



PIMLICO
STATE HIGH SCHOOL

Making a world of difference



ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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From the Executive Principal



Pimlico has a strong and proud tradition of academic excellence and of service to the community. A Pimlico education strives to develop young people of purpose, responsibility, resilience, compassion and innovation. We seek to make a difference in the lives of our students so that, in turn, they can make a positive and profound difference in our community and our world. That is why at Pimlico we are committed to making a world of difference.

This report outlines some of the key achievements of our work in 2018 as well as our future priorities for 2019. The report provides a summary of our strategic priorities, student enrolments and demographics, social climate, curriculum delivery, workforce, and student performance.

I invite you to learn more about our great school and the important work that our community undertook in 2018 to help prepare our Pimlico Scholars to be successful life-long learners and confident and caring global citizens, ready to make a world of difference.

Joel Buchholz, Executive Principal

School overview

Established in 1959, Pimlico is proudly part of Queensland's state school system. Public education provides opportunities for all to excel, regardless of personal circumstance. Public education is about universal excellence, access to education, being part of the community and valuing diversity.

Pimlico's status as an Independent Public School enables our school community to exercise the autonomy and local decision-making needed to drive innovation while still enjoying the benefits of being part of a state-wide public education system.

As one of only 40 schools within Australia and approximately 600 worldwide accredited with the prestigious Council of International Schools, Pimlico is committed to providing a truly world-class public education. Our CIS accreditation demonstrates our commitment both to internationalism and to meeting international benchmarks in educational excellence and continuous improvement.

As a proud state school, we believe that partnerships - starting with those in our local community - provide a network of support and bring richness to the school experience. We celebrate our diversity, recognising that we have much to learn from the wide range of experiences of the people in our school community. At the same time, we recognise that there is much that we all have in common and we harness the power of the things that bind us together to benefit others.

Being a Pimlico Scholar is all about learning. Our experienced and dedicated staff are committed to achieving excellence in teaching and learning within a safe and supportive school environment. It is our goal to ensure that students are motivated and challenged to learn and to achieve. We produce high quality learning outcomes for students that prepare them to live productively in a global society. We develop students for their future careers through a strong curriculum, high quality teaching and a variety of subject and pathway options.

Our school community has a shared commitment to the attributes that we seek to develop in all learners. A Pimlico Scholar strives for excellence as they seek to develop themselves as a life-long learner ready to embrace their role as an active and engaged global citizen. They seek to live out the attributes of purpose, responsibility, resilience, compassion and innovation that define a Pimlico Scholar.

Our school's CARE philosophy of Cooperation, Appreciation, Respect and Effort underpins our high expectations for all members of our community in our daily work and interactions.

Within this school culture of excellence and high expectations, we provide numerous academic options that will enrich and extend high achieving students. We are well regarded across Townsville for the way in which we enable high achieving students to perform to the best of their abilities. Our Programs of Excellence in Music and in Global Studies provide exciting opportunities for students to be extended and challenged – both creatively and academically.

School progress towards its goals in 2018

Our school identified four overarching strategic priorities in our Strategic Plan 2016-2019. Further progress was made against each of these priorities in 2018:

Priority 1: Academic Excellence:

In 2018, teaching teams utilised a collaborative inquiry framework to prioritise specific elements of the pedagogical framework to drive improved learning outcomes for each year level in each subject area. Teams set specific year level and subject targets for increasing students' level of achievement (LOA) data. Each team identified and implemented specific and targeted elements from the school's Pedagogical Framework to support the learning of students.

For this strategic priority in 2018, we set a target of increasing the proportion of Years 7 to 10 students' subject results at an A or B level of achievement by 2%. This target was achieved. Additionally, 2018 saw a further improvement in the strong Overall Position rankings of Pimlico's Year 12 students. 20 of our Year 12s attained an OP of 1, 2 or 3 – an increase to 11.2% from last year's 6.2% and the best result in the past five years. 22.3% of students attained an OP 1-5 (up from 17.9%, 48.6% of students attained an OP 1-10, and 79.3% attained an OP 1-15 (up from 75.4%).

