



**Gladys
Newton**
SCHOOL

ANNUAL REPORT 2024





Gladys Newton SCHOOL

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Gladys Newton SCHOOL

About GNS

Gladys Newton Independent Public School is proud to be recognised as a centre of excellence, supporting approximately 156 students aged 4 to 18 with intellectual and physical disabilities, autism, and complex mental health needs. The school offers a safe, spacious environment with established gardens and shaded play areas, providing a calm and nurturing setting for learning.

Our facilities and programs go beyond what is typically available in mainstream schools. These include purpose-built play equipment for students with disabilities, a Lú Interactive Playground, bicycle track, multi-sensory room, indoor heated pool, health club, perceptual motor program, and a work skills program. Additional learning spaces include a library/resource centre, gymnasium, kitchen, art and craft area, and the Stephanie Alexander Kitchen Garden. For older students, we offer Bush Ranger Cadets, Workplace Learning, and a Vocational Education and Training (VET) Certificate I program.

Class sizes are intentionally small, with six to ten students grouped by age and supported by a teacher and at least three education assistants. This staffing model allows for highly personalised support and learning. All programs focus strongly on communication, self-care, independence, and social skills. Students also participate in community access activities to practise and reinforce these skills in real-world settings.

Each student at Gladys Newton has an individualised education or transition plan, developed and reviewed each semester in collaboration with parents/carers and, where appropriate, therapists. These plans are informed by the WA Curriculum, Abilities Based Learning Education WA (ABLEWA), and the ASDAN framework, which supports personal, social, and work-related skill development for high school students.

We value our culturally and linguistically diverse community and actively foster strong partnerships between home and school. Interpreters are used when needed to support communication. Parents and carers are encouraged to engage through enrolment meetings with the principal, individual education planning sessions, case conferences, daily communication books, targeted surveys, P&C meetings, and the School Board.





Gladys Newton SCHOOL

Message from the principal

Gladys Newton School (GNS) supports students with disabilities from kindergarten through to Year 12 across 18 classrooms. We collaborate closely with families to shape personalised, meaningful learning goals tailored to each student's unique needs. Guided by our motto, ***“Educating for a brighter future,”*** we are committed to delivering high-quality education through innovative, research-informed teaching practices. This includes the adoption of new pedagogical approaches and assessment tools.

This report outlines our key developments, accomplishments, and challenges throughout 2024, highlighting our ongoing commitment to inclusive education, student wellbeing, staff growth, and strong community connections.

Looking ahead, our next school review in 2026 will offer a valuable opportunity for reflection and refinement, helping us align our practices with our shared vision.

In conclusion, I extend heartfelt thanks to our dedicated staff, supportive families, and resilient students. Together, we continue to foster a school environment where everyone feels valued, learns with purpose, and thrives. I hope this report offers useful insights and appreciate your continued support.

Andrzej Gruszecki

Principal





School board chair

On behalf of the Gladys Newton School Board, I am pleased to present our 2024 Annual Report. This year has been one of collaboration, growth and continued commitment to ensuring that every student is supported to reach their full potential.

The board has worked closely with the principal and school leadership team to provide strategic guidance across key areas including school improvement planning, policy review, and the allocation of resources to support student wellbeing and learning outcomes. A major focus in 2024 has been strengthening positive behaviour support, restorative practices, and community engagement to enhance our safe and inclusive school culture.

We have also supported initiatives that promote staff professional learning, curriculum innovation, and improved transitions for students through partnerships with families, local schools and community agencies. The board is proud of the strong culture of collaboration and shared accountability that continues to define Gladys Newton School.

I extend my sincere appreciation to our dedicated staff, parents, carers, and community partners for their ongoing support. Most importantly, I acknowledge our students — whose achievements, resilience and enthusiasm are the true measure of our school's success.

The school board looks forward to continuing its work in 2025, ensuring that our school remains a place where every child feels safe, valued and able to thrive.

Peter Atkinson





Gladys Newton SCHOOL

Our Vision

Gladys Newton School delivers high-quality, tailored educational programs that foster the social, cognitive, emotional, and physical growth of every student within a nurturing and supportive environment.

‘Educating for a brighter future’

Our Purpose (drives us)

We provide excellent, individualised and practical educational programs supporting the social, emotional, intellectual and physical development of our students within a positive and nurturing environment.

Our Values (make us)

At Gladys Newton School, we are guided by values that shape our culture and community.

Flexibility – Adapting to meet the diverse needs of our students.

Uniqueness – Celebrating the individuality of every learner.

