



Aspect Macarthur 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 programs in 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 students' 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 Macarthur School

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Message from the Principal

Aspect Macarthur school spans seven sites and is united by a hardworking and passionate group who show dedication to supporting students with autism spectrum and their families. Student numbers in 2015 were 104, with 20 in the Northern Rivers region and 84 in the Macarthur region.

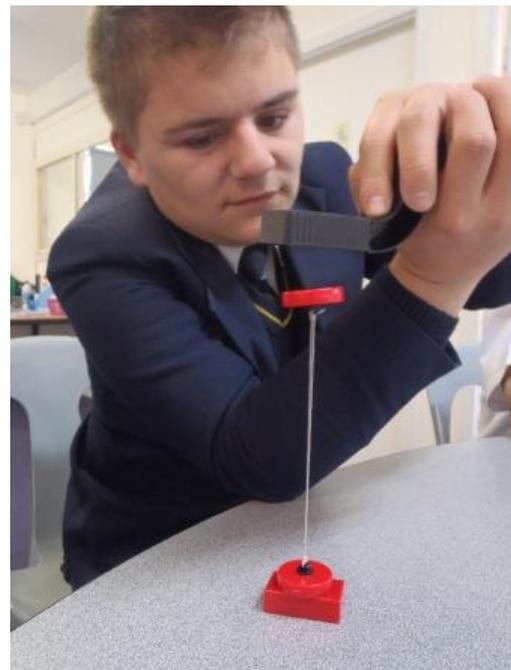
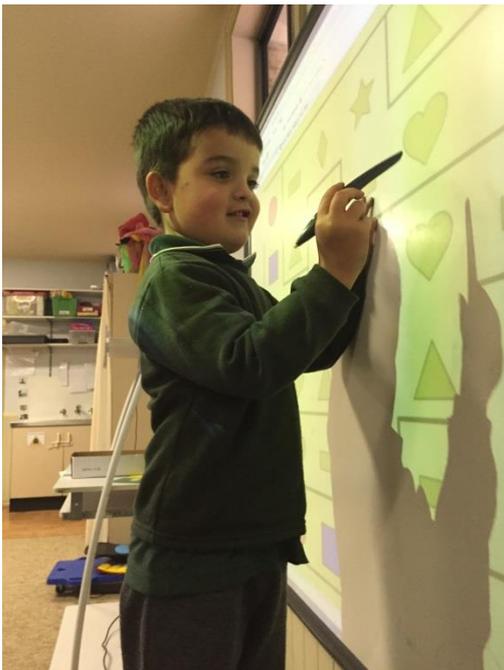
Students at Aspect Macarthur School benefit from a diverse range of opportunities: a learning support team which includes therapists, a dedicated team of educators and additional programs such as music therapy and art. We personalise learning programs for each student and work in partnership with families to establish and implement individual student goals. We focus on giving students, in collaboration with families, the opportunity to develop skills to interact positively with others and achieve a meaningful and appropriate level of independence. As a transition setting, self-regulation, independence and preparing students for a mainstream school (OR the next most inclusive setting) are paramount. As such, each student has an Individual Education Plan (IEP) with priority goals set for: Social Communication, Social Interactions, and Behaviour and Sensory areas. All IEP goals are embedded in a student's academic program. Teachers deliver all Key Learning Areas, as prescribed by the NSW Board of Studies and Educational Standards (BOSTES) with individualised accommodations and adjustments.

We continued our focus, Embedding Excellence, from 2014. Post surveys and analysis of data indicates a significant improvement in the use of student data to drive pedagogical decisions.

Student one page profiles have also been developed and are a core component of each class program, both the one page profiles and the embedding of IEP goals into KLA planning are key components in ensuring the smooth meshing of individualisation in autism and the academics. Further there has been a forging of community links, leading to increased networking opportunities for Aspect Macarthur School.

