

# Pimlico State High School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

Welcome to Pimlico State High School's Annual Report for 2015. This report provides an overview of the school's performance in 2015 and provides a summary of our progress towards enacting our mission of providing "quality education in a caring environment". The Pimlico High community is very proud of the many and varied achievements of our students. 2015 was no exception, with many great accomplishments to celebrate. Some highlights from the year included:

- The historic and successful transition of Year 7 students to secondary school, with 300 Year 7s joining the Pimlico community at the start of 2015
- Four Pimlico students won the prestigious Premier's Anzac Prize – the highest number of winners from any school in the state – and joined 66 other students from across Queensland to attend the historic Dawn Service at Gallipoli commemorating the centenary of the Gallipoli landing
- Pimlico's talented musicians competed in the Australian International Music Festival in Sydney, performing in venues like the Sydney Opera House as Queensland's only representatives in a competition with ensembles from around Australia and from China, Indonesia, New Zealand and the US, returning home with a Gold and a Silver award
- Pimlico successfully hosted its Five Year Visit as part of the school's continued accreditation with the prestigious Council of International Schools (CIS)
- Pimlico students took out the OptiMinds state and national titles in the Science and Engineering division
- Further improvement in Senior Schooling outcomes, including an increase from 91.5% to 94.3% of students attaining their Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Attainment (QCIA)

2015 was a productive and successful year at Pimlico as the school community undertook the important work of our Quadrennial School Review. The review helped our school community to establish our Strategic Directions for the next four years through a comprehensive and wide-ranging consultation process in the second half of the year. Our Strategic Directions will guide our school's improvement journey over the period 2016 to 2019.

This report provides a summary of key information about our progress in 2015 including enrolments and school profile, curriculum and extra-curricular offerings, social climate, parent involvement, staffing, student attendance, and student achievement – including more detailed information about Indigenous students and Year 12 students.

### School progress towards its goals in 2015

A number of priorities were established for the school's continued improvement in 2015. These related to a greater emphasis on developing student's problem solving, higher order and critical thinking skills, improved teacher performance development processes, embedding enhanced strategies for improving students' reading, preparation for the school's CIS Five Year Visit, and enhanced outcomes for Indigenous students.

Subject departments across the school played an active role in embedding a range of approaches to enhance student's problem solving and critical thinking skills. These skills were also developed through a wide range of academically-focused co-curricular activities. A revised teacher performance development process was embedded, with explicit linkages to the school's key improvement priorities. A Literacy Coach was employed to lead a whole-of-school approach to embedding evidence-based literacy strategies across all subject areas. All teaching staff were involved in the Self-Study process in preparation for the school's CIS Five Year Visit. The visit was completed successfully, with a comprehensive report providing useful input into the school's Quadrennial School Review. There was a 13% increase to 85% in 2015 in the percentage of Indigenous Year 12 students receiving their Queensland Certificate of Education.

## Future outlook

Pimlico's Quadrennial School Review established a clear direction and set of priorities for the school over the coming years. The school community re-framed it's Vision as "making a world of difference", underscoring both the school's commitment to making a difference in the lives of our students and our belief that our students will go on to make a real difference in our world. Our Mission commits us to "working collaboratively to develop life-long learners and global citizens who achieve personal excellence through their responsibility, purpose, resilience, compassion and innovation". This mission statement incorporates the five attributes that we strive to develop in all Pimlico Scholars. Our Strategic Plan 2016-2019 is structured around four overarching priorities:

