



Aspect South 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

Aspect South Coast School caters for 127 students across the Illawarra, Shellharbour, Kiama and Shoalhaven local council areas between the ages of 4 and 18. The school comprises an administrative base at Corrimal, with early childhood and primary school classes, and a range of primary satellite classes located in Department of Education and Community schools at Bellambi, North Wollongong, and Barrack Heights and with the Catholic Education Office at Ss Peter and Paul School Kiama. In 2015, 22 students made the transition to a more inclusive setting.

The opening of Cedars Christian College was a significant event for the school in 2015. This has allowed the school to have its first secondary satellite with 10 students.

We have 40 students using a dedicated Assistive and Augmentative Speech device or the Words for Life App that utilizes minspeak software to assist our students to communicate. Our Language Acquisition through Motor Planning (LAMP) team, led by the school speech pathologist, works with staff to help students communicate using the LAMP method.

The students continue to benefit from our Art Program facilitated by an Art Therapist, a music program supported by school and specialist music staff, a community access

Message from the P&F

It has been my pleasure to be part of a viable and effective P&F committee since becoming the new President. We have once again held some fantastic, successful fundraisers. The Gala Dinner featured the raffle of a car generously donated by a supporter. The P&F worked tirelessly to sell tickets with the car drawn at the Gala Dinner. The Artist with Autism Exhibition featuring Tim and Judy Sharp and run by the school was also an outstanding success. The P&F helped set up for the event, supported the opening night and manned the Surf Club over the 3 day event.

The school families collected many donations from the fabulous Illawarra community raising awareness about the Aspect South Coast School and placing collection money boxes at local businesses. Every family in the school got involved and ensured all our events were successful. The money raised the P&F have provided funding for various things that support our children – including \$12,000 to continue the updating and purchasing of interactive whiteboards for all classrooms - keeping our children up with latest technology. The P&F also funded chew tubes,

program and a Learning Support Team. We were able to increase family support programs thanks to some welcome ADHC Ready Together Growth Funding. The students participated in Book Week activities, Dream Cricket events, NAIDOC week, the Aspect Sports Carnival, the Annual Artist with Autism Exhibition and the annual School Concert. We were able to update Smartboards and rebuild our playground at Corrimal.

The school is grateful to the local community for their generous support throughout the year.

Bruce Rowles
Principal



subsidized uniforms, buses to events the children attended such as the annual sports carnival at Olympic Park and School Concert practice as well as supporting the purchase of Mathematics resources to assist the teachers in educating our children.

The P&F are grateful to the family support worker for organising the Family Train days at North Wollongong and Care and Share for organising the Family Dance Party and Mother Pampering events. These are well received school supported events for families.

I would personally like to thank all the generous, selfless families who have given up their time and for their efforts in supporting our children in the Aspect South Coast School. The P&F continue to have an effective committee even though our families are time poor and spread widely across 3 LGAs.

Reuben Sakey
P&F President

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

Aspect South 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 teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

Professional learning

Professional learning activities included:

Description	Number of Teachers Participating
<i>PDHPE Screener From Assessment to Programming</i>	All
<i>Celebrity Teacher</i>	All
<i>What Works for Autism – Show and Tell</i>	All
<i>Science and Technology On-line module</i>	All
<i>Science and Technology (National Curriculum)</i>	All
<i>Aspect Comprehensive Approach for Education (ACAE) - New model adding Mental Health and Wellbeing</i>	All
<i>ACAE Positive Behaviour Support - The forms, assessment & data review</i>	All
<i>ACAE Sensory Supports - Protocols and procedures</i>	All
<i>Literacy Programs- Adjustments and scaffolds to encourage participation and engagement</i>	All
<i>Autism - A Family perspective</i>	All

