Mid North Education Centre

Making a difference by engaging and empowering

Literacy: Statement of Practice

RATIONALE

At Mid North Education Centre (MNEC), every student is a literacy learner. We provide explicit, sequenced literacy teaching that supports students to communicate, read, write and engage with texts. Our literacy approach is grounded in co-regulation, curiosity and engagement. Staff create safe, predictable learning conditions, remain curious about what a student is communicating, and adjust support so students can participate and make progress.

This Statement of Practice should be read alongside the MNEC Assessment and Reporting Agreement; the agreement sets the whole-school requirements for assessment windows, evidence collection, moderation, professional judgement, One Plan cycles and formal reporting.

This Literacy Statement of Practice sets the agreed literacy programs, teaching routines, literacy assessment practices and role responsibilities within that whole-school framework. It should also be read alongside the Communication Statement of Practice and the Regulation Statement of Practice where communication access, AAC, sensory needs, co-regulation and foundational communication skills affect literacy learning.

PROGRAMING AND PLANNING

Little Learners Love Literacy (LLLL) is MNEC's agreed whole-school program for the explicit teaching of foundational reading and spelling skills. Its use by teachers is non-negotiable.

Whole-School Non-Negotiables:

- Teachers will implement Little Learners Love Literacy as MNEC's core program for explicit phonemic awareness, phonics, decoding and spelling instruction.
- Teachers will follow the LLLL sequence and agreed teaching routines, using assessment to identify each student's starting point and next teaching steps.
- Writing with All Tools will be used alongside LLLL as MNEC's agreed approach to develop and assess written composition, including for students who use AAC, keyboards or alternative writing tools.
- Teachers will plan from the Australian Curriculum: English, ABLES and/or SACE requirements as appropriate. Where learning extends beyond, or requires supplementation to, LLLL, teachers will use Department for Education curriculum resources, evidence-informed practices and approved resources.
- Literacy will be taught every day through explicit instruction and meaningful reading, writing, communication and curriculum learning.
- Literacy assessment and reporting will be implemented in line with the MNEC Assessment and Reporting Agreement and the agreed whole-school assessment schedule.
- For relevant students, teachers will complete the Joondalup Education Support Centre (JESC) AAC Foundational Skills Assessment at the beginning and throughout the year to identify essential skills for communication and curriculum access. Literacy teaching should prioritise the essential skills identified through this assessment, alongside other agreed assessment evidence and individual goals.
- AAC, assistive technology, sensory supports, co-regulation and reasonable adjustments will be used so all students can participate and demonstrate learning.
- Staff will support engagement through calm, predictable practice and curiosity about each student's responses, communication and barriers to learning.

Core Literacy Learning

Area	MNEC Practice
Phonological & Phonemic Awareness	Explicit listening, blending, segmenting and phoneme manipulation, matched to assessed need.
Phonics, Reading & Spelling	LLLL sequence used to teach phoneme-grapheme knowledge, decoding and encoding.
Fluency & Comprehension	Students build accuracy, automaticity, vocabulary and understanding of text.
Writing & Communication	Writing with All Tools is used to develop and assess meaningful written composition. Students write using handwriting, keyboards, AAC or individualised tools, while LLLL supports spelling and encoding.
Rich texts	Students access age-respectful books, shared reading and curriculum texts alongside matched decodable texts.

LEARNING INTENTIONS

- I am curious and engaged in literacy learning.
- I use the skills I am learning to communicate, read, understand and write.
- I accept support from adults and build increasing independence over time.

SUCCESS CRITERIA

Students will increasingly:

- Communicate ideas and respond to texts in a way that works for them.
- Use taught phoneme-grapheme knowledge to read and spell.
- Read with increasing accuracy, fluency and understanding.
- Compose meaningful messages and texts.
- Participate in literacy learning with increasing independence.
- Work towards individual Literacy One Plan and/or SACE goals.

ROLES AND RESPONSIBILITIES

This Statement of Practice is a whole-school agreement. Consistent implementation is expected across all classrooms. Teachers retain responsibility for planning, teaching, assessment and monitoring. SSOs implement learning under teacher direction.

All staff will:

- Create calm, predictable conditions that support engagement and co-regulation.
- Be curious about student responses, communication and barriers to learning.
- Use consistent literacy language, modelling and agreed routines.
- Model and support AAC and other communication systems.

- Provide the lowest level of prompting needed for successful participation.
- Maintain high expectations while making appropriate adjustments.

