

# The Bidgee School Transition Program: User Manual

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## Project Background

### Rationale

The Bidgee School Transition Program invites all educational stakeholders to work together to transform processes of transition for students who are enrolled in both mainstream schools and specialist learning settings. In its emphasis on communication, collaboration and collegial support, the Program provides an authentic form of professional development, and opens pathways for the dissemination of insights into best practice. Most importantly, the Transition Program aims to increase educational success for students with behaviour disorders by establishing cohesive networks of care and support.



### Background

After operating informally as a Homework Centre for several years, run by a group of volunteers dedicated to supporting at-risk students, The Bidgee School was officially established as a NSW DET specialist school supporting behaviour in 2006. Since these early days, details about hundreds of students have been exchanged between schools to provide the best possible learning experience for students who have behaviour disorders. A passion for socially just education fuels the daily efforts of the school's staff who demonstrate their commitment to inclusive education practices in their respectful interactions with students, their diligent planning for learning, and their expert management of the learning environment. Students with behaviour disorders bring high levels of need with them to school, and the task of providing for these needs in ways that maintain their right to inclusive school experiences has proven to be both multifaceted and demanding.

The increasingly complex demands placed on contemporary schools and their staff have brought with them a heightened need for professional accountability. This is particularly emphasised in the Disability Discriminations Act (1992), and the Commonwealth Disability Standards for Education (2005). This increased accountability for the equitable provision of education has effectively placed the ball of social justice in education back in the court of local schools, demanding that they rise to the challenge of managing the special needs of students with behaviour disorders in ways which do not in any way limit or deny their access to or participation in education (DDA, 1992, 2:22, p. 23). As people from schools and the wider community have formed teams to take up this mandate, the need for communication processes to be made stronger and more effective has become evident.

In its commitment to meeting these standards in special education, and under the banner of Every Student, Every School, the NSW DEC has funded the Special Schools as Centres of Expertise project. For The Bidgee School, this project provides an opportunity to improve the processes of transition for their students as they share their enrollment between their Home School and the specialist setting. The Bidgee School's Transition Program is built on the school's assumption of professional responsibility to the students of the Riverina, and invites people from the student's school and wider community to work together to form cohesive networks of care and support. In this way, the aims of transparency and collegial networking are central to the Program.

## Development

This Transition Program started as an idea that the facilitation of more effective processes of communication and exchange between all stakeholders might allow the group to work together to help smooth the bumps of transition for students with behaviour disorders, improving their educational access and participation. The NSW DEC Special Schools as Centres of Expertise project made the development of this Program viable, shifting early conversations away from the Program being a mere possibility, to conceiving that it could be a plausible reality. This idea quickly gained momentum and credibility in its first few months, where a thorough Review of the Literature began to highlight the significance of the project. It became clear that there is so much to learn, and so much to be gained, from improving the processes of Transition for students with behaviour disorders.



An invitation for contributions from partner schools and community members added to this momentum. The discussions that were shared with responding parties during the Consultation process highlighted the importance of working together to improve communication, share resources, and increase collegial support. Those who responded shared The Bidgee School's enthusiasm for advancement in this important area of specialist education.

These periods of research and consultation clarified the goals and purposes for the project. From there, work focused on developing the nuts and bolts of the Program. Each of the forms was drafted and their functionality was communicated by way of annotations, notes and discussion. The forms were then passed on to a developer who refined these first drafts further and created prototypes of each of the interactive forms. The forms went through several rounds of rigorous testing and correcting, to iron out technical glitches and to ensure ease of use.

The final stages of the Program's development saw the compilation of this Training Presentation and the User Manual, which was followed by the official roll out of the Program to schools. The provision of user support by way of face to face training, and ongoing access to personal help and online resources, was essential to a successful implementation of the Program. At every stage of the development of the Program, it was a priority to craft a smooth entry way for all users, and to ensure that the Program's potential could be harnessed from the outset.

## Program Organisation

### Phases of Transition

The Bidgee School Transition Program is organised around four distinct Phases of Transition, and provides a series of interactive forms to be used by all participants as tools of communication throughout each of these Phases.

#### Phase 1: Referral to The Bidgee School:

The Program starts when the student is initially referred to The Bidgee School. This first phase provides for the thorough and accurate gathering of information from members of the Home School Transition Team, as well as from parents and members of the wider community.

#### Phase 2: Commencement at The Bidgee School:

The next phase sees the student actually starting at The Bidgee School. As far as the Transition Program goes, this involves starting to use processes of organisation and feedback between The Bidgee and the student's Home School

#### Phase 3: During Transition to the Home School:

At this point the student begins their transition back to the Home School. The Program encourages this transition to begin within four weeks of the student's shared enrolment

#### Phase 4: Completing Transition to the Home School:

The formal end of the student's time at The Bidgee is managed by the Transition Program, so as to clarify the changes that it will involve for each participant as the student returns to their Home School on a full time basis



### Users of the Program

One of the primary aims of The Bidgee School Transition Program is to open pathways of involvement for all educational stakeholders. Members of the student's wider community are invited to join with staff from the student's Home School, and members of The Bidgee School community, to provide a cohesive network of educational care and support for the student throughout each Transition Phase. Following is an overview of people that this Transition Program has been designed for:

#### School-based Users

- School Principals and Executive staff
- Classroom Teachers
- Teachers' Aides
- Specialist Education Consultants and Support Teachers
- Year Level Advisors
- Student Mentors and Counselors

## Community Users

- Close friends and neighbours
- Aboriginal Community Members
- Significant Cultural or Religious figures
- Allied Professionals (e.g.):
  - Doctors
  - Pediatricians
  - Counselors
  - Social Workers
  - Therapists
  - Psychiatrists/Psychologists
  - Juvenile Justice Staff
  - DoCS Workers

## Family Users

- The student's primary carer(s)
- Members of the students home or extended family
- The student themselves

## **Overview of Forms**

The Bidgee School Transition Program comprises seventeen forms in its entirety. Forms are delivered as interactive PDF files, and they are always available for download from the school. Each form serves a specific purpose in the Program, providing for the exchange of information about the student's learning and behaviour needs, the support they require, ongoing issues and concerns, and the specific plans for their school-based learning

### Phase 1: Referral to The Bidgee School:

- Commencement Pack:

The 'Commencement Pack' initiates formal communication between all relevant parties in order to facilitate the smoothest, most effective educational program for the student participating in the Specialist Behaviour School Setting. All information requested in this form is required prior to the student's commencement at The Bidgee School. It can be completed by the Home School Principal, or Transition Manager.

