



**Gladys
Newton**
SCHOOL



BUSINESS PLAN 2024 - 2026



Gladys Newton 2024-2026 Business Plan outlines the future of the school. It describes who we are, our values and aspirations, and outlines our goals and direction for the future. The plan has been developed in consultation with our staff, parents, community, and the School Board, and is our guided document for all that happens within and around the school.

Our Business Plan is underpinned by operational plans, financial management plans, and individual education and transition plans. Our progress is monitored and reported to the school community in Annual Reports, and through our Public-School Review, which is conducted by a team of independently appointed colleagues selected by the Department of Education.



Gladys Newton School – who we are

Gladys Newton School (GNS) is an Independent Public School based in the North Metro area of Perth W.A. We are an Education Support school and specialise in providing opportunities for students aged 4 – 18 years with Intellectual and physical disabilities, Sensory impairments and those diagnosed with Autism.

The school has safe, secure and spacious grounds, with well-established gardens and shady, age-specific playgrounds, that are custom-built and designed to suit our students. We offer a range of amenities and programs that create an all-inclusive learning environment and with small class sizes to enable a student focused education.

These amenities include Gladys Fresh (mini-Woolworths), bicycle track, multi-sensory environment, chill out environment, indoor heated pool, health club, perceptual motor program room (PMP), library/resource center, gymnasium, industrial kitchen and a produce growing garden.

In addition to the Education Department Curriculum, we also offer the Stephanie Alexander Kitchen and Garden Program, Lu Interactive Physical Education Program, Swimming and Water Safety, ASDAN, Workplace Learning as well as Vocational Education and Training (VET) Certificate 1 program.

Our class sizes are small, with a high staff to student ratio, to maximise the individual needs of each student. The ratio of staffing provides our students with a higher level of support, which allows Individual Education Plans (IEP) and Individual Transition Plans (ITP) to be implemented and taught at an advanced level.

Gladys Newton School's parents and carers are encouraged to be active participants of their child's education. Our community is culturally and linguistically diverse, and the partnerships between home and school are enhanced through the availability of interpreters, when needed. Parents are encouraged to provide and receive feedback individually through enrolments meetings, IEP and ITP planning meetings (twice annually), individual case conferences, daily communication books and parent surveys. Parents may also become active members of the Parents and Citizens' Association (P&C) meetings, and the School Board.

At Gladys Newton School all programs have a strong emphasis on communication, self-care, independence, and social skills, to ensure all students have every opportunity to grow and reach their full potential. This allows us to provide an education that is not only individualised, but one that sets students up for a brighter future when they leave school.



OUR VISION
inspires us
“Educating for a Brighter Future”

OUR PURPOSE
drives us

To provide excellent, individualised, and practical educational programs that support the social, emotional, intellectual and physical development of all our students in a positive and nurturing environment.

OUR VALUES
makes us
We value and demonstrate

Flexibility
Uniqueness
Teamwork
Understanding
Respect
Excellence

OUR BELIEFS
bind us

We believe

- Every student can learn.
- Every student is a valued member of the school and the wider community.
- Every student will graduate



Our Internal Assessment is based on “Key Steps in SSE process.”

Identify Focus

What you want to achieve, and the specific areas or aspects that need to be evaluated.

Gather evidence

Conduct surveys, interviews, observations, and document reviews, to assess the program or project.

Analyse and make judgements

Prioritise the areas for addressing and state the desired improvement / outcomes.

Write and share

Agree on the planned actions, write the report and the improvement plan. Share both with the school community.

Plan into action

Put the agreed plan into place. Ensure that all are clear as to their role in supporting and executing the plan.

Monitor actions and evaluate

Identify people to monitor implementation and evaluate the impact against the success



Our Priorities

Successful Students

Our students will reach their full learning potential, across all learning areas, and they will be prepared for life beyond school. Their personal, emotional, and social development is the foundation for designing the specialised teaching and learning programs.

Quality Teaching

Staff will demonstrate exemplary teaching skills, adapt their knowledge and practices to the school context and student with special needs. They will collaborate with one another and engage in ongoing professional learning that is evidence based best practise in education support.

Productive Partnerships

The school will consult and engage with parents, carers, and the wider community to benefit our students now and into their future.

Evidence Driven Decisions

The school will use quality information and data to monitor student progress at all levels. It will use this information to strengthen and adapt its approach in all decision making across the school.

Leadership

The Leadership team will shape a vision of academic success for all students in a positive school climate. They will manage people and data, guiding instructional decisions to improve learning and teaching expertise and show a commitment to long term improvement.



Our Focus Areas

School Climate

- Ensure that the school supports and provides for the learning, physical, emotional, and behavioural needs of students, with staff and parental input.
- Whole school, classroom, and individual behaviour management plans to promote students' engagement in learning.
- Implementing strategies for staff well-being.
- Provide staff with quality performance feedback and support.

English and Communication

- Provide all students access to robust communication devices and other visual communication tools to support communication, language development and literacy instruction.
- Provide all staff with planning and assessment processes to support individual students' communication needs and tools to support language development and literacy instruction.

Mathematics – Number

- Develop, refine, and implement a whole school Numeracy plan that includes targets for Assessment Based Learning Education (ABLEWA), Gladys Newton Math Assessment, and the Australian Curriculum.
 - Support teachers to use ABLEWA and the Gladys Newton Math Assessment when assessing students in Number.
 - Research, develop and support flexible approaches to teaching and learning Math – Number that motivate and engage students with special needs.
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