

Mult-tiered Systems of Support

Pimpama State School Student Code of Conduct



Pimpama State School is a disciplined school environment with high expectations that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Pimpama State School's multi-tiered system of support model incorporates the Department of Education's three focus areas from the Equity and Excellence strategy:

Dimension	Our Goal:
Educational Achievement	<ul style="list-style-type: none">✓ Every child achieves at least one year of learning growth each year✓ Clear expectations for learning, and differentiated support so every student realises their potential
Wellbeing and Engagement	<ul style="list-style-type: none">✓ Know each student and understand what works best for them.✓ Support student wellbeing and engagement to establish a strong foundation for learning outcomes.
Culture and Inclusion	<ul style="list-style-type: none">✓ Embrace diversity by creating welcoming, inclusive and accessible educational settings✓ Value student, parent/carer, community and stakeholder voice in our approach to teaching and learning.

The model categorises support into three levels, dependent on the individual needs of the student.

Level	Support
Universal Support	Universal support in the form of differentiated and explicit teaching for all students.
Focused Support	Focused support in the form of focused teaching and/or intervention for identified students
Intensive Support	Intensive support in the form of intensive teaching and/or intervention for a small number of students.



Student Engagement – Multi-tiered Systems of Support

Pimpama State School



Educational Achievement



Wellbeing and Engagement



Culture and Inclusion

Tier 3: Intensive

- Intensive teaching for a small number of students**
- Consult the [Focussed and Intensive Teaching Flowchart](#)
 - Intensive, individualised instruction or support in a highly structured or specialised manner for all curriculum, activities and assessment.
 - Enrich the learning of any student who requires particular understandings and/or skills to be addressed in greater breadth.
 - Individualised Curriculum Plans (ICP's)
 - G.A.T.E.

- Engagement and Conduct**
- Interventions: School Suspension (short and long) and Re-Entry
 - Risk assessment – behaviour, safety and wellbeing
 - Functional Behaviour Assessment (FBA)
 - Individual Behaviour Support Plan (IBSP)
 - <https://www.pbisworld.com/tier-3/>
- Wellbeing**
- Guidance Officer/Social Worker Complex Case Management

- Highly Individualised Viable Education (H.I.V.E.)**
- Level of adjustment – Extensive and Extensive Plus
 - Individualised Support Plan (ISP) – Extensive and Extensive Plus
 - Engagement with the Autism Hub
 - Planned, highly specialised and/or intensive health, personal care and/or safety support or intervention.
- Culture**
- Intensive support for cultural and linguistic diversity
 - Explicit teaching of standard Australian English to EAL/D students

↑ SSS Referral Required ↑

Tier 2: Focused

- Focused teaching for identified students**
- Consult the [Focussed and Intensive Teaching Flowchart](#)
 - Support or individualised instruction in a highly structured manner for any student who is having difficulties with understandings and/or skills in most curriculum, activities and assessment.
 - Extend the learning of any student who requires particular understandings and/or skills to be addressed in more depth.
 - Personalised and explicit instruction to support most assessments.
 - Raising Academic Performance (R.A.P.)
 - Targeted Literacy Support and Numeracy Support

- Engagement and Conduct**
- Planning Room Referral (informal or formal)
 - Focussed Behaviour Interventions
 - Regular communication with parents/carers
 - Daily check-ins
 - Social skills groups
 - <https://www.pbisworld.com/tier-2/>
- Wellbeing**
- Guidance Officer, Social Worker, School Chaplain support
 - Wellbeing referral

- Highly Individualised Viable Education (H.I.V.E.)**
- Level of adjustment – Substantial
 - Individualised Support Plan (ISP) – Substantial
 - Department of Education support (AVT's, OT's, Speech Language)
 - Planned health, personal care and/or safety intervention in addition to active monitoring and supervision.
- Culture**
- Indigenous Education support programmes (e.g. Solid Pathways)
 - Support cultural and linguistic diversity including EAL/D and IEAL/D Support.

