



Aspect Central Coast School
2015 Annual Report

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About Aspect

Autism Spectrum Australia (Aspect) is Australia's leading service provider for autism and other disabilities. Our specialised, evidence informed schools program is the largest in the world, with additional services that include information and advice, diagnostic assessments, behaviour support, parent and family support, and adult programs. We share evidence-informed Aspect practice and applied research nationwide.

Autism is a lifelong disability that affects about one in 100 Australians, or 230,000 people. The word 'spectrum' reflects the different challenges that people with autism face and the degree to which they may be affected.

Our services provide people with autism with the opportunity to realise their unique potential, as well as providing much needed support to their families, carers, friends and colleagues. Our vision is to provide the best possible opportunities for people with autism and other disabilities.



Our Vision

The best opportunities for people on the autism spectrum.



Our Mission

We deliver person-centred solutions which are flexible, responsive and evidence-informed, with people of all ages on the autism spectrum and their families.



Our Values

We are passionate about people, about being positive and about what's possible.

About Aspect Schools

Aspect runs one of the largest autism-specific education program the world, operating eight independent schools with 115 satellite classes and more than 1000 students.

Aspect schools enrol students with autism spectrum disorder (ASD) from the age of three years and nine months, up to 17 years. The primary focus of Aspect schools is to equip students with the skills to become as independent as possible and enable them to transition into the wider community wherever possible.

Each Aspect school consists of a variety of classes. There are classes located at our administrative base sites and a range of satellite classes located at other school sites. Locations include Northern Sydney, Western Sydney, South East Sydney, the Hunter region, the Vern Barnett, the Riverina, the Macarthur region and the South Coast, as well as satellite classes in the Mid and Far North Coast of NSW.



Aspect Comprehensive Approach for Education (ACAE)

The ACAE recognises the need for specialised education intervention to meet the range of individual needs of all students and includes a specialised curriculum focusing on skill straining underpinned by individual assessment and planning.

The ACAE aims to:

- Develop student's skills for continued education in the wider community
- Maximise students' learning potential and ability to adapt
- Develop students' self-regulatory abilities and independence

The ACAE helps students to develop their skills in four key areas:

- Sensory processing
- Behaviours
- Social interaction
- Social communication

Transition focus

A key feature of the ACAE is helping children to transition into non-autism specific schools wherever possible. We provide ongoing support to students, their families and the receiving school to help the student to succeed in their new environment.

Individualised Planning

As part of the ACAE, students work to an Individual Education Plan (IEP). With the support of their parents, teachers and professionals, each student develops their own IEP, which highlights the learning style, techniques and supports most appropriate to his or her needs.

All IEP based outcomes are taught in conjunction with the Curriculum Key Learning Areas: English, mathematics, Science and Technology, Human Society and Its Environment, Creative Arts and Personal Development, Health and Physical Education.

Each student's IEP promotes a positive learning environment that focuses on his or her strengths and interests.

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Message from the Principal

The Aspect Central Coast School continued to deliver high quality teaching and learning experiences across the 2015 school year. The school enrolled a total of 131 students across its seven campuses on the Central Coast from Kindergarten to year 10.

To achieve high quality teaching and learning the school has a strong focus on ongoing professional learning and development. In 2015 the school continued to be involved in the Association of Independent Schools NSW Inclusive Schooling Project which provided an opportunity for teachers to coach one another around self-identified educational goals.

Aspect Central Coast School provides a number of additional opportunities for people on the spectrum and their families:

- The playgroup which the school operates in partnership with Aspect Therapy provided rich play experiences for many children and facilitated a smooth transition to school for those who transitioned to Aspect Central Coast School and an opportunity for parents to network and support one another.
- Funding received through NSW Dept. Family and

Community Services Ageing, Disability and Home Care provided opportunities for children and young people on the spectrum across the Coast to participate in individualised community access programs (ICAP). The workplace program with Sea World Resort on the Gold Coast continued in 2015 with 13 students being involved.

- The Aspect Education Outreach program provided consultancy and support to many students and educators across government, catholic and independent schools on the Central Coast.
- The Aspect Central Coast School received local community support for general school repairs and improvements, gardening and painting through a number of community days.

