



BUSINESS PLAN

2026-2028



Growing Together with CARE



'Growing Together' is not only the motto for KPS – it embraces everything we value as a school.

Our Vision

At Kinross Primary School we provide an innovative, engaging and inclusive learning environment where we strive for our personal best and excellence in everything we do. We aspire to create collaborative partnerships across the whole school community.

The school is committed to providing a safe and supportive learning environment to nurture our students and enable them to build their emotional, social and physical well-being. We aim to inspire a love of learning and provide a quality education that provides a strong foundation for students to adapt continuously in an ever-changing world.

Our Values

At Kinross Primary School we show **CARE** as we grow together. Our core values include:

Care and Compassion
Acceptance and Accountability
Respect and Resilience
Excellence and Effort

Our Improvement Drivers

This strategic document serves as a clear, aspirational roadmap for our school community as we continue to strengthen our culture of high expectations, inclusive practices, and student-centred learning.

To achieve this, our plan is anchored by four interdependent Improvement Drivers:

Learning Environment and Relationships

Quality Teaching and Leadership

Student Achievement and Progress

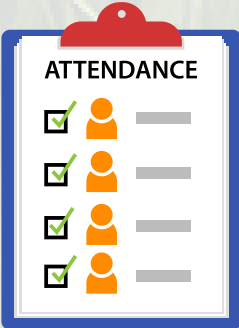
Culture and Community Engagement

Scan the QR code below to learn more about our school





Our Targets



Increase the percentage of students with Regular attendance to 80% of students



Increase the percentage of students in the ‘exceeding’ category in Numeracy in Years 3 and 5



Maintain the mean in NAPLAN to be at or above like schools for all areas in Numeracy and Literacy



Less than 20% of Kinross students in the bottom 20% in all NAPLAN domains



Quality Teaching & Leadership

What we will do	What you will see
• Utilise the Department’s Teaching for Impact Strategy to refine and strengthen teaching practices • Continue to implement consistent, whole school evidence-based approaches to the teaching of English, Mathematics, Science and Social-Emotional Learning • Implement balanced Early Childhood Education programs aligned with the EYLF, NQS and WA Kindergarten Guidelines • Effectively use data to inform teaching and learning • Identify, develop, support and provide opportunities for leadership at all levels including staff, students, School Board and P&C • Provide targeted professional learning and coaching aligned to school priorities and needs of individuals • Actively participate in performance management processes to strive for personal improvement • Build staff expertise and deliver high-quality, future-focused learning programs by embedding best-practice approaches in ICT, STEM, Digital Technologies and Robotics across all year levels 	• Teachers consistently using high-impact teaching strategies and implementing whole-school agreed practices • Explicit learning intentions and success criteria communicated, referenced and used by students to guide learning, self-assessment and feedback conversations • Professional Learning Communities planning collaboratively, analysing progress and achievement data, and reflecting on the impact of teaching • Quality intervention and targeted support in place for all students, including remediation, consolidation, extension and enrichment pathways • Walker Learning principles and purposeful play-based learning embedded across Early Childhood classrooms, with clear links to curriculum outcomes • Staff engaging in meaningful performance management processes, focused on reflective practice, role clarity, capability development and alignment with school priorities • Leaders actively supporting staff through coaching, modelling, mentoring and curriculum implementation guidance • Regular opportunities for staff to share expertise, showcase effective strategies, and learn from one another, strengthening collective efficacy • A proactive Student Services Team and strong leadership through the Diversity Hub, ensuring individual student needs are identified early and supported through coordinated case management • Targeted professional learning, consistent whole-school pedagogical frameworks, effective use of digital resources, AI and the integration of innovative technologies to enhance student engagement, creativity, problem-solving and computational thinking • A comprehensive 5-year plan for ICT and Digital Technologies prepared and implemented

