Achieving cultural and behavioural change through the implementation of FISO 2.0 and a Multi Tiered System of Support (MTSS) - SWPBS

Victorian Academy of Teaching and Leadership

VICTORIA State Government | Department of Education

We acknowledge the Wurundjeri Woi Wurrung peoples of the Kulin Nation, the Traditional Custodians of this land.
We pay our respects to their Elders, past and present, and to future generations who will continue to care for this land.

Presenters

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Introduction

Aitken Creek Primary School is located in Craigieburn servicing the rapidly expanding outer North-West. It opened its doors in 2011.

We proudly serve a **P-6** school with a vibrant community of **1,000 students and over 120 dedicated staff members**. This growth brings unique challenges and opportunities, which we address through a focus on inclusivity and evidence-based practices.

At our school, we take a leadership role in inclusion, drawing on international best practices to effectively tackle the barriers to learning that our students may face.

A cornerstone of our approach is the **School-Wide Positive Behaviour Support (SWPBS) framework**, which has been implemented to a gold standard, receiving recognition in 2024 and 2025 for its effectiveness.
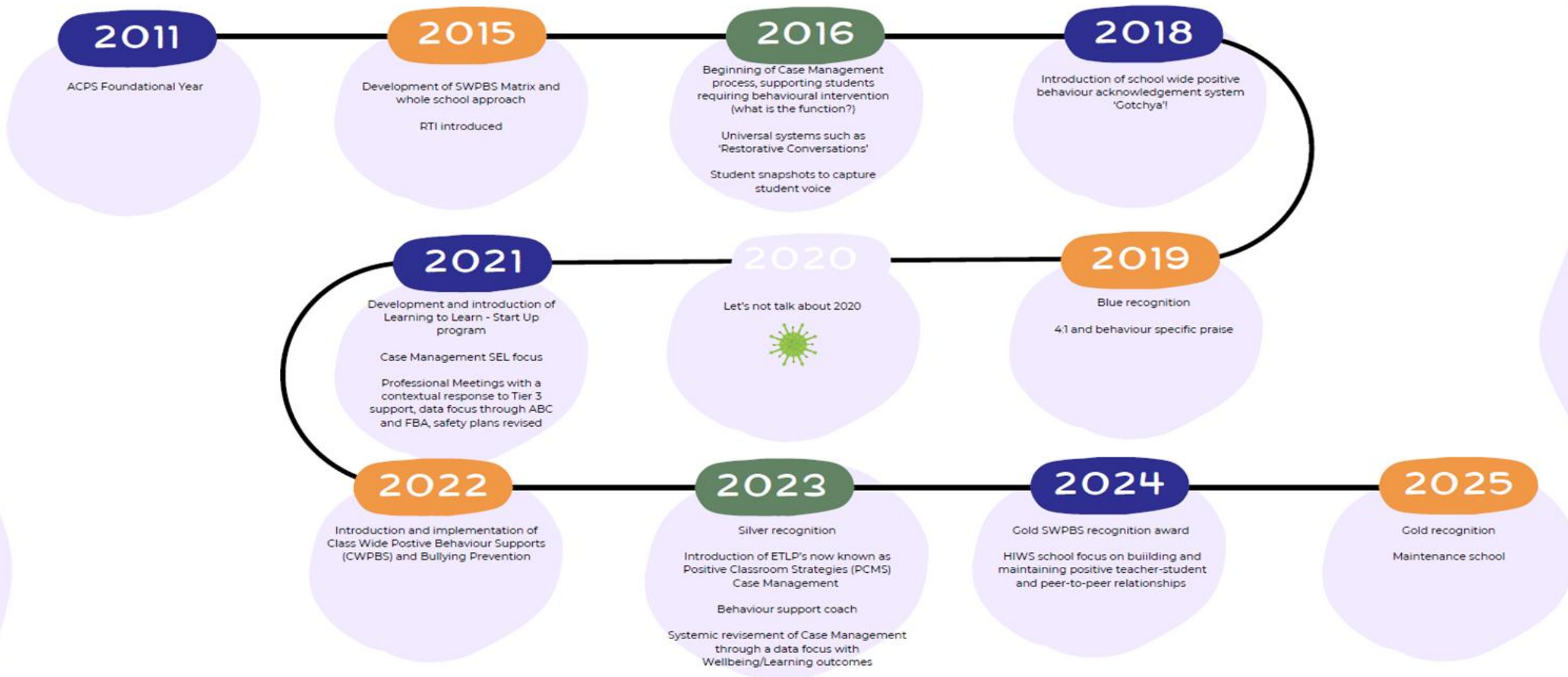
Outline of session

- Identifying Tier 1, Tier 2 and Tier 3 supports

- Managing these supports and monitoring outcomes

- MTSS as part of the SWPBS framework

- The importance of sharing a common language creating a consistent and predictable environment for all in every classroom

We would love for you to leave with a takeaway you could implement.

SWPBS AT ACPS

2011

ACPS Foundational Year

2015

Development of SWPBS Matrix and whole school approach

RTI introduced

2016

Beginning of Case Management process, supporting students requiring behavioural intervention (what is the function?)

Universal systems such as 'Restorative Conversations'

Student snapshots to capture student voice

2018

Introduction of school wide positive behaviour acknowledgement system 'Gotchya'!

