



Quintilian School Strategic Plan 2020 to 2030

Purpose The concept of a vision for a school has been demonstrated to be an essential characteristic in a school's improvement and effectiveness. This document provides a foundation for Quintilian School's strategic planning decisions and for ongoing performance against the school's stated objectives and values.

The School Strategic Plan draws on the information gathered and directions identified through the school self-evaluation and review processes. It is informed by consultation with students, staff, parents and carers, and engagement with the broader community. Importantly, the Plan is a living document; if the circumstances of our school change, then so too shall the plan through a process of re-endorsement by the School Board.

Regulatory context To be registered, Quintilian School must meet a set of minimum standards, which are regulated by the Department of Education (WA). Under these standards, "a school must have a clear statement of its philosophy". The statement is expected to cover the school's vision, values, mission or objectives, including an explanation of how the school's philosophy is enacted and articulated to staff, students, parents, carers and the school community.

From 2020 onwards, in order to meet this requirement and its own needs, Quintilian School will operate to this Strategic Plan and a separate but directly related School Improvement Plan. Both are required of the school for registration purposes and need to be separate in their development, implementation and application. In comparison to our Strategic Plan, the School Improvement Plan is a relatively short term set of goals and targets that are specific to the educational outcomes and improvements in the school. The Improvement Plan has an approximate 18-month term (although it is constantly evolving and being updated). The Strategic Planning Committee and School Improvement Planning Committee are directly responsible to the School Board and maintain and review these plans throughout the year.

Our Approach and Ethos The Quintilian approach encourages curiosity and problem solving through a holistic, integrated curriculum. Our program enriches the day-to-day experiences of students by drawing on the resources of a wide range of community and cultural groups, and of the parent body.

Regular excursions, class camps from Year 1 and 'out of the box' thinking foster resilience, confidence and a sense of fun and camaraderie within the school community.

The strong partnership between parents and staff is fundamental to the success of the school. The assistance and presence of parents in the classroom is embraced.

At Quintilian we instil **self-motivation, self-confidence** and **self-discipline**; a **respect and tolerance of others**; and provide the educational standards and learning skills that will equip each child to confidently **take on the challenges of later schooling and life**.

Within this Strategic Plan:

- **Goals** are aspirational statements of which Quintilian School has identified six (6) key areas of strategic focus. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes in place.
- **Objectives** are defined measures of the successful achievement of the school's goals. Objectives can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.
- **Key improvement strategies** are the high-level actions that the school will undertake to achieve its goals and objectives. They represent the sequential process of change that will need to occur if the goals and objectives are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably.

1. WELL BEING

Student Well Being: Continue to develop confident and socially collaborative children, who have a love of learning and a strong sense of belonging and authentic purpose in their local and global community. This includes further developing students' resilience and preparing them for their forthcoming learning and the future world.

Staff Well Being: Continue to develop collaborative, empowered and open-minded staff that model lifelong learning to create engaging and supportive environments using innovative approaches.

Community: Enhance and celebrate diversity in the school community. Foster positive relationships amongst the school and wider community through creating regular opportunities for participation in a variety of activities.

OBJECTIVES

1.1. Students

- 1.1.1. Engagement – students show initiative and are accepting of responsibility.
- 1.1.2. Life Skills – students demonstrate perseverance and problem solving, learn from their mistakes and effectively handle failure.
- 1.1.3. Social Skills – foster Social and Emotional Learning, in particular empathy and building positive relationships.
- 1.1.4. Safety – ensuring the school and its community are safe and that the school adheres to the requirements of Safe Schools.
- 1.1.5. Student Learning Pathways – preparation for future learning (Pre-K onwards).

1.2. Staff

- 1.2.1. Build on our collaborative, empowered and open-minded staff.
- 1.2.2. Model lifelong learning.
- 1.2.3. Maintain positive teacher-parent relationships through effective communication.
- 1.2.4. Foster a supportive culture where teachers share experiences and communicate freely.
- 1.2.5. Staff are sufficiently resourced to support and develop the educational environment.
- 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 refer to.

KEY IMPROVEMENT STRATEGIES

- Role clarity in wellbeing management and how it connects to student management is documented and known.
- Review the whole school communication system.
- How can Quintilian contribute beyond and to the greater community? (E.g. Supporting homelessness? Dogs Refuge Home? Cat Haven? Knitting/Sewing for Wildlife?)
- Establish a clear definition of the Quintilian style - Staff PD on positive psychology in schools, to ensure a consistent children behavioural management style/approach throughout all school levels.
- Develop a consistent message on Quintilian beliefs (Marketing Comm?), E.g. What do we believe in? Do we advocate for competition? Homework? What does success look like at Quintilian? Is it achievement? And why do we believe so, what is the research?
- Develop a Parent handbook & prospectus – Electronic Copy
- To adopt techniques from URStrong and develop Quintilian's version of that program.
- Guest Performers + Speakers
- Continue to focus on the Quintilian "High Five" as our student code of conduct.

