



**School of Human Communication Sciences  
 Faculty of Health Sciences**

Developed by 4<sup>th</sup> Year Speech Pathology Students:  
 Kathryn Langshaw, Melissa Marinelli, Kathryn Maroney, Sally Muller, Peta Newell & Hui Jing Tan.

Transition Form  
 Section A Teachers

|                    |                          |
|--------------------|--------------------------|
| Name of Student:   |                          |
| Primary School:    | Date of form completion: |
| Form completed by: | Role/Title:              |

**COMMUNICATION**

*Communication* is an active process that involves the exchange of information between the speaker and the listener. The process involves language, speech, and cognition.

**Language**

*Language* has three components, each involving the understanding and use of grammar and word/sentence structure, word meanings and concepts, and its use in social situations.

**Receptive language** refers to the ability to process and understand verbal and written information. Please indicate how often the student displays the following behaviour(s):

| The student is able to:   | Never | Rarely | Sometimes | Most of the time | All of the time |
|---|-------|--------|-----------|------------------|-----------------|
| Follow short, simple instructions in class<br>(e.g. <i>Get your homework out of your bag</i> )  |       |        |           |                  |                 |
| Follow longer, more complex instructions in class<br>(e.g. <i>Before you pack your bag, come to the front and show me your homework</i> ) |       |        |           |                  |                 |
| Learn new words quickly   |       |        |           |                  |                 |
| Acquire spelling of new words easily  |       |        |           |                  |                 |
| Understand a range of words (i.e. can recognise most words used or introduced in class)   |       |        |           |                  |                 |
| Demonstrate knowledge of relationship concepts<br>(e.g. <i>synonyms-same and antonyms-opposite</i> )                                      |       |        |           |                  |                 |
| Demonstrate knowledge of figurative language<br>(e.g. <i>metaphors, similes, and proverbs</i> )   |       |        |           |                  |                 |

Is the student's receptive language an area of concern\*?                      Yes                      No

\* Select yes, if there are concerns in any or more than one behaviour. This applies to all components in the transition form.



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**Expressive language** refers to the ability to use verbal and written means to convey information.  
 Please indicate how often the student displays the following behaviour(s):

| The student is able to:   | Never | Rarely | Sometimes | Most of the time | All of the time |
|---|-------|--------|-----------|------------------|-----------------|
| Use short, simple sentences<br>(e.g. <i>I am going home to sleep</i> )  |       |        |           |                  |                 |
| Use longer, more complex sentences<br>(e.g. <i>I am going home to help mum prepare dinner and get some sleep after I finish my homework</i> ) |       |        |           |                  |                 |
| Use correct and age/level-appropriate grammar when speaking   |       |        |           |                  |                 |
| Use correct and age/level-appropriate grammar when writing  |       |        |           |                  |                 |
| Speak in sentences that are meaningful  |       |        |           |                  |                 |
| Use an expansive vocabulary (range of different words) when speaking or writing   |       |        |           |                  |                 |
| Express ideas clearly with no word-finding difficulty   |       |        |           |                  |                 |
| Spell familiar words with little to no difficulty   |       |        |           |                  |                 |
| Acquire spelling for new words easily (as seen in student's spelling and writing tasks)   |       |        |           |                  |                 |
| Demonstrate the use of strategies to assist spelling and reading (e.g. <i>letter-sound relationship</i> )                                     |       |        |           |                  |                 |
| Write clearly with legible handwriting  |       |        |           |                  |                 |
| Read aloud with little to no effort   |       |        |           |                  |                 |

Is the student's expressive language an area of concern?                      Yes                      No



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**Pragmatics** refers to the ability to use language in social situations.  
 Please indicate how often the student displays the following behaviour(s):

| The student is able to:   | Never | Rarely | Sometimes | Most of the time | All of the time |
|---|-------|--------|-----------|------------------|-----------------|
| Show appropriate turn-taking behaviour  |       |        |           |                  |                 |
| Maintain the topic and flow of conversation                                     |       |        |           |                  |                 |
| Initiate appropriate interaction with adults                                    |       |        |           |                  |                 |
| Initiate appropriate interactions with peers                                    |       |        |           |                  |                 |
| Use appropriate eye contact   |       |        |           |                  |                 |
| Use appropriate facial expression to convey their message                       |       |        |           |                  |                 |
| Use appropriate gesture to convey their message                                 |       |        |           |                  |                 |
| Interpret other's facial expression and gestures                                |       |        |           |                  |                 |
| Respond appropriately (i.e. does not make irrelevant comments and/or interrupt) |       |        |           |                  |                 |

Are the student's pragmatic skills an area of concern? Yes No

**Speech**

**Speech** is the verbal and vocal means to convey information, including speech clarity and articulation.  
 Please indicate how often the student displays the following behaviour(s):

| The student:   | Never | Rarely | Sometimes | Most of the time | All of the time |
|--|-------|--------|-----------|------------------|-----------------|
| Speaks using clear articulation of sounds in words (e.g. does NOT substitute a sound(s) in a word, or delete a sound(s) in a word) |       |        |           |                  |                 |
| Frequently mispronounces words that sound similar (e.g. confusing 'frustrate' with 'fluctuate')                                    |       |        |           |                  |                 |
| Has difficulty modulating tone and loudness of voice (e.g. speaks in a flat tone or too loud)                                      |       |        |           |                  |                 |

Is the student's speech an area of concern? Yes No



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**Cognition**

**Cognition** relates to thinking and memory: including an individual's ability to learn, organise, analyse and question information.