<i>Voice Survey- Feedback from staff survey and recommendations for school plan</i>	All
<i>Team Work – Elements of an effective and efficient school team. Where are we now?</i>	All
<i>Kids Matter</i>	2
<i>Kids Matter - Whole school approach to students, their families and staff wellbeing</i>	All
<i>ACAE Self Review Checklist- Critical review and analysis of all elements of the Aspect Comprehensive Approach – Education</i>	All
<i>First Aide Certificate - On-line and practical full First Aide Certification</i>	1
<i>CPR Train the Trainer certification for CPR</i>	1
<i>Disability Standards</i>	All
<i>Aspect Professional Learning On-line Bullying in the Workplace</i>	All
<i>Aspect On-line Induction courses</i>	6
<i>EIU Conference – Looking to Our Future</i>	3
<i>WHS Protocols and Procedures</i>	4
<i>LAMP Practitioner Training</i>	10
<i>Traffic Jam In My Brain - On line Training</i>	2
<i>Positive Partnerships - online training</i>	6
<i>Child Protection</i>	All
<i>Manual Handling</i>	All
<i>WHS</i>	All
<i>Keep Them Safe</i>	All
<i>Privacy, Dignity Confidentiality</i>	All
<i>Code of Conduct</i>	
<i>New roll marking procedures</i>	All
<i>Supervision and Support Process</i>	All
<i>Asthma and Asthma Plans</i>	All
<i>Anaphylaxis On-line Training, Plans and Practical Application</i>	All
<i>CPR Refresher</i>	All
<i>Renewal Examiner CPR</i>	4
<i>Non-violent Crisis Intervention Full course</i>	15
<i>Non- violent Crisis Intervention Refresher</i>	All
<i>ASPECT Staff Induction</i>	6
<i>Aspect Comprehensive Approach for Education (ACAE) - New model adding Mental Health and Wellbeing</i>	All
<i>ACAE Positive Behaviour Support - The forms, assessment & data review</i>	All
<i>ACAE Sensory Supports - Protocols and procedures</i>	All
<i>ACAE Restrictive Practices Panel</i>	All
<i>ACAE Social Skills and ASD</i>	All
<i>National Professional Standards for Teachers</i>	All
<i>Library procedures</i>	All

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<i>Mandatory Elements of Class Program</i>	All
<i>Aspect South Coast School Business Plan</i>	All
<i>Curriculum Scope and Sequences</i>	All
<i>Securing our Future - Induction and Mentoring in the Teaching Profession</i>	4
<i>Sue Larkey Autism Spectrum Disorders - Impact and strategies of support</i>	4
<i>ICT's in the classroom</i>	1
<i>Teacher Accreditation – Working towards Proficient Teacher status. Maintaining Accreditation at Proficient Teacher status</i>	27

Composition of teaching staff

Composition of Aspect South 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

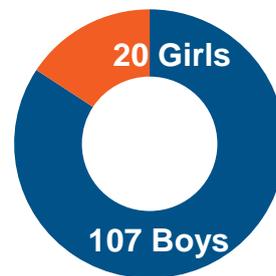
As with all of Aspect's schools, Aspect South Coast School has a policy of transitioning students with ASD into less specialised/more inclusive settings. The decision to transition a student is based on the student's readiness and ability to cope in a less specialised setting and is made in collaboration 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, 22 students transitioned from our school. 13 students transitioned to mainstream schools, 4 to support classes and 5 to special school settings.

Enrolment

In 2015 Aspect South Coast School had an average enrolment of 127 students, 20 girls and 107 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

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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

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:

- 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 • <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>

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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

B. Discipline

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

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.



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School-determined improvement targets

