



**Aspect Hunter 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.*

# Aspect Hunter School

## Annual Report 2015

### Message from the Principal

Aspect Hunter School caters for 124 students across the Hunter, Lake Macquarie and Port Macquarie areas. Our students range in age from 4 to 14 years at present. The school comprises an administrative base at Thornton which has early childhood and primary school classes and a range of satellite classes located in Tarro, Waratah West, Abermain, Cardiff, and Port Macquarie.

Approximately one quarter of our students transition to a less specialised setting each year. A detailed overview of our Comprehensive Approach for Education, and Aspect Mission, Vision and Values can be found on our website.

In 2015 we supported almost a quarter of our students to transition on to less specialised settings, most of them now attending their local mainstream school. We achieve this through our specialised evidence-based programs provided by staff who are passionate about people, about being positive and about what is possible.

A number of Continuous Improvement Projects were led by staff in the areas of co morbid mental health concerns, the use of Green Walls to support students in developing self-regulation strategies and commenced a project relating to staff development around accommodations and adjustments to better meet the individual autism specific needs of our students. Staff collected and shared case studies on PBS.

We received terrific support from our local community through a range of fundraising events and were able to provide a range of workshops and supports to parents, grandparents and carers. We are very grateful to our community for their

generous support and involvement and to our very dedicated staff. Of particular note is a project working with local youth raising Mental Health awareness in collaboration with Headspace, Port Stephens Council and other youth advocacy networks.

We were very grateful to receive support from Aurizon who funded shade sails for our playground equipment and Westfield Kotara who donated fixed playground equipment. Westfield donated \$20,000 for swing frames for our classrooms as part of our special sensory project.

**Liz Murray**  
Principal



### Message from the P&F

*It has been an honour to chair Aspect Hunter School's P&F. I am so grateful for what the school and staff have given my son, Riley, and our family. The P&F is my opportunity to give something back.*

*Our parents and family attendance at meetings has increased significantly and has certainly had an impact on the involvement of our families at school events. It was a huge year for Hunter Aspect School. We were so fortunate to have received some significant financial donations.*

*We ended Term 1 with a visit to a Newcastle Knights training*

*session. About 40 students and their parents attended a training visit at the Knights training base at Wests Mayfield. All the students got an opportunity to meet the players. Every player took the time to chat with students and parents, sign autographs and get some photos taken. All the students who came along really enjoyed the experience.*

*We followed this up with the Knights dedicating their home game against St George to Aspect to tie in with Autism Awareness Month. One of our Parents spoke at the game and a current student performed the coin toss. Students, Parents and staff lined a guard of honour as players ran out on to the field. The Knights played footage from the training*

visit on the big screen throughout the game as well. All the kids left with big smiles on their faces. It was a fantastic experience for them.



During Autism Awareness Month, former Aspect parent Michelle Finlay and myself organised the first Bootcamp for Autism. The event held in King Edward Park attracted almost 200 participants. The event raised, through ticket sales and donations over \$2000.

Aspect Hunter School's relationship with Westfield continued this year. We participated in the Mother's Day gift wrapping. We were extremely busy over the week of gift wrapping, with customers giving a gold coin donation. Parents, families, staff and local businesses all helped gift wrap over the week and we thank them for donating their time. Westfield also held their annual Giveability Day, again with all money raised going to Aspect Hunter School. All the money raised on this day was matched by Westfield. The total money raised was \$11285.

Through the generosity of Shane and Michelle Finlay, the Steel City Race Day was fantastic and raised over \$20 000 for the school. The support the Finlay's continue to give the school is amazing and we are very grateful for their endless support.

Autism Spectrum Australia has developed a special connection with Beechwood Homes. Beechwood are the Newcastle Jets major sponsor. The Jets and Beechwood have chosen Aspect as their charity partner. Aspect will be displayed on the Women's shirts all year and the men's at the last home game. They are also doing bucket collections at home games. They are also planning something special for

the last home game in March/April 2016. This is a wonderful opportunity to not only raise funds but more importantly raise awareness of Autism.

The school could not operate without the generous support it gets from the community and local businesses. We are always thankful for their kind donations and helping to spread awareness of Aspect and Autism. The greater awareness in the community the better the opportunity for the students. We look forward to building on these community and business relationships in the future.



In September, I had the opportunity to attend the Asia Pacific Autism Conference in Brisbane. There were a few parents, along with some staff from Aspect Hunter that attended the 3 day event. The conference had some amazing and inspiration speakers. It was fantastic to see Craig Smith and Heath Wild from our Hunter School speaking at the conference. Many of our teachers also presented posters. It is wonderful to see our teachers leading the way in autism education. I learnt so much during the conference and would encourage parents to attend in 2017 in Sydney if they have the opportunity.