- Parent/Carer(s) Commencement Pack

'Parent Commencement Pack' allows for the contribution of the student's parents/carers in setting up their new involvement with The Bidgee School. The form is an abridged version of the 'Commencement Pack' and invites the student's primary caregivers to participate in establishing a strong network of care and support for the student. The form differs from 'Community Commencement Pack' only in that it asks parents to formally verify their child's enrolment at the Bidgee School and future participation in the school's specialist program. It should be completed by the student's primary caregiver(s) to offer unique insight and information into the student's particular educational needs.

- Community Commencement Pack

'Community Commencement Pack' allows for the contribution of members of the student's family and wider community in setting up their new involvement with The Bidgee School. The form is an abridged version of the 'Commencement Pack' and invites allied professionals, community members, and family members to participate in establishing a strong network

of care and support for the student. The form should be completed by all members of the wider community who can offer unique insight and information into the student's unique educational needs.

- Commencement Pack for Liaison

The 'Commencement Pack for Liaison' is the first of two forms that can be added to the Commencement Pack. This form is used only when it has been decided that the student's Transition Program will be delayed for a period of up to one full school term. This form allows for the establishment of communication between parties during the Liaison Period prior to the student formally starting their Transition Plan. It should be completed by the Home School Principal or Transition Team Manager.

- Commencement Pack for Transition

The 'Commencement Pack for Transition' is the second of two forms that can be added to the Commencement Pack. This form is used only when it has been decided that the student's Transition Program will commence within 4 weeks of their shared enrolment. This information on this form establishes the logistical details of the Transition Program, allowing the plan to get underway.

- Bidgee Receipt Commencement Pack

The form 'Bidgee Receipt Commencement Pack' is issued to the Home School by The Bidgee School Principal to indicate final receipt of all required documentation. The receipt confirms satisfactory completion of all commencement forms and start of the Transition Program or Liaison Period.

#### Phase 2: Commencement at The Bidgee School:

- The Bidgee School Orientation Checklist

'The Bidgee School Orientation Checklist' documents the formal steps to orientation taken by The Bidgee School on the student's commencement in the new school setting. It is completed by The Bidgee School Class Teacher at the conclusion of the student's first week at The Bidgee School.

- Ongoing Student Summary – Bidgee to Home

The 'Ongoing Student Summary – Bidgee to Home' facilitates the provision of feedback about student progress from The Bidgee School teachers to members of the Home School Transition Team. It is completed at frequent, regular intervals by the student's Bidgee School teacher.

- Student Feedback

The form 'Student Feedback' gives the student a voice in their own Transition Program, giving them the opportunity to speak for themselves about their progress through the Transition Program, and issues which might arise. The form is completed by the student themselves whenever they see fit.

- Family and Community Feedback

The form 'Family and Community Feedback' provides an opportunity for those involved in the student's care outside of school to contribute to the student's Transition Program. This form acknowledges that members of the student's family and community, along with those who provide allied professional services, have expert knowledge that can be used to enhance the student's educational experience. The form is completed on a voluntary or needs basis by any relevant party outside of school.

#### Phase 2a: Liaison Period

- Commencement of Transition - After Liaison

The form 'Commencement of Transition - After Liaison' is to be used to facilitate the start of the Transition Program if there has been a Liaison Period delay. It allows for the logistical details of the student's Transition Program to be finalised, and should be completed by the Home School Principal or Transition Team Member.

### Phase 3: During Transition to the Home School:

- Home School Student Orientation Checklist

The 'Home School Student Orientation Checklist' is completed by The Bidgee School Class Teacher after the student has attended four Home School Transition Sessions. The Teacher will base their responses on information provided by the student themselves, and will be used to ensure a smooth start to their formal Transition Program.

- Ongoing Student Summary – Home to Bidgee

The 'Ongoing Student Summary – Home to Bidgee' facilitates the provision of feedback about student progress from the student's Home School teacher(s) to members of The Bidgee School staff. It is completed at the end of every Home School Transition session by the relevant subject teacher / staff member.

- Ongoing Student Summary – Bidgee to Home – As Above
- Student Feedback– As Above
- Family and Community Feedback– As Above
- Transition Schedule Modification

'Transition Schedule Modification' is used by the Home School to communicate with The Bidgee School about changes to Home School timetabling which will alter the student's Transition Program. It should be completed on a needs basis by the relevant member of the Transition Team, and should nominate alternative arrangements for the student's Transition Schedule.

- Transition Concerns

'Transition Concerns' is the form that is used to communicate problems as they arise with the student's progress through their Transition Program. It can be used by both the Home School and The Bidgee School as the need arises. Information provided in this form should document not only concerns as they have presented at school, but also initiatives that have been taken to address these concerns and arrangements for follow up. This form can be completed by the Home School Transition Team Manager or The Bidgee School Class Teacher.

### Phase 4: Completing Transition to the Home School:

- Conclusion of The Bidgee School Program

The 'Conclusion of The Bidgee School Program' form is used only when the student's Transition Program is coming to a formal end. When completed, it will reflect the fact that contributions have been received from The Bidgee School Class Teacher and Principal, along with relevant members from the Home School Transition Team.

- Student Agreement for Conclusion of The Bidgee School Program

The 'Student Agreement for Conclusion of The Bidgee School Program' provides opportunity for the student to formally agree with the conclusion of the Transition Program, and asks them to indicate that they are aware of their continuing responsibilities in their ongoing education.



