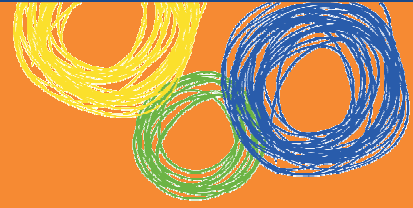


Pimlico State High School (2049)
 Queensland State School Reporting
 2012 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person The principal



An internationally accredited school

Principal's foreword

Introduction

Welcome to Pimlico State High School's Annual Report. 2012 was another exceptionally successful year for the Pimlico school community. The graduating class of 2012 performed very well, exceeding state averages in most measures of achievement. The excellent achievement and overall success of the class of 2012 is highlighted by -

87% Queensland Certificate of Education (QCE) completion by exiting year 12 students and further to that 97% of students departing year 12 with either a QCE, School Based Apprenticeship or Traineeship, or Vocational Education and Training qualification.

75% of OP eligible students attaining an OP 1-15 with 95% of OP eligible applicants receiving an offer of entrance to tertiary education.

We wish all the graduating class of 2012 every success in their future endeavours whether that be in tertiary education, further training or directly into employment.

Pimlico State High School has a signature Instrumental Music programme and in 2012 students in this programme continued to excel with very high levels of participation and outstanding performances. 2012 saw the biennial state wide *Fanfare* competition for instrumental ensembles and we were very excited and pleased to see our award winning symphony orchestra win the regional *Fanfare* competition and go through to the state finals and semi-finals (qualifying in the top 5 ensembles in the state). Over 350 students were involved in Instrumental Music in 2012.

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Pimlico continued to strive on the sporting field also with the highlight being the continued success of our female athletes once again winning the TSSS athletics carnival.

The school's philosophy, 'Quality Learning in a Caring Environment', underpins all our activities and is reinforced by our CARE expectations: Co-operation, Appreciation, Respect and Effort.

School progress towards its goals in 2012

The school's strategic initiatives included a focus on further developing international perspectives after being initially accredited by the Council of International School's (CIS) in November 2010. The key purpose of this accreditation is for the school to be recognised for meeting international standards of education and adopt the internationally recognised school review and improvement model provided by the CIS. As part of the ongoing CIS accreditation process the school completed its 2nd year report on progress in 2012 with very satisfying progress being made. A copy of this report is available from the school on request.

Throughout 2012 there was a continued focus on differentiation of learning, improvement of student literacy and numeracy standards, enhancement of eLearning and the use of ICTs, further development of student wellbeing programs, improved outcomes for Indigenous students and enhancement of facilities.

In the ICT area we implemented the "take home" laptop program with over 70% of students taking this up. This will be further developed in 2013 with students in Year 9 and 10 eligible to join the program using state of the art ICTs.

The school commenced development of a Junior Secondary education model based on Education Queensland's [6 Principles of Junior Secondary](#) for implementation in 2013 and also commenced planning for the arrival of Year 7 students into high school in 2015. This will include the development of a Year 7 precinct featuring a new 2 story classroom and Student Development centre (construction to commence in July 2013).

Positive outcomes for 2012 include:

Outstanding student achievement as indicated by the data contained in this report and including

87% Queensland Certificate of Education (QCE) completion by exiting year 12 students and further to that 97% of students departing year 12 with either a QCE, School Based Apprenticeship or Traineeship, or Vocational Education and Training qualification.

Achievements in literacy and numeracy as indicated by the NAPLAN results detailed below.

Future outlook

In 2013 the school will focus on;
Continued implementation of the 2010 – 2015 School Strategic Plan ([full plan available for viewing on the school website](#)) and subsequent Annual Implementation Plan which highlights the recommendations for continued school improvement from both the CIS and DETE Teaching and Learning Audits.

Queensland State School Reporting 2012 School Annual Report



The five key school objectives in this plan are to

Deliver the highest quality curriculum, teaching, learning and assessment practices.

Provide a curriculum that promotes intercultural and international awareness, preparing all students for global as well as Australian citizenship.

Provide a whole school approach to achieve high standards in literacy and numeracy for all students.

Maintain a school climate where high standards of behaviour, performance and participation are the foundation for students to achieve their potential.

Key strategies will include

Embedding a school wide approach to pedagogy through the “Dimensions of Teaching and Learning”

Embedding a performance development framework for improved teaching and learning across the school. This will include teaching staff engaging in professional coaching and feedback to improve their teaching practice. The model implemented will reflect international research largely based on Professor John Hattie’s “Visible Learning” framework as well as other research based educational best practice.

Further developing ICTs and eLearning across all classrooms as we achieve the 1:1 student to computer ratio and the “take home” laptop program for Year 9 and 10 students.

Building staff capability in detailed data analysis in order to assist students with improving their performance with a focus on goal setting for individual students. This will be supported through a school wide approach to student achievement analysis and target setting.

Professional development in Differentiation of Learning and a whole school approach to differentiation.

Continued development of leadership capacity throughout the school.

Improved outcomes for both Aboriginal and Torres Strait Islander students, particularly attendance and retention.

