**Best practice for school to employment transitions**

1. Create an expectation at school, at home and in the community that young people with disability will seek and obtain employment as part of their adult life
2. Collaborate locally with other service providers to form partnerships between schools, employment services and disability services
3. Enable participation in work experience at multiple time points and provide opportunities for work experience in the same or different areas of work
4. Provide collaborative cross-sector opportunities for scaffolded skill development and transfer of skills from one setting to another
5. Involve families and local community supports at all levels of discussion about employment and post-school adult life roles
6. Start transition planning early

**The shared vision: elements of effective school to employment transitions**

1. High expectations of employability by:
   * Young person
   * Schools
   * Employment services
   * Disability services
   * Family
   * community
2. Local cross-agency collaboration between:
   * Transition school personnel
   * Employment services personnel
   * Disability services
   * Local employers
3. Participation of young people in:
   * Decision-making
   * Work experience
   * Skills development
4. Skill development for:
   * Young person
   * Employment services personnel
   * Transition school personnel
5. Family involvement
6. Early transition planning

The research informing this poster is available to view in the Research to Action Guide on Effective School to Employment Transitions, available at cadr.org.au