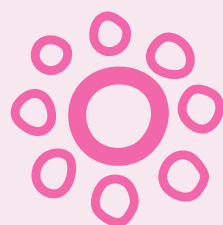




Educational and Learning Transition Plan

lwb.org.au

**LIFE
WITHOUT
BARRIERS**



Life Without Barriers acknowledges Aboriginal and Torres Strait Islander peoples as the Traditional Owners and Custodians of this country and their connection to land, water and community.

We extend that acknowledgement to the local Awabakal people, on which our National Office is located. We pay our respect to them, their culture and customs and to their Elders past, present and emerging.

We believe that reconciliation must live in the hearts and minds of all Australians.

We are committed to an ongoing journey towards truth telling and reconciliation and pay our respect to all Elders past, present, and emerging. We also recognise and value the contribution of the Aboriginal and Torres Strait Islander staff, carers, people we support and communities to our continued reconciliation journey together.

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Background Information

Transition is a process of change and continuity which occurs over a period of time – from the planning stage until the child or young person feels like they belong in their new setting.

A good transition is characterised by positive relationships between child, carers, educators and agencies that support carers.

These points are recognised transition points by the education system and are critical for early support and preparation.

- Starting formal school – Prep
- Between Primary and High School
- Into Senior
- Leaving school

The following are also transition times for children in OOHC requiring additional planning and support;

- Any school change
- Class or teacher change

It can be useful to think of the challenges and strategies in transition using the CARE principles.

Care Principle	Transition Impacts
Relationship Based	A transition will potentially involve moving from a trusted adult, friendship groups and comfortable learning environment. Time and support will be needed to develop and trust new relationships. Early planning and preparation is helpful.
Developmentally Focused	The child may have some developmental delays that impact on their ability to manage change or frustrations as well as their peers. If there are academic delays this can add anxiety or stress for the child as they start in a new environment. Obtaining developmental information is important in understanding and supporting the child well from the first day.
Trauma Informed	Children’s neurological responses to trauma are different however in general children will have developed increased sensitive stress responses (hyper or hypo arousal) so it could be that they are reacting to what we may perceive as low or no threat/stress situations. New routines, teachers, expectations, learning the new social context of the classroom can all be triggering events. Knowing what helps a young person stay calmer in stress situations is critical.
Family Involved	Transitions can impact the family too – safe and well planned transitions matter.
Ecologically Oriented	A part of the child’s ecology is changing in this transition phase. Time, support and exploring the opportunities of new environments is key.

Guide to Using this Document

The booklet contains a range of forms and checklists to support each step of the transition process including planning, gathering information and transition meetings.

Team Details Form: Ensures all team members are included with contact details recorded. Also checks how the child's voice is incorporated into the transition plans. This form can be updated through-out the process.

Preparation Supporting Documents:

Transition Support Checklist: Identifies the Age, Learning Stage and transition type.

Supporting Document Checklist: Lists useful documents to include to support decisions and strategies.

Transition Timeline Checklist: List of transition process actions.

Student Profile 1 Template: a template to capture the child's voice and show their strengths, likes concerns and things that work or don't work for them.

Student Profile 2 Template: a template to capture the young person's voice and show their strengths, likes, concerns, aspirations and things that work or don't work for them.

Parent/Carer Reports: There is a report template each age group which the Carer completes to share their knowledge of aspirations, strengths, strategies etc.

Educator Assessment and Observation of Child: Report format to gather information from current or previous teacher/school to assist in the preparation for the new class or school.

Supporting Successful Transition for Aboriginal and Torres Strait Islander Children: The purpose of this tool is to identify Culturally Responsive practices in the school community that will support successful transitions for Aboriginal and Torres Strait Islander students.

During Transition Phase

Indicators of a successful transition checklist: lists different actions and outcomes that indicate the transition is being well supported and progressing well.

Template for Transition Meeting: This meeting template outlines the chairing and agenda items for discussion to record meetings.

Back to School checklists (Primary and Secondary): These checklists provide a list of actions which will support all transitions.