## **User Packs & Program Forms**

For easy, straightforward access, Transition Program forms have been arranged into distinct User Packs. There are six User Packs available, and each pack contains the forms that will be required by each unique user. Following is an overview of the forms contained in each of the Packs and those Users they have been compiled for:

### PACK 1: The Home School Principal

- Commencement Pack
- Commencement Pack for Liaison
- Commencement Pack for Transition
- Commencement of Transition - After Liaison
- Ongoing Student Summary – Home to Bidgee
- Student Feedback
- Family and Community Feedback
- Transition Schedule Modification
- Transition Concerns
- Conclusion of The Bidgee School Program Form
- Student Agreement for Conclusion of The Bidgee School Program

### PACK 2: The Bidgee School Principal

- Commencement Pack
- Parent/Carer Commencement Pack
- Community Commencement Pack
- Commencement Pack for Liaison
- Commencement Pack for Transition
- The Bidgee School Orientation Checklist
- Ongoing Student Summary – Bidgee to Home
- Commencement of Transition - After Liaison
- Home School Student Orientation Checklist
- Student Feedback
- Family and Community Feedback
- Transition Concerns
- Transition Schedule Modification
- Conclusion of The Bidgee School Program Form
- Student Agreement for Conclusion of The Bidgee School Program

PACK 3: Transition Team Members (e.g.): School Staff including: Home School Transition Manager, School Executive, Mentors, Year Level Advisor, School Counselor, Specialist Support Teachers, Classroom Teachers

- (Same as PACK 1)

PACK 4: Parent(s)/Carer(s): The student's primary carer(s)

- Parent Commencement Pack
- Family and Community Feedback

PACK 5: Community (e.g.): Extended family, Close friends, Neighbours, Aboriginal Community Members, Significant Cultural or Religious figures, Allied Professionals (e.g.): Doctors, Pediatricians, Counselors, Social Workers, Therapists, Psychiatrists/Psychologists, Juvenile Justice Staff, DoCS Workers

- Community Commencement Pack
- Family and Community Feedback



## PACK 6: Student: The student themselves

- Student Feedback
- Student Agreement for Conclusion of The Bidgee School Program



### **Website Organisation & Form Location**

All of the information related to The Bidgee School Transition Program is available in the Transition section of the Bidgee School Website. In these tabs you will find the following information:

#### Transition Home:

The Bidgee School Transition Program invites all educational stakeholders to work together to transform processes of transition for students who are enrolled in both mainstream schools and specialist learning settings. In its emphasis on communication, collaboration and collegial support, the Program provides an authentic form of professional development, and opens pathways for the dissemination of insights into best practice. Most importantly, the Transition Program aims to increase educational success for students with behaviour disorders by establishing cohesive networks of care and support.

- Links to
  - Program Overview
  - User Packs & Program Forms
  - User Training

#### Program Overview

The Bidgee School Transition Program has been developed as project of the Special Schools as Expertise initiative, under the banner of NSW DET Local Schools, Local Decisions policy. The Program aims to improve the processes of transition for students with behaviour disorders as they transition between their Home School and the specialist setting. It fulfills the mandate set out by the Disability Discriminations Act (1992), and the Commonwealth Disability Standards for Education (2005) by inviting school and wider community members to work together to provide for students' special needs in ways which do not in any way limit or deny their access to or participation in education (DDA, 1992, 2:22, p. 23).

- Links to
  - Project Rationale, Background, Development
  - Transition Program FAQs
- Downloads
  - Full User Manual
  - Literature Review

## User Manual

The Bidgee School Transition Program provides User Training and Ongoing support as a priority. To maximise User confidence and efficiency when accessing and navigating the Program, a complete User Manual has been made available for download at your convenience.

- Downloads
  - Full User Manual
  - Communication Flowchart
- Links to
  - Project Rationale, Background, Development
  - Program Organisation
  - Using the Program
  - Overview of Forms
  - Using the Forms
  - Functions Guide
  - User Support
  - FAQs
  - Glossary



## User Packs & Program Forms

For easy, straightforward access, Transition Program forms have been arranged into distinct User Packs. There are six User Packs available, and each pack contains the forms that will be required by each unique user. Select the link for the User Pack that best suits your role in the Transition Program:

- Links to
  - PACK 1: The Home School Principal
  - PACK 2: The Bidgee School Principal
  - PACK 3: Transition Team Members  
School Staff including: (e.g.) Home School Transition Manager, School Executive, Mentors, Year Level Advisor, School Counselor, Specialist Support Teachers, Classroom Teachers
  - PACK 4: Parent(s)/Carer(s)  
The student's primary carer(s)
  - PACK 5: Community – Family &/or Community Members

Extended family, Close friends, Neighbours, Aboriginal Community Members, Significant Cultural or Religious figures, Allied Professionals (e.g.): Doctors, Pediatricians, Counselors, Social Workers, Therapists, Psychiatrists/Psychologists, Juvenile Justice Staff, DoCS Workers

- PACK 6: Student  
The student themselves

### User Training

The provision of User Training and Ongoing Support is a priority of The Bidgee School Transition Program. Resources have been made available for download at your convenience to ensure that the benefit of the initial training session are maximised, and that the Program can be accessed and navigated by all Users with confidence and efficiency.