The school looks forward to another successful year in 2016 with Mark Durie as the incoming school principal.

Lara Cheney
Acting Principal



Message from the P&F

With the ever present pressures for families with a child with Autism it is not surprising we only have a small P&F committee. We are however very fortunate that the extended school community offer their support wherever possible. This has been evident in the support we have received for all P&F activities this past year.

Our major fundraising activities for the year have included our Bunnings BBQ where over \$1,000 was raised for school resources. Activities such as the Bunning's BBQ also assist in raising awareness of Autism in the community. We had a fantastic response for helpers for the day from parents, grandparents and our wonderful school staff.

The P&F once again hosted the school Trivia Night. It was decided to hold this year's event at St Peters at Tuggerah due to increasing numbers. The night was a wonderful success and from feedback received was enjoyed by all. Thank you to all of the families that worked so hard to assist the committee in sourcing prizes for the night and for your help leading up to and on the night. We could not do it without you. In a school such as ours if everyone does just what they can within the demands of their lives we can achieve amazing things. The Trivia Night raised over \$5,000.



The committee once again provided the BBQ at the school sports carnival and was well received by hungry students, families and teachers.

We also held our usual raffles during the year with our Christmas Toy Raffle being our most popular.

While our meetings are small they are always informative and a wonderful way to have a say in what happens at the school and to hear what is happening behind the scenes. Everyone is very welcome to attend whenever possible.

Thank you to our fantastic committee : Amie McCann (Secretary) , Jody Hedley (Vice Chair) , Jo Cregan (Treasure for part of the year) and our fundraising committee members; Margaret Slade, Deb Arrowsmith and Bec Beath.

Unfortunately work commitments have caught up with me and I have had to stand down from my position as Chair of the committee. We are however in very safe hands with the election of Elisa James as Chair. I know Elisa and her committee will do an excellent job moving forward.

Maggie Vincent
President

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Student performance in standardised national and state-wide tests and examinations

Each student has an individual profile of characteristics that outlines strengths and interests, current levels of functioning and areas for development in the autism-specific areas of learning: social communication, social interaction, behaviours and sensory processing which are integrated into the NSW Board of Studies mainstream curriculum - the Key Learning Areas (KLAs). The school uses a multi-disciplinary team approach, working collaboratively with families to develop the best possible outcomes for the students. The school provides information and training workshops to families to help them support their child.

Literacy and Numeracy Assessments

In 2015, eight of the 17 students enrolled in Year 3, twelve of the 17 students enrolled in Year 5, five of the 5 students enrolled in Year 7 and three of the 4 students enrolled in Year 9 participated in the National Assessment Program Literacy Numeracy (NAPLAN).

Across years 3, 5, 7 and 9, fifteen students were exempt from the components of the NAPLAN.

For NAPLAN results, please refer to My School website <http://www.myschool.edu.au/>

Record of School Achievement

Aspect Central Coast School did not have any students that required the award of a Record of School Achievement.

Professional learning and teaching standards

Teaching standards

All teachers have teaching qualifications awarded from a higher education institution in Australia or an overseas teaching qualification recognised by the NSW Department of Education and Training and the Teachers Institute.

Professional learning

Professional learning activities included:

Description	Number of Teachers Participating
CPR	All
First Aid & CPR	3
NVCI Refresher	All

NVCI Full Course	4
Mental Health & ASD	All
Code of Conduct	All
HR Presentation	All
Grief and Loss	All
Communication with Parents	All
Impacts of Autism on quality of Life	All
Disability Standards	All
Aspect's Comprehensive Education Approach review	All
Workplace Bullying Prevention for Staff	All
Culture, Values, Beliefs	36
How to develop adjustments to curriculum and monitor children's progress	31
Australian Curriculum Update / Scope & Sequence	25
Interactive Whiteboard Resource Development / I Pad Technology	25
Curriculum – Stage / Individualised Planning	24
Inclusive Schooling (AIS)	23
Positive Behaviour Support Process	19
Fire Warden Training	12
Grammar: Levels of Delicacy (AIS)	4
NSW Science & Technology Syllabus for the Australian Curriculum K-6 (AIS)	4
NSW Mathematics Syllabus for the Australian Curriculum K-6 (AIS)	3
NSW Syllabus for the Australian Curriculum English K-6 (AIS)	2
An Introduction to the Australian Teacher Performance and Development Framework (AIS)	2
Literacy Block Time (AIS)	2
Spelling K-6 (AIS)	2
The Grammar of Texts: Implementing English K-6 (AIS)	2
Getting to know the NSW Mathematics Syllabus for the Australian Curriculum (AIS)	2
Executive PA Workshop (AIS)	2
Barista Course	2
Personalised Learning Processes for Aboriginal Students (AIS)	1
STEM: a powerful context for learning (AIS)	1
Habits of Highly Effective Teachers	1
Teacher Resilience and Wellbeing	1
The Principles of Purposeful Programming (AIS)	1
IPad Training	1
Principal Workshop (AIS)	1
Aspect Practice and Development	1
Secret Agent Society Training	1