Team Details Form: Child or Young Person Information

Family Name	Given Name	Date of birth	Age
Education & Learning Transition Plan Coordinator			
LWB Team			
State & Region			
Name & Position			
Email address			
Date			
Contributors to Education & Learning Transition Plan (ELTP)			
Name	Relationship to student/agency	Contact details	
Student meeting attendance			
The student attended the ELTP meeting			
The student did not attend the ELTP meeting, describe the steps taken to ensure consideration of the student’s strengths, preferences, and interests: (e.g. Completed student profile)			

Transition Support Checklist

Transition Phases	
	Babies and Toddlers (Early Childhood Education)
	Transition to Early Learning Setting
	Transition to new Early Learning Setting
	Other please specify:
	Ages 3 – 5 (Early Childhood Education - Kindergarten)
	Transition to Early Learning Setting
	Transition to new Early Learning Setting
	Transition from Early Learning to Primary Education (Prep)
	Other:
	Ages 6 – 11 (Primary Education – Prep to Year 6)
	Transition to new School
	Transition from Primary to Middle School Education
	Other please specify:
	Ages 12 – 15 (Middle School Education – Year 7 to 10)
	Transition to new School or other Learning Setting
	Transition from Middle School Education to Secondary Education
	Transition from Middle School Education to Vocational Education
	Transition from Middle School Education to Employment
	Other please specify:
	Ages 16 – 18 (Secondary Education – Year 11 to 12)
	Transition to new School or other Learning Setting
	Transition from Secondary Education to Vocational Education
	Transition from Secondary Education to Tertiary Education
	Transition from Secondary Education to Employment
	Other please specify:

Supporting Documentation Checklist

LWB Reports	
	Education Unit Referral Form
	Positive Behaviour Support Plan
	Brigance – Early Childhood Screen III
	Care Plan (relevant Education information)
	Other, please specify:
Diagnostic Reports	
	Paediatrician Reports
	Psychologist / Psychiatrist Reports
	NDIS Plan
	Other, please specify:
Educational Reports	
	Current School Report
	Historical School Reports
	NAPLAN Reports
	Education Support Plan (ESP)
	Individual Education Plan (IEP)
	Individual Behaviour Support Plan (IBSP)
	Access Arrangements & Reasonable Adjustments Application Form (AARA) or
	National Consistent Collection of Data (NCCD)
	Senior Education Training/Pathways Plan (SET)
	Other Educational Assessments, please specify:

Transition Timeline Checklist

Transition Stage	
	Making Connections
	Establish relationship with student and family
	Establish relationship with previous Education provider (if applicable)
	Establish relationship with new Education provider or Employer
	Other, please specify:
	Getting to Know the Learner
	Student (Parent or Carer) to complete Student Profile
	Parent or Carer to complete Parent / Carer Report
	Previous Education Provider to complete Educator Assessment and Observation of Student
	Other, please specify:
	Planning and Preparation
	Transition Date:
	Transition Meeting Date: (Template provided in Appendix)
	Roles & Responsibilities Identified
	Actions Planned
	Other, please specify:
	Implementation and Embedding
	Transition Review Meeting Date:
	Other, please specify:
	Transition from Secondary Education to Employment
	Other please specify:



Student Profile 2

Name:

Age:

Education Level:



Add photo

Social & Emotional

My strengths:

I enjoy:

What I find challenging:

Signs I'm overwhelmed:

My goals, dreams, and aspirations:
(What do I want to achieve, be, think or feel?)

Education & Learning

My strengths:

I enjoy:

What I find challenging:

Signs I'm overwhelmed:

When I am escalated or withdrawn, it looks like:

How you can help me:



Parent / Carer Report - Babies and Toddlers

(Early Childhood Education)

Name:	
About my child...	
Strengths (What is special about them?)	
How they communicate (Smile, Wave, Make Sounds)	
Special Things (People, places & things)	
Relating to others (They love when I sing to them)	
They get upset or frustrated when (hungry, tired)	
Things that help to keep them calm (Music, cuddles, their teddy)	



Parent / Carer Report - Ages 3 – 5

(Early Childhood Education - Kindergarten)

