





Quinny Hi-Five



OUR STUDENT CODE OF CONDUCT



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Our Ethos

- Quintilian is a community school where there is a direct partnership between the parents and teachers in the education of the children.
- At Quintilian we believe that children are individuals who require an approach that is child-centred and caters for a range of learning styles.
- A warm, caring environment is created where each child is known and valued.
- The relationship between the teacher and the student is seen as vital if learning is to be maximised.
- The inherent desire to learn is fostered in the school so that all children feel they can be successful, and learning can be fun and exciting.
- A holistic view of education underpins the school’s approach and we encourage each child’s development in the areas of academics, creativity, social skills, community responsibility, health and fitness.
- Real life experiences enhance the learning process and children benefit from being in the real world as much as possible.
- The development of self-discipline is valued over imposed discipline. The school has a philosophical expectation that children will behave appropriately, but will respond if this is not the case.
- Quintilian recognises and celebrates each child’s successes and avoids directly comparing one child with another.

Our Vision

Quintilian School welcomes all students and strives to accept, nurture and inspire all individuals. We value everyone and their achievements, and our pupils are noted for their compassion and empathy towards others.



We are excited to share this School Board Annual Report to parents, staff and external stakeholders of Quintilian. It showcases a year of significant progress and advancements.

In 2023, following many rounds of interviews, the Board was delighted to appoint Principal Elliott Hateley as the previous Principal stepped down after Term 1. We are appreciative of Deputy Principal Rebecca Potts, who assisted the board to provide leadership to the school during the handover period.

Over the year, the School Board was busy with the sub-committees hard at work to ensure all aspects of the school are overseen:

Governance: As part of continuous improvement, the Governance Committee and I started working on setting up "Key Performance Indicators" for the Principal to enhance transparency and accountability to the Board and the community. Significant updates to policies, guidelines and risk assessments were completed in 2020, therefore no major updates were made during 2023.

Strategic Planning and Improvements: Principal Elliott has worked closely with the Strategic Planning Committee to enhance the Quintilian School Development Plan with new initiatives, including the establishment of the Quintilian Student Board, installing student 'voice boxes' and hosting regular monthly AISWA education psychology clinics on school grounds. In the area of staff wellbeing, the School is also looking at acquiring new laptops for the teachers to replace the old desktop computers, to increase mobility while working. Go-Pro cameras are sought to enhancing the teaching experience. As part of community wellbeing, we are working towards embarking on philanthropic and entrepreneurship projects with our school community. The School is planning to develop the alumni network to maintain connections with our past students and families. Quintilian will be registering with Sustainable Schools WA and will be working on various initiatives to reduce waste and recycle what we can to be environmentally friendly.

Finance: As per our auditor's confirmation, Quintilian School's financial report, as at 31 Dec 2023, has been prepared in accordance with the Australian Accounting Standards. In this financial year, we have achieved a healthy surplus for the financial period and closed the year with a strong cash position. Our focus is to ensure that the School continues to be financially sound, debt free and using our funds purposefully to drive enhancements for Quintilian.



In 2023, Quintilian strengthened partnerships with the greater community, including hosting our inaugural speedcubing competition, **Quintilian Cube-Off 2023**, in conjunction with Speed Cubing Australia. This event saw many Quintilian children give speedcubing a go and re-ignited a fire in many existing speedcubers!

Quintilian also collaborated with Revo Floorball to host games and training in our undercover area. Subiaco Basketball club had training sessions booked in 2023. This has been a wonderful way for the community to get to know our school a bit more as they enjoy our premises.

Our School calendar kicked off in 2023 with our Welcome Back Party, which saw many families arrive excited and eager to meet other families, new and old. This was followed by our annual

Rottneest Family Camp in May, featuring the highly-anticipated Quokka Hunt and the coveted Golden Quokka Trophy. The theme for 2023 was Heroes and Villains which definitely sparked the creativity of the School teachers and Board!

Some other highlights of our school calendar last year included the Lap-a-Thon and Sockable fundraiser and the delivery of our new shiny football goal posts! The smiles on our students' faces made it all worthwhile. This could not have been possible without the generosity of

the parents and friends of Quintilian for your donations towards our School. Special thanks for Sarah Williams, who championed the Lap-a-Thon and made it happen for the children.

Term 3 also saw our School Production, "Out of the Hat!" come alive on our very own theatre stage, set up in the undercover area, with our recently installed shutters providing much needed shelter from the evening winds. Families of Quintilian turned up in full force to support all of the performing children from Pre-Kindy to Year 6, including many past families. We also welcomed a special guest in the audience, past Quintilian Principal David Cameron. David is the author of many school productions, including "Out of the Hat!". It was an honour to have him in our midst.

On a personal note, I was very honoured to have been part of the parent helper team on the Year 6 camp to Kununurra 2023. Camps have always been a special to all Quintilian children and I dare say that the Year 6 Kununurra camp is the highlight of them all. It is a dedicated time for the children to truly bond with their friends, being away from the city and all of its distractions. The children were given a unique opportunity to connect with the indigenous community, learning more about their culture and way of life, as the traditional custodians of this land that we are so privileged to live on. The Year 6s learnt to set up their own tents and make their own food and engaged in activities including hiking, canoeing, and swimming. The camp was no doubt challenging for all of the children, being a world apart from their usual lives in Quintilian; however, all children went in with a goal-focused mindset and smashed these goals with their unwavering spirits.



It would be amiss for me not to mention what I witnessed daily while in Kununurra – the sheer dedication and care provided to our children from our Year 6 teachers, Chris Johnston and Rebecca Potts. Our teachers go above and beyond to ensure the wellbeing of our students, and this was evident over the 7 day Kununurra camp. Quintilian teachers love children – and it shows.

Our school year ended off with a Christmas special. Family and friends of Quintilian attended a Christmas Carols session, to enjoy the voices of our children from Pre-Kindy to Year 6, followed by a family picnic to end off the year.

