

School Context

Pacific Coast Christian School is located on the far north coast in the border town of Tweed Heads with a population of 55 860. PCCS receives usual funding for literacy and numeracy via Commonwealth Targeted funding. The school enrolment for 2010 is 171 (P- 6: 94 7-12: 75) and has 23 indigenous students. Students come from the immediate surrounding area as well as southern tip of the Queensland Gold Coast and the Northern tip of the Tweed Coast. Each year the school experiences 25% change over of students due to the high mobility rates of student population. This high mobility rate has a significant impact on the learning needs of each new cohort as they seek to integrate into the new school setting. Coupled with a 15% indigenous population, the school faces significant challenges in pedagogy and professional learning. In 2009 the school was invited to join in a National Partnership with the Federal Government to set targets and address the imminent diverse learning needs of the school community based on assessment data collected from the current student population. After an analysis of the data, 2010 saw the implementation of a Numeracy program, ***Learning in Early Numeracy and Learning In Numeracy***. This program has transformed the pedagogy of Mathematics in the Junior School and in 2011 our aim is to sustain and embed this program in Junior School curriculum documentation, assessment and related classroom practice and resource application. Our testing in Numeracy in 2010 shows a slight overall improvement in individual student gains and it is anticipated that this growth will continue each year with continued application of the numeracy program.

Key Outcomes

1. Student outcomes will be improved using data driven strategies based on LIN/LIEN and careful monitoring
2. Sustainability will be achieved by capacity building with the teaching staff and leadership
3. Parents and students will be motivated to engage more deeply with numeracy learning

Target/s:

1. **In 2011** that the school reduce the number of students at or below minimum standard
2. **In 2011, 80% of Year 3 score at or above National Minimum Standards in Numeracy**
3. **In 2011, teachers demonstrate improved understanding of data and its use by achieving at least Phase 2 of DASA on at least 7 domains.**

National Partnerships Reform	Goal	Indicators	Strategy	Timeline	Responsibility	Budgeted
REFORM 2 Strong leadership and whole school engagement in numeracy	To achieve improved student outcomes using LIEN & LIN	Students outcomes in numeracy are improved and sustainability of the program assured as a result of work in LIN/LIEN	Employment of specialist numeracy teacher to work intensively with staff and students.	2011	Principal	43 000
			Consultant to provide on-going support with LIEN & LIN intervention	2010-2011	Principal & consultant	5 923
			Promotion of hands on learning through the purchase of additional concrete materials for numeracy	Feb 2011	Head of JS	400
			Establishment of a data-base of Teaching & Learning strategies in numeracy	Feb 2011	Specialist numeracy teacher	No charge
	To achieve sustainability by building capacity in teaching and leadership	Teachers are using co-operative learning strategies and technology to foster numeracy skills in students	Professional Development in the use of IWBs and Numeracy related activities Professional development in co operative learning strategies to complement LIN/LIEN approaches	PD day Apr 27 Jan conference day 2011	Principal	2200 2200

			Principal to attend the Redesigning Pedagogy Transforming Teaching, Inspiring Learning 2011	May 2011	Principal	Registration \$ 650, airfares \$800, accommodation and meals \$1141 \$2591
			NP leadership team attend NP Leadership workshop in Sydney	Sept 2010	Principal	2100 (Course, meals, accommodation)
			Principal attends the AIS Executive Conference 'Leaders Shaping Learning	Sept 2011	Principal	\$470 (Course Fees)
			Principal and LIEN & LIN Support Teacher to attend NP Forum	May 2011	Principal	Air Fares \$400 Accom \$300 Taxi fares \$100
		Numeracy progress of students is celebrated publicly to encourage motivation	Awards given out a school assembly for students who reach targets	Throughout 2011	Head of JS	\$200
	Continued growth in parent engagement with numeracy learning	Parents are more involved in their children's learning and there is increased attendance at parent education classes on numeracy	Parent education sessions on numeracy using both numeracy mentor and school staff	Terms1-3 2011		No charge

REFORM 1 Effective, evidence-based teaching	To build teacher and leadership capacity in using data to improve student outcomes	Teachers are analysing and using data to program effectively	Improvement of teacher programming using data through support by the maths specialist and the numeracy mentor	2011	Specialist numeracy teacher, with numeracy mentor	No charge
			Regular monitoring of teaching programs for evidence of data driven approaches		Head of JS	No charge
			Teachers complete the DASA professional learning modules	Staff meetings 2010 and 2011	School staff	No charge
REFORM 3 Monitoring school and student performance to identify when support is needed	To analyse and maintain the data, establishing an effective approach to monitoring performance	Effective monitoring strategies are in place for student progress, with particular emphasis on targeted students	Analysis of NAPLAN data 2008- 2010 Regular review of NP LN assessments and local indicators of progress	Sept 2010 2010 – 2011	NP School Team	No charge
			On- going analysis of progress using LIN/LIEN growth points for all students	2010 – 2011	Teachers working with NP team and mentor	No charge

			Employment of additional Teacher Aide time to relieve Head of School to enable Team Teaching with expert LIN/LIEN teacher			\$10 000
			Whole school staff analysis of trends in Item Analysis to determine targets for 2011	Sept 2010	Principal	No charge
			ILPs for targeted students are working documents for teachers and updated regularly Employment of Teacher Aide, 1 day per week to regularly monitor the ILPs	2010-2011	Mentor working with teachers	No charge \$10 000
		Effective intervention strategies are in place for all students at or below national standards	All targeted students to attend Homework Club every day to work on literacy and numeracy skills	Oct 2010-2011	LIEN & LIN Support Teacher	No charge
			Growth points in LIEN & LIN assessments are monitored regularly through Homework Club for targeted students	Oct 2010-2011	LIEN & LIN Support Teacher	No charge

		Additional support provided for all students	Purchase online Maths Buddy Monitor of student levels and changes in numeracy using program computer printout	Assess each term	Head of Maths Head of Maths	500
						Total: \$ 80 384