2021

Development and introduction of Learning to Learn - Start Up program

Case Management SEL focus

Professional Meetings with a contextual response to Tier 3 support, data focus through ABC and FBA, safety plans revised

2020

Let's not talk about 2020

2019

Blue recognition

4:1 and behaviour specific praise

2022

Introduction and implementation of Class Wide Postive Behaviour Supports (CWPBS) and Bullying Prevention

2023

Silver recognition

Introduction of ETLP's now known as Positive Classroom Strategies (PCMS) Case Management

Behaviour support coach

Systemic revisement of Case Management through a data focus with Wellbeing/Learning outcomes

2024

Gold SWPBS recognition award

HIWS school focus on buiilding and maintaining positive teacher-student and peer-to-peer relationships

2025

Gold recognition

Maintenance school

2015

Development of SWPBS Matrix and whole school approach

RTI introduced

- Initial school review enabled the strengthening of the school Values

- Alignment of school values to school wide expectations and behaviours (matrix)

- Intentional community consultation and promotion of SWPBS framework

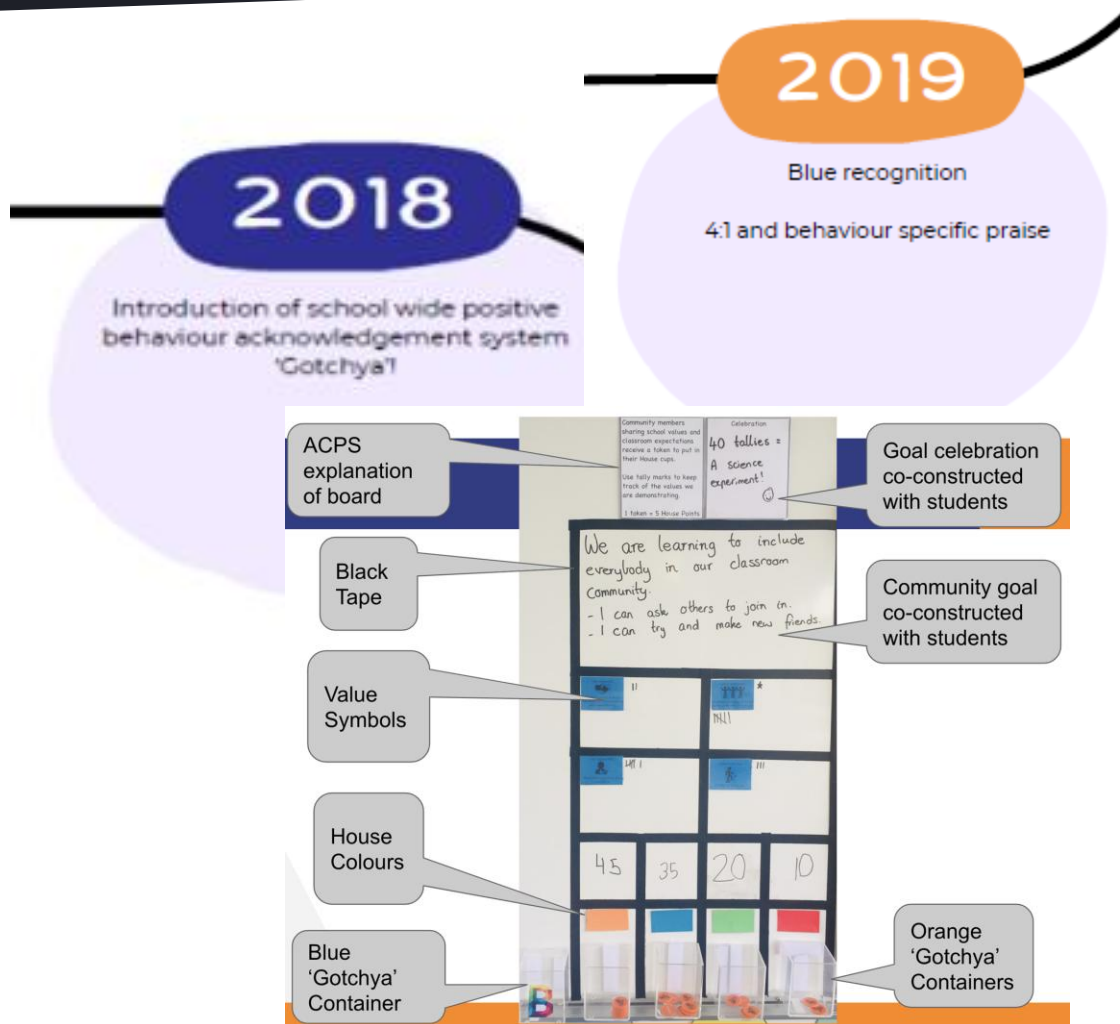- Initial training was school initiated research utilising best practice from the USA.

2016

Beginning of Case Management process, supporting students requiring behavioural intervention (what is the function?)

Universal systems such as 'Restorative Conversations'

Student snapshots to capture student voice

- Documentation of universal classroom systems

- Development of digital record keeping through Compass

- Beginnings of Case Management of behaviour concerns focusing on the function of behaviour

- Universal use of Restorative Conversations

- Development of "Snapshots" to capture student voice and ongoing support from year to year

- Development of Universal Student voice and action through Classroom Meetings

2019

Blue recognition

4:1 and behaviour specific praise

2018

Introduction of school wide positive behaviour acknowledgement system 'Gotchya'!

- ACPS explanation of board
- Black Tape
- Value Symbols
- House Colours
- Blue 'Gotchya' Container
- Goal celebration co-constructed with students
- Community goal co-constructed with students
- Orange 'Gotchya' Containers

Community members sharing school values and classroom expectations receive a token to put in their House cups.