Name:	
About my child...	
Strengths (What is special about them?)	
Things I find difficult (What are they still learning to do?)	
How they communicate (How is their language & non-verbal communication?)	
Special Things (People, places & things)	
Relating to others (Teamwork, taking turns, listening)	
They get upset or frustrated when (Feeling overwhelmed, too much noise)	
Things that help to keep them calm (Listening, calm voices, reassurance)	



Parent / Carer Report - Ages 6 – 11

(Primary Education – Prep to Year 6)

Name:	
About my child...	
Strengths (What are they doing really well?)	
Things they find difficult (What are they still learning to do?)	
What motivates them (Positive praise, positive connections)	
Out-of-school interests or activities (People, places & things)	
Strengths at school (Regular attendance, Group work)	
They may need support at school with (Making friends, Maths or English)	
Goal or Dreams (What do I want to achieve, be, think or feel?)	



Parent / Carer Report - Ages 12 – 15

(Middle School Education – Year 7 to 10)

Name:	
About my young person...	
Strengths (What are they capable & confident with?)	
Things they find difficult (What do they need support with?)	
What motivates them (Positive praise, positive connections)	
Out-of-school interests or activities (People, places & things)	
Strengths at school (Regular attendance, Maths or English)	
They may need support at school with (Making friends, Maths or English)	
Plans for the future (Secondary Education, VET, Employment)	



Parent / Carer Report - Ages 16 - 18

(Secondary Education – Year 11 to 12)

Name:	
About my young person...	
Strengths (What are they capable & confident with?)	
Things they find difficult (What do they need support with?)	
Out-of-school interests or activities (People, places & things)	
Academic Progress (Including results and study skills)	
Communication Skills (Verbal, Non-Verbal & Listening)	
Interpersonal Skills (Teamwork and Ability to work well with others)	
Life-long Learning Skills (Work ethic, Initiative and Decision making)	
Plans for the future (Tertiary Education, VET, Employment)	

Educator Assessment and Observation of Student

(Previous school or ELC)

Student:	Education Level:	School Name:
Dates Enrolled:	Educator Name:	Position:
Skills, strengths, and interests for learning:		
Specific Learning Goals:		
Social & Emotional Wellbeing:		
Strategies and Intentional Teaching Practices:		

Educational Adjustments:	
Briefly describe adjustments	
Planning	
Teaching and Learning	
Curriculum	
Assessment	
Reporting	
Extracurricular Activities	
Environment and Infrastructure	
Resources	

Supporting Successful Transitions for Aboriginal and Torres Strait Islander students

Education is key to increasing Aboriginal and Torres Strait Islander pathways to success. It's the foundation that can lead to increased wellbeing across all other aspects of life.

[National Indigenous Australians Agency](http://niaa.gov.au)
(niaa.gov.au)

Supporting successful transitions for Aboriginal and Torres Strait Islander Students is essential for success in Education. Schools can support these transitions by being Culturally Responsive to Aboriginal and Torres Strait Islander Students, Families and Communities.

Definition of Cultural Responsiveness

Cultural responsiveness refers to the ability to learn from and relate respectfully to people from your own and other cultures. It requires openness to experiencing and thinking about things from other people's points of view. It requires you to adjust your behaviour and language and be responsive to another person's cultural frameworks (or ways of thinking and doing). It requires us to be open to working in different ways and developing new skills and honour and respect our own cultural frameworks and those of the people we are working with.

Continuous Improvement Cultural Responsiveness Measurement Tool, University of the Sunshine Coast, 2021

The purpose of this tool is to identify Culturally Responsive practices in the school community that will support successful transitions for Aboriginal and Torres Strait Islander students. Additionally, this tool can be used to provide suggestions for ways to improve Cultural Responsiveness.



Being Culturally Responsive by...

