Job Capacity Assessment](#)

# Australian Government employment supports



If you're **looking for work**, a DES provider can help you:

- » get ready to work
- » train in specific job skills
- » write your resumé
- » train in interview skills
- » look for jobs that suit you

If you **have a job**, a DES provider can help you with:

- » on-the-job training
- » speaking to your boss and co-workers
- » ongoing support in your job
- » modifying your workplace
- » Auslan at work

**Disability Employment Services** (DES) help people with disability find and keep a job

They provide long term regular support through Employment Support Services (ESS) and shorter term support where necessary through Disability Management Services (DMS)

## Eligibility for DES

You may register directly with a DES provider as an Eligible School Leaver (ESL) if you:

- » are in your last year of school, **and**
- » have future capacity to work at least 8 hours a week, **and**
- » meet the criteria found in the [DES eligible school leaver guidelines](#).

In these cases, DES providers will seek documentary evidence from the school principal (or delegate) stating that you are:

- » full time in final year of school (Year 12 in NSW), **and**
- » receiving the disability support pension or receiving additional education funding due to your disability.

In NSW public schools, this is evidence of receiving Integration Funding Support or being enrolled in a support class in a special school.

Students who wish to register with a DES provider but who are not eligible under the ESL guidelines or who have already left school will require an [Employment Services Assessment](#). This assessment considers barriers to work, identifies interventions to address those barriers, and considers the young person's capacity to work. It may also be used by the Department of Human Services when making decisions about income support payment qualification or participation requirements.

# NDIS supports that may assist young people

You must be an NDIS participant to access these supports

**School Leaver Employment Supports (SLES)** is an NDIS funded reasonable and necessary support for young people who have a goal to work in open employment

- » SLES is an early intervention approach for Year 12 school leavers with significant disability to support their transition from school to employment
- » Supports may be provided for two years and are designed to build a participant's capacity to meet the access criteria and transition to a Disability Employment Service (DES)
- » SLES supports are only available to participants who are not eligible to access a DES

**Australian Disability Enterprises (ADEs)** support people with moderate to severe disability to engage in supported employment and connect with their local community

- ADEs provide a range of employment options. They can provide training and experience to support an employee to step into open employment or to continue in supported employment:
- » people who are unlikely to enter the open labour market and earn an award wage
  - » people who, because of their disability, need substantial ongoing support to obtain or retain paid employment
  - » Funding of ADEs is gradually **transitioning to the NDIS**.

## Community participation supports

- » Community participation supports enable a participant to engage in social or recreational activities in the community
- » This may include volunteering or getting involved in local events and social activities
- » Wherever possible, community participation should focus on building skills and confidence to be more independent in the community

# Goal planning prompts

Planning areas	NDIS domains	Example goal (when writing goals be specific)	Example adjustments to support a young person to achieve their goal
Further education and training	» Lifelong learning	» To improve opportunity for an apprenticeship through a vocational course at TAFE or another RTO » To do a community education cooking course	» Contact disability support personnel at TAFE » Attend expos and support by listing questions that may support the process
Employment	» Work » Relationships	» To get a job » To get a part time job before I finish school	» Opportunities for repetition and practice to learn new skills
Personal care and management	» Choice and control » Daily living » Home	» To learn how to shop for ingredients for dinner for a week » To learn to budget my money	» Identify ingredients visually
Health and wellbeing	» Health and wellbeing	» To join a sports club in my local area to learn skills, make friends and keep active » To do volunteer work at a home for old people	» Research and list local area clubs
Social and community participation	» Social and community participation » Relationships	» To access centre-based supports and part time supported employment with an Australian Disability Enterprise (ADE) » Help to get a better routine in my life	» Visual schedules for timing and following instructions » List steps to follow
Transport and mobility	» Daily » Social and community participation	» To learn to travel independently to new places to improve my chances of finding employment and participating in the community	» Identify local transport routes » Teach safe travel behaviour

### Work and income

- » Successfully obtain and retain employment in the open or supported labour market

For example: Student may need assistance to find and keep a job in open or supported employment, to volunteer, get a tax file number, connect with a Disability Employment Service, and explore ideas for potential employment

**Goal example:** I want to get a job when I leave school

### Lifelong learning

- » Ongoing support to transition into and from school and into and during further education

For example: Student may need help to access TAFE and other training, or university

**Goal example:** To enrol in a hospitality course at TAFE

### Choice and control

- » Strengthens ability to identify preferred options, exercise control in selecting and managing their supports, including engaging and paying providers

**For example:** Student may need support to gain more independence in their life; may need support coordination built into their plan

**Goal example:** To have the support I need to be independent in my home

### Daily living

- » Items and equipment for daily living
- » Personal care and community access for everyday life, and to live securely and independently
- » Support to acquire or increase skills in independence and community participation

