School Excellence Plan 2025-2028

Kings Langley Public School 4528

School vision and context

School vision statement

Kings Langley Public School is a school with the students at the core of all that they do. The students will be active participants in their learning journey in a school environment that is supportive, safe and engaging. Every child receives a personalised education, based on their individual learning needs, that is determined through data collection and the close tracking and monitoring of progress. The teachers' expert knowledge of curriculum and best-practice is continually growing and evolving in line with student need, and the staff are recognised as life-long learners.

School context

Kings Langley Public School is located in the Quakers Hill Principals' Network of schools and has a student population of 564 students. Approximately 26% of students come from a language background other than English, and this percentage has been increasing steadily in recent years.

The school is the focal point of the community and caters for students from Kindergarten through to Year 6. The school has strong relationships with an active and enthusiastic P&C, who support the school through the operation of the Uniform Shop and Canteen, as well as running a number of highly successful fundraising endeavours. The parent community and student body value a holistic education that supports the development of well-rounded children. Extra-curricular opportunities in sport, creative and performing arts, STEM and public speaking and debating are well-supported and celebrated by the school community, and students routinely perform at a high standard in all of these fields. Student citizenship, leadership and resilience are cornerstones of the educational opportunities provided at Kings Langley Public School, and the school focus on Positive Behaviour for Learning (PBL) strategies reinforces the importance of students being respectful, resilient and a learner. This is supported through the development and implementation of the school's wellbeing support system of Regulate Recharge and Restart. Extra-curricular opportunities go hand-in-hand with high levels of academic achievement, with the school community valuing student growth and academic performance.

Kings Langley Public School is well-resourced and prides itself on being at the forefront of the meaningful integration of technology in schools. The staff are dedicated and hardworking professionals who are passionate about providing students with the very best educational opportunities, and are committed to their ongoing professional growth and development.

A proud member of the Blacktown Learning Community, collegial and collaborative partnerships are at the forefront of the Kings Langley Public School ethos.

Kings Langley Public School's situational analysis identified a need to address the cyclical nature of the teaching and learning cycle. Staff and community consultation married closely with professional literature which indicated a need for more robust assessment practices. The need to embed both summative and formative assessment procedures will serve to underpin a consistently differentiated approach to student instruction. For this to occur, all staff will require expert data literacy skills in order to analyse, interpret and extrapolate data to collaboratively plan and modify teaching practice. The need for differentiation was particularly evident through student engagement surveys. While this intervention is necessary across all Key Learning Areas, the NAPLAN gap analysis allowed the school to identify system-negotiated target areas in Reading and Numeracy.

Teacher consultation clearly indicated a need for a collaborative yet differentiated approach to professional learning that works within the framework of the Performance and

School vision statement

School context

Development process. With a clear and distinct focus on building curriculum knowledge and skills, there is an identified need for professional learning to be purposeful and relevant to each individual teacher's needs and stage of development. The implementation of evidence-informaed observational practices, will assist teachers in translating educational research into meaningful classroom practice.

Strategic Direction 1: Student growth and attainment

Purpose

In schools that excel, students achieve and establish strong foundations for future success. The school will continue to evolve and improve data-informed instructional strategies that cater to the diverse learning requirements of every student.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2027

An increase of 10 points in NAPLAN mean scaled score for reading in Year 5 by 2027.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2027

An increase of 10 points in NAPLAN mean scaled score for numeracy in Year 5 by 2027.

Initiatives

Effective Classroom Practice

[object Object]

Responsive Teaching

[object Object]

Success criteria for this strategic direction

Teachers:

- enact and embed evidence-based practices to support student engagement and learning progress
- demonstrate highly effective teaching practices in line with the whole-school approach and the evidence base
- Lessons are systematically planned as part of a coherent program that has been collaboratively designed.
- Lesson planning is informed by students' prior achievement, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.
- plan, implement and review the effectiveness of their teaching and learning programs to develop students' literacy and numeracy knowledge, understanding and skills through curriculum
- regularly engage with colleagues, students and their families to inform the selection of evidence-based literacy and numeracy strategies and differentiation of teaching and learning programs to suit the needs of their students
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction.
- Teachers expertly implement formative assessment, incorporating student voice and agency.
- Teachers adjust their practice to trends in student achievement, at individual, group, and whole school levels.