Use tally marks to keep track of the values we are demonstrating.

1 token = 5 House Points

40 tallies = A science experiment!

We are learning to include everybody in our classroom community.
- I can ask others to join in.
- I can try and make new friends.

45   35   20   10

- Formal training and engagement with Regional Coach
- Introduction of a universal acknowledgement system "The Gotchya"
- Linking acknowledgement to school Values promoting:
  - Intrinsic motivation (individual token being the representation and acknowledgement of positive behaviour)
  - Collective motivation at a class level (Collective goal setting as part of community meetings)
  - Collective motivation at a school level via the integration to the House System
  - 4:1 behaviour specific praise

2020

Let's not talk about 2020

Let's not go there…..

2021

Development and introduction of Learning to Learn - Start Up program

Case Management SEL focus

Professional Meetings with a contextual response to Tier 3 support, data focus through ABC and FBA, safety plans revised

- Development and implementation of Learning to Learn - Start Up program

- Evolution of Case Management with SEL focus

- Implementation of Professional Meetings with a contextual response to Tier 3 Supports

- Data focus through ABC and FBA

- Safety plans and de escalation plans to complement targeted supports for students

2022

Introduction and implementation of Class Wide Postive Behaviour Supports (CWPBS) and Bullying Prevention

- Implementation of Class Wide Positive Behaviour Supports (CWPBS)
- Implementation of school wide Bullying Prevention strategy of Stop, Walk, Talk.

2023

Silver recognition

Introduction of ETLP's now known as Positive Classroom Strategies (PCMS) Case Management

Behaviour support coach

Systemic revisement of Case Management through a data focus with Wellbeing/Learning outcomes

2024

Gold SWPBS recognition award

HIWS school focus on buiilding and maintaining positive teacher-student and peer-to-peer relationships

- Introduction to the ETLP's now known as Positive Classroom Strategies (PCMS)
- Engagement with a Behaviour Support Coach to strengthen the FBA and related planning supports
- Revision of Case Management structure to align Wellbeing and Learning supports
- Implementation of HIWS

What is your understanding of MTSS?

MTSS
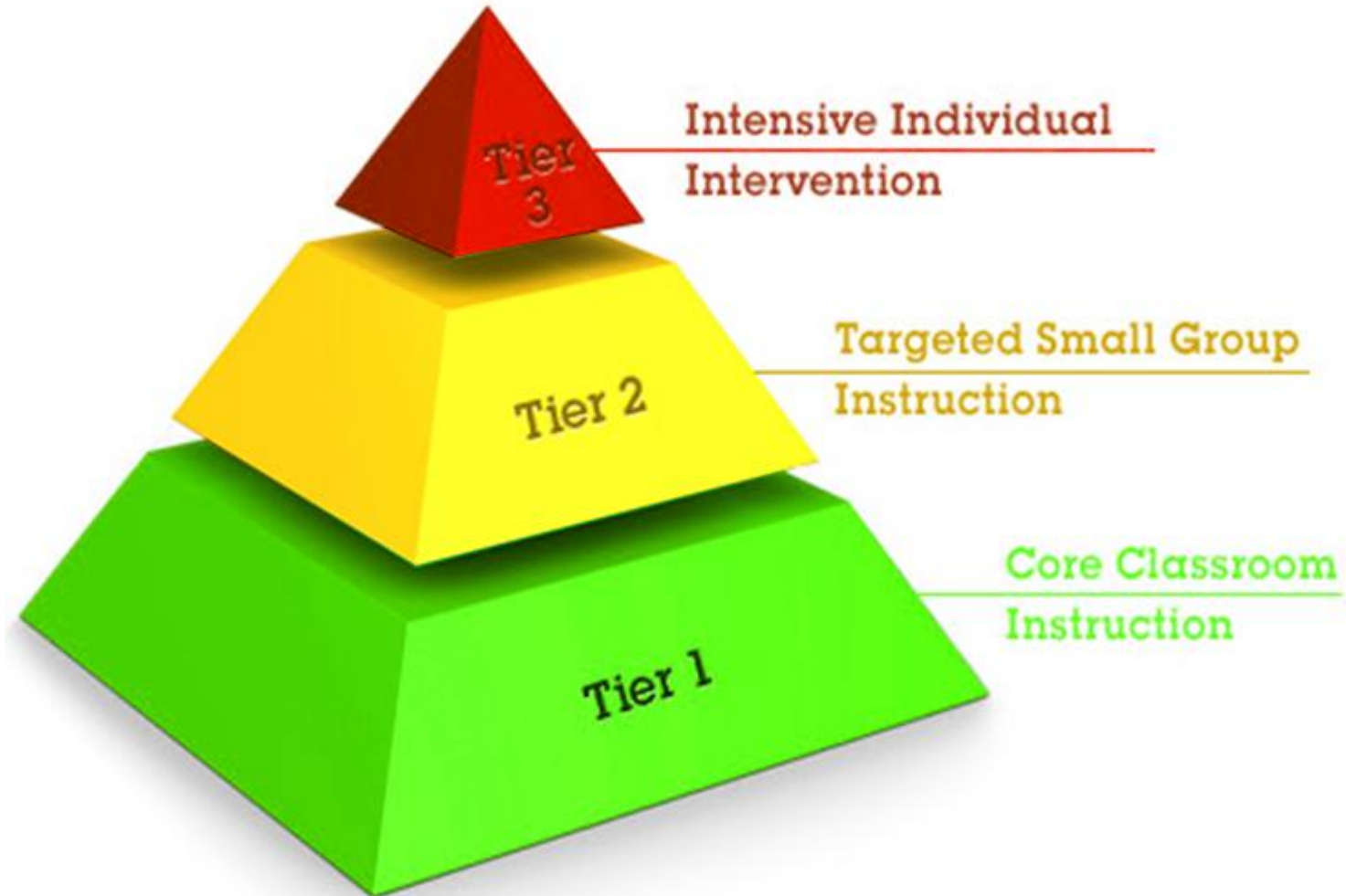
Tier 1 – Implementation of Universal high quality core instruction