The school was successful in sourcing a number of grants to increase our ability to provide resources; increasing our technology and upgrading our outdoor learning areas. All staff participated in increased training in integrating technology into class practice. Staff also developed their skills in literacy assessment and instruction; better assessments were sourced and all staff responded positively. The grant funding also enabled us to resource a staff member with specialist literacy skills to assess and report on student progress. These processes enabled us to upskill the majority of staff in this key area of learning.

Pam Lea
Principal



Message from the P&F

We started our fundraising year off with a burst of colour at the annual Walkathon. We celebrated the colours of the spectrum with students, parents and staff all dressed in white and with each lap completed an additional colour was added to the white. At the same time we held our inaugural Cow Poo Lotto at the walkathon. This event was a crowd stopper as all eyes were on the cow in its pen waiting to see who had the correct square.

Thanks to the money raised in 2014; over the Easter break we were able to install new play equipment at our Cobbitty site, a rope run, art window, synthetic grass and sensory totem poles. All this equipment has been well used by students.

We continued with our monthly BBQ's at Harvey Norman run by the AOOB, unfortunately throughout the second half of the year the BBQ's discontinued due to poor health of the president Kevin Gunn. We would like to thank the AOOB for the wonderful assistance and friendship they have shown our school community over the past few years. We wish Kevin Gunn and his members all the best.

2015 saw a change to our major fundraiser of the year, instead of our Trivia Night we held a Dinner and Auction

Night. We were entertained by Blues Brothers Rebooted and enjoyed a wonderful meal provided by the West Leagues Club. It was great to see so many families attend the evening. One of the highlights of the evening was the auction of original artworks by some of our students. Greg Warren the local state member for Campbelltown was one of the successful bidders. He has displayed these works within his office.

The year finished with the committee holding its first pie drive in Term 3 and Trivia Night held at the School Hall in Term 4.

Our Northern Rivers team have been very busy this year with three fundraisers;

Colour for Autism Day which had students baking Colourful Cupcakes and wearing Crazy Hair, a Bead Stall and a Bunnings BBQ. We also spread the word about Autism to the community by featuring in the Northern Star newspaper.

We are very grateful for the support of our families, friends and local communities. It has been a successful year for all involved, and we look forward to what 2016 has in store.

Fundraising Committee



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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

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

Record of School Achievement

The formal Record of School Achievement credential was awarded by the BOSTES to 3 students.

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
PBS & NCI	All
Anaphylaxis	All
Manual Handling	All
Child Protection	All
Asthma training	36
Workplace Bullying Prevention	All
iPads	36
Resilience	37
WRAP	17
CALD	17
Disability Standards	35

Assessment – linking to impact & goal setting	16
Social Thinking	10
Embedding IEP goals into class program	16
Autism & Sexuality	8
Effective Questioning	8
Posture & Positioning	9
Play skills	9
Professional Conversation	8
Meals & restrictive diets	9
APAC conference	2
AIS Leadership Courses	4
Child Protection Investigation	2
Sue Larkey - Teaching Strategies	5
Senior First Aid	1
Aspect Schools Executive Personal Assistant's Training	1

Composition of teaching staff

Composition of Aspect Macarthur 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 Macarthur 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.

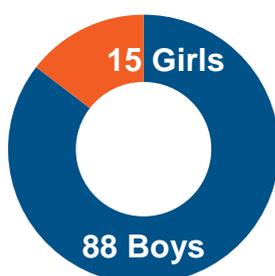
In 2015, 23 students transitioned from our school. 14 students transitioned to mainstream schools, 6 to support classes and 1 to special school settings.

Post school destinations

Aspect Macarthur School had 2 students move to post school destinations; 1 to TAFE and 1 to a Transition to Work program.

Enrolment

In 2015 Aspect Macarthur School had an average enrolment of 103 students, 15 girls and 88 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 school's 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 school's 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 month's 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

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.