- 1) **Academic excellence:** *Inviting innovation and inspiring academic excellence*
  - 1.1) **Aligned curriculum:** *Continue to develop and review an innovative, rigorous and challenging curriculum*
  - 1.2) **Aligned pedagogy:** *Develop and embed consistent and rigorous data-informed and research-based pedagogical approaches aligned to the Attributes of a Pimlico Scholar*
  - 1.3) **Aligned assessment:** *Whole school alignment and consistency in assessment to create and maintain clear standards and processes to enable greater student success*
  - 1.4) **Staff learning and development:** *Develop, extend, share and celebrate professional knowledge and practice to provide engaging, innovative and challenging learning and collegial environments*
  - 1.5) **Student learning and development:** *Identify, develop and implement pedagogical strategies that expand opportunities for all students to reach their academic potential*
- 2) **Pathways for all:** *Every student achieving their potential*
  - 2.1) **Responsive offerings:** *Review curriculum offerings and investigate opportunities to ensure pathways are responsive to students needs and enhance outcomes for students*
  - 2.2) **Responsive systems:** *Review school policies, procedures and structures to ensure that they responsively and efficiently promote student learning, engagement and achievement*
  - 2.3) **Innovation:** *Enhance existing programs and identify opportunities to develop new programs which promote the highest standards of student achievement, both curricular and extra-curricular*
  - 2.4) **Supporting all students:** *Review and enhance intervention strategies to support the learning and achievement of targeted groups of students within the school community*
- 3) **Global citizens:** *Engaged and active local and global citizens*
  - 3.1) **Embracing internationalism:** *develop and foster a school-wide understanding of global citizenship and an appreciation of internationalism*
  - 3.2) **Developing international opportunities:** *develop global citizenship opportunities through an embedded international focus across strategically targeted learning areas*
  - 3.3) **Building global partnerships:** *develop partnerships with the local and global community that encourage and enable students to connect with, learn about and contribute to their world successfully*
  - 3.4) **Harnessing ICTs:** *develop the innovative use of ICTs that facilitates more flexible ways for students to engage in internationally focused learning experiences*
- 4) **Resilient learners:** *Building identity, purpose and strength*
  - 4.1) **Building resilient learners:** *build resilient, motivated and innovative learners and leaders who engage in the world with curiosity and purpose*
  - 4.2) **Safe and supportive environment:** *ensure a safe and supportive learning and working environment for all*
  - 4.3) **Community connectedness and service:** *enhance parent, family and community connectedness and build a culture of service learning*
  - 4.4) **Celebrating success:** *recognise, celebrate and promote student, staff and school success*
  - 4.5) **Staff wellbeing:** *Build staff capabilities and enhance their wellbeing*

From within the school's Strategic Plan 2016-2019, four areas of focus were identified by the school community as key priorities for 2016:

**1.2) Aligned pedagogy:** Develop and embed consistent and rigorous data-informed and research-based pedagogical approaches aligned to the *Attributes of a Pimlico Scholar*

- **Priority:** *collaboratively research, develop, publish, and commence implementation of a Whole-School Pedagogical Framework*
- **Target:** *finalised framework ready for implementation from start of 2017*

**1.5) Student learning and development:** Identify, develop and implement strategies that expand opportunities for all students to reach their academic potential

- **Priority:** *embed and monitor consistent school-wide literacy strategies, particularly in relation to text structure and reading*
- **Target:** *increased LOA data across all departments, as per department targets*

**2.2) Responsive systems:** Review school policies, procedures and structures to ensure that they responsively and efficiently promote student learning, engagement and achievement

- **Priority:** *review and enhance QCE attainment tracking, enhance case management of at-risk students and implement additional support and intervention programs*
- **Target:** *97% QCE/QCIA attainment, 100% Indigenous student QCE/QCIA attainment*

**4.1) Building resilient learners:** build resilient, motivated and innovative learners and leaders who engage in the world with curiosity and purpose

- **Priority:** *collaboratively develop a comprehensive and cohesive Whole-School Wellbeing Framework*
- **Target:** *finalised framework ready for implementation from start of 2017*

## Our school at a glance

### School Profile

<b>Coeducational or single sex:</b>	<b>Coeducational</b>
<b>Independent Public School:</b>	<b>Yes</b>
<b>Year levels offered in 2015:</b>	<b>Year 7 - Year 12</b>

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1499	826	673	105	92%
2014	1517	846	671	116	94%
2015	1691	917	774	121	94%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### 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 and Academic 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 91% for 2015. Approximately 55% of students come from outside the school's catchment. Indigenous students comprised approximately 8% of the student population.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	25	25
Year 11 – Year 12	20	20	20

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	135	143	239
Long Suspensions - 6 to 20 days	27	24	37

Exclusions	8	6	11
Cancellations of Enrolment	2	4	9

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## 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 in the Australian Curriculum as well as Key Learning Areas of Health and Physical Education, The Arts, Technology and Languages (German, French and Japanese). 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 Studies Authority subjects and Vocational Education courses, 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.
- 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, debating and ATSIAP.

### How Information and Communication Technologies are used to improve 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 2015, all students had access to networkable computers through the 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 2015, the school finalised preparations for a Bring Your Own Devices program, to be rolled out progressively across year levels from early in 2016.

## 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 program 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 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.

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

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.

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 Years 7 and 8 students during Terms 1 and 2.