Universal Numeracy expectations and system of supports

Universal Literacy expectations and system of supports
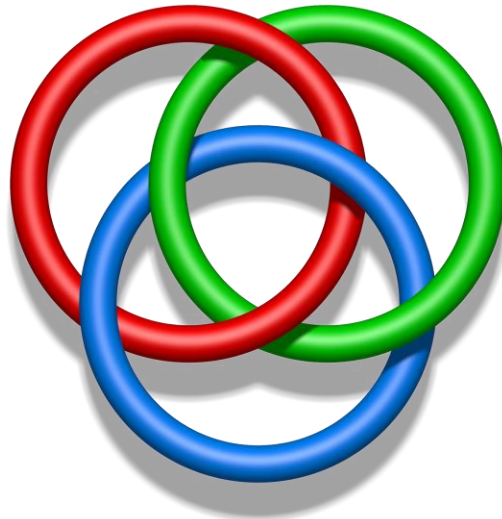
Universal behaviour expectations and system of supports

Intensive Individual Intervention — Tier 3

Targeted Small Group Instruction — Tier 2

Core Classroom Instruction — Tier 1
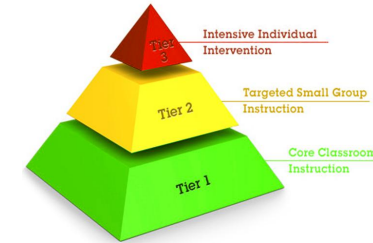
2025 Learning to Learn
Universal Supporting Documents

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Working together to create consistent classroom processes, positive learning environments, growth mindsets and enhanced wellbeing to support and inspire students to reach their potential.

What does Tier 1 look like at your school?

What is your current situation?

What ignites your curiosity?
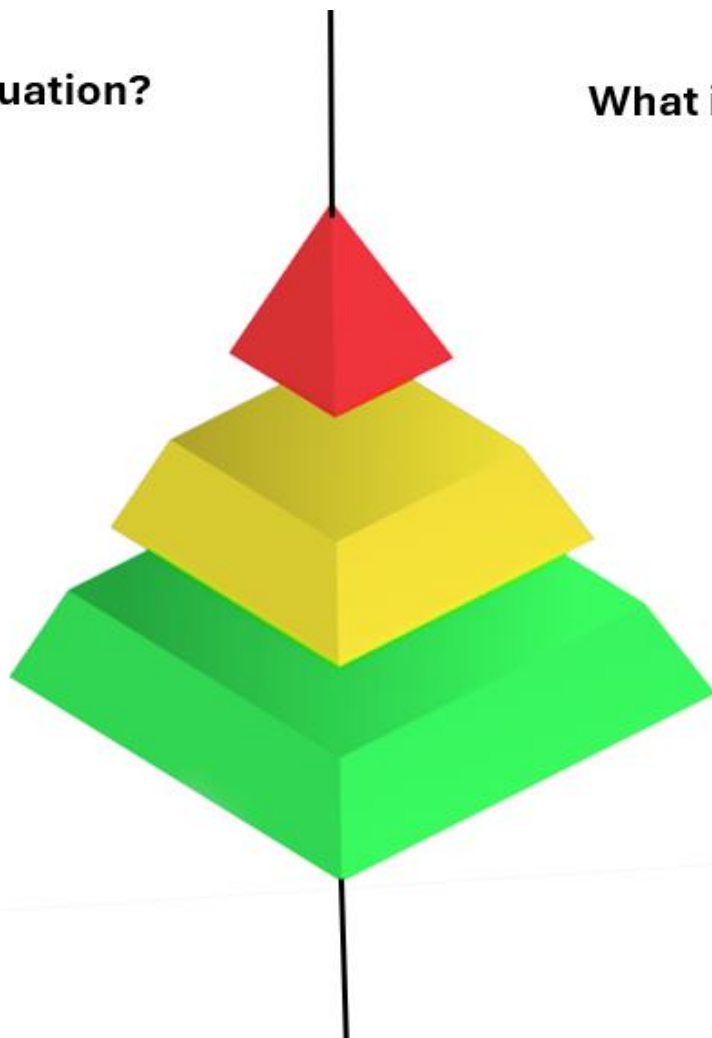
Building staff capacity - to sustain practice

Our commitment to developing Staff Capacity

Models of Professional Development
Joyce & Showers (1980, 2002, 2011)

PD Offered	Impact on Knowledge	Impact on Skill	Impact on Practice
Theory	10%	5%	0%
Theory + Modeling	30%	20%	0%
Theory + Modeling + Practice	60%	60%	5%
Theory + Modeling + Practice + Coaching	95%	95%	95%

Professional Development

Professional learning (PL) continues to be targeted and implemented into our yearly Pacing Guide. Prior to each term commencing the School Improvement Team (SIT) meet to include and document school priorities. The initial focus of our Coaching schedule for teachers saw them receive one on one coaching around the Positive Classroom Management Strategies (PCMS).

