



OUR 2026 IMPROVEMENT PRIORITIES:

In 2026, 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
<p>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>		
<p>Strategy 1 - Strengthen the relationships between members of our school community to improve student wellbeing and behaviour and promote a positive school culture.</p> <p>ACTION</p> <ul style="list-style-type: none"> Develop and enact a whole-school plan to explicitly teach and promote Personal and Social Capabilities through a trauma-informed lens, prioritising students' understanding of self-management, self-awareness, and responsible decision-making. Strengthen the explicit teaching of expected behaviours to all students. Support teachers to leverage new visible cues in classrooms and the playground when acknowledging positive behaviour and when redirecting. Further strengthen the recognition of positive behaviour across the school. <p>OUTCOMES</p> <ul style="list-style-type: none"> Decrease in OneSchool major incidents for defiance (3 percentage points), disrespect (2 percentage points) and disruption (5 percentage points). 2 percentage point increase in satisfactory or above for behaviour in OneSchool Reporting. 3 percentage point increase in the student measure of 'I feel safe at school' - School Opinion Survey (SOS) 3 percentage point increase in the Queensland Engagement & Wellbeing Survey (QEWS) "Peer to Peer relationships" section. 	<p>Strategy 1 - Broaden the shared understanding of multi-tiered systems of support to strengthen consistent support processes and improve academic progress.</p> <p>ACTION</p> <ul style="list-style-type: none"> Link all aspects of the school's professional learning to the language of MTSS to enhance collective understanding of how MTSS improves outcomes in wellbeing, behaviour and academics for all students. Enhance the resourcing and systems for screening, curriculum planning and delivery of Tier 2 Reading Interventions. <p>OUTCOMES</p> <ul style="list-style-type: none"> A staff guide that contextualises and clarifies support processes within the academic, behaviour and wellbeing domains of Pimlico SHS's MTSS. 5 percentage point increase in A-C LOA data for First Nations students and students with a disability in Years 7 to 12. 2 percentage point increase in attendance for First Nations students and students with a disability in Years 7 to 12. 2 percentage point decrease in student disciplinary absences for First Nations students and students with a disability in Years 7 to 12. 100% of Year 7 & 8 students are screened for reading interventions. 	<p>Strategy 1 - Develop staff understanding of the Whole School Approach to Pedagogy and review and refine the school's pedagogical framework.</p> <p>ACTION</p> <ul style="list-style-type: none"> Implement the Whole School Approach to Pedagogy as a shared language by developing teachers' capability to use evidence informed practices, including digitally enabled and enhanced pedagogies, to effectively engage and support learners. Strengthen the use of collegial engagement (Instructional Rounds, Quality Teaching Rounds, Classroom Walkthroughs and Teacher POD Meetings) to foster the sharing of effective pedagogical practices and strategies. <p>Strategy 2 - Strengthen teacher capability to support the engagement of all learners through intentional pedagogical decision-making and lesson design.</p> <p>ACTION</p> <ul style="list-style-type: none"> Leverage new and existing collaborative practices (Moderation, Evidence of Learning) 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. <p>Strategy 3 - Strengthen the teaching and reading across the school</p> <p>ACTION</p> <ul style="list-style-type: none"> Enhance teachers' capability to teach reading as a Tier 1 Support with a focus on consistent Explicit Vocabulary Instruction, Choral and Paired Reading routines across the school. <p>OUTCOMES</p> <ul style="list-style-type: none"> 2 percentage point increase in student the student measure relating to an interest in learning (SOS). 100% of teaching staff are engaged in Classroom Walkthroughs and/or Instructional Rounds. 85% attainment OR 2 percentage point increase of A – C LOA in all learning areas in Years 7 to 9. 50% attainment OR 2 percentage point increase of A – B LOA in all learning areas in Years 7 to 9. Student notebooks (paper or digital) and/or QLearn courses contain evidence of Explicit Vocabulary Instruction. 80% of teachers indicate improved confidence in their capability in Explicit Vocabulary Instruction, Choral and Paired Reading through a school survey.
 <p>Strategy 2 - Implement targeted initiatives to improve staff wellbeing and morale.</p> <p>ACTION</p> <ul style="list-style-type: none"> Embed an annual cycle of implementation and review of the Staff Wellbeing Action Plan, aligned with the Department of Education (DoE) Staff Wellbeing Framework, to ensure all components are effectively enacted. Implement targeted professional learning and engagement activities to build staff understanding of generational diversity and shared workplace values to strengthen collegial relationships, wellbeing, and morale. <p>OUTCOMES</p> <ul style="list-style-type: none"> 3 percentage point increase in the staff measure of 'wellbeing is a priority' (SOS). 3 percentage point increase in the staff measure of 'staff morale is positive' (SOS). <p>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 Wulguruwaba who are the traditional owners of the land on which our school is located. We pay our respects to Elders, past, present and emerging.</p>		

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 2026-2029 Strategic Plan.



Stephen Baskerville - Executive Principal



Professor Iain Gordon - School Council Chair



Grant Dale - School Supervisor