In 2024, with a view of strengthening the Quintilian community, a P&F committee will be set up to continue fostering the Quintilian spirit within the School. We are thankful to parents who are volunteering to plan and execute the wonderful events that will bring everyone together. The first planned event is an outdoor movie night!



I would like to thank my fellow Board Members: Kylie McVeigh, Sarah Cox, Per Sauer, and Lizelle Masson, as well as our Staff Representative, Sarah Williams, Finance Officer, Sam Beare, Deputy Principal, Rebecca Potts, and Principal Elliott Hateley, for all their effort, time, energy and commitment throughout 2023. Also the many volunteers who help in so many ways to making Quintilian School special to the students.

As my youngest child graduates from Quintilian in December after 9 years at the School, I will be stepping down from the Quintilian School Board at the end of this AGM. It has truly been an honour and a privilege being able to serve the School. I wish the School every success and sincerely hope that the School community will continue to throw their unwavering support behind the amazing team of Principal Elliott Hateley, Deputy Principal Rebecca Potts, and the teaching community. All the best

Ezekiel Sim
Chair of Board

QUINTILIAN SCHOOL – 2023 Statistical Details

Attendance Rate for Students at Quintilian School is 92.00% (compared to the 2022 national average attendance of 88.6%).

Staffing and Student Numbers in 2023 (FTE = Full Time Equivalent)

Staff	No	FTE
Teaching	21	18.4
Non-Teaching	12	5.2
Total	33	23.6

Students - Census August 2023	No	FTE
ELC	39	23.4
Pre-Primary	26	26
Primary	150	150
Total	215	192

Notes:

- Not all staff members are full-time so the FTE will be lower than actual members of staff.
- Non-teaching staff includes Educational Assistants and Administrative Staff.
- The FTE student numbers in the ELC are lower than actual numbers as not all students in Pre-Kindy and Kindy attend 5 days a week (non-compulsory years).

NAPLAN RESULTS for Years 3 and 5 (2023) – Comparison to the National Average for Schools

Year Level	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	Quintilian	National	Quintilian	National	Quintilian	National	Quintilian	National	Quintilian	National
3	445	405	420	416	417	404	437	411	444	407
5	548	496	539	483	533	489	558	497	553	488



This is my first annual report to the Quintilian School Community and it is a privilege to be Principal of our inspiring school. At Quintilian, we offer an exceptional inquiry-based education which starts in Early Childhood with the Reggio Emilia philosophy. Our curriculum is aligned to the Western Australian curriculum and designed to meet the needs of all children. The Quintilian ethos is built on the fundamental value of mutual respect. This historical pedagogy derives from the famous Roman educator Marcus Fabius Quintilianus and remains a prominent aspect of our school. Our teaching and non-teaching staff are all committed to this approach and use inquiry learning to deliver the curriculum.

Our teachers **'Accept, Nurture and Inspire'** our students with stimulating and exciting lessons so that our students enjoy school. Many students settle in very quickly at Quintilian and establish important relationships with their educators and peers. Our students gain highly impressive results in NAPLAN and other external tests. These results in 2023 were consistently above State and National averages and many of our students are in the highest percentile ranges. We work closely with Australian

Independent Schools Western Australia (AISWA) to ensure all students' needs are met from a broad range of abilities. Our staff apply research-based practice and participate in regular continuous professional development.

We pride ourselves on providing a Child Safe School and we continue to review and update child safety policy documents and implement new changes. We monitor student, parent and staff relationships, the curriculum, our playground equipment and excursions to ensure we provide a Child Safe School. We receive regular annual training from AISWA to ensure child safety and mandatory reporting requirements are fully met. The professional learning and development of staff last year covered a wide range of areas including: First Aid, Inclusive Education, Giftedness, Key Questioning, Inquiry Learning, Reggio Emilia practice, Progressive Achievement Assessments and MacqLit.

We have established collegiate networks with several independent schools as well as AISWA (Early Years, Inclusive Education, Curriculum, Culture, Leadership, Industrial Relations) that provide ongoing professional learning and research-based opportunities for our staff. Our Early Childhood Team benefits from the Reggio Emilia schools network. The team collaborated, designed and created Quintilian's very own Atelier space ('Artist's Workshop') in the Early Learning Centre to support the children's creative, exploratory and emotional development.

Teachers at Quintilian use a range of assessment tools to track, monitor and prioritise student learning. Literacy Pro, Brightpath, Essential Assessment, Progressive Achievement Tests online (PAT) are used throughout the school. We have recently invested in the highly regarded MacqLit program: an explicit and systematic reading intervention program for small groups of students.

The school's Maths Coordinator continues to drive standards and implement globally recognised interventions like Bond Blocks which is a practical approach towards supporting students with their understanding of number. Our Essential Assessment system is used to track student progress and achievement. Our students enjoy the excitement of attending inter-school Maths challenges at Guildford Grammar School. Termly Maths days at Quintilian have also become very popular. In 2023, some students participated in the International Maths Olympiad Challenge with thousands of students globally. One of our students was awarded the illustrious title of Elitis.

The school's Literacy Coordinator continues to drive high standards in Literacy through the globally recognised Talk for Writing program. An engaging teaching framework developed by Pie Corbett, supported by author Julia Strong, based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. Our Literacy Coordinator works closely with all staff including the Inclusive Education Coordinator to implement other programs like MacqLit and Nessy to support students with their spelling, phonics, fluency, vocabulary and comprehension.



Our education in sport focuses on overall physical health. This includes practicing fair play, exploring new ways to be physically active, striving to reach one's full potential, as well as engaging in positive interactions with others. Some of the expected outcomes include building resilience, managing risk and building cooperative, respectful relationships.

