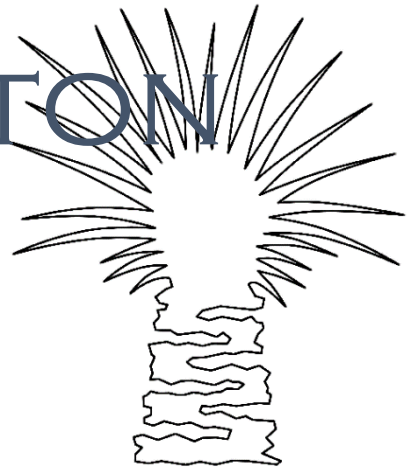


GLADYS NEWTON SCHOOL

AN INDEPENDENT PUBLIC SCHOOL



ANNUAL REPORT 2017



FROM THE CHAIR OF THE SCHOOL BOARD

As chair of the School Board at Gladys Newton School, I fully endorse and support the programmes and policies as outlined in the 2017 Annual Report.

The staff and students of Gladys Newton School had yet another successful year with all finishing the year happy and more enlightened than they were at the start of the year.

2017 also saw the completion of the first three years of being an Independent Public School (IPS) which also meant a visit from the IPS Review Team to conduct the first formal review of the Business Plan 2015-2017.

I can report that the review went well with some very positive feedback being received. Some minor improvements were suggested of the Board and we have already started to address these issues. We look forward to improving the Board and making it more accessible to the school's families and the broader community.

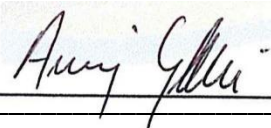
With our enthusiastic and hard-working staff, we will undoubtedly continue to improve, providing an amazing environment to further students' development.

Peter Atkinson

Chairperson

Gladys Newton School Board.

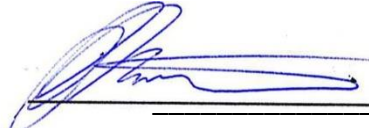
Signatories



5/06/2018

Principal

Date



1/06/2018

Chairman

Date

PRINCIPAL'S REPORT 2017

The Gladys Newton School community remains committed to and embeds into practice, our motto of “Educating for a brighter future”. Excellent, individualised, practical educational programs promoting the social, intellectual, emotional and physical development of all our students within a positive and caring environment continue to flourish.

88 students from Kindergarten to Year 13 attended in 2017.

Gladys Newton School has successfully completed the first three year cycle as an Independent Public School (IPS). The IPS Review Report was very complimentary and positive, providing feedback on areas of improvement for follow-up in the 2018-2020 Business Plan.

We continued as a trial school for ABLEWA (an adjusted Australian Curriculum for students with disabilities). In 2017 Gladys Newton worked with the University of Melbourne and the Victorian Education Department in the areas of Mathematics, Movement, Critical and Creative Thinking and Digital Literacy. Continuation in this trial recognises Gladys Newton as an innovative hub and acknowledges the expertise and diligence of the Gladys Newton staff.

Student participation and learning was outstanding and clearly demonstrated the benefits of ASDAN, the Stephanie Alexander Kitchen Garden, the Bushranger Cadet and the Vocational Education Training programs. The VET programs are run by ACTIV: Students also access workplace learning through several other agencies and also through selling goods at the Balga Market each Friday.

Established partnerships with ACTIV Osborne Park, Embleton, Ashby and Bentley, Goodwill Engineering, Good Samaritans, Intework, Workpower and Whittingtons Herbs & Spices, greatly assisted Gladys Newton with workplace learning.

Our parents and caregivers can be proud of, and congratulated for, the amazing support they give their children. Their dedication and advocacy are essential in enabling each child to meet their full potential and for providing opportunities to lead a fulfilling life.

As the school Principal, I thank the School Board, parents, the P and C, community agencies, employers and the staff for their dedication and enthusiasm in assisting Gladys Newton School students reach their goals.

Gemma Bosnjak

Principal

OUR PURPOSE (drives us)

Educating for a brighter future

OUR VISION (inspires us)

We provide excellent, individualized, practical educational programs, promoting the social, intellectual, emotional and physical development of all students within a positive and caring environment.