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

AREA	PRIORITIES	ACHIEVEMENTS
Teaching and Learning	<p>Introduce the new Australian Science and Technology Curriculum</p> <p>Continue to refine and develop assessing and reporting</p> <p>Use the Prosocial assessment tool to help guide our social skill planning for individual students</p>	<p>The New Australian Science Curriculum was introduced, teachers are programming with it and resources have been purchased.</p> <p>The IEP and Reports have been modified to better reflect the learning outcomes.</p> <p>The PDHPE Prosocial assessment tool has been trailed and modified in readiness for the 2016 school year.</p>
Family Support	<p>Increase family Support if possible to include direct support for children and families using the Vantage Lite AAC device</p> <p>Continue to seek inclusive opportunities for children with autism in extra curricula activities.</p>	<p>Family Support was increased and direct support for the LAMP program was increased. ADHC funding was used for this.</p> <p>Our students have been involved in more opportunities in our Host Schools and our Community Access programs continue to help the students gain the skills to participate in a wider range of extracurricular activities.</p>
Staff Development	<p>Include wellbeing activities in Staff Development</p> <p>Have AIS experts introduce the Science Curriculum</p> <p>Continue to develop staff expertise on the autism spectrum</p> <p>Introduce the Prosocial assessment tool to teachers</p>	<p>Well-being activities have been included in Staff Development Days.</p> <p>AIS staff introduced the Science Curriculum to the staff in Term 1.</p> <p>We focussed on the Core Competencies of Autism in Term 2 to help new and regular staff</p> <p>The Prosocial Assessment tool was introduced to all staff. A trial group implemented and reported to the trial coordinator.</p>
WHS Compliance	<p>Maintain diligence and training for staff to ensure we have a safe work environment</p> <p>Have staff attend courses to ensure we have the expertise and knowledge to keep children and staff safe.</p>	<p>Ongoing training and upskilling in areas to maintain safety for staff and students. All new policy measures were introduced</p> <p>Site WHS coordinators continued training and were instrumental in monitoring safety measures.</p>

Achievement of priorities continued

AREA	PRIORITIES	ACHIEVEMENTS
Continuous improvement	<p>Continue our work with the Vantage Lite AAC device and make it available to more students</p> <p>Work with other settings our students' transition to ensure they continue their learning.</p>	<p>A dedicated team has been established to develop strategies to support the students and their families. Research continues around the best way to support families.</p> <p>We always offer support to our host schools and the schools our students' transition to ensure that strategies are put in place to support them. 3 schools took up a formal option in 2015</p>
Student achievement	<p>Encourage more students to participate in the NAPLAN</p> <p>Work towards a whole school mapping of achievement in English, Mathematics and PDHPE</p>	<p>We had more students do NAPLAN this year with some pleasing results.</p> <p>This remains a work in progress. The new Prosocial competencies assessment tool will support PDHPE. We are investigating the best way to store relevant information that highlights achievement</p>
Extend services to reach more students with autism spectrum disorder	<p>Improve our reach to students with autism through Social clubs, Outreach, Family events including Artist with Autism Exhibition and Care and Share.</p> <p>Work with organisations to help them become more inclusive.</p>	<p>We held 2 Family Train Days, supported 3 Care and Share events (Family Dance Party, a guest speaker event and a Pampering Day), held the Artist with Autism Exhibition, increased outreach support and increased family support.</p> <p>We have continued to work with the increasing number of support agencies helping them to provide support to our students.</p>

2015 Priorities – Areas for improvement

AREA	PRIORITIES
Teaching and Learning	<p>Develop programming across the school from the Australian Curriculum Science Curriculum and build up the necessary resources to enable accurate introduction and teaching.</p> <p>Revisit Autism Core Competencies for new and existing staff to ensure that curriculum for individual learning reflect best practice.</p> <p>Continue to develop programming to ensure consistency in teacher planning and understanding and utilizing program builder.</p>
Family Support	<p>Maintain Family support resources to continue and improve existing individual family support and family support events.</p> <p>Increase family support for the LAMP program using the research work around individualizing communication utilizing technology for families.</p>

Aspect South Coast School

Annual Report 2015

2015 priorities continued

AREA	PRIORITIES
Staff Development	Introducing the Australian Science Curriculum Developing the PDHPE Prosocial skill developmental assessment tool to inform teaching Review Autism Specific Core competency strategies for new and existing staff Include a course on a Staff Development designed to build teacher resilience
WHS Compliance	Implement the new Incident reporting mechanism and follow up in staff training Continue to refine WHS school procedures including Mandatory training
Continuous improvement	Developing greater accessibility for the LAMP communication strategy utilizing the new iPad App Words for Life Apply and assess a trial of the Prosocial skill assessment tool
Student achievement	Continue to develop across site ability group planning to improve learning outcomes Encourage greater NAPLAN participation Maintain a focus on developing accurate assessment procedures to
Extend services to reach more students with autism spectrum disorder	Increase outreach support service to reach more students Increase school numbers with the opening of the satellite classes at Aspect South Coast School Cedars College site.

Respect and responsibility

Aspect South 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.