Students work to improve their physical literacy by studying from a range of sports such as: pickleball, ultimate frisbee, badminton, tennis, basketball, volleyball, floorball, netball, European handball, baseball, soccer and dodgeball. The students also take part in interschool lightning carnivals for basketball, soccer and netball, touch football.

In August our students participated in the basketball slam series which is a friendly one-day tournament. The whole school also enjoyed a day of athletics and games in November. Some other sporting highlights include the inaugural lap-a-thon, specialist clinics (rugby, volleyball, frisbee, squash, touch football, AFL) and bicycle safety.



School events are one of our quintessential highlights. The Welcome Back party, Open Classroom evening, Rottnest family weekend and the biennial whole school concert, were all incredible events with hundreds of people in attendance. Our biennial school concert 'Out of the Hat' was a remarkable experience for our students, staff and community, I would like to thank everyone who helped make the concert a memorable event and for Mel's inspiring direction.

Other notable events include weekly class assemblies, **One Big Voice** at the RAC Arena, the choir's aged care performance, **Mid-Week Munchies**, **Freezing Fridays**, **Disco nights**, **The Sheddies' Art Gallery evening**, **interschool carnivals** and **whole school incursions**.

The supportive community presence at our school epitomizes the value we place on the partnerships between staff, students and parents. I offer my sincere thanks to all the staff and the marketing team for making these quintessential moments happen. We are committed to all our students including our alumni network. We regularly welcome back past students for work experience and events.

Our ever-impressive camps program for Year 1 to 6 students has been in place at the school for decades and remains a unique and integral learning experience for our children. Our alumni often comment on these experiences being a massive highlight of their primary school education. The Year 6 Kimberley camp is an example of our school's unique commitment towards inspiring life-long learning experiences for our students.

Our extra-curricular clubs and activities program continues to offer new and exciting activities for our students. This program includes activities such as soccer, tennis, hockey, basketball, floorball, netball, STEM, choir, drama, reading and sustainability to name a few. Our music tuition program continues to offer a diverse range of tuition from violin, guitar, piano, cello, drums to rock bands.

Our School Board has supported new initiatives to maintain our excellent school facilities. They approved new visionary partnerships with Revo Sport and Subiaco Basketball club to host evening and weekend league games and training. This has added a new dimension to our school, and we are enthused to see where this takes us next. The undercover sports area now benefits from new flooring, lighting and air conditioning.

Sustainability and caring for the land continued to be key drivers and with the installation of the new solar panels to reduce the school's carbon footprint, we will see further developments in this area in 2024 through reconciliation planning and biodiversity projects.

The overall feedback that the Board and I receive and our stable enrolments confirm that the school community is satisfied with the educational program at Quintilian School. Many new enrolments to our school are recommended by either current or past parents and this is down to the quintessential learning experiences that our students receive.

The school continues to seek feedback from parents, teachers and students through surveys, parent meetings, the School Board and our new Student Board. Our students initiated fund-raising for our new soccer goals. The whole school community came together for a memorable lap-a-thon which was organised and led by our ever-present and dedicated Sports Teacher. Our students shared their passions for entrepreneurship and philanthropy which have been incorporated into our planning for 2024.

In 2023, our enrolment numbers increased throughout the year and were over budget. Thanks to Rachel, our Registrar, we continued to see a regular weekly stream of prospective enrolment enquiries in a very competitive environment for schools. The knowledge and expertise of our finance sub-committee and the finance team ensure that the school remains in a healthy financial position.

At the end of 2023, we said farewell to Kerrin Thomas and Charles Herring, who both retired from the Finance Team, we also, farewelled Genevieve Lawson in Marketing. They all have made a significant impact on the life of Quintilian School and our staff, parents, current and past students are very appreciative of their efforts. Emmy Maaskant and Nina Di Cino also went on maternity leave, and we look forward to welcoming them back in 2024.

I would like to thank all members of the Board for their unwavering dedication and commitment towards the governance of Quintilian School. We have a highly professional team with a wide range of skillset who take pride in their roles and always act in the best interests of our school.

I extend special thanks to our superb Board Chair, Ezekiel Sim, for his constant support, innovative thinking and infectious determination. Ezekiel leaves the Board after several years; he has been an asset to our school. I am grateful for his optimism and our partnership.

I also thank Kylie McVeigh for her invaluable contributions to the Board for many years. Kylie's marketing background and business acumen have added immense value to discussions and many aspects of the school's strategic planning including the evolution of the marketing and events role in school.

Our School Board plays an integral role in the success of our school. We would like to express our sincere gratitude to each member.

Kind regards,

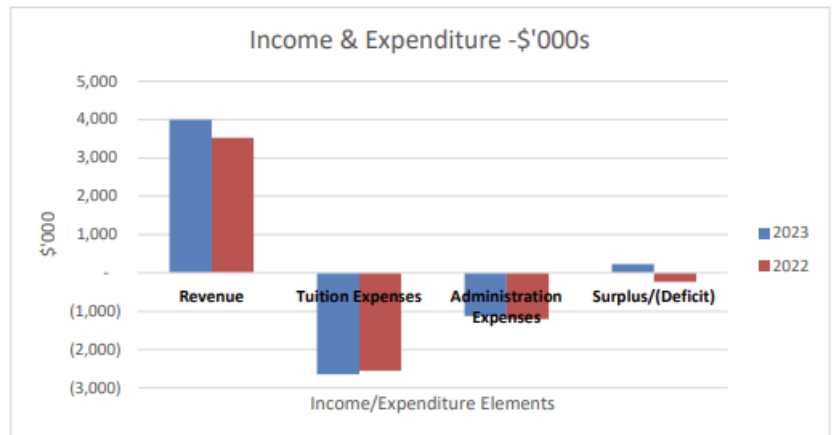
Elliott Hateley
Principal



The accounts for the year-end 31 December 2023 have been audited by Stielow & Associates. A summary of key data contained in the financial statement is in tabular and graphical form showing comparisons with the prior year's result as below.

