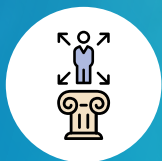# PIMLICO
STATE HIGH SCHOOL
Making a world of difference

2021-2025
STRATEGIC PLAN

OUR SCHOOL COMMUNITY'S
SHARED FUTURE VISION

UPDATED JANUARY 2022

OUR SCHOOL STANDS ON WHAT ALWAYS HAS BEEN AND ALWAYS WILL BE ABORIGINAL LAND

Pimlico State High School stands on Gurambilburra country. Our school community acknowledges the traditional custodians of the land on which we gather together each day to learn and work.

Our school community pays respect to the Wulgurukaba people, who are the traditional owners of our local area, and we extend this respect to neighbouring Bindal people, who are also traditional owners within the Townsville area.

We acknowledge Aboriginal and Torres Strait Islander peoples as the First Nations people of our country and we pay our respects to Elders past, present and emerging.

The artwork on this page was created by Indigenous artist Robert Paul with creative input from Pimlico students. It represents the many different cultures of our school community coming together to learn and grow before journeying into the world to live out our school vision of "making a world of difference".

Artwork by Robert Paul

FROM THE EXECUTIVE PRINCIPAL

I am pleased to present our school community's vision for our continued work together over the five years from 2021 to 2025. This plan represents the collaborative input of our school community from a rigorous and inclusive process that captured the ideas and aspirations of our staff, students, parents and the wider community.

Our standing as a school of international best practice was affirmed by our re-accreditation with the Council of International Schools in 2020. During the Team Evaluation Visit for our school's re-accreditation, representatives from the Queensland Department of Education's Education Improvement Branch highlighted what they saw as the key strengths of our school community:

- "Making a world of difference one student at a time"
- "A school of first choice that caters to all"
- "A local school with a global focus"
- "A place where individuals are valued and extended"

All members of our school community should be justifiably proud of how Pimlico High is "making a world of difference" for our students. We are committed to this vision so that, in turn, our students can transition confidently into their future lives and careers, each ready to make a world of difference in their unique way.

To be true to our vision and our purpose, we must be prepared to always push ourselves further, striving always to improve how we serve our students and our community and prepare our young Pimlico Scholars for their future lives. Our *2021-2025 Strategic Plan* outlines how we will continue this work over the next five years. It provides a blueprint for how our community will continue working together to enact their plan for the future of our school. Our plan provides direction and challenge, but it also provides voice and agency for our school community as we work together to continue improving our great school.

Joel Buchholz
Executive Principal

FROM THE SCHOOL COUNCIL CHAIR

Pimlico State High School has undertaken a comprehensive process to develop an ambitious Strategic Plan that will guide and challenge our school community in the years ahead.

As the custodians of the school's Guiding Statements and its Strategic Plan, the School Council takes most seriously its role in helping to develop this plan and to guide and monitor its enactment over the coming years.

On behalf of Pimlico State High School's School Council, I commend the *2021-2025 Strategic Plan* to our school community.

Prof Iain Gordon
School Council Chair

THE DEVELOPMENT OF OUR STRATEGIC PLAN

Pimlico State High School's *2021-2025 Strategic Plan* was developed through extensive input from the school community. Commencing in late 2019, the school undertook a year-long Self-Study as part of our re-accreditation with the Council of International Schools (CIS). Through this Self-Study, school staff worked in teams supported by student, parent and School Council representatives to conduct a comprehensive review of our school against the nine domains of the CIS International Accreditation Framework. Each team's findings and recommendations were incorporated into the school's CIS Self-Study Report, which was completed in Term 3 of 2020.

In Term 4 of 2020, the school hosted a joint Team Evaluation Visit conducted by a team of peer evaluators from both CIS and the Queensland Department of Education's Education Improvement Branch (EIB). Our peer evaluators reviewed our Self-Study and then spent a week meeting with members of our school community, observing classes and evaluating all aspects of our school's practices and operations. Our peer evaluators provided a comprehensive team evaluation report to guide our school's ongoing improvement efforts.

During 2020, like the rest of the world, the Pimlico community also grappled with the impact of the global COVID-19 pandemic. A brief period of online and remote learning prompted a range of changes to normal operations while the pandemic drove ongoing innovation across many dimensions of our practices. Recognising the need to take a proactive and systematic approach to learning from this challenging period, our school developed a *Beyond COVID-19* discussion paper to help distil and continue some of the innovative practices developed during this time.

Our School Council played a leading role in coordinating the development of our new Strategic Plan, ensuring its alignment to our Guiding Statements and its responsiveness to key recommendations from our CIS Self-Study, CIS Team Evaluation Report, EIB Executive Summary and *Beyond COVID-19* discussion paper.