For example: Student may need help with shopping, transport, housework, finances, food preparation, personal care, mobility or positioning

**Goal example:** To have support that enables me to be independent with my personal care needs

### Social and community participation

- » Development to build skills (individually or in groups), mentoring and peer support to develop capability for community participation

For example: Student may need assistance to participate in local sports club, go out with friends, use public transport, and get a drivers licence

**Goal example:** To get my learner's permit

### Home

- » Assistance to improve and increase satisfaction with living arrangements
- » Minor to major home modifications

For example: Student may need help to decide and find where they would like to live (e.g. supported living or in a private home), or to identify if they need home/vehicle modifications or assistive technology

**Goal example:** To move into a support share house with people my own age

### Health and wellbeing

- » Dietetics, personal training, and exercise to increase a participant's health, fitness and wellbeing

For example: Student may need help with healthy diet and exercise routines, therapy supports, behaviour support or behaviour intervention due to behaviours that may be a danger to self and others

**Goal example:** To get the therapy support needed to help me manage change

### Relationships

- » Social skills development and behaviour intervention supports, where necessary

For example: Student may need help with building relationships with friends in the community, social skills training, and interacting with others

**Goal example:** To join my local soccer team and learn to go to training independently

## NDIS planning areas

# Goal planning is important for NDIS participants when transition planning

## Reasonable and necessary supports for NDIS participants must contribute to achieving individual goals

- » Deciding on reasonable and necessary supports is a delegate’s decision based on legislation and **the information provided**.
- » The individual transition plan is an example of the information that will support the delegate decide what is reasonable and necessary.

Core Supports	Capital Supports	Capacity Building Supports
<p>These are supports that enable daily living</p>	<p>These supports provide:</p> <ul style="list-style-type: none"> <li>» assistive technology equipment</li> <li>» home and/or vehicle modifications</li> <li>» specialist disability accommodation</li> </ul>	<p>These supports enable the building of independence skills</p>
<p>The participant has flexibility to choose specific supports in this space within the budget but cannot reallocate this funding for other purposes</p>	<p>Funding in these areas is restricted to items identified in the plan</p>	<p>Budget allocated at this level must be used to achieve the goals set out in the participant’s plan</p>
<p>Core supports can provide :</p> <ul style="list-style-type: none"> <li>» assistance with daily living</li> <li>» transport support</li> <li>» consumables</li> <li>» assistance with social and community participation</li> </ul>	<p>Capital supports provide:</p> <ul style="list-style-type: none"> <li>» assistive technology</li> <li>» home</li> </ul>	<p>Capacity building supports provide:</p> <ul style="list-style-type: none"> <li>» support coordination</li> <li>» improved living arrangements</li> <li>» increased social and community participation</li> <li>» <b>finding and keeping a job</b></li> <li>» <b>school leaver employment supports</b></li> <li>» improved relationships</li> <li>» improved health and wellbeing</li> <li>» improved learning</li> <li>» improved life choices</li> <li>» improved daily living</li> </ul>

Note: All participant funding is tied to a goal.

# Checklist: Work readiness skills

## To help identify areas where more support is needed

The checklist is for schools to complete with students and families to support planning with providers. Mark each item as **YES** or **NO** according to behaviours observed at school or in school related activities. Further details can be added in comments box if required.

### Being prepared for work

Self organised to be ready for school or work	YES / NO
Mostly punctual	YES / NO
Awareness of time management	YES / NO
Manages own daily routine	YES / NO
Well presented and dressed appropriately	YES / NO
Independent with personal care routines at school	YES / NO
Shows interest in work	YES / NO

### Work habits

Works well in a team	YES / NO
Works effectively alone	YES / NO
Follows instructions	YES / NO
Follows supervisor's directions	YES / NO
Requires frequent prompts to complete tasks	YES / NO
Seeks help on next steps when unsure	YES / NO
Requires times to settle into a new environment	YES / NO
Requires targeted support to learn new tasks	YES / NO
Copes with change within daily routine	YES / NO

# Checklist: Work readiness skills

## To help identify areas where more support is needed

The checklist is for schools to complete with students and families to support planning with providers. Mark each item as YES or NO according to behaviours observed at school or in school related activities. Further details can be added in comments box if required.