Composition of teaching staff

Composition of Aspect Central Coast School staff is documented on the My School website www.myschool.edu.au

No staff is identified as of Aboriginal and/or Torres Strait Islander background.

Student attendance

For the whole school attendance rate, please refer to the school's data on the My School website www.myschool.edu.au.

Managing students' non-attendance

All Aspect schools have a policy to monitor the daily attendance and absences of students. Unexplained absences from classes or school will be followed up in an appropriate manner with the student and/or their parent or guardian. Where a student has a poor record attendance, the school will notify parents and/or guardians in an appropriate manner. Should this occur the family counsellor and/or the principal will become involved. The unsatisfactory record and any action taken will be recorded on the student's file.

If a student has exited the school and the destination of that student, who is below seventeen (17) years of age, is unknown, the principal will write or fax the NSW Department of Education and Communities officer with home school liaison responsibilities with the student's name, age and last known address.

Student retention rates

As with all of Aspect's schools, Aspect Central Coast School has a policy of transitioning students with ASD into less specialised/more inclusive settings. The decision to transition a student is based on the student's readiness and ability to cope in a less specialised setting and is made in collaboration with families/carers as part of the student's Individual Education Plan (IEP). The success of the school's transition program is reflected in the relatively small number of students enrolled across the school in year 3 upward.

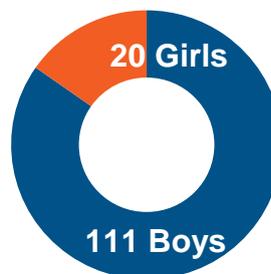
In 2015, 19 students transitioned from our school. Twelve students transitioned to mainstream schools, five to support classes and one to special school settings.

Post school destinations

In 2015, one high school student transitioned from our school to an apprenticeship.

Enrolment

In 2015 Aspect Central Coast School had an average enrolment of 131 students, 20 girls and 111 boys.



Enrolment Policy: Service Entry: Schools

Autism Spectrum Australia (Aspect) provides educational services for eligible school aged children to prepare them for transition to environments that are not autism specific.

Policy Purpose

This policy details the processes to be followed to determine eligibility for placement in an Aspect School.

Scope

For all Aspect schools.

Definitions

Eligible school aged child - Eligibility for enrolment in an Aspect school requires a diagnosis of an autism spectrum disorder by a paediatrician, clinical psychologist or psychiatrist and a recent cognitive assessment by a psychologist.

Aspect School Enrolment Committee – is the school based committee that meets once per term to determine if a child is eligible for placement. It comprises:

- School Principal
- School Family Counsellor
- School Coordinator

Aspect Eligibility Committee - is the Education & Research Committee, convened by the Director Education & Research that clarifies applications sent by the Aspect School Enrolment Committee.

Procedures

Each Aspect School Principal is responsible for:

- 1) Organising an information meeting once per school term

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for prospective parents or guardians who would like to enrol their child.

- a. This meeting outlines the school program and application process
- b. Application for enrolment forms is available at this meeting.

2) Convening the Aspect School Enrolment Committee which meets once per school term following the information meeting to review applications submitted.

- a. This committee determines if a child is eligible for placement in an Aspect School. To be eligible for placement in one of Aspect's schools, prospective students must have the following:
 - a current diagnosis which clearly states that the child fulfils the criteria for ASD from a specialist medical practitioner or clinical psychologist, which is not more than 12 months old and
 - a current standardised cognitive or developmental assessment (e.g. IQ Testing, Griffiths, WISC-IV, WPPSI-111, Stanford Binet V), which is not more than 2 years old.

