



Department of  
Education

**Learning changes lives**

# Gladys Newton School

## Public School Review

# Public School Review

## Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 resources in alternative formats for people with accessibility needs, please contact [PublicSchoolReview@education.wa.edu.au](mailto: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 became an Independent Public School in 2015.

Currently there are 165 students enrolled from Kindergarten to Year 12 and the school has an Index of Community Socio-Educational Advantage of 1008 (decile 4).

Community support is demonstrated through the work of the Parents and Citizens' Association and School Board.

The first Public School Review of Gladys Newton School was conducted in Term 1, 2023. This 2026 Public School Review report provides a current point of reference for the next cycle of school improvement.

## School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

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

- The leadership team reflected that the review process presented an opportunity for staff to step beyond individual roles and initiatives and consider the school as a whole, strengthening collective understanding of its improvement priorities.
- The evidence collection process brought together a broad range of documentation, with staff contributing collaboratively to develop a rich account of the school's improvement journey and current context.
- The School Improvement Committee provided a representative structure through which staff could gather, examine and align evidence against the Standard, working together to identify gaps in the submission to form a comprehensive list of planned actions.
- Broad participation in the validation visit enabled teachers, education assistants and support staff to speak openly and reflectively about their experiences, practices and the current reality of the school.
- Contributions from parents, School Board members and workplace learning partners provided valuable perspectives that enriched the validation process and strengthened understanding of the school's broader context.
- The school approached the self-assessment as an evolving process, recognising that improvement occurs as ideas, evidence and practices are progressively examined, connected and refined.
- Incidental and unintended involvement of the review team in the daily operational experiences of the school enhanced the authentic understanding of the context of the school and added value to the process.

The following recommendations are made:

- Refine the selection of evidence against each domain of the Standard to reduce repetition and highlight the evidence that best demonstrates improvement.
- Further synthesise planned actions into a refined collection of prioritised and actionable next steps that provide clear direction for continued school improvement.

## Relationships and partnerships

Relationships founded on trust, responsiveness and opportunities for staff voice are strengthening collective responsibility, while purposeful community connections extend opportunities for students.

### Commendations

The review team validate the following:

- A range of formal and informal meeting structures provide increasing opportunities for staff collaboration and shared decision making, contributing to a stronger sense of belonging and collective responsibility across the school.
- The school is strengthening its presence within the local community, actively promoting its role as an educational setting for students with disability and building community understanding of its purpose and contribution.
- Workplace learning partnerships provide meaningful opportunities for students to engage with local businesses and organisations, strengthening community connections and pathways beyond school.
- Compass is streamlining communication with families while providing staff with a central platform for recording and accessing information relevant to student support, safety and workplace learning.
- The School Board Chair brings a strategic and governance-focused perspective to the Board, with an emerging focus on strengthening Board composition, understanding organisational risk and aligning governance oversight with the school's strategic priorities.

### Recommendation

The review team support the following:

- Strengthen the strategic role of the School Board by leveraging the business plan to establish shared oversight of school priorities, improvement targets, resource alignment and progress.

## Learning environment

A commitment to safety, wellbeing and student need is strengthening the conditions for learning, supported by responsive environmental adjustments and increasing capacity to provide targeted student support.

### Commendations

The review team validate the following:

- A deliberate focus on staff health, safety and wellbeing has progressed from psychosocial risk identification towards a broader health and wellbeing approach, with staff increasingly involved in identifying hazards and developing responsive strategies through the evolving committee structure.
- Highly individualised environmental adjustments demonstrate staff understanding of student need, with creative and incremental approaches used to establish the conditions in which students can successfully engage in learning.
- Targeted identification and deployment of skilful student services staff provide valued modelling, mentoring, debriefing and practical assistance to teachers and education assistants, contributing to a culture in which staff report feeling supported and are able to seek assistance without judgement.

### Recommendations

The review team support the following:

- Develop a clearly defined multi-tiered system of support that identifies universal, targeted and intensive practices across teaching pedagogy, behaviour and wellbeing, including processes for triage, case management, monitoring and review.
- Using a student services team model, establish processes to systematically analyse behaviour and wellbeing data to identify trends, determine priorities and evaluate the impact of school-wide and individualised responses.
- Expand the purpose, scope and responsibilities of the Health and Wellbeing Committee to support a coordinated and sustainable approach to workplace health and safety and staff wellbeing.