Leaders:

- engage with research and professional learning to maintain educational expertise
- build the capabilities of others as leaders of teaching and learning, focused on studetn growth and achievement in literact and numeracy across the curriculum
- embed regular practices and processes for evaluating student progress and achievement data

- plan for and engage in professional conversations and collaborative learning opportunities to support consistency in evidence-based teaching practices
- communicate literacy and numeracy priorites with all staff
- advocate for, lead, participate in and evaluate strategic, high-quality professional learning opportunities for staff focused on improved student learning and achievement in literacy and numeracy through effective, differentiated instruction

Evaluation plan for this strategic direction

How effective has teacher classroom practice been in improving student outcomes?

How effective has the implementation of responsive teaching strategies been in supporting student learning and engagement?

SEP Progress measures 1: Student growth and attainment

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

2025 Progress measure	2026 Progress measure	2027 Improvement measure	2028 Progress measure
All students are able to demonstrate growth and achievement in understanding texts over the year, using the learning progressions.	All students are working at the stage expected level in understanding texts over the year, using the learning progressions.	An increase of 10 points in NAPLAN mean scaled score for reading in Year 5 by 2027.	

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

2025 Progress measure	2026 Progress measure	2027 Improvement measure	2028 Progress measure
All teachers build their capacity in explicit teaching strategies in numeracy incorporating formative assessment and effective feedback.	All teachers use explicit teaching strategies in numeracy incorporating formative assessment and effective feedback.	An increase of 10 points in NAPLAN mean scaled score for numeracy in Year 5 by 2027.	

Implementation and progress monitoring 1: Student growth and attainment

Effective Classroom Practice 2026

SEF elements

Educational leadership
Curriculum
Learning and Development

Team

Senior Executive Team
Whole Staff
Middle Leadership Team

When

Yr: 2026 **T:** 4 **W:** 10

Activity *Curriculum Alignment and Implementation*

Leadership teams will guide their school in exploring the CHPS syllabuses they are implementing and plan necessary changes to ensure teaching and learning programs align with student needs and syllabus requirements. This will support the development of high-quality and evidence-based teaching practices.

Resources

- Timetabling to allow for teachers to meet for collaborative professional learning time.
- Staff meeting time used to engage with professional learning.
- NSW Department of Education microlearning modules available through MyPL.

Evaluation

Question:

How effective is our teaching practice in supporting student learning growth across all curriculum areas?

Data:

- Progress and readiness for implementing CHPS
- Evidence of writing support strategies across curriculum areas, including use of scaffolds and stage-appropriate materials
- Engagement and outcomes related to the Aboriginal Languages program
- Impact of spelling instruction and teacher development
- Records and feedback from Reflective Practice Rounds aligned to teacher needs, Personal Development Plans (PDPs) and system priorities
- Results from departmental assessments measuring student achievement and growth
- Review the effectiveness of data collection processes and CTJ sessions

Analysis:

Implications:

Date_time_analysis_sent_to_sop:

Activity Tasks

Task Status	Task Title	Start Date	Finish Date	Notes
Underway	Implement CHPS Curriculum Areas for 2026		Term 4 Week 10	• Develop a detailed rollout plan for CHPS curriculum implementation starting Term 1, 2026. • Provide targeted professional learning sessions for teachers on the new curriculum content and teaching strategies. • Source and contextualise relevant teaching resources and materials aligned with CHPS requirements.
Underway	Enhance Writing Across the Curriculum		Term 4 Week 10	• Create and disseminate scaffolds and stage-appropriate writing support tools for use in all curriculum areas. • Engage in DoE professional learning sessions. • Train teachers in differentiated writing instruction techniques to meet diverse student needs. • Monitor and review classroom use of scaffolds to ensure consistency and effectiveness.