3) Informing the parents of the outcome of their child's application for a placement in an Aspect school.

- a. If the child has been deemed eligible by the Aspect School Enrolment Committee, the principal will inform the parents or guardians that the diagnosis has been confirmed and their child's name has been placed on the schools waiting list. If a vacancy arises, the school principal or delegate interviews families that might fill the vacancy regarding accommodations/adjustments for their child.

4) Referring the application to the Aspect Eligibility Committee if the diagnosis needs clarification.

The National Director, Aspect Education is responsible for:

- 1) Convening the Aspect Eligibility Committee once per school term to review any applications that require clarification.
- 2) Reporting to Aspect principals the results of the Aspect Eligibility Committee, so that they can inform the parents of the outcomes.

The principal will inform the parents or guardians if the diagnosis has been confirmed or not and if confirmed the child's name is placed on the schools waiting list .

A parent or guardian can appeal the decision if the diagnosis is not confirmed. The principal will consult with the relevant staff, including the National Director, Aspect Education, and

inform the family of the outcome of the review.

Policy: Service Exit: Schools

Guidelines

Autism Spectrum Australia (Aspect) recognises that children with an autism spectrum disorder have the right to access and equity of service regardless of their gender, race or ethnicity, religion or language. As a service provider Aspect will respond appropriately and sensitively to the needs of the entire community including people from indigenous, culturally and linguistically diverse (CALD) backgrounds within the limit of available resources.

When vacancies arise in the school, the decision about how to fill them is made based on whether the type of vacancy available, for example, a preschool, primary or adolescent group, would be appropriate for the child, a child's age, the length of time a child has been on the waiting list, the availability of alternative placements and the family situation.

References

Legislation

Anti-Discrimination Act 1977 (NSW)
Community services (Complaints, Appeals and Monitoring) Act 1993 (NSW) Disability Discrimination Act 1992 (Commonwealth)
Disability Standards for Education Act, 2005 (Commonwealth) Education Act 1990 (NSW)
Education Act 1972 (SA)
Education and Early Childhood Services (Registration and Standards) Act 2011 (SA)

National Disability Services Standard

Standard 5: Service Access

Other Relevant Policies

Complaints by People with an Autism Spectrum Disorder, Family Members and other Aspect Clients
Contributing to Decision Making
Fee Collection
Fee Reduction
Privacy, Dignity & Confidentiality
Registration & Accreditation Procedures: Schools
School Fees and Compulsory Building Levy
Working with Families

Service Exit: Schools

A student enrolled in an Aspect schools may leave because:

1. the student transitions to a new setting;
2. the student's parents withdraw their child from the Aspect

- school;
3. a safe working environment for students and staff cannot be achieved; or
 4. because of the non-payment of outstanding schools fees.

Policy purpose

This policy sets out the guide for Aspect staff when a student leaves an Aspect school.

Scope

All Aspect schools

Procedures

1. Transition

When a student transitions from an Aspect school to another educational placement the Aspect school principal follows the procedure outlined in the policy 02 01 09 Transition of students from an Aspect School.

2. Parent choice to withdraw their child outside the transition process

When parents, guardians or the person responsible informs the Aspect school principal that their child will be leaving the school, the school staff will discuss with the parents, guardians or the person responsible what transition and post-transition support the child may need and what support the school can offer.

The Aspect school principal will consider requests for transition and post-transition support from families and may provide this if resources are available.

Parents, guardians or the person responsible are required to give the school's principal one term's notice in writing of their intention to withdraw their child from an Aspect school. If notice received is less than one term, 1 months school fees will be payable in lieu of notice.

3. Safe working environment

Even with Aspect's very active and specialist intervention to support the student, an Aspect school principal may decide that a school is unable to maintain the enrolment of a child in the school if it cannot achieve an acceptably safe working environment for students and staff. Such decisions will be made as a result of procedural fairness considering the steps outlined in Appendix A.

