OUR VALUES
In working together to achieve our vision and live out our mission, our school community is built on the values of:

EXCELLENCE
We have high expectations and encourage all members of our community to attain their personal best. We strive for excellence in all aspects of scholarship through effort and innovation. We take pride in our achievement and feel connected to a community of learning and excellence.

RESPECT
We have respect for ourselves and others. We value all members of our school and wider community. We embrace diversity in people, culture and ideas. We treat others with honesty, consideration and regard. We respect our traditions of democracy and civil society.

COLLABORATION
We appreciate the power of bringing people and ideas together. We work as a team with a unity of purpose and a diversity of expertise. We believe that our success will flourish through collaboration, communication and cooperation.

COMMUNITY
We value meaningful connection with our community. Through our active citizenship, we strive to foster partnerships that enable us to serve others. We have a sense of responsibility to give back to our community and to contribute to society.

ATTRIBUTES OF A PIMLICO HIGH SCHOLAR
Our school community has a shared commitment to the attributes that we seek to develop in all learners. A Pimlico State High School 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 who displays:

RESPONSIBILITY
A Pimlico High Scholar is civic-minded, ethical and self-disciplined. They hold themselves accountable for their actions. They have a strong and ongoing connection to their school and community. They display leadership and integrity. They are committed to giving back to their community and contributing to society.

PURPOSE
A Pimlico High Scholar has a sense of passion. They are hard-working, committed and determined. They are an independent, self-sufficient and motivated learner. They are enthusiastic about continuing to learn and grow. They believe in their ability to make a positive difference in the world.

RESILIENCE
A Pimlico High Scholar is positive, persistent and adaptable. They are able to persevere as they strive to achieve their personal best. They are highly reflective and are able to monitor and nurture their own learning and wellbeing. They have pride in themselves and in their school. They have a sense of optimism about themselves and the world around them.

COMPASSION
A Pimlico High Scholar is caring, respectful and kind. They can work constructively with others. They are empathetic, inclusive and value diversity. They strive to live out the school’s CARE philosophy of cooperation, appreciation, respect and effort.

INNOVATION
A Pimlico High scholar is creative, inquiring, curious and enterprising. They can think critically and problem-solve. They are forward-thinking, open-minded and adaptable. They value diversity in ideas. They are excited about contributing actively and positively to society.
# 2019 Annual Implementation Plan

## Our Vision
Making a world of difference

## Our Mission
Working collaboratively to develop life-long learners and global citizens who achieve personal excellence through their responsibility, purpose, resilience, compassion and innovation.

## Our Values
- Excellence | Respect
- Collaboration | Community

## Attributes of a Pimlico Scholar
- Responsibility | Purpose | Resilience | Compassion | Innovation

Our CARE Philosophy underpins our daily behaviours and interactions:
- Co-operation | Appreciation
- Respect | Effort

Our Motto connects us to our school's traditions and history:
*Qui Alios Diligit, Ipse Diligitur*

## Our Strategic Priorities for 2016-2019

1. **Academic Excellence**
   - Inviting innovation and inspiring academic excellence

2. **Pathways for All**
   - Every student achieving their potential

3. **Global Citizens**
   - Engaged and active local and global citizens

4. **Resilient Learners**
   - Building identity, purpose and strength

## Our Key Improvement Priorities for 2019

1. **Student Behaviour and Engagement**
   - Ensuring high expectations and enhancing student behaviour and engagement

2. **Staff and Student Wellbeing**
   - Building and nurturing the resilience and wellbeing of both students and staff

3. **High Impact Teaching Strategies**
   - Creating opportunities for collaborative engagement with high-impact teaching strategies

4. **CIS Accreditation**
   - Enhancing collaborative professionalism and driving continued school improvement through CIS accreditation

Represented here diagrammatically, **Teacher Capability Development** is the enabler that will drive the work across all three of the improvements priorities in blue, while our **CIS Accreditation** provides a framework that will underpin and guide our work in each of the other improvement priorities.
# 2019 School Improvement Priorities

In 2019, our school community will work collaboratively and with purpose to make a world of difference for all of our students by:

## Strategic Goals

### 1) Academic Excellence

**High Impact Teaching Strategies:** Creating opportunities for teachers’ authentic collaboration and differentiated engagement with high-impact teaching strategies as part of the ongoing implementation of our Pedagogical Framework

- Increasing the proportion of Years 7 to 10 students attaining an A or B Level of Achievement (LOA) by 2% to 56%
- Increasing the proportion of students achieving in the Upper Two Bands (U2B) of NAPLAN in Writing to from 11% (2017) to 14% (2019)
- High Impact Teaching Strategies: Partner with local primary schools to identify and embed consistent metalanguage and high impact strategies to enhance students’ capacity and confidence as skilled, independent writers
- Enhance students’ academic autonomy and independence by embedding Gradual Release of Responsibility in our teaching and assessment practices
- Enhance students’ Higher Order Thinking skills by identifying and scaling high impact strategies through action research in Mathematics
- Support Heads of Department in identifying and enacting department-level priorities for differentiated implementation of the school’s Pedagogical Framework
- Expansion of Pedagogical Coach roles (Investing for Success)
- Establishment of Writing Project Coordinator role (Investing for Success)
- Establishment of Higher Order Thinking Project Coordinator role (Investing for Success)
- Release time of staff for primary school writing collaboration and professional development (Regional grant)