### Safety

Follows safety rules in current setting	YES / NO
Understands the need for the use of personal protective equipment (PPE)	YES / NO
Needs additional supervision with equipment	YES / NO
Will need support in an emergency situation	YES / NO
Requires an accessible workplace	YES / NO
Requires strategies to encourage self-regulation of behaviour	YES / NO

### Other

Uses a mobile phone independently to make and receive calls	YES / NO
Uses a mobile phone independently to access information	YES / NO
Has awareness of money, its uses and value	YES / NO
Looks after own money	YES / NO
Uses a bank or an ATM to access money	YES / NO
Knows how to use a debit card	YES / NO



# Links to information, supports and resources

## Disability

NDIS website | [www.ndis.gov.au](http://www.ndis.gov.au)

NDIS access requirements | <https://www.ndis.gov.au/applying-access-ndis>

Disability support pension | <https://www.humanservices.gov.au/individuals/services/centrelink/disability-support-pension>

Mobility Allowance | <https://www.humanservices.gov.au/individuals/services/centrelink/mobility-allowance>

Youth Disability Supplement | <https://www.humanservices.gov.au/individuals/services/centrelink/youth-disability-supplement>

Companion card | <https://www.service.nsw.gov.au/transaction/apply-companion-card>

Ability Links | <https://www.abilitylinksnsw.org.au/>

## Education and training

Up2now learning portfolio | <https://up2now.net.au/people/login>

Vocational education and training | <https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/vocational-education-and-training>

School-based apprenticeships and traineeships | <https://sbatinnsw.info/>

Australian apprentices with disability | <https://www.australianapprenticeships.gov.au/programs/support-australian-apprentices-disability>

TAFE disability services | <https://www.tafensw.edu.au/student-services/disability-services>

University disability services | <https://www.adcet.edu.au/students-with-disability/current-students/disability-services-university/>

Pensioner Education Supplement | <https://www.humanservices.gov.au/individuals/services/centrelink/pensioner-education-supplement>

National Disability Coordination Officer | <https://www.education.gov.au/national-disability-coordination-officer-programme>

## Health

Medicare card | <https://www.humanservices.gov.au/individuals/services/medicare/medicare-card>

Transition to adult health services | <https://www.aci.health.nsw.gov.au/networks/transition-care/about>

# Links to information, supports and resources

## Employment

School Leaver Employment Supports | <https://www.ndis.gov.au/participants/finding-keeping-and-changing-jobs/leaving-school>

Jobactive | <https://jobactive.gov.au/>

Job Capacity Assessment | <https://www.humanservices.gov.au/individuals/enablers/job-capacity-assessments-dsp>

Disability Employment Services | <https://www.jobaccess.gov.au/des>

Australian Disability Enterprises | <https://www.dss.gov.au/disability-and-carers-programmes-services-for-people-with-disability/about-australian-disability-enterprises>

Transition to Work | <https://jobsearch.gov.au/transition-to-work>

Job Access | <https://www.jobaccess.gov.au/>

Centrelink | <https://www.humanservices.gov.au/individuals/centrelink>

Employment services assessment | <https://www.jobs.gov.au/employment-services-assessments>

Tax file number | <https://www.ato.gov.au/individuals/tax-file-number/apply-for-a-tfn/>

White card | <https://www.service.nsw.gov.au/transaction/apply-general-construction-induction-card>

Ticket to Work | [www.tickettowork.org.au](http://www.tickettowork.org.au)

Youth Allowance | <https://www.humanservices.gov.au/individuals/services/centrelink/youth-allowance>

## Other

Proof of age card | <https://www.service.nsw.gov.au/transaction/apply-nsw-photo-card>

# Acronyms

## Government and Non-government

DSS – Department of Social Services

DHS – Department of Human Services

DES – Disability Employment Service

ESL – Eligible school leaver

ESS – Employment Support Services

DMS – Disability Management Services

ADE – Australian Disability Enterprise

DSP – Disability Support Pension

PES – Pensioner Education Supplement

ESAt – Employment Services assessment

JCA – Job Capacity Assessment

JSA – Job Services Australia

NDCO – National Disability Coordination Officer

NDIS – National Disability Insurance Scheme

NDIA – National Disability Insurance Agency

LAC – Local Area Coordinator

SLSES – School Leaver Employment Supports

ILC – Information Linkage and Capacity Building

DDA – Disability Discrimination Act

## Education

NSW DoE – NSW Department of Education

STT – Support teacher transition

ITP – Individual Transition Plan

IEP – Individual Education Plan

NCCD – Nationally Consistent Collection of Data on School Students with Disability

DCS – Disability Confirmation Sheet

DP – Deputy Principal

AP – Assistant Principal

APLS – Assistant Principal, Learning and Support

SLSO – School Learning and Support Officer

L&ST – Learning and Support Teacher

HSC – Higher School Certificate

RoSA – Record of School Achievement

RTO – Registered Training Organisation

VET – Vocational Education and Training

SVET – School Delivered Vocational Education and Training

EVET – Externally Delivered Vocational Education and Training

AIS – Association of Independent Schools of NSW

CSNSW – Catholic Schools NSW

# How to convert a completed ITP to PDF

## For use when completing form electronically

To PDF an ITP that was completed in Word:

1. Click **File**
2. Click **Save as Adobe PDF**
3. Select a folder to save the document in and type in a clear file name.

The form can then be sent to families and others with confidence that the information entered during the transition meeting cannot be changed.

# How to create a digital signature and sign a document

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