Each term there was dedicated time allocated to whole school staff (teacher and education support) PL focusing on examples such as Functions of Behaviour, major/minor behaviour. In Term 4, all ES completed the Department of Education online training modules related to De-Escalation for Student Behaviour.

Coaching

Coaching is a critical driver in supporting teacher adoption and the sustained use of evidence-based practices (Freeman, Sugai, et al., 2017; Reinke et al., 2014)

Coaching Vision Statement

Vision

At Aitken Creek Primary School, we endeavour to improve student outcomes through the provision of a consistent and committed coaching practice that builds teacher capacity across the teaching stages; graduate, proficient, highly accomplished and lead teacher.

Purpose

The purpose of coaching is to support teachers in identifying areas of need to extend professional knowledge, practice and understanding. In doing so, this helps to close the student achievement gap and accelerate learning by helping teachers implement evidence based instructional practices.

The coaching framework supports ongoing reflective practice, including evaluating data, prioritising and setting goals, developing actions and plans, implementing strategies, monitoring progress and adjusting practice to maximise the effectiveness of their teaching.

Coaching culture

At Aitken Creek Primary School, staff members may engage in the coaching process. This puts the individual (coachee) at the centre of the collaborative partnership, encouraging openness and the sharing of practice in a safe, supportive and non-judgemental environment.

Through the coaching process, the relationship between the coach and coachee is built on trust and is underpinned by the 'Four C's'.
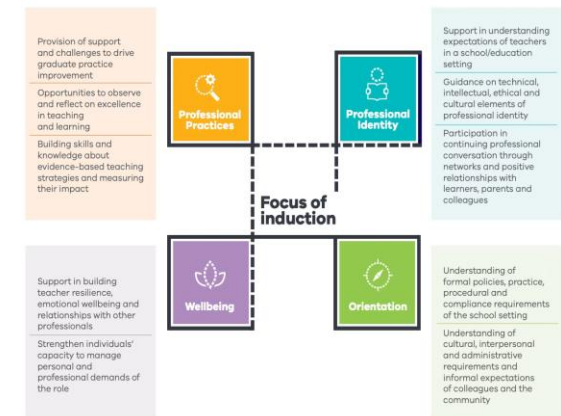
The Four C's:

- Commitment
- Caring
- Consistency
- Competence

Definitions and the role of our coaching models

Aitken Creek Primary School uses three main coaching models in education.

1. Directive Coaching
2. Non-Directive Coaching
3. Collaborative Coaching

Induction

Effective induction and ongoing support and development of new staff members is critical for the individuals, the schools in which they work, the communities in which they play a significant role, and for the students whose futures they shape.

At ACPS, we have a self-paced induction website to support new staff members through the four key focus areas of induction, this is supported through internal induction network sessions to help bridge the gap between research and classroom practice.

Tier 2 – Targeted small group intervention

Small group intervention offer support for academic and social/emotional capabilities

Systems to identify and monitor
- Referral
- Compass chronicle data analysis - PULSE
- Case management
- Professional meetings
- ABC functional behaviour observations
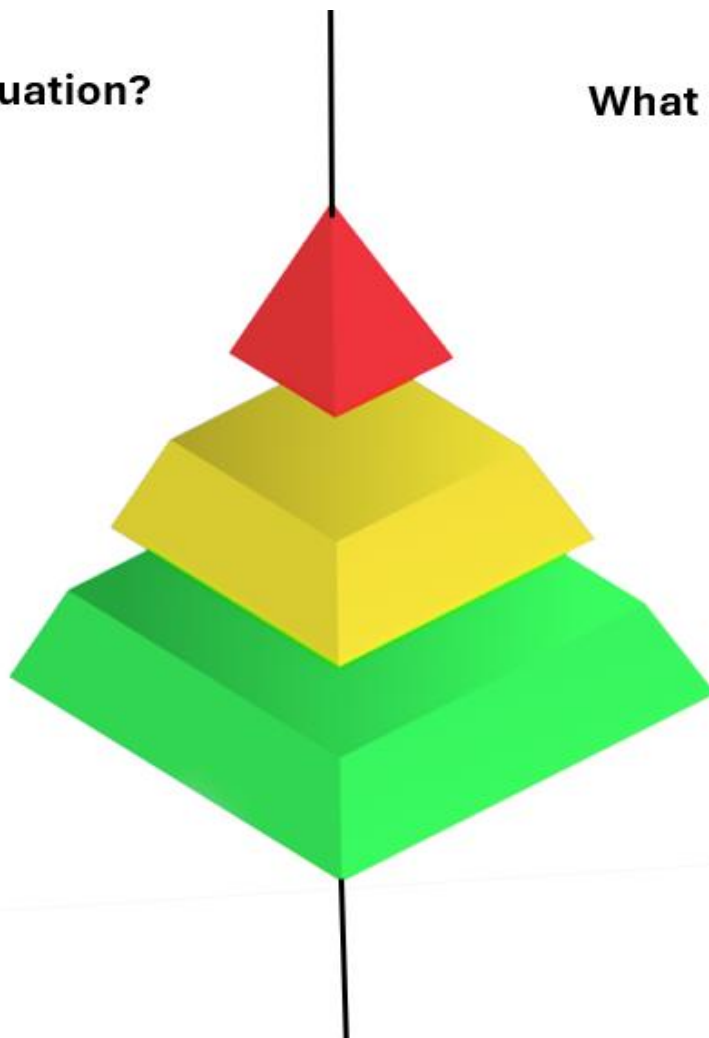
Practices to support and engage
- Student Snapshots
- De escalation plans
- Parent communication
- Check In, Check Out
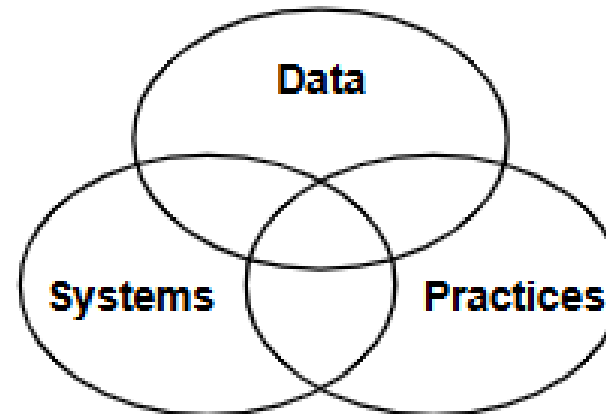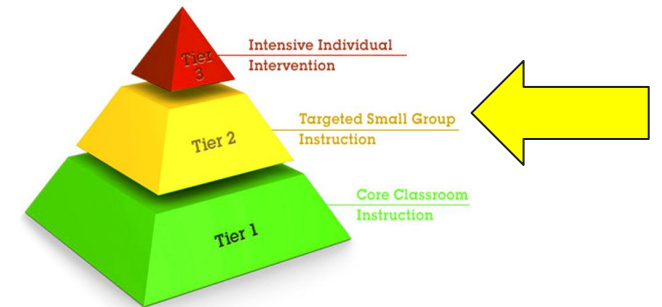
What does Tier 2 look like at your school?