Teamwork – Working collaboratively to achieve shared goals.

Understanding – Fostering empathy and compassion in all interactions.

Respect – Valuing each person’s voice, dignity, and contribution.

Excellence – Striving for the highest standards in everything we do.

Our Beliefs (bind us)

- Every student can learn
- Every student is a valued member of the school and wider community
- Every student will graduate with a plan for their future.





Gladys Newton SCHOOL

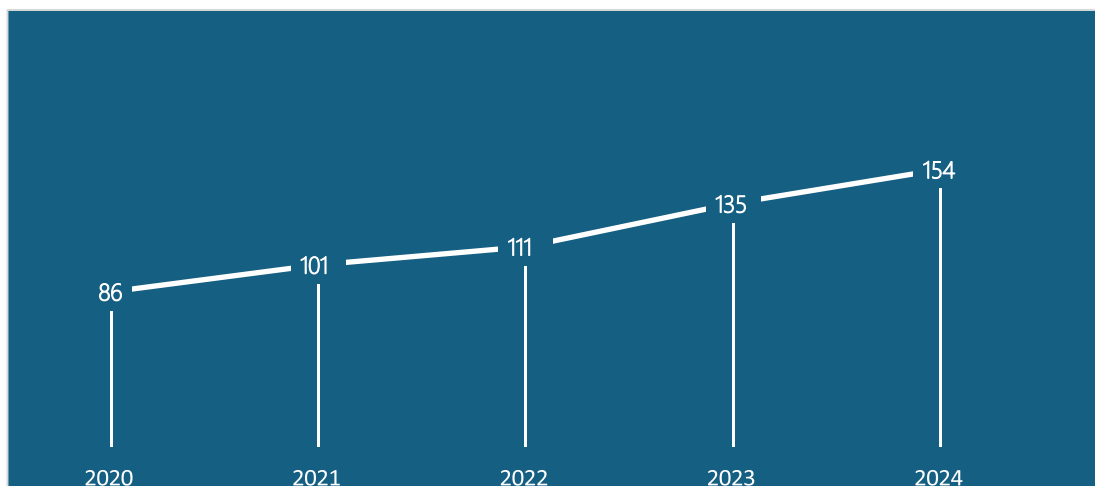
Student numbers

Primary	K	P	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Total
	3	12	9	11	12	9	12	10	78

Secondary	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Total
	20	12	11	13	7	13	76

School	K	P	Primary	Secondary	Total
Female	1	4	11	21	37
Male	2	8	52	55	117
Total	3	12	63	76	154

School total
154



Gladys Newton School continues to experience rapid growth in student enrolments. Over the past five years, our student population has increased significantly, reflecting the community's trust in our inclusive educational approach and the dedication of our staff. This upward trend highlights the school's evolving role in meeting the diverse needs of students in the Balga area and beyond.





Gladys Newton SCHOOL

Whole School Data

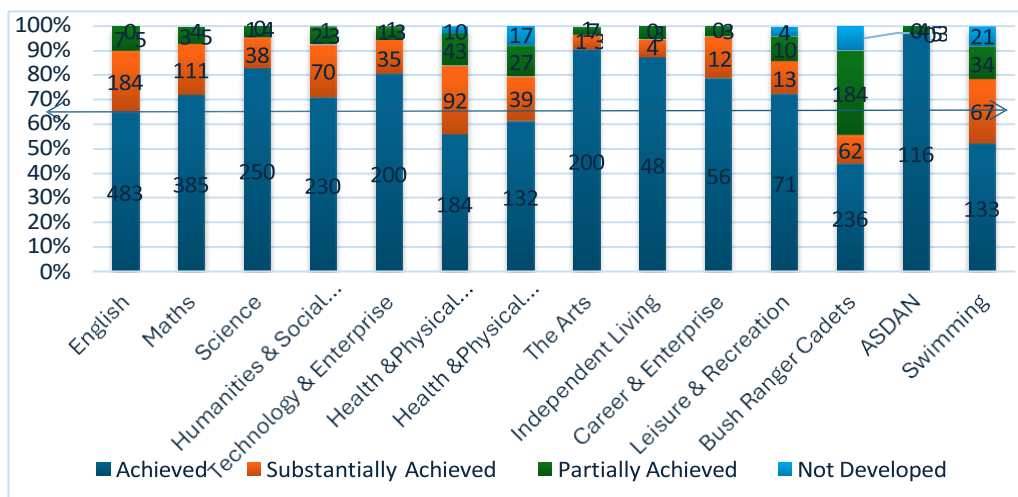
At Gladys Newton School, we report on student achievement twice a year using the Department of Education's Reporting to Parents system. Each student's progress is measured against their Individual Education Plan, which is developed using ABLEWA and the Western Australian Curriculum.