- Downloads
  - Transition Program Training Presentation
  - Training Presentation User Handout
  - Facilitator Notes for Training Presentation



### Literature Review: Abstract

*Engagement with school-based learning is prized in education as key to learning, and the central role that teachers play in promoting this engagement is without question. While most students maintain acceptable levels of attention, behaviour and productivity in school, those who are identified as having behaviour disorders struggle in these important areas. These students have significant social, emotional and academic needs which undermine their chances of success, first at school and then into their adult life. Their high levels of need frequently exceed the resources of classroom teachers, initiating cycles of conflict marked by high rates of stress and burnout for teachers and school staff, and low levels of engagement, performance and belonging for students.*

*This review of current educational literature explores some of the dilemmas facing schools in the area of special education for students with behaviour disorders. It highlights how challenges associated with transition between mainstream and specialist school settings might actually offer educators opportunities for gains in student learning as well as their own professional development. It also considers the accountability that schools have to provide inclusive educational experiences for all students, particularly in light of recent legislative changes. This review explores findings from educational research which suggests that, in the pursuit of increased learning outcomes and smooth educational transitions, strategic, deliberate efforts towards more effective collegial communications might reap positive rewards for teachers and students alike.*

- Downloads
  - Literature Review
  - References



## FAQs

The Bidgee School Transition Program has been designed with the user in mind, and it is easy to become familiar with its purposes and functions. Here you will find answers to the questions that are commonly asked by those who are new to the Program

- Why Do We Need The Bidgee School Transition Program?
- What is the Bidgee School Transition Program?
- Who Will Use The Bidgee School Transition Program?
- What Forms are in The Bidgee School Transition Program?
- How is Each Part of the Program Used?
- Where Can I Access Support When Using The Bidgee School Transition Program?
- What Information Does the Transition Program Deal With?
- How Does The Bidgee School Transition Program Support Mainstream Schools?
- How Can Mainstream Teachers Benefit from The Bidgee School Transition Program?
- What Technology Do I Need To Use The Bidgee School Transition Program?

## Glossary

The Bidgee School Transition Program has been tailor-made to support Riverina students, their teachers, and members of their wider community in the pursuit of improved learning outcomes for students who have behaviour disorders. The Program aims to enhance the processes of Transition for all of those involved, facilitating effective exchange of information and enhanced collegial support for staff across specialist and mainstream settings. The Program is unlike any other available in the Riverina, and its originality has called for the creation of some simple Program-specific phrases and meanings

- Family & Community Members
- Home School
- Interactive Forms
- Liaison Phase
- Parent(s)/Carer(s)
- Phase: Phase 1, Phase 2, Phase 3, Phase 4
- User Packs
- Transition
- Transition Team
- Transition Manager

## User Support

For additional Program Support please contact The Bidgee School directly, by phone, email, or in person. Staff will be able to resolve the vast majority of issues and concerns that you encounter when using this Program. In the rare event that The Bidgee School staff are unable to resolve your concern, the appropriate party will be contacted.

Contact The Bidgee School:

- In Person: School visits and meetings with staff are by appointment only
- By Phone: 02 6925 4403
- Via Email: Marianne.Mitchell @det.nsw.edu.au



## **Navigating the Website**

### Website Format

The Bidgee School Transition Program is located on The Bidgee School website. Each part of the website has been constructed to promote a straight-forward, intuitive User experience, and the section that contains the Transition Program is no different. The Program can be accessed from the website's Home Page, with the 'Transition' link being located along the main navigation menu. Once in this section, each of the categories of the Program is presented clearly in tabs down the left hand side of the site. On opening each of these tabs, a brief description about that part of the Program introduces a series of links useful for accessing additional information. By using the links on each page, relevant Program content and information can be viewed or downloaded.

### Transition Program Forms

The core of the Transition Program is in its Interactive PDF forms. These are most easily accessed in the 'User Packs & Program Forms' tab. By selecting the User Pack appropriate to their role, the User can access all of the forms relevant to them without being required to sift through any other unnecessary forms. Forms are stored in a PDF Collection, and are always available for download at the User's convenience.

### User Instruction and Support

From a practical standpoint, the tabs which relate to User Instruction and Support will also be of particular interest to the User. The 'User Manual' tab provides access to the Full User Manual download, along with links to specific information from this Manual which deal with accessing, navigating and participating in the Transition Program. The 'User Training' tab contains all of the resources used to facilitate the initial Transition Program training, allowing users to revisit these materials if required. The 'FAQs' tab contains an overview of the Program's purposes and functions, the 'Glossary' tab introduces Users to Program specific terms and meanings, and the 'User Support' tab provides contact information for Users who need to access additional help.

## Using the Program

### Accessing the Forms

The process of accessing the Program forms has been made as simple as possible. Follow these easy steps to get a copy of the required forms:

1. Open the 'User Packs & Program Forms' tab
2. Download the User Pack that is relevant to you - This download will be a PDF (known as a PDF Collection)
3. Save the file to your local computer or location of choice e.g. thumb drive or portable hard drive
4. Open the downloaded PDF and follow the instructions contained in the PDF to access each individual form
5. Save each form in your own 'Bidgee School Transition Program' folder to create your own master copy

When each form is needed, it is recommended that the required form is opened from the master copy and initially saved in a unique student file, then completed for that specific student

**\*\*Remember, Transition Program forms are always available for download on the school website, and there is no limit to the amount of times they can be accessed.**

### Completing the Forms

Like the process of accessing the Program Forms, completing the Forms is also straight-forward. Follow these guidelines to complete the forms quickly and accurately:

1. Open the form (preferably from your own master copy) and save it – it is recommended that this saving be in a standardised format outlined in 'Saving the Forms' below
2. Follow the prompts and instructions to complete the form
3. Some areas which are initially hidden may be made visible if certain options are nominated – complete these additional areas if they appear
4. Provide as much information as possible to maximise the effectiveness of the Program
5. Complete all mandatory fields denoted with an asterisk

### Saving the Forms

The process of saving any of the forms in The Bidgee School Transition Program is the same that is used for any other PDF file. Following is a series of tips and recommendations which will not only make saving the forms easy, but will allow the exchange of information to be smooth and easily understood for all involved:

- Forms can be saved at any point in their completion
- **For user convenience, it is recommended that each form is saved in a unique student folder using a standardised format: e.g. Student Name\_Form Name**
- The date or version number to this format might be added to this format: e.g. Student Name\_Form Name\_Draft No
- It is possible for forms to be submitted without saving them at all, although it is recommended that a copy of all forms are saved to maintain through accurate student records
- Forms are always available for download from the school website, but it is easier if the forms for each student are saved separately, maintaining a master copy of new, unused forms in their own folder