Our *2021-2025 Strategic Plan* is structured around five strategic pillars: *Wellbeing, Pathways, Learning, Inclusion and Community*. Our work in each of these five pillars is supported by the strong foundations provided by two other key areas, *Corporate Services* and *Leadership and Governance*. Each of these areas is led by a member of the school's Senior Executive Team, ensuring a coordinated and accountable approach to the implementation of the strategies and actions outlined in our plan.

Just as our school community had voice and agency in the development of our Strategic Plan, so too will they continue to play an active and vital role in the enactment of the plan. Through their involvement in Design Teams, our school staff will help shape and drive the school's development and implementation of a range of strategies outlined in the plan. Our students will also have continued agency in the future direction of the school through formalised and enhanced opportunities for student voice.

For each year of our Strategic Plan, the school will develop an Annual Implementation Plan to provide more specific and targeted guidance for the enactment of our identified strategies. As the custodians of our Strategic Plan, our School Council will monitor our progress in enacting the strategies and actions outlined in the plan.

The plan was reviewed at the end of 2021 and minor adjustments were made to the allocation of priorities across the five strategic pillars for the remaining four years of the plan.

In late 2024, the school community will begin preparation for its next cycle of re-accreditation with the Council of International Schools. Another Self-Study process will be undertaken ahead of a Team Evaluation Visit in 2025, ensuring that extensive and rigorous internal and external feedback informs the development of the school's next Strategic Plan for 2026-2030.

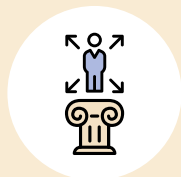# OVERVIEW OF STRATEGIC PILLARS AND PRIORITIES

STRATEGIC PILLAR 1
WELLBEING

1.1
RESILIENT LEARNERS

1.2
ENGAGED LEARNERS

1.3
RESPECTFUL LEARNERS

STRATEGIC PILLAR 2
PATHWAYS

2.1
POSITIVE PATHWAYS

2.2
SUCCESSFUL FUTURES

2.3
DIGITAL PEDAGOGY

STRATEGIC PILLAR 3
LEARNING

3.1
SUSTAINABLE WORKFORCE

3.2
EXPERT TEACHERS

3.3
COLLABORATIVE PROFESSIONALISM

STRATEGIC PILLAR 4
INCLUSION

4.1
INCLUSION FOR ALL

4.2
CURRICULUM FOR ALL

4.3
EMBRACING DIVERSITY

STRATEGIC PILLAR 5
COMMUNITY

5.1
GLOBAL CITIZENS

5.2
SIGNATURE PROGRAMS

5.3
PARTNERS AND PROFILE

CORPORATE SERVICES

6.1 BUILDING OUR FUTURE

6.2 FUNDING INNOVATION

6.3 RESPONSIVE SUPPORT

LEADERSHIP AND GOVERNANCE

7.1 INNOVATIVE LEADERSHIP

7.2 STRONG GOVERNANCE

7.3 CONTINUOUS IMPROVEMENT

OUR GUIDING STATEMENTS

PIMLICO
STATE HIGH SCHOOL
Making a world of difference

The development and the enactment of our *2021-2025 Strategic Plan* is guided by the school's vision, purpose and values.

Our Guiding Statements convey what we believe, how we make decisions, how we treat others, and what we are seeking to achieve for our students. Our vision sets out our aspiration to make a profound and positive difference for our students by empowering them to make a positive difference in our world.

To deliver on this vision, our purpose highlights the need to develop students as both life-long learners and global citizens, and to support them in developing the five attributes of a Pimlico Scholar.

In undertaking our purpose, our actions and decisions will be informed by the shared values that have been articulated and affirmed by our community. In our daily efforts and interactions with other members of our community, we will uphold our CARE philosophy and live out our motto.

OUR VISION

Making a world of difference

OUR PURPOSE

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

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 acknowledge and respect Australia's First Nations peoples including the traditional custodians of the land on which our school stands. 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, cultures and ideas together. We work as a team with a unity of purpose and a diversity of expertise. We embrace the voice and perspectives of all members of our community. 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.

OUR MOTTO

Qui Alios Diligit, Ipse Diligitur

Those who afford others respect will be afforded respect in return

OUR CARE PHILOSOPHY

Cooperation | Appreciation | Respect | Effort

THE ATTRIBUTES OF A PIMLICO SCHOLAR

Responsibility | Purpose | Resilience | Compassion | Innovation

OUR PEDAGOGICAL FRAMEWORK

Pimlico State High School is an institution of learning. Across each of our strategic pillars, we are committed to the use of evidence-based, high-impact approaches to teaching, learning and wellbeing that ensure the best possible outcomes for our students.

Our whole-of-school Pedagogical Framework was developed collaboratively by our school's teaching staff, drawing on evidence of international best practice. It outlines a holistic and integrated approach to students' wellbeing and learning.

Our collaborative approach to teaching and learning is built on a shared understanding of effective practice, enabling us to work together with clarity and purpose to continually enhance our collective capability.