School or ELC details:

Community - Connecting and collaborating		
Possible Actions		
Wellbeing		Identifying/supporting Social Networks (peer relationships, group memberships)
		Supporting access to or have relationships with local Indigenous Health services
		Being trauma informed and Intergenerational trauma informed
Positive Engagement		Consulting with Kinship & local Aboriginal & Torres Strait Islander communities
		Working collaboratively with systemic support networks to provide quality relationships that create effective change in the lives of children and young people.
Learning and Teaching		Identifying and promoting the local Indigenous country name
		Celebrating or observing culturally significant dates
		Knowing the context of both traditional and modern structures of Kinship
		Developing a Narragunnawali Reconciliation Action Plan
Influencing Factors		Identifying any children or families whose background may involve trauma
	Relationship centred and trauma informed...	Identifying cultural backgrounds of children and families and apply culturally competent practices

Community - Connecting and collaborating		
Possible Resources		
<u>Indigenous kinship Australians Together</u>		
<u>Narragunnawali: Reconciliation in Education - Reconciliation Australia</u>		
Wellbeing		Participate in Transition planning and support the student and their family
		Make time available for staff to meet with community
		Professional Development for staff
Positive Engagement		Regular meetings with key school staff and/or external organisations
		Employment of local Aboriginal and Torres Strait Islander staff
		Ensure local Aboriginal and Torres Strait Islander elders are invited to the community
Learning and Teaching		Displaying the Indigenous country name in artwork, school resources, or school values
		First Nations calendar of school events
		Professional Development for staff
		Engage the support of Reconciliation Australia
Influencing Factors		Provide families with the opportunity to share information about their child
	Relationship centred and trauma informed...	Seek information and assistance from community services where appropriate
		Engage with local Aboriginal and Torres Strait Islander families

Country - Country is place and relationship		
Possible Actions		
Wellbeing		Planning connection opportunities to be on “Country” local or traditional
		Understanding and fostering Aboriginal Spirituality
Positive Engagement		Including Welcome or Acknowledgement of Country in daily routines and/or events
		Inviting local Aboriginal and Torres Strait Islander people to share their wisdom with the school community
Learning and Teaching		Knowing of the connection to Country as place and relationship for Aboriginal and Torres Strait Islander people
		Knowing and Teaching (when appropriate) local Dreamtime stories
		Awareness of local sacred sites and the culture sensitivity for Aboriginal and Torres Strait people
		Truth telling of the history both locally & nationally
Influencing Factors Relationship centred and trauma informed...		Identify any children or families who are impacted by displacement from country

Country - Country is place and relationship		
Possible Resources <u>Aboriginal spirituality Australians Together</u>		
Wellbeing		Provide families with the opportunity to share information about their child and family history
		Professional Development for staff
Positive Engagement		Form a committee to plan, co-ordinate and implement ideas and events
		Make time available for staff to meet with community
Learning and Teaching		Professional Development for staff
		Regularly share resources and content with staff to support their knowledge and understanding
Influencing Factors Relationship centred and trauma informed...		Seek information and assistance from Aboriginal and Torres Strait Islander community services where appropriate

Identity - Understanding and Affirming		
Possible Actions		
Wellbeing		Understanding that Identity is a holistic process involving all four focus areas and elements
		Promoting learning and occupational aspirations, high (hope) expectations
Positive Engagement		Understanding “shame” and ways to reduce it in engagement and achievement
		Promoting Indigenous excellence
		Reducing socio-economic barriers
Learning and Teaching		Understanding that identity for some Aboriginal and Torres Strait people is complex and fragmented
		Reducing bias associated with historical Aboriginal and Torres Strait Islander identity
Influencing Factors Relationship centred and trauma informed...		Identify any children or families who are impacted by displacement from their identity

Identity - Understanding and Affirming		
Possible Resources		
<u>Aboriginal Identity: Who is ‘Aboriginal’? - Creative Spirits</u>		
Wellbeing		Support access to all four focus areas in a balanced way
		Engage Aboriginal and Torres Strait Islander role models in aspirational events
Positive Engagement		Professional Development for staff
		Include Aboriginal and Torres Strait Islander awards during presentation ceremonies
		Engage with local Aboriginal and Torres Strait Islander families to understand barriers
Learning and Teaching		Support for exploration and learning about cultural identify
		Professional Development for staff
Influencing Factors Relationship centred and trauma informed...		Seek information and assistance from Aboriginal and Torres Strait Islander community services where appropriate