OUR BELIEFS (bind us)

Every child:

- Is provided with the opportunity to learn
- Is connected to the school and the wider community
- Will graduate with a plan for their future

The school will:

- Act in the best interests of each student and reflect on their achievements
- Motivate and provide purposeful activities
- Be inclusive and celebrate difference
- Encourage independence and collaboration
- Provide a safe and supportive environment

OUR VALUES (makes us)

- Care and respect others and ourselves
- Pursue knowledge and skills to achieve individual potential
- Pursue excellence in all activities
- Collaborate with the school community
- Learn and grow
- Actively participate in the wider community
- Respect our environment

SCHOOL CONTEXT

Gladys Newton Independent Public School is proud to be a centre of excellence, creating opportunities for success for students aged 4 -18 years with intellectual disabilities, autism and severe mental health issues. Our school is a leader in providing educational programs for students on the autism spectrum requiring a reduction in environmental stimuli enabling them to achieve academically as well as learning to self-regulate their anxiety and behaviour.

Gladys Newton School has embraced its shared vision of 'Educating for a brighter future' in all aspects of its operation. Our commitment to achieving our purpose and priorities is enhanced by an active and enthusiastic P and C, a supportive School Board, a dedicated professional leadership team, experienced staff and parents who are willing partners in their child's education.

All our students are at educational risk and require substantial learning and teaching adjustments and modifications to the curriculum and consequently all have an Individual Education Plan (IEP) developed and reviewed each semester in collaboration with their parents, caregivers, and school staff. Students are provided with a comprehensive portfolio report on their progress each semester. Students have access to on-site Therapy Focus staff offering speech, occupational and physiotherapy. Students are the centre of a multi-disciplinary approach involving teachers, education assistants, therapists and nurses. All students take part in a community access program to reinforce and practise the skills taught at school. All programs have a strong emphasis on communication, self-care, independence and social skills.

Gladys Newton School offers a number of specialist programs to enhance student learning; ASDAN, Vocational Education Training, Structured Work-place Learning, Bush Ranger Cadets, Balga Markets, Stephanie Alexander Kitchen Garden, More Than Talking and Senior School Community Access.

Each class has a community access program to reinforce and practise skills taught, a strong emphasis on communication skills, developing self-management skills and fostering independence. All senior students take part in transition activities featuring Certificate 1 programs, supported work placements, collaboration with post school agencies and bridging programs to ensure a successful future as an adult.

Class sizes are small to better meet the individual needs of each student. Students are grouped into age related classes and remain at school until the end of the year in which they turn 18. Class groups have six to ten students staffed by a teacher and a minimum of three education assistants. This level of staffing allows our students to have the opportunity to learn through individual targeted support.

Students have access to technology in the classroom to enhance their learning. This includes computers, interactive whiteboards, Tap-it screens, iPad, switches, switch operated kitchen equipment and switch operated toys. These learning tools enable teachers to best meet the learning needs of individual students and allow students to access and experience success in both academic and hands-on activities such as cooking.

The school has safe, secure and spacious grounds with well-established gardens and shady playground areas. The school offers a wide range of amenities and programs not generally available in a mainstream school, including: a custom designed playground for students with disabilities, a gymnasium, an indoor heated pool, a health club, a perceptual motor program room, a work skills room, a library/resource centre, a home economics area, an art/craft learning area, a bicycle track and a multi-sensory space.

Community use of school facilities has been enhanced with the school remaining open during the holiday period for use by our therapists and other agencies. Flexible budgeting has allowed us to build revenue to support the extension of programs and learning opportunities in the community.

We have developed extensive partnerships with outside agencies including ACTIV, The Ability Centre, The Balga Market Group, Intework, Para Quad Industries, Good Samaritans, Work Power and Whittingtons's Herbs and Spices. Gladys Newton has strong relationships with Therapy Focus, Disability Services Commission, Child Protection and Family Services, Uniting Care West and Identity WA.

School community satisfaction surveys are conducted bi-annually to provide feedback from both staff and parents. Results from the survey are discussed with the School Board, parents and staff and published in the Annual Report.

Gladys Newton School has been an Independent Public School (IPS) for four years and the school now has the flexibility and capacity to assume more responsibility for strategic planning, to become a lighthouse school for students and individuals with disabilities, a support and mentoring agency for parents and care givers and to enhance opportunities for all students.