Our Pedagogical Framework ensures a systematic approach that allows teachers to individualise their practice while ensuring alignment with signature whole-of-school methods.

At the centre of our Pedagogical Framework are our students.
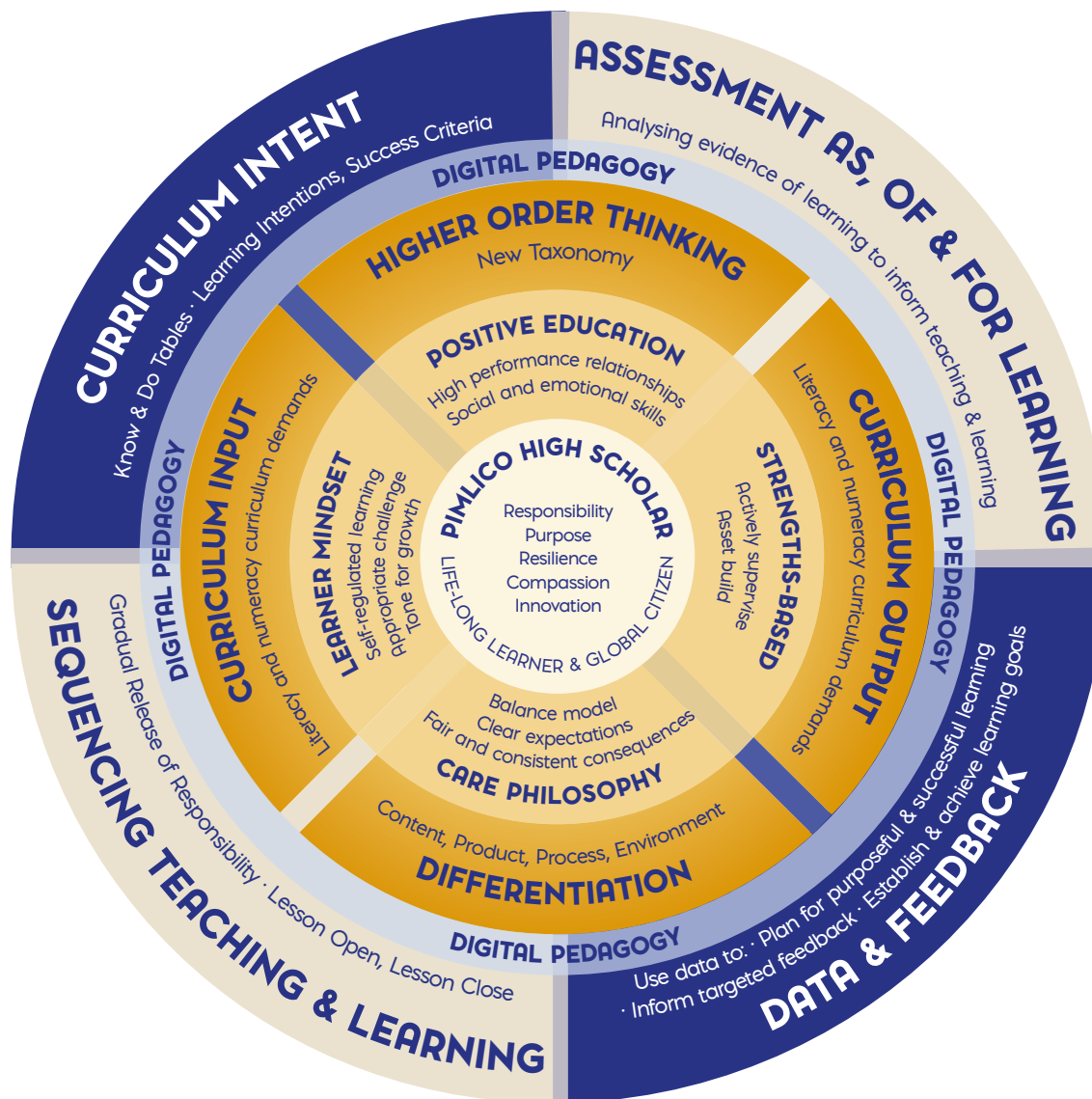
STRATEGIC PILLAR 1
WELLBEING

WE ARE COMMITTED TO SUPPORTING ALL LEARNERS TO BE RESILIENT, ENGAGED AND RESPECTFUL MEMBERS OF OUR COMMUNITY.
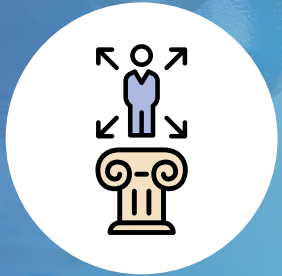
STRATEGIC PILLAR 1: WELLBEING

Our Wellbeing Strategic Pillar is led by our Principal, who oversees our **Wellbeing and Engagement portfolio.**

