



QUINTILIAN
SCHOOL

ANNUAL REPORT 2016



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QUINTILIAN SCHOOL

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 valued and each child is known as an individual.
- 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 need to go out and view 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 'Meet the Real Needs of Children'. We value everyone and their achievements, and our pupils are noted for their compassion and empathy towards others.



BRUCE HEGGE CHAIR

It's always exciting to celebrate a major anniversary. Quintilian's 40th anniversary provided a great opportunity to reflect on where we've come from and who we are. Quintilian was established in 1975 in Subiaco by a group of parents and educators who were seeking a small-scale community-oriented school which recognised that children have an innate curiosity and desire to learn. The school was named after the Roman educator, Marcus Fabius Quintilian (35–100 AD), who believed that the aim of education was to meet individual needs via the following three tenets

- Teachers should use different methods to suit the character and abilities of each pupil.
- Pupils should enjoy their studies and know the value of play and recreation.
- Pupils, if taught well, will instinctively regard their teacher with affection and respect.

The school enrolled 16 students in its first year and has now grown to well over 200. The school has evolved over this time, but continues to be underpinned by an emphasis on creativity and focus on educational outcomes. Quintilian has always been distinguished by its strong partnership between parents and teachers. Over the years we have also attracted a strong ex-pat community which has greatly added to our cultural diversity. Sadly, we have had to farewell some of these members of our community as they've moved back overseas with their work. This does however grow the Quintilian diaspora and our children are regularly connecting to friends across the globe either directly or online.

It is also important to recognise the core role of our teachers to whom we entrust our children and who are the custodians of Quintilian's ethos and values. Over the years that our family has been part of the Quintilian community, we have been so impressed with the extra effort that all of the staff put into making the school experience enjoyable and engaging for the children. So as I reflect back on our seven years at Quintilian I'll make an attempt to document what I have understood the Quintilian ethos to be. We are a school which strongly believes in child-centred education where each child is encouraged to be confident, self-motivated and self-disciplined. Through this we seek to develop children who are tolerant, respect differences and have a lifelong love of learning.

This year we have given particular focus to raising the profile of Quintilian via a dedicated marketing strategy. A key initiative has been the development of our new logo which we hope captures a bit of the uniqueness of Quintilian. The starburst 'Q' signifies the diversity of our students, parents and staff. The different sizes of the rays symbolise the growth of our students as they pass through the school. As you will have seen, we have begun using this new logo on signage, stationary, T-shirts and advertising and social media.

We enjoyed a full schedule of events in 2016, including:

Welcoming Sundowner	Book Week	40 th Anniversary Celebration
Rottneest Family Camp	Bogan Bingo	Production
Garden busy bee	Colour Run	

Many thanks are extended to those parents and staff members who contributed their time and energy into making these events successful.

Finally, I would like to thank my fellow Board members for their hard work through the year and for the expertise and knowledge they have brought. They are, Julie Crouch (Deputy Chair), Peter Robinson (Secretary), Nadja Cramer, Emma George (resigned in June), Sue-anne Munckton (joined in December), Daryl Smith, Principal Neil Collins, Bursar Charles Herring and Staff Representative Rebecca Potts (who replaced Iantha Hristopoulos in May).

Kind Regards

Bruce Hegge
Chair of Board

I am excited to present my third annual report to the Quintilian School Community. The past year has flown past very quickly and it is only the fine support of Quintilian families and our excellent staff that has enabled us to achieve so much. During the year we were faced with the economic impact of the slowing local economy and particularly the resource industry affecting many of our families and our school. Sadly, many of our expat families were sent back overseas despite their love of WA and Quintilian School. I know many of them are very keen to return sometime in the future.

Across the school we continue to offer outstanding teaching and learning that caters for the wide variety of children in our care. The commitment and expertise our teaching and non-teaching staff offers to our students is simply superb.

Our teachers create stimulating, challenging and fun lessons where every child's needs are catered for. Our non-teaching staff are equally committed to our children. Our students continue to gain excellent results in NAPLAN and other external tests. These results are usually well in excess of State and National averages and many of our students are at the highest range of these standards.

The school continues to seek feedback from parents, teachers and students through a variety of means. This feedback and our strong enrolments confirm that the school community is highly satisfied with the educational program provided by the school.

