

Investing for Success

Under this agreement for 2022 Mackay State High School will receive

\$583,290*

This funding will be used to

- Enhance student engagement and management processes across the school (including Positive Behaviour for Learning) through intensive case management and support.** Alignment of an organisational structure from teacher to year level coordinator to sub-school Head of Department and then Deputy Principal. I4S funds will be utilised for a "middle school" (years 9 & 10) Head of Department to work with students to enhance engagement and transition. Baseline behaviour data indicated the highest levels of current SDAs in this cohort.
- Support the extensive data tracking and case management of student attainment for the JCE and QCE,** with a target of 100% attainment. Provision of administrative support (in data management systems and VET compliance) will assist the Senior and Middle School team in delivery of courses linked to student's SET Plan. Further support provided in transitions with the appointment of a Transitions Officer to coordinate alternative pathways (VET, Mackay Engineering College, Work Experience, Tafe, University subjects, Distance Education)
- Track and case management students not in regular attendance at school** through the appointment of an attendance officer. This officer will track data and work with the Student Services team and sub-school Heads of Department to provide support for students and parents to re-engage in regular attendance. Target: school wide attendance of 90%
- Build case management processes to support at risk and vulnerable students** across the school (Target: All students seen by a member of the student support team will have a documented Personalised Learning Plan). The appointment of an additional Youth Worker will support the many at risk and vulnerable students currently without support provisions at Mackay SHS.
- Enhance our Parent and Community Engagement through enhanced delivery, marketing and communication regarding students in our Academic, Sporting and Creative Arts Academy programs.** This will occur through the appointment of an A02 coordinator. The role will ensure the provision of exceptional co-curricular Gifted and Talented programs, whilst, ensuring our specialised programs are marketed and communicated with external partners.
- Lift the performance of students** through the provision of in-class teacher aides to target intervention and close the gap. Enhance technology support to ensure the provision of on-line resources and enhanced accessibility for all students.

Our initiatives include

- Employment of additional Human Resources (including, Youth Worker, Head of Department, Transition Officer, A02 supports, Speech and Occupational Therapist, Learning Support Teacher Aides) to create Mackay SHS as an inclusive school, by:
 - Implementing the full intent of the Student Code of Conduct and support new processes including the writing of Personalised Learning Plans, Risk Assessments, Individual Behaviour Support Plans (coupled with initial parent meetings and 5-week review meetings).
 - Establishing intensive case management processes across JS, MS and SS team with common language to enhance student achievement (JCE and QCE measures / A-C achievement / 90% school wide attendance)
 - Intensive Tier 3 complex case management of vulnerable students by additional GO
 - Utilisation of TrackEd software and whole school data wall to review case management processes in a 5-week cycle
 - Providing a clear focus on transition at three key junction points that will involve the work of the following team (Year 6 → 7; Year 10 → 11 and Year 12 → employment, education and training)
 - Building teacher capability in classroom management through whole school implementation of PBL (additional Head of Department)
 - Utilising classroom profiling to improve classroom and behaviour management
 - Building our parent and community engagement strategy through enhanced communication and co-curricular provisions for Gifted and Talented students (STEM initiatives, QMEA), Creative Arts students and those with sporting ability
 - Utilising teacher aide support for students with learning difficulties, lifting performance



- Ensuring our school is better equipped with equitable practices in place to support online learning, should interruptions to school occur by:
 - Allocating additional Human Resources to support whole school BYOx provision
 - Purchasing online learning tool

Our evidence will be based on

- *Department of Education P-12 Curriculum, Assessment, Reporting Framework*
- *Department of Education Student Code of Conduct*
- *Central Queensland Region Case Management Processes*
- *Positive Behaviour for Learning*
- *Robert Marzano's New Art and Science of Teaching*
- *Learning Walks and Talks / Faces on the Data (Lyn Sharratt's model)*
- *Performance Data triangulated using TrackEd software every 5 weeks*
- *Fortnightly PBL Data Reviews*
- *School Opinion Survey*

Our school will improve student outcomes by

| Initiative | Expenditure |
|---|--------------------|
| Middle School Head of Department → case management and intensive support for students in years 9 & 10 (including transition support) | \$ 150,000 |
| Youth Worker → intensive case management of at risk and vulnerable students (supporting social / emotional wellbeing) | \$ 82,533 |
| Attendance Officer (A02) → student engagement and case management of non-attendees | \$ 58,000 |
| Senior School Data and TrackEd A02 (0.6) | \$ 41,000 |
| Transitions Officer A02 | \$ 17,800 |
| Academies (Academic and Sport) & JS / MS Data Support – A02 | \$ 63,500 |
| Executive Administration (A02) to complete Principal / Deputy Principal managerial tasks, enabling focussed time on instructional leadership and coaching / mentoring | \$ 58,500 |
| 0.6 IT Technical to support with school-wide implementation of BYOx | \$ 28,800 |
| Occupational Therapist – 1 day per fortnight | \$ 11,000 |
| Teacher Aides for in classroom learning support | \$ 72,157 |
| TOTAL | \$ 583,290 |



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**Queensland
Government**