Priority 2: Pathways for All:

While retaining a strong focus on ensuring that Year 12 Certification remained high, 2018 also provided an important opportunity to review processes in preparation for the new Senior Assessment and Tertiary Entrance (SATE) framework, which will have significant implications for QCE/QCIA attainment. 2018 was a critical year for educating the school community about the new SATE and preparing for the implementation of new syllabuses and assessment practices. The new SATE framework also provided the opportunity to explore more innovative approaches to embedding 21st century skills and higher order thinking in our senior schooling pathways.

For this strategic priority in 2018, we set a target of maintaining QCE/QCIA attainment at above 99% and commencing development of a new Years 11 and 12 program focussed on 21st Century Skills and Social Innovation, aligned to the new SATE framework. These targets were achieved, with 100% of Year 12s gaining their QCE or QCIA and the GREAT program established for our 2019 Year 11 intake.

Priority 3: Global Citizens:

2018 provided an opportunity to expand and strengthen our global programs and partnerships, building wider understanding of our new programs and widening our engagement with the Council of International Schools (CIS) to ensure that the school's upcoming reaccreditation provides an authentic and collaborative opportunity for whole-school review and improvement. The school's Global Studies program was expanded from Year 7 into Year 8.

For this strategic priority in 2018, we set a target of increasing student results on the Global Perspectives Inventory in the Knowing, Social Interactions, and Affect elements. This target was partially met, with targets exceeded for the Affect element but not met for the Knowing or Social Interactions domains. Global Studies made strong growth in the use of Information Technology and Entrepreneurship Skills.

Priority 4: Resilient Learners:

In 2018, we built on the foundations of our Wellbeing Framework to embed a holistic approach to wellbeing founded on resilience, positive psychology and growth mindset, with a focus on both students and staff. We used the Resilience Youth Australia survey tool to analyse and track student wellbeing and identify targeted areas for improvement. We enhanced case management support for students. We also continued to place a strong emphasis on staff wellbeing and expanded our partnership with Peak Performance Psychology.

For this strategic priority in 2018, we set a target of increasing student resilience as measured by the RYA survey to 51% in the School Belonging domain and 53% in the Boundaries and Expectations domain. The target was met for the School Belonging domain and progress was made towards the target for the Boundaries and Expectations domains. It should be noted that the Australian norm for these domains decreased from 2017 to 2018.

Future outlook

Our school's explicit improvement agenda for 2019 will continue our focus around these same four strategic priorities:

Priority 1: Academic Excellence:

Creating opportunities for teachers' authentic collaboration and differentiated engagement with high-impact teaching strategies as part of the ongoing implementation of our Pedagogical Framework:

- Partnering with local primary schools to identify and embed consistent, high impact strategies to enhance students' capacity and confidence as skilled, independent writers
- Enhancing students' academic autonomy and independence by embedding Gradual Release of Responsibility in our teaching and assessment practices
- Enhancing students' Higher Order Thinking skills by identifying and scaling high impact strategies through action research in Mathematics
- Supporting Heads of Department in identifying and enacting department-level priorities for differentiated implementation of the school's Pedagogical Framework

Priority 2: Pathways for All:

Ensuring students are prepared as life-long learners and global citizens through successful engagement with the New SATE framework and related curriculum:

- Supporting >99% QCE attainment by implementing revised tracking and case management processes aligned to new QCE requirements
- Supporting >99% QCE attainment by implementing new GREAT program focussing on cognitive verbs, 21C skills and future pathways

Strengthening music as a signature program of excellence within the school and across the wider community:

- Strengthening and integrating enrichment opportunities in classroom and instrumental music by establishing a new Centre of Excellence and reviewing curriculum and leadership structures

Developing STEM participation as a focus for academic enrichment and extension within the school and across the wider community:

- Strengthening students' engagement with STEM by reviewing the coordination of STEM activities, identifying new initiatives and establishing new partnerships with local primary schools

Priority 3: Global Citizens:

Utilising the Council of International Schools (CIS) Self Study process to build a culture of collaborative professionalism across the school community and drive whole-of-school strategic improvement:

- Enhancing staff agency and ensuring sustainable, authentic strategic planning by realigning organisational structures, meeting structures, FSFD allocations, cross-curricular planning opportunities and online collaboration platforms with the CIS Self Study process and domains
- Embedding a culture of Collaborative Professionalism by providing targeted professional development for the Leadership Team

Strengthening partnerships within and beyond the school to enhance the reach and impact of Global Education programs:

- Enhancing Global Education pathways by expanding Global Studies into Year 9 and establishing curricular and pedagogical links into additional subject areas, with a focus on STEM
- Enhancing Global Education pathways by implementing targeted enrichment and outreach initiatives with local primary schools
- Expanding and integrating Global Education opportunities in Years 11 and 12 by identifying or developing a suitable Global Education qualification to be embedded in the GREAT program and aligned to existing Global Education initiatives

Priority 4: Resilient Learners:

Ensuring high expectations and consistency of practice to enhance student behaviour and engagement:

- Enhancing confidence and consistency in the management of student behaviour by prioritising the review of relevant school structures and processes in the school's CIS Self Study
- Reenergising the school's CARE philosophy through targeted and explicit teaching of expectations and related behaviours
- Expanding the use of restorative justice practices by training additional staff and embedding practices within school processes

Building and nurturing the resilience and wellbeing of both students and staff in an increasingly complex and rapidly changing society:

- Providing long-term support to community members impacted by the 2019 flood disaster through ongoing monitoring and intervention
- Enhancing student voice by increasing collaboration with the Student Council and key student stakeholder groups and engaging these groups in the school's CIS Self Study
- Supporting teachers in the integrated and ongoing implementation of the revised Wellbeing domain of the Pedagogical Framework

Teacher Capability Development:

Encompassing all of our four strategic priority areas, in 2019 Pimlico will continue to invest in teachers' collective capacity to enhance the learning outcomes of our students:

- Enhancing coaching support for teachers by expanding our Pedagogical Coaching team, sharing exemplars of good practice, and targeting support for curriculum team leaders
- Enhancing support for Beginning Teachers by refining mentoring and coaching arrangements and providing professional development for mentors
- Building the capacity of emerging leaders by reviewing the role of curriculum team leaders and providing targeted coaching support



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 12
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1662	1655	1658
Girls	890	894	886
Boys	772	761	772
Indigenous	122	148	144
Enrolment continuity (Feb. – Nov.)	95%	94%	93%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Pimlico State High School enrolls students in Years 7 to 12 from across the Townsville community. While many students reside in the school's geographic catchment area, approximately 55% of students are drawn from beyond the catchment, primarily through the school's Programs of Excellence in Music. Students' strong focus on high academic achievement is characterised by the outstanding results outlined later in this report.

The school has a relatively high percentage of students drawn from families with professional occupations and tertiary qualifications. This is reflected in the school's ICSEA of 1024, which sits above the national average of 1000. However, students are drawn from a wide and diverse range of socio-economic and educational backgrounds.

Pimlico has a culturally diverse student population, with over 40 different nationalities represented within the student body. Indigenous students comprised approximately 8% of the student population.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	24	24
Year 11 – Year 12	20	20	19

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Pimlico State High School offers a comprehensive curriculum with a strong academic focus. Years 7 and 8 students are provided with a solid foundation based on the Australian Curriculum. In Years 9 and 10, students select a course of study with some level of specialisation. Senior school curriculum offerings include an extensive range of Queensland Curriculum and Assessment Authority (QCAA) subjects and vocational education courses, supporting a variety of pathways to university, further training and employment. In Years 11 and 12, approximately 70% of students undertake an academic course of study in which they are eligible to receive an Overall Position (OP) ranking for tertiary entrance. Our school is well known in the community for our achievements in the performing arts, particularly music. The school's Program of Excellence in Music is designed to provide opportunities for enrichment and extension for high-performing music students in Years 7 and 8. In 2017, the school also began implementation of its new Program of Excellence in Global Studies in Year 7. This was expanded into Year 8 in 2018.

