

Pimlico State High School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.

Acknowledgement of Country







Pimlico State High School pays respect to the Wulgurukaba people, who are the Traditional Owners of our local area, and extend this respect to neighbouring Bindal people, who are also Traditional Owners within the Townsville area.

The school acknowledges Aboriginal and Torres Strait Islander peoples as the First Nations people of our country and pays respects to Elders past, present and emerging.

About the school

Education region	North Queensland Region
Year levels	Year 7 to Year 12
Enrolment	1502
Indigenous enrolments	13.2%
Students with disability	8.8%
Index of Community Socio-Educational Advantage (ICSEA) value	993

About the review

 4 reviewers from 8 to 11 October 2024	 305 participants	 103 school staff
 162 students	 28 parents and carers	 12 community members and stakeholders

Key improvement strategies

<p>Domain 1: Driving an explicit improvement agenda Prioritise consistent practices for collaboratively driving the improvement agenda, to promote a school-wide culture of collective responsibility.</p> <p>Domain 3: Promoting a culture of learning Collaboratively review and strengthen staff understanding of, commitment to, and collective responsibility for implementing multi-tiered system of supports, to ensure consistent implementation of identified practices.</p> <p>Domain 8: Implementing effective pedagogical practices Create opportunities for staff to engage in professional conversations about the Whole School Approach to Pedagogy, to build a shared language and understanding of evidence-informed teaching practices and approaches.</p> <p>Domain 5: Building an expert teaching team Refine school-wide professional learning approaches, aligned to school priorities, to enhance collective commitment of staff, and further promote continuous professional learning.</p> <p>Domain 8: Implementing effective pedagogical practices Review and refine the school's documented pedagogical framework, to provide clarity for staff in using evidence-informed practices to effectively engage and challenge the range of learners.</p>

Key affirmations



Staff, parents and community members describe the school's proud history of providing a quality education to the young people of Townsville.

Community members highlight the school's positive reputation across the city. Parents speak positively of the school's high standards, high expectations and strong learning outcomes. Staff express a commitment to improving the learning and wellbeing outcomes of all students. They speak positively of their experience at the school, and highlight a strong culture of mutual trust and strong collegial relationships.



Leaders refer to staff as highly dedicated and student-focused, with a commitment to improving their practice.

Leaders recognise the importance of ongoing capability development for all staff. Teachers express appreciation for opportunities to engage with relevant professional learning. Beginning teachers express high levels of satisfaction for the support from leaders and teaching colleagues. They highlight the positive impact of pedagogical coaches and teacher mentors on their growth and development. Teachers speak appreciatively of the efforts of team leaders who take responsibility for facilitating planning, assessment and moderation processes in each subject across all year levels.



Leaders emphasise the importance of an engaging and relevant curriculum, leading to successful learning outcomes for all.

Leaders place a high importance on systematic curriculum delivery and staff articulate a commitment to supporting the academic progress of all students. Staff express pride in the extensive and diverse range of co-curricular and extracurricular activities that complement the formal curriculum. Parents and students readily identify an array of opportunities in the Arts, sports, global citizenship, and leadership. They speak proudly of long-standing events including 'Artscape' and 'Pimlico Presents' as showcasing the skills, talents and expertise of students in the Arts. Staff, parents and community members highlight the instrumental music program, for which the school is renowned.



Leaders refer to inclusion and differentiation as 'a visible, prominent priority'.

Leaders advocate enacting differentiation through 'the lens of moral purpose'. They articulate a priority has been integrating differentiated strategies in planning to support the engagement of all students in learning and assessment. Staff and students describe the school's excellence programs as valued learning opportunities. They talk about Global Education and instrumental music as programs that extend and engage students.