Our school at a glance

School Profile

Coeducational

Year levels offered in 2012: Year 8 to Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1471	797	674	93%
2011	1499	841	658	93%
2012	1485	837	648	93%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Pimlico State High School is an enrolment managed school and as such draws students from across the Townsville area primarily to access the school's signature Instrumental Music, Academic and Sporting excellence programs. Students' focus on high academic achievement is characterised by the outstanding results as indicated in the following data sets. Very positive student attendance is also a feature at 90% for 2012. Approximately 50% of students come from outside the catchment. Indigenous students comprised 8% of the student population as at the July 2012 census.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Year 4 – Year 10	24	25	25
Year 11 – Year 12	19	20	20

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	151	157	140
Long Suspensions - 6 to 20 days	32	42	29
Exclusions	11	5	2
Cancellations of Enrolment	6	1	8

Our school at a glance

Curriculum offerings

Pimlico State High School offers a comprehensive curriculum with a strong academic focus. Year 8 students are provided with a solid foundation in the eight Key Learning Areas of English, Mathematics, Science, Social Science, Health and Physical Education, The Arts, Languages (French, German or Japanese) and Technology. 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 QSA Authority and Authority registered subjects supporting a variety of pathways to university, further training and employment.

Our school is well known in the community for our achievements in the Performing Arts, particularly music.

Extra curricula activities

A wide variety of extra-curricular activities are available to students in both sporting and cultural areas.

Instrumental music is our signature extra-curricular program with approximately 350 students involved across a variety of ensembles catering for strings, brass, woodwind and percussion. Pimlico State High School's Symphony Orchestra won the Regional Fanfare and qualified in the top 5 schools in the state wide Fanfare competition in 2012.

Our winter athletics program provides many opportunities for keen athletes of all ages and is well supported by highly qualified school staff and additional coaching through partnerships with Athletics North Queensland.

The school also provides extension and enrichment activities for all students through a range of regional and state wide programs including Optiminds, Debating and ATSIAP

How Information and Communication Technologies are used to assist learning

The use of Information communication technologies underpins teaching and learning programs across all year levels and subjects at Pimlico State High School. In 2012 all students had access to networkable computers through eight 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 practices taking full advantage of these technologies.

Social climate

Pimlico State High School provides a safe and supportive environment for students and staff. Student Development is a major focus for the school and we are continuing to build a more effective programme with an emphasis on resilience for young people.

School wide CARE expectations, (Co-operation, 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 consistently demonstrate these. Students are allocated to a CARE group with which they remain for the duration of their enrolment at the school.

Bullying is dealt with as a very high priority by both staff and administration and this is reflected by the high level of student and parent satisfaction as shown in the table below "Parent, Student and Staff Satisfaction"

Our school at a glance

The school grounds are very 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.

Student leadership is fostered through a very active Student Council, a House structure with house leaders and an inter-year mentoring project (where Year 12 students mentor Year 8 students during the terms 1-2). In 2012 a Junior Secondary leadership model was developed to expand the student leadership structure. This model has successfully been implemented in 2013 providing greater leadership opportunities for Year 8 and 9 students. This model will be further expanded to include Year 7 students in 2015.

Parent, student and staff satisfaction with the school

The data below shows overall very high levels of satisfaction for parents, students and staff. Many of the parent responses show satisfaction above 96% which is very pleasing. The school will continue to use this data to inform future improvement strategies.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	96.0%
their child likes being at this school*	96.0%
their child feels safe at this school*	96.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	88.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	92.0%
teachers at this school treat students fairly*	87.0%
they can talk to their child's teachers about their concerns*	95.8%
this school works with them to support their child's learning*	87.5%
this school takes parents' opinions seriously*	87.0%
student behaviour is well managed at this school*	87.5%
this school looks for ways to improve*	95.5%
this school is well maintained*	95.8%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
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Our school at a glance

they are getting a good education at school	94.2%
they like being at their school*	89.4%
they feel safe at their school*	95.2%
their teachers motivate them to learn*	83.7%
their teachers expect them to do their best*	98.0%
their teachers provide them with useful feedback about their school work*	87.4%
teachers treat students fairly at their school*	80.8%
they can talk to their teachers about their concerns*	73.5%
their school takes students' opinions seriously*	74.8%
student behaviour is well managed at their school*	78.6%
their school looks for ways to improve*	87.1%
their school is well maintained*	89.4%
their school gives them opportunities to do interesting things*	88.5%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	80.2%
with the individual staff morale items	94.9%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Parents and students are provided with written reports 4 times each year and formal parent teacher interviews are conducted twice per year.

Parent engagement is fostered through a range of other strategies including annual staff parent socials, various parent information afternoons, Music, Sailing and Rowing parent support groups (sub committees of the very active P&C).

Parent – teacher contact is encouraged outside the formal interview times as required or requested. All teacher email addresses are provided to parents to facilitate ease of communication.

Parents are consulted and kept up to date through the P&C Association and monthly newsletters.