↑ SSS Referral Recommended ↑

Tier 1: Universal

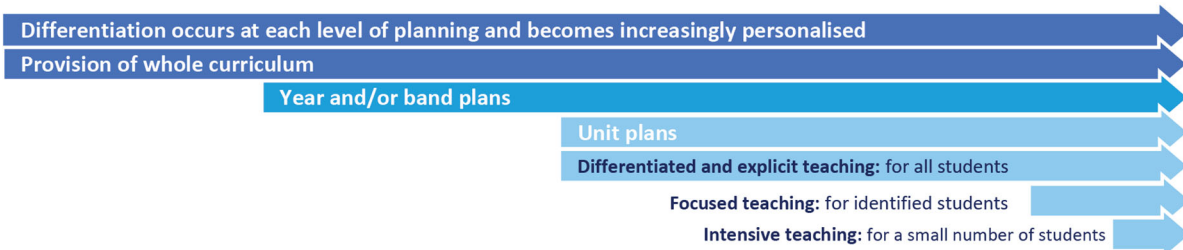
- Focus:**
- Every child achieves at least one year of learning growth each year
 - Clear expectations for learning, and differentiated support so every student realises their potential
- Differentiated and explicit teaching for all students**
- Differentiated approach to curriculum delivery and assessment that anticipates and responds to students' learning differences.
 - Differentiation is evident at each level of planning and is increasingly personalised.
 - Provision of whole curriculum
 - Year and/or band plans
 - Unit plans
 - Effective implementation of the Australian Curriculum V8.0
 - Teaching reading within v8.0 curriculum
 - Structured Literacy
 - Consistent instructional routines
 - Effective and consistent pedagogical practices (Pedagogical Framework)
 - Data informed practice

- Focus:**
- Know each student and understand what works best for them.
 - Support student wellbeing and engagement to establish a strong foundation for learning outcomes.
- Engagement and Conduct**
- Clear behaviour expectations - Our Student Expectations overview
 - Explicit skills teaching - Pimpama's Six Kinds of Best
 - 10 Essential Skills for Classroom Management
 - Classroom organisation
 - Positive reinforcement
 - Bronze, Silver and Gold Recognition System
 - Smarts Awards
 - Best Awards
 - Student of the Week
 - Active supervision
 - Consistent and fair consequences
 - Encourage student attendance
 - <https://www.pbisworld.com/tier-1/>
- Wellbeing**
- Safe and supportive classroom environment
 - Trauma informed practices
 - Social-emotional learning
 - Bullying and cyberbullying prevention education

- Focus:**
- Embrace diversity by creating welcoming, inclusive and accessible educational settings
 - Value student, parent/carer, community and stakeholder voice in our approach to teaching and learning.
- Inclusion**
- Level of adjustment – Quality differentiated teaching practice
 - Level of adjustment – Supplementary
 - Individualised Support Plan (ISP) – Supplementary
 - Reasonable adjustments are made to allow students with disability to access and participate in educational programmes.
 - Meet student's health, personal care and safety requirements through usual school processes and existing facilities.
 - Personalised learning that is implemented without drawing on additional resources.
 - Review relevant reports and background information on OneSchool
 - Set clear goals and track progress (H.I.V.E. Books)
 - NCOD (National Consistent Collection of Data)
- Culture**
- Value culture and create inclusive learning environments.
 - Indigenous Education Resources
 - Culturally-responsive pedagogies

Pride Integrity Manners Partnerships Acceptance Morality Accountability

Teachers at Pimpama State School vary what the students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning. There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier. For example, in the multi-tiered behaviour framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.



Universal Support: Differentiated and Explicit Teaching

Every classroom in our school uses the *Our Student Expectations* guidelines aligned to our Bronze, Silver and Gold acknowledgement system. Using this process, in conjunction with the Six Kinds of Best values education program, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom.

The school expectations are displayed in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Our Student Expectations