<p>1.3. Community</p> <p>1.3.1. Encourage and seek diversity in the school community.</p> <p>1.3.2. Positive relationships amongst the school community are encouraged and worked towards.</p> <p>1.3.3. Participation in a variety of activities within and external to the school.</p> <p>1.3.4. Engage civic organisations.</p> <p>1.3.5. Engaging with a variety of other school communities, both local and globally.</p> <p>1.3.6. Organise events and extend invitations to the wider community.</p> <p>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.</p> <p>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.</p>	
<p>2. Infrastructure and Resources</p> <p>To improve student outcomes by strategically allocating resources that reflect Quintilian School’s priorities and supports the achievement of the goals and objectives in this Strategic Plan. The allocation and use of our resources, as supported by evidence and adapted to the unique needs of our school. Successful outcomes exist when we use our resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes to achieve our goals and objectives.</p> <p>Proactively investigate and plan for infrastructure needs and possible future trends to enable budgeting and planning across future years (10 years).</p>	
<p>OBJECTIVES</p> <p>2.1. Current</p> <p>2.1.1. Review e-learning needs across all cohorts.</p> <p>2.2. Future</p> <p>2.2.1. Individual Lap Top introduction for yr 5 and yr 6 – Pros and Cons? (Review each year and depends on evidence + feedback from parents)</p> <p>2.2.2. FY 2022 – Renovation of the student toilets (The ones between Year 4 and the library)</p>	<p>KEY IMPROVEMENT STRATEGIES</p> <ul style="list-style-type: none"> • Review of infrastructure for e-learning and development of a plan for the future. • Staff specific PD in place to better utilise current equipment ie STEAM (internal training to be investigated using current STEAM specialists). • Maintain the review of the School Maintenance Plan on a 6-monthly basis. • Have all major projects (infrastructure) reviewed by the Finance Committee in future budgets. • Explore alternatives for data storage - Moving our school more towards cloud storage instead of onsite storage solutions. • Upgrading of the school’s laptops (20 to 25 units will reach the end of its useful life in FY 2022 and FY 2023)

3. Curriculum (refer also to the School Improvement Plan for further detail)

A **creative, active and real-world like learning environment** which uses collaborative learning approaches, amongst **empowered children and staff**, to support curriculum development and cater for individual students learning styles.

Our goals:

- To improve the literacy and numeracy outcomes in the school by maximising the learning growth of every individual student.
- If students are cognitively, emotionally and behaviourally engaged with schooling then their outcomes will improve.
- To develop student curiosity, creativity, critical thinking, problem solving and engagement in learning.
- To develop student resilience and behaviours that reflect the school values.

OBJECTIVES

3.1. Student Achievement

- 3.1.1. Create opportunities for students to develop an enquiry mindset and be actively involved in their learning.
- 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.
- 3.1.3. Ensure students are prepared academically, emotionally and socially for their next stage of learning.
- 3.1.4. Further build parent and community engagement to support improvement in student learning.
- 3.1.5. Continue to focus on maximising student attendance.

3.2. Staff

- 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.
- 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.
- 3.2.3. To ensure high quality teaching practice occurs in every classroom based upon:
 - A culture of using data to improve student outcomes and drive decision making.

KEY IMPROVEMENT STRATEGIES

- Enhanced formative assessment practices evident in classrooms and specialist programs.
- Increased staff knowledge and understanding of enquiry learning.
- Embed ICT practices, where positive educational outcome will be evident.
- Communicate the behaviours expected and required to enact the school values across all relationships.
- Better tracking of the children's progress using Synergetics Assessment.
- Whole school data system that teachers can access and use for records and reports.
- Re-instate the artist in resident program once permitted with COVID restrictions.
- Establish drama as an annual curriculum item in the school.
- Establish dance as an annual curriculum item in the school.
- Refer to school improvement plan.
- Maths – Times Table Rock Stars from UK– Data tool to analyse students' capability
- Walker Early Learning => Lower cluster -> Staff PD (Child Centred + EI model)
- Future plan – FY 2023
 - Early years math pre-primary to Year 2
 - Develop the Entrepreneur program for upper school, possible start with Yr 6
- Improve the profile of Maths within the school.

- 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.

3.3. School Improvement Plan Committee (additional goals)

3.3.1. Continue to regularly review and take appropriate action in response to the data collected through staff, parent and student opinion surveys.

3.3.2. To create a School Improvement Plan which focuses on:

- 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.