If an issue arises for any other reason, in which the principal believes that the mutually beneficial relationship of trust and cooperation between the parents, guardians or the person

responsible and school has broken down, to the extent that it adversely impacts on that relationship, the principal will try and resolve the issue at the earliest indication.

If the principal is unable to resolve the issue and following discussion and agreement with the National Operations Director, – Aspect Schools, the principal may require the parents, guardians or the person responsible to remove the child from the school

4. Non-payment of outstanding school fees

Aspect can make a decision to exit a student for non-payment of outstanding fees as outlined in the policy 08 14 02 Fees Collection policy.

Guidelines

Autism Spectrum Australia (Aspect) provides educational services for eligible school aged children to prepare them for transition to environments that are not autism specific.

Legislation

Anti-Discrimination Act 1977 (NSW)
 Disability Discrimination Act 1992 (Commonwealth)
 Disability Standards for Education Act, 2005 (Commonwealth)
 Education Act 1972 (SA)
 Education and early Childhood Services (Registration and Standards) Act 2011 (SA)
 Education Act 1990 (NSW)
 Equal Opportunities Act 1984 (SA)
 Privacy and Personal Information Protection Act 1998

National Standards for Disability Services

Standard 5: Service Access

Other Relevant Policies

Complaints & Feedback by Aspect Service Users, Family Members & the Public
 Discipline - Schools
 Duty of Care and Dignity of Risk
 Fees Collection
 Individual Planning and Review
 Positive Behaviour Support
 Privacy, Dignity & Confidentiality
 Prohibited and Restricted Practices
 School Fees
 Transition of students from an Aspect School Working with Families

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School Policies

Policies tabled below cover

- A. Student welfare
- B. Discipline
- C. Reporting complaints and resolving grievances
- D. Educational and financial reporting

Parents/care givers may view the full policy by contacting the school office. Extracts of some of the policies can also be found in the parent handbook.

The school seeks to provide a safe and supportive environment which:

A. Student Welfare

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented the following policies and procedures were in place (or being developed) during 2015.

POLICY	CHANGES IN 2015
Child Care and Protection encompassing <ul style="list-style-type: none"> • Legislation requirements • <i>Definitions</i> • <i>Guidelines</i> • <i>Procedures</i> • Responding to allegations against employees • <i>Investigation processes</i> • <i>Documentation</i> 	<i>Revised 2015</i> <i>No substantive changes made</i>
Community Access encompassing <ul style="list-style-type: none"> • <i>Guidelines</i> • <i>Procedures Staff requirements</i> • <i>Risk Assessment</i> • <i>Documentation</i> • <i>Supervision</i> 	<i>Revised 2015</i> <i>No substantive changes made</i>
Code of Conduct for staff encompassing <ul style="list-style-type: none"> • <i>Work & personal behaviour</i> • <i>Confidentiality & Privacy</i> • <i>Conflict of Interest</i> • <i>Copyright</i> • <i>Acceptance of gifts or benefits</i> • <i>Personal presentation</i> • <i>Public statements</i> • <i>Complaints handling</i> • <i>Legislation</i> • <i>Safety and Duty of Care</i> 	<i>Nil</i>
Aspect's Comprehensive Educational Approach encompassing <ul style="list-style-type: none"> • <i>Learning characteristics of people with ASD</i> • <i>Features of educational programs for people with autism</i> • <i>Training and consultancy</i> • <i>Assessment</i> • <i>Transition</i> 	<i>Nil</i>
Duty of Care & Dignity of Risk encompassing <ul style="list-style-type: none"> • <i>Principles</i> • <i>Guidelines</i> • <i>Definitions</i> 	<i>Nil</i>
Emergency Procedures encompassing <ul style="list-style-type: none"> • <i>Guidelines</i> • <i>Procedures and Contingency Planning</i> • <i>Legislation</i> 	<i>Nil</i>
Individual Planning and Review encompassing <ul style="list-style-type: none"> • <i>Guidelines</i> • <i>Process</i> • <i>Structure</i> 	<i>Revised 2015</i> <i>No substantive changes made</i>