Income & Expenditure Report

	2023 \$'000	2022 \$'000
Revenue	3,997	3,521
Tuition Expenses	(2,644)	(2,548)
Administration Expenses	(1,123)	(1,207)
Borrowing Costs	-	-
Surplus/(Deficit)	230	(233)



Balance Sheet

	2023 \$'000	2022 \$'000
Current Assets	1,044	683
Non-Current Assets	6,361	6,545
Total Assets	7,405	7,228
Current Liabilities	(219)	(279)
Non-Current Liabilities	(457)	(451)
Total Liabilities	(677)	(730)
Net Assets	6,728	6,498

A surplus of \$230,000 in the current financial year is a significant improvement from the past 2 years. The surplus is mainly as a result of the increase of fees, containment of administration & maintenance costs, as well as the Federal government funding being slightly above budget. This was due to additional students in August census & work done in conjunction with the NCCD to secure additional funding for students with an Imputed disability.

Operating Expenditure at \$3.8 million was 3% below budget, and Revenue of \$4 million 3% above budget. Capital expenditure, at just over \$100,000 was 6% below budget. We go into the new year with a strong cash balance.

Please confirm:

- Adoption of the accounts as presented.
- The reappointment of Stielow and Associates as auditors is under review.

Sam Beare
Finance Officer



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INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF QUINTILIAN SCHOOL INC.

Report on the Financial Report

We have audited the accompanying financial report of The Quintilian School Inc. which comprises the statement of financial position as at 31 December 2023, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and the responsible entities' declaration.

Responsible Entities' Responsibility for the Financial Report

The responsible entities of the registered entity are responsible for the preparation of the financial report that gives a true and fair view in accordance with the *WA Associations Incorporation Act 2015, Australian Accounting Standards and the Australian Charities and Not-for-profits Commission Act 2012* (ACNC Act) and for such internal control as the responsible entities determine is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on the financial report based on our audit. We conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the responsible entities' preparation of the financial report that gives a true and fair view in order to design audit

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Independence

In conducting our audit, we have complied with the independence requirements of Australian professional ethical pronouncements.

Inherent Uncertainty Regarding Going Concern

Without qualification to the opinion expressed below, attention is drawn to the following matter. The financial report is prepared on the basis of the Association being a going concern. This is dependent upon continued funding from government agencies.

Opinion

In our opinion the financial report of The Quintilian School Inc. has been prepared in accordance with Division 60 of the *Australian Charities and Not-for-profits Commission Act 2012*, including:

- (a) giving a true and fair view of the registered entity's financial position as at 31 December 2023 and of its financial performance and cash flows for the year ended on that date;
- (b) complying with Australian Accounting Standards and Division 60 of the *Australian Charities and Not-for-profits Commission Regulation 2013*;
- (c) the Governing Committee and the Association have complied with the obligations imposed by the *WA Associations Incorporation Act 2015* and the regulations and the Rules of the Association; and
- (d) the financial report is based on proper accounts and records and is in agreement with those accounts and records.



Liability limited by a scheme approved under the Professional Standards Legislation.



Compliance with WA & Commonwealth of Australia Grant Funding Conditions

In accordance with the terms and conditions of the funding agreements between the Association and WA & Commonwealth of Australia grant funding providers, and subject to the scope limitation above;

In our opinion:

- (i) The Grant Income and Expenditure Statements give a true and fair view of the Associations' financial transactions for the year ended 31 December 2023 in accordance with the applicable Australian accounting standards and other mandatory professional reporting requirements; and is based on proper accounts and records.
- (ii) All assets with a purchase or construction cost exceeding \$5,000 (GST inclusive), acquired with Australian Government Funds have been insured with an insurer recognised by the Australian Prudential Regulation Authority or regulated by a State/Territory Auditor-General;
- (iii) The Association is maintaining an Asset Register of assets acquired with grant funds where the purchase or construction cost of the asset exceeds \$10,000 (GST inclusive);
- (iv) The assets or services purchased with grant monies were purchased in fair and open competition and in accordance with the approved procurement methods for the acquisition of assets or services as set out in the Supplementary Terms and Conditions.
- (v) The Association is maintaining appropriate bank accounts as set out in the Supplementary Terms and Conditions and during the financial year all transactions in each of these accounts was found to be related to the grant the account was established for.

STIELOW & ASSOCIATES

LEON STIELOW
CHARTERED ACCOUNTANT
PRINCIPAL

ASIC REGISTERED AUDITOR N# 270930

Dated this 23rd day of February 2024

Perth, Western Australia.



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23 February 2024

Mr Elliot Hately
The Quintilian School Inc.
46 Quintilian Road
Mt Claremont WA 6010

AUDITOR'S INDEPENDENCE DECLARATION

I declare that, to the best of my knowledge and belief, during the year ended 31 December 2023, there have been:

- a) no contraventions of the auditor independence requirements as set out in the *Corporations Act 2001* in relation to the audit; and
- b) no contraventions of any applicable code of professional conduct in relation to the audit.

STIELOW & ASSOCIATES



LEON STIELOW
CHARTERED ACCOUNTANT
DIRECTOR

ASIC REGISTERED AUDITOR N# 270930

Dated this 23rd February 2024

Perth, Western Australia





Quintilian School Development Plan 2024 – 2026

The Quintilian School Development Plan (SDP) 2024 – 2026 is directly linked to the School Strategic Plan (SSP) 2020 – 2030 developed by the Strategic Planning Committee containing long-term goals and objectives for the school. The SDP created by the Quintilian Leadership Team contains short-term goals, objectives, actions and measurable outcomes for the sustained growth of our school. It is informed by consultation with students, staff, families and engagement with the broader community. Importantly, the SDP is a living document; if the circumstances of our school change, then so too shall the SDP through a process of re-endorsement by the Quintilian Leadership Team.

