Snapshot report

Under the agreement for 2014
Geebung Special School received

Our full 2014 agreement can be found here:

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

During 2014, the school has 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:

- Participation in the YuMi Deadly Mathematics training program at QUT
  o The YuMi team at Geebung comprises the Head of Curriculum and three class teachers.
  o The team have attended six days training in the YuMi pedagogy for the teaching and assessment of early mathematical processes, number and algebra and measurement.
  o All YuMi team members completed and submitted a reflection portfolio to QUT as a part of their training.
  o Information sharing sessions held with all class teachers
  o A planning template has been created for implementation for class programs in 2015

- Additional specialised mathematics resources have been purchased and created for all classrooms. These resources provide greater hands-on access for students to engage with and demonstrate the concepts being taught through the YuMi Mathematics program focus areas.

- Building capability for teacher aides in the area of literacy
  o All teacher aides participated in a workshop with the Head of Curriculum and the Speech Language Pathologist, focusing on the areas of communication and literacy.

- Building capability for teachers through coaching, mentoring and professional development opportunities in the area of Literacy and the Four Blocks Literacy Model.
  o A range of teachers from each sector of the school have attended professional development opportunities in the area of literacy. These professional development activities included the use of assistive technology for access and assessment, how to unpack picture story books, inclusive learning technologies conference, and in-house sessions on Four Blocks activities and planning.
  o Teachers were provided the opportunity to visit a colleague’s classroom or have a colleague visit their room within a framework of coaching and mentoring.