Our goal is for students to achieve at least 70% of their learning objectives each semester. This approach ensures that every student's growth is tracked meaningfully and supports their individual learning journey.

In 2024, this target was successfully met in Science, Technology, the Arts, Independent Living, Careers and Enterprise, and ASDAN. We came close to reaching it in Mathematics, Humanities and Social Sciences, and Leisure and Recreation. In English, Health and Physical Education, Bush Ranger Cadets, and Swimming, results show that there is still work to be done. These insights help us refine our teaching strategies and better support student learning across all areas.

Implications

- Strengths: Core academics and Health & PE PA.
- Areas for Improvement: Independent Living, Swimming, Bush Ranger Cadets.
- Actionable Focus: Increase support/resources for practical life skills and enrichment programs.





STUDENT ATTENDANCE

Regular school attendance is universally regarded as a critical determinant of student achievement. In recognition of this, the Department of Education has established a minimum attendance benchmark of 90% for all schools.

Average Attendance Rate: 76.21%

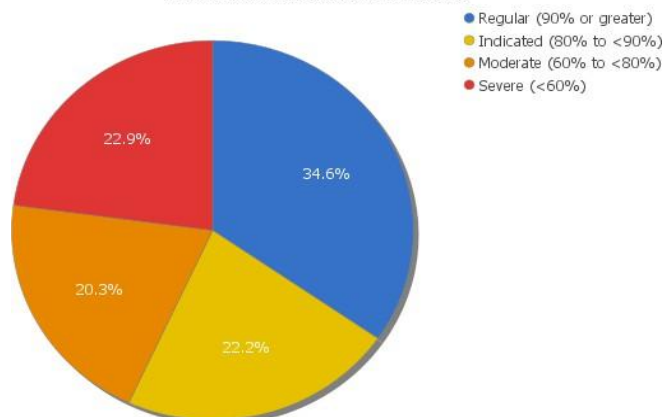
Trend: Attendance fluctuates significantly, ranging from a high of 88.9% to a low of 66.8%, indicating variability that may need targeted interventions.

The gap between the highest and lowest attendance (22.1%) suggests factors such as:

- Health-related absences
- Transport or access challenges
- Engagement issues in certain programs or year levels

Family circumstances or socio-economic factors were driving fluctuations. Addressing these issues will require a multi-pronged approach, including targeted family engagement, improved transport solutions, enhanced program relevance, and additional wellbeing support. Monitoring attendance patterns by cohort and implementing early intervention strategies will be critical to reducing variability and improving overall attendance rates

Attendance Profile 2024 Semester 2





ASDAN

ASDAN – A Record-Breaking Year at Gladys Newton School

2024 marked another outstanding year for ASDAN at Gladys Newton School. This program, which awards Certificates of Achievement, complements our diverse curriculum by promoting personal development, wellbeing, enterprise, financial literacy, and environmental awareness—key skills for life and work.

This year, we offered four ASDAN awards:

- Transition Challenge Sensory
- Transition Challenge Introduction and Progression
- Workright
- Towards Independence

These awards link closely to school-based activities and endorsed programs such as Bush Ranger Cadets and the Stephanie Alexander Kitchen Garden Program. The Workright module equips students with essential work readiness skills for future employment.

Students completed a variety of challenges and compiled evidence in their portfolios. A thorough internal moderation process ensured quality before external moderation. For over 13 years, GNS has proudly maintained a 100% ASDAN achievement rate, reflecting the program's success in supporting student growth.

In 2024, we reached a new milestone, the highest number of ASDAN portfolios ever submitted for external moderation. Fifty students received Certificates of Achievement in September and November, a testament to their hard work and the dedication of our staff. The ASDAN Team provided ongoing guidance and support to teachers, ensuring effective delivery across all classes.

ASDAN continues to offer a flexible, engaging, and rewarding pathway for students to develop and celebrate their achievements while earning a recognised qualification. We remain committed to enhancing this program so every student can reach their full potential.





Gladys Newton SCHOOL

Career and Enterprise

In 2024, Gladys Newton School's Career and Enterprise program successfully delivered weekly work experience placements for 14 students across two semesters. Students gained practical skills and workplace experience at nine different sites, strengthening their employability and independence.