## **Submitting the Forms**

The final step of submitting Program Forms can be done in one of two ways, depending on User preference and convenience:

### Automatically

When the form is completed, click on the 'Submit via Email' button – This is the recommended option as it attaches the document, saved with its own unique name, to an email which automatically opens from your normal desktop email application

### Manually

When the form is completed, save it using the procedure outlined above in 'Saving the Forms'. Open your email application and manually attach the form as you would any other email attachment

\*\*\*It is vital that regardless of the method you choose, your email subject is standardised to conform to this format:

**Student Name\_Form Name**

With the volume of forms to be submitted, this will allow all users to search easily through emails, and to identify quickly the nature of the mail they are receiving



## Using the Forms

### Form Layout

The Bidgee School Transition Program has been developed with ease of use as a priority. Each form maintains a uniform interface, complete with consistent formatting, functionality and user tips. Every form starts with a uniform Name & Date Section, and ends with a Signature and Submission section. Each form is finalised by using a Submit via Email button which is consistently located in the bottom left corner. Once completed, each form is closed with the Bidgee School Verification, where the Bidgee School Principal locks the form down by inserting an electronic signature.



### Form Features & Functionality

Each of the forms in this Program uses several simple tools to provide the most efficient, user friendly experience. When using this Program to communicate student information, the following interactive devices will be encountered:

#### Comment Fields:

Our Program relies on the user entering required data into empty comment fields. These fields have been customised to best accommodate specific response types. Where the information required may exceed the initial size of the field, they have been made expandable. Where the same information is required more than once in a form (such as the student's name or the date of form completion), latter fields are completed automatically. And, where the potential exists for multiple answers (such as listing team members or the student's school subjects) the option to insert additional rows has been made available.

#### Check Boxes:

At various points in the Program check boxes have been included to allow users to respond to prompts quickly and efficiently. A check box may be used to confirm that specific information has been provided, to nominate the information that best relates to the student, to indicate parties involved in the student's transition, or to indicate the reasons for a change in the student's Transition Program.

#### Drop Down Menus:

Drop down menus have also been included to increase the efficiency of the Program by allowing the user to quickly choose the most appropriate option from a given list. These drop down menus allow users to nominate such things as preferred days and times for contact, student travel arrangements, the student's year level at school, or the nature of staff involvement in the student's ongoing Transition Program. The ability to insert an additional option(s) has been provided where the menu may not be exhaustive.

#### Multiple Choice Items:

Where the nature of the question requires users to compare or rank information, a multiple choice response is provided for. These allow you to rate such items as the student's behaviour, social interactions, and classwork.



#### Yes/No Options:

Where information requires an 'either/or' response, the user is provided with such an option. This will apply in situations such as nominating the need for follow-up, indicating whether information applies in alternative scenarios, or communicating whether documents are attached to the form or on record.

#### Date Fields & Pop Up Calendar:

Each form requires dates to be entered, to specify details such as the date of form completion, the dates for particular student arrangements, or the dates for future contact between parties. Entering the date can be completed manually, or by using the pop-up calendar that is built into the form. This calendar can be accessed via the downward arrow that appears at the end of the date field when the user clicks into that field.

#### Roll Over Tool Tips:

To assist with completion of each form, roll over tool tips accompany many of the fields, providing brief explanatory notes for the user as they move their cursor over each specific area of the form. These short user tips appear as text within their own small window, explaining exactly what needs to be done at each point in the form.

#### Hidden Fields:

To maximise the efficiency of the Program, only directly relevant information is presented in each of the forms. If a user's response makes certain parts of the program redundant for the student in question, these will simply not be shown. For example, if a user does not require follow up, or if they have indicated the student travels by bus to their Home School sessions, the sections of the Program relating to follow up meetings or transport by car would not appear to the user.

#### Mandatory Fields:

This Program has been established to facilitate the exchange of information that is vital to the students' educational success, and in this way, many of the fields in each of the forms are mandatory. Each required field is highlighted for the user, and must be completed before the form can be submitted. If a mandatory field is not completed, the user is prompted by a pop-up which reminds them to do so.

#### Auto-complete Fields:

Many of the forms in this program use an autocomplete feature to save the user from having to enter the same information more than once in the same form. This feature uses information entered in previous items to populate later fields automatically. This typically occurs when dealing with contact names, numbers and addresses.

#### Submission Button:


This Program has been designed for electronic completion and submission, and users are reminded of this with pop-up notifications and brief user instructions throughout each of the forms. Forms can be saved at any stage, but when completed, the option to submit the form via email is made available to the user. Once all of the required information has been provided, each form is sent to The Bidgee School by way of one of two simple submission processes. The user can choose the automatic option of using their Desktop Email Application or they can manually save the file and attach it to an Internet Email.

#### Electronic Signature:

The option to sign each form electronically is used by The Bidgee School Principal to finalise each of the forms, indicating that all required information has been provided and received, and that all stakeholders have made their unique contributions. Once this final electronic signature has been inserted the form cannot be changed. Copies of each signed form will be provided to those involved if and when they are required.

## Completing a Form

The following annotated diagram has been created to highlight each of the features of a typical Program form. When completing any one of the Program forms, users are supported with clear instructions that are presented as text in the main body of the form, or tool tips which appear when the cursor is moved over specific areas.



Transition Program  
**Ongoing Student Summary**  
The Bidgee School

The Bidgee School  
P.O. Box 5487  
Wagga Wagga  
NSW 2650  
Ph: (02) 6925 4403  
Fax: (02) 6925 5812

**Instructions**

- Complete all applicable fields shown in the form.
- This form contains mandatory fields which must be completed prior to submission. Mandatory fields or areas will be marked with a red asterisk \*.
- Should you attempt to submit a form without completing the mandatory fields; electronic submission will be cancelled.
- All forms are submitted electronically. A submission button and submission instructions are shown at the end of each form.
- This form allows you to save your progress. You can save your progress by using the saving options found under the File menu.

*For more detailed instructions refer to the Transition Program User Manual. For further assistance contact The Bidgee School.*

Complete all required fields to provide feedback about the student's progress throughout transition.