Some Indicators of Successful Transitions

Successful transitions can be observed when:			Comment
Children or Young People		Attend full time and participate in school	
		Separate easily from parent/ carer/support worker	
		Confidently communicate with educators and peers	
		Ask for help when needed	
		Ask questions and contribute to class discussions	
		Try new things	
		Demonstrate knowledge of school routines	
		Demonstrate knowledge of staff and their roles	
		Have and make friends	

Successful transitions can be observed when:			Comment
Carers		Have been contacted by the school prior to transition times	
		Feel comfortable with educators, who have built positive relationships with children and families	
		Pass on relevant information about their child and culture	
		Receive information about their child in timely ways	
		Eengage in school activities, with other school families	
Schools		Facilitate open communication with Child, Carers, Supporter of Carers	
		Receive and/or access information about individual children’s learning and use this to support transitions	
		Have a respectful relationship with families, sharing and valuing knowledge about the child	
		Are culturally welcoming and supportive	

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Notes:

Appendix. 1

It is important that an agenda is developed and provided to all members of the transition team for every transition meeting. This is to ensure that all important topics are able to be discussed and transition activities are tracked, reviewed and evaluated regularly.

Below is an example of recommended headings and possible activities to be included in a transition meeting agenda.

Appendix. 2 & 3

Each learner brings to their education individual strengths and challenges along with a set of interests, talents, and aspirations. Understanding our learners can not only help an educator to better design instruction and materials, but it can also offer learners a way to develop agency as they become more aware of how they learn best and provide them with a voice in their learning journey.

Below are examples of completed Student Profiles 1 and 2.

Appendix. 4 & 5

This Back to School Checklists have been developed as part of the Life Without Barriers, Back to School Handbook, developed by the Education Unit. To access the complete copy of this handbook, please scan the QR Code:



Transition Plan Meeting

Date:				
Location:				
Present:				
Minutes:				
Chair:				
No.	Agenda item	Who's responsible	Actions	Docs. tabled
1	Welcome Acknowledgement of Country Introduction of team members (quick around the table and people's roles) Any Apologies			
2	Confirmation of minutes from previous meeting (if applicable)			
3	Business arising from previous meeting e.g. were any actions identified – quick update.			

4	Purpose of the meeting e.g. “Thank you all for making time to be here to talk about “J’s” transition to high school. In this meeting we hope to: <ul style="list-style-type: none">• Share information• Agree to actions that will support a transition plan for “J”• Establish good communication channels• Time constraints• Assign minute taker• e.g. We’ve got 45 minutes today. Is some-one happy to take minutes of any key actions we agree to?			
5	Information sharing (If possible make sure everyone has a copy of forms or reports before the meeting) ELT Planning Document Any reports or assessments Other e.g. “From the documentation provided does anyone have any questions or comments on how this information will be useful in helping the transition? Is there any additional information that would be useful?”			

6	<p>Goal setting</p> <p>Current progress (e.g. what are the main things we're focusing on and how is it going)</p> <p>Home</p> <p>Early Learning Centre</p> <p>Other</p> <p>Develop measurable goals</p> <p>e.g. What are the main things we will work on in this transition phase?</p> <p>Supports required – e.g. How can we make this work?</p> <p>Responsibilities – e.g. who is doing what?</p>			
7	<p>Next steps</p> <p>Summarise any actions that have already been agreed to.</p> <p>Go over:</p> <p>Upcoming transition activities</p> <p>Further support or information required</p> <p>Items for follow up</p> <p>Procedures for sharing minutes and other information from the meeting (email addresses etc)</p>			

8	<p>Closing</p> <p>Thank everyone again and if it has been difficult at times and not everything has been addressed – acknowledge this. State your confidence that as a group you will keep working through this for a +ve outcome</p> <p>Closing comments</p> <p>Next meeting</p>			
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* Adapted from Department of Education, Training and Employment, Sample transition meeting agenda, 2020, [Transition meetings](https://www.education.qld.gov.au/transitionmeetings) (education.qld.gov.au)

Student Profile 1

Name:
Stacey Jackson

Age:
7

Education Level:
Year 2



Vision Statement

We envision our child living a life of choice. We envision them having relationships they feel are valuable. In their future we envision them doing work that they enjoy and that makes them feel productive. We envision our child living a happy and meaningful life surrounded by love and support.