As a school community, we will work together to enact the following strategies to promote the wellbeing and engagement of all community members:

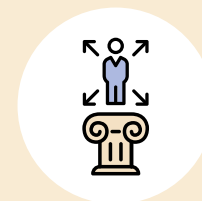| OUR PRIORITIES AND OBJECTIVES	OUR STRATEGIES	OUR MEASURES	OUR PARTNERSHIPS	OUR DESIGN TEAMS
Priority 1.1 – Resilient Learners *Pimlico Scholars have a sense of purpose about themselves and the world around them. They are highly reflective and persevere as they strive to achieve their best. They understand the connection between their wellbeing and their learning.* **CIS Domains E and F**	• Enhance opportunities through the CARE program, the wider curriculum and the Pedagogical Framework to embed a whole-of-school approach to student wellbeing • Enhance and expand initiatives to support student mental health through a range of extra-curricular programs and initiatives • Enhance the management of student support services to ensure a sustainable and coordinated approach to supporting student wellbeing • Enhance the capability of staff to understand and support their own wellbeing and that of their colleagues and to apply these skills to support student wellbeing	• Student feedback on levels of wellbeing and support • Staff feedback on levels of wellbeing and support	• Resilient Youth Australia • Headspace • Dr Jo Lukins • Be You • Kids Helpline • Mentally Healthy City Townsville • Selectability • Sundalah	• Student Wellbeing Design Team • Staff Wellbeing Design Team
Priority 1.2 – Engaged Learners *Pimlico Scholars have a voice and agency in all facets of their school life. They are committed to their learning and are actively involved in their school.* **CIS Domains E and H**	• Enhance strategies for regularly reviewing and supporting student attendance, using a case managed whole-of-school approach that targets specific groups as needed • Enhance the range of activities and opportunities for student voice and agency across the student body, building on the foundation of structures such as Student Councils, Mental Health Taskforce, Think Tank, Pimlico Pride and Certificate II Leadership • Enhance the profile, reach and impact of sporting programs, partnerships and opportunities	• Student attendance rates • Range of and participation in student-led initiatives and activities	• High Resolves • NQ Sport	
Priority 1.3 – Respectful Learners *Pimlico Scholars have a strong, ongoing connection to their school and community. They foster positive relationships based on compassion and CARE for all members of the community and hold themselves accountable for their actions.* **CIS Domain E**	• Enhance clarity of expectations for behaviour, with rules and consequences presented positively, explicitly taught, consistently applied and regularly reviewed to ensure efficient and responsive intervention and support at all levels. • Expand the use of restorative practices in conjunction with disciplinary measures to enhance an explicit school ethos based on positive behaviour and effective relationships. • Enhance the use of classroom profiling across all teachers to support their capability in establishing and maintaining positive learning environments	• School disciplinary absence rates • Behaviour incident rates and referrals • Utilisation of ESCM and Restorative Practices strategies • Classroom profiling rates	• DoE Regional Lead Coach • DoE Regional Mental Health Coach	• Positive Education Design Team

STRATEGIC PILLAR 2
PATHWAYS

WE ARE COMMITTED TO CREATING RESPONSIVE AND INNOVATIVE PATHWAYS FOR ALL STUDENTS THROUGH THEIR SCHOOLING AND BEYOND.

STRATEGIC PILLAR 2: PATHWAYS

Our Pathways Strategic Pillar is led by the Deputy Principal who oversees our **Curriculum Pathways portfolio**.

As a school community, we will work together to enact the following strategies to provide responsive and innovative learning pathways for all students:

OUR PRIORITIES AND OBJECTIVES	OUR STRATEGIES	OUR MEASURES	OUR PARTNERSHIPS	OUR DESIGN TEAMS
Priority 2.1 – Positive Pathways *Pimlico Scholars make informed and confident decisions about their educational pathways and engage purposefully with responsive and innovative curriculum offerings through our school and partner learning providers.* **CIS Domain C**	• Enhance the career education program, including SET planning and subject selection processes, to ensure all students make informed decisions about their educational pathways • Enhance curriculum offerings to ensure their responsiveness to student interest and emerging industry demands and employment opportunities • Enhance partnerships with university, VET and other providers to develop and deliver innovative and responsive learning pathways for all students • Enhance responsive and efficient curriculum allocations and delivery, including ongoing monitoring and review of the revised timetable structure	• Subject change rates • Range of university and VET partnerships • Cancellation rates	• QCAA • JCU • CQU • RTO providers • Transition Pathways • Apprenticeship centres • DESBT • Employment agencies • DoE Regional PATaL	• Positive Pathways Design Team
Priority 2.2 – Successful Futures *Pimlico Scholars pursue their aspirations by successfully transitioning to diverse and rewarding future pathways in their journey as lifelong learners.* **CIS Domains C and D**	• Enhance case management and interventions to support students' QCE and ATAR attainment • Enhance teachers' assessment expertise through increased engagement in QCAA endorsement, confirmation and external marking processes • Enhance guidance support to assist students in successfully applying to a diverse range of tertiary providers and accessing scholarship opportunities • Enhance the monitoring and support of students beyond Year 12 to ensure all students transition to meaningful post-school pathways	• QCE attainment • ATAR attainment • University destinations	• QCAA • QTAC • Universities • CIS	
Priority 2.3 – Digital Pedagogy *Pimlico Scholars and their teachers have the knowledge and skills to ethically and innovatively use digital technologies to learn, to communicate, to contribute and to create in a rapidly evolving digital economy and society.* **CIS Domains C, D, F and G**	• Enhance student access to ICTs through a sustainable and equitable approach to BYOD • Enhance the capacity of teachers to effectively and systematically incorporate digital pedagogies across the curriculum • Enhance students' digital citizenship to ensure their safe, effective, innovative and ethical use of technology to enhance their learning	• Incorporation of agreed principles of digital pedagogy into Pedagogical Framework • Uptake of BYOD program • Student survey data regarding use of ICT for learning • Classroom Walkthrough data	• DoE Impact Centre • DoE Regional PATaL	• Digital Pedagogy Design Team