Underway	Implementation of Aboriginal Languages Program	Term 4 Week 10	• K-6 implementation of Aboriginal Languages program with scheduled lessons and cultural activities. • Collaborate with local Indigenous community members to enrich program content and student engagement. • Collect feedback and monitor participation and learning outcomes to guide program adjustments. • Engage in twice termly professional learning sessions to support implementation of Aboriginal Languages program.
Underway	Strengthen Spelling Instruction	Term 4 Week 10	• Maintain SPELD resources to deliver explicit spelling instruction professional development for teachers. • Develop evidence-based independent spelling activities that students can use in class and at home. • Regularly review and update spelling teaching resources to align with best practices.
Not started	Conduct Reflective Practice Rounds	Term 4 Week 10	• Schedule regular rounds where teachers observe and reflect on practice in response to PDP goals, system priorities and SEP focus areas. • Establish a feedback process that is constructive and linked to teacher development plans. • Use outcomes from rounds to inform school-wide professional learning priorities.
Underway	Utilise Departmental Assessments	Term 4 Week 10	• Administer departmental assessments systematically as per the timetable. • Analyse assessment data collaboratively to identify student learning needs and inform planning. • Use assessment results to differentiate instruction and target intervention strategies.
Underway	Review and Improve Data Processes	Term 4 Week 10	• Evaluate current data talk structures and data collection processes for effectiveness and efficiency. • Provide training or refreshers for staff on data literacy and discussion protocols. • Implement improvements to ensure data talks lead to meaningful instructional decisions. • Review CTJ session formats and agendas to increase teacher participation and relevance. • Document and share outcomes and action points from meetings to maintain momentum and accountability.

Responsive Teaching 2026

SEF elements	Activity *Data-Informed Teaching for Student Success*	Resources	Evaluation
Educational leadership Assessment Student growth and performance Effective Classroom Practice Data skills and use **Team** Whole Staff APCI Middle Leadership Team		• DoE online professional learning sessions - Writing Across the Curriculum • Timetabling to allow for collaborative planning time and CTJ sessions • Assistant principal release time to support classroom teachers through co-teaching and class observations	**Question:** ***How effective has our reflective practice and differentiated instruction been in supporting all students, including HPGE students?*** **Data:** • Development and utilisation of an HPGE identification guide and records of HPGE student inclusion in differentiated program planning • Documentation and feedback from Reflective Practice Rounds focusing on engagement and explicit teaching strategies • Development status and distribution of KLPS best practice guides for teaching quality • Records and analysis of formal observation and feedback processes • Current K-6 assessment schedules and documentation of any recent refinements

When Yr: 2026 T: 4 W: 10			• Implementation records of Year 1 Numeracy check and data from Best Start Kindergarten Assessments • Monitoring reports outlining student progress, including early assessment outcomes and NAPLAN results • Minutes and records from stage meetings demonstrating data discussion and assessment moderation, including whole school writing assessments at beginning, middle and end of year **Analysis:** **Implications:** **Date_time_analysis_sent_to_sop:**

Activity Tasks

Task Status	Task Title	Start Date	Finish Date	Notes
Not started	Develop and Implement HPGE Identification Guide		Term 4 Week 10	• Research and review existing HPGE identification protocols and resources. • Collaborate with the HPGE coordinator, teachers and leadership to draft the school's HPGE identification guide. • Conduct professional learning sessions to introduce the guide to all teaching staff. • Establish processes for ongoing identification and monitoring of HPGE students within classroom planning.
Not started	Develop and Distribute KLPS Best Practice Guides		Term 4 Week 10	• Identify key teaching practices and strategies to be highlighted. • Draft clear, concise and accessible best practice guides for distribution. • Link these guides to school priorities and Reflective Practice Rounds themes. • Disseminate documents and present them in staff meetings or PL sessions.
Not started	Formalise Observation and Feedback Processes		Term 4 Week 10	• Review and update observation templates and feedback forms. • Schedule regular observation cycles with allocated time for feedback and reflection. • Support peer observers and instructional leaders with targeted professional learning on effective observation practices.
Not started	Implement Early Numeracy Assessments		Term 4 Week 10	• Ensure all Year 1 teachers consistently administer the Year 1 Numeracy check • Review Best Start data for Kindergarten and align with Year 1 Numeracy results to track student progression. • Train staff in interpreting assessment data to inform early intervention strategies.
Underway	Monitor and Analyse Student Progress Data		Term 4 Week 10	• Consolidate student data from Year 1 Numeracy, Best Start, NAPLAN, and classroom assessments. • Use data meetings to discuss student progress and adjust teaching approaches accordingly. • Develop or refine data tracking tools to support ongoing monitoring by teachers and leadership.
			Term 4	