Across our curricular and co-curricular programs, Pimlico strives to develop the five core attributes of a Pimlico Scholar that have been identified by our school community:

- Responsibility
- Purpose
- Resilience
- Compassion
- Innovation

In 2016, Pimlico's teaching staff worked in cross-curricular collaborative teams to review the school's Pedagogical Framework. A revised framework was finalised at the end of 2016, ready for phased implementation from the start of 2017. A team of pedagogical coaches was put in place in 2017 to support teachers in the implementation of the new framework. The school commenced the implementation of the new framework with a school-wide focus on the Curriculum Intent domain. In 2018, the ongoing implementation of our Pedagogical framework took a more differentiated approach, with year level teams in all curriculum areas identifying their own priority areas within the Pedagogical Framework. Heads of Department and Pedagogical Coaches worked with team leaders and their teams to set goals and identify and monitor appropriate strategies.

2018 has also been an important year for laying the foundations for transition to the new Senior Assessment and Tertiary Entrance (SATE) framework that commences implementation with our 2019 Year 11 cohort. Heads of Department and teachers have been working collaboratively within the school and with colleagues from other schools to prepare for the implementation of the new Year 11 curriculum.

Co-curricular activities

A wide variety of sporting, cultural and academic extra-curricular activities are available to students at Pimlico:

- Instrumental and vocal music is the focus of our signature extra-curricular program with over 400 students involved across a variety of ensembles catering for strings, brass, woodwind, percussion and choral performance. Over the past two years, there has also been a strong emphasis on growing the school's choral program.
- Key events throughout the year enable students to showcase their artistic skills across music, drama, dance, visual arts and film and new media, including our annual Pimlico Presents variety concert, annual Artscape art exhibition and a variety of community concerts and performances.
- Our winter athletics program provides many opportunities for keen athletes of all ages and is well supported by highly qualified school staff and external partnerships.
- The school provides many sporting opportunities for students in a range of team and individual sports.
- The school also provides academic extension and enrichment activities for all students through a range of regional and state programs including OptiMinds, Young Diplomats, Lions Youth of the Year, Rostrum Voice of Youth, debating and ATSIAP.
- A range of lunchtime clubs cater to a diverse range of interests, including chess, scrabble, film and foreign languages.
- In 2018, Pimlico introduced the Stars Foundation program to support the positive engagement and leadership of female Aboriginal and Torres Strait Islander students.
- Aligned to the school's identification of Global Citizenship as a strong focus in our 2016-2019 Strategic Plan, Pimlico has continued to develop a range of co-curricular activities aligned to global citizenship and leadership. This has included the school assuming a lead role in the implementation of programs such as the Decarbonise Decolonise initiative and the Young Australians' Plan for the Planet program.

How information and communication technologies are used to assist learning

Information and Communications Technologies are used to assist the teaching and learning programs across all year levels and subjects at Pimlico State High School. In 2018, all students had access to networkable computers through computer labs and pods of laptops and the 'take home' laptop program. The school is committed to developing international class 21st century ICT infrastructure with teaching and learning practices taking full advantage of these technologies. In 2018, the school continued with implementation of a Bring Your Own Devices program, which has been progressively rolled out to replace the 'take home' program that had previously been funded through the Australian Government's National Secondary Schools Computer Fund.

The school utilises school funds to employ two IT technicians to assist in the maintenance and support of ICT infrastructure within the school. In 2018, over \$700 000 was invested in the upgrading and expansion of the school's network and extensive fleet of student-use devices. The school has invested in additional IT and videoconferencing infrastructure to support students' networking with peers around the world as part of our Global Studies program and related initiatives.