STRATEGIC PILLAR 3
LEARNING

WE ARE COMMITTED TO COLLABORATIVE AND EVIDENCE-INFORMED TEACHING PRACTICES THAT ENABLE HIGH-QUALITY LEARNING.

STRATEGIC PILLAR 3: LEARNING

Our Learning Strategic Pillar is led by the Deputy Principal who oversees our **Teaching and Learning portfolio**.

As a school community, we will work together to enact the following strategies to embed highly effective teaching and learning practices across our school:

OUR PRIORITIES AND OBJECTIVES	OUR STRATEGIES	OUR MEASURES	OUR PARTNERSHIPS	OUR DESIGN TEAMS
Priority 3.1 – Sustainable Workforce *Pimlico Scholars benefit from capable and committed teachers who are engaged in quality induction and career progression programs and feel supported and valued as part of the Pimlico State High School community.* **CIS Domain F**	• Enhance recruitment processes to identify, attract and retain high performing teachers, including graduates and interstate candidates, through proactive engagement with the Department of Education, university partners and via social media • Enhance induction and support processes through the refinement and expansion of induction programs to support new and beginning teachers • Enhance teacher voice through a variety of platforms including teacher surveys, collaborative planning opportunities and design team membership • Enhance career progression pathways by developing a career program that supports teachers through all stages of career progression including Permission to Teach arrangements, early career teachers, and Highly Accomplished and Lead Teachers	• Rates of teacher vacancy and retention • Level of teacher engagement in HALT certification • Participant feedback on New and Beginning Teachers program	• NQ Teacher Learning Centre • DoE Regional HR staff • DoE Regional PATaL • University partners	
Priority 3.2 – Expert Teachers *Pimlico Scholars are taught by expert teachers who analyse data and utilise a wide repertoire of effective and evidence-based strategies to differentiate their teaching practice and ensure the academic success of all students.* **CIS Domains D and F**	• Enhance the implementation of the school's Pedagogical Framework to ensure the consistent and effective use of agreed high-impact teaching strategies • Enhance the alignment of rigorous performance development processes to targeted capability development opportunities and ongoing review mechanisms in relation to the Pedagogical Framework • Enhance the capability of teachers in relation to the cyclical use of data to inform and differentiate their teaching practices	• Student Level of Achievement data • Classroom Walkthrough data	• NQ Teacher Learning Centre • DoE Regional PATaL • University partners	• Data Analysis Design Team
Priority 3.3 – Collaborative Professionalism *Pimlico Scholars benefit from a strong culture of collaborative professionalism in which all staff strive for continuous improvement through collaborative planning, observation, feedback, mentoring and coaching.* **CIS Domains C and F**	• Enhance observation and feedback processes to inform the identification and provision of differentiated and targeted feedback and capability development for all teachers • Enhance mentoring and coaching processes to guide and support the professional growth of all teachers • Enhance collaborative planning processes to ensure that all teachers can meaningfully contribute to and benefit from team-based inquiry processes that enhance teaching and learning	• Level of teacher engagement in Peer Observation and Feedback and/or Invitational Coaching • Staff survey data regarding coaching and mentoring and APDP processes • Alignment of APDP processes to School PD Plan and AITSL standards	• Growth Coaching International • DoE Regional PATaL • University partners	• Feedback Design Team

STRATEGIC PILLAR 4
INCLUSION

WE ARE COMMITTED TO FOSTERING A COMMUNITY IN WHICH ALL STUDENTS ARE WELCOMED AND EMPOWERED TO ACHIEVE THEIR PERSONAL BEST.

