



**Mid North Education Centre**  
*Making a difference by engaging and empowering*

# Whole School Communication Agreement

## RATIONALE

At Mid North Education Centre (MNEC), our core belief is that every student deserves a comprehensive learning experience in effective communication. We hold that proficient communication empowers students to evolve into skilled conveyers of thoughts, enabling them to confidently express themselves within both the school context and the wider community. This mode of expression could encompass spoken language, the utilization of Augmentative and Alternative Communication (AAC) devices, or a fusion of the two. We are committed to providing a high-quality teaching program that ensures consistency across the whole site and allows each student the opportunity to reach their full potential and to become lifelong learners.

## CURRICULUM ACTIONS – WHAT WE TEACH

The Roadmap of Communicative Competence (ROCC) assessment is a tool to identify, plan and implement communication learning. The aim of the ROCC is to get students to become competent communicators. Students are assessed on 10 communication domains that are essential to become competent communicators. These include:

1. Uses symbolic & specific language.
2. Owns an individualised & robust system.
3. Initiates – appropriate and recognisable.
4. Clearly indicates messages.
5. See's system as own voice.
6. Shows complexity in messages.
7. Uses a range of pragmatic functions.
8. Is responsible for system availability.
9. Socially interacts.
10. Shows strategic competence.

**Teachers will:**

- Use the Australian Curriculum English, ROCC, ABLES English Speaking and Listening Curriculum and Teaching for Effective Learning (TfEL) as content and pedagogical guides.
- Provide students with a variety of opportunities to communicate throughout each day for different purposes.

## LEARNING INTENTIONS

Students will **know** that they have a voice (AAC device).

Students will **understand** that they can use their voice (AAC device) to communicate.

Students will (**do**) use their voice (AAC device) to initiate communication in a way that is understood by others.

## SUCCESS CRITERIA

### Students will:

- Demonstrate an understanding that their voice can include verbal messages and/or an AAC device.
- Engage with their voice on a regular basis.
- Get the attention of their communication partner to signal that they have a message.
- Wait for their communication partner's attention before communicating their message.
- Achieve Literacy One Plan and/or SACE goals.

## ROLES AND RESPONSIBILITIES

### Teachers will:

- Use and model the language using AAC systems.
- Use core word activities to reinforce learning.
- Provide students with rich and meaningful opportunities to use and learn their voice.
- Identify communication demands and teaching opportunities throughout all aspects of the curriculum.
- Prepare ALD's for identified areas of communication support.
- Follow whole-school communication program.
- Develop and review SMARTAR Communication One Plan and/or SACE goals for each student in relation to the MNEC Site Improvement Plan Goals and Targets.
- Use assessments to track and monitor student progress to inform next steps in teaching and learning programs.
- Clarify lesson intent and student learning goals to both students and SSOs in both verbal and visual terms whenever possible ('I can...' statements and Know. Understand. Do).
- Provide the lowest level of prompt and assistance required to enable the students to achieve the success criteria.

- Engage students in the lesson tasks using assistive tools and making other adjustments as listed in the students' One Plans.
- Prepare all resources ahead of time.
- Modify and adjust learning opportunities so that all students can participate.
- Know and implement 'Communication Commitment to Action'.
- Prepare and update learning folios for parent-teacher meetings.
- Update individual student assessment profiles.
- Update individual student communication profiles.
- Provide Termly Overviews to the Principal by Friday Week 1 of each term.
- Provide Termly Overviews to families by Friday Week 2 of each term.
- Provide communication rich environments:
  - PODDs and Proloquo2go available at all time for both staff and students
  - Visuals to assist communication including get my communication device, finished etc.

**SSOs will:**

- Follow teacher instruction and routines implemented within the learning.
- Use and model the language using AAC systems and ALD's.
- Support the providing students with rich, meaningful opportunities to use and learn their voice.
- Ensure they have access to a communication device at all times and encourage student to have and use their own.
- Ensure they understand the students' One Plan goals and success criteria ('I can...' statements).
- Provide the lowest level of prompt and assistance required to enable the students to achieve the success criteria.
- Measure and track student progress in relation to the success criteria.
- Report to and communicate with their class teacher about the success criteria.
- Know and implement 'Communication Commitment to Action'.

**Leadership will:**

- Gather student communication data and use it to inform school practices including Tier 1-3 supports as needed.
- Monitor implementation and provide ongoing support in implementing communication tools in the classroom.
- Maintain staff capacity through organising and providing ongoing training opportunities and regular feedback through observations.
- Collaborate with all staff to implement and provide school-wide common language, visuals, and strategies.
- Support staff understanding and implementation of 'Communication Commitment to Action'.

## MONITORING STUDENT PROGRESS

- Teachers will monitor student progress by collecting and analysing a range of data through different processes at allocated times of the year:

Assessment	Term 1	Term 2	Term 3	Term 4
<b>ABLES</b> - Speaking and Listening	Weeks 3-4		Weeks 3-4	
<b>ROCC</b> - Roadmap of Communication Competence	Week 1-2		Week 1-2	

## REPORTING ON ACHIEVEMENT

All teachers will formally report twice per year (Terms 2, 4), in writing to students and their parents/carers about the students' progress and achievement in relation to the ABLES English: Speaking and Listening, and the students individualised SMARTAR One Plan Communication goal (**Developing. Practicing. Applying.**). Parent interviews will occur in Terms 1 and 3 or at any other negotiated time.

**Term 1:** Parent Interviews, One Plan SMARTAR Communication Goals / SACE Goals

**Term 2:** Written Student Reports, Learning Folio

**Term 3:** Parent Interviews, One Plan SMARTAR Communication Goals / SACE Goals

**Term 4:** Written Student Reports, Learning Folio

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