Apart from fundraising, the P&F's also facilitated opportunities to connect and support families. Social nights, hosted by the P&F, provide an opportunity for parents and staff to socialise in a relaxed environment. These nights are so important for families. We had two social nights this year. Finally, I would like to thank Loretto Austin (P&F Secretary) for all her assistance during the year, and the many parents and families who helped that the various activities in 2015.

# Aspect Hunter School

## Annual Report 2015

### 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 there were 11 students enrolled in year 3, 9 in year 5 and 8 in year 7.

2 Year 3 students, 7 year 5 students and 8 year 7 students sat the NAPLAN assessments.

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

### Record of School Achievement

Aspect Hunter 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
Non-violent Crisis Intervention	20
ICT – information on the effective use of iPad and apps in the classroom	12
POSITIVE Behaviour Support- Zones of Regulation	46
Workplace Health and Safety	All
Child Protection	All

Utilising Student Special Interests to build functional learning through Minecraft and film production	All
Literacy- developing functional use of skills	30
Zones of Regulation	All
New Science Curriculum	30
Wonnarua People from Aboriginal Land Council- Country and Culture	All
Behaviour Detective Revision	All
Mental Health Case Studies and Strategies for support	All

### Composition of teaching staff

Composition of Aspect Hunter School staff is documented on the My School website [www.myschool.edu.au](http://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](http://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.

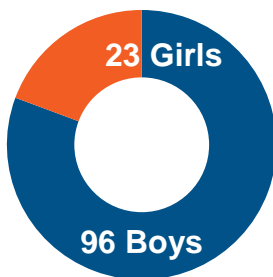
### Student retention rates

As with all of Aspect's schools, Aspect Hunter 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, 31 students transitioned from our school. 12 students transitioned to mainstream schools, 16 to support classes and 3 to special school settings.

### Enrolment

In 2015 Aspect Hunter School had an average enrolment of 119 students, 23 girls and 96 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 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)

### 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.*

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



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

- Minimises risk of harm and ensures students feel secure
- Supports the physical, social, academic and emotional development of students
- Provides student welfare policies and programs that develop a sense of self-worth and foster personal development

### 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
<b>Child Care and Protection encompassing</b> <ul style="list-style-type: none"> <li>• Legislation requirements</li> <li>• Definitions</li> <li>• Guidelines</li> <li>• Procedures</li> <li>• Responding to allegations against employees</li> <li>• Investigation processes</li> <li>• Documentation</li> </ul>	Revised 2015 No substantive changes made
<b>Community Access encompassing</b> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures Staff requirements</li> <li>• Risk Assessment</li> <li>• Documentation</li> <li>• Supervision</li> </ul>	Revised 2015 No substantive changes made
<b>Code of Conduct for staff encompassing</b> <ul style="list-style-type: none"> <li>• Work &amp; personal behaviour</li> <li>• Confidentiality &amp; Privacy</li> <li>• Conflict of Interest</li> <li>• Copyright</li> <li>• Acceptance of gifts or benefits</li> <li>• Personal presentation</li> <li>• Public statements</li> <li>• Complaints handling</li> <li>• Legislation</li> <li>• Safety and Duty of Care</li> </ul>	Nil
<b>Aspect's Comprehensive Educational Approach encompassing</b> <ul style="list-style-type: none"> <li>• Learning characteristics of people with ASD</li> <li>• Features of educational programs for people with autism</li> <li>• Training and consultancy</li> <li>• Assessment</li> <li>• Transition</li> </ul>	Nil
<b>Duty of Care &amp; Dignity of Risk encompassing</b> <ul style="list-style-type: none"> <li>• Principles</li> <li>• Guidelines</li> <li>• Definitions</li> </ul>	Nil
<b>Emergency Procedures encompassing</b> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures and Contingency Planning</li> <li>• Legislation</li> </ul>	Nil
<b>Individual Planning and Review encompassing</b> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Process</li> <li>• Structure</li> </ul>	Revised 2015 No substantive changes made
<b>Incidents encompassing</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Procedures</li> <li>• Guidelines</li> <li>• Documentation</li> <li>• Investigation Guidelines</li> </ul>	Nil
<b>Illness and Infectious or Communicable Diseases encompassing</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Guidelines</li> <li>• Procedures</li> </ul>	Nil
<b>Missing Persons encompassing</b> <ul style="list-style-type: none"> <li>• Background</li> <li>• Protocol</li> <li>• Prevention</li> <li>• Documentation</li> </ul>	Revised 2015 No substantive changes made
<b>Safe Administration of Medication encompassing</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Procedures</li> <li>• Guidelines</li> <li>• Asthma Plan and Student Asthma Record</li> <li>• Epilepsy Management</li> <li>• Diabetes Management Plan</li> <li>• Anaphylaxis Procedures</li> </ul>	Nil