\*Student Name:  \*Date:

\*Your Name:  \*Your Role:

\*Phone:  \*Email:

**\* Student Progress Towards the Behaviour Goals for Transition**  
Rate the student's progress towards their own Behaviour Goals (1 being no progress and 5 being outstanding progress).

Add Behaviour Goal	Behaviour Goals	Indicators	1	2	3	4	5
+	<input style="width: 95%;" type="text"/>	1. <input style="width: 80%;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		2. <input style="width: 80%;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		3. <input style="width: 80%;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


Click the Add Behaviour Goal button to add additional goals. Click the - button to remove a particular goal.

**\* Student Behaviour: Choices and Consequences**  
Rate the student's behaviour in these areas (1 being the poorest behaviour and 5 being outstanding behaviour).

Area of Behaviour	1	2	3	4	5
Use of School Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management of Own Emotions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management of Own Body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of Appropriate Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Specify): <input style="width: 50%;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Bidgee School Transition Program      Page 1      Ongoing Student Summary - The Bidgee School

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Developed By  
 [www.em2net.com](http://www.em2net.com)  
EVOLUTION MEDIA SERVICES

### Mandatory Fields

All fields marked by a red asterisk must be completed to enable form submission

### Date Fields

Enter the date manually or nominate it on the calendar that pops up when you click in the date field

### Drop Down Menus

Click on arrow to display menu options. Click to select or manually enter other response in field

### Comment Fields

Enter required data by manually clicking in field then typing



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Fax: (02) 6925 5872

**\* Social Interactions: Staff and Peers**

Rate the student's social interactions in these areas (1 being the poorest interactions and 5 being outstanding interaction).

Area of Interaction	1	2	3	4	5
With Teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With Other School Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With Class Mates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With Other School Peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Multiple Choice Item**

One rating per item can be chosen by clicking in the circle

**\* Classwork: Progress and Performance**

Rate the student's classwork in these areas (1 being the poorest classwork and 5 being outstanding classwork).

Area of Classwork	1	2	3	4	5
Attendance & Punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared with Required Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complied with Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commenced Set Work (with minimum fuss)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completed Set Work (with minimum fuss)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a Significant Effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made Appropriate Requests for Help when Needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achieved a Satisfactory Level of Academic Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Insert Rows**

Click on this button to add more rows when extra items are needed

**Supporting Documentation**

Provide an overview of documents which support this student summary (Attach if required)

Add Document		Attached	On Record
Document Title & Description e.g. Merit Award for Improvement, Incident Slip for Violence, Work Sample from Maths			
<input type="text"/>		<input type="checkbox"/>	<input type="checkbox"/>

Click the Add Document button to add additional documents. Click the - button to remove a particular document.

**Check Boxes**

Click on the box to indicate when the item is relevant

**Remove Rows**

Click on this button to remove rows if they are no longer needed

**General Comments**

Provide any additional comments to supplement this Home School Orientation Checklist





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**Yes / No Options**  
Click in the circle to nominate a positive or negative response

**Hidden Fields**

Complete all fields which open in response to a previous answer

**\* Follow Up**

Nominate if you would like to further discuss this Student Summary.

I would like to discuss the details of this Student Summary further:  Yes  No

**Autocomplete Fields**

Information from a previous field is automatically used to complete this one

Contact me:

By:  On:

*Note: Parts of this form uses information entered at the top of the form.  
Ensure you have entered at least your correct phone number or email address for contact.*

**Submission**

*Instructions: To submit this form, please click the 'Submit via Email' button below.*

\* I confirm that the information in this form is true and accurate. I understand that this form will be treated in the same way regardless of the manner in which it is submitted.

\* The Bidgee School Class Teacher:

\* Form Completed By:

**Submission Button**

Click on this button to submit the completed form by automatically attaching to an email

**The Bidgee School Principal Use Only**

Principal Name:  Date:

Sign:

**Electronic Signature**

The Bidgee School Principal inserts their signature electronically to finalise each form

## Accessing, Completing, Saving and Submitting a Form

A step-by-step guide to the practicalities of accessing, saving and submitting Transition Program forms can be found in the 'Using the Forms' section of this User Manual. Following is a 10 Step overview of these procedures:

1. Open the 'User Packs & Program Forms' tab
2. Download the User Pack that is relevant to you - This download will be a PDF (known as a PDF Collection)
3. Save the file to your local computer or location of choice e.g. thumb drive or portable hard drive
4. Open the downloaded PDF and follow the instructions contained in the PDF to access each individual form
5. Save each form in your own 'Bidgee School Transition Program' folder to create your own master copy
6. Open the form (preferably from your own master copy) and save it – it is recommended that this saving be in a standardised format outlined in 'Saving the Forms' below
6. Follow the prompts and instructions to complete the entire form, including all mandatory fields and additional areas if they appear
7. Save the form in a unique student folder using a standardised format: e.g. **Student Name\_Form Name**
8. Submit the form a) Automatically using the 'Submit via Email' button OR  
b) Manually by opening your email and attaching the form as you would any other attachment
9. Ensure that the title of your form submission email conforms to this format: **Student Name\_Form Name**

## User Support

### Program Help

For additional Program Support please contact The Bidgee School directly, by phone, email, or in person. Staff will be able to resolve the vast majority of issues and concerns that you encounter when using this Program. In the rare event that The Bidgee School staff are unable to resolve your concern, the appropriate party will be contacted.