### Teacher Capability Development: Investing in teachers’ collective capacity to enhance the learning outcomes of our students

- Enhance coaching support for teachers by expanding our pedagogical coaching team, sharing exemplars of good practice, and targeting support for curriculum team leaders
- Enhance support for beginning teachers by refining mentoring and coaching arrangements and providing professional development for mentors
- Build the capacity of emerging leaders by reviewing the role of curriculum team leaders and providing targeted coaching support

**These actions also support capability development aligned to other strategic priorities, as indicated by the smaller icons elsewhere in this document**

### 2) Pathways for All

**New SATE Implementation:** Ensuring students are prepared as life-long learners and global citizens through successful engagement with the New SATE framework and related curriculum

- Supporting QCE attainment by implementing revised tracking and case management processes aligned to new QCE requirements
- Support QCE attainment by implementing new GREAT program focusing on cognitive verbs, 21C skills and future pathways
- Maintain Head of Senior Schooling Attainment role (Investing for Success)
- Establish Head of Senior Schooling Pathways role (Investing for Success)
- Establish Director of Music role (Investing for Success)
- STEM Coordinator role (Investing for Success)

### QCE / QCIA attainment at above 99%

- Implementing GREAT program in Year 11
- Maintaining participation in Year 11 General Science subjects at >55% in 2020
- James Cook University partnership to track post-secondary pathways

### Music Excellence: Strengthening music as a signature program of excellence within the school and across the wider community

- Strengthen and integrate enrichment opportunities in classroom and instrumental music by establishing a new Centre of Excellence and reviewing curriculum and leadership structures
- Maintain Head of Music role (Investing for Success)
- Establish STEM Coordinator role (Investing for Success)

### STEM Excellence: Developing STEM participation as a focus for academic enrichment and extension within the school and across the wider community

- Strengthen students’ engagement with STEM by reviewing the coordination of STEM activities, identifying new initiatives and establishing new partnerships with local primary schools
- Establish STEM Coordinator role (Investing for Success)
- QME partnership to enhance STEM pathways and opportunities
- Primary schools partnerships to support the enhancement of STEM participation
<table>
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<tr>
<th>STRATEGIC GOALS</th>
<th>2019 IMPROVEMENT PRIORITIES AND ACTIONS</th>
<th>RESOURCING</th>
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| **3) GLOBAL CITIZENS**  | • **CIS Accreditation:** Utilising the CIS Self Study process to build a culture of collaborative professionalism across the school community and drive whole-of-school strategic improvement  
  • Enhance staff agency and ensure sustainable, authentic strategic planning by realigning organisational structures, meeting structures, FSFD allocations, cross-curricular planning opportunities and online collaboration platforms with CIS Self Study process and domains  
  • Embed a culture of Collaborative Professionalism by providing targeted professional development for the Leadership Team  
  • Successfully completing the Preliminary Phase of CIS re-accreditation  
  • Increasing Global Studies students’ attainment in the Global Perspectives Inventory from their baseline data to 60% in the Entrepreneurship, ICT and Self-Direction domains  
  • Successfully progressing accreditation of a Global Education qualification  | • Maintain HOD (Global Education) role (Investing for Success)  
  • Establish International Student Program Coordinator role (ISP funding)  
  • Establish Global Studies Coordinator role (Investing for Success)  
  • Fund Global Education qualification development and accreditation (Investing for Success)  | • Council of International Schools partnership to support the school’s continued International Accreditation  
  • ACEL partnership to support the embedding of a culture of Collaborative Professionalism  
  • Global Learning Centre partnership to support development of new Global Education certificate program  
  • Plan for the Planet and Centre for Global Education partnerships to grow global citizenship learning opportunities  
  • Education Queensland International and Study Townsville partnerships to enhance international student program  |
| **4) RESILIENT LEARNERS** | • **Global Education:** Strengthening partnerships within and beyond the school to enhance the reach and impact of Global Education programs  
  • Enhance Global Education pathways by expanding Global Studies into Year 9 and establishing curricular and pedagogical links into additional subject areas, with a focus on STEM  
  • Enhance Global Education pathways by implementing targeted enrichment and outreach initiatives with local primary schools  
  • Expand and integrate Global Education opportunities in Years 11 and 12 by developing and accrediting a Global Education qualification to be embedded in the GREAT program and aligned to existing Global Education initiatives  | • Reduce teaching load of HOD (Student Development) positions (Investing for Success)  
  • Maintain additional Guidance Officer and Behaviour management Teacher support levels (Investing for Success, WSS-SLR)  | • James Anderson partnership to support adoption of growth mindset  
  • Jo Lukins partnership to support staff wellbeing  
  • Resilient Youth Australia partnership to monitor student resilience  
  • Townsville Hospital and Health Service partnership to monitor student wellbeing |
2019 ANNUAL IMPLEMENTATION PLAN

ENDORSEMENT
This plan was developed in consultation with the school community and meets identified needs and systemic requirements.

JOEL BUCHHOLZ
EXECUTIVE PRINCIPAL

MARIA JAMES
SCHOOL COUNCIL CHAIR

KATE MACDONALD
ASSISTANT REGIONAL DIRECTOR

This is a living document designed to guide improvement and innovation in our school community. It should be read in conjunction with the school’s Strategic Plan 2016-2019.