Student Welfare Policies continued

POLICY	CHANGES IN 2015
<b>Safe and Supportive Environment: Schools encompassing</b> <ul style="list-style-type: none"> <li>• Child Protection</li> <li>• Support</li> <li>• Conduct</li> <li>• Security</li> <li>• Support</li> <li>• Complaints</li> <li>• Pastoral Care</li> <li>• Communication</li> </ul>	Revised 2015 No substantive changes made
<b>Sun Smart encompassing</b> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures</li> </ul>	Revised 2015 No substantive changes made
<b>Student Attendance encompassing</b> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures</li> </ul>	Revised 2015 No substantive changes made
<b>Swimming encompassing</b> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures</li> </ul>	Revised 2015 No substantive changes made
<b>Visual Support encompassing</b> <ul style="list-style-type: none"> <li>• Principles</li> <li>• Guidelines</li> </ul>	Revised 2015 No substantive changes made
<b>WHS Work Health and Safety encompassing</b> <ul style="list-style-type: none"> <li>• Legislation WH&amp;S Act 2011(NSW, ACT, QLD, NT, SA TAS), OH&amp;S Act 2004 (WA, VIC)</li> <li>• Consultation</li> <li>• Induction &amp; Training</li> <li>• Emergency Procedures</li> <li>• Incident &amp; Accident reporting</li> <li>• Risk Management</li> </ul>	Revised 2015 No substantive changes made
<b>Working with Families encompassing</b> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Process</li> </ul>	Nil

B. Discipline

POLICY	CHANGES IN 2015
<b>Positive Behaviour Support encompassing</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Legislation</li> <li>• Individual planning and support</li> <li>• Assessment</li> <li>• Prohibited/ restricted practices</li> <li>• Crisis intervention</li> </ul>	Nil
<b>Prohibited and Restricted Practices encompassing</b> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures</li> </ul>	Revised 2015 No substantive changes made
<b>Discipline: Schools</b> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures</li> </ul>	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
<b>Teaching and Learning</b>	<p>Teachers sharing strategies and resources across stage groups for all curriculum areas with a focus on Science and Technology, Literacy and Numeracy.</p> <p>Improving use of TEACCH practices to facilitate learning.</p>	<p>Teachers collaborated at meetings and staff development days and further developed the whole school scope and sequence and shared resources on key topic areas.</p> <p>A number of staff strengthened their use of TEACCH in the classroom through collaboration and coaching.</p>
<b>Family Support</b>	<p>Improve information provided to families in relation to transition processes, resilience strategies through workshops, tip sheets and bulletins.</p>	<p>A range of parent workshops were held each term to support families in the areas identified. Feedback from families was extremely positive.</p>
<b>Staff Development</b>	<p>Staff Development in Science and Technology Curriculum</p> <p>Wellbeing and Resilience for staff</p> <p>Communication skills assessment by our Speech Pathologist.</p>	<p>Staff development days were presented by the Association of Independent Schools and teachers unpacked the new syllabus in workshop groups.</p> <p>A wide range of staff wellbeing supports were rolled out including weekly tips and staff development activities.</p> <p>Training in Functional Assessment of Comprehension Skills.</p>

Achievement of priorities continued

AREA	PRIORITIES	ACHIEVEMENTS
<b>WHS Compliance</b>	<p>Whole school wellbeing project incorporating staff, student and parent/ carer wellbeing.</p> <p>Incorporate training, individual and small group support and regular resource sharing.</p> <p>Whole school focus on Values of Respect and Responsibility fostering Above the Line thinking in daily practices.</p>	<p>Roll out of Well Being project with a view to incorporating whole school Kids Matter and research project in 2016.</p> <p>Staff training completed in relation to Manual Handling, Code of Conduct completed and policy discussion and procedures shared in weekly class meetings.</p> <p>Respect and Responsibility developed as an integral part of our school culture through staff development and class activities and communication with families through the school newsletter.</p>
<b>Continuous improvement</b>	<p>Staff Wellbeing CIP- linked to whole school wellbeing project.</p> <p>PBS Green Walls improved across all classes to incorporate Zones of Regulation where appropriate.</p> <p>IPad model classes.</p> <p>Anxiety and student wellbeing Project to develop resilience in students.</p>	<p>Project rolled out across the school.</p> <p>Outstanding results achieved across all classes and Green Walls incorporated in daily lessons. Students are using the language of emotions to identify how they are feeling and starting to develop a working understanding of appropriate strategies.</p> <p>Ipad model class project running across all sites. Teachers collaborating on strategies to utilise ipads for creative academic engagement.</p> <p>Wellbeing project linked to the Green Wall emotional regulation supports.</p>
<b>Student achievement</b>	<p>Linked with Continuous Improvement- follow student progress in developing resilience through interviews and individual anxiety support plans where students identify and report their progress.</p> <p>Creating a whole school production encompassing student special interests to boost their engagement in learning.</p>	<p>Students commenced using ipads to record themselves sharing information about their feelings. Students included in their support plans.</p> <p>Whole school production around minecraft created with each class making a video relating to the special interests of the students.</p>
<b>Extend services to reach more students with autism spectrum disorder</b>	<p>Develop marketing strategies incorporating awareness raising of ASD and the services available in the region through Westfield Kotara Give ability days, information sessions, referring professional workshops, flyers.</p>	<p>Give ability Days held at Westfield, successful school information sessions run at the school.</p>

