



PIMLICO
STATE HIGH SCHOOL

Making a world of difference



SCHOOL ANNUAL REPORT

2021

Queensland State School Reporting



Every student succeeding
State Schools Improvement 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.

Following a rigorous year-long self study, Pimlico was successfully re-accredited for a further five years by the prestigious Council of International Schools late in 2020. The re-accreditation process informed the development of the school's new five year strategic plan to guide our continued growth and improvement over the years ahead. 2021 was the first year of implementation of our new strategic plan – the first year of enacting an ambitious and exciting agenda for making our great school even better in the years ahead.

Our work in 2021 built on the existing strengths of our school, which were captured powerfully by our visiting accreditation team:

- “Making a world of difference one student at a time”
- “A local school with a global focus”
- “A school of first choice that caters to all”
- “A place where individuals are valued and extended”

2021 was also a period of continued rebuilding and reactivating, as the wider community continued to recover from the devastating and far-reaching impact of the 2019 Townsville floods while also navigating the ongoing effects of the global COVID-19 pandemic. During 2021, it was exciting to see the return of many activities and events that have been paused during 2020 because of the pandemic.

In these challenging times, it was inspiring to see how our school community continued to pull together to help each other and to support others in the wider community.

This report outlines some of the key achievements of our work in 2021. The report provides a summary of our student enrolments and demographics, social climate, curriculum delivery, workforce, and student performance. Please note that following the impact of the COVID-19 pandemic, Queensland state schools moved to a less detailed School Annual Report format than that utilised in previous years. I trust that this report still provides you with useful information about our school.

I invite you to learn more about our great school and the important work that our community undertook in 2021 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



2021 was the first year of implementation of our school's new five-year strategic plan

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.



Our annual Pimlico Presents variety concert returned to its traditional format at the Townsville Civic Theatre in 2021, following two years of disruption caused by floods and pandemic.

School context

Coeducational or single sex Coeducational

Independent Public School Yes

Year levels offered in 2021 Year 7 – Year 12

Webpages Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2019	2020	2021	2019	2020	2021
Year 7	288	312	248	291	309	242
Year 8	300	289	312	292	289	309
Year 9	304	298	297	289	283	302
Year 10	304	280	272	293	280	269
Year 11	283	269	274	282	259	263
Year 12	170	255	244	156	242	228
Total	1,649	1,703	1,647	1,603	1,662	1,613

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2019	2020	2021
Year 7 – Year 10	24	24	24
Year 11 – Year 12	18	18	17

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Social climate

Respectful relationships education

To support students' learning, health and wellbeing all state schools are required to implement respectful relationships education through the Prep to Year 10 Australian Curriculum: Health and Physical Education and/or through school pastoral care programs across Prep to Year 12.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 health emergency, the annual school opinion surveys of students, teachers and staff were not administered in 2020. A new time series started in 2021 and data from this collection is not considered directly comparable with earlier collections due to significant methodology changes.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2019	2020	2021
This is a good school.	97.6%		89.9%
My child likes being at this school. ²	94.2%		86.5%
My child feels safe at this school. ²	94.1%		88.4%
My child's learning needs are being met at this school. ²	93.0%		81.3%
My child is making good progress at this school. ²	93.0%		85.0%
Teachers at this school expect my child to do his or her best. ²	96.5%		93.5%
Teachers at this school provide my child with useful feedback about his or her school work. ²	93.0%		85.7%
Teachers at this school motivate my child to learn. ²	93.0%		81.2%
Teachers at this school treat students fairly. ²	88.6%		83.5%
I can talk to my child's teachers about my concerns. ²	97.6%		90.0%
This school works with me to support my child's learning. ²	94.9%		84.7%
This school takes parents' opinions seriously. ²	89.0%		80.9%
Student behaviour is well managed at this school. ²	79.2%		77.4%
This school looks for ways to improve. ²	96.0%		87.9%
This school is well maintained. ²	94.0%		93.4%