School staff use both the DET OneSchool platform as well as a range of school-developed databases to capture, monitor and analyse student achievement in order to inform teaching and learning strategies and to review and enhance school programs. School-developed systems for tracking and monitoring senior students' academic progress and QCE eligibility have facilitated a more responsive approach to monitoring, case-management and intervention, contributing to the school's improved QCE attainment.

Social climate

Overview

Pimlico State High School provides a safe and supportive environment for students and staff. Student wellbeing and development is a major focus for the school and the school continually seeks to enhance its wellbeing programs, with an emphasis on resilience for young people.

School-wide CARE expectations (Cooperation, Appreciation, Respect and Effort) are fostered through a year level CARE group system and through the teaching of these expectations and the acknowledgement of students who continually demonstrate the CARE philosophy. Students are allocated to a CARE group with which they remain for the duration of their enrolment at the school.

In 2016, parallel to the review of the school's Pedagogical Framework undertaken by teachers through their cross-curricular collaborative teams, a number of staff were also involved in a review of the school's Wellbeing Framework. This review identified key recommendations for strengthening the school's approach to wellbeing and resilience across four key areas of:

- Policies and procedures
- Curriculum and pedagogy
- Partnerships
- Learning environment

In 2018, the school finalised a revised Wellbeing Framework that is integrated with the school's Pedagogical Framework, helping to ensure a holistic approach to student wellbeing and learning.

The school's creation of two Heads of Department (Student Development) positions ensures that Pimlico provide both:

- additional support to ensure the smooth transition of Year 7 and 8 students into the school community; and
- leadership of a holistic, integrated, systematic and proactive approach to wellbeing and resilience across the school.

In 2018, plans were put into place to further reduce the teaching loads of the two Heads of Department (Student Development) to ensure that adequate time could be invested in the development and delivery of proactive wellbeing initiatives.

The creation of a Head of Senior Schooling Attainment role has assisted in the more targeted and intensive case-management of senior students who were disengaged or struggling with their academic studies.

The school grounds are well maintained and provide students with a variety of sheltered and shaded seating areas as well as sports and recreation facilities for use during lunch breaks. The provision of additional shade structures remains an ongoing priority for the school.

Student leadership is fostered through a very active Student Council, a House structure with house leaders and an inter-year mentoring project through which Year 12 students mentor Years 7 students during Terms 1 and 2. A Junior Secondary leadership model is in place, providing greater leadership opportunities for Years 7, 8 and 9 students. Students are involved in a wide range of community-building and service-learning activities.

The 2018 School Opinion Survey reflects pleasing growth in parents' satisfaction with the school and the quality of education their children's education. An increase in staff's perception regarding the provision of useful feedback correlates with increased pedagogical coaching across the school.

2018 School Opinion Survey data indicates that confidence in the school's management of student behaviour remains low relative to most other measures. While there was an increase in this data from 2017 for students, confidence levels for students, parents and teachers remains significantly lower than most other aspects of the survey. In 2018, a review of behaviour referral processes and staff engagement in a process to identify priorities for enhancing student behaviour will inform ongoing work across the school in 2019.