#### Contact The Bidgee School:

- In Person: School visits and meetings with staff are by appointment only
- By Phone: 02 6925 4403
- Via Email: Marianne.Mitchell @det.nsw.edu.au



## FAQ

The Bidgee School Transition Program has been designed with the user in mind, and it is easy to become familiar with its purposes and functions. Here you will find answers to the questions that are commonly asked by those who are new to the Program

### Why Do We Need The Bidgee School Transition Program?

The Bidgee School provides specialist learning support for students in the Riverina who have a behaviour disorder. This support reflects the NSW DET commitment to offering quality learning experiences for students with mental health problems whose behaviour needs exceed the resources of their home school. Evidence suggests that the complexities of this challenging task are best tackled by a community of invested stakeholders who work together to explore, develop and implement innovative pathways towards educational success. This Program has been developed with the understanding that establishing and maintaining strong networks of communication and support will have a significant impact on the progress that students can make with their learning and personal development. The development of these strong collegial ties can also dramatically enhance the experience of all stakeholders who invest themselves into the Program. In its commitment to the long term social and educational success of each student, The Bidgee School Transition Program aims to draw together the resources of all stakeholders to provide support that is tailored to their unique needs, establishing smooth pathways for transition through the specialist program and back to their mainstream home school setting.

### What is the Bidgee School Transition Program?

The Bidgee School Transition Program has been designed to promote effective and transparent organisational processes throughout every stage of each student's participation in the specialist behavior school setting. The Program specifies four distinct phases of Transition, and provides a series of interactive forms to be used by all participants as tools of communication to exchange information about the student's progress through each of these phases.

### Who Will Use The Bidgee School Transition Program?

One of the primary aims of The Bidgee School Transition Program is to open pathways of involvement for all educational stakeholders. Members of the student's wider community are invited to join with staff from the student's Home School, and members of The Bidgee School community, to provide a cohesive network of educational care and support for the student throughout each Transition Phase.

### What Forms are in The Bidgee School Transition Program?

When considering the Program in full, it is important to note that users will only be required to use the forms that are relevant to them at any given time. The Program comprises the following forms:

#### PHASE 1: Referral to The Bidgee School

- Commencement Pack Parent/Carer Commencement Pack
- Community Commencement Pack
- Commencement Pack for Liaison Commencement Pack for Transition
- Bidgee Receipt Commencement Pack

#### PHASE 2: Commencement at The Bidgee School

- Ongoing Student Summary – Bidgee to Home
- The Bidgee School Orientation Checklist
- Student Feedback
- Family and Community Feedback

#### PHASE 2a: Liaison Period

- Commencement of Transition – After Liaison

#### PHASE 3: During Transition to the Home School

- Home School Student Orientation Checklist
- Ongoing Student Summary – Home to Bidgee
- Ongoing Student Summary – Bidgee to Home
- Student Feedback
- Family and Community Feedback
- Transition Schedule Modification
- Transition Concerns

#### PHASE 4: Completing Transition to Home School

- Conclusion of The Bidgee School Program Form
- Student Agreement for Conclusion of The Bidgee School Program

#### How is Each Part of the Program Used?

The Bidgee School Transition Program is made up of a series of interactive forms available on the school’s website. Each user will be provided with access to their own User Pack, comprising the forms that are relevant to them. All of the forms in each pack will be available at all times allowing each user to participate when needed. Forms are downloaded from the school’s site and completed electronically by the user, before being submitted to the relevant recipient. Submission of each form will occur according to one of two methods. All forms will submit automatically with a ‘Submit’ button, but the option to save a copy of the form then submit as an email attachment will also be available for each one.

A key aim of the Program is to ensure a thorough, holistic approach to the management of each student’s Transition. In this way, there are certain parts of this Program where completion is mandatory. To a large degree, the delegation of tasks will occur at a local level to maintain the autonomy of each school, and to ensure that Program requirements do not infringe on existing structures of management and staffing.

Please see The Bidgee School Transition Program Communication Flowchart for a detailed overview of the Program and how each participant will be involved.

#### Where Can I Access Support When Using The Bidgee School Transition Program?

Your first source of support will always be to contact The Bidgee School directly, by phone, email, or in person. The staff at The Bidgee School will be able to resolve the vast majority of issues and concerns that might arise with the Program. In the rare event that they are unable to resolve your concern, they will contact the appropriate party.

#### What Information Does the Transition Program Deal With?

This Program has been developed to clarify all of the details of each student’s Transition through the specialist Bidgee School setting and back to their Home School. It combines contributions from the student’s home and wider community with those made by school staff to establish a strong network of educational care and support. It also invites the student themselves to participate in these communication processes, offering them the opportunity to share their own perspectives and commitments. Information about the student’s special learning and behaviour needs will be documented, along with their progress in these areas throughout their Transition. Learning and behaviour goals will be nominated to direct the student’s efforts during their shared enrolment, and these goals will provide a springboard from which communication between all stakeholders can be exchanged throughout the Program. Logistical information such as class times, learning supports and travel arrangements will also be documented in the Program.

#### How Does The Bidgee School Transition Program Support Mainstream Schools?

Today’s educators face increasingly complex social, legal and ethical demands. The accountability schools have to provide inclusive educational experiences for all of their students is not only one to morality and social justice, but with the



enactment of the Disabilities and Discrimination Act (1992), and then the Commonwealth Disability Standards for Education (2005), this responsibility is now one upheld by multiple acts of legislation. By building on the strengths of the shared enrolment model to facilitate strong networks of communication and support between all educational stakeholders, The Bidgee School Transition Program allows specialist school staff to work with those from mainstream schools and the wider community to ensure that students with behaviour disorders can enjoy the benefits of full access to and participation in quality educational experiences. The Program invites all stakeholders to develop and maintain a highly personalised learning program which caters to the unique needs of each individual student, opening pathways of achievement and opportunity.

#### How Can Mainstream Teachers Benefit from The Bidgee School Transition Program?

This Transition Program invites staff from each school setting to participate in authentic efforts towards collaboration. In establishing strong networks of communication between all stakeholders, The Bidgee School Transition Program crafts a space to be shared by mainstream educators and their specialist peers. This access to collegial support is rich with opportunities for an organic style of professional growth and development which is grounded in authentic teacher work, and which targets some of teachers' most pressing classroom concerns. Combined efforts towards collaboration can unite teachers in the pursuit of student-centered educational change, igniting creative innovation, building on the momentum of success, and exposing opportunities to learn from each other's exemplary practice.

