



## RATIONALE

At Mid North Education Centre (MNEC), we firmly believe that every student deserves a rich and inclusive learning experience in effective communication. We recognise that strong communication skills empower students to articulate their thoughts confidently, both in school and in the broader community. This expression may take various forms, including spoken language, Augmentative and Alternative Communication (AAC) devices, or a combination of both. We are dedicated to delivering a high-quality teaching program that fosters consistency throughout our entire site, ensuring that each student has the opportunity to reach their full potential and become lifelong learners.

## PROGRAMMING AND PLANNING

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 and ABLES English Speaking and Listening Curriculum content and as pedagogical guides.
- Provide students with a variety of opportunities to communicate throughout each day for different purposes.

## LEARNING INTENTIONS

I **understand** that I am part of a supportive and collaborative community where everyone feels safe, valued, and encouraged to explore and ask questions.

I am someone who values teamwork, approaches learning with a curious mind, and manages my emotions to stay engaged, calm, and open to new ideas (**be**).

I actively participate in class by collaborating with others, showing curiosity when exploring new topics, and using strategies to stay calm and focused, even when faced with challenges (**do**).

## SUCCESS CRITERIA

### Students will:

- Demonstrate an understanding that their voice can encompass both verbal messages and the use of an AAC device.
- Consistently engage with their voice in daily communication activities.
- Effectively signal to their communication partner when they have a message to share.
- Wait for their communication partner's attention before delivering their message.
- Attend to modelling of regulation strategies by the adult.
- Explore and engage in regulation strategies.
- Stay positive in group work.
- Engage in group work activities.
- Successfully meet their Communication 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 Learning 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.
- 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.
- 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.
- Wear a communication device at all times necessary.
- 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.

- 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.

**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.

## ASSESSMENT AND REPORTING

- 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. 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

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

**Term 4:** Written Student Reports

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