Workplace Learning (WPL) partners included:

- Woolworths Mirrabooka
- Durham Road School Enterprise Training Centre
- Better You Services
- Scouts WA Recycling Centre
- Workpower Bentley
- Workpower Osborne Park
- Whittingtons Herbs and Spices
- Good Sammy Canning Vale
- Good Sammy Wanneroo



This year, we proudly added Scouts WA Recycling Centre and Better You Services as new partners, expanding opportunities for students. We also established a strong partnership with Durham Road School, offering placements at their Enterprise Training Centre.

A major highlight was that four graduating students were offered work trials, paving the way for potential employment. This achievement reflects the dedication of our students and the strength of our partnerships.

These supported work sites provide invaluable real-world learning experiences, helping students build confidence, develop essential skills, and prepare for life beyond school. We look forward to further expanding these opportunities in the coming years.





Gladys Newton SCHOOL

Bush Rangers

Bush Ranger Cadets – A Year of Growth and Adventure. 2024 was an exciting year for the Bush Ranger Cadet program! Our four groups: Scorpions, Frogs, Banksias, and Kangaroo Paws expanded to meet the needs of our growing senior school. Students enjoyed a wide range of hands-on activities designed to build conservation knowledge and practical skills, ensuring every student could participate meaningfully.



Highlights of the Year:

Camps: Three camps introduced many students to camping for the first time—Yanchep National Park, Busselton, and Swan Valley Adventure Centre. Students developed independence, tried bushwalking, canoeing, and high ropes, and made new friendships.

Excursions: Ten excursions included Pelican Point, Perth Hills Discovery Centre, and Herdsman Lake, where students explored wildlife, habitats, and conservation practices.

Incursions: Six engaging sessions featured Aboriginal storytelling by Yirra Yaakin, water conservation with the Water Authority, frog life cycles with WA Gould, and the ever-popular Akwaaba African Drumming.

On-site activities: Cadets learned skills like insect identification, ecosystem building, bushcraft survival, and safe animal handling.

Inclusivity: Activity boxes ensured all students could participate—individually, in class, or in groups.



Our partnership with WA Gould continued to strengthen, with projects like redeveloping the frog pond and conserving bushland, home to the Red-tailed Black Cockatoo and native plants. The Bush Ranger Cadet program remains a cornerstone of student engagement, fostering confidence, teamwork, and a lifelong commitment to conservation.





Gladys Newton SCHOOL

Mathematics

Committee members reviewed a variety of educational programs to assess their adaptability and suitability for implementation within our diverse learning environment. Their goal was to identify flexible approaches that could effectively meet the cultural, linguistic, and academic needs of our student cohort.

Some members also connected with similar schools to explore successful program models. This was followed by targeted professional development at Joondalup Education Support Centre, where staff gained valuable insights and practical strategies. These learnings significantly contributed to the design of the Gladys Newton Assessment Tool (G-NAT), ensuring it was tailored to the specific needs of our school community.

This area will continue to be a priority in 2025, with a strong focus on embedding whole-school programs across key learning areas. The objective is to promote consistency, inclusivity, and high-quality educational experiences for all students.

Allocated funding was directed toward upgrading and enriching teaching resources, ensuring staff are equipped with high-quality materials to support effective planning and lesson delivery.





Gladys Newton SCHOOL

Health and Physical Education

Junior Students

Focused on developing fundamental movement skills, including balance activities in the PMP room. In Semester 2, students participated in bike riding sessions emphasizing bike and road safety. Swimming lessons-built water confidence, familiarization, and safe entry/exit techniques. The LU program supported ball skills, target practice, dance routines, and emotional regulation.



Intermediate Students

Worked on participation, collaborative communication, and following instructions. Activities in the health club targeted fitness, listening skills, scheduling, and turn-taking, supported by Boardmaker visuals.

PE sessions featured volleyball to strengthen hand-eye coordination and throwing/catching skills. Swimming lessons focused on stroke development and confidence building. The LU program reinforced ball skills, target practice, and teamwork.





2024 Communication

The Communication Committee grew from 4 members in 2023 to 8 members at the start of 2025. Over 2024, the Committee members reviewed what is working well and opportunities for future growth in providing best practise in AAC, Reading and Writing.

For AAC, the major directions forward identified by the committee were ongoing professional learning and support for staff and a need for ready-made, highly organised and diverse bank of AAC resources. This has begun in 2025 with regular teacher PD in Communication Partner skills as well as weekly drop-in session for all staff to gain more knowledge, understanding and skills related to AAC tools. Additionally, Key Word Sign of the week resources are being made to present in Monday morning meetings with opportunities to share with our community through newsletter items.