What is your current situation?

What ignites your curiosity?

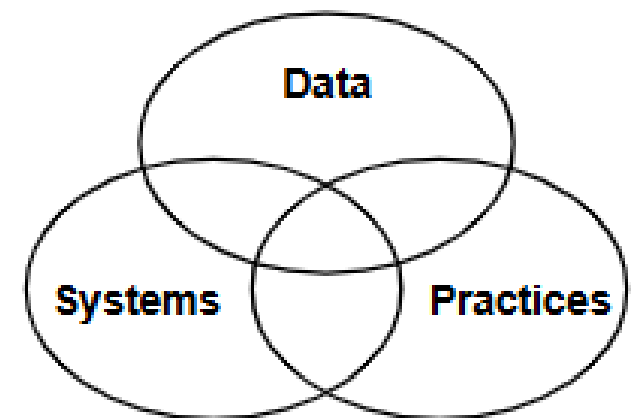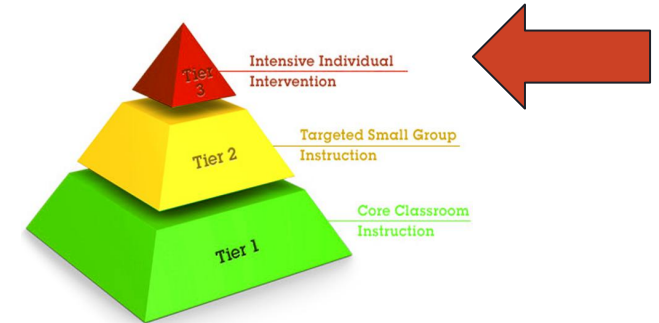# How does this look in practice?

- **Stage one:**
  - Conversation around the implementation of Tier One supports and reasonable adjustments embedded in the learning environment

- **Stage two:**
  - Student entered onto the ACPS Student Concerns database
  - Student Referred for Case Management

- **Stage three:**
  - Disability and Inclusion Profile created or a referral to Student Support Service is made