#### What Technology Do I Need To Use The Bidgee School Transition Program?

The interactive PDF forms which constitute the bulk of the Transition Program are accessible via The Bidgee School's website. Any modern PC or Apple computer with a recent version of Acrobat Reader will be able to successfully open and complete the forms. The minimum version of Acrobat Reader required is Acrobat Reader 8.0 or equivalent, with JavaScript enabled. The latest version of Acrobat Reader can be downloaded from the Adobe website by going to [www.adobe.com](http://www.adobe.com). Additional minimum technology requirements to access the Transition Program are specified in further detail below:

##### For Windows

- Intel® Pentium® III or equivalent processor
- Windows XP Professional, Home Edition, or Tablet PC Edition with Service Pack 2; Microsoft® Windows® 2000 with Service Pack 4; Windows 2003 Server; or Windows Vista™
- 128MB of RAM (256MB recommended for complex forms or large documents)
- 110MB of available hard-disk space
- Microsoft Internet Explorer 6.0 or 7.0, Firefox 1.5 or 2.0, Mozilla 1.7, AOL 9

##### For Apple

- PowerPC® G3, G4, G5 or Intel® processor
- Mac OS X v.10.4.3 or later
- 128MB of RAM (256MB recommended for complex forms or large documents)
- 110MB of available hard-disk space
- Safari 2.0.2

When complete, each of the forms in the Program will be sent to The Bidgee School via one of two simple submission processes. The user can choose the automatic option of using their Desktop Email Application or they can manually save the file and attach it to an email using either a Desktop Email Application (e.g. Outlook) or an Internet Email (e.g. Gmail). These technological requirements have been specifically selected because they pose a minimal barrier to entry for users.

## **Glossary**

The Bidgee School Transition Program has been tailor-made to support Riverina students, their teachers, and members of their wider community in the pursuit of improved learning outcomes for students who have behaviour disorders. The Program aims to enhance the processes of Transition for all of those involved, facilitating effective exchange of information and enhanced collegial support for staff across specialist and mainstream settings. The Program is unlike any other available in the Riverina, and its originality has called for the creation of some simple Program-specific phrases and meanings

### Family & Community Members

This term describes those people from the family and/or wider community who have an investment into the student's well-being from a personal or professional standpoint. This group may include the student's family and relatives, close friends or neighbours, or cultural/religious figures. The group might also include those who serve professional roles in the student's life, such as doctors, therapists or health care professionals, juvenile justice or social workers, or specialist educational consultants.

### Home School

The Home School is the mainstream school at which the student is enrolled. This enrolment continues on a shared basis throughout the student's time at The Bidgee School, with the ongoing aim of specialist support being the facilitation of the student's return to their mainstream school on a full-time basis.

### Interactive Forms

The Bidgee School Transition Program comprises seventeen forms in its entirety. Forms are delivered as interactive PDF files, and they are always available for download from the school. Each form serves a specific purpose in the Program, providing for the exchange of information about the student's learning and behaviour needs, the support they require, ongoing issues and concerns, and the specific plans for their school-based learning

### Liaison Phase

In the event that the student's Transition to their Home School cannot commence within four weeks of their shared enrolment, they will enter into a temporary period of attendance at The Bidgee School only. During this time staff from the student's Home School, The Bidgee School, will join with relevant members of the student's wider community to finalise the plans and arrangements for the student's ongoing Transition Program. This period of time would not usually exceed ten school weeks.

### Parent(s)/Carer(s)

These are the people legally responsible for the student's care. The term may describe biological parents, adopted parents, foster carers, or others who have been awarded legal guardianship of the student.

### PDF Collection

A PDF Collection is a particular type of PDF that can contain multiple other documents and media types. In the case of The Bidgee School Transition Program each User Pack is a PDF Collection. These PDF Collections contain a set of instructions and numerous individual forms catered to each User Pack. A PDF Collection is downloaded, saved and opened in the same manner as a normal single PDF document.

## Phase

This is the term used to define The Bidgee School Transition Program's organisational framework. The Program is organised around four distinct Phases of Transition, and provides a series of interactive forms to be used by all participants as tools of communication throughout each of these Phases.

Phase 1: Referral to The Bidgee School: The program starts when the student is initially referred to The Bidgee School. This first phase provides for the thorough and accurate gathering information from members of the Home School Transition Team, as well as from parents and members of the wider community.

Phase 2: Commencement at The Bidgee School: The next phase sees the student actually starting at The Bidgee School. As far as the Transition Program goes, this involves starting to use processes of organisation and feedback between The Bidgee and the student's Home School

Phase 3: During Transition to the Home School: At this point the student beings their transition back to the Home School. The Program encourages this transition to begin within four weeks of the student's shared enrolment

Phase 4: Completing Transition to the Home School: The formal end of the student's time at The Bidgee is managed by the Transition Program, so as to clarify the changes that it will involve for each participant as the student returns to their Home School on a full time basis

## User Packs

The Transition Program's Interactive Forms are made available for download on the school's website in User Packs, so each participant is able to access only the forms they need without sifting through ones that they don't. There are six User Packs available, and each pack contains the forms that will be required by each unique user.

## Transition

This process occurs over a period of time and sees the student commencing at The Bidgee School, then progressively re-engaging with their home school by participating in classes and other school-based activities on a part time basis. This process stems from the shared nature of their enrolment at the specialist Bidgee School setting and their mainstream Home school, and is conducted with the aim of having the student return to their Home School on a full time basis.

## Transition Team

While all of those involved in each phase of the students' Transition Program make important contributions to their success and well-being, the term Transition Team refers specifically to the staff and community members who are most directly linked with the student's two schools, their Home School and The Bidgee School. Transition Team members may include Home School executive staff, mentors, year level advisors, counselors, specialist teachers and/or classroom teachers.

## Transition Manager

The Transition Manager is the member of staff from the student's Home School who is responsible for the coordination of all other Home School Staff. They are nominated by the Home School and act as a central point of communication and liaison between all relevant parties throughout each Phase of the student's Transition Program.