Snapshot report

Under the agreement for 2014
Mackay District Special School received

Our full 2014 agreement can be found here: [Great Results Guarantee](#)

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.

The following strategies include:

- Plotting students who fell within Level 1a-1c of the Literacy General Capability on the Communication Matrix.

- Teachers setting 6 month goals using the MDSS tracking tool. 95% of students progressed one or more indicators within a stage of the MDSS tracking tool in the stand English-Speaking and Listening.

- Identifying students working with low or high tech AAC devices. They have been doing so with varying degrees of success. An audit has been completed to find the level of staff expertise and confidence with a range of AAC strategies and equipment

- Teachers spending time with the HOC deciding which level of the Literacy General Capabilities students are operating within for Composing and Comprehending.

- Staff completing Intensive Interaction training. They have a deeper understanding of the stages in the development of communication

Setting targets using MDSS’s tracking tool in Mathematics with all students progressing a minimum of 1 indicator during the ILP phase:

- All students being placed on developmental stages in Numeracy/ MDSS tracking tool in Mathematics at the beginning of Semester 2, 2014

- Stages were based on data from Semester 1, which formed the Numeracy goal for the students’ ILP’s for Semester 2, 2014
88 students were plotted along the Numeracy strands of Number, Measurement and Space in Semester 1 and 2, 2014.

92% (77) students achieved one or more indicators in at least one of the Numeracy strands in the second semester.

8% (11) students did not achieve at least one indicator in one Numeracy strand.

The strands of Measurement and Space were the strands that the students found especially challenging, possibly owing to the fact that physical actions were required within these strands and the student’s specific physical challenges.

Developing teacher capacity and pedagogy to deliver YuMi Deadly Maths (YDM) and improve student mathematics learning:

- Head of Curriculum and 3 teachers formed the YuMi Deadly Maths project team.
- Project team attended training sessions in May and November at QUT.
- Each training session comprised of three days of theory and practical workshops on implementing the RAMR framework, Numeracy and Measurement.
- In School training was held in June 2014. YDM trainer visited the school for a day and presented lessons across the school to three different year levels and held professional development for all teachers in the afternoon.
- Trainer outlined the YDM philosophy (body, hand and mind), pedagogy and RAMR framework.
- Teacher’s reflected on the lessons they had observed delivered by the trainer.
- HOC and project teachers presented their portfolio to YDM in September.
- YDM gave whole school feedback and individual feedback at the end of 2014.
- Teachers throughout the school demonstrated an understanding of planning using the Reality and Abstraction (Body, Hand and Mind) of the RAMR framework.
- YDM project team met term 4, to plan Numeracy Framework for 2015 and professional development for teachers at the beginning of Term 1 focusing on YDM Pre-Foundation Processes and Measurement.