4. Sustainability and Environment

Quintilian School will respond to the needs of our school's sustainability needs and its environment by looking at our gardens and playgrounds, conducting regular biodiversity audits, continuing and improving on our waste reduction and recycling systems. The best projects build on the energy and enthusiasm of our school community and students. Students thoroughly enjoy the opportunity to explore their surroundings that were seemingly so familiar to them and yet discover so much biodiversity when they looked closer and with attention. They were also excited by the feeling that they were contributing to a wider body of knowledge in the form of improving our school community's sustainability and environmental impacts. It is so important that students understand sustainability and our environment in order to be able to apply this in their own homes and local communities now and in the future.

OBJECTIVES

4.1. Reducing, reusing and recycling programs

- 4.1.1. Sustainability projects. (Recycling of Batteries, Plastics, Soft and Noisy etc.)
- 4.1.2. Organic composting bins and worm farm.
- 4.1.3. Gardens - Increase chickens.

4.2. Understand and reduce the carbon footprint of our school

- 4.2.1. Sustainable Schools WA.

4.3. Develop and implement a Sustainability Action Plan

- 4.3.1. Review with a view to utilising the 10 Tonne Plan: A Whole School Approach to Education for Sustainability.

4.4. Explore alternative energy sources

- 4.4.1. Increase reliance on Solar Power at the school.
- 4.4.2. Carbon neutral

4.5. Understanding water efficiency within the school with a view to improve

4.6. Implement and undertake a Biodiversity Audit of the school (Biennial Review)

4.7. Teaching in the School:

- 4.7.1. Provide teachers with targeted PD such that they are confident teaching sustainability in the classroom.

KEY IMPROVEMENT STRATEGIES

- Maintain our level of recycling.
- Promote no waste Wednesday.
- More classes visit recycling centres.
- Review and develop Jim's programs and the garden program.
- Review of Sustainable Schools WA to be conducted.
- Review of 10 Tonne Plan to be conducted. (Idea)
- Review Earth Hour and how Quintilian School can be involved as a community project. (Idea)
- Re-introduction of sustainability clubs in the school (Gardening and cooking).
- Conduct an analysis of our current power and water needs, sources and alternatives. with a cost analysis of each alternative for review. (Idea)
- Review PD programs for Staff education and application in classrooms.
- Pursue a carbon neutral school environment
- Increase community links

4.7.2. Their next step is to broaden their engagement with sustainability by applying its principles across the school.	
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<h2 style="margin: 0;">5. Projects (Future Planning)</h2> <p style="margin: 0;">Creating a dynamic vision for Quintilian School across all aspects of our community and business to develop contemporary planning policies that meet the needs of our community today and into the future. This future planning will identify short- and long-term contexts for the development decisions of Quintilian School.</p>	
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<p>OBJECTIVES</p> <p>5.1. Staff Succession Planning is understood and accounted for in each year’s review and budget planning by the School Board and School Leadership Team</p> <p>5.2. COVID-19 Response of Quintilian School is monitored by the School Board and School Leadership Team</p> <p>5.3. Maintain a long-term Financial Plan (10 years) and rolling</p> <p>5.4. Investigate the feasibility of building a child care centre.</p>	<p>KEY IMPROVEMENT STRATEGIES</p> <ul style="list-style-type: none"> Create a staff succession plan for all staff members considering long service leave, long term illness and retirements taking special note of those staff with unique skills or delivering unique programs - projected over the next 10 years of the school. <ul style="list-style-type: none"> Complete costings, potential clients, revenue, competitors, building style & costs, location onsite, tie into current ELC
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<h2 style="margin: 0;">6. Innovation and Technology</h2> <p style="margin: 0;">Continue to build our use of relevant and innovative learning management technologies to ensure an ICT environment which supports students’ and teachers’ learning, effectively tracks student learning and growth and enhances the communication and education partnership between home and school.</p>	
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<p>OBJECTIVES</p> <p>6.1. Innovations in technology use to create learning growth</p> <p style="margin-left: 20px;">6.1.1. Use of current ICT technology.</p> <p style="margin-left: 20px;">6.1.2. Staff knowledge of current resources.</p> <p style="margin-left: 20px;">6.1.3. Access to new and improved technologies.</p> <p style="margin-left: 20px;">6.1.4. Innovative usage of current resources.</p> <p>6.2. Increase value to customers</p>	<p>KEY IMPROVEMENT STRATEGIES</p> <ul style="list-style-type: none"> Administration system upgrade – Synergetics to assist communication between staff, students and parents. Ongoing consideration of Chromebooks or similar for upper Primary Yr5-6
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Note: Annual review of this plan to be signed by the Chair of the Board, Principal and Chair of the Strategic Planning Committee.