- Strengths:**
- LOVES to read
 - Social and Kind
 - Curious
 - Cultural Identity

- What works for me?**
- Schedules and Routines
 - Recognition for Effort

- What doesn't work?**
- Being Rushed
 - Yelling

- What am I working on?**
- Active Listening
 - Handwriting formation
 - Taking turns in conversation



I Love... My Family, my puppy and swimming

Student Profile 2

Name:
Justin Hemming

Age:
15

Education Level: Year 10



Social & Emotional

- My strengths:**
- Making friends
 - Supporting my friends
 - Knowing when I need support myself
- I enjoy:**
Going to Equine Therapy

When I am escalated or withdrawn, it looks like:

No eye contact

Fidgeting

Leaving the room

- What I find challenging:**
Dealing with anger
- Signs I'm overwhelmed:**
I might withdraw & not talk, I may cry

How you can help me:

Don't make it obvious to others

Give me reassurance

Let me go for a drink of water

My goals, dreams, and aspirations:
(What do I want to achieve, be, think or feel?)
(What do I want to achieve, be, think or feel?)

I want to be a Children's Book Illustrator, I want to feel safe to be creative and enjoy school

Education & Learning

- My strengths:**
English - Spelling
- Art
- I enjoy:**
Being creative

- What I find challenging:**
Maths
- Signs I'm overwhelmed:**
I will draw in my sketch pad

Back to School Primary Checklist

We have met with the class teacher			
Name		Contact	
Teacher/s have my contact details?		Y	N
We are going to touch base:			
Daily	Weekly	Fortnightly	Other
Our first catch up is scheduled			
I gave the teacher helpful information about my child - strengths, needs, strategies, likes, dislikes		Y	N
The teacher is giving me the timetable for the day/week/term and it is on the fridge		Y	N
We understand the pick up and drop off routine for the school		Y	N
We have a plan to help my child start the day well at school		Y	N
We have met with other school support people (e.g. learning support, cultural support, counsellor)		Y	N
Name:	Role:	Contact:	
Name:	Role:	Contact:	
We have another key contact person in the school (not the class teacher)			
Name:		Contact:	
We have walked through the school and looked at the classroom, lunch areas, play areas, library, toilets		Y	N
We (School, cater, child, other supports) have a plan if any issues arise		Y	N
The school knows all the members of my child’s Care Team, their community roles and have their contact details (carer, Life Without Barriers worker, cultural support advisor, departmental contacts, other support roles e.g. counsellor)		Y	N
We have a meeting scheduled with the Care Team to look at the Education Plan		Y	N
We have everything ready at home - books, pencils, bag, uniforms		Y	N

Back to School Secondary Checklist

We have met with the year level coordinator			
Name		Contact	
We have met with the home room teacher/pastoral care teacher			
Name:		Contact	
We have met with the other school support people (e.g. Learning support, cultural support, counsellor)			
Name:	Role:	Contact:	
Name:	Role:	Contact:	
Teacher/s have our contact details		Y	N
I have a “go to” person in the school who will support me			
Name:		Contact:	
Young person – I am going to touch base with them...			
Daily	Weekly	Fortnightly	
We will meet after school/before school in the			
Our first catch up is organised for			
Carer – I am going to touch base with...			
Daily	Weely	Fortnightly	Other
We will...			
Meet after school/before school in the...	Talk after/before school on the phone (add phone no.)	Email after/before school (email address)	
Our first catch up is organised		Y	N
I have my timetable and I know my subjects and where to go for class		Y	N
We have walked through the school and I know where the library, canteen, toilets, lunch areas are		Y	N
We have a plan if any issues arise		Y	N
The school knows all of the members of my Care Team, their roles and have their contact details (carer, Life Without Barriers workers, cultural support advisor, departmental contacts, other support roles e.g. counsellor)		Y	N
We have a meeting scheduled with the Care Team to look at the Education Plan		Y	N
We have everything ready at home – books, timetable, computer, schoolbag, uniforms		Y	N

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