ATTAINMENT OF PRIORITY TARGETS FROM THE BUSINESS PLAN AND THE SCHOOL DEVELOPMENT PLAN

PRIORITY 1 - SCHOOL CLIMATE

In this context the school is addressing the effective management of student behaviour including the development of Individual Behaviour Management Plans (IEP) and the training of staff in restraint and de-escalating student behaviour. This priority is also focused on providing a safe environment for both students and staff.

Regular IEP meetings were held with 96 % of parents exceeding the goal set in the Business Plan 2015 to 2017. School Open Days were held for the parents and community to observe the school and classrooms. All students had a communications book, which was archived as completed for future reference as to student progress. To ensure that Education Assistants felt equipped to begin their role 100% attended the School Induction Programme, which resulted in a faster and smoother start for the EA's with resultant benefits for the students. To assist relief staff 75% of teachers wrote daily schedules for their classes, which were included in their Class Relief Files, and this ensured a smooth hand over with less disturbance and interruption for the students.

In 2016 classrooms were provided with interactive core vocabulary mats, Pragmatic Dynamic Display (PODD) books and playground lanyards. All were highly successful. This programme was continued in 2017 with teachers forming a committee to support each other in creating a positive communications environment to enable students to interact with each other and become more self regulated.

Working collaboratively as a whole school we have achieved the majority of our school climate targets and in well over 60% of the areas exceeded the targets. This was only achieved by the professionalism

of all staff and a dedicated commitment from parents to continually improve the climate of Gladys Newton School.

PRIORITY 2 – ENGLISH AND SPEAKING

Following the professional development and focussed support from Disability Services Commission, Gladys Newton continued the journey towards best practise in providing positive behaviour support and enhancing the communication, language and literacy for all students. We have worked towards providing all staff a bank of augmented and alternative communication tools which have included core-word lanyards, desktop placemats and the introduction of 80 new 20 cell Pragmatic Organisational Dynamic Display (PODD) books printed on Monsoon paper. Active staff members from each class reflected on successes and challenges using visual supports in their classrooms at committee meetings. Regular support in creating and modifying school communication tools in the form of voluntary Drop-In Sessions began in the second half of 2017.

As skills in reading, writing, speaking and listening are interconnected, a whole school plan has been drafted to include sequences of letter sound knowledge, sight words, sentence and text structures using an approach identified by research as being effective for all learners. In 2018, we will continue to improve the performance management process to provide staff with quality feedback and support.

PRIORITY 3 – MATHEMATICS

In 2017 we successfully met all objectives with the exception of providing adequate professional development in mathematics for all staff and in the class visits for performance management. Strategies and tools have been put in place for the successful completion of these targets in 2018. The whole school numeracy plan was developed and is currently being updated for 2018.

The main objective for 2018 is to provide all staff with more specific orientated ideas and opportunities to implement Maths – Number and Algebra into the day to day running of the school. To also provide a guideline for incidental ideas and opportunities to include Maths – Number and Algebra in each area of the school and therefore creating Maths learning in a more relaxed and realistic way. This will be provided in the form of a booklet as well as posters at a variety of locations.

PRIORITY 4 – CAREER AND ENTERPRISE

Vocational Education and Training (VET) is designed to prepare students in Year 10, 11, 12 and 13 for employment opportunities or further training post school. The qualifications, Certificates and Units of Competency students can achieve through VET in Schools are industry focused and devised specifically for the needs of the industry. The Gladys Newton VET program provides nationally recognised industry qualifications, combined with workplace experience and practical skills development. ACTIV Pathways offer training programs tailored to the needs and aspirations of each individual student. In 2017, as part of the VET program offered at Gladys Newton School, students were enrolled in the ACTIV Pathways Certificate I Leadership Course. Eleven of the students participating in the course achieved competency in all nine units.

Structured Workplace Learning

The Structured Workplace Learning program continues to prepare students for employment by providing them with knowledge about what is valued in a work environment. These employability skills are developed over a lifetime and are valued in education, training, workplaces and the wider

community. In 2017, students participated in supported structured workplace learning based on each student's employability skills, interests and strengths. These involved students attending a number of different workplaces and assisted students and parents/carers to make informed decisions about their future post school options. The placement of a student in a supported work environment as part of work experience or a school-based work trial can potentially lead to employment. In 2017 we had 14 students attend weekly work experience at 11 different support work sites.