Student Welfare Policies continued

POLICY	CHANGES IN 2015
Incidents encompassing <ul style="list-style-type: none"> • Definition • Procedures • Guidelines • Documentation • Investigation Guidelines 	Nil
Illness and Infectious or Communicable Diseases encompassing <ul style="list-style-type: none"> • Definition • Guidelines • Procedures 	Nil
Missing Persons encompassing <ul style="list-style-type: none"> • Background • Protocol • Prevention • Documentation 	Revised 2015 No substantive changes made
Safe Administration of Medication encompassing <ul style="list-style-type: none"> • Definition • Procedures • Guidelines • Asthma Plan and Student Asthma Record • Epilepsy Management • Diabetes Management Plan • Anaphylaxis Procedures 	Nil
Safe and Supportive Environment: Schools encompassing <ul style="list-style-type: none"> • Child Protection • Support • Conduct • Security • Support • Complaints • Pastoral Care • Communication 	Revised 2015 No substantive changes made
Sun Smart encompassing <ul style="list-style-type: none"> • Guidelines • Procedures 	Revised 2015 No substantive changes made
Student Attendance encompassing <ul style="list-style-type: none"> • Guidelines • Procedures 	Revised 2015 No substantive changes made
Swimming encompassing <ul style="list-style-type: none"> • Guidelines • Procedures 	Revised 2015 No substantive changes made
Visual Support encompassing <ul style="list-style-type: none"> • Principles • Guidelines 	Revised 2015 No substantive changes made
WHS Work Health and Safety encompassing <ul style="list-style-type: none"> • Legislation WH&S Act 2011(NSW, ACT, QLD, NT, SA TAS), OH&S Act 2004 (WA, VIC) • Consultation • Induction & Training • Emergency Procedures • Incident & Accident reporting • Risk Management 	Revised 2015 No substantive changes made
Working with Families encompassing <ul style="list-style-type: none"> • Guidelines • Process 	Nil

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B. Discipline

POLICY	CHANGES IN 2015
Positive Behaviour Support encompassing <ul style="list-style-type: none"> • Definition • Legislation • Individual planning and support • Assessment • Prohibited/ restricted practices • Crisis intervention 	Nil
Prohibited and Restricted Practices encompassing <ul style="list-style-type: none"> • Guidelines • Procedures 	Revised 2015 No substantive changes made
Discipline: Schools <ul style="list-style-type: none"> • Guidelines • Procedures 	Revised 2015 No substantive changes made

C. Policies for Complaints and Grievances Resolution

The School's policy for dealing with complaints includes processes for raising and responding to matters of concern identified by parents, students and staff. These processes incorporate, as appropriate, principles of procedural fairness. The full text of the School's policy and processes for complaints can be obtained from the administration office. The policy on 'Complaints by people with ASD and/or their families' and the policy on 'Complaints by Staff (Employees and Volunteers)' remained unchanged in 2015.

D. Policy for Educational and Financial Reporting

Autism Spectrum Australia (Aspect) schools will maintain the relevant data and will meet the reporting requirements of the NSW Minister for Education and Communities and the Department of Education, Employment and Workplace Relations (DEEWR). No change has been made to the policy in 2015.



School-determined improvement targets

Achievement of priorities identified in the school's 2014 Annual Report

AREA	PRIORITIES	ACHIEVEMENTS
Teaching and Learning	<p>Establish Secret Agent Society model class.</p> <p>Align the English curriculum with the new national curriculum.</p> <p>Implement new person-centred IEP process and reporting.</p>	<p>Secret Agent classes began with 14 students and their families participating.</p> <p>All programs now reflect the new national curriculum for English across all stages.</p> <p>All students participated in the person centred process reporting positive results. All stage 4 and 5 students attended their IEP meeting.</p>
Family Support	<p>Establish student special interest groups: St Mary's movie club, ICAP funded program, Social Club.</p> <p>Establish a fortnightly playgroup in cooperation with Aspect Building Blocks.</p> <p>Seek feedback from families of students through ACAE-related surveys</p> <ul style="list-style-type: none"> Establish a consultative group of parents post the parent/carer survey to offer direction and support to the Futures Planning Committee. 	<p>16 Individuals accessed ICAP funded programs. 27 seniors and 15 juniors attended social club.</p> <p>Playgroup operated weekly with over 20 families attending. Some of these students subsequently enrolled in the school program.</p> <p>Families provided feedback regarding the ACAE via the IEP meeting.</p>
Staff Development	<p>Recognise and respond to the day to day individual challenge that people have in their workplace through the performance and support of staff by identifying the challenges and strategies to further support staff in school.</p> <p>Have the internal Aspect professional learning courses accredited with NSW BOSTES.</p>	<p>All staff received regular teaching and learning focused support from the school Learning Support Team.</p> <p>Staff completed surveys to determine priorities for professional learning.</p> <p>Aspect continued to make workshops available internally that were BOSTES accredited.</p>
WHS Compliance	<p>Active participation by staff team member in Aspect wide PBS and WHS committee.</p> <p>Participate in Aspect-wide review of Incident Reporting process.</p>	<p>Aspect Central Coast Representatives participated in Aspect wide working parties and committees including NCI trainers' forum, restrictive practice panel and WHS committee.</p> <p>Aspect Central Coast was the trial group with all incident reports reviewed and analysed by Aspects WHS manager.</p>

