The special education program, known as the Transition Program, was set up in 1994. It caters for up to 30 students with mild to moderate intellectual disabilities, from Years 7 to 12. Tuition is delivered from a double classroom situated in the centre of the school and from a multi-purpose house adjacent to the main school campus. Students have access to all school facilities and co-curricular activities.

PLC Sydney aims to educate young women from the basis of a Christian world view to make a difference in a rapidly changing global society. Its graduates are confident, caring, accomplished young women who make a fine contribution to society and who carry a genuine concern for the welfare of others.

**TUITION OPPORTUNITIES**

Our main goal is to help students become the best they can be, to be as independent as possible and to have choice when they leave school. To reach this goal, the program addresses the development of academic outcomes, social skills and independent living skills.

**SOCIAL AND INDEPENDENT LIVING SKILLS**

Social and independent living skills outcomes are determined in close collaboration with each student's family. Targeted skills are taught in context according to relevance and need. They are taught explicitly, modelled and practised at every relevant opportunity.

There are many structured opportunities to practise social and independent living skills at events within and beyond the PLC community. Students take part in social lunches, camps, sporting events and the Live-in Program for the Senior girls.
INDIVIDUAL EDUCATIONAL PLANS

Individual Educational Plans are developed in consultation with parents, students and relevant parties, taking both the Board of Studies, Teaching and Educational Standards (BOSTES) requirements and the specific needs of each learner into consideration.

ACADEMIC DEVELOPMENT

Students study courses as required by the BOSTES, and work towards meeting Life Skills outcomes. They achieve these outcomes in a range of environments. Although individual subjects are timetabled, most teaching is done across curriculum.

Students are taught mainly within the Transition Program, with opportunity for mainstreaming available where deemed beneficial for academic and personal development. In addition, students can receive individual or small group tuition, peer support, and off-site training for work experience and independent travel.

Specialist staff are involved in some subjects, such as Art, Drama, IT, Music, Speech, Library, Science and PE. In the Special Education Program there are three special education teachers, one social educator and two part-time aides, who deliver the content and support the girls in their studies.

Students and teachers have access to a range of technology including an interactive white board in both classrooms, laptops and tablets.

Teachers are constantly creating and adjusting resources to meet the needs of the students in the best possible way to foster learning and development.

ASSESSMENT

Students are assessed in terms of their achievement of the outcomes set in their Individual Education Plans. A full range of procedures is used. Methods can include observation, anecdotal records, practical tasks, formal tests, open book tests, work samples, reports, performances and oral presentations.

SENIOR TRANSITION PROGRAM

The Senior Transition Program caters primarily for students in Years 11 and 12, with the flexibility for Year 10 students to access aspects of the program, depending on their needs and interests. The program is predominantly based in the Transition house and aims to:

- Provide a natural learning environment where students learn and apply knowledge, skills and values that will enable them to maximise independence, productivity and integration into the community;
- Facilitate a smooth and gradual transition from the school environment to the work/community environment;
- Establish links with leisure and recreational facilities in the local and surrounding communities and
empower students to access these facilities independently;
• Enable further individualisation of students’ programs, incorporating opportunities to attend work experience sites, link up with TAFE, maintain a household and property, participate in the operation of a small business and continue academic studies;
• Achieve goals set in each student’s Individual Education Plans, especially in the areas of community living, personal management and social integration.

FORGING LINKS WITH POST-SCHOOL OPTIONS

In the final year of schooling, staff support students and families as they explore post-school options, organising meetings with various agencies, completing referral forms and providing travel training and orientation programs to new environments.

SARAH’S PARENTS

“The Transition Program provides a caring and nurturing environment where the girls are encouraged to be proud individuals. The wonderful support and dedication of the staff is the major key to its success. When Cathee told us she would have our daughter travelling 22 stations independently we didn’t believe her but she was right! When Sarah first started in Year 7 it was such relief to know we had found a wonderful program where the teachers truly understood our daughter. It was really exciting watching Sarah grow from a timid shy Year 7 girl to a confident Year 12 student, ready to tackle the challenges ahead”.

Many of our students move into Transition to Work programs, further study at TAFE and/or part-time employment.

OTHER WORK EXPERIENCE

Students start with small clerical tasks within the school and then often progress to half-day or full-day placements, many at a site that has a connection with PLC Sydney. Students receive support and travel training so that they can independently access their work placements. Staff keep in regular contact with work sites, providing advice and support where necessary and up-to-date feedback to students.
“School taught me to be and feel independent. Mrs McAllum knew what I needed and really cared for me. I am also thankful for the lifelong friendships I made with students and staff. I wouldn’t be where I am today if it wasn’t for PLC Sydney’s Transition Program”.

DINA, EX-STUDENT

CONTACT US
Call to book a tour of the College and discuss your daughter’s needs at a time convenient for you and your family.
Boundary St Croydon NSW 2132 www.plc.nsw.edu.au

Enrolments Office
T (+612) 9704 5695
E enquiries@plc.nsw.edu.au

Head Teacher Special Education Transition Program
T (+612) 9704 5690
E cmcallum@plc.nsw.edu.au

PROCESS OF ENROLMENT IN THE TRANSITION PROGRAM

1. An indication of interest (received by letter, fax or phone) is recorded.
2. An invitation to view the program in operation is extended. Once they have viewed the program, prospective families are asked to register their interest and the year of intended enrolment by completing the Application Form.
3. Contact is made 12 to 18 months prior to the date of preferred year of entry with a view to assessing eligibility, formulating the application and collecting and/or organising updated assessments. Our preferred intake is at the beginning of Year 7; however, we are willing to consider students for enrolment into other years up to Year 11.
4. Depending on assessment and availability of places, an offer of placement may be extended. Ideally, notification is given six to 12 months in advance.

It is possible for current mainstream students to access part or all of the Transition Program at some stage during their high school years. These students are usually identified during primary school and considerable planning takes place between the student, parents and staff before and as the student moves into PLC Sydney’s Transition Program.