Bush Ranger Cadets

In 2017 Gladys Newton Cadets had the opportunity to participate in two camps, which resulted in growth, development and camaraderie for participants. The camp venues included an overnight camp at the Ern Halliday Recreation and Conference Centre as well as a 5-day reward camp at Rottnest Island.

At Ern Halliday, the dormitory-style accommodation enabled students with higher support needs the opportunity to attend a camp and be challenged by participating in activities such as high ropes, flying fox and caving. Staff contributed to the success of the camp by volunteering to attend overnight and support students. The 5-day reward camp at Rottnest Island enabled students to learn about history and coastal flora and fauna. Activities included beach clean up, bike riding, Oliver Hill Tour, Star Gazing, Historical Night Story Tour and Lighthouse Tour. Students also developed interpersonal skills and formed new friendships with Bush Ranger Cadets from Geographe Education Support Centre.

Throughout 2017 the Bushranger Cadets continued conservation and environmental activities at Gladys Newton School. The frog pond now boasts resident frogs and we continued to attract wildlife by planting native plants around the pond. The Cadets also work in collaboration with the Stephanie Alexander Kitchen Garden team to build garden beds and maintain compost bins and worm farms.

Stephanie Alexander Kitchen Garden

The Stephanie Alexander Kitchen Garden Program made further progress in 2017.

The program enjoyed many highlights during the year. Students independently tried and enjoyed new food and were encouraged to experience their other senses, such as smell and touch, during cooking sessions.

Feedback from parents included their observations of student improved eating habits. One parent approached the kitchen coordinator thanking her and stating how impressed she was that her child would now eat new and different foods in the company of the rest of the family.

The kitchen and garden program continued to provide teachers with evidence of learning outcomes and ASDAN achievements. When requested by the teaching staff both co-ordinators included activities and menus that enabled students to reach their individual learning goals.

The Stephanie Alexander Garden provided a large proportion of the food used in the kitchen. The garden also offered students the experience of watching fruit and vegetable seeds become full-grown plants. Students were encouraged to smell, pick and taste the produce harvested directly from the garden.

The program received huge support from the wider community with many businesses donating and discounting food helping to reduce costs.

Balga Markets

The stall has proved to be an extremely successful venture for our students allowing them to practise appropriate behaviour and social skills in the community, as well as encouraging them to develop citizenship awareness by being actively involved in community-based activities. In addition, our students continue to hone their retail skills in a supported work environment, learn to follow instructions and gain important skills in teamwork and customer service. In 2017 the income raised from the sale of items at the Balga Market stall totalled \$3228.81. The proceeds from the sale of these items go towards various undertakings and in 2018 the school will use some of the funds for Leavers Jackets for our Graduates.

STUDENT POPULATION

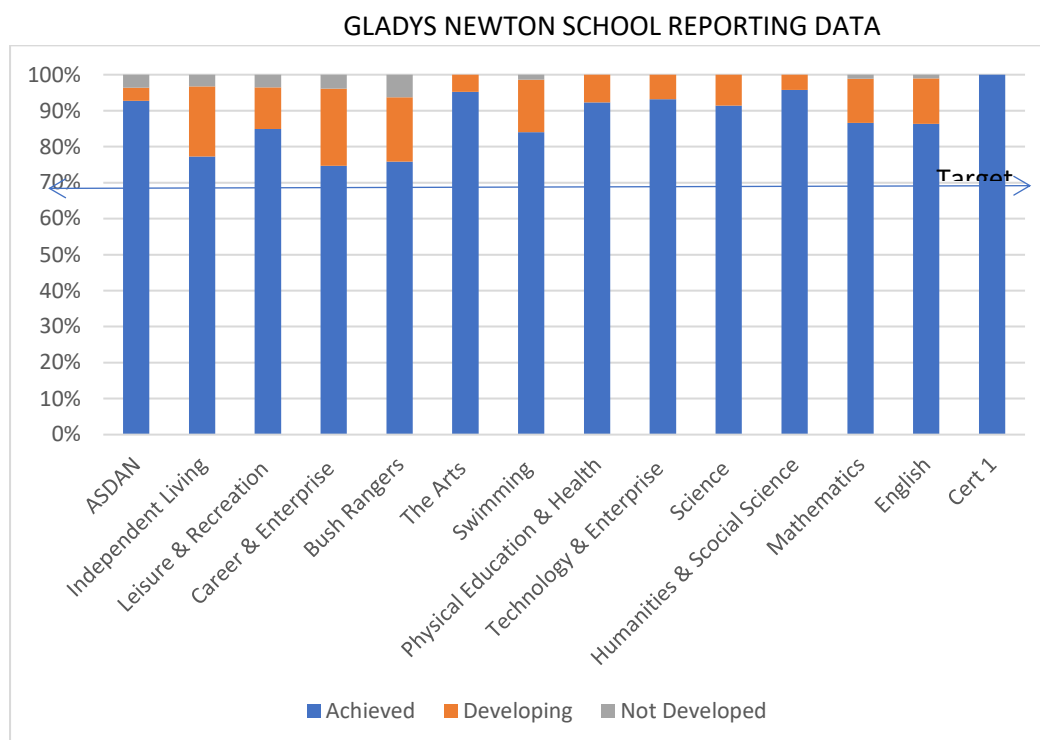
STUDENT POPULATION TRENDS				
	2014	2015	2016	2017
Primary (excluding Kin)	32	21	30	28
Lower Secondary	26	36	27	31
Upper Secondary	25	21	28	29
Total	83	78	85	88