* Ongoing review of plans, adjustments and family consultation at every stage

Tier 3 – Intensive individualised support

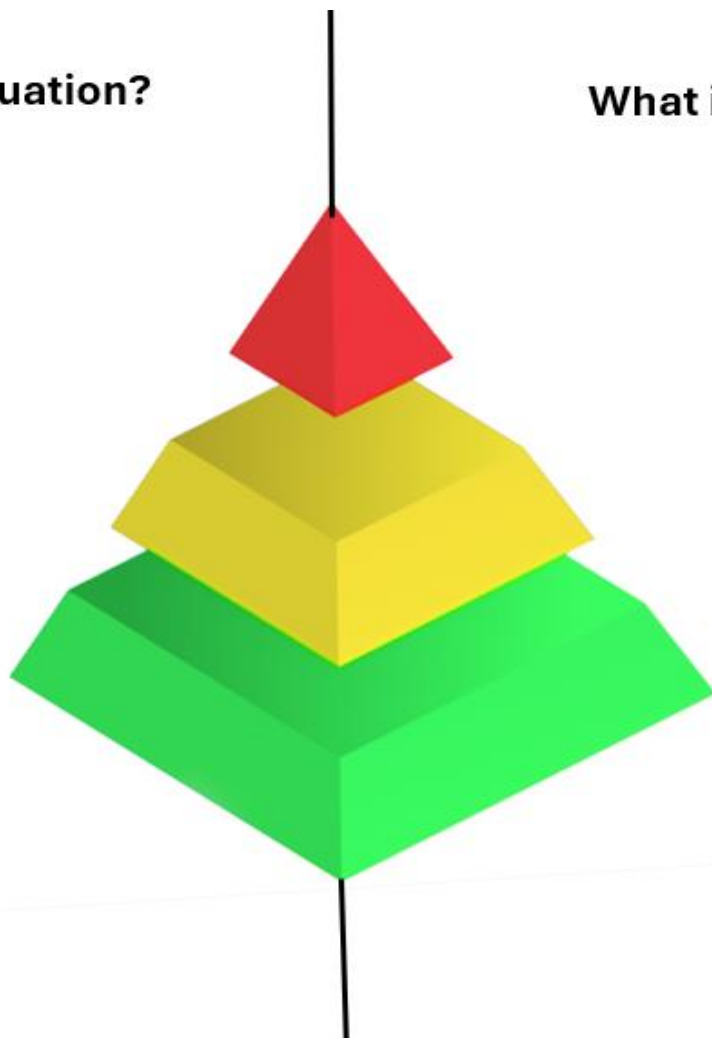Student supports at Tier Three include:
- Case management
- Functional behaviour assessments
- Internal professional meetings
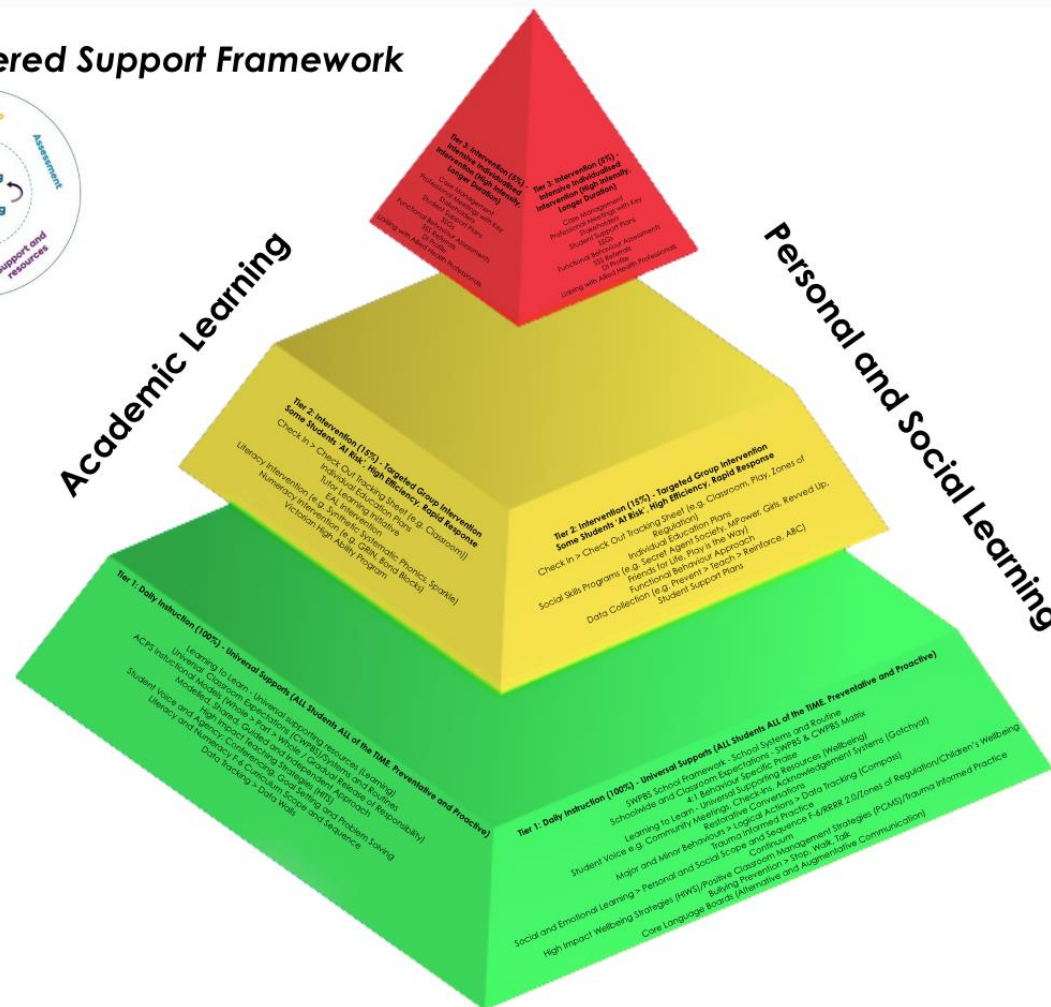- Allied health professionals
- SSS involvement
- SSG's

What does Tier 3 look like at your school?

What is your current situation?

What ignites your curiosity?

ACPS Tiered Support Framework

Frequency and intensity

How does this look in practice?

