



Department of  
Education

**Shaping the future**

# Gladys Newton School

## Public School Review

# Public School Review

## Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

## Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

## Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Gladys Newton School is located approximately 12 kilometres from the Perth central business district in the North Metropolitan Education Region.

The school was established in 1959 and, as an education support school, provides programs for students with special educational needs. It became an Independent Public School in 2015.

Currently there are 134 students enrolled from Kindergarten to Year 12. Gladys Newton School has an Index of Community Socio-Educational Advantage of 975 (decile 7).

Community support is demonstrated through the work of the Parents and Citizens' Association (P&C) and School Board.

## School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- In preparation for the Public School Review, the Principal shared information with staff and engaged them in reflection activities aligned to the Standard.
- Additional evidence informing the school's performance was presented and elaborated on during the school validation phase.
- A wide range of staff and members of the community engaged positively in the validation process and offered endorsement of the school's performance and plans for ongoing improvement.
- Staff and parents engaged enthusiastically and positively with the process, elaborating on evidence during validation meetings and adding value to the school's submission.

The following recommendations are made:

- In future Electronic School Assessment Tool submissions, continue to focus on the identification and presentation of evidence that demonstrates the school's current performance against the Standard.
- Ensure a clear alignment between judgements made, the analysis of evidence provided and the planned actions.

## Public School Review

### Relationships and partnerships

An ethos of care and respect is palpable across the school. Staff commit to working in collaboration and in partnership with families, agencies and community groups to support and meet the needs of every child.

### Commendations

The review team validate the following:

- Strong connections and partnerships with local and community businesses are highly valued and support the school to broaden learning opportunities for students.
- Staff value informal and formal collaboration opportunities. They meet in junior, intermediate, and senior teams to share resources, pedagogies and behaviour support strategies.
- A range of communication strategies are in place for parents including social media channels, Connect, newsletters and the school website. Individual communication with families occurs regularly and includes daily use of personalised communication books.
- In addition to staff communication meetings, the use of Connect, Glad Tidings, the staff handbook and use of the Mentimeter tool, ensure staff are engaged and informed regarding school matters.

### Recommendation

The review team support the following:

- Explore opportunities to seek student feedback and continue to engage families and staff in surveys to inform areas for celebration and improvement.

### Learning environment

With spacious grounds, and customised playgrounds, students have opportunities to engage in learning within well-resourced and thoughtfully designed indoor and outdoor spaces.

### Commendations

The review team validate the following:

- Supported by high staff ratios, shared processes and procedures, a calm, orderly and safe learning environment is evident.
- Strategies in place to address attendance include individualised approaches and incentives.
- Staff are committed to supporting students to build independence and ensure their successful transition into, through and out of school into the community.
- Inclusive of personal support plans, individual approaches to support the academic, physical, sensory and emotional learning needs of students are in place.
- The Stephanie Alexander Kitchen Garden program provides onsite and hands-on learning opportunities for students including growing, harvesting, preparing and cooking food.
- A strong partnership with Woolworths has provided students opportunities to gain work experience and develop life skills through a simulated mini supermarket established on the school site.

### Recommendation

The review team support the following:

- Continue to formalise and document whole-school processes and procedures that support the comprehensive management of student services, inclusive of wellbeing, engagement and attendance.

## Leadership

Shared beliefs that every child can learn, every child is a valued member of the school and community, and that every child will graduate with a plan for the future, underpins the school's strategic focus and planning.

### Commendations

The review team validate the following:

- With processes in place to review, priority plans aligned to the focus areas of school climate, communication, mathematics, health and physical education and career and enterprise are evident.
- Respectful and cohesive staff relationships are founded on a strong culture of care, trust and collaboration. Opportunities for staff to undertake leadership roles are valued.
- Through a range of surveys, the school seeks and responds to staff and family feedback.
- A staff handbook and comprehensive induction processes maintain a continuity of expected school practices.
- A clear school vision, open communication between the leadership and staff and a distributed leadership structure are providing the foundation for ongoing improvement.