Reducing the school's environmental footprint

Pimlico State High School is working towards reducing their carbon footprint by installing solar panels to the Pimlico performing arts centre to generate our own power for the school's use. Combined with the solar panels came the access to the solar schools net which enables the school to analyse energy usage, explore renewable energy and look at energy efficiency strategies for the future

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	745,607	33,419
2010-2011	904,062	26,742
2011-2012	881,338	26,322

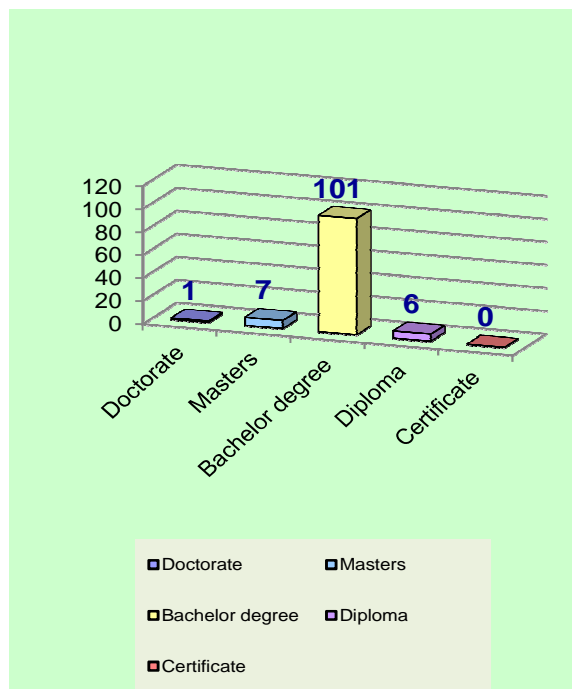
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	113	39	<5
Full-time equivalents	107.4	30.7	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	7
Bachelor degree	101
Diploma	6
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$49400.

The major professional development initiatives are as follows:

- Differentiation of Learning including Embedding Aboriginal and Torres Strait Islander Perspectives (EATSIPS)

- ICTs and eLearning

- Data analysis and target setting

- Curriculum innovation and development particularly in relation to the Australian Curriculum

- Dimensions of Teaching and Learning

- Explicit teaching of the Common Curriculum Elements

Teacher skills are enhanced through a peer coaching and mentoring program providing feedback to teachers on their teaching practice.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.6%	97.3%	97.4%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96.1% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	90%	89%	90%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

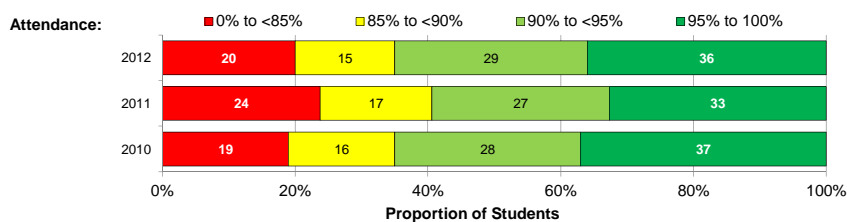
Student attendance rate for each year level (shown as a percentage)

	Year 8	Year 9	Year 10	Year 11	Year 12
2010	93%	91%	87%	92%	89%
2011	93%	88%	88%	90%	88%
2012	91%	90%	89%	91%	89%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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 CARE meeting. Attendance at classes through 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.

Parents are contacted in cases of an absence of 3 consecutive days without explanation.

Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for Year 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

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Search by suburb, town or postcode

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

Indigenous attendance is very similar to that of non-indigenous students with a difference of 8.4% for 2012. Retention of indigenous students through to Year 12 varies significantly depending on the cohort. In 2012 the retention from year 10 to 12 for indigenous students was equal to that of the state at 21% lower than that of non-indigenous students. In 2012 the school will continue the “Learn, Earn, Legend” strategy as a means to consistently improve indigenous retention through to year 12.

The difference between indigenous and non-indigenous student academic achievement is significant and of concern. Although indigenous students who complete year 12 generally do reasonably well. The school has identified that lower levels of Numeracy and Literacy for some indigenous students at the school is the key contributor to indigenous student’s overall lower achievement levels. The school is implementing strategies to improve this with a focus on engagement in learning.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	87%	83%	89%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	243	275	259
Number of students receiving an Overall Position (OP).	186	190	182
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	34	26	32
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	133	151	147
Number of students awarded an Australian Qualification Framework Certificate II or above.	116	136	136
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	222	238	226
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	72%	75%	75%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	95%	95%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	97%	95%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)

	Number of students in each Band for OP 1 to 25.				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	36	41	56	44	9

Performance of our students

2011	37	44	61	41	7
2012	34	49	54	40	5

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	13	110	15
2011	20	128	24
2012	13	133	10

As at 2 May 2013. The above values exclude VISA students.

Certificate 1 courses were completed in Hospitality (2 students) and Information Technology (11 students).

Post-school destination information

[Click here](#) for the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report*.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The school has implemented a transition program for students intending to leave prior to the end of year 12. This program utilises a full time support person who case manages students with the aim of linking them to further training, employment or educational programs. In 2012 this program had extremely positive success rates and will continue in 2013 and beyond.