

What is the Purpose of the RSC Positive Learning Multi-Tiered Approach?

The purpose of the Roma State College (RSC) Positive Learning Multi-Tiered Approach is to ensure students are given the best possible chance to succeed; and ultimately improve their life trajectory. Critical to its foundation, students are given quality teaching, clear expectations and universal supports for success. Our tiered approach ensures that systematic processes are available to help identify and intervene early with students who may be at increased risk of developing academic, behavioural or engagement difficulties. This aligns with our College purpose of inspiring and empowering all students to become lifelong learners within the school community and beyond.

At RSC, we use a Multi-Tiered System of Support (MTSS) framework to improve academic, wellbeing and behavioural outcomes. This includes processes for:

- Identification & referral
- Intervention
- Monitoring & case management
- Documentation & recording

Tier I – Universal

Tier 1 provides school-wide explicit, quality teaching for all, as a critical foundation to give students the opportunity to experience success across the academic, emotional and behaviour dimensions of learning.

The focus of Tier 1 is exposure for all students, across all settings—whole-school, classroom and non-classroom.

Examples of Tier 1 practices include:

- Strategies for Effective Classroom Management
- Zones of Regulation
- Weekly PBL focus from schoolwide expectations matrix
- Signature pedagogies as outlined in 'The Roma Way'
- Systematic Synthetic Phonics (PLD – Promoting Literacy Development)
- Teach Like a Champion
- Explicit teaching of behavioural expectations and social-emotional competencies
- High rates of acknowledgement for expected behaviours; Gotchas, postcards, awards
- Effective instruction
- Active supervision
- Differentiation using the Maker Model documented in Class Dashboard
- Daily attendance follow-up
- Safe space

Tier 2 – Targeted Intervention

Tier 2 or 'focused' interventions support approximately 15% of students in a typical school who are not responding to Tier 1 and who have moderate, ongoing areas of concern (social, behavioural and academic). Support is provided through additional Tier 2 or 'targeted' level interventions. Supports are to be documented in the students' personalised learning record on OneSchool.

The focus of Tier 2 is to reduce the number of existing students requiring additional, intensive support. The class teacher is supported by other school-based staff to address in-class problem behaviour.

Examples of Tier 2 interventions (small groups) include:

- Check and connect
- Literacy and numeracy intervention
- Peer skills
- Social skills groups

Tier 3 – Intensive Intervention

Tier 3 or 'intensive' interventions support approximately 5% of students who have not responded to Tier 1 and Tier 2 interventions. Students may require Tier 3 or intensive levels of support involving highly individualised interventions to support a tailored learning program. The focus of Tier 3 is to reduce the intensity and complexity of existing individual student's situations. In Tier 3 the school leadership team work in consultation with Student Support Services and external agencies.

It is important that students requiring Tier 2 and Tier 3 interventions have received, and are continuing to receive, the same level of Tier 1 support as other students. Tier 2 and 3 interventions are only effective when Tier 1 foundations are strong. If there are more than 15% of students receiving Tier 2 support then more attention has to be paid to Tier 1.

Tier 3 interventions and supports involve:

- A case management approach
- A process for assessment
- Individual support plans
- Personalised learning records
- Ongoing monitoring and review
- Access to external agencies