Please indicate how often the student displays the following behaviour(s):

| The student:  | Never | Rarely | Sometimes | Most of the time | All of the time |
|---|-------|--------|-----------|------------------|-----------------|
| Recalls information easily                            |       |        |           |                  |                 |
| Retains information                                   |       |        |           |                  |                 |
| Returns to previously learnt information              |       |        |           |                  |                 |
| Is able to stay on topic/task                         |       |        |           |                  |                 |
| Changes from one task to another                      |       |        |           |                  |                 |
| Listens and follow tasks appropriately                |       |        |           |                  |                 |
| Reads instructions and writes an appropriate response |       |        |           |                  |                 |
| Makes appropriate judgements/ inferences              |       |        |           |                  |                 |
| Makes decisions independently                         |       |        |           |                  |                 |
| Organises information                                 |       |        |           |                  |                 |
| Is easily distracted                                  |       |        |           |                  |                 |
| Is easily fatigued                                    |       |        |           |                  |                 |

Is the student's cognition an area of concern? Yes No

**FORMAL ASSESSMENT**

Have any formal assessments been completed with the student (e.g. hearing, speech pathology, vision, or psychology etc)?  
Yes No

If yes, please list the assessment(s) and the approximate time when each was completed (e.g. Grade 5, or Year 2008):

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Complete this section if required:

Are copies of assessment reports available at the school? Yes No  
 If yes, have the student's parents consented to transfer the reports to the secondary school? Yes No

If yes, please provide copies of the reports with this form.



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**VELS RATING & NUMERACY SKILLS**

This information may already been included in the student's report. If so, this section can be left blank.  
 Please refer to the student's report:

Yes No

| ENGLISH                     | 2.75 | 3.0 | 3.25 | 3.5 | 3.75 | 4.0 | 4.25 | 4.5+ |
|-----------------------------|------|-----|------|-----|------|-----|------|------|
| Reading                     |      |     |      |     |      |     |      |      |
| Writing                     |      |     |      |     |      |     |      |      |
| Speaking and Listening      |      |     |      |     |      |     |      |      |
| MATHS                       | 2.75 | 3.0 | 3.25 | 3.5 | 3.75 | 4.0 | 4.25 | 4.5+ |
| Number                      |      |     |      |     |      |     |      |      |
| Space                       |      |     |      |     |      |     |      |      |
| Measurement, Chance, & Data |      |     |      |     |      |     |      |      |
| Structure                   |      |     |      |     |      |     |      |      |
| Working Mathematically      |      |     |      |     |      |     |      |      |

| NUMERACY SKILLS                | Below expected range | Within expected range | Above expected range |
|--------------------------------|----------------------|-----------------------|----------------------|
| Problem solving                |                      |                       |                      |
| Number operations (+, x, -, ÷) |                      |                       |                      |
| Multiplication tables          |                      |                       |                      |
| Fractions                      |                      |                       |                      |

**SUPPORT PROGRAMS**

Has the student been involved with any support program?

Yes No

- If yes, please indicate the type of support

Remedial type  Extension type

Please list the programs (e.g. Reading Recovery, Oral Language Program):

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For which area(s) is the support required (e.g. Maths, English, writing, listening)?

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**ORGANISATION**

**Organisation** relates to an individual's ability to prepare, plan and carry out tasks.  
Please indicate how often the student displays the following behaviour(s):

| The student:   | Never | Rarely | Sometimes | Most of the time | All of the time |
|--|-------|--------|-----------|------------------|-----------------|
| Is prepared for class (brings appropriate books, items, or wears appropriate clothing)   |       |        |           |                  |                 |
| Completes homework tasks independently   |       |        |           |                  |                 |
| Completes homework within the time given   |       |        |           |                  |                 |
| Competently uses diary when required   |       |        |           |                  |                 |
| Is able to read a class timetable when required  |       |        |           |                  |                 |
| Demonstrates flexibility and can adapt to change (e.g. able to accept change in daily routine or able to switch to another task) |       |        |           |                  |                 |

Are the student's organisation skills an area of concern? Yes No

**CLASSROOM BEHAVIOUR**

The student demonstrates the ability to:

- |                                  |     |    |
|----------------------------------|-----|----|
| • Listen effectively             | Yes | No |
| • Work effectively independently | Yes | No |
| • Work effectively in a group    | Yes | No |

Please comment on any other behaviour demonstrated by the student:

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**STRATEGIES**

Are there any strategies used to assist the student in the classroom? Yes                  No  
If so, please provide details:

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**TRANSITION**

How has the student been prepared for the transition into secondary school?

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**EXTRA COMMENTS**

Please include other information that may be useful for secondary school teachers to know:

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**FURTHER DISCUSSION**

Please indicate if a phone call or interview for further discussion may be beneficial in supporting this student's transition? Yes                  No

If yes, please indicate:

|                               |  |
|-------------------------------|--|
| Name of school representative |  |
| Contact number                |  |
| Best day/time to call         |  |