This year we celebrated the 40th Anniversary of Quintilian School with two exceptionally well organised and well attended events. The 'Colour Run' for current and former students was a fun, exciting and very colourful afternoon. It was actually so successful that many parents suggested it should become an annual event. The enjoyment seen on the faces of all participants said much about the type of school we have. This event was followed a few weeks later by the Adult's 40th Anniversary Night which was attended by nearly 200 people. The setting of this event was absolutely amazing and I offer my sincere thanks to the organising committee for their tireless efforts over many months to ensure both 40th events were superb.

There were many other highlights throughout the year and these included the very popular Rottneest Family Weekend Camp, our welcome Sundowner BBQ, Mid-Week Munchies, Disco nights and the Early Learning Centre Gallery night.

Perhaps the greatest event and production for the year was "Wind in the Willows" where all our children from Pre-kindergarten to Year 6 took part in our bi-annual Whole School Production. The quality of the performers, their costumes, the music and the props were way in excess of what is normally considered the standard for a primary school performance. I have been told in no uncertain terms that I am not allowed to mention individual names, so I won't, but I do need to thank every single student, parent and staff member who in their own individual way contributed so much towards this outstanding performance event.

In 2016, we introduced the Singapore Maths teaching model into Years 1 – 6. OECD testing of students' performance in maths across the world has again placed Singapore's students in first place. We aim to have the majority of our students studying Year 6 and 7 concepts in Year 5 and Year 7 and 8 concepts in Year 6, with extension students touching on Year 9 concepts.

Last year we implemented coding/robotics into the curriculum for Years 4, 5 and 6, as well as offering an extra-curricular club. We were also fortunate to have received a \$3,000 grant from AISWA to assist us with new Science, Technology, Engineering and Mathematics (STEM) and coding/robotics resources. In 2017 we will be increasing the opportunities for our younger students to take part in these activities.

The purchase of 30 iPads for use by all classes within the school and the upgrade of our Wi-Fi and internet service has created further learning opportunities for all of our students. It is vital that we maintain modern and relevant learning technologies for our students as they enter a very different and exciting future where many experts predict over 70% of future employment will be in STEM fields.

We are constantly reviewing the key areas of phonics, spelling, reading, writing and comprehension and a major outcome this year was our implementation of Jolly Phonics into Kindergarten and Pre-primary classes. The implementation of this program by our teachers has seen an immediate positive impact for all of our students. Jolly Phonics has a multi-sensory approach that enables all students to far more easily develop the required key literacy skills. Our teachers are committed to all of our students achieving at their highest possible literacy level and we will be introducing the Jolly Grammar approach into Years 1 -3 to continue the great success we have seen with Jolly Phonics.

I would like to thank all members of the Board for their many hours of tireless work in the governance of Quintilian School. We have a very professional Board with a wide range of skills who take their role very seriously and always act in the best interests of our school.

To our Board Chair, Bruce Hegge, special thanks for the support you provide me, you're wise counseling and for the extra hours you dedicate to our school.

STATISTICS

Attendance Rate for Students

93.84%

Staff	No	FTE
Teaching	22	18.8
Non-Teaching	15	9.4
Total	37	28.2

Students - Census August 2016	No	FTE
ELC	49	30
Pre-Primary	27	27
Primary	154	154
Total	230	211

Neil Collins, Principal

There was a new approach to community events for 2016 with expressions of interest from the school community to form the Events Committee. This meant that the class representative role would be more fun and less demanding than in previous years, with less regular group meetings or fund raising responsibilities. The focus of the Events Committee was on bringing the Quintilian community together through fun and well planned events throughout the calendar year. 2016 was a great year, particularly as it was Quintilian's 40th anniversary.

A huge thanks to all who helped to make this such a great year for events, with particular thanks to the members of the organising committees: Emma George, Chair of the Events Committee until July, Danni Booth, Pepita Bulloch, Jantien Kroese, Sue-anne Munckton, Alisa Pearson, Rebecca Potts, Caitlin Sim, Andrea Touhy, Brooke Ventouras and Dimitra Ventouras. There were also many other people who contributed to events throughout the year and we would like to thank everyone who has made this a successful year. A summary of the events include:

Quintilian Sundowner – This was a great opportunity for parents to catch up in a relaxed atmosphere and welcome new families to the Quintilian community at the beginning of the year.