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Achievement of priorities continued

AREA	PRIORITIES	ACHIEVEMENTS
Continuous improvement	<p>Continuously improve the quality and effectiveness of Aspect's educational services by implementing the revised ACAE including a focus on developing the special interests and talents of students.</p> <p>Redevelop the playground surface</p>	<p>Professional development for all staff around new element mental health and wellbeing.</p> <p>Partnership developed with LendLease with working Bee completed. Project to continue into 2016.</p>
Student achievement	<p>Link IEP goals to KLA planning.</p> <p>Continue the TAFE person-centred program established in 2013 to support high school students reach their dream job by utilising their special interest.</p>	<p>Aspect Central Coast participated in the inclusive schooling project funded through AIS with 23 teachers participating. Final results available at the end of 2016. The goal of the inclusive schooling project was integrating the teaching of autism specific areas of learning with syllabus outcomes into daily plans whilst strengthening communication of this information with our parent /carer community.</p> <p>Due to significant increases in TAFE fees, this program needed to be suspended.</p>
Extend services to reach more students with autism spectrum disorder	<p>Maintain and further develop educational outreach. Deploy a range of personnel delivering the educational outreach services to offer innovative service delivery and sideways development of staff skills.</p> <p>Participate in the first Aspect national education conference.</p>	<p>Extended client numbers to reach over 15.</p> <p>Staff attended conference with 3 presenting.</p>

2015 Priorities – Areas for improvement

AREA	PRIORITIES
Teaching and Learning	<p>Introduction of special interest lunch clubs to allow students to explore and develop their special interests through learning.</p> <p>Continue to roll out and review the AIS inclusive schooling project. Review of the Itinerant support class model.</p>
Family Support	<p>Form a working party to transform the front of the school into a family friendly and inviting area.</p> <p>Formalise the home school communication book to include school administration and local community services information.</p>
Staff Development	<p>School to develop professional development matrix with all staff to contribute to the delivery of professional development training over a 2 year period.</p> <p>Staff to continue their participation in stage teams across the school.</p>
WHS Compliance	<p>Introduce online incident reporting process using Riskman.</p> <p>Redevelop the sensory garden.</p> <p>Redevelop the bottom playground area.</p>
Continuous improvement	<p>Continue to participate in the AIS funded inclusive schooling project.</p> <p>Implement the Zones of Regulation program across the school with the view to become an emotional regulation model classroom.</p>
Student achievement	<p>Develop an alumni program recognizing former students' achievement in their post school options.</p> <p>Develop a school tour video highlighting the strengths of the school from the students' perspective.</p>
Extend services to reach more students with autism spectrum disorder	<p>Deliver workshops for parents and staff on the introduction of the NDIS to the Central Coast.</p> <p>Develop and deliver ASD workshops for early childhood educators.</p> <p>Develop and implement the transition to high school program for parents and students.</p> <p>Increase the number students receiving Aspect Educational Outreach to 20.</p>

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Annual Report 2015

Respect and responsibility

Aspect Central Coast School wants all students to recognise that they are valued and integral parts of the school community, with parents and staff providing care and support that engender self-esteem, mutual respect and responsibility. There is much scope to develop talents through each student's Individual Education Plan and to learn through experiences.