### Recommendations

The review team support the following:

- Continue to undertake rigorous analysis of relevant data to refine school priorities and student targets in the development of strategic and operational plans.
- Resume performance management and development processes with all staff, with a focus on individual self-reflection and goal setting for improvement.

## Use of resources

Sound financial processes and procedures, including collaboration between the Principal, manager corporate services (MCS) and the Finance Committee, ensure transparent and effective oversight of the school's human, physical and fiscal resources.

### Commendations

The review team validate the following:

- Building on culturally responsive practices and strong partnerships, the successful grant application to the Creative Learning Partnerships Program will provide opportunities to enhance the learning environment.
- Budgets and finances are established through collaborative and transparent planning and are reviewed by the leadership team and Finance Committee.
- Aligned to expectations of the Funding Agreement for Schools, the MCS and Principal are committed and focused on effective and contemporary resource allocations aligned to student need.
- The necessity to be agile and responsive to student need is acknowledged and managed through staff deployment and professional development processes.

### Recommendations

The review team support the following:

- Continue to review and enhance school resource and budget management processes and procedures, including strengthening the alignment between resourcing to priority plans.
- Formalise and document workforce planning, with a continued focus on school priorities, and identification of potential staff gaps and strategies to address these.

## Teaching quality

A culture of trust with strong collegiate relationships supports all staff to deliver differentiated teaching and learning programs with a strong focus on wellbeing and the support for positive student behaviours.

### Commendations

The review team validate the following:

- Staff differentiation of teaching and learning is evident. All students have individualised transition or education programs, developed and reviewed in consultation with families.
- Staff are supported to maximise use of the Reporting to Parents Special Educational Needs platform for individualised planning and differentiated learning aligned with the ABLEWA<sup>1</sup> framework.
- Through the development of an agreed lesson template or pedagogical framework, there are clear expectations for the delivery of lessons across the school.
- Students' communication competency is supported through Augmented and Alternative Communication including PODD<sup>2</sup> books and students' individual communication systems.
- Teachers and education assistants collaborate within class teams to plan and deliver teaching programs and monitor student progress.

### Recommendation

The review team support the following:

- Progress plans to embed and develop consistency in the pedagogical practices and programs across all phases of learning.

## Student achievement and progress

Acknowledging that student success should be defined in terms of social, engagement and academic outcomes, the school recognises the importance of collecting and analysing student achievement data and has identified this as an ongoing development area for the school.

### Commendations

The review team validate the following:

- Post-school transition is a shared priority for the school and parents. Structured and supported workplace learning prepares students for employment by providing them with the necessary knowledge and skills.
- Current data from the Abilities Based Learning and Education Support (ABLES) assessment tools are collated and indicate a mix of growth, stagnation and regression.
- The school reports that prior to COVID, the 75 per cent achievement target for Individual Education Plans (IEP) was met and validated through ABLES data.
- The VET<sup>3</sup> program provides opportunities for students to gain qualifications, workplace experiences and develop their practical skills.
- Students access a range of Award Scheme Development and Accreditation Network (ASDAN) modules and staff engage in moderation on ASDAN assessment.

### Recommendations

The review team support the following:

- Implement a process where ABLES data is triangulated with existing data sets including IEP data to inform planning and track student longitudinal progress.
- Implement a centralised data system to enhance longitudinal monitoring and inform individual, classroom and whole-school planning.
- Develop a whole-school schedule for the collection, analysis and sharing of data.
- Continue to strengthen internal moderation and support processes for staff delivering and reviewing assessments.

## Reviewers

Rebecca Bope  
**Director, Public School Review**

Natalie Hatton  
**Principal, Joondalup Education Support Centre  
Peer Reviewer**

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

The timeframe for the next review process focusing on the Student achievement and progress domain only, will be Term 1, 2024.

Should the school meet the Standard for this domain, a full Public School Review, inclusive of all domains, will be scheduled for 2026.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Abilities Based Learning Education, Western Australia
- 2 Pragmatic Organisation Dynamic Display
- 3 Vocational Education and Training