Rottnest Family Camp - Despite the challenging weather conditions a large number of Quintilian families and staff ventured to Rottnest Island for the annual family camp. There were some new activities such as "Twilight Tales" for upper primary, "Pirate Pete" to learn about ecology and find some real treasure for the lower school and "Selfie competition" for the funniest or most quirky Rottto selfie. The weather didn't stop our favourite activities such as Race the Train, Sandcastle competition and the sun was certainly shining brightly for our Quokka Hunt.

Bogan Bingo – The Bogan Bingo night was well attended and a fun evening. It gave parents the opportunity to bring out their inner bogan and many obtained their costumes straight out of their own wardrobes. A great night was enjoyed by all with fabulous games, great food provided by La-Fuentes food truck and an opportunity to literally let your hair down.

Quintilian's 40th Anniversary Colour Run Event - The parent committee responsible for the event wanted to create something unique that focussed on the ethos of Quintilian; a child centred activity that was colourful, creative, interactive and just a little bit out there! The results speak for themselves. The afternoon was a celebration of everything that is Quintilian with kids getting splattered with paint, teachers and former students throwing the powder and parents watching, soaking up the atmosphere of fun. Special thanks to Herdsman Fresh for donating the sausages and fruit, Mt Claremont Village Bakery for donating the buns, gorgeous Emmy, year 2 Teacher for creating the bright and delicious Quintilian logo cup-cakes, Sporty Sarah for developing the obstacle course, Rescue Rod for helping to set up, Band "FAGE" with Quintilian Alumni playing together and Tom the DJ who provided the music while the Colour Run Event was running.

Quintilian's 40th Birthday Adult event – The school was transformed for a night under the stars to celebrate the 40th birthday of Quintilian. Everything about the night was FABULOUS, fabulous music, fabulous dress, fabulous food and wine provided by fabulous trucks with a fabulous venue that was totally unrecognisable for this gala event. The event was attended by past and present parents, staff and members of the Quintilian community and provided an opportunity to reflect on the history and ethos of Quintilian. The organising committee spent many months preparing for this night and the festival atmosphere that they managed to create was outstanding and reflected many good things that are unique to the Quintilian school.

Julie Crouch,
Deputy Chair, Quintilian Board





DIONNE SADDIK

EARLY CHILDHOOD YEARS

Our Early Childhood years have a strong focus on developing a love for learning and wonderment about the world we live in, as well as explicitly teaching, learning and developing essential literacy and numeracy skills, concepts and understandings. This is all achieved, through a high quality play based curriculum. Intentional learning outcomes are planned for and embedded within a play context to ensure our students are engaged, challenged, stimulated and of course learning. This also provides the perfect context to support the children's developing social and emotional skills, fostering genuine and meaningful relationships between students and educators alike.

Like the other clusters the Early Childhood team meets on a fortnightly basis to collaborate and share ideas, as well as discuss pertinent curriculum issues. A strong focus for our cluster this year has been implementing the Jolly Phonics programme into our Sheddie and Pre-Primary classes. Our early years have always explicitly taught phonological awareness and phonics however, we have never followed a specific programme as such. Jolly Phonics is an evidence based, explicit programme. After doing a great deal of research, we felt it would fit in well with our teaching philosophy in the early years. This was a new and exciting journey for our cluster group and one that was met with resounding success for each and every child at their individual level. We now look forward to seeing how it translates going forward into next year.