2018 School Opinion Survey data from staff also reflects an ongoing decline in the percentage of staff who believe the school takes their opinions seriously. This may relate in part to the reduced use of whole-of-school collaborative processes, which has been necessitated by the increased time requirements for faculty-based preparation for the new SATE framework. Commencement of the school's re-accreditation with the Council of International Schools in 2019 will see the re-establishment of collaborative teams that will provide staff with ongoing opportunity for more structured and systematic input across the full spectrum of the school's operations.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	86%	96%
• this is a good school (S2035)	95%	90%	98%
• their child likes being at this school* (S2001)	93%	94%	95%
• their child feels safe at this school* (S2002)	97%	94%	95%
• their child's learning needs are being met at this school* (S2003)	91%	85%	88%
• their child is making good progress at this school* (S2004)	91%	86%	92%
• teachers at this school expect their child to do his or her best* (S2005)	95%	89%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	84%	87%
• teachers at this school motivate their child to learn* (S2007)	85%	81%	88%
• teachers at this school treat students fairly* (S2008)	86%	84%	83%
• they can talk to their child's teachers about their concerns* (S2009)	93%	90%	95%
• this school works with them to support their child's learning* (S2010)	86%	86%	89%
• this school takes parents' opinions seriously* (S2011)	90%	81%	88%
• student behaviour is well managed at this school* (S2012)	84%	76%	76%
• this school looks for ways to improve* (S2013)	92%	88%	91%
• this school is well maintained* (S2014)	95%	94%	93%

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	93%	89%	87%
• they like being at their school* (S2036)	87%	85%	85%
• they feel safe at their school* (S2037)	86%	86%	90%
• their teachers motivate them to learn* (S2038)	80%	88%	86%
• their teachers expect them to do their best* (S2039)	93%	95%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	83%	84%	87%
• teachers treat students fairly at their school* (S2041)	70%	75%	70%
• they can talk to their teachers about their concerns* (S2042)	74%	64%	72%
• their school takes students' opinions seriously* (S2043)	75%	71%	67%
• student behaviour is well managed at their school* (S2044)	68%	53%	63%
• their school looks for ways to improve* (S2045)	86%	82%	88%
• their school is well maintained* (S2046)	88%	86%	88%
• their school gives them opportunities to do interesting things* (S2047)	87%	83%	83%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	91%	87%	84%
• they feel that their school is a safe place in which to work (S2070)	96%	91%	84%
• they receive useful feedback about their work at their school (S2071)	72%	66%	75%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	69%	73%	75%
• students are encouraged to do their best at their school (S2072)	97%	93%	93%
• students are treated fairly at their school (S2073)	92%	90%	85%
• student behaviour is well managed at their school (S2074)	73%	53%	53%
• staff are well supported at their school (S2075)	79%	60%	63%
• their school takes staff opinions seriously (S2076)	72%	60%	57%
• their school looks for ways to improve (S2077)	86%	77%	76%
• their school is well maintained (S2078)	87%	90%	83%
• their school gives them opportunities to do interesting things (S2079)	80%	73%	83%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parent engagement is fostered through a range of strategies including an annual staff and parent meet-and-greet event, various parent information afternoons and evenings, an active Parents and Citizens Association and Music and Sailing parent support groups, which are subcommittees of the P&C Association. The School Council also provides an important mechanism for parent and community input into the strategic direction and performance of the school.

Parent and students are provided with written reports four times each year and formal parent teacher interviews are conducted twice a year. Parent-teacher contact is encouraged outside the formal interview times as required or requested. All teachers' emails addresses are provided to parents to facilitate ease of communication.

Parents are consulted and kept up to date through the P&C Association and regular newsletters. In 2018, the school's Marketing and Communications Officer reviewed and enhanced a range of communication mechanisms with parents and the broader community, including additional ways to connect with the school's alumni in the lead-up to the school's sixtieth anniversary in 2019.

The school has a strong culture of community service and has ongoing partnerships with a range of community groups and external agencies. Through the school's strong focus on performing arts and music, the school has also established important partnerships with organisations such as Barrier Reef Orchestra, Australian Festival of Chamber Music, Queensland Youth Orchestra and Queensland Symphony Orchestra. Through the development of the school's Global Education programs throughout 2017, important partnerships have also been established with the Centre for Global Education, Australian National University and Questacon.

The school's Inclusive Education and Student Development staff also work in close consultation with parents in relation to adjustments made to assist students with diverse needs, ensuring these students are able to access and participate fully at school.

