



Mid North Education Centre
Making a difference by engaging and empowering



Literacy: Statement of Practice

RATIONALE

At Mid North Education Centre (MNEC), we believe that all students are entitled to a balanced approach to literacy learning so that they can experience a range of literacy activities every day. 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.

PROGRAMING AND PLANNING

Teachers will:

- Use the Australian Curriculum: English and ABLES Reading and Writing as content and pedagogical guides.
- Use the ‘Comprehensive Literacy Instruction for Students with Complex Communication Needs’ approach (Jane Farrall) across all classrooms; providing a balanced diet in their literacy program to offer educational opportunities to pre-emergent, emergent, transitional and conventional literacy learners.
- Use the ‘Writing with all Tools Continuum’ to support student writing skills.

Pre-Emergent – Emergent Literacy Learners	
Working with Letters and Sounds	Students develop alphabet knowledge and phonological awareness.
Shared Reading	Students build language and concepts about print.
Writing from Adults Writing with Adults Independent Writing	Students are given daily opportunities to write about interesting and meaningful topics. They learn early writing, sentence structure, and language selection in writing.
Self-Selected Reading	Students develop reading fluency.

Transitional – Conventional Literacy Learners	
Working with Words	Students increase their number of sight words, and learn how to decode and spell unfamiliar words for reading and writing.
Reading Comprehension	Students are provided with the strategies to teach them how to extract information independently from text.
Independent Writing	Students learn how to independently compose a message that is understood by the intended audience and achieves a meaningful goal.
Independent / Self-Selected Reading	Students become automatic in skill application and practice to become more fluent.

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:

- Intentionally communicate their ideas and shared experiences.
- Demonstrate curiosity and confidence in using their literacy skills across various contexts.
- Recognise and express interest in the English alphabet and associated sounds, showing print awareness.
- Attend to, engage with, and show interest in familiar texts and activities.
- Compose texts and messages using personalised writing tools.
- Read fluently at their appropriate reading level.
- Comprehend and understand the vocabulary in the texts they read.
- Participate actively in rhymes, chants, and songs.
- Demonstrate phonemic awareness and understanding of phonics.
- Exhibit skills in phonological awareness.
- 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 Literacy One Plan and/or SACE goals.

ROLES AND RESPONSIBILITIES

Teachers will:

- Develop and review SMARTAR Literacy 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.
- Identify literacy demands and teaching opportunities throughout all aspects of the curriculum.

- Use and model the language using AAC systems.
 - 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.
 - Moderate and annotate student learning and work samples against the student's literacy goals and using Levels of Support measurements.
 - Modify and adjust lessons so that all students can participate.
 - Place all assessment data in student assessment folders after completion.
 - Update all student assessment profiles each term.
 - 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 literacy planning documentation to the Principal by Friday week 2 of each term.
 - Provide literacy rich environments:
- Classroom library (*high-interest books, core word books, alphabet books, repeated line books, photo-based books, picture books, rhyming books, fiction and non-fiction books – rotated frequently*) with access to a mixture of comfortable spaces for students to read in.
 - Visuals, calendars, alphabet displays, schedules, signs and directions.
 - Provide use of the school library.

SSOs will:

- Follow teacher instruction and routines implemented within the learning.
- 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.
- Moderate and annotate student learning and work samples against the student's literacy goals and using Levels of Support measurements.

Leadership will:

- Gather student literacy data and use it to inform school practices including Tier 1-3 supports as needed.
- 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	
ABLES - Reading and Writing - Speaking and Listening	Weeks 3-4		Weeks 3-4		
Select most appropriate assessment for student.	Modified Bridge Assessment				
	Emergent Literacy Assessment - Concepts About Print - Letter Identification - Writing				
	Transitional Literacy Assessment - Letter Sounds - Concepts of Word - Rhyme Identity - Phoneme Matching - Phoneme Awareness - Word Recognition - Comprehension - Writing		Weeks		Weeks
	Conventional Literacy Assessment - Word Identification - Reading Comprehension - Listening Comprehension - Writing Australian Curriculum - Achievement Standard Scope and Sequence - English (working within): - Expressive: speaking, writing, and creating. - Receptive: listening, reading, and viewing.		4 – 5		4 – 5
Writing Writing With All Tools - Writing samples collected from students using allocated writing tools.		Weeks 4 – 5		Weeks 4 – 5	

Moderation & Planning	<ul style="list-style-type: none"> - Staff to meet and discuss what they see emerging from the data, what that means for planning and what that means for classroom instruction. - Developmental Writing Scale levels assigned after group discussion on samples. 		Week 6		Week 6
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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 Australian Curriculum: English achievement standards / ABLES Reading and Writing, and the students individualised SMARTAR One Plan Literacy goal. Parent interviews will occur in Terms 1 and 3 or at any other negotiated time.

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

Term 2: Written Student Reports

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

Term 4: Written Student Reports

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