A Junior Secondary leadership model is in place providing greater leadership opportunities for Years 8 and 9 students, further expanded to include Year 7 students in 2015.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	89%	94%	97%
this is a good school (S2035)	94%	95%	94%
their child likes being at this school (S2001)	95%	94%	96%
their child feels safe at this school (S2002)	100%	95%	97%
their child's learning needs are being met at this school (S2003)	89%	90%	94%
their child is making good progress at this school (S2004)	84%	93%	96%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	84%	91%	88%
teachers at this school motivate their child to learn (S2007)	89%	88%	92%
teachers at this school treat students fairly (S2008)	89%	88%	90%
they can talk to their child's teachers about their concerns (S2009)	89%	91%	92%
this school works with them to support their child's learning (S2010)	94%	89%	88%
this school takes parents' opinions seriously (S2011)	83%	86%	84%
student behaviour is well managed at this school (S2012)	89%	91%	89%
this school looks for ways to improve (S2013)	94%	95%	93%
this school is well maintained (S2014)	94%	94%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	91%	94%	99%
they like being at their school (S2036)	92%	95%	96%
they feel safe at their school (S2037)	95%	94%	97%
their teachers motivate them to learn (S2038)	89%	90%	88%
their teachers expect them to do their best (S2039)	97%	95%	100%
their teachers provide them with useful feedback about their school work (S2040)	92%	85%	95%
teachers treat students fairly at their school (S2041)	78%	78%	84%
they can talk to their teachers about their concerns (S2042)	83%	85%	82%
their school takes students' opinions seriously (S2043)	79%	76%	83%
student behaviour is well managed at their school (S2044)	73%	80%	82%
their school looks for ways to improve (S2045)	84%	90%	95%
their school is well maintained (S2046)	91%	91%	93%
their school gives them opportunities to do interesting things (S2047)	88%	91%	97%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	93%	93%
they feel that their school is a safe place in which to work (S2070)	98%	98%	97%
they receive useful feedback about their work at their school (S2071)	82%	87%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	70%	80%
students are encouraged to do their best at their school (S2072)	100%	98%	99%
students are treated fairly at their school (S2073)	96%	96%	97%
student behaviour is well managed at their school (S2074)	92%	90%	89%
staff are well supported at their school (S2075)	86%	80%	89%
their school takes staff opinions seriously (S2076)	82%	77%	81%
their school looks for ways to improve (S2077)	95%	98%	90%
their school is well maintained (S2078)	94%	93%	97%
their school gives them opportunities to do interesting things (S2079)	88%	85%	88%

# '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 social, various parent information afternoons and evenings, an active Parent and Citizens Association and Music and Sailing parent support groups which are subcommittees of the P&C. The School Council also provides an important mechanism for parent 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. Plans are being put in place to employ a Marketing and Liaison Officer in 2015 to review and enhance communication mechanisms with parents and the broader community, including alumni.

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, Townsville Festival of Chamber Music, Queensland Youth Orchestra and Queensland Symphony Orchestra.

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

## Reducing the school's environmental footprint

Pimlico State High School is working towards reducing their carbon footprint through the installation of solar panels on the Performing Arts Centre to generate our own power for school use. Combined with the solar panels came the access to Solar Schools Net which enables the school to analyse energy usage, explore renewable energy and look at energy efficiency strategies for the future. The school closely monitors the use of water and turns lights and air conditioners off in vacant rooms. Electricity usage has increased as a result of V Block, a new large two-storey building coming online as an additional facility from the start of 2015.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	922,775	27,203
2013-2014	837,054	24,473
2014-2015	947,300	27,919

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

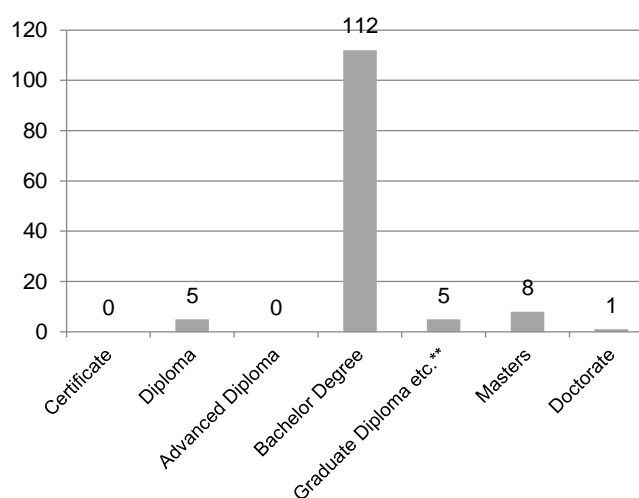
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	131	43	<5
Full-time equivalents	122	35	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	112
Graduate Diploma etc.**	5
Masters	8
Doctorate	1
<b>Total</b>	<b>131</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$46 000.