Development Area and Objectives	Actions (how and when?)	Lead Personnel	Success Criteria
1. Student Wellbeing			
1.1.1. Engagement – students show initiative and are accepting of responsibility.	Analyse and evaluate wellbeing management data using Synergetic at the end of each Term.	Wellbeing Coordinator.	Identify Trends for prioritising for the start of each term.
1.1.2. Life Skills – students demonstrate perseverance and problem solving, learn from their mistakes and effectively handle failure.	Distribute student questionnaires at the beginning and end of the year. Establish student 'voice boxes' in each classroom Term 1, 2024.	Wellbeing Coordinator. Student Board and Principal.	At least 95% of the students feel supported with their wellbeing. All classes are provided with student voice boxes for students to share their views in Term 1, 2024.
1.1.3. Social Skills – foster Social and Emotional Learning, in particular empathy and building positive relationships.	Establish regular monthly AISWA educational psychologist clinics in school in Term 1, 2024.	Principal and AISWA Inclusive Education team.	Increase educational psychology advice clinics available by 100%.
1.1.4. Safety – ensuring the school and its community are safe and that the school adheres to the requirements of Safe Schools.	Establish the Quintilian Student Board 2024. Hold weekly meetings Use the AISWA wellbeing grant to develop initiatives and purchase new resources in Term 1, 2024.	Students and the Principal. Wellbeing Coordinator.	Schedule 1 student board meeting each week for 4 Term s. Increase wellbeing resources available by 50%.
1.1.5. Student Learning Pathways – preparation for future learning (Pre-K onwards).	Invite guest performers and speakers into school each term. School My School attendance data. Termly evaluation. Relaunch KIMOCHIS and URSTRONG programs each Term through assemblies, newsletters and events.	Marketing Coordinator, Librarian, QLT. QLT and Receptionist. QLT, Cluster Leaders, Marketing Coordinator	All students access a range of external support at least 1 guest performer each term. Maintain attendance figure of 91% or above (87% national) KIMOCHIS and URSTRONG programs renewed and shared with all families each Term.
2. Staff Wellbeing			
1.2.1. Build on our collaborative, empowered and open-minded staff.	Distribute staff questionnaires at the start and end of each school year.	Principal.	At least 95% of staff feel supported with their wellbeing.
1.2.2. Model lifelong learning.	Provide a variety of current research-based AISWA professional learning for all staff throughout the year.	Quintilian Leadership Team.	100% of staff to complete professional development obtaining AISWA certificates and badges from Term 1, 2024.
1.2.2. Model lifelong learning.	Term 1, 2024, Use Synergetic to track professional learning, to enhance systems and processes for career development.	Principal and Human Resources	Start inputting Staff PD into the PD tab in the Synergetic database implemented from Term 2, 2024.
1.2.3. Maintain positive teacher-parent relationships through effective communication.	Implement disconnect guidelines for emailing outside of school hours in Term 1, 2024.	Principal.	Disconnect guidelines used to inform policy and improve staff wellbeing.
1.2.4. Foster a supportive culture where teachers share experiences and communicate freely.	Establish new teaching teams across the school for staff to share practice/research in Term 1, 2024.	Cluster Coordinators.	Two, one-hour sessions scheduled for staff to reflect and collaborate from Term 2, 2024.
1.2.4. Foster a supportive culture where teachers and all staff share experiences and communicate freely.	Arrange termly team building activities for staff.	Wellbeing Coordinator Marketing Coordinator.	At least 95% of all staff feel valued and supported socially and emotionally each Term.
1.2.5. Staff are sufficiently resourced to support and develop the educational environment.	Determine budget allocation to purchase teacher laptops in Term 1, 2024.	Finance Manager and IT Dynamics	100% teachers have access to modern technology to enhance teaching and learning as well as professional development in Term 1, 2025.
1.2.6. Adopt a cohesive discipline and behavioural management strategy from Pre-Kindy to Year 6, for the benefit of students and parents, as well as staff who will have a plan to reference.	Determine budget allocation to purchase Go-Pro cameras for each cluster in Term 2 2024. Plan renovation of staff toilets in Term 3, 2025.	Finance Manager and IT Dynamics. Principal and Maintenance Manager	Lower and upper clusters have 1 Go-Pro camera to capture dynamic teaching and learning opportunities by Term 3 2024. Staff toilets fully renovated in by Term 1, 2025.
	Update staff handbook in Term 1, 2024.	QLT	Updated handbooks shared with staff in Term 1, 2025.



