

KINGSLEY PRIMARY SCHOOL

Strategic Plan 2025 - 2027



Our School

Kingsley Primary School is a hidden gem nestled amongst native Australian bushland between Kelmscott and Armadale in Perth. We are a small school that caters for 250 students from Kindergarten to Year 6 and we pride ourselves on not just enrolling students, but enrolling families into our high-support Kingsley community. Building strong relationships is at the heart of our school's philosophy and we believe that a strong connection between home and school is vital to the success and wellbeing of our students.

Our Commitment to School Improvement

At Kingsley Primary School we believe that high quality teaching has the most impact on student achievement. We are committed to developing a school culture of teaching excellence where staff and school leaders have high expectations of each other, work collaboratively together, trust and believe in each other, seek and receive feedback, share effective strategies and evaluate their impact on student achievement.

Our Targets/Milestones

- Attendance data in Student Attendance & Reporting (SAR) is at or above WA Like Schools.
- Increase percentage of students who are 'developed', 'highly developed', or 'very highly developed' in Social and Emotional PAT data.
- Mean NAPLAN scores are at or above WA like Schools (Years 3 & 5 Stable Cohort).
- Results from the National School Opinion Survey (NSOS) are above 4.3 in all areas.
- Cultural responsiveness is achieved in all domains of the Aboriginal Cultural Standards Framework.

Our Moral Purpose

At KPS we are relationships based, culturally rich and whole child focused. We have high expectations of our staff, students and community.



Our school is culturally rich, with over 15 different language groups being represented. We celebrate diversity and strive to create an inclusive environment where students from all backgrounds can thrive.



We aim to provide an education that goes beyond academics, focussing on the holistic development of each and every student in our care by nurturing their emotional, social, physical and academic needs.



We create a friendly, nurturing, safe and inclusive learning environment for students, staff and community. Building and maintaining positive relationships is a core principle at KPS.



We are driven by our high-expectations culture and explicitly teach The Kingsley Way – encouraging Respect, Responsibility, Resilience and a drive to achieve Excellence in all that we do!



Focus Areas

Relationships and Partnerships

Goal:

To build strong internal and external relationships that are founded upon trust and a collective belief that together we can maximise outcomes for our students.

Together We Will:

- Strengthen relationships with the LDC to increase outcomes for SAER.
- Develop and embed agreed staff protocols and processes for internal and external communication.
- Establish a partnership with Telethon WA – Playgroup.
- Improve school governance through the establishment of a reinvigorated school council.
- Strengthen pastoral care through partnering with the Grass Roots Foundation, Youth Care and other external agencies.
- Strengthen partnerships with allied health professionals.
- Rebrand our school to reflect our current moral purpose, values and culture (including a new logo).

Learning Environment

Goal:

To create a safe and inclusive learning environment where student behaviour is well managed, pastoral care programs promote student wellbeing, and attendance and engagement are priorities.

Together We Will:

- Implement Positive Behaviour Support (PBS) as a whole school approach to managing behaviour.
- Develop a Student Services Hub-Kingsley Koort (Heart of Kingsley).
- Continue to promote the Kingsley Way.
- Incorporate restorative justice principles into our behaviour policy.
- Revamp Zones of Regulation as a whole school program.
- Implement the UR Strong program as a whole school approach for teaching social skills.
- Develop a whole school set of Engagement Norms.
- Build cultural responsiveness through enacting the RAP.
- Collaborate with the community to write and compose a school song.

Leadership

Goal:

To nurture, develop and expand quality teaching through enabling expert teachers to operate collaboratively and share their skills and understanding.

Together We Will:

- Strengthen school assessment processes across the 5 domains of the SIAF.
- Implement a distributed leadership model.
- Provide leadership professional learning for all PoLT leaders.
- Support change management through the introduction of a formalised classroom observation and feedback cycle.
- Clearly articulate the roles and responsibilities of the Senior Teachers in the school.
- Develop a comprehensive induction package for all staff.



Use of Resources

Goal:

The leadership team will strategically direct and apply all resources to improve teaching, learning, and student outcomes.

Together We Will:

- Employ a full-time Learning Support Coordinator to assist SAER and their families.
- Employ additional EAs to ensure that every class has an EA to support students.
- Create an outdoor sensory garden / meeting space.
- Develop timetabled collaborative DOTT to support planning across phase of learning teams.
- Allocate resources to investigate and implement a whole school numeracy program.
- Develop a Kingsley Meeting Model that prioritises effective and efficient processes that are driven by the Plan/Teach/Assess cycle.
- Utilise the Foggarty Edvance program to assist with our school improvement journey.



Teaching Quality

Goal:

To develop high quality teachers who utilise evidence-based approaches to inform their instructional practice.

Together We Will:

- Embed Kingsley's Instructional Framework & develop measures to ensure that consistent practice is evident in every classroom.
- Develop an Instructional Playbook that outlines criteria for High Impact Teaching Strategies (HITS).
- Embed a high support instructional coaching model across the school.
- Implement the Berry Street Educational Model across the whole school.
- Develop a whole school approach to teaching reading using the principles from the Science of Reading.
- Continue to implement InitialLit from K-2 with fidelity.

Student Achievement and Progress

Goal:

Staff will use individual, cohort and whole school student data to guide the evidence-based teaching and learning programs.

Together We Will:

- Build staff data literacy, analysis and reflection, using the PAT Dashboard & SAIS.
- Implement a whole school Multi-Tiered System of Support (MTSS) for student engagement, wellbeing and achievement.
- MiniLit & MacqLit Tier 2 interventions programs will be implemented across Yrs1-6.
- Disaggregate attendance data and review every five weeks.
- Continue to timetable Literacy & Numeracy Blocks across the school.