Underway	Refine K-6 Assessment Schedule	Week 10	• Review the current K-6 assessment schedule with Curriculum Teams and leadership team. • Make adjustments to assessment timing or instruments to better support responsive teaching and workload balance.
Underway	Embed Whole School Writing Assessments	Term 4 Week 10	• Schedule whole school writing assessments at beginning, middle and end of year. • Develop clear rubrics and exemplars aligned with syllabus and literacy progression goals. • Train teachers in administering and assessing writing tasks using consistent teacher judgement. • Analyse longitudinal writing data to inform teaching programs and targeted interventions.

Annual reflection 1: Student growth and attainment

Strategic direction 1 - Annual reflection 2026

Resources allocated

Initiatives

- Effective Classroom Practice
- Responsive Teaching

Annual progress measures	Progress towards achievements
Improved reading outcomes	
All students are working at the stage expected level in understanding texts over the year, using the learning progressions.	

Annual progress measures	Progress towards achievements
Improved numeracy outcomes	
All teachers use explicit teaching strategies in numeracy incorporating formative assessment and effective feedback.	

Strategic Direction 2: Wellbeing

Purpose

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Improvement measures

Attendance

- The attendance rate for the school is increased from 91.2% in 2024 to 95.3% by 2027.

Achieve by year: 2027

Maintain an average attendance rate of 95% from 2025-2027.

Positive and Respectful Relationships

Achieve by year: 2028

An increased proportion of students report a positive sense of wellbeing at school.

Initiatives

Attendance

[object Object]

Positive and Respectful Relationships

[object Object]

Success criteria for this strategic direction

- Attendance data is regularly analysed and factors that impact on attendance and engagement are used to inform planning
- Planning for learning is informed by robust and holistic information about students' wellbeing and learning needs
- Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students.
- Embedded processes are in place to ensure that all students feel empowered and can access staff members for guidance, support and assistance.
- Behaviour expectations are consistently applied throughout the school to enhance engagement and participation of students.

Evaluation plan for this strategic direction

How has the whole school attendance initiative impacted student attendance?

How has the whole school focus on positive relationships impacted on students' sense of wellbeing?

SEP Progress measures 2: Wellbeing

Attendance

- **The attendance rate for the school is increased from 91.2% in 2024 to 95.3% by 2027.**

2025 Progress measure	2026 Progress measure	2027 Improvement measure	2028 Progress measure
A whole school approach to attendance data analysis is implemented to identify attendance trends over time and areas for growth.	A whole school approach to attendance data analysis is implemented to identify attendance trends over time and areas for growth.	Maintain an average attendance rate of 95% from 2025-2027.	

Positive and Respectful Relationships

2025 Progress measure	2026 Progress measure	2027 Progress measure	2028 Improvement measure
A whole school approach to student wellbeing data analysis is implemented to evaluate the effectiveness of the school's wellbeing framework.	A whole school approach to student wellbeing data analysis is implemented to evaluate the effectiveness of the school's wellbeing framework.	A whole school approach to student wellbeing data analysis is implemented to evaluate the effectiveness of the school's wellbeing framework.	An increased proportion of students report a positive sense of wellbeing at school.