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

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

Student Welfare Policies continued

POLICY	CHANGES IN 2015
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

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>Review school's performance against ACAE. Develop improvement plan around identified priorities.</p> <p>Review and refine the Structured Teaching model classroom.</p> <p>Introduce Writing & Reading Assessment Profile (WRAP).</p>	<p>Identified School focus areas from ACAE Self-Review Checklist completed.</p> <p>3 Structured Teaching 2-day workshops were run for school staff and outside professionals.</p> <p>Professional Develop on how to use WRAP and 1:1 coaching. Implemented strategies across the school. Staff feedback was positive and staff reported they were confidently using it. Staff are using assessment to drive their programming.</p>
Family Support	<p>Structured teaching and Recipe for Success training.</p>	<p>Held 4 training sessions with parents in Coffee Morning</p> <ul style="list-style-type: none"> • Visual supports • iPad • managing Holiday time • Literacy <p>Therapy fact sheets were provided in the newsletter.</p> <p>Gave overview of Structured teaching (ST) with parents and surveyed parents on their needs for future ST workshops.</p>

Achievement of priorities continued

AREA	PRIORITIES	ACHIEVEMENTS
Staff Development	<p>Building capacity of staff to work with CALD & ATSI communities.</p> <p>Introduce Go-Pro cameras, upskill staff.</p>	<p>All staff were trained in CaLD / ATSI</p> <p>Introduced GoPro. Selected staff are trialling their use for positive behaviour management and self-reflection.</p>
WHS Compliance	<p>Improve induction and mentor program for new staff and new scheme teachers.</p>	<p>Met weekly and as needed with new staff and NST staff.</p> <p>Staff identified areas of expertise so they can be referred to different people.</p> <p>Resource sharing is scheduled into the staff meeting roster.</p>
Continuous improvement	<p>High School students to participate in all aspects of IEP process. Senior Primary students to have opportunities to provide input into IEP process. All other students to identify areas of strength/interest to support the IEP process.</p> <p>“Embedding Excellence” as a CIP across the school. Continuation of 2 year project. Emphasis on 3 strategic pillars – Communication, Professional Practice and Student Data.</p>	<p>Students are participating in IEP process. Senior students have had opportunities to provide input and attend meeting. Still developing ways for students with high support needs to provide input into their program.</p> <p>Support and supervision was restructured (goal setting) to improve support for staff. Increased opportunities for families to see students in their class setting Professional Development during Terms 1 & 2 – Using data to drive programming</p>
Student achievement	<p>Transition students with ASD to more inclusive settings.</p> <p>Develop further opportunities for work experience within school</p> <ul style="list-style-type: none"> • Expand opportunities to include grounds maintenance and classroom support. <p>Link IEP goals to KLA planning.</p>	<p>23 students transitioned to more inclusive settings in 2015.</p> <p>Developed networks with Breakthrough, TAFE and NOVA</p> <p>Students were provided opportunities with school based work experience in administration.</p> <p>PD provided and proforma trialed and reviewed by staff for class programs.</p>

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Achievement of priorities continued

AREA	PRIORITIES	ACHIEVEMENTS
Extend services to reach more students with autism spectrum disorder	<p>Increase the number of placements available to students</p> <p>Work with families in NR & Coffs Harbour requesting support with Home schooling</p> <p>Liaise with Wollondilly/Goulburn areas to offer EO to students and staff and enhance our professional networks.</p>	<p>Transition class started midyear.</p> <p>Staff and families participated in research program around homeschooling.</p> <p>Provided Educational Outreach to families in Wollondilly & Goulburn areas.</p> <p>Professional development provided to professionals in the Goulburn area</p> <p>Continued and extended links with professional networks in independent schools and WECICP</p>