STRATEGIC PILLAR 4: INCLUSION

Our Inclusion Strategic Pillar is led by the Deputy Principal who oversees our **Inclusive Education portfolio**.

As a school community, we will work together to enact the following strategies to ensure all members of our community are welcomed and empowered:

OUR PRIORITIES AND OBJECTIVES	OUR STRATEGIES	OUR MEASURES	OUR PARTNERSHIPS	OUR DESIGN TEAMS
Priority 4.1 – Inclusion for All *Pimlico Scholars are empowered to participate fully and achieve success by an expert and caring staff who are committed to meeting the diverse learning and wellbeing needs of all students.* **CIS Domains C, D, E and F**	• Enhance a culture of inclusion in which all staff are committed to, facilitate and promote the full engagement of all learners • Enhance the use of Universal Design of Learning strategies to ensure that staff proactively incorporate effective inclusive practices in all classes • Enhance teachers' capability to effectively differentiate teaching practices to support the diverse needs of all learners • Enhance identification and case management processes to improve differentiated intervention for students with diverse learning needs	• UDL alignment of curriculum planning documents • Evidence of differentiation practices from planning, observation processes and student feedback • Case management of SWD, NCCD and G&T students	• DoE Regional Inclusion Coach • DoE Regional Principal Advisors (e.g. ASD, HI) • Local disability support networks • Autism Queensland • QUT Centre for Inclusive Education	• Differentiation Design Team
Priority 4.2 – Curriculum for All *Pimlico Scholars are empowered learners with high levels of literacy and numeracy who successfully access a rigorous and inclusive curriculum.* **CIS Domain E**	• Enhance the use of Universal Design for Learning and the vertical alignment of curriculum through a consistent, whole-of-school approach to curriculum planning, assessment and moderation. • Enhance the targeted support and intervention used to improve the literacy and numeracy skills of identified students, including students for whom English is an additional language or dialect • Enhance students' capacity to demonstrate their curriculum knowledge and skills through the development and implementation of a whole-of-school approach to writing.	• Student progress data from intervention programs, including EAL/D • Embedding of literacy and writing strategies in curriculum planning • Student writing proficiency levels	• DoE Reading and Writing Centre • DoE Regional Speech Language Pathologists • DOE Regional PATaL • Macquarie University • AAMT and QAMT • Partner primary schools	• Writing Practices Design Team
Priority 4.3 – Embracing Diversity *Pimlico Scholars are part of an authentically inclusive school culture and are valued by our community for their unique identity, language, culture and perspectives.* **CIS Domains E and H**	• Enhance the capability and confidence of teachers in meaningfully and authentically embedding Indigenous perspectives across the curriculum • Enhance systems and processes for engaging with and celebrating cultural diversity within the school, including students' and families' home languages • Enhance initiatives and partnerships for promoting the identity, engagement and belonging of targeted groups such as Aboriginal, Torres Strait Islander, new arrival and LGBTIQ+ students	• Staff survey measure of confidence regarding Indigenous perspectives • Student Survey measure of increased cultural awareness and understanding • Impact of cultural activities and groups on curriculum authenticity and student engagement	• QATSIF • Local Indigenous networks and agencies • Local multicultural associations and migrant and refugee support groups • Open Minds	• Community Diversity Design Team

STRATEGIC PILLAR 5
COMMUNITY

WE ARE COMMITTED TO HAVING A POSITIVE AND PROFOUND IMPACT IN OUR WORLD - LOCALLY AND GLOBALLY.

STRATEGIC PILLAR 5: COMMUNITY

Our Community Strategic Pillar is led by the Deputy Principal who oversees **Community Partnerships portfolio.**

As a school community, we will work together to enact the following strategies to ensure our school contributes positively to the world – locally and globally:

OUR PRIORITIES AND OBJECTIVES	OUR STRATEGIES	OUR MEASURES	OUR PARTNERSHIPS	OUR DESIGN TEAMS
Priority 5.1 – Global Citizens *Pimlico Scholars all have a range of opportunities to develop their global competence skills and to become successful, active and engaged global citizens who contribute positively to society.* **CIS Domains A, C, H and I**	• Enhance global citizenship programs and initiatives across the curriculum to expand their reach to all students • Enhance whole-of-school understanding and promotion of global citizenship and related global competence skills • Enhance the school's global outreach by strengthening, expanding and leading strategic international partnerships • Enhance the school's International Student Program to ensure its sustainable growth and alignment with global citizenship initiatives • Enhance and promote language programs to increase student engagement with second language studies	• Embedding of Global Competence Skills across the curriculum • New and existing partnerships, programs and initiatives • EQI enrolments • Second language enrolment trend	• CIS • Young Person's Plan for the Planet • Global school partners • MUN partners • Asia Education Foundation • High Resolves • EQI	• Global Citizenship Design Team
Priority 5.2 – Signature Programs *Pimlico Scholars are provided with diverse opportunities for innovative, challenging, engaging and responsive enrichment and extension in world-class innovative signature programs.* **CIS Domains C and H**	• Enhance the profile, reach and impact of the school's Music Excellence Program in providing targeted enrichment and extension opportunities for students • Enhance the profile, reach and impact of the school's STEM programs in providing targeted enrichment and extension opportunities for students • Enhance the profile, reach and impact of the school's public speaking programs in developing the communication skills of students	• Instrumental, choral, classroom music participation • Out-of-catchment enrolment trends • Range of and participation in STEM initiatives • Embedding of public speaking skills across the curriculum	• CQU, JCU and UQ • Partner primary schools • Barrier Reef Orchestra • Community music and theatre groups • AIMS and CSIRO • Science Centre Singapore • SpeakEze	• Enrichment and Outreach Design Team
Priority 5.3 – Partnerships and Profile *Pimlico Scholars are part of a highly-regarded school community that has meaningful and valued connections with the local community and alumni.* **CIS Domains B and H**	• Enhance partnerships with local primary schools and prospective students through innovative and formalised curriculum-aligned enrichment opportunities • Enhance systems and processes to develop an actively engaged alumni network that contributes to the development and promotion of the school • Enhance systems to support the P&C Association's advocacy for and contribution to the school • Enhance the role of the Library as a hub for community engagement • Enhance community confidence through the strategic marketing and promotion of school programs, initiatives and achievements	• Primary school engagement in enrichment activities • Year 7 enrolment trends • Reach and impact of alumni network • Community utilisation of Library	• Partner primary schools • P&C Association • Alumni network • Local media outlets	• Enrichment and Outreach Design Team

CORPORATE SERVICES

WE ARE COMMITTED TO PROVIDING FACILITIES, RESOURCES AND SUPPORT SERVICES THAT ENABLE HIGH-QUALITY TEACHING AND LEARNING.

CORPORATE SERVICES

The work across our five Strategic Pillars is supported by our **Corporate Services portfolio**, which is led by our Business Manager.

As a school community, we will work together to enact the following strategies to ensure our school has excellent facilities, resources and support:

OUR PRIORITIES AND OBJECTIVES	OUR STRATEGIES	OUR MEASURES	OUR PARTNERSHIPS	OUR DESIGN TEAMS
Priority 6.1 – Building our Future *Pimlico Scholars learn in safe, inviting, stimulating, well-resourced and environmentally sustainable school facilities.* **CIS Domain G**	• Enhance teaching and learning facilities through the implementation of identified major infrastructure development projects • Enhance school facilities and grounds through a systematic maintenance and renewal program • Enhance the school's environmental sustainability through initiatives co-developed with students to expand use of renewable energy and reduce energy and paper use • Enhance emergency management processes to ensure readiness for a wide range of potential disaster scenarios	• Quantum of funding for capital works projects • Completion of major capital works projects • Parent, staff and student satisfaction levels regarding facilities	• School Business Managers Association of Queensland • Business Managers Directions Group • DoE Infrastructure Services • QBuild • P&C Association	• Infrastructure Development Design Team
Priority 6.2 – Funding Innovation *Pimlico Scholars benefit from their school's strong financial position and its innovative, responsive and flexible resourcing.* **CIS Domain B**	• Enhance financial systems to facilitate long-term modelling and sustainability around school-created roles and school-funded programs and initiatives • Enhance processes and staff expertise for proactively identifying and securing external grants and alternative funding sources to support innovative programs and initiatives	• School bank balance, expenditure and modelling • Quantum of external grants sourced	• School Business Managers Association of Queensland • Business Managers Directions Group • DoE Finance Services • P&C Association	
Priority 6.3 – Responsive Support *Pimlico Scholars and their teachers are supported by well-resourced and professional staff who provide responsive and high-quality services.* **CIS Domain F**	• Enhance performance development processes for non-teaching staff to improve the provision of targeted capability development • Enhance the alignment of support staff allocations with the school's strategic priorities through regular and systematic review • Enhance community confidence and profile through the embedding of a clearly articulated customer service focus for frontline support staff	• Parent, staff and student satisfaction levels regarding customer service	• School Business Managers Association of Queensland • Business Managers Directions Group	

LEADERSHIP AND GOVERNANCE

WE ARE COMMITTED TO PROVIDING VISIONARY LEADERSHIP THAT ENGAGES OUR COMMUNITY IN COLLABORATIVELY CREATING A WORLD-CLASS EDUCATION FOR OUR STUDENTS.

LEADERSHIP AND GOVERNANCE

The work across our five Strategic Pillars is driven by a strong leadership and governance structure overseen by our Executive Principal.