STUDENT POPULATION 2017					
	Kin	PPR	Prim	Sec	Total
Male	1	1	16	40	58
Female	2		8	20	30
Total	3	1	24	60	88

STUDENT ACHIEVEMENT

INDIVIDUAL EDUCATION PLAN ACHIEVEMENT

[illegible]



Measurement of Individual Education Plan (IEP) targets uses a three-step scale to describe achievement.

- Achieved – student has achieved the target
- Developing – student has made significant progress towards the target
- Not Developed – students are at the early stages of skill development

All students have Individual Education Plans (IEP) developed in consultation with parents/carers. Individual student goals (outcomes) are monitored on an ongoing basis and reports on student progress are prepared and distributed in July and December. All IEPs are written to ensure focus skills are SMART targets. This allows us to collect accurate data to determine student and school improvement.

- Results shown on graph illustrate that we are aiming our I E P objectives at the appropriate level.
- The majority of our students are showing progression.
- The school target of 75% of objectives achieved, can be validated by the ABLEWA tool we use and students' individual ABLEWA portfolios.
- Overall, the results are highly successful.

ASDAN (Award Scheme Development and Accreditation Network)

Gladys Newton School completed a very successful year in ASDAN during 2017. The ASDAN program of Acknowledgement of Achievement by Certificate parallels the various programs delivered at Gladys Newton School. There are four awards available for students and the award selected for each individual student depends on their age at the end of the year.

The four awards offered at Gladys Newton School in 2017 were: New Horizons, Transition Challenge, Towards Independence and Workright. These awards focus on school-based activities within the standard school subjects and have strong links with our endorsed programs of Bush Ranger Cadets and the Stephanie Alexander Kitchen Garden Program. Evidence of student participation and success is submitted to External Moderation together with other schools in Western Australia in the form of Portfolios. The ASDAN Workright award provides excellent assessment of how well the student performs at work experience.

Thirty-nine students at Gladys Newton School, who completed up to 3 modules each, received Certificates of Achievement for a total of 70 modules, when their ASDAN Portfolios were submitted for External Moderation in June, September or November 2017.

Eight students completed a total of 34 modules in New Horizons which were submitted to Internal Moderation in December 2017. These students received Internal Certificates of Achievement. A number of these New Horizons Portfolios will be submitted for External Moderation in June 2018.

STUDENT ATTENDANCE

PRIMARY ATTENDANCE

	ATTENDANCE RATE (%)	
	School	WA Public Schools
2015	86.0	92.7
2016	83.5	92.6
2017	83.4	92.7

SECONDARY ATTENDANCE

	ATTENDANCE RATE (%)	
	School	WA Public Schools
2015	88.6	87.9
2016	87.5	87.7
2017	83.4	87.8

All student absences are explained and noted.

STUDENT MANAGEMENT DATA

There were eight (8) students suspended from Gladys Newton School in 2017. Eighty-eight(88) Individual Behaviour Management Plans developed in consultation with parents/carers and school psychologists were implemented involving agreed positive and negative consequences for students exhibiting challenging behaviours. The use of positive rewards for appropriate behaviours proved to be a successful strategy in most instances.

