

Investing for Success

**Under this agreement for 2022
Bell State School will receive**

\$58,817*

This funding will be used to

- Maintain over 90% of students achieving an A to C standard across all subject areas;
- Increase the percentage of students achieving an A or B result in Mathematics from 55% (2021) to 60% (2022);
- Maintain the percentage of Prep students above numeracy benchmarks (Early Start) for 2022;
- Increase the percentage of students reaching the upper 2 bands in Numeracy from 17.5% (Average 3, 5, 7, 9 from 2021) to 30% (2022).

Our initiatives include

Initiative	Evidence-base
1. Building staff capacity in the application of explicit teaching of core numeracy concepts through collaborative coaching to improve student performance <ul style="list-style-type: none"> • Increase teachers' knowledge and application of surface, deep and transfer teaching strategies. • Embed teaching process within school practice. 	<ul style="list-style-type: none"> • Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US • Fisher, D, Frey, N & Hattie, J, 2017 <i>Visible Learning for Mathematics</i>, Corwin California USA. • Sharratt, L & Planche, B, 2016 <i>Leading Collaborative Learning: Empowering Excellence</i>, Hawker Brownlow Education, Australia. • Sharratt, L & Fullan, M, 2009 <i>Realization</i>, Corwin.
2. Establishing an explicit early year's numeracy program, focusing on oral language development and numeracy strategies guided by the Australian Curriculum and Age Appropriate Pedagogies, from Prep to Year 2.	<ul style="list-style-type: none"> • Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, USA • Fisher, D, Frey, N & Hattie, J, 2017 <i>Visible Learning for Mathematics</i>, Corwin California USA.
3. Deepening our knowledge and understanding of the Australian Curriculum to ensure consistency and alignment of practice from Prep to Year 10.	<ul style="list-style-type: none"> • Fisher, D & Frey, N, & Hattie, J, 2016, <i>Visible learning for literacy: Implementing the practices that work best to accelerate student learning</i>, Corwin, California, USA • Fleming, J, & Kleinhenz, E, 2007, <i>Towards a moving school: Developing a professional learning and performance culture</i>, ACER, Victoria, Australia



**Queensland
Government**

*Funding amount estimated on 2021 data. Actual funding will be determined after 2022 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2022 enrolment data and student learning needs.

Our school will improve student outcomes by

Initiative 1	
Actions	Costs
Releasing staff to participate in Pre-Moderation processes with colleagues and HOD (C) to identify the learning intent and success criteria with a focus on the pedagogical approaches to teach numeracy.	\$13,000
Initiative 2	
Actions	Costs
Supporting the differentiated learning programs of students through the timely provision of focused teacher and Speech Language support in classrooms across the early years. This program will aid both the short and long term differentiated goals established for students.	\$13,667
Providing increased teacher support to target numeracy intervention strategies with a focus on Age Appropriate Pedagogies (AAP).	\$23,372
Initiative 3	
Actions	Costs
Allocating resources to support high quality teaching to deepen student learning and engagement.	\$4778
Participating in the 3 phases of Post Moderation to inform teachers of the next steps in learning and to make informed curriculum decisions based on evidence and a range of data sources.	\$4000
TOTAL	\$58,817



Jason Edmondstone
Principal
Bell State School



Michael De'Ath
Director-General
Department of Education



**Queensland
Government**