Supporting students to successfully transition to their new school

Transitional periods can be times of vulnerability for students, especially those with special education needs. Ensuring that students transition successfully to their new schools with as little disruption as possible will be a key priority for all involved in the changes. When a school closes or merges Education Development Initiative (EDI) funding

is generated, which is allocated to the schools that students from the closed or merged schools enrol in (see the fact sheet on EDI funding for further information). EDI funding can be used to support transition planning. This fact sheet provides information about the planning the Ministry is putting in place to support transitions.

Post appointment of change manager

Change Manager surveys families about where they intend to enrol their child/ren

Intended schools are advised of pending enrolments Merging and closing schools, and likely receiving schools, develop general transition plans for all students, including teaching and learning programmes, school uniforms, walking or biking to a different school safely and so on. Change manager works with principal and teachers to identify any vulnerable students that may be in need of individualised transition plans.

EWR team and RTLBs will work with teachers to develop transition plans for students currently receiving support and any other students at risk of poor transitions.

Students identified as having special education needs will have a transition plan prepared for them by Ministry Special Education staff in conjunction with schools and families.

Change manager works with principal to compile full set of current programmes and interventions available to staff and students in the school. For example RTLits, PB4L, Reading Recovery, Schoolies, SWIS. Change manager/principal will work with lead agencies responsible to develop a coordinated transition plan where required.

Principals, teachers and specialist teachers/support from both schools - parents and students may be involved - meet to discuss transition plans (individual and general) and the role people have in supporting the students' transition.

Post closure or merger

Individual, general and service transition plans are implemented. Classroom teachers, specialist teachers/support and parents monitor students' wellbeing, behavior, learning etc. School may seek further support if issues are arising.

Copies of school records (student achievement data) are sent to receiving schools.

Note: The Ministry will ensure that specialist services, Assistive Technology, RTLB services, SWiS services and initiatives under PB4L will continue for students from closing and merging schools. Enrolment in a special school will not change for students attending satellite provision of a special school.