In Reading and Writing, the major directions forward included a need to review available programs and resources as well as for targeted professional development around emergent literacy instruction. This will allow for teachers to select which program/s will suit the diversity of student needs as a whole school and begin to assemble a battery of emergent literacy assessment that would be added to the GNAT assessment tool. In 2024, teachers compared current programs according to a set of criteria developed by the committee members. We also sought recommendations from a colleague, who completed her masters in Phonemic Awareness.

In 2025, the committee will be working in smaller subgroups to work on the different directions forward particularly with Reading, Phonics, Writing and AAC. We are looking forward to supporting the school develop and refine our bank of resources, whole school programs and assessments to address our areas for improvement, particularly in assessment, as identified in School Review in 2023.





Gladys Newton SCHOOL

Senior Students

Prioritised teamwork, instruction-following, and fitness. Students attended fortnightly badminton lessons to boost participation and collaboration. Swimming sessions at the local pool emphasized stroke improvement and community access. Health club activities promoted muscle strengthening and turn-taking. LU sessions included target ball games and team-building exercises.

The year concluded with a successful school-faction sports carnival, showcasing the skills students developed throughout the year.

Progress Against Goals

Evidence shows increased participation and engagement. Students are more willing to join activities, encourage peers, and work collaboratively in teams. Skill levels have improved, and positive behaviour has increased when students are actively engaged.

Highlights:

- Bayswater Waves
- Senior swimming excursion
- Creaney Sports Carnival
- Junior excursion
- Kickability
- Incursion
- Senior incursion
- School faction sports carnival
- Bike program
- AusCycle





Gladys Newton SCHOOL

WORKFORCE COMPOSITION

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	3	3.0	0	0.0	3	3.0
Teacher	22	18.1	4	3.0	26	21.1
Education Support EAs	88	78.1	11	10.4	99	88.5
Admin	5	5.0	0	0.0	5	5.0
Cleaner	4	2.6	0	0.0	4	2.6
Gardener	2	1.4	0	0.0	2	1.4
Other	2	1.6	2	1.6	4	3.2
Total	126	109.8	17	15.0	143	124.8
Year	Headcount		FTE			
2021	109		89.3			
2022	112		96.1			
2023	125		108.2			
2024	143		124.9			

Gladys Newton School experienced significant growth in staffing between 2021 and 2024 to meet the increasing needs of our students. Headcount rose from 109 in 2021 to 143 in 2024, a 31% increase, while Full-Time Equivalent (FTE) positions grew from 89.3 to 124.9, a 40% increase over the same period. This upward trend reflects our commitment to providing adequate support for student wellbeing, safety, and educational outcomes. The ratio of FTE to headcount improved slightly, indicating more full-time roles or increased hours per staff member. Strategic recruitment and deployment have ensured that staffing aligns with program expansion and enrolment growth.

The teacher-to-student ratio also improved during this period. In 2024, with 154 students and 26 teaching staff, the ratio stood at approximately 1:5.9, compared to an estimated 1:7.2 in 2021. This shift reflects a deliberate effort to lower class sizes and increase individualised support, particularly important in a special education setting.



