

## OUR 2025 IMPROVEMENT PRIORITIES:

In 2025, our teaching staff will be working together in relation to three key priorities to further enhance student engagement and success across our school community:

WELLBEING	INCLUSION	LEARNING
The student daily experience is characterised by a strong sense of belonging, positive interactions with peers and staff, as well as universal and targeted support to improve their wellbeing, behaviour and academic outcomes. The staff daily experience is characterised by caring and professional interactions with colleagues and students, a focus on our collective learning and wellbeing and a shared commitment to our multi-tiered systems of support (MTSS).		
<p><b>Strategy 1</b> - Strengthen the relationships between members of our school community to improve student wellbeing and behaviour and promote a positive school culture.</p> <p><b>ACTION</b></p> <ul style="list-style-type: none"> <li>Develop and implement a whole school plan to sustain the explicit teaching of personal and social capabilities, school behaviour expectations and routines.</li> <li>Review and refine the acknowledgement of positive behaviours.</li> <li>Review and broaden the intentional visible cues throughout our school that promote a positive school culture.</li> <li>Review and refine the Attendance Policy to strengthen Tier 1, 2 &amp; 3 supports for students.</li> </ul> <p><b>OUTCOMES</b></p> <ul style="list-style-type: none"> <li>Updated Student Code of Conduct to reflect the review and refinement of acknowledging positive behaviour.</li> <li>Updated Attendance Policy is enacted.</li> <li>5 percentage point decrease in OneSchool major incidents for defiance, disrespect and disruption.</li> <li>3 percentage point increase in the student measure of 'I feel safe at school' - School Opinion Survey (SOS)</li> <li>3 percentage point increase in the Queensland Engagement &amp; Wellbeing Survey (QEW) "Peer to Peer relationships" section.</li> </ul> <p><b>Strategy 2</b> - Implement targeted initiatives to improve staff wellbeing and morale.</p> <p><b>ACTION</b></p> <ul style="list-style-type: none"> <li>Finalise and enact Staff Wellbeing Action Plan, aligned to DoE Staff Wellbeing Framework, to be reviewed annually.</li> <li>Build staff capability through trauma informed practice.</li> </ul> <p><b>OUTCOMES</b></p> <ul style="list-style-type: none"> <li>3 percentage point increase in the staff measure of 'wellbeing is a priority' (SOS).</li> <li>3 percentage point increase in the staff measure of 'staff morale is positive' (SOS).</li> <li>100% of staff participate in trauma informed practice PD.</li> </ul>	<p><b>Strategy 1</b> - Broaden the shared understanding of multi-tiered systems of support to strengthen consistent support processes and improve academic progress.</p> <p><b>ACTION</b></p> <ul style="list-style-type: none"> <li>Link all aspects of the school's professional learning to the language of MTSS to enhance collective understanding of how MTSS improves outcomes in academics, behaviour and wellbeing for all students.</li> <li>Implement opportunities for staff to engage in professional development and collaboration about inclusive planning (eg UDL) for all students.</li> <li>Initiate professional learning on the Department's Reading through the Australian Curriculum to strengthen Tier 1 and Tier 2 academic supports for students in Years 7 - 10.</li> </ul> <p><b>OUTCOMES</b></p> <ul style="list-style-type: none"> <li>A visible artefact that contextualises and clarifies support processes within the academic, behaviour and wellbeing domains of Pimlico SHS's MTSS.</li> <li>A school wide reading focus is identified from the Department's Reading through the Australian Curriculum and enactment has commenced.</li> <li>85% attainment OR 2 percentage point increase of A – C LOA in all learning areas in Years 7 to 9.</li> <li>50% attainment OR 2 percentage point increase of A – B LOA in all learning areas in Years 7 to 9.</li> <li>5 percentage point increase in A – C LOA data for First Nations students and students with a disability in Years 7 to 12</li> </ul> 	<p><b>Strategy 1</b> - Develop staff understanding of the Whole School Approach to Pedagogy and review and refine the school's pedagogical framework.</p> <p><b>ACTION</b></p> <ul style="list-style-type: none"> <li>Create opportunities for staff to engage in professional conversations about the Whole School Approach to Pedagogy, to build shared language and understanding of evidence-informed teaching practices and approaches.</li> <li>Contextualise the Whole School Approach to Pedagogy to draw on the strengths of the school's existing pedagogical framework.</li> </ul> <p><b>OUTCOMES</b></p> <ul style="list-style-type: none"> <li>Revised whole school approach to pedagogy.</li> </ul> <p><b>Strategy 2</b> - Strengthen teacher capability to support the engagement of all learners through intentional pedagogical decision-making and lesson design.</p> <p><b>ACTION</b></p> <ul style="list-style-type: none"> <li>Provide professional development for staff to extend the range of evidence-based teaching strategies that they are able to implement as Tier 1 and 2 supports for student access to, and engagement in, the learning.</li> <li>Leverage new and existing collaborative practices (Moderation, Evidence of Learning, Classroom Walkthroughs, Instructional Rounds) to strengthen teacher capability to intentionally design lessons that support student access to, and engagement in, the learning, as evidenced in the 3rd level of planning.</li> <li>Introduce and implement Instructional Rounds.</li> </ul> <p><b>OUTCOMES</b></p> <ul style="list-style-type: none"> <li>2 percentage point increase in satisfactory or above for effort and behaviour.</li> <li>5 percentage point increase in student the student measure relating to an interest in learning (SOS)</li> <li>100% of teaching staff are engaged in classroom walkthroughs.</li> <li>5 percentage point reduction in major behavior incidents occurring in the classroom.</li> <li>Expanded instructional playbook that includes a focus on teaching for high engagement and accessibility.</li> </ul>

Every day at Pimlico, we work and learn on what always has been and always will be Aboriginal land. We acknowledge Australia's First Nations Peoples, including the Wulgurukaba who are the traditional owners of the land on which our school is located. We pay our respects to Elders, past, present and emerging.

## ENDORSEMENT

Pimlico State High School's Annual Implementation Plan has been developed in consultation with the school community and is aligned to the strategic priorities and vision for our school set out in our 2021-2025 Strategic Plan.

Stephen Baskerville  
Executive Principal

Professor Iain Gordon  
School Council Chair

Grant Dale  
School Supervisor