



GLENDALE

PRIMARY SCHOOL

INDEPENDENT PUBLIC SCHOOL

Business Plan 2026 - 2029





Introduction



GLENDALE PRIMARY SCHOOL

GIVING VOICE TO ALL

Glendale Primary School has been providing quality education for 54 years and has developed a reputation as a school with a fantastic community, high level of pastoral care and students with high level of achievement, creativity and self-regulation. As a school staff we pride ourselves on the relationships formed between staff, students and families and the ongoing collaboration with the School Board and Parents and Citizens Association.

This Business Plan has been a collaborative effort involving the staff and the School Board. Together we have developed the strategic directions to support quality teaching and learning for students to be successful learners. This plan is supported by a suite of operational planning documents that target specifically curriculum areas to meet the expectations of the WA Department of Education and aligns the content taught with the WA Curriculum. Regular self-assessment is scheduled in the Assessment Policy to monitor every child's progress each term or semester to ensure success.

The progress in each target area will be monitored annually by the school board for the next three years.



Our Targets 2026 to 2029

- **Writing** – Each year 75% or more of all students from Pre-primary to Year 6 will improve their writing by 25 point or more, on the Brightpath measurement tool each semester.
- **Mental Computation** – Each year 75% or more of students from Years Two to Six will make a minimum of 3 level improvement in the Glendale Basic Mental Mathematical Facts program over a semester, using the Mental Maths Tracker.
- **Science** – Ensure there is a whole school approach to teaching of science through the development of a Science Operational Plan.
- **High Impact Teaching** – To continue refinement of pedagogical practise throughout the school by all teachers in high impact teaching with full participation by students.

WHAT WE ARE DOING TO MEET THE TARGETS

Writing

Writing – Each year 75% or more of all students from Pre-primary to Year 6 will improve their writing by 25 point or more each semester, using Brightpath to measure.

- Further Brightpath training for the Literacy leaders
- Further Brightpath moderation training with neighbouring school twice a year to ensure consistency in the scoring process.
- Brightpath moderation completed in teaching teams each term
- Every student's writing progress monitored each term using Brightpath.
- Use the teaching points on Brightpath to set student writing goals in English.
- Every class is being taught writing through the Talk For Writing program.
- Each teacher to have ongoing training and mentoring in Talk For Writing.
- Writing to relate, when possible, to reading topics in class through the Literacy Based Unit approach to build comprehensive topic specific vocabulary, background knowledge and understanding.
- Regular staff reflection/sharing in staff meetings on their use of Talk For Writing.
- Staff meetings to rotate through each classroom to showcase their Talk For Writing.
- Every class to be taught handwriting for a minimum of 20 minutes per week.
- Kindergarten to Year 2 to use Peggy Lego as a tool using Glendale PS altered prompts to focus on fine motor skills.
- Mentoring of new staff in the whole school programs.
- Each class is to work on writing two texts per term, following the whole school planning and assessment schedule.
- Each writing session will commence with explicit and guided instruction.
- In Years 3 to 6 children working on Spelling Mastery as an explicit ability structured programs.
- In Pre-primary to Year 2, children are working on phonics and spelling using the UFLI Foundations which is a systematic phonic program from the University of Florida Literacy Institute. Each lesson plan to follow an eight-step routine:
 1. Phonemic awareness
 2. Visual drill
 3. Auditory drill
 4. Blending drill
 5. New concept
 6. Word work
 7. Irregular words
 8. Connected text.
- Literacy intervention for children not making expected progress to be supported by participating in the MaqLit, MultiLit and MiniLit programs as available places are given to children based on evidence of need.
- Monitoring longitudinal comparison national, state and statistically similar school using NAPLAN for Years 3 and 5 and On-Entry for Pre-primary to ensure that each year level is achieving as expected or better.

Mental Computations

Each year 75% or greater of students from Year 2 to 6 will make a minimum of 3 level improvement in the Glendale Basic Mental Mathematical Facts program over a semester, using the Mental Maths Tracker.

- Teaching rote learning of multiplication from Year 3 following the Glendale PS Mental Calculations Scope and Sequence.
- Embed calculation strategies into word-based problems.
- Kindergarten to Year 1 classes use Bond Block to teach number and calculation for a minimum of three times a week as a warm-ups or explicit lesson.
- Bond Blocks to be used for small group and individual intervention.
- Teachers to use professional judgement to move children up a level in Mental Maths if they remain at one level for an extended period.
- Use of online games such as Hit The Button and Speed Skills from Maths Online for students to practice and develop their speed.
- Hard copy of Paul Swan and Learning Through Doing maths games to be used in class.
- Extension for children who are achieving above level 25 in their mental maths assessments using the Think Tank program and open-ended tasks.
- Mental maths strategies explicitly taught
- Timed mental maths completed in class a minimum of three times a week.
- High impact teaching strategies used to engage all students – in accordance with the Maths Playbook.
- Professional Learning for staff on:
 - the COSIC approach to problem solving
 - Bond Blocks video tutorials are provided on the shared drive to support teaching.
 - Maths Online
 - Paul Swan PD
 - Learning Through Doing
- Regular coaching and support to ensure consistency across the school in Learning Through Doing, Bond Blocks and Maths Online.
- Structured Maths lesson structure.
- Mathematics taught a minimum of five hours per week.
- Use of manipulatives – concrete and pictorial.
- Mathematics Daily Review to be used in each lesson to ensure learning retention, using Ochre Education Daily Review Materials (3-6). P-2 will do this during tuning in sessions.
- Years Two to Six to use Maths Online to support practice of content and to accommodate students' diverse needs.

Science

Ensure there is a whole school approach to teaching of science through the development of a Science Plan.

- Student progress is monitored from Years three to six using PAT Science year level assessments.
- To investigate increasing the PAT Science testing for Years one and two.
- To write a Science Plan in accordance with the WA Science Curriculum.
- To do an audit of the current resources and programs that teachers favour additionally to:
 - Inquisitive
 - Primary Connections
 - Ridge Didge
- Professional development to be explored
- Incursions to celebrate Science to be sought
- Extension of STEM for a team of year 5 and 6 students through Sciotech Challenge.
- Research other evidence-based assessment tools.
- Liaise with other primary and the local secondary school to monitor what and how other schools are using to guide the teaching of Science.



High Impact Teaching

To continue refinement of pedagogical practise throughout the school by all teachers in high impact teaching with full participation by students.

- Two teachers each year to be sent on professional learning through Teach Well.
- Teach Well trained staff to lead training of the rest of the teachers to provide mentoring and observations as needed to support their peers.
- Teachers will draw on a range of evidence-based instructional strategies, understand which have the greatest impact and when to evaluate the impact of their choices on student wellbeing, engagement, progress and achievement. Such as a standard approach to full participation strategies to ensure children are mentally engaged in their learning for maximum benefit.
- Teachers clearly communicate a positive culture of high expectations for the achievement of all students.
- Teachers clearly communicate learning intentions and success criteria to students.
- Teachers provide opportunities daily, to review previous learning.
- Explicit teaching is done of concepts, ideas, skills and strategies for learning.
- Students are enabled to apply their knowledge and skills using higher order thinking, and inquiry to transfer their learning to new and original context.
- There is a shared responsibility and understanding amongst the staff for continually improving teaching practice across the school.
- Teachers routinely use available data to tailor teaching and learning to differentiate to meet the diverse needs of students.



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