# Aspect Hunter School

## Annual Report 2015

### 2015 Priorities – Areas for improvement

AREA	PRIORITIES
Teaching and Learning	Curriculum collaboration across stages and sites.
Family Support	Increased engagement in workshops.
Staff Development	Use of virtual Professional Development.
WHS Compliance	Increasing staff understanding of Disability Standards in Education and Child Protection reporting requirements.
Continuous improvement	Consistent use of green walls across the school.
Student achievement	Increase in student engagement in goals.
Extend services to reach more students with autism spectrum disorder	Continue to explore opportunities for community awareness raising through events and social media.

### Respect and responsibility

Aspect Hunter 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.

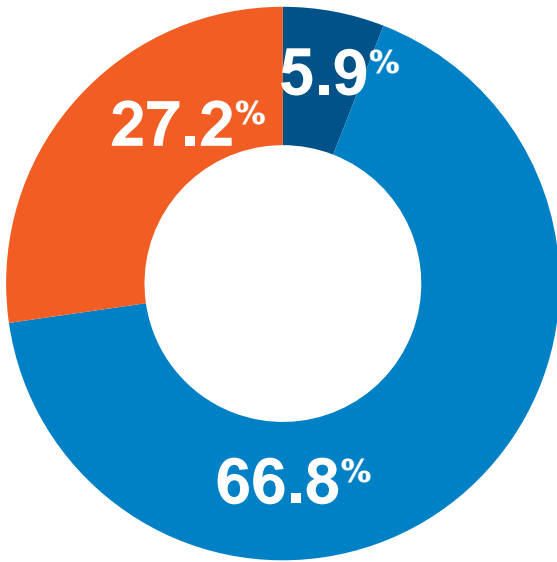
Aspect Values have been reviewed with Aspect Board of Directors and Management Team in collaboration with our Stakeholders. Aspect value of "We are passionate about people, about being positive and about what's possible" mirror the nine recommended values (National Framework for Values in Education). 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 Hunter School received outstanding feedback from families through our Net Promoter Surveys and through our Compliments register. For example "our son is happier, calmer and more content and we know we made the right decision sending him to Aspect Hunter School", Aspect conducts a staff Voice Survey every two years. Feedback from Aspect Hunter School Staff was 95% for confidence in colleagues, 92% for passion and engagement, 98% role clarity and 97% for Aspect Mission and Values. These results reflect extremely high satisfaction from Aspect Hunter School staff.

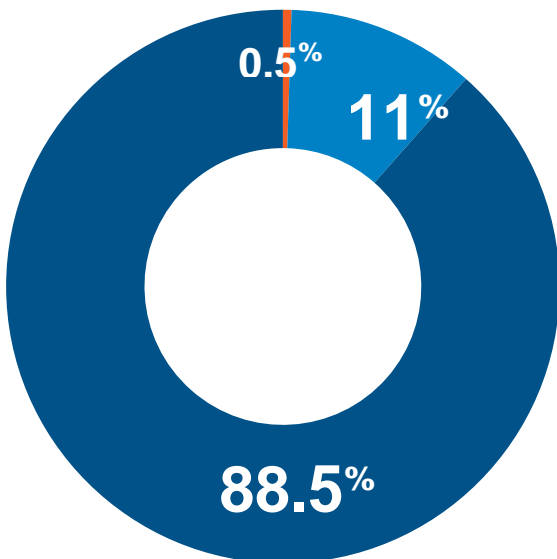


Recurrent/capital income 2015



- Fees and private income – 5.9%
- State Government recurrent grants – 66.8%
- Federal Government recurrent grants – 27.2%
- Government capital grant - 0%  
(No government capital grant was received in 2015)

Recurrent/capital expenditure 2015



- Salaries, allowances and related expenses – 88.5%
- Non-Salary Expenses – 11.0%
- Capital expenditure – 0.5%





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