	2015	2016	2017
BMP	78	85	88
Primary	21	30	28
Secondary	57	55	60
Individual Case Management	78	85	88
Primary	21	30	28
Secondary	57	55	60
Suspensions			
Primary	0	0	1*
Secondary	1	3	7*
Total	1	3	8*

BMP - Number of Behaviour Management Plans written

***Number of students suspended**

The increase in formal out of school suspensions was due to the formation of the Re-engaging Anxious and Disaffected students (RADs) class in 2015. The funding for the program was withdrawn in December 2017 and the students reintegrated into mainstream classes for 2018.

STAFF RETENTION AND PARTICIPATION

In 2017 staff participated in a variety of professional learning to develop their skills in relation to the school priorities. This professional learning included all staff attending:- NMERO ESNN CONFERENCE at the Perth Convention Centre 2 June which included:-

Darin Cairns - Challenging Behaviours – Understanding Reinforcement & Reward and Functional Behaviour Analysis

- *Rod Mackintosh* – AAC theory and practice
- *Dolly Bhargava* – Pre-intentional Communication; Developing Emotional Regulation for

Anxiety/Depression; Supporting Disengaged students; strategies for ODD and aggression

- *Katrina Bonetti* - Developing a Numeracy plan for SEN
- *Richard Johnson* – STEM and hands on numeracy
- *Jenny Cole* – Maximising the potential of your team
- *John Wray* – Neurological Basis of Autistic Behaviour
- *Darin Cairns* – Challenging Behaviour Analysis
- *Greg Mitchell* – Classroom strategies for behaviour management
- *Amy Litton & Prue Taylor* – ILC supporting student with early language
- *Andrea Buchanan* - Sexuality education for students with ASD
- *Linda Lane* - ABLEWA – A practical workshop
 - Gemma Bosnjak attended the AASE National Conference in Darwin; BIG DAY OUT and Mindful Leaders
 - 6 staff attended the AASEPD
 - School Officers trained on Asset Manager
 - Individual staff attended a 2 day workshop on PODD
 - R Kelly CPR training updated and Swimming Pool–access and inclusion and FirstAid
 - S Donne Teacher of Aquatics PD
 - 21 staff did PD online Dolly Bhargava–Behaviour Zen
 - First aid training
 - ASDAN training
 - Bush Ranger Cadet Training

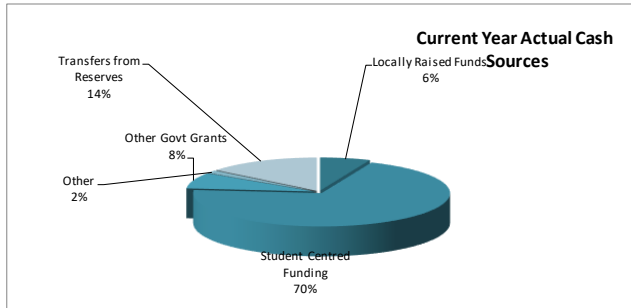
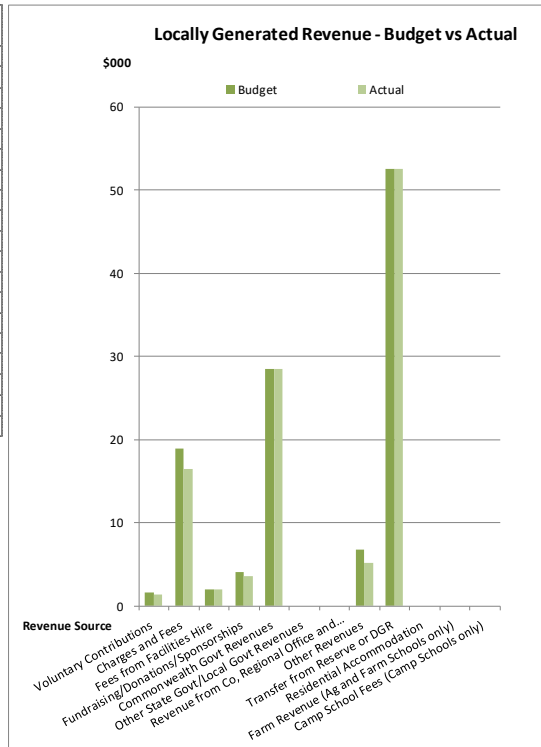
The proportion of teaching staff retained from 2016 was 100%. There was a total of 72.29 staff (67.5 FTE) comprised of 3 Administrator, 20 Teachers (16.4 FTE) and 56 School Support Staff (52.89 FTE)