Quintilian School Development Plan 2024 – 2026

Development Area and Objectives	Actions (how and when?)	Lead Personnel	Success Criteria
3. Community Wellbeing 1.3.1. Encourage and seek diversity in the school community. 1.3.2. Positive relationships amongst the school community are encouraged and worked towards. 1.3.3. Participation in a variety of activities within and external to the school. 1.3.4. Engage civic organisations. 1.3.5. Engaging with a variety of other school communities, both local and globally. 1.3.6. Organise events and extend invitations to the wider community. 1.3.7. Leverage and engage the (wider) school community, incl. our alumni network, by maintaining the website and social media with current events and pictures. 1.3.8. Seek to promote greater understanding within the community on what Quintilian stands for, and what our school beliefs are, resulting in a community, aligned to Quintilian philosophies.	Establish termly community projects through philanthropy and entrepreneurship in Term 1, 2024. Establish the Quintilian Parent and Friends Association (P&F) in Term 1, 2024. Strengthen connections and relationships with civic organisations. Devise a new Marketing and Events Strategy in Term 1, 2024. Build up the alumni network in Term 2, 2024. Use the "Develop" tab in Synergetic to access past pupils and contact them. Engage with state, federal and international organisations to develop global relationships and recognition – linked to 50th anniversary, Term 2, 2024. Establish partnership with local sports organisations in Term 1, 2024. Develop parent exit questionnaire for implementation in Term 1, 2024.	QLT Principal, QLT, and Parents. P&F, QLT, Marketing Coordinator Marketing Coordinator and Principal, Deputy Principal. Registrar and Marketing Coordinator. QLT and P&F and Marketing. Physical Education Specialist teacher and Principal. Principal and Board.	At least 1 innovative community project introduced each Term from Term 2, 2024 to broaden curriculum opportunities for students. Four, one hour P&F meetings are held each term to plan events. New partnerships with civic organisations increased by 50% by Term 4, 2024. Implementation of 2024-2025 Marketing and Events Strategy in Term 1, 2024. Source at least 4 guest speakers for open school/Principal presentation in Terms 2 and 4, 2024. Establish 50th anniversary planning team in Term 2, 2024, implementation of plan in Term 4, 2024. Increase external sport sessions by 25% available to the community from Term 1, 2024. Increase opportunities for parents to share their views and opinions.
4. Infrastructure and Resources 2.1. Current 2.1.1. Review e-learning needs across all cohorts. 2.2. Future 2.2.1. Individual Lap Top introduction for Y5 and Y6 – Pros and Cons? (Review each year and depends on evidence + feedback from parents) Technology upgrades Maintenance 2.2.2. FY 2022 – Renovation of the student toilets.	Develop various design options for STEM room in Term 2, 2024. Obtain quotes and logistical information to migrate all data from the server to cloud storage in term 3, 2024. Re-elect an IT Coordinator Conduct a review of IT equipment across the school Carry out the School Maintenance Plan in Term 3, 2024 Plan the renovation of all student toilets in Term 4, 2024. Implement new designs and artwork created in Term 2, 2024.	Principal, Deputy Principal and IT Dynamics. Finance Committee. IT Dynamics. IT Dynamics/IT Coordinator IT Dynamics/IT Coordinator Finance Committee. Finance Committee. Sustainability club.	STEM room renovations plan completed by Term 3, 2024, included in budget for 2025. Proposed decision/timescale for full migration to cloud storage completed in Term 3, 2024. IT Inventory and proposed resource investments completed by Term 3, 2024 Complete maintenance plan and budget Term 4, 2024. Confirm renovations decision in Term 4, 2024. At least 4 new artwork projects showcased in school by Term 4, 2024.



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Development Area and Objectives	Actions (how and when?)	Lead Personnel	Success Criteria
<p>5. Curriculum</p> <p>3.1. Student Achievement</p> <p>3.1.1. Create opportunities for students to develop an enquiry mindset and be actively involved in their learning.</p> <p>3.1.2. Continue with an integrated approach to inquiry learning that promotes, curiosity, creativity, problem solving, and critical thinking ultimately enabling students to collaborate, create and connect.</p> <p>3.1.3. Ensure students are prepared academically, emotionally and socially for their next stage of learning.</p> <p>3.1.4. Further build parent and community engagement to support improvement in student learning.</p> <p>3.1.5. Continue to focus on maximising student attendance.</p>	<p>Use Essential Assessment data each Term to track achievement and trends.</p> <p>All staff invited to attend Cath Murdoch Inquiry training through AISWA Term 1, 2024.</p> <p>Arrange smartboard training for staff in Term 3, 2024.</p> <p>Introduce MacqLit (Reading) program in Term 1, 2024.</p> <p>Schedule staff Synergetic training in Term 2, 2024. (Teaching and admin staff)</p> <p>Re-instate the artist in resident program in Term 1, 2025.</p> <p>Teaching teams scheduled, to share and reflect on cross-curricular teaching and learning.</p> <p>Termly EA training communicated with all staff for continuous professional development of EAs.</p> <p>Schedule IEP and LAP training for all teaching staff.</p> <p>Design and create an Atelier (artists workshop) space to enhance the holistic development of children in Early Years.</p> <p>Introduce new philanthropy (Term 1) and entrepreneurship (Term 2) projects for all students linked to cross-curricular topics.</p>	<p>Cluster Coordinators.</p> <p>Cluster Coordinators.</p> <p>IT Coordinator and IT Dynamics.</p> <p>Literacy Coordinator.</p> <p>QLT and Finance Officer.</p> <p>QLT.</p> <p>Cluster Leaders.</p> <p>Cluster Leaders and QLT.</p> <p>Inclusive Education Coordinator.</p> <p>Lower Cluster Leader.</p> <p>Cluster Leaders and QLT.</p>	<p>Use new assessment system to track student achievement data. Update each term.</p> <p>At least one member of staff per cluster attends inquiry learning philosophy training in Term 1, 2024.</p> <p>New innovative IT strategies used to enhance teaching and learning from Term 3, 2024.</p> <p>Educational Assistants training enables bespoke interventions for students requiring additional support with their reading development Term 1, 2024.</p> <p>New and existing staff have awareness of Synergetic management system.</p> <p>Students will have the opportunity to work alongside an experienced artist to enhance and inspire learning from Term 1, 2025.</p> <p>Cross-curricular teaching and learning evaluations completed in Term 1, 2024.</p> <p>Further PD opportunities shared with EAs from Term 2, 2024.</p> <p>IEP and LAP training completed in Term 1, 2024.</p> <p>New Atelier space ready for use in Term 1, 2024.</p> <p>Entrepreneurship and philanthropy are evident in planning/programs from Term 2, 2024</p>
<p>3.2. Staff</p> <p>3.2.1. Continue to invest in leadership development and staff professional learning as a priority, ensuring that knowledge transfer/sharing is built into staff professional learning processes.</p> <p>3.2.2. Through the PD cycle, require staff to demonstrate how they have used data and evidence to improve their teaching practices and improve student learning.</p> <p>3.2.3. To ensure high quality teaching practice occurs in every classroom based upon:</p>			