Respectful relationships education programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. Pimlico State High School's Respectful Relationships Program is delivered through the Health and Physical Education curriculum which aligns with the strengths-based approach of the Australian curriculum. Students in Years 7-10 study a wide range of units that develop their knowledge and skills in self-awareness, self-management, respectful relationships, bullying and harassment, conflict resolution, acceptable behaviour, risk taking and responsible decision-making, human rights, and societal stereotypes and influences. These learning opportunities promote pro-social behaviour and specifically target our students' social and emotional well-being.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	238	299	336
Long suspensions – 11 to 20 days	19	12	37
Exclusions	9	5	10
Cancellations of enrolment	3	10	3

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Electricity and water consumption has fluctuated in recent years due to construction works, additional buildings coming online, new landscaping and varied patterns of air conditioning utilisation.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	759,289	1,042,782	840,882
Water (kL)	19,684	8,945	18,488

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.



School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the search interface of the My School website. It features a top navigation bar with a 'Find a school' button and a 'Search website' button. Below this is a search input field labeled 'Search by school name or suburb' with a 'Go' button to its right. Underneath the search field are three dropdown menus labeled 'School sector', 'School type', and 'State', each with a downward arrow icon.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a thin border and the text 'View School Profile' centered inside.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a horizontal navigation bar with several tabs: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' tab is currently selected, indicated by a white underline beneath it.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	134	54	5
Full-time equivalents	125	41	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	2	
Masters	13	
Graduate Diploma etc.*	48	
Bachelor degree	70	
Diploma	1	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$74 000.00. Additionally over \$200 000 was spent on the employment of the school's pedagogical coaching team, which represents a significant indirect investment in teacher professional development.

The major areas of focus of professional development activities in 2018 were:

- principles and practices of collaborative team work;
- feedback and coaching;
- global citizenship and intercultural learning;
- New SATE framework and QCAA curriculum development; and
- VET competency training.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2018.



Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	91%	90%
Attendance rate for Indigenous** students at this school	85%	84%	78%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

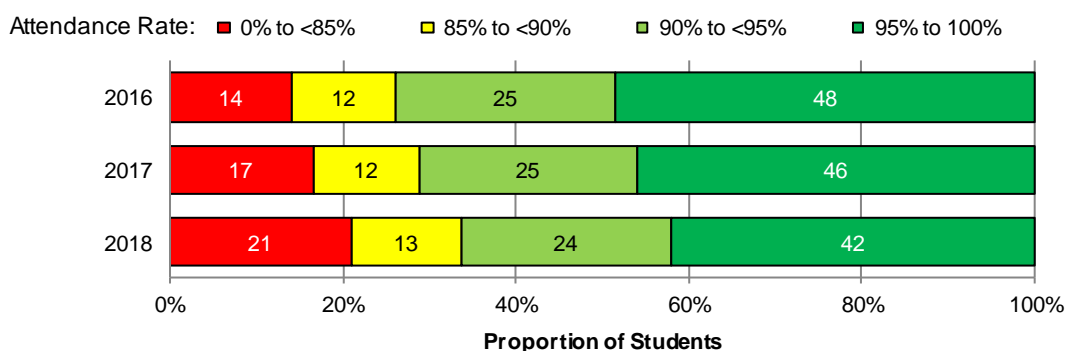
Year level	2016	2017	2018
Year 7	94%	93%	91%
Year 8	92%	92%	89%
Year 9	91%	90%	88%
Year 10	90%	89%	88%
Year 11	92%	92%	90%
Year 12	91%	91%	90%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Non-attendance is managed in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Roll marking occurs at the start of each day during students' Care Meetings. Attendance at classes throughout the day is confirmed by teachers electronically marking rolls every lesson. An accurate determination of student attendance lesson by lesson is readily available. There is a rigorous and documented daily follow-up for students found to have been not attending either whole or part days.

Same-day parent notification of student absences via SMS was commenced in 2017 and continued throughout 2018. If no explanation of absences are provided, parents are contacted following three consecutive days of absence, or earlier if circumstances warrant.