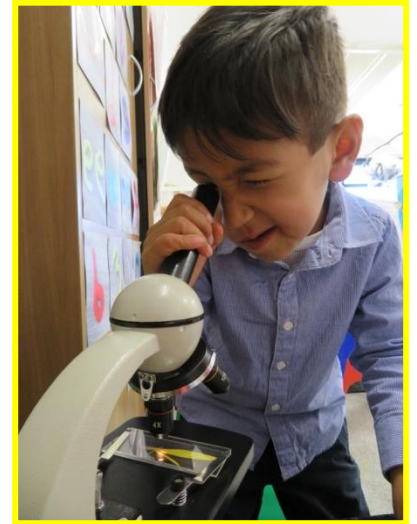
The Sheddie and Pre-Primary classes always enjoy regular and varied incursions and excursions throughout the year including Spineless Wonders, Tamala Park Recycling Centre, Neville Collard incursion, Anya Brock city tour, Perth Hills Discovery Centre, The Worm Shed, Science Alive incursion, Lo Zucchero and a visit from Herdsman's Chef Dale, just to name a few. Our Pre-Kindy classes also enjoyed a very special excursion to AQWA, as well as several visits to the local park. As always all the year groups in our cluster enjoyed memorable Mother's Day and Father's Day functions, which were a great success. The end of the year culminated in the Pre-Kindy and Sheddie Learning Journey evening, which was a slight change from our usual Art Gallery. The idea of this event was to focus on and showcase the actual learning and processes that our children were involved in, as well as exhibiting their final artworks. The Learning Journey evening strongly supported our philosophy and was a wonderful way to share with families and friends some of the children's accomplishments from their year.

This year we have also continued and strengthened our Outdoor Classroom programme that was implemented in both Sheddies and Pre-Primary last year. Once again it has been an extremely beneficial part of our curriculum. The children have explored the flora and fauna of both local and further afield nature reserves including Bold Park, Trigg Beach, Herdsman Lake and Matilda Bay.

As always the Early Childhood team thanks our parent body for their ongoing support and active participation in their children's early education, helping to contribute towards a highly successful 2016.

Dionne Saddik
Area Coordinator







MEL RAYMENT MIDDLE PRIMARY YEARS

In Years 1-3 we focus on developing the children's independence, refining their social skills by broadening their relationships and extending their literacy and numeracy skills. The teaching team work collaboratively, meeting formally once a fortnight and casually when needed to ensure there is consistency across the year groups.

Although we follow the Western Australian and Australian curriculum, we always endeavour to programme play-based activities and real life experiences that will consolidate, extend and enhance the children's understanding of the learning areas. The classes regularly attend incursions, excursions and once a year a year group camp, which is always a highlight.

In Year One the children attend their first camp, for some children this is their first time away from home. Our Year One camp was held at Woodman Point and Year Two at Ern Halliday. These camps are close to Perth and focus on developing the children independence, resilience, confidence and friendship. The Year 3 children camped at Fairbridge. This camp builds on their skills and personal development by challenging the children with more adventurous activities. The rock climbing and the 'Giant Swing' were the highlights of the camp.

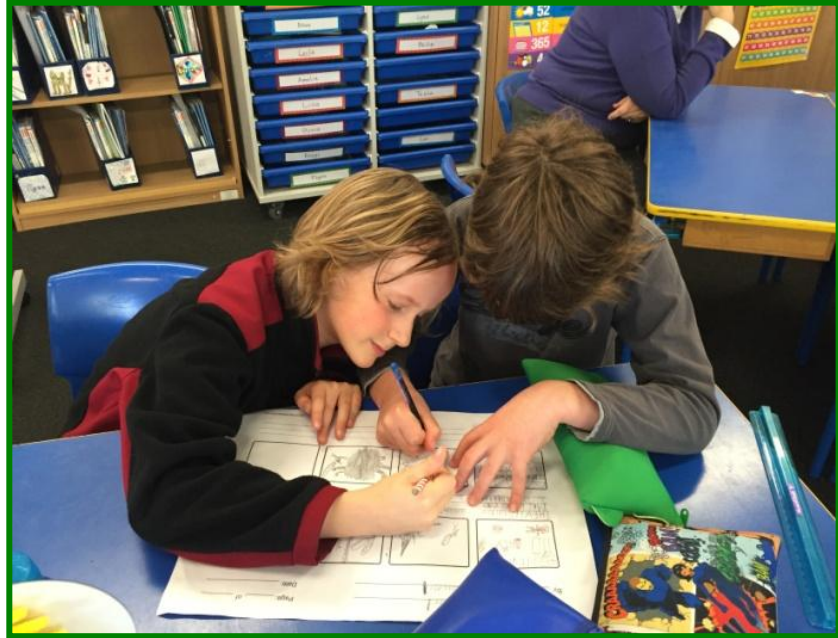
As a cluster, our year groups came together for a team building and social skills workshop presented by Major Mitchell Productions. The children learnt about the importance of developing confidence and practiced some social skill techniques. We also celebrated the end of Semester One together, ice-skating at the Winter Wonderland in Fremantle. In Term Four the cluster came together for our annual sports carnival. As a cluster we offer the children the exposure to many different sports from badminton, AFL, netball to dance and Funky Fitness. The children learn protective behaviours during martial arts sessions with Renshi Glenn.