As a school community, we will work together to enact the following strategies to provide visionary leadership for a world-class education:

OUR PRIORITIES AND OBJECTIVES	OUR STRATEGIES	OUR MEASURES	OUR PARTNERSHIPS	OUR DESIGN TEAMS
Priority 7.1 – Innovative Leadership *Pimlico Scholars benefit from committed, collaborative and expert leadership that drives a school culture of continuous improvement.* **CIS Domain B**	• Enhance the impact of the Leadership Team and Senior Executive Team through ongoing and collaborative leadership capability development • Enhance the alignment of leadership and portfolio structures with the school's strategic priorities through regular and systematic review • Enhance the provision of targeted and structured support for the development of aspiring leaders	• Senior Executive Team annual self-evaluation • Participation levels in aspiring leader programs	• IPS Allliance • QELi • QSPA	• Senior Executive Team • Leadership Team
Priority 7.2 – Strong Governance *Pimlico Scholars benefit from a clear and ambitious strategic vision for their education that is guided by diverse and expert external oversight.* **CIS Domains A and B**	• Enhance the profile of the School Council and its role in the wider school community as the custodian of our Guiding Statements and Strategic Plan • Enhance induction processes to ensure the meaningful contribution of new Council members • Enhance the capability of the School Council through formalised self-evaluation processes • Enhance and formalise processes for the collaborative review of the school's Guiding Statements • Enhance diversity of input to School Council through the strategic use of additional representatives with targeted expertise	• School Council annual self-evaluation	• IPS Alliance • QELI • QSPA	• School Council
Priority 7.3 – Continuous Improvement *Pimlico Scholars benefit from a world-class education that is continually improved through rigorous, holistic and collaborative feedback, review and accreditation processes.* **CIS Domains A, B and F**	• Enhance school-wide improvement processes and quality assurance by maintaining accreditation with the Council of International Schools and integrating the accreditation process into the school's strategic planning • Enhance collaborative staff input into the enactment of the school's strategic priorities through the targeted use of cross-curricular design teams	• Accreditation by the Council of International Schools	• CIS • DoE EIB	• CIS Steering Committee

COUNCIL OF INTERNATIONAL SCHOOLS

Our school is proud to be an accredited member of the Council of International Schools.

The CIS International Accreditation Framework is structured around nine domains:

- **Domain A**: Purpose and Direction

- **Domain B**: Governance, Leadership and Ownership

- **Domain C**: The Curriculum

- **Domain D**: Teaching and Assessing for Learning

- **Domain E**: Students' Learning and Wellbeing

- **Domain F**: Staffing

- **Domain G**: Premises and Physical Accommodation

- **Domain H**: Community and Home Partnerships

- **Domain I**: Boarding, Homestay and Residential

To support the ongoing alignment of our school's strategic planning with the CIS International Accreditation Framework and our own Guiding Statements, the nine CIS domains and the Attributes of a Pimlico Scholar have been mapped against our strategic priorities in the table below.

CIS WE ARE AN ACCREDITED SCHOOL

STRATEGIC ALIGNMENT OF PRIORITIES

The school's strategic priorities are directly aligned to the Attributes of a Pimlico High Scholar and to the domains of the Council of International School's international accreditation framework.

OUR PRIORITIES	CIS ACCREDITATION DOMAINS									ATTRIBUTES OF A PIMLICO SCHOLAR				
	A	B	C	D	E	F	G	H	I	Responsibility	Purpose	Resilience	Compassion	Innovation
1.1 Resilient Learners					●	●					●	●		
1.2 Engaged Learners					●			●		●	●			●
1.3 Respectful Learners					●					●			●	
2.1 Positive Pathways			●		●	●					●	●		●
2.2 Successful Futures			●	●							●			
2.3 Digital Pedagogy			●	●		●	●			●	●	●	●	●
3.1 Sustainable Workforce						●					●			●
3.2 Expert Teachers				●		●					●			●
3.3 Collaborative Professionalism			●			●					●			●
4.1 Inclusion for All				●	●	●				●	●			●
4.2 Curriculum for All			●		●						●	●		
4.3 Embracing Diversity					●			●					●	
5.1 Global Citizens	●		●				●		●	●	●		●	●
5.2 Signature Programs			●				●				●			●
5.3 Partnerships and Profile		●					●				●	●	●	
6.1 Building our Future							●			●	●			●
6.2 Funding Innovation		●								●	●			●
6.3 Responsive Support						●						●	●	
7.1 Innovative Leadership		●								●	●			●
7.2 Strong Governance	●	●								●	●			●
7.3 Continuous Improvement	●	●				●				●	●			●

PIMLICO
STATE HIGH SCHOOL
Making a world of difference

ENDORSEMENT

This Strategic Plan has been developed in consultation with the school community and reflects the aspirations of our community while also addressing systemic priorities identified by the Department of Education.

Joel Buchholz
Executive Principal

Iain Gordon
School Council Chair

Grant Dale
Assistant Regional Director

Revised version – January 2022