

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.	Wellbeing Coordinator.	At least 95% of the students feel supported with their wellbeing.
	Establish student ‘voice boxes’ in each classroom Term 1, 2024.	Student Board and Principal.	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%.
	Establish the Quintilian Student Board 2024. Hold weekly meetings	Students and the Principal.	Schedule 1 student board meeting each week for 4 Term s.
1.1.4. Safety – ensuring the school and its community are safe and that the school adheres to the requirements of Safe Schools.	Use the AISWA wellbeing grant to develop initiatives and purchase new resources in Term 1, 2024.	Wellbeing Coordinator.	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.	Marketing Coordinator, Librarian. QLT.	All students access a range of external support at least 1 guest performer each term.
	School My School attendance data, Termly evaluation.	QLT and Receptionist.	Maintain attendance figure of 91% or above (87% national)
	Relaunch KIMOCHIS and URSTRONG programs each Term through assemblies, newsletters and events.	QLT, Cluster Leaders, Marketing Coordinator	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.	Finance Manager and IT Dynamics.	Lower and upper clusters have 1 Go-Pro camera to capture dynamic teaching and learning opportunities by Term 3 2024.
	Plan renovation of staff toilets in Term 3, 2025.	Principal and Maintenance Manager	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.

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3. Community Wellbeing			
1.3.1. Encourage and seek diversity in the school community.	Establish termly community projects through philanthropy and entrepreneurship in Term 1, 2024.	QLT	At least 1 innovative community project introduced each Term from Term 2, 2024 to broaden curriculum opportunities for students.
1.3.2. Positive relationships amongst the school community are encouraged and worked towards.	Establish the Quintilian Parent and Friends Association (P&F) in Term 1 2024.	Principal, QLT. and Parents.	Four, one hour P&F meetings are held each term to plan events.
1.3.3. Participation in a variety of activities within and external to the school.	Strengthen connections and relationships with civic organisations.	P&F, QLT, Marketing Coordinator	New partnerships with civic organisations increased by 50% by Term 4, 2024.
1.3.4. Engage civic organisations. 1.3.5. Engaging with a variety of other school communities, both local and globally.	Devise a new Marketing and Events Strategy in Term 1 2024.	Marketing Coordinator and Principal, Deputy Principal.	Implementation of 2024-2025 Marketing and Events Strategy in Term 1, 2024.
1.3.6. Organise events and extend invitations to the wider community.	Build up the alumni network in Term 2 2024. Use the “Develop” tab in Synergetic to access past pupils and contact them.	Registrar and Marketing Coordinator.	Source at least 4 guest speakers for open school/Principal presentation in Terms 2 and 4 2024.
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.	Engage with state, federal and international organisations to develop global relationships and recognition – linked to 50th anniversary, Term 2, 2024.	QLT and P&F and Marketing.	Establish 50th anniversary planning team in Term 2, 2024, implementation of plan in Term 4, 2024.
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 partnership with local sports organisations in Term 1, 2024.	Physical Education Specialist teacher and Principal.	Increase external sport sessions by 25% available to the community from Term 1, 2024.
	Develop parent exit questionnaire for implementation in Term 1, 2024.	Principal and Board.	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.	Develop various design options for STEM room in Term 2, 2024.	Principal, Deputy Principal and IT Dynamics. Finance Committee.	STEM room renovations plan completed by Term 3, 2024, included in budget for 2025.
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)	Obtain quotes and logistical information to migrate all data from the server to cloud storage in term 3 2024.	IT Dynamics.	Proposed decision/timescale for full migration to cloud storage completed in Term 3, 2024.
Technology upgrades	Re-elect an IT Coordinator	IT Dynamics/IT Coordinator	IT Inventory and proposed resource investments completed by Term 3, 2024
	Conduct a review of IT equipment across the school	IT Dynamics/IT Coordinator	
Maintenance	Carry out the School Maintenance Plan in Term 3, 2024	Finance Committee.	Complete maintenance plan and budget Term 4, 2024.
2.2.2. FY 2022 – Renovation of the student toilets.	Plan the renovation of all student toilets in Term 4, 2024.	Finance Committee.	Confirm renovations decision in Term 4, 2024.
	Implement new designs and artwork created in Term 2, 2024.	Sustainability club.	At least 4 new artwork projects showcased in school by Term 4, 2024.

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5. Curriculum			
3.1. Student Achievement	Use Essential Assessment data each Term to track achievement and trends.	Cluster Coordinators.	Use new assessment system to track student achievement data. Update each term.
3.1.1. Create opportunities for students to develop an enquiry mindset and be actively involved in their learning.	All staff invited to attend Cath Murdoch Inquiry training through AISWA Term 1, 2024.	Cluster Coordinators.	At least one member of staff per cluster attends Inquiry learning philosophy training in Term 1, 2024.
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.	Arrange smartboard training for staff in Term 3, 2024.	IT Coordinator and IT Dynamics.	New innovative IT strategies used to enhance teaching and learning from Term 3, 2024.
3.1.3. Ensure students are prepared academically, emotionally and socially for their next stage of learning.	Introduce MacqLit (Reading) program in Term 1, 2024.	Literacy Coordinator.	Educational Assistants training enables bespoke interventions for students requiring additional support with their reading development Term 1, 2024.
3.1.4. Further build parent and community engagement to support improvement in student learning.	Schedule staff Synergetic training in Term 2, 2024. (Teaching and admin staff)	QLT and Finance Officer.	New and existing staff have awareness of Synergetic management system.
3.1.5. Continue to focus on maximising student attendance.	Re-instate the artist in resident program in Term 1, 2025.	QLT.	Students will have the opportunity to work alongside an experienced artist to enhance and inspire learning from Term 1, 2025.
3.2. Staff	Teaching teams scheduled, to share and reflect on cross-curricular teaching and learning.	Cluster Leaders.	Cross-curricular teaching and learning evaluations completed in Term 1, 2024.
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.	Termly EA training communicated with all staff for continuous professional development of EAs.	Cluster Leaders and QLT.	Further PD opportunities shared with EAs from Term 2, 2024.
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.	Schedule IEP and LAP training for all teaching staff.	Inclusive Education Coordinator.	IEP and LAP training completed in Term 1, 2024.
	Design and create an Atelier (artists workshop) space to enhance the holistic development of children in Early Years.	Lower Cluster Leader.	New Atelier space ready for use in Term 1, 2024.
3.2.3. To ensure high quality teaching practice occurs in every classroom based upon:	Introduce new philanthropy (Term 1) and entrepreneurship (Term 2) projects for all students linked to cross-curricular topics.	Cluster Leaders and QLT.	Entrepreneurship and philanthropy are evident in planning/programs from Term 2, 2024