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| <b>Leadership</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Visible and responsive leadership is encouraging staff voice and strengthening trust and collective responsibility, creating the conditions for a more collaborative approach to school improvement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Commendations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The Principal's visible, student-centred leadership and the accessibility of the newly formed leadership team, is contributing to increased trust and a sense of unity and appreciation among staff. A commitment to collaboration and genuine opportunities to engage in decision making is reported to be contributing to the increased workplace satisfaction.</li> <li>• The School Improvement Committee has provided a representative forum for staff to contribute to change, evolving from an operational and concern-focused mechanism towards a broader improvement orientation.</li> <li>• Staff-led initiatives, including education assistant mentoring groups and drop-in professional learning sessions, draw on internal expertise to build capability in practical areas including augmentative and alternative communication (AAC), visual supports and education support practices.</li> <li>• Staff demonstrate a strong connection to the school's vision 'Educating for a Brighter Future', and articulate a shared commitment to translating this vision into improved experiences for students.</li> </ul>     |
| <b>Recommendations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Develop a concise annual school improvement plan that translates the business plan into prioritised actions, responsibilities, measures and milestones.</li> <li>• Position the School Improvement Committee to coordinate and monitor the annual improvement plan, providing a clear line of sight between strategic priorities and implementation.</li> <li>• Align committee structures with the annual improvement plan, clarifying their purpose, responsibilities and contribution to identified school priorities.</li> <li>• Enable staff undertaking leadership and committee roles through clear expectations, mentoring, feedback and targeted capability development.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Use of resources</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Strategic and responsive resource allocation is improving the quality of learning environments and strengthening workforce capacity, supported by shared responsibility for financial decision making.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Commendations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Financial management practices are increasingly distributed, with the introduction of cost centre management and delegated purchasing strengthening staff ownership and responsiveness to student and classroom needs.</li> <li>• The Principal and manager corporate services demonstrate a shared commitment to directing resources towards improved educational conditions, with significant investment in contemporary, functional learning environments.</li> <li>• Strategic use of available reserves, leasing arrangements and negotiated Department contributions has enabled substantial improvements to facilities, furniture, technology and infrastructure.</li> <li>• Increased disability resourcing has enabled the school to strengthen student services, including an additional deputy principal, targeted behaviour expertise and staff dedicated to supporting students.</li> <li>• A well-supported ICT<sup>1</sup> environment, including 1:1 iPad access, interactive technologies and computer facilities, provides staff with ready access to the resources required to support student learning.</li> </ul> |
| <b>Recommendations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Develop a workforce plan that identifies current and emerging workforce needs, critical roles, capability gaps, succession priorities and strategies for building staff capacity.</li> <li>• Align financial, workforce and infrastructure investment with the business plan priorities and intended student outcomes through annual planning.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| Teaching quality                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| A shared understanding of effective teaching influences assessment, planning, individualised instruction and review as the school's approach to meeting diverse student needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Commendations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The Award Scheme Development and Accreditation Network provides a coherent curriculum pathway for students from Year 7 onwards, with leadership, mentoring and scaffolded documentation building staff capability and consistency in curriculum delivery and assessment, thereby increasing opportunities for students to demonstrate learning, achievement and progress.</li> <li>• An emerging teaching and learning cycle, reflected in classroom practice, provides a foundation for greater consistency in using assessment data to identify student need, establish developmentally relevant goals, target teaching and monitor progress.</li> <li>• The teacher librarian applies specialist knowledge of teaching students with disability to curate an accessible collection of tactile materials, AAC supports and structured learning resources, strengthening teachers' capacity to design responsive learning experiences.</li> </ul> |
| Recommendations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Develop a student-focused pedagogical model that provides an agreed cycle for assessment, planning, individualised goal setting, teaching, monitoring and review.</li> <li>• Define shared expectations and practices for each stage of the model, aligning professional learning and mentoring to build staff capability and consistency in implementation.</li> <li>• Establish collaborative structures to examine the model in action, enabling self-reflection, professional dialogue and evaluation of its impact on student learning and progress.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                |
| Student achievement and progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Deliberate exploration of assessment tools is building the school's capacity to establish meaningful baselines, identify learning priorities and demonstrate individual student achievement and progress over time.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Commendations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The school is actively trialling and evaluating fit-for-purpose assessment approaches to meaningfully capture, demonstrate and celebrate the achievement and progress of students with diverse and complex learning needs.</li> <li>• Emerging classroom practice connects assessment information with the identification of learning needs, individualised goal setting, targeted teaching and monitoring of student progress.</li> <li>• Growing professional dialogue around assessment, including recognition of the importance of moderation, is building shared understanding of reliable judgements and evidence of student progress.</li> </ul>                                                                                                                                                                                                                                                                                            |
| Recommendations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Develop a select menu of assessment tools and processes for storing and tracking data over time, providing meaningful baseline and progress measures for individuals and cohorts.</li> <li>• Define shared expectations for the use of assessments within the student-focused pedagogical model, connecting evidence to individualised goal setting, teaching, monitoring and review.</li> <li>• Establish moderation processes to strengthen the validity and reliability of assessment information, building shared understanding and confidence in judgements of student achievement and progress.</li> </ul>                                                                                                                                                                                                                                                                                                                                    |

| Reviewers                                            |                                                                             |
|------------------------------------------------------|-----------------------------------------------------------------------------|
| Cathy Allen<br><b>Director, Public School Review</b> | Julayne Charlton<br><b>Principal, Malibu School</b><br><b>Peer Reviewer</b> |

## Endorsement

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

The next review process focusing on the learning environment, leadership, teaching quality and student achievement and progress domains only, is scheduled for Term 3, 2027. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school demonstrate sufficient and sustainable progress towards meeting the Standard in relation to recommendations of identified domains, a full Public School Review, inclusive of all domains, will be scheduled for 2029.



Steve Watson  
**Deputy Director General, Schools**

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## References

- 1 Information and communications technology