Pimpama State School

Rule	Student Expectations	Acknowledgement		
Be KIND to Yourself and Others	I respect myself by: <ul style="list-style-type: none"> <input type="checkbox"/> being honest and accountable for my own behaviour. <input type="checkbox"/> being eSafe. <input type="checkbox"/> putting my phone away for the day. <input type="checkbox"/> always doing my best in all learning environments. 	Bronze	Silver	Gold
	I respect others by: <ul style="list-style-type: none"> <input type="checkbox"/> using manners. <input type="checkbox"/> keeping hands, feet and objects to myself. <input type="checkbox"/> using kind words to all staff and peers. <input type="checkbox"/> playing safely and fairly in the playground. <input type="checkbox"/> accepting that all people are unique. 			
Be the Learning and Achieving KIND	I seek knowledge by: <ul style="list-style-type: none"> <input type="checkbox"/> regularly attending school, on time, ready to learn. <input type="checkbox"/> staying positive about learning. <input type="checkbox"/> using devices for learning. <input type="checkbox"/> attempt homework to the best of my ability. 	Bronze Award	Silver Award	Gold Award
	I achieve my potential by: <ul style="list-style-type: none"> <input type="checkbox"/> setting goals and working hard to complete them. <input type="checkbox"/> putting in my best effort and working hard. <input type="checkbox"/> asking questions when I need help. 			
Be KIND to the Environment and our Community	I value the environment by: <ul style="list-style-type: none"> <input type="checkbox"/> respecting school property and equipment. <input type="checkbox"/> putting my rubbish in the bin. <input type="checkbox"/> walking around the school safely. <input type="checkbox"/> keeping my own area tidy. 	Each week, I receive a KIND Award by demonstrating all of the school expectations... <ul style="list-style-type: none"> ✓ Being KIND to Myself and Others ✓ Being the Learning and Achieving KIND ✓ Being KIND to the Environment and our Community 		
	I contribute positively to the school community by: <ul style="list-style-type: none"> <input type="checkbox"/> wearing my uniform with pride. <input type="checkbox"/> being respectful to school visitors. <input type="checkbox"/> upholding the great reputation of our school. 			

Pride
Integrity
Manners
Partnerships
Acceptance
Morality
Accountability

In addition to this, the following Universal Supports are provided to students as required to enhance conduct and engagement.

Dimension	Support Strategies
Educational Achievement	<p style="margin: 0;"><i>Differentiated and explicit teaching for all students</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Differentiated approach to curriculum delivery and assessment that anticipates and responds to students' learning differences. <input type="checkbox"/> Differentiation is evident at each level of planning and is increasingly personalised: <ul style="list-style-type: none"> <input type="checkbox"/> Provision of whole curriculum <input type="checkbox"/> Year and/or band plans

Dimension	Support Strategies
	<ul style="list-style-type: none"> <input type="checkbox"/> Unit plans <input type="checkbox"/> Effective implementation of the Australian Curriculum V9.0 <input type="checkbox"/> Teaching reading within v9.0 curriculum <input type="checkbox"/> Structured Literacy <input type="checkbox"/> Consistent instructional routines <input type="checkbox"/> Effective and consistent pedagogical practices (Pedagogical Framework) <input type="checkbox"/> Data informed practice
Wellbeing and Engagement	<p>Engagement and Conduct</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear behaviour expectations - Our Student Expectations overview <input type="checkbox"/> Explicit skills teaching - Pimpama's Six Kinds of Best <input type="checkbox"/> 10 Essential Skills for Classroom Management <input type="checkbox"/> Classroom organisation <input type="checkbox"/> Positive reinforcement <ul style="list-style-type: none"> <input type="checkbox"/> Bronze, Silver and Gold Recognition System <input type="checkbox"/> Smarts Awards <input type="checkbox"/> Best Awards <input type="checkbox"/> Student of the Week <input type="checkbox"/> Active supervision <input type="checkbox"/> Consistent and fair consequences <input type="checkbox"/> Encourage student attendance <input type="checkbox"/> https://www.pbisworld.com/tier-1/ <p>Wellbeing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Safe and supportive classroom environment <input type="checkbox"/> Trauma informed practices <input type="checkbox"/> Social-emotional learning <input type="checkbox"/> Bullying and cyberbullying prevention education
Culture and Inclusion	<p>Inclusion</p> <ul style="list-style-type: none"> <input type="checkbox"/> Level of adjustment – Quality differentiated teaching practice <input type="checkbox"/> Level of adjustment – Supplementary <input type="checkbox"/> Individualised Support Plan (ISP) – Supplementary <input type="checkbox"/> Reasonable adjustments are made to allow students with disability to access and participate in educational programmes. <input type="checkbox"/> Meet student's health, personal care and safety requirements through usual school processes and existing facilities. <input type="checkbox"/> Personalised learning that is implemented without drawing on additional resources. <input type="checkbox"/> Review relevant reports and background information on OneSchool <input type="checkbox"/> Set clear goals and track progress (H.I.V.E. Books) <input type="checkbox"/> NCCD (National Consistent Collection of Data) <p>Culture</p>

Dimension	Support Strategies
	<ul style="list-style-type: none"><li data-bbox="539 174 1337 203">❑ Value culture and create inclusive learning environments.<li data-bbox="539 215 1023 244">❑ Indigenous Education Resources<li data-bbox="539 255 1023 284">❑ Culturally-responsive pedagogies

Focused Support

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Pimpama State School to provide focused teaching. Progress is monitored by the classroom teacher/s to identify those who:

- no longer require additional support
- require ongoing focused support
- require intensive support

It is recommended that students who need focused support are referred to the Student Support Services (SSS) Committee.