Case Study

2020	2021	2022	2023	2024	2025
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5
W: F N: F P&S: D	W: F N: 1 P&S: F	W: F.5 N: 2 P&S: 1	W: 1 N: 3 P&S: 1.5	W: 2 N: 3.5 P&S: 3.5	W: 4.5 N: 4.5 P&S: 4

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ACPS staff self assessment of MTSS

SWPBS Self-Assessment Survey

% In Place	2022	2023	2024
Tier 1 School-wide systems	68%	74%	88%
Tier 1 Classroom systems	67%	70%	95%

Progress based on NAPLAN results

NAPLAN growth all students

	Top 2 Bands			Exceeding and Strong		
	2021	**2022**	Growth	**2023**	**2024**	Growth
Reading						
3	50%	63%	**13%**	59%	62%	**3%**
5	32%	36%	**4%**	68%	73%	**5%**
Writing						
3	34%	46%	**12%**	64%	68%	**4%**
5	11%	24%	**13%**	66%	78%	**12%**
Maths						
3	29%	38%	**9%**	53%	64%	**11%**
5	25%	25%	**0%**	49%	73%	**24%**

Progress based on NAPLAN results

NAPLAN relative growth by Equity Funded Students (3 to 5)

	2018	2019	2021	Similar	Network	State
Reading	12%	17%	29%	12%	17%	29%
Writing	8%	9%	10%	18%	19%	17%
Numeracy	4%	18%	21%	15%	13%	17%

NAPLAN Proficiency Levels (Exceeding or Strong) by Equity Funded Students

		2023	2024	Similar	Network	State
Year 3	Reading	51%	50%	46%	47%	48%
	Writing	52%	62%	60%	58%	60%
	Numeracy	46%	60%	39%	41%	42%
Year 5	Reading	62%	48%	53%	46%	52%
	Writing	60%	63%	61%	56%	56%
	Numeracy	30%	53%	40%	35%	42%

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Staying in Education data set

Proportion of students by overall risk

- 2 Not Available (0.5%)
- 9 Very High (2.1%)
- 431 students
- 364 Low (84.5%)

Legend:
- Very High
- High
- Medium
- Low
- Not Available
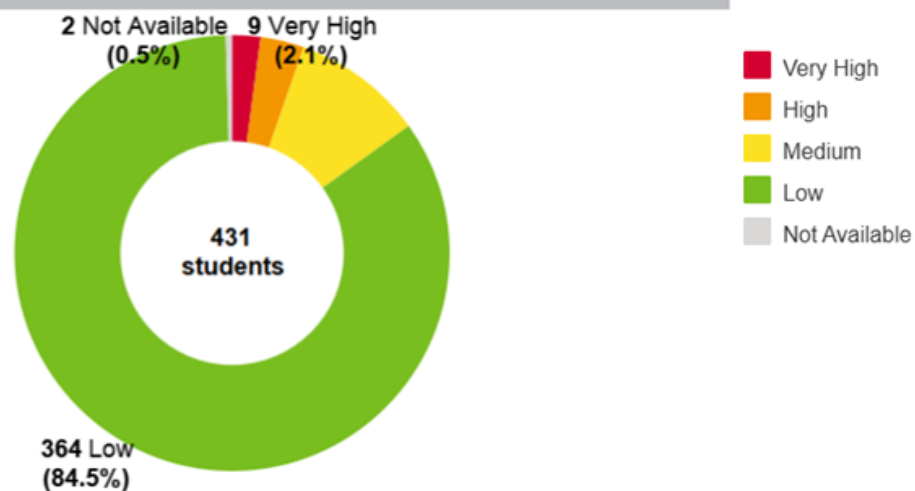
Count of students by domain risk

NAPLAN	Absence	Teacher Judgement	Mobility
366	37 / 366	381	414

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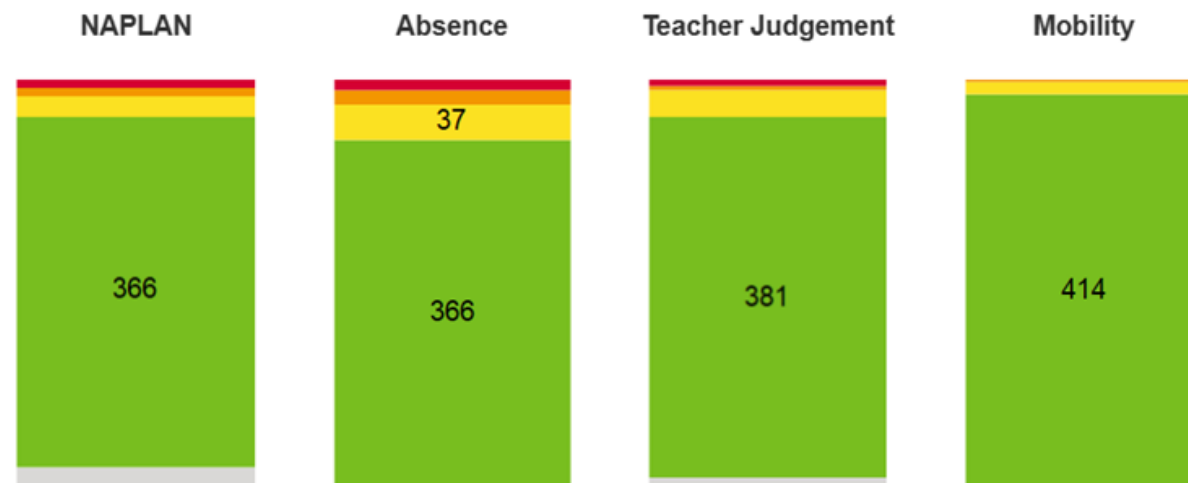
Where to next…

- Continue to revise and evaluate the systems in place to ensure effectiveness of MTSS at a whole school level and Gold level maintenance school
- Continue to embed effective coaching practices that support MTSS through learning and wellbeing

Where will you go next…

Questions & thank you

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