The structure of the school's satellite program provides opportunities for students to participate in classes and cultural activities with host school students, which allow them to get to know each other. The satellite program has assisted in promoting respect for the individual and the rights of others.

Aspect Values have been reviewed with Aspect Board of Directors and Management Team in collaboration with our Stakeholders. Aspect value of "We are passionate about people, about being positive and about what's possible" mirror the nine recommended values (National Framework for Values in Education). Aspect has a commitment to ensuring all team members know and embrace our core values to ensure they are reflected in interactions and relationships with stakeholders. Aspect recognises that in order to achieve this it is important to share information with staff and the community so that Aspect is known not only for the work that we do but also for the values we uphold.



Parent, student and teacher satisfaction

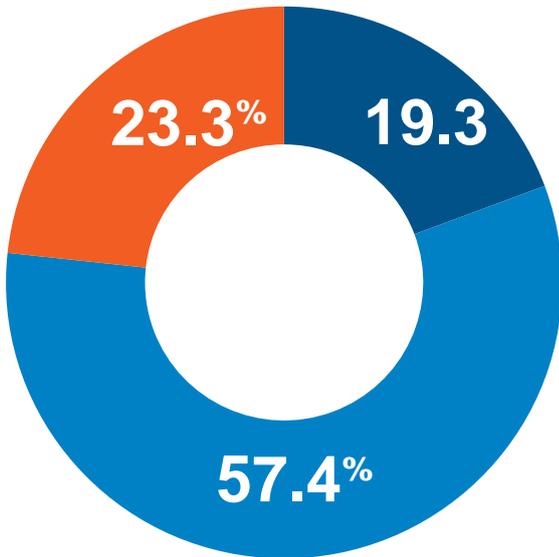
Aspect Central Coast School received some great feedback from families through our NPS surveys. Two of these include:

- "The Central Coast team are world changers. They are changing our world! They are passionate, positive, self-sacrificing and incredibly generous. I am overwhelmed and eternally grateful for the above and beyond support and care my son and our family have received. Thank you!"
- "Overall, the commitment of the teachers and support staff is wonderful."

As the inclusive schooling project began last year we had some positive feedback from staff. They include:

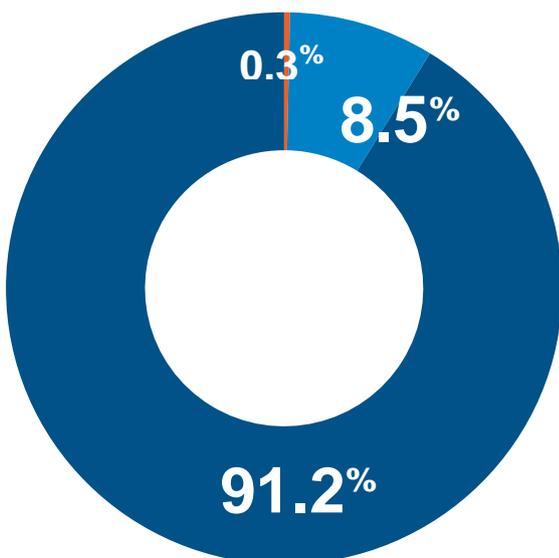
- "Peer coaching enabled the sharing of ideas and resources between teachers, sites and stages. It provided opportunities for planning and writing of curriculums and programs suited to stage levels. A.W and I built capacity in strategies for children struggling to read and write particular resources, websites and ways to specifically adjust programs to fit autism specific learning."
- "The benefits of the professional learning associated with the project were the AIS advisor who provided specific help writing smart goals for specific children relating to learning difficulties in writing and reading. The Literacy advisor's presentation on reading/writing was informative and provided practical ideas for the classroom. She also provided websites for resources and gave specific help to teachers by visiting classrooms. This knowledge was shared with our peers across the school and they could also see the ideas in action."

Recurrent/capital income 2015



- Fees and private income – 19.3%
- State Government recurrent grants – 57.4%
- Federal Government recurrent grants – 23.3%
- Government capital grant - 0%
(No government capital grant was received in 2015)

Recurrent/capital expenditure 2015



- Salaries, allowances and related expenses – 91.2%
- Non-Salary Expenses – 8.5%
- Capital expenditure – 0.3%



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