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree ¹ that:	2019	2020	2021
I like being at my school. ²	85.6%		60.8%
I feel safe at my school. ²	91.9%		69.0%
My teachers motivate me to learn. ²	83.8%		72.7%
My teachers expect me to do my best. ²	97.2%		92.9%
My teachers provide me with useful feedback about my school work. ²	87.2%		73.0%
Teachers at my school treat students fairly. ²	70.3%		57.4%
I can talk to my teachers about my concerns. ²	70.0%		53.5%
My school takes students' opinions seriously. ²	80.0%		43.1%
Student behaviour is well managed at my school. ²	62.2%		47.9%
My school looks for ways to improve. ²	93.5%		67.2%
My school is well maintained. ²	80.2%		65.6%
My school gives me opportunities to do interesting things. ²	85.6%		73.7%

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2019	2020	2021
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	65.9%		60.3%
I enjoy working at this school. ²	92.6%		89.5%
I feel this school is a safe place in which to work. ²	89.6%		92.0%
I receive useful feedback about my work at this school. ²	72.6%		71.4%
Students are encouraged to do their best at this school. ²	92.2%		95.1%
Students are treated fairly at this school. ²	86.9%		88.0%
Student behaviour is well managed at this school. ²	52.3%		60.0%
Staff are well supported at this school. ²	65.2%		69.9%
This school takes staff opinions seriously. ²	62.0%		70.2%
This school looks for ways to improve. ²	81.3%		94.1%
This school is well maintained. ²	77.0%		78.8%
This school gives me opportunities to do interesting things. ²	77.6%		84.7%

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed staff items.
3. DW = Data withheld to ensure confidentiality.

Description of how this school manages non-attendance

Queensland state schools manage non-attendance 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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2019	2020	2021
Short suspension	362	312	338
Long suspension	25	23	33
Exclusion	15	13	15
Cancellation	11	0	6
Total	413	348	392

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to other years.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](#) website.

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 a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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

View School Profile

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



The screenshot shows a navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a white background, indicating it is the selected option.

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Headcount	136	144	141	55	58	59	5	5	<5
FTE	127	132	127	42	44	44	<5	<5	<5

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and other years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2019	2020	2021
Overall attendance rate for students at this school	88%	89%	88%

Notes

1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2019	2020	2021
Year 7	91%	91%	91%
Year 8	89%	88%	88%
Year 9	87%	88%	85%
Year 10	86%	88%	87%
Year 11	89%	90%	90%
Year 12	88%	90%	89%

Notes

1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

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.



The screenshot shows a dark red search bar with a light grey search input field containing the text "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown.

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



4. Click on *NAPLAN* and select a year to view 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

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) [Year 12 Certification Summary](#).

Year 12 outcomes information are also available via the [My School](#) website.

Additional information about the Australian Qualifications Framework (AQF) and the International Baccalaureate Diploma (IBD) program is available at www.aqf.edu.au and www.ibo.org.

Table 10: Year 12 Outcomes

Outcome	2019	2020	2021
Number of students who received a Senior Statement at the end of Year 12	147	239	221
Number of students awarded a Qld Certificate of Individual Achievement (QCIA)	1	3	2
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12	100%	98%	99%
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	99%	99%	99%
Number of students awarded one or more VET qualifications (including SAT)	144	237	219
Number of students who were completing/continuing a SAT	6	19	7
Number of students awarded a VET Certificate I	18	15	0
Number of students awarded a VET Certificate II	144	237	218
Number of students awarded a VET Certificate II+	144	237	218
Number of students awarded a VET Certificate III+	21	80	71

Notes

1. The 2020 cohort was the first to complete Year 12 under the new senior assessment and tertiary entrance system. The new system has redeveloped senior syllabuses, strengthened school-based assessment, introduced a common external assessment in each senior General subject area and General (extension) and replaced the OP rank with the Australian Tertiary Admission Rank (ATAR). This represents a break in time-series for the Queensland Certificate of Education.
2. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by the department.
3. Prior to 2020, visa students (students who are not Australian citizens or permanent residents of Australia) were excluded. From 2020 visa students are included.
4. Data for each year is the latest available.

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

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step – Post-school destinations

The results of the 2022 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2021), will be uploaded to this school's website in September 2022.

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 <https://pimlicoshs.eq.edu.au>.

Post-school destinations information is also available via the [My School](#) website.