2015 Priorities – Areas for improvement

AREA	PRIORITIES
Teaching and Learning	<p>Develop Scope & Sequence for new Geography syllabus.</p> <p>Review school's performance against the revised ACAE. Develop improvement plan around identified priorities.</p> <p>Increasing Program Individualisation within class programs</p>
Family Support	<p>Continue Coffee Mornings with a mix of social and information</p> <p>Identify families who require support and link with LST or other Aspect services.</p> <p>Support parents with information sessions on NDIS.</p> <p>Trial parent component on Structured Teaching.</p>
Staff Development	<p>Introduce Kids Matter</p> <p>Training in Mental Toughness</p> <p>Review updated/revised ACAE</p> <p>Teacher Accreditation Policy and Procedures</p>
WHS Compliance	<p>Riskman – training & implementation</p> <p>Review induction procedures in light of new policies</p>
Continuous improvement	<p>Transition Assessment planning</p> <p>Well being</p>

2015 priorities continued

AREA	PRIORITIES
Student achievement	Transition students to more inclusive settings Increase number of students participating in NAPLAN Continue to develop work experience programs for Yrs 9-10 Provide opportunities for high school students to enter external competitions
Extend services to reach more students with autism spectrum disorder	Develop site at Coffs Harbour to cater for up to 12 students Continue to grow EO program

Respect and responsibility

Aspect Macarthur 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

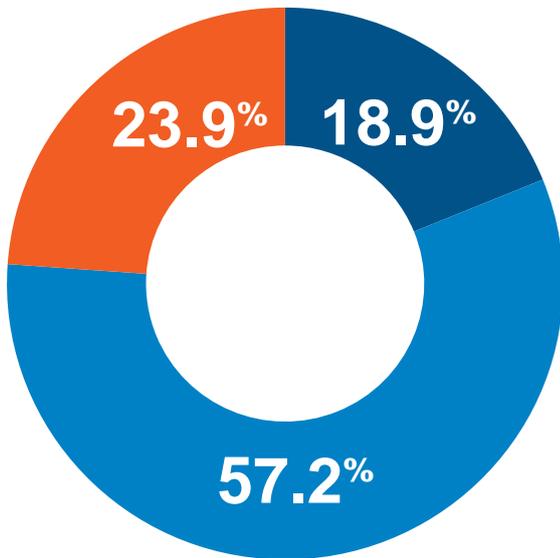
Our Embedding Excellence Program concluded its 2 year project focussing on our 3 strategic pillars: Professional Practice; Communication and; Student Data. An action plan for each pillar was developed and implemented over the 2 years. Improvement was seen from pre to post surveys across all 9 areas surveyed. Of particular significance was the increase in the areas of: Analysis & Discussion of Data (96% approval); An Expert Teaching Team (98% approval); Targeted Use of School Resources (94% approval).



Financial Information

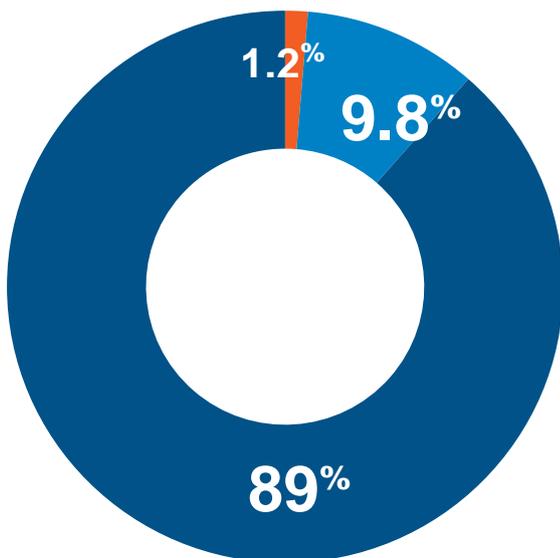
Aspect Macarthur School

Recurrent/capital income 2015



- Fees and private income – 18.9%
- State Government recurrent grants – 57.2%
- Federal Government recurrent grants – 23.9%
- Government capital grant - 0%
(No government capital grant was received in 2015)

Recurrent/capital expenditure 2015



- Salaries, allowances and related expenses – 89%
- Non-Salary Expenses – 9.8%
- Capital expenditure – 1.2%



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