PIMLICO
STATE HIGH SCHOOL
Making a world of difference

ANNUAL REPORT
2019
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

Contact information

Postal address	PO Box 310 Castletown Hyde Park 4812
Phone	(07) 4759 3444
Fax	(07) 4759 3400
Email	principal@pimlicoshs.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Joel Buchholz, Executive Principal

A large audience enjoys the inaugural "Pimlico in the Park" concert in Queens Gardens as part of the North Australian Festival of Arts.

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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.

2019 was a significant year in our school's history. It was the year that our school proudly marked its 60th anniversary and officially opened the new Karen Vane Centre of Excellence in Music. 2019 also saw the introduction of Queensland's revised Queensland Certificate of Education and tertiary entrace processes with our Year 11 cohort. Our 2019 Year 12 seniors were the final cohort to graduate with Overall Positions (OPs) before the transition to the Australian Tertiary Admissions Rank (ATAR) from 2020.

2019 was also a challenging year for the school and the wider community following the devastating and far-reaching impact of the Townsville floods. Not only did the floods directly cause significant disruption and hardshop to many of our families, they also had an impact on a range of school activities and events. This included the cancellation of our annual Pimlico Presents variety concert, due the the damage caused by the floods to the Townsville Civic Theatre.

In these challenging times, it was inspiring to see how our school community pulled together to help each other and to support others in the wider community. Our staff, students and familes provided outstanding support to each other and to others in the immediate aftermath of the February disaster. It was also wonderful to see the incredible community spirit at our inaugural Pimlico in the Park concert as part of the North Australian Fesitival of Arts.

This report outlines some of the key acheivements of our work in 2019 The report provides a summary of our student enrolments and demographics, social climate, curriculum delivery, workforce, and student performance. Please note that due to the impact of the COVID-19 pandemic in the first half of 2020, Queensland state schools have provided less detailed School Annual Reports than those provided 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 undertoook in 2019 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 expecations 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.

Members of Pimlico's staff assist with clean-up efforts following the devastating February floods.

Members of the '59ers – foundation Pimlico students from 1959 – enjoy a concert in the newly-constructed Karen Vane Centre of Excellence in Music as part of the school's 60th anniversary celebrations.

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Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2019	Year 7 - Year 12

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	1655	1658	1603
Girls	894	886	861
Boys	761	772	742
Indigenous	148	144	137
Enrolment continuity (Feb. – Nov.)	94%	93%	91%

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 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	24	24
Year 11 – Year 12	20	19	18

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 implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at https://education.qld.gov.au/curriculum/stages-of-schooling/p-12.

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Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here https://www.qld.gov.au/education/schools/information/programs.

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models.

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at https://www.qld.gov.au/education/schools/health.

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:	2017	2018	2019
• their child is getting a good education at school (S2016)	86%	96%	96%
• this is a good school (S2035)	90%	98%	98%
• their child likes being at this school* (S2001)	94%	95%	94%
• their child feels safe at this school* (S2002)	94%	95%	94%
• their child's learning needs are being met at this school* (S2003)	85%	88%	93%
• their child is making good progress at this school* (S2004)	86%	92%	93%
• teachers at this school expect their child to do his or her best* (S2005)	89%	98%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	87%	93%
• teachers at this school motivate their child to learn* (S2007)	81%	88%	93%
• teachers at this school treat students fairly* (S2008)	84%	83%	89%
• they can talk to their child's teachers about their concerns* (S2009)	90%	95%	98%
• this school works with them to support their child's learning* (S2010)	86%	89%	95%
• this school takes parents' opinions seriously* (S2011)	81%	88%	89%
• student behaviour is well managed at this school* (S2012)	76%	76%	79%
• this school looks for ways to improve* (S2013)	88%	91%	96%
• this school is well maintained* (S2014)	94%	93%	94%

Percentage of parents/caregivers who agree# that:	2017	2018	2019

* 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 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	89%	87%	95%
• they like being at their school* (S2036)	85%	85%	86%
• they feel safe at their school* (S2037)	86%	90%	92%
• their teachers motivate them to learn* (S2038)	88%	86%	84%
• their teachers expect them to do their best* (S2039)	95%	98%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	84%	87%	87%
• teachers treat students fairly at their school* (S2041)	75%	70%	70%
• they can talk to their teachers about their concerns* (S2042)	64%	72%	70%
• their school takes students' opinions seriously* (S2043)	71%	67%	80%
• student behaviour is well managed at their school* (S2044)	53%	63%	62%
• their school looks for ways to improve* (S2045)	82%	88%	94%
• their school is well maintained* (S2046)	86%	88%	80%
• their school gives them opportunities to do interesting things* (S2047)	83%	83%	86%

* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	87%	84%	93%
• they feel that their school is a safe place in which to work (S2070)	91%	84%	90%
• they receive useful feedback about their work at their school (S2071)	66%	75%	73%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	73%	75%	66%
• students are encouraged to do their best at their school (S2072)	93%	93%	92%
• students are treated fairly at their school (S2073)	90%	85%	87%
• student behaviour is well managed at their school (S2074)	53%	50%	52%
• staff are well supported at their school (S2075)	60%	63%	65%
• their school takes staff opinions seriously (S2076)	60%	57%	62%
• their school looks for ways to improve (S2077)	77%	76%	81%
• their school is well maintained (S2078)	90%	83%	77%
• their school gives them opportunities to do interesting things (S2079)	73%	83%	78%

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Percentage of school staff who agree# that:	2017	2018	2019

* 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

Our approach to engaging with parents and the community is aligned to the Department's Parent and Community Engagement Framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at https://education.qld.gov.au/parents-and-carers/community-engagement

Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community, Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour

- less disruptive classroom behaviour, aggression, bullying and delinquent acts

- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships

School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	299	336	362
Long suspensions – 11 to 20 days	12	37	25
Exclusions	5	10	15
Cancellations of enrolment	10	3	11

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.

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Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	1,042,782	840,882	1,060,376
Water (kL)	8,945	18,488	18,530

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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* 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.

| Search by school name or suburb | School sector | School type | State | Q |

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

View School Profile

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

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

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

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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	136	55	5
Full-time equivalents	127	42	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools in performed by an appropriately qualified person, that has successfully completed 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 links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- https://www.qct.edu.au/registration/qualifications

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

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Staff attendance and retention

Staff attendance

Staff attendance in 2019 was impacted by the February Townsville flood event.

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Secondary schools was 89%. Attendance at Pimlico SHS in 2019 was adversely impacted by the February Townsville flood event.

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

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	91%	90%	88%
Attendance rate for Indigenous** students at this school	84%	78%	74%

* 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	2017	2018	2019
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

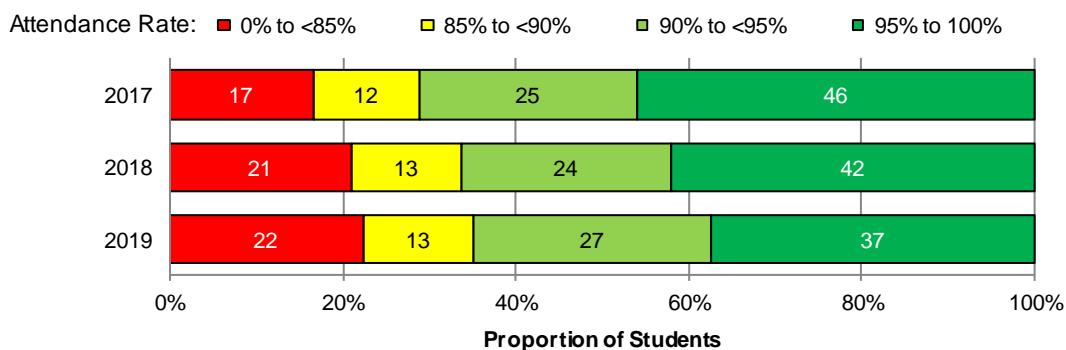| Year level	2017	2018	2019
Year 7	93%	91%	91%
Year 8	92%	89%	89%
Year 9	90%	88%	87%
Year 10	89%	88%	86%
Year 11	92%	90%	89%
Year 12	91%	90%	88%

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.

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Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2017	17	12	25	46
2018	21	13	24	42
2019	22	13	27	37

Proportion of Students

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.

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.

| Search by school name or suburb | School sector ⌄ | School type ⌄ | State ⌄ | 🔍 |

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

   View School Profile

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

| School profile | NAPLAN ⌄ | Attendance | Finances | VET in schools | Senior secondary | Schools map |

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.

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Year 12 Outcomes

Tables 13–15 show the following data 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. Care should be exercised when comparing 2019 data with that of previous years, as the 2019 Year 12 cohort was significantly smaller. This was due to earlier changes in the entry age of students to Prep, resulting in a smaller sized cohort progressing through Queensland schools and reaching Year 12 in 2019.

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	2017	2018	2019
Number of students who received a Senior Statement	263	275	147
Number of students awarded a QCIA	4	3	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	258	272	146
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	191	179	103
Percentage of Indigenous students who received an OP	21%	43%	60%
Number of students awarded one or more VET qualifications (including SbAT)	259	272	144
Number of students awarded a VET Certificate II or above	259	272	144
Number of students who were completing/continuing a SbAT	21	19	6
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	75%	79%	74%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	99%
Percentage of QTAC applicants who received a tertiary offer.	97%	97%	97%

Notes:

- The values above:
  - are as at 05 February 2020
  - 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	2017	2018	2019
1-5	33	40	20
6-10	62	47	31
11-15	48	55	25
16-20	47	35	21
21-25	1	2	6

Note:

The values in table 14:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	32	23	18
Certificate II	259	272	144
Certificate III or above	15	30	21

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

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

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	83%	92%	89%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	88%	89%	58%

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.

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 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

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.

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