

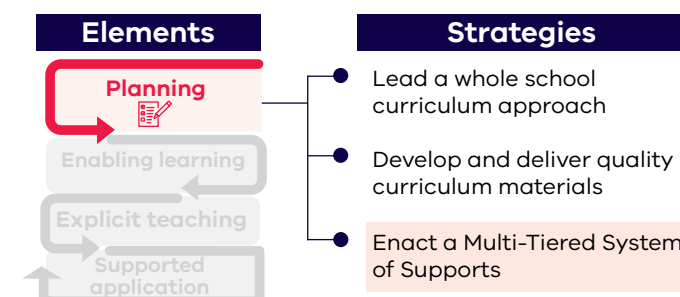


## Planning

### Enact a Multi-Tiered System of Supports

A Multi-Tiered System of Supports (MTSS) integrates the school's approach to learning, behaviour and wellbeing. MTSS includes a tiered continuum of instruction, support and intervention, and data-based decision making.

When implemented in a school, MTSS enables identification of students requiring additional support. It includes instruction across three tiers of increasing intensity and tracking of student growth to monitor and improve program effectiveness.



#### Key links to other guides

Planning, including Enact a Multi-Tiered System of Supports, provides a foundation for the implementation of the VTLM 2.0 Elements of teaching.

#### Links to departmental initiatives

- **Supporting High-Ability Students**
- **Middle Years Literacy and Numeracy Support initiative**
- **School-wide Positive Behaviour Support**
- **Diverse Learners Hub**
- **Health, Wellbeing and Inclusion Workforces**
- **School Networks**

#### References and further reading

[arc.educationapps.vic.gov.au/learning/resource/78091](https://arc.educationapps.vic.gov.au/learning/resource/78091)



**Target audience:**  
School leaders and teachers

# Victorian Teaching and Learning Model 2.0

Join the discussion about VTLM 2.0 guides:



## Practice 1 Develop and implement a school-wide approach to MTSS

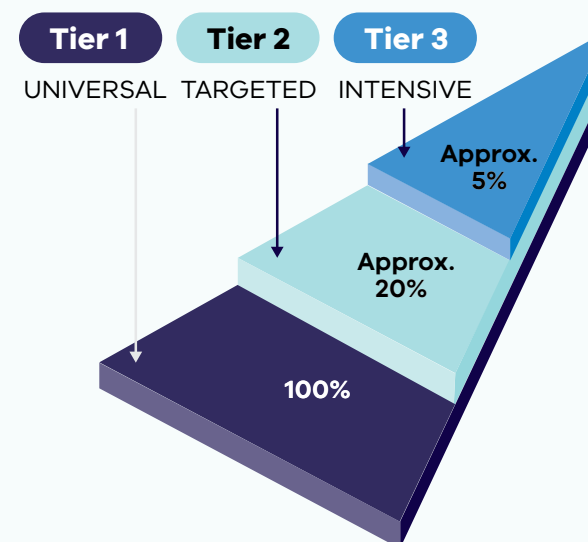
### MTSS Tiers

**Tier 1** represents evidence-based practices for all students.

**Tier 2** provides targeted instruction, support and intervention for small groups of students who need extra help or extension.

**Tier 3** provides intensive instruction, support and intervention for individual students with more significant needs.

Percentages at Tiers 2 and 3 are indicative.



### Enact the tiered continuum of instruction, support and intervention

MTSS includes a consistent approach to evidence-based instruction across the three tiers. It includes effective classroom practice at Tier 1 for all students as the foundation. Student learning, wellbeing and behaviour needs are addressed by increasing the intensity, frequency and duration of monitoring and support across the three tiers.

#### HOW?

- Implement a strong Tier 1 teaching and learning program and wellbeing program that integrates evidence-based practices from the VTLM 2.0.
- Support teachers to understand the interdependence of learning, behaviour and wellbeing outcomes, and the preventative effect of evidence-informed Tier 1 practices.
- Ensure consistent implementation and identify when to enhance Tier 1 through regular review and refinement. E.g. review and adjust implementation of Positive Classroom Management Strategies (PCMS) to increase engagement and instructional time.
- Identify available Tier 2 and 3 programs and funding. E.g. the Middle Years Literacy and Numeracy Support initiative (MYLNS), Student Excellence Program and Tier 2 Disability Inclusion funding.
- Provide intensive and targeted instruction, support and intervention to small groups in Tier 2 and individual students in Tier 3.
- Determine how tiered approaches can be used to extend and challenge high-achieving students.
- Use strengths-based communication to help students and families understand how tiered supports are designed to assist them (AERO 2024).

### Engage in data-based decision making

Data-based decision making is at the core of MTSS. With quality data, protocols and clear processes for collaboration, the whole school can participate in an agreed problem-solving approach for learning, wellbeing and behaviour. This includes identifying and monitoring students accessing interventions and extension, as well as reviewing and improving the effectiveness of each tier.

#### HOW?

- Determine universal academic, behaviour and wellbeing assessments to enable the early identification of students needing support. E.g. early years screening with the Year 1 Phonics Check.
- Facilitate the collection of further assessment data, including classroom evidence and engagement data.
- Use designated meeting time for staff to work together to analyse assessment data and identify students who need Tier 2 or 3 support and interventions.
- For students identified via assessment evidence, administer diagnostic assessments to match interventions to specific skill gaps.
- Increase progress monitoring for students receiving supports to verify that the interventions are achieving the intended outcomes.
- Regularly analyse cohort and whole-school data to monitor the effectiveness of instruction, support and intervention at each of the tiers. E.g. if higher than typically expected numbers of students are identified for Tier 2, review Tier 1 to determine if program improvements are required.

### Establish key enablers of MTSS

In embedding an MTSS approach, leaders will need to address role allocation, capability building, communication and collaboration.

#### HOW?

- Participate in collaborative improvement practices through school networks to support MTSS implementation and improvement. E.g. share data collection and analysis protocols or engage in learning walks at a school with a well-established MTSS approach.
- Identify and establish leadership responsibilities, ensuring those involved have the required authority, knowledge and skills to drive implementation and sustain the program.
- Use designated meeting times for leaders with MTSS responsibilities to progress implementation, identify gaps and problem-solve.
- Communicate the program to staff and the broader school community, secure buy-in and clarify expectations for teachers and specialised staff delivering MTSS.
- Monitor implementation of learning, behaviour and wellbeing practices to ensure fidelity of delivery.
- Ensure teachers and those delivering Tier 2 and 3 support have opportunities to share data, adjust and align practice, and address issues that arise. E.g. through PLCs or scheduled meetings.
- Use professional learning to build whole-school knowledge and practice in MTSS, data use and evidence-based practices.