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<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>	AISWA Aspiring Middle Leadership courses available to cluster leaders in Term 1, 2024.	Principal.	Cluster Leaders will have the opportunity to enrol for their professional development.
	Complete IT curriculum review in Term 2, 2024.	Cluster Leaders.	Completed reviews in Term 2, 2024 will enable future planning and resourcing.
	Purchase and implement additional Bond Blocks resources to enhance Maths teaching and learning.	Maths Coordinator.	Additional Bond Blocks resources available in school from Term 1 2024.
	Conduct Literacy and Maths reviews in Terms 1 and 2 of the current curriculum (planning, lesson, assessments) in line with WA mandatory requirements.	Literacy and Maths Coordinators	Completed reviews in Term 1 and Term 4, 2024 shared with QLT for future planning/considerations.
	Critical thinking PD scheduled in Term 3, 2024.	Lower Cluster Leader.	Hold critical thinking conversations in cluster meetings in Term 3, 2024.
<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. 	Distribute online curriculum questionnaires to all students in Term 2, 2024.	Literacy and Maths Coordinators Specialist Teachers, Cluster Leaders (wider curriculum areas)	Student data then used to inform SDP 2024 – 2025.
	Termly Literacy Pro Reading Lexile Growth formative assessment in Years 3 to 6.	Deputy Principal and Cluster Leaders.	Maintain Lexile growth averages of 31% (basic), 38% (proficient). Increase advanced Lexile growth averages of 31% to 40%.
	Formative Brightpath Writing averages in Years 1 to 6 each Term.	Deputy Principal and Cluster Leaders.	Maintain school average score of 260 in 20th percentile range of all schools. Maintain school mean average score of 333 (National mean score 308).
	Year 3 NAPLAN averages in Term 3.	Deputy Principal and Cluster Leaders.	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.
	Year 5 NAPLAN averages in Term 3.	Deputy Principal and Cluster Leaders.	Maintain significantly high average scores in Numeracy, Reading, Writing, Spelling, Grammar and Punctuation.
	Progress from Year 3 to Year 5 NAPLAN Writing in Term 3.	Deputy Principal and Cluster Leaders.	Maintain significantly high progress scores in NAPLAN Writing from Years 3 to 5.
	Progress from Year 3 to Year 5 NAPLAN Numeracy in Term 3.	Deputy Principal and Cluster Leaders.	Ensure progress is steady or significant NAPLAN Numeracy from Years 3 to 5.

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6. Sustainability			
4.1. Reducing, reusing and recycling programs.	Register application with Sustainable Schools WA Term 1, 2024.	Principal.	The school community has begun a process to develop a whole-school vision for sustainability by Term 2 2024.
4.1.1. Sustainability projects. (Recycling of Batteries, Plastics, Soft and Noisy etc.)	Complete school’s ecological footprint in Term 2, 2024.	QLT.	In school community, from a social and environmental perspective: a) things identified that we like and dislike; b) likes and dislikes have been discussed with community members – colleagues, students, parents; 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.
	Complete school’s social handprint in Term 3, 2024	QLT.	
	Complete school’s key elements rubric in Term 4, 2024.		
4.1.2. Organic composting bins and worm farm.	Consider support/resources required to implement sustainability action plan in Term 4, 2024.	QLT.	
4.1.3. Gardens- Increase chickens.			
4.2. Understand and reduce the carbon footprint of our school.	Discuss with all stakeholders how the United Nations Sustainable Development Goals (SDGs) are included within the curriculum in Term 3, 2024.	QLT.	UN SDGs cross-curricular mapping used to increase knowledge and understanding of global citizenship in Term 3, 2024.
4.2.1. Sustainable Schools WA.	<u>Water</u> Explore ways that we can conserve water and protecting the health of our waterways and oceans in Term 2, 2024.	Sustainability Club.	New school initiative will raise awareness of water conservation in Term 3, 2024.
4.3. Develop and implement a Sustainability Action Plan.	<u>Energy</u> Identify ways to conserve energy and deriving our energy supplies through renewable sources in Term 3, 2024.	Sustainability Club.	Results of solar energy data evaluated in Term 3, 2024. New renewable energy sources determined in Term 4, 2024.
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.	<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.	QLT.	Community initiatives identified and planned for in Term 3, 2024.
4.4.1. Increase reliance on Solar Power at the school.			

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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			
4.6. Implement and undertake a Biodiversity Audit of the school (Biennial Review)	<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.
4.7. Teaching in the School:	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.
4.7.1. Provide teachers with targeted PD such that they are confident teaching sustainability in the classroom.	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.
	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.

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