Snapshot report

Under the agreement for 2014
Caboolture Special School received

Our full 2014 agreement can be found here: https://cabooltuspecs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/great-results-guarantee.pdf

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:
- Review of evidence from standardized assessment in Reading and Mathematical concepts.
- Link with QUT Yu Mi Maths Centre for learning and implementation of the programme and a focus on mathematical concepts and understandings
- Aligning teaching and learning practices with ASOT pedagogy, in particular, setting learning goals for students in literacy and mathematics
- Improve staff capacity in the use of data analysis for subsequent pedagogical practices, implemented and outlined in Individual Learning Plans for students.

Our school has undertaken the following actions using the Great Results Guarantee funding:
- Staff training in the Yu Mi Maths project under the Special Education Curriculum Cluster
- Implemented effective plans for individual student targeting specific reading and maths levels across the school
- Utilized the service of a literacy coach and mathematics coach to build lead teacher teams in these curriculum areas
- Organized ongoing professional development sessions for teacher aides in literacy and mathematics pedagogies
- Implemented programmes with specialized mathematics and reading resources in order to support specialized pedagogical practices
- Implemented an iPad in the classroom project with Apps. for literacy and mathematics
- Provided training in visual prompts for phonemic awareness for all Early Years teachers

Data from the standardized assessment shows the following results from these interventions:
## Literacy Assessment tool

<table>
<thead>
<tr>
<th>Skill level maintained</th>
<th>Gain within assessment tool</th>
<th>Gain to PM Reading Benchmark</th>
<th>Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts of Print 2013 - 2014</td>
<td>8.68%</td>
<td>14.23%</td>
<td>20.65%</td>
</tr>
<tr>
<td>Reading Our Way Sight Words Sem. 1 2014 – Sem. 2 2014</td>
<td>4.47%</td>
<td>67.04%</td>
<td>N/A</td>
</tr>
<tr>
<td>PM Reading Benchmark Sem. 1 2014 – Sem. 2 2014</td>
<td>23.42%</td>
<td>63.96%</td>
<td>N/A</td>
</tr>
<tr>
<td>Neale Reading Analysis 2013 - 2014</td>
<td>5.03%</td>
<td>28%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

These results are working towards meeting the targeted goals to:

- Increase the proportion of students in the early phases of development achieving a higher level of engagement in reading behaviours
- Increase the number of students moving at least one higher level utilizing the standardized benchmarks for reading achievement
- Increase the proportion of students improving the number of comprehension strategies
- Increase the number of students demonstrating an understanding of early developmental mathematical language and concepts

In 2015, the targeted funds will continue to be directed towards the two year Yu Mi Maths Special Education Curriculum Cluster project with a focus on mathematical language and concepts. This will see further gains in this curriculum area with specific pedagogies implemented under the programme philosophy.