The following Focused Supports are provided to students as required to enhance conduct and engagement.

Dimension	Support Strategies
Educational Achievement	<p style="text-align: center;"><i>Focused teaching for identified students</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Consult the Focussed and Intensive Teaching Flowchart <input type="checkbox"/> Support or individualised instruction in a highly structured manner for any student who is having difficulties with understandings and/or skills in most curriculum, activities and assessment. <input type="checkbox"/> Extend the learning of any student who requires particular understandings and/or skills to be addressed in more depth. <input type="checkbox"/> Personalised and explicit instruction to support most assessments. <input type="checkbox"/> Raising Academic Performance (R.A.P.) <input type="checkbox"/> Numeracy Support
Wellbeing and Engagement	<p>Engagement and Conduct</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning Room Referral (informal or formal) <input type="checkbox"/> Focussed Behaviour Interventions <input type="checkbox"/> Regular communication with parents/carers <input type="checkbox"/> Daily check-ins <input type="checkbox"/> Social skills groups <input type="checkbox"/> https://www.pbisworld.com/tier-2/ <p>Wellbeing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guidance Officer, Social Worker, School Chaplain support <input type="checkbox"/> Wellbeing referral
Culture and Inclusion	<p>Inclusion – Highly Individualised Viable Education (H.I.V.E.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Level of adjustment - Substantial

Dimension	Support Strategies
	<ul style="list-style-type: none"> <li data-bbox="539 174 1203 203">❑ Individualised Support Plan (ISP) – Substantial <li data-bbox="539 215 1315 282">❑ Department of Education support (AVT's, OT's, Speech Language) <li data-bbox="539 293 1353 360">❑ Planned health, personal care and/or safety intervention in addition to active monitoring and supervision. <p data-bbox="491 371 596 400">Culture</p> <ul style="list-style-type: none"> <li data-bbox="539 412 1299 479">❑ Indigenous Education support programmes (e.g. Solid Pathways) <li data-bbox="539 490 1369 557">❑ Support cultural and linguistic diversity including EAL/D and iEAL/D Support

Intensive Support

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

It is a requirement that students who need intensive support are referred to the Student Support Services (SSS) Committee.

The following Intensive Supports are provided to students as required to enhance conduct and engagement.

Dimension	Support Strategies
Educational Achievement	<p><i>Intensive teaching for a small number of students</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Consult the Focussed and Intensive Teaching Flowchart <input type="checkbox"/> Intensive, individualised instruction or support in a highly structured or specialised manner for all curriculum, activities and assessment. <input type="checkbox"/> Enrich the learning of any student who requires particular understandings and/or skills to be addressed in greater breadth. <input type="checkbox"/> Individualised Curriculum Plans (ICP's) <input type="checkbox"/> G.A.T.E.
Wellbeing and Engagement	<p>Engagement and Conduct</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interventions: School Suspension (short and long) and Re-Entry <input type="checkbox"/> Risk assessment – behaviour, safety and wellbeing <input type="checkbox"/> Functional Behaviour Assessment (FBA) <input type="checkbox"/> Individual Behaviour Support Plan (IBSP) <input type="checkbox"/> https://www.pbisworld.com/tier-3/ <p>Wellbeing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guidance Officer/Social Worker Complex Case Management
Culture and Inclusion	<p>Inclusion – Highly Individualised Viable Education (H.I.V.E.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Level of adjustment – Extensive and Extensive Plus <input type="checkbox"/> Individualised Support Plan (ISP) – Extensive and Extensive Plus <input type="checkbox"/> Engagement with the Autism Hub

Dimension	Support Strategies
	<ul style="list-style-type: none"> <li data-bbox="539 174 1382 237">❑ Planned, highly specialised and/or intensive health, personal care and/or safety support or intervention. <p data-bbox="491 248 596 277">Culture</p> <ul style="list-style-type: none"> <li data-bbox="539 288 1257 318">❑ Intensive support for cultural and linguistic diversity <li data-bbox="539 329 1331 392">❑ Explicit teaching of standard Australian English to EAL/D students