Quintilian School Development Plan 2024 – 2026

<ul style="list-style-type: none"> A culture of using data to improve student outcomes and drive decision making. Teachers are working collaboratively to design curriculum and common assessment using high quality peer feedback and observations. Every teacher in the school is using a common and effective approach to teaching literacy and numeracy. 	<p>3.3. School Improvement Plan Committee (additional goals).</p> <p>3.3.1. Continue to regularly review and take appropriate action in response to the data collected through staff, parent and student opinion surveys.</p>	<p>3.3.2. To create a School Improvement Plan which focuses on:</p> <ul style="list-style-type: none"> Creative, active and real-world like learning environment. Empowered children and staff. Curriculum development. Cater for individual students learning styles. Provision of space for students to create, explore and problem solve. Students being able to effectively engage in a variety of technology across the curriculum, to support their learning. Staff continuously endeavouring to reinvent the traditional classroom paradigm to allow project learning, collaboration and critical thinking. 	<p>AISWA Aspiring Middle Leadership courses available to cluster leaders in Term 1, 2024.</p> <p>Complete IT curriculum review in Term 2, 2024.</p> <p>Purchase and implement additional Bond Blocks resources to enhance Maths teaching and learning.</p> <p>Conduct Literacy and Maths reviews in Terms 1 and 2 of the current curriculum (planning, lesson, assessments) in line with WA mandatory requirements.</p> <p>Critical thinking PD scheduled in Term 3, 2024.</p>	<p>Principal.</p> <p>Cluster Leaders.</p> <p>Maths Coordinator.</p> <p>Literacy and Maths Coordinators</p> <p>Lower Cluster Leader.</p> <p>Literacy and Maths Coordinators Specialist Teachers, Cluster Leaders (wider curriculum areas)</p> <p>Deputy Principal and Cluster Leaders.</p> <p>Deputy Principal and Cluster Leaders.</p> <p>Deputy Principal and Cluster Leaders.</p> <p>Deputy Principal and Cluster Leaders.</p> <p>Deputy Principal and Cluster Leaders.</p>	<p>Cluster Leaders will have the opportunity to enrol for their professional development.</p> <p>Completed reviews in Term 2, 2024 will enable future planning and resourcing.</p> <p>Additional Bond Blocks resources available in school from Term 1 2024.</p> <p>Completed reviews in Term 1 and Term 4, 2024 shared with QLT for future planning/considerations.</p> <p>Hold critical thinking conversations in cluster meetings in Term 3, 2024.</p> <p>Student data then used to inform SDP 2024 – 2025.</p> <p>Maintain Lexile growth averages of 31% (basic), 38% (proficient). Increase advanced Lexile growth averages of 31% to 40%.</p> <p>Maintain school average score of 260 in 20th percentile range of all schools. Maintain school mean average score of 333 (National mean score 308).</p> <p>Maintain Year 3 NAPLAN average scores in Numeracy, Reading, Spelling, Grammar and Punctuation above state and national averages. Increase Year 3 NAPLAN average scores in Writing so they are broadly in line with similar schools.</p> <p>Maintain significantly high average scores in Numeracy, Reading, Writing, Spelling, Grammar and Punctuation.</p> <p>Maintain significantly high progress scores in NAPLAN Writing from Years 3 to 5.</p> <p>Ensure progress is steady or significant NAPLAN Numeracy from Years 3 to 5.</p>
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Quintilian School Development Plan 2024 – 2026

Development Area and Objectives	Actions (how and when?)	Lead Personnel	Success Criteria
<p>6. Sustainability</p> <p>4.1. Reducing, reusing and recycling programs.</p> <p>4.1.1. Sustainability projects. (Recycling of Batteries, Plastics, Soft and Noisy etc.)</p> <p>4.1.2. Organic composting bins and worm farm.</p> <p>4.1.3. Gardens- Increase chickens.</p> <p>4.2. Understand and reduce the carbon footprint of our school.</p> <p>4.2.1. Sustainable Schools WA.</p> <p>4.3. Develop and implement a Sustainability Action Plan.</p> <p>4.3.1. Review with a view to utilising the “10 Tonne Plan: A Whole School Approach to Education for Sustainability”.</p> <p>4.4. Explore alternative energy sources.</p> <p>4.4.1. Increase reliance on Solar Power at the school.</p>	<p>Register application with Sustainable Schools WA Term 1, 2024.</p> <p>Complete school’s ecological footprint in Term 2, 2024.</p> <p>Complete school’s social handprint in Term 3, 2024</p> <p>Complete school’s key elements rubric in Term 4, 2024.</p> <p>Consider support/resources required to implement sustainability action plan in Term 4, 2024.</p> <p>Discuss with all stakeholders how the United Nations Sustainable Development Goals (SDGs) are included within the curriculum in Term 3, 2024.</p> <p><u>Water</u> Explore ways that we can conserve water and protecting the health of our waterways and oceans in Term 2, 2024.</p> <p><u>Energy</u> Identify ways to conserve energy and deriving our energy supplies through renewable sources in Term 3, 2024.</p> <p><u>Transport and Air</u> Explore projects to reduce pollution/greenhouse gas emissions using alternative modes of transport to motor vehicles, switching to smaller, more fuel-efficient motor vehicles in Term 2, 2024.</p>	<p>Principal.</p> <p>QLT.</p> <p>QLT.</p> <p>QLT.</p> <p>QLT.</p> <p>QLT.</p> <p>Sustainability Club.</p> <p>Sustainability Club.</p> <p>QLT.</p>	<p>The school community has begun a process to develop a whole-school vision for sustainability by Term 2 2024.</p> <p>In school community, from a social and environmental perspective:</p> <p>a) things identified that we like and dislike;</p> <p>b) likes and dislikes have been discussed with community members – colleagues, students, parents;</p> <p>c) identify ways that we could support/improve the likes and address the dislikes, individually and/or as part of a whole-school community approach – create an action plan, linked to the curriculum, as appropriate.</p> <p>UN SDGs cross-curricular mapping used to increase knowledge and understanding of global citizenship in Term 3, 2024.</p> <p>New school initiative will raise awareness of water conservation in Term 3, 2024.</p> <p>Results of solar energy data evaluated in Term 3, 2024. New renewable energy sources determined in Term 4, 2024.</p> <p>Community initiatives identified and planned for in Term 3, 2024.</p>