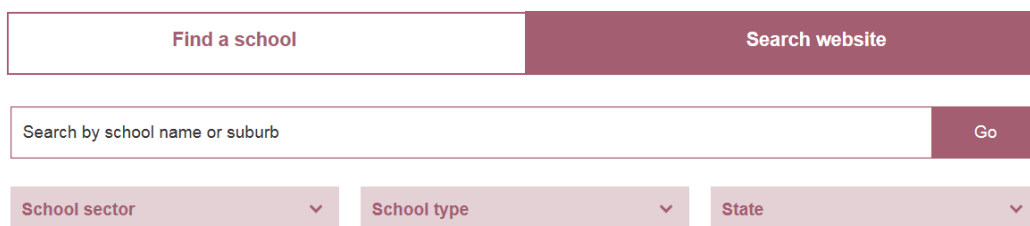
A range of events, activities and celebrations are also used to build students' sense of belonging and identity, which impacts positively on student attendance at school. Key school staff are involved in monitoring and case-managing students who have patterns of low levels of attendance, including Deputy Principals, Heads of Department (Student Development), the Head of Senior Schooling Attainment and the Community Education Counsellor. The school's Stars Foundation program, introduced in 2018, also utilises specific activities, tracking and rewards systems to support the increased attendance of female Indigenous students.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	254	263	275
Number of students awarded a QCIA	2	4	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	252	258	272
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	177	191	179
Percentage of Indigenous students who received an OP	36%	21%	43%
Number of students awarded one or more VET qualifications (including SAT)	241	259	272
Number of students awarded a VET Certificate II or above	239	259	272
Number of students who were completing/continuing a SAT	19	21	19
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	76%	75%	79%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	98%	97%	97%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	30	33	40
6-10	44	62	47
11-15	60	48	55
16-20	39	47	35
21-25	4	1	2

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	49	32	23
Certificate II	239	259	272
Certificate III or above	9	15	30

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Pimlico offers a range of VET qualifications to students, including Certificate II in Foundation Skills. All students complete this qualification prior to completing Year 12, providing students with practical employability skills and an additional 4 QCE credits.

Other courses provided to students through the school's own scope of registration as a Registered Training Organisation include:

- Certificate II in Hospitality - this course equips students with the necessary skills to work in the hospitality industry and they undertake 3 weeks of work placement in a hospitality industry.
- Certificate II in Engineering – this course is closely aligned with the engineering sector and students complete their work placement in a construction or engineering industry.
- Certificate I in Furnishing – this course is offered to Year 10 students and the aim is to provide students with skills in carpentry and joining. Some students who complete this course go on to study the Certificate II in Furnishing course at TAFE in Years 11 and 12.
- Cert II IDMT – this course equips students to work with various software programs and install hardware.

There are also options for students to undertake a range of further certificate qualifications through Barrier Reef Institute of TAFE. Some students undertake these courses in lieu of a subject at school while others undertake them as an additional offering through the school's Tutorial line.

As part of the school's strategic focus on enhancing vet qualifications at Certificate III level, a Certificate III in Allied Health and a Certificate III in Business have been introduced in recent years.

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	83%	83%	92%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	57%	88%	89%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

A small proportion of Years 10, 11 and 12 of students finish their schooling early in order to take up training – generally through a fulltime apprenticeship or traineeship – or fulltime study at TAFE. A small number of students also exit during the senior phase to take up employment. The school works closely with a range of external agencies to support students who leave school early. In 2018, the school linked early school leavers to TAFE, RTOs, Adult Education centres and employers to pursue full time education, traineeships or apprenticeships. The school's Guidance Officers were also available to early school leavers after they had left school as a service 'beyond the school gate' to assist those students in making a successful transition. A small number of Years 11 and 12 students had their enrolment cancelled due to continued non-participation in their program of study. These students were all supported into alternative training pathways, several through the Queensland Pathways College.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.pimlicoshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>.