The major professional development initiatives are as follows:

- Literacy development
- CIS Self Study teams
- Higher order and critical thinking
- QCAA curriculum areas
- VET competency training
- Student wellbeing

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

### Proportion of staff retained from the previous school year

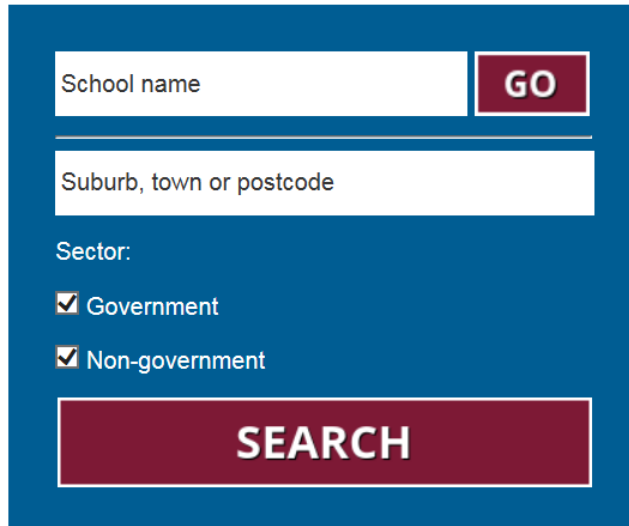
From the end of the previous school year, 95% of staff was retained by the school for the entire 2015 school year.

## 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



The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled 'SEARCH'.

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

# Performance of our students

## Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	83%	83%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

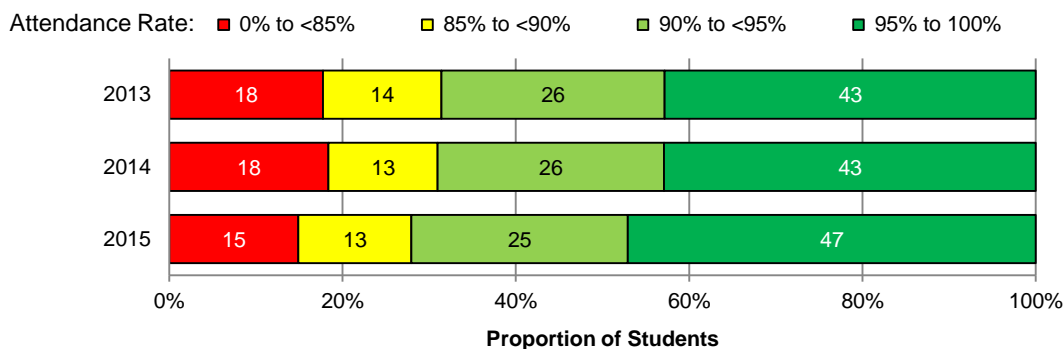
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									93%	90%	89%	90%	90%
2014									93%	90%	89%	92%	90%
2015								94%	93%	90%	89%	91%	91%

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	83%	85%	93%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	53%	89%	67%

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
Number of students receiving a Senior Statement	252	247	275
Number of students awarded a Queensland Certificate of Individual Achievement.	4	2	4
Number of students receiving an Overall Position (OP)	183	171	210
Percentage of Indigenous students receiving an Overall Position (OP)	33%	25%	31%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	12	15	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	121	96	107
Number of students awarded an Australian Qualification Framework Certificate II or above.	119	95	95
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	228	224	256
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	78%	75%	88%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	73%	81%	70%
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.	94%	94%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	96%	95%

As at 16 February 2016. The above values exclude VISA students.

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	34	44	55	44	6
2014	26	55	57	29	4
2015	33	54	61	50	12

As at 16 February 2016. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	7	108	24
2014	2	92	11
2015	35	94	4

As at 16 February 2016. The above values exclude VISA students.

Pimlico offers a range of VET qualifications to students including Certificate II Workplace Practices, which every non-OP-eligible student completes. The aim of this course is to prepare students for the workplace. Students undertake 3 weeks' placement in an industry, create a resume and apply for jobs as well as participate in a mock job interview with an employer. Students can also complete a Certificate II in Hospitality. This course aims to equip students with the necessary skills to work in the hospitality industry and they undertake 3 weeks of work placement in a hospitality industry. A Certificate II in Engineering is closely aligned with the engineering sector as students complete their work placement in a construction or engineering industry. Certificate I in Furnishing 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 is offered in Year 11 and 12 and students are equipped 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. The removal of Certificate III in Information Technology has impacted on the number of Certificate II level qualifications completed by students in 2015. Planning is underway to introduce Certificate III level qualifications in other areas of study in 2016.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early school leavers information

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 2015, 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 make a successful transition.