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Development Area and Objectives	Actions (how and when?)	Lead Personnel	Success Criteria
4.4.2. Carbon neutral.	<u>Biodiversity</u> Identify innovative ways to value, protect and replenish native flora and fauna in Term 2, 2024.	QLT.	Identify year group involvement in Biodiversity projects WA (Bush Rangers, Nearer Nature, River Guardians, River Rangers) in Term 3 2024.
4.5. Understanding water efficiency within the school with a view to improvement	<u>Purchasing and Waste</u> Discuss ways to reduce consumption, choosing environmentally- and/or socially friendly products, and effectively managing waste streams in the most environmentally friendly ways possible in Term 3, 2024.	QLT.	Review of environmentally and socially friendly products used for future planning in Term 3, 2024.
4.6. Implement and undertake a Biodiversity Audit of the school (Biennial Review)	Maintain our level of recycling through the promotion 'No Waste Wednesday' in Term 3, 2024.	Sustainability Club.	"No-Waste Wednesday!" initiative established in school by Term 3, 2024.
4.7. Teaching in the School:	Extend class visits to recycling centres from Term 1, 2024.	Lower Cluster Leader.	Share Atelier space concept including recycling centre availability and the use of recycled materials to create art in Term 1, 2024.
4.7.1. Provide teachers with targeted PD such that they are confident teaching sustainability in the classroom.	Review and develop the school garden program in Term 2, 2024.	P&F	Garden Program commenced in Term 1, 2024.
	Re-establish the Sustainability club and projects.	Sustainability Club.	Sustainability club established in Term 1, 2024.
4.7.2. Their next step is to broaden their engagement with sustainability by applying its principles across the school.	Implement AISWA curriculum scope and sequence and cross-curricular opportunities in Term 2, 2024.	QLT.	Cluster leaders informed and curriculum mapping shared in Term 2 2024.
	Increase community links to pursue a carbon neutral school environment.	Marketing Coordinator.	Increase social media content of new community projects in Term 1, 2024.



Quintilian School Development Plan 2024 – 2026

Development Area and Objectives	Actions (how and when?)	Lead Personnel	Success Criteria
<p>7. Innovation and Technology</p> <p>6.1. Innovations in technology use to create learning growth.</p> <p>6.1.1. Use of current ICT technology.</p> <p>6.1.2. Staff knowledge of current resources.</p> <p>6.1.3. Access to new and improved technologies.</p> <p>6.1.4. Innovative usage of current resources.</p> <p>6.2. Increase value to customers.</p>	<p>Establish new technologies for IT Lab in Term 1,s 2024.</p> <p>Share new technologies in IT questionnaire in Term 2.</p> <p>Revisit the review of current school management system in Term 2, 2024.</p> <p>Synergetic training sourced and scheduled for new and existing members of the administration team.</p> <p>Source and purchase new digital signing in system to improve safety and security in Term 2.</p> <p>Re-establish and source STEM room resources including furniture in Term 3, 2024.</p> <p>Conduct research into the latest technological advancements in education to review our current classroom design.</p> <p>Obtain designs and quotes for IT Lab specifications.</p> <p>Purchase new outdoor seating and furniture for the areas outside the Yr5 and Yr6 classrooms.</p> <p>Obtain quotes for staff laptops in Term 1, 2025.</p> <p>Purchase Go-Pro cameras to capture/create dynamic Quintessential teaching and learning opportunities.</p>	<p>Principal and IT representative.</p> <p>IT representative.</p> <p>Administration team</p> <p>and IT Dynamics.</p> <p>Principal.</p> <p>Principal and IT Dynamics.</p> <p>Principal.</p> <p>Principal.</p> <p>Principal.</p> <p>Principal.</p> <p>Principal.</p> <p>Principal.</p> <p>Principal.</p>	<p>New technologies identified to share with staff and students to identify an agreed modern evolution of the IT Lab.</p> <p>Use staff, student and parental feedback from questionnaires to inform curriculum requirements and technology required.</p> <p>Administration team decide potential enhancement and/or migration to a new school management system in Term 2, 2024.</p> <p>All staff training and/or refreshed by Term 3, 2024.</p> <p>Digital signing in system installed for use in Term 3.</p> <p>New STEM room facilities available for use from Term 1, 2025.</p> <p>Alternative classroom designs shared with staff for consultation in Term 4, 2024.</p> <p>Designs shared with staff and students for consultation in Term 3, 2024.</p> <p>Outdoor learning and social environments enhanced in Term 3, 2024.</p> <p>Laptops purchased in Term 1, 2025.</p> <p>Go-Pro cameras available in all clusters by Term 1, 2025.</p>



QUINTILIAN
SCHOOL



Quintilian School - Graduation 2023



Back Row: Amelia "Milly" Guntrip, Detroit Nabbs, Stefanie "Steffy" Miklavs, Annabelle Hilton, Beatrice "Beaty" Erickson, Lauren Jones
Row 3: Benjamin Hyndman, Amelia Seel, Jane Stevens, Edward Sim, Emmanuelle "Emmy" Miklavs, Oscar Irvin
Row 2: Marco Marwood, Hugo Haynes, Hunter Hills, Rory Early-Smith, Sadie Kain, Lorens Groot, Aiden Ng
Front Row: Savannah Rose, Sienna Klemasz, Lucas Ng, Logan Mitchell, Pepa Wingham, Sterling Winlo
Teachers: Chris Johnston, Tamra Lindsay (EA, absent) Principal: Elliott Hateley

Quintilian School

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