

Student Support Group

Tip Sheet

1. Make sure the right people are at the meeting

- Child's parent or carer
- Case manager
- Koorie Education Support Officer (KESO)
- Principal or their nominee
- Teacher or year coordinator
- Specialist support if applicable
- Lookout representative if child is in Out-of-Home-Care (OoHC)
- The child/young person where appropriate

2. Ensure the meeting starts off with the strengths and positives about the student

- Identify what they are doing well
- Celebrate their successes

3. Make sure minutes are taken at every meeting and shared with everyone after the meeting (they should be taken by the school)

- Minutes should include the copy of an updated Individual Education Plan (IEP)
- The family need to get a copy
- Actions that need follow up before the next meeting

4. Make sure the child/young person's IEP is up to date

- The child/young person (YP) IEP is a living document that should reflect their learning goals, support needs, and the strategies and resources needed to meet them.
- It is a central part of supporting the child/YP at school, and it should be updated as the student's needs change.
- It should be reviewed every term
- It should include academic; social & emotional goals and a cultural goal where applicable.
- It should be realistic (putting a goal about completing homework every night is unlikely to happen so advocate against that for example).

5. Review the decisions that were made

- At the end of the meeting, review the decisions that were made, actions to be taken, who is responsible, and when these will happen.
- Ask how decisions made will be communicated to other relevant staff.
- For some things, the next discussion will be at the next meeting. But if the issue is more urgent you can agree to have an extra meeting or discussion with the teacher or principal.
- At the start of the next meeting, review the previous minutes to check on the progress made on agreed actions and any further actions that need to be taken.

6. Be well informed

- To be the best advocate you can be for the child you need to know what their situation is; what goals are likely to be realistic or not; what supports are available and if the parent/carer has the capacity to follow up on goals or actions.
- Know who the KESO for the school is; the Lookout advisor if the child is in care and who their mentor teacher is (also if in OoHC).
- Speak up if there is anything you think members of the group haven't quite understood about the child's particular needs. Teachers have a range of tools and strategies to support student learning. It can be worth explaining what works for the child/YP and what doesn't.

7. Ensure the voice of the child is heard and included in the goals and strategies.

- Talk with the child/young person about any concerns or issues they have at school before the meeting you may need to express any concerns for them if they don't feel comfortable.

