Snapshot report

Under the agreement for 2014
Mudgeeraba State Special School received $61 530

Our full 2014 agreement can be found here: on the school's website.

Our school strategies are on track to meet or exceed our targets

During 2014, we have focused on maximising the benefits of this funding for our students. After reviewing our Great Results Guarantee agreement, it is clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our strategies to ensure that every student succeeds.

Strategies implemented include:
1. Teachers did engage in 2 rounds of Collegial Coaching linked to the Professional Learning Team focus of Communication examining a multi modal approach and setting goals and undertaking pedagogical practice strategies for a student in their class.
2. Teachers completed both standardized tools of Brigance and the Communication Matrix to analyse student progress and build a longitudinal data set for the students at Mudgeeraba Special School.
3. We did complete the MOVE training in 2015 and the staff member was released one day per week to support staff with a student requiring additional MOVE assessment and teaching foci.
4. The school employed a Music Therapist 2 days per week to link Communication Strategies with Music.
5. Increased our multi modal approach for students to access and engage with the curriculum and commenced the introduction of the Four Blocks Reading Framework through More Support With Disability Funding in Semester 1.
6. Analysed the communication data and planned using MSSS pedagogical framework.
7. Explored coaching and mentoring from specialists to gain a streamlined approach.
8. Deepened our use of a Professional Learning Team (PLT) to add research based practices to our pedagogical delivery and focus on student learning outcomes for complex students with a disability.
9. We commenced implementation Teaching of Reading with an AAC focus, data showed the school community nine students showed significant growth. Of the eight students who showed limited progress they exceeded their outcomes when the targeted learning opportunities were around communication with students improving across the .1 average.
Five students exceeded the effect size gain of 0.4, with some showing significant improvement of more than 0.4.

Our school strategies have shown limited progress toward our targets

During 2014, no progress was made toward our targeted student outcomes. We will review our strategies and make adjustments in order to better focus on maximising the benefits of this funding for our students.

Strategies implemented include:

1. We requested an additional day of Speech Language Pathology service to support our base two days per week. Due to timelines we would have had three staff members to deliver the program and believed this was not the way forward for the school.

2. Continue the Four Reading Blocks Model in 2015 with a return of guest speaker to the January student free days and followup coaching and twilight session for staff and parent inservice in Term 1.