Teachers will:

- Implement Little Learners Love Literacy as MNEC's agreed core program for foundational reading and spelling.
- Plan and explicitly teach from the student's assessed point in the LLLL sequence, differentiating access while maintaining the agreed sequence and teaching routines.
- Use Writing with All Tools to explicitly teach, support and assess written composition, including appropriate alternative writing access.
- Use Department for Education curriculum resources, evidence-informed practices and approved resources to supplement or extend learning where required.
- Plan from the Australian Curriculum: English, ABLES and/or SACE requirements as appropriate and develop and review Literacy One Plan and/or SACE goals.
- Use the JESC AAC Foundational Skills Assessment for relevant students at the beginning and throughout the year to identify essential skills, prioritise curriculum teaching and adjust literacy access, AAC supports and next learning steps.
- Provide an individualised emergent literacy pathway where a student's assessed needs are not yet within the LLLL sequence, while building the foundations for future access to structured literacy learning.
- Prepare resources and ensure SSOs understand the learning intention, teaching routine and required support.
- Collect, analyse and record assessment data and use it to determine next teaching steps.
- Monitor implementation and formally report student progress.

SSOs will:

- Implement the teacher-planned LLLL lesson, routines, adjustments and supports.
- Use the same language, prompts and teaching routines modelled by the teacher.
- Support the implementation of teacher-planned JESC AAC Foundational Skills Assessment tasks and the explicit teaching of essential skills identified through assessment.
- Support students to participate without completing the learning for them.
- Provide co-regulation, wait time and the agreed level of prompting.
- Observe student responses and collect or record data as directed by the teacher.
- Communicate progress, engagement and emerging needs to the teacher.
- Not independently change the literacy sequence, learning goals or teaching program.

Classrooms will:

- Have ready access to agreed LLLL resources and decodable texts matched to taught phonics knowledge.
- Provide high-quality, age-respectful books and rich shared reading opportunities.
- Display agreed literacy visuals and provide accessible writing/AAC tools.
- Provide regulation supports that enable students to engage in learning.
- Monitor completion of the JESC AAC Foundational Skills Assessment for relevant students and support.
- Staff to use the results to inform curriculum priorities and access planning.

Leadership will:

- Provide the resources, professional learning and coaching required for consistent LLLL implementation.
- Monitor whole-school implementation and address inconsistent practice.
- Use literacy data to identify whole-school priorities and Tier 1-3 supports.
- Support teachers to select appropriate Department for Education curriculum resources, evidence-informed practices and approved supplementary resources when required.

- Maintain a consistent whole-school approach to literacy, co-regulation and engagement.

ASSESSMENT AND REPORTING

Assessment and reporting for literacy are implemented in line with the MNEC Assessment and Reporting Agreement. Teachers are expected to complete the agreed literacy assessments within the whole-school schedule and use the agreed moderation, One Plan and reporting cycle. For relevant students, the JESC AAC Foundational Skills Assessment is completed at the beginning and throughout the year and used to identify the essential skills that curriculum teaching should prioritise.

Assessment	Term 1	Term 2	Term 3	Term 4
ABLES - Reading & Writing / Speaking & Listening	Weeks 3-4		Weeks 3-4	
LLLL Assessment / Agreed Literacy Assessment	Baseline & ongoing	Ongoing	Ongoing	Review
Writing with All Tools / Student Writing Sample		Weeks 4-5		Weeks 4-5
Moderation & Collaborative Planning		Week 6		Week 6
JESC AAC Foundational Skills Assessment (for relevant students)	Weeks 1-2	ongoing	ongoing	ongoing

MONITORING AND REVIEW

Leadership and teachers will review literacy implementation using assessment data, moderation, staff feedback, observations of practice and evidence of student participation, communication and independence. Review will consider consistency of explicit teaching, implementation of Little Learners Love Literacy and Writing with All Tools, use of AAC and adjustments, completion of the JESC AAC Foundational Skills Assessment for relevant students at the beginning and throughout the year, and ongoing alignment with the MNEC Assessment and Reporting Agreement and other relevant MNEC Statements of Practice.

Teachers will review student data and work samples to determine: What does the student know? What is the next teaching step? What adjustments or additional support are required?

REPORTING ON ACHEIVEMENT

Teachers will formally report twice per year (Terms 2 and 4) on progress against the Australian Curriculum: English and/or ABLES, individual Literacy One Plan goals and SACE goals where applicable. Parent/carer interviews will occur in Terms 1 and 3 or at another 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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