All teaching staff hold the qualifications and professional requirements to teach in Education Support in Western Australian Schools and are registered with the Teachers Registration Board of Western Australia

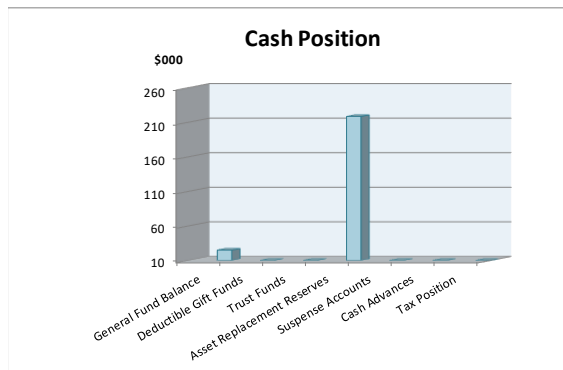
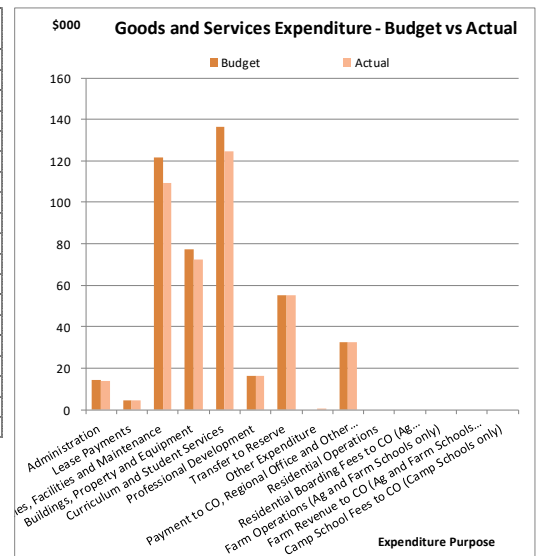


Gladys Newton School Financial Summary as at 1 December 2017

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 1,680.00	\$ 1,320.00
2 Charges and Fees	\$ 18,964.00	\$ 16,494.00
3 Fees from Facilities Hire	\$ 2,000.00	\$ 2,000.00
4 Fundraising/Donations/Sponsorships	\$ 4,100.00	\$ 3,598.77
5 Commonwealth Govt Revenues	\$ 28,522.50	\$ 28,522.50
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 6,730.00	\$ 5,206.54
9 Transfer from Reserve or DGR	\$ 52,563.68	\$ 52,563.68
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 114,560.18	\$ 109,705.49
Opening Balance	\$ 85,241.28	\$ 85,241.28
Student Centred Funding	\$ 257,701.91	\$ 257,701.91
Total Cash Funds Available	\$ 457,503.37	\$ 452,648.68
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 457,503.37	\$ 452,648.68



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 14,360.00	\$ 13,572.03
2 Lease Payments	\$ 4,290.00	\$ 4,197.88
3 Utilities, Facilities and Maintenance	\$ 121,533.60	\$ 109,194.30
4 Buildings, Property and Equipment	\$ 77,094.87	\$ 72,182.37
5 Curriculum and Student Services	\$ 136,170.69	\$ 124,436.20
6 Professional Development	\$ 16,404.00	\$ 16,413.03
7 Transfer to Reserve	\$ 55,231.00	\$ 55,231.00
8 Other Expenditure	\$ -	\$ 4.54
9 Payment to CO, Regional Office and Other Schools	\$ 32,419.21	\$ 32,419.21
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 457,503.37	\$ 427,650.56
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 457,503.37	\$ 427,650.56
Cash Budget Variance	\$ -	\$ -



Cash Position as at:	
Bank Balance	\$ 241,138.50
Made up of:	\$ -
1 General Fund Balance	\$ 24,998.12
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 218,228.46
5 Suspense Accounts	\$ 461.92
6 Cash Advances	\$ 200.00
7 Tax Position	\$ 2,350.00
Total Bank Balance	\$ 241,138.50