This year we introduced two cluster events, Mother's Day Gala and Father's Day Fun morning. This provided the opportunity for parents across the year groups to get to know each other, while participating in activities and craft with their child. Both mornings were very successful.

As a cluster our goal is to send the children into our upper school with confidence, enthusiasm and a solid understanding of the basic literacy and number skills.

Mel Rayment
Area Coordinator





SUSAN WELLINGTON

UPPER PRIMARY YEARS

In 2016, the Upper Primary Cluster team was comprised of Anne Lavin (Yr 6), Lisa Thomas, Susan Beilby (Yr 5), Jim O'Raw, Rebecca Potts and Susan Wellington (Yr 4).

The team meets once a fortnight to discuss a variety of educational issues that impact teaching and learning in Years 4-6. The team discusses a variety of relevant topics which include; content and teaching strategies, curriculum, assessment and reporting, differentiating teaching to meet specific needs of students, Literacy and Numeracy strategies as well as specific focus areas within the curriculum and special concerns for individual students. The Upper Primary Cluster work very much as a team; offering ongoing support to one another as well as professional reflection and vision for creating the best possible educational experiences for our students.

In Semester One, we focused on developing a record of diagnostic assessments through Upper Primary. This was used by all the teachers to record student assessment results on a common data base to help identify specific student needs to better develop relevant teaching strategies. Prime Maths was another focus area with all of the teachers participating in various Professional Development seminars relating to the Maths program. IT and Coding was another area of focus with Lisa and Jim also attending several Professional Development workshops on STEM related topics and programs. Jim successfully applied for a grant that resulted in Quintilian being the proud owners of a 3D printer.

Once again, the students in Upper Primary participated in the planting of seedlings at Claremont Lake as part of our Sustainability Program. The Yr 5s also attended the Perth's Writer's Festival earlier in the year as part of their Literacy program while the Yr 4s went out to visit the company that looks after Quintilian's waste (the Damien Cole Group). The experience led the school to revisit our policy of recycling paper waste in the classrooms and we are pleased to report that paper is once again being sorted and recycled at Quintilian as a whole school endeavour.

In Semester Two, the team focused on implementing the use of iPads in teaching and learning. The students across the three year groups took photos and made mini films using the new technology. They also used the many Apps available in both Numeracy and Literacy to enhance their more traditional learning experiences. The students of Upper Primary participated in; learning the basics of First Aid, the Quintilian Sports Carnival and the whole school production of Wind in the Willows. Students in Yrs 5 and 6 took on the main speaking parts while the Yr 3s and 4s sang in the choir.

It was a very busy 2016 and the events and activities mentioned above are but a few that comprised another fantastic year at Quintilian.

Susan Wellington
Area Coordinator





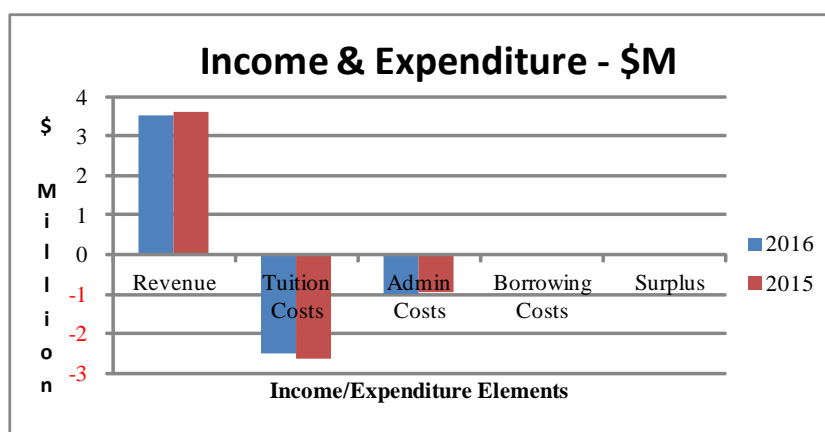
The accounts for the year ended 31 December 2016 were audited by Stielow Bell and Associates and certified as shown in the extract from the Audit Report on the next page. A summary of key data contained in the financial statements has been extracted and is presented in tabular and graphical form showing comparisons with the prior year's result:

Quintilian School

Financial Statements for the Year ended 31 December 2016

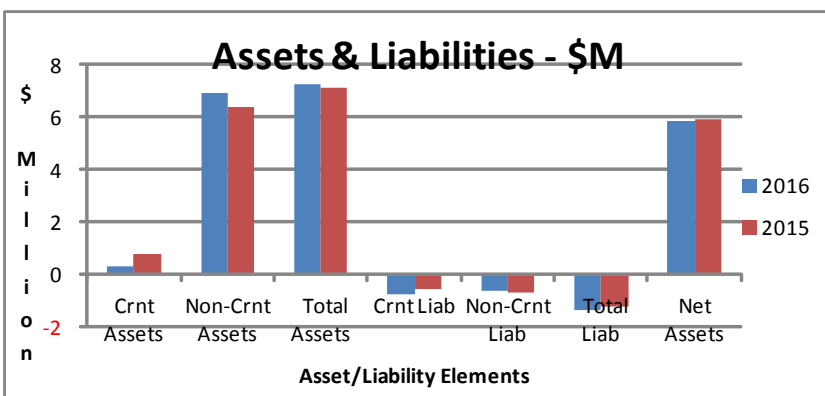
Income & Expenditure Statement

	2016 \$'000	2015 \$'000
Revenue	3,512	3,622
Tuition Expenses	-2,508	-2,660
Administration Expenses	-1,008	-954
Borrowing Costs	-26	-30
Surplus/Deficit	-31	-22



Balance Sheet

	2016 \$'000	2015 \$'000
Current Assets	325	744
Non-Current Assets	6,914	6,402
Total Assets	7,239	7,146
Current Liabilities	-736	-546
Non-Current Liabilities	-640	-714
Total Liabilities	-1,376	-1,260
Net Assets	5,863	5,886



The budget was determined on the basis of a break even outcome and as can be seen there was a small deficit of \$31,000, less than 1% of total costs. There was a sharp decline in the number of students due to the current economic climate, which could have led to serious financial difficulties, but key decisions were taken to contain costs to offset the lower than anticipated income from tuition fees and government grants.

As far as the Balance Sheet is concerned, current assets declined by \$419,000, while non-current assets increased by \$512,000 giving a net increase of \$93,000. The shift between current and non-current reflects the capital expenditure on the refurbishment of the teaching/administration building, financed primarily from cash reserves. Liabilities increased by \$116,000 which reflects the part funding of the teaching/administration building refurbishment. The net movement in net assets was accordingly just \$23,000.

Attendees are asked to:

- adopt the accounts as presented
- affirm the reappointment of Stielow and Associates as auditors for the ensuing year.

Charles Herring
Bursar

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

Report on the Financial Report

We have audited the accompanying financial report of Quintilian School Inc. which comprises the statement of financial position as at 31 December 2016, 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 Quintilian School Inc. has been prepared in accordance with Division 60 of the Australian Charities and Not-for-profits Commission Act 2012, including:

- giving a true and fair view of the registered entity's financial position as at 31 December 2016 and of its financial performance and cash flows for the year ended on that date,
- complying with Australian Accounting Standards and Division 60 of the Australian Charities and Not-for-profits Commission Regulation 2013;
- 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
- 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:

- The Grant Income and Expenditure Statements give a true and fair view of the Associations' financial transactions for the year ended 31 December 2016 in accordance with the applicable Australian accounting standards and other mandatory professional reporting requirements; and is based on proper accounts and records.
- 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;
- 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);
- 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.
- 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

LEON STIELOW
CHARTERED ACCOUNTANT
PRINCIPAL

ASIC REGISTERED AUDITOR N# 270830

Dated this 14th day of February 2017

Perth, Western Australia.



QUINTILIAN SCHOOL

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