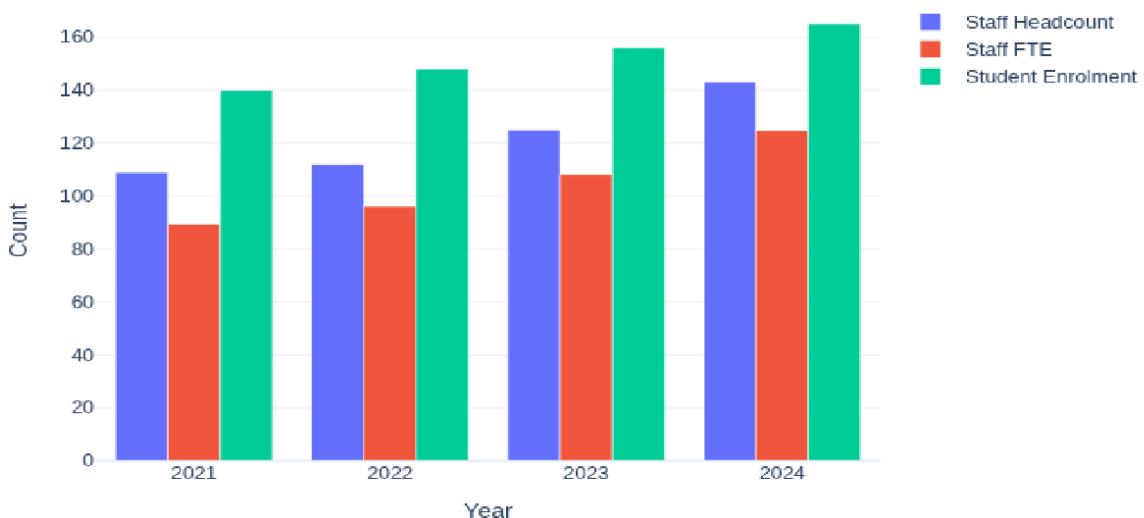


- Average class sizes at Gladys Newton School range from six to ten students per class, each supported by a teacher and at least four education assistants. This structure ensures personalised learning and intensive support tailored to the diverse needs of students with intellectual disabilities, autism, physical disabilities, and mental health challenges.

Staff qualifications are a cornerstone of the school's success. Majority of the teaching staff are qualified in special education and receive ongoing professional development in areas such as behaviour management, communication technologies (e.g., Eye Gaze, Key Word Signing), and inclusive teaching practices. Staff are trained in the Management of Actual or Potential Aggression (MAPA) program and regularly engage in professional self-reflection and growth. The school also benefits from on-site nursing and therapy staff, enhancing the multidisciplinary support available to students.

The executive team in 2024 comprised the principal, two deputy principals, and the manager corporate services, working collaboratively to guide the school's strategic direction.

Staffing and Student Enrolment Comparison (2021–2024)





Gladys Newton SCHOOL

Financial summary

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	286,500	286,500
Carry Forward (Salary):	270,049	270,049
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	9,450,179	9,450,179
Locally Raised Funds:	156,640	156,426
Total Funds:	10,163,367	10,163,154
EXPENDITURE		
Salaries:	9,021,758	9,021,758
Goods and Services (Cash):	1,076,071	971,858
Total Expenditure:	10,097,829	9,993,617
VARIANCE:	65,538	169,537
INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	286,500	286,500
Carry Forward (Salary)	270,049	270,049
STUDENT-CENTRED FUNDING		
Per Student	1,474,327	1,474,327
School and Student Characteristics	7,305,886	7,305,886
Disability Adjustments	532,120	532,120
Targeted Initiatives	60,331	60,331
Operational Response Allocation	77,515	77,515
Total Funds:	9,450,179	9,450,179



Gladys Newton SCHOOL

TRANSFERS AND ADJUSTMENTS

Regional Allocation	0	0
School Transfers – Salary	(621,582)	(621,582)
School Transfers - Cash	621,582	621,582
Department Adjustments	0	0

Total Funds:	0	0
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LOCALLY RAISED FUNDS (REVENUE)

Voluntary Contributions	4,450	4,190
Charges and Fees	16,230	15,415
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	784	894
Commonwealth Govt Revenues	641	641
Other State Govt/Local Govt Revenues	36,156	36,156
Revenue from CO, Regional Office and Other schools	0	0
Other Revenues	48,379	49,130
Transfer from Reserve or DGR	50,000	50,000
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0

Total Funds:	156,640	156,426
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TOTAL	10,163,368	10,163,154
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Gladys Newton SCHOOL

EXPENDITURE - Dec 2024 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	7,806,736	7,806,736
New Appointments	0	0
Casual Payments	1,200,890	1,200,890
Other Salary Expenditure	14,132	14,132
Total Funds:	9,021,758	9,021,758
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	275,766	229,064
Lease Payments	44,833	42,564
Utilities, Facilities and Maintenance	344,491	322,519
Buildings, Property and Equipment	159,547	161,886
Curriculum and Student Services	209,326	183,197
Professional Development	32,236	30,446
Transfer to Reserve	8,000	0
Other Expenditure	872	1,337
Payment to CO, Regional Office and Other schools	1,000	845
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	1,076,071	971,858
TOTAL	10,097,829	9,993,616





■ Student-Centred Funding (92.98%) ■ Carry Forward (5.48%) ■ Locally Raised Funds (1.54%)

This financial structure reflects strong reliance on student-centered funding (over 93% of total funds), supplemented by locally raised contributions and strategic transfers. The school continues to prioritise resource allocation to support student programs, staffing, and operational needs.

Andrzej Gruszecki
Principal

Peter Atkinson
Board Chair

Endorsement of 2024 Annual Report

Date: 3rd November 2025