Learning Environment and Relationships

What we will do	What you will see
• Create a safe, caring and inclusive learning environment for all • Cultivate student and staff mental health and wellbeing • Promote specialist learning areas and innovative extra-curricular programs • Continue to develop sustainability practices and initiatives • Prioritise Strong Teacher-Student Relationships • Strengthen staff relationships and collaboration • Enhance Physical Spaces 	• Students, staff and parents consistently demonstrating the Kinross CARE values, contributing to a positive culture where all members feel connected, respected and a strong sense of belonging • A refined School-Wide Positive Behaviour culture, with whole-school practices clearly visible, including the Friendology Program, Positive Behaviour Support Framework, and Zones of Regulation embedded in classrooms and playground settings • Staff collaborating, sharing expertise and supporting one another, contributing to consistent expectations, professional trust and high collective efficacy • A range of quality extra-curricular programs that extend student learning, increase engagement and provide opportunities for participation, leadership and personal growth • Students purposefully using digital technologies to enhance learning, and staff exploring the use of AI tools to improve planning efficiency, reduce workload and strengthen instructional design • Environmentally sustainable practices evident across the school, including student participation in initiatives that promote stewardship, responsibility and awareness • Attractive, engaging and well-presented learning environments, reflecting purposeful design, student work, and spaces that promote curiosity, safety and pride • Workload being monitored and refined, with systems and expectations that protect staff wellbeing and allow energy and focus to remain on high-quality teaching and learning • Ongoing enhancement of the school’s physical environment through the implementation of the Grounds and Maintenance Plan, improving functionality, aesthetics and community use

Student Achievement and Progress

What we will do	What you will see
• Respond to analysis of individual, class, cohort and whole school data on achievement and progress • Track attendance and behaviour data of individuals and cohorts across the school and respond to this data • Foster Student Agency and Goal Setting • Early intervention is a non-negotiable priority that underpins student success • Differentiate within the classroom for both struggling and high-achieving students	• Professional Learning Communities meeting regularly, openly sharing practice, analysing student data together, and aligning planning and instruction to identified student needs • Students accessing and discussing their assessment information, tracking their own growth and demonstrating increasing ownership and accountability for their learning progress • Teachers using screening tools such as phonics checks and numeracy diagnostics to identify student needs early and adjust teaching accordingly • A clear and consistent tiered intervention model in literacy and numeracy, with students receiving targeted support, small-group instruction, or intensive intervention based on data • Enrichment opportunities visible across the school, including problem-solving tasks, academic competitions, inquiry projects, and extension pathways for highly capable students • Students setting learning goals, reflecting on progress, and using feedback to guide next steps in their learning



Culture and Community Engagement

What we will do	What you will see
• Implement whole school approaches that connect Aboriginal histories, language and culture • Build the cultural competence of all staff members • Identify and promote all cultures within the school community • Foster Parent and Community Partnerships • Embed a Culture of Care and Inclusion	• Culturally responsive practices in alignment with the Aboriginal Cultural Standards Framework (ACSF) and the Kinross Reconciliation Action Plan, ensuring authentic integration of Aboriginal perspectives across all learning areas • Acknowledge, respect and integrate Aboriginal perspectives through curriculum design, classroom practice and whole-school events, strengthening students' understanding of First Nations histories, cultures and contributions • Promote awareness and celebration of cultural diversity within the school community by recognising significant cultural events, valuing all backgrounds and fostering an inclusive school environment • Implement AUSLAN as the school's Language program from 2026, ensuring it is effectively embedded and sustained throughout the life of the Business Plan through quality teaching, resourcing and community engagement • Strengthen community engagement by encouraging active participation in school events and maintaining meaningful connections with families, local organisations and service partners • Enhance transition opportunities and pathways through a strong and collaborative partnership with Kinross College, supporting continuity of learning and wellbeing for students and families • Refine communication and engagement strategies to build positive, purposeful partnerships with local community groups and businesses, increasing opportunities for student learning, sponsorships and shared initiatives • Maintain and further develop strong connections with the Kinross P&C and School Board, ensuring transparent communication, shared decision-making and alignment with school priorities • Support and promote P&C initiatives and events through school newsletters, assemblies, Connect messages and other communication platforms to strengthen community participation and engagement



Kinross Primary School acknowledges the Traditional Custodians of Whadjuk Nyoongar Boodjar and their continuing connection to land, waters, and cultures. To Elders past, present and future .

This is Our Journey



The large brown symbols represent the teachers
The small brown symbols represent the students)
Red dots-the fire in us to help our students
Orange dots-the parents and visitors to the school
Inner blue—the Lake Joondalup near our school
Green dots- the land we walk upon Whadjuk Noongar Boodjar
Outer blue dots- the ocean that surrounds this great land
Feet- walking on this journey and where there is no dots or paint that represents that we still have a way to go in getting all our students to the same level of education

Art and story by Trayna Bennell