Implementation and progress monitoring 2: Wellbeing

Attendance 2026

SEF elements	Activity *Encouraging Whole Day Attendance K-6*	Resources	Evaluation
Learning Culture Wellbeing Student growth and performance **Team** Community Liaison Officer Assistant Principals Classroom Teachers Whole Staff Wellbeing and PBL **When** **Yr:** 2026 **T:** 4 **W:** 10	Improving whole-day student attendance through targeted strategies, strengthened school-home relationships, and consistent monitoring and communication.	• Release time for attendance team to meet regularly • Professional learning time for all staff • Links to resources: Every Day Counts Guide (https://education.nsw.gov.au/content/dam/main education/en/home/inside-the-department/attendance resources/Guide_to_improving_student_attendance_in_your_school.pdf) • Attendance Register Codes Guide (https://education.nsw.gov.au/content/dam/main-education/en/home/inside-the department/attendance-resources/School_Attendance_Register_Codes_Guide_updated.pdf) • Process Maps for school attendance procedures (Attendance matters webpage) • Positive Attendance Culture modules (MyPL)	**Question:** ***How can the school effectively improve whole-day student attendance across all classes and strengthen school-home relationships to support this goal?*** **Data:** • Current attendance rates and patterns, including frequency of late arrivals and unexplained absences • Accuracy and timeliness of roll marking • Records of communication efforts (letters sent home, phone calls made) regarding attendance • Feedback from students on the current attendance initiatives • Parental engagement levels in attendance-related communication and support programs • Participation and impact data from termly attendance awards • Investigations and benchmarks from comparable schools on attendance incentive programs **Analysis:** **Implications:** **Date_time_analysis_sent_to_sop:**

Activity Tasks

Task Status	Task Title	Start Date	Finish Date	Notes
Not started	Review and Refine School Attendance Initiative	Term 1 Week 3	Term 1 Week 10	• Engage students in revising the attendance initiative to ensure it resonates and gains their buy-in. • Develop clear, student-friendly attendance goals and expectations.
Not started	Enhance Communication with Families		Term 4 Week 10	• Develop and implement standard letters to send home, keeping parents informed about their child's attendance patterns. • Set protocols for timely phone calls to parents following student absences, focusing on building relationships and understanding barriers. • Provide support and practical advice for parents of students who are regularly late, promoting punctuality.

		Week 10	ongoing training and reminders for teachers on roll marking procedures and timely updates.
Not started	Investigate and Implement Incentives	Term 4 Week 10	• Research effective incentive programs to motivate higher attendance across the school. • Consider both individual and class-based rewards linked to attendance improvements. • Integrate incentives with existing termly attendance awards for students achieving 100% attendance.
Not started	Formalise Teacher Documentation	Term 4 Week 10	• Create a clear, accessible document or checklist for teachers outlining responsibilities and procedures for attendance monitoring and family communication. • Include guidelines for identifying and supporting students with attendance challenges.
Not started	Strengthen School-Home Partnerships	Term 4 Week 10	• Develop strategies for ongoing engagement with families to support attendance goals. • Organise information sessions or workshops to empower parents in supporting their child's attendance. • Collaborate with community organisations if needed to address attendance barriers.
Not started	Continue and Promote Termly Attendance Awards	Term 4 Week 10	• Maintain the existing termly awards program recognising students with 100% attendance. • Promote the awards widely within the school and community to boost motivation and celebrate success.

Positive and Respectful Relationships 2026

SEF elements	Activity *Positive Behaviour Support Practices*	Resources	Evaluation
Team LaST Team Whole Staff Wellbeing and PBL Middle Leadership Team **When** **Yr:** 2026 **T:** 4 **W:** 10	Consistent implementation of practices within whole school behaviour systems strengthens the structures and processes that underpin ongoing school improvement. Behaviour expectations that are consistently applied throughout the school assist in improving student engagement and school culture and maximise learning time. Ongoing evaluative practice supports the school to efficiently and effectively make data-informed decisions.	• Wellbeing team members will require release to collect and analyse data and prepare reports/staff sessions to develop school-wide systems. • Professional Learning - RRR school-wide support • URH – Whole school positive behaviour support resources and evaluation tools • URH – AERO classroom management resources.	**Question:** ***How has the Regulate, Recharge, Restart (RRR) framework fostered positive behaviour and respectful relationships across the school?*** **Data:** • Implementation and impact data of the Regulate, Recharge, Restart behaviour support system • Student engagement metrics and feedback regarding the 'Get in the Green' video initiative for Years 3-6 • Review of school reward systems and alignment with RRR values • Consistency of language use reflecting RRR principles among students, teachers and parents • Reach and feedback from communication aimed at parent education and upskilling • Current school behaviour policies and availability/use of "how to" one-pagers on behaviour expectations • Status of the whole-school wellbeing system development and embedding progress **Analysis:** **Implications:**

Positive and Respectful Relationships 2026			
			Date_time_analysis_sent_to_sop:

Activity Tasks

Task Status	Task Title	Start Date	Finish Date	Notes
Not started	Continued Regulate, Recharge, Restart (RRR) Behaviour Support System		Term 4 Week 10	• Conduct professional learning sessions for all staff on RRR principles, strategies, and implementation. • Establish a monitoring system to track behaviour incidents and positive behaviours regularly.
Not started	Coordinate Student-Led ‘Get in the Green’ Video Initiative		Term 4 Week 10	• Select and support Years 3-6 students to develop videos focusing on weekly or fortnightly Green Zone themes. • Schedule regular video production and dissemination across the school community.
Not started	Review and Align School Reward Systems		Term 4 Week 10	• Audit current reward programs to ensure they align with RRR and respectful relationship values. • Design or modify rewards to authentically recognise behaviour that supports RRR principles.
Not started	Develop and Promote Consistent Behaviour Language		Term 4 Week 10	• Create behaviour language guides tailored for students, teachers, and parents. • Embed the consistent use of this language across classrooms, assemblies, newsletters, and parent communications.
Not started	Create a Communication Plan for Parents		Term 4 Week 10	• Develop a communication schedule focusing on behaviour, wellbeing, and respectful relationships tips for parents. • Promote positive behaviour support practices widely and collect feedback to inform future communication.
Not started	Update Behaviour Policies and Produce ‘How to’ One-Pagers		Term 4 Week 10	• Review and revise behaviour management policies in line with the RRR framework. • Develop clear, accessible one-page guides on school-wide behaviour expectations and procedures. • Distribute and communicate these documents to staff, students and parents.
Not started	Embed a Whole-School Wellbeing System		Term 4 Week 10	• Develop a comprehensive wellbeing framework incorporating RRR principles and broader student support strategies. • Provide staff training on wellbeing practices and embed these consistently across the school day. • Monitor wellbeing outcomes and adapt the system based on ongoing feedback and data analysis.
Not started	Ongoing data collection and analysis		Term 4 Week 10	• Ensure staff use School Bytes to capture negative incident data and explicitly teach staff how to record accurately. • Wellbeing team to analyse and regularly share data with Executive team.
Not started	Explicit teaching of values and lessons		Term 4 Week 10	• Ensure classroom teachers are explicitly teaching, data-driven positive behaviour lessons and school wide expectations/values.

Annual reflection 2: Wellbeing

Strategic direction 2 - Annual reflection 2026

Resources allocated

Initiatives

- Attendance
- Positive and Respectful Relationships

Annual progress measures	Progress towards achievements
Attendance	
A whole school approach to attendance data analysis is implemented to identify attendance trends over time and areas for growth.	

Annual progress measures	Progress towards achievements
Positive and Respectful Relationships	
A whole school approach to student wellbeing data analysis is implemented to evaluate the effectiveness of the school's wellbeing framework.	

Funding Sources

Fund	2026 Allocation	Adjustment	Allocated	Balance
Integration funding support	121427.00			121427.00
Socio-economic background - flexible	27797.06			27797.06
Aboriginal background - flexible	16537.34			16537.34
English language proficiency - flexible	87309.64			87309.64
Low level adjustment for disability - staffing	113624.80			113624.80
Low level adjustment for disability - flexible	31649.01			31649.01
Professional learning	36331.77			36331.77
School support allocation (principal support)	33103.64			33103.64
QTSS release	131236.64			131236.64
Per capita	97394.52			97394.52
AP Curriculum & Instruction	216326.40			216326.40
Small group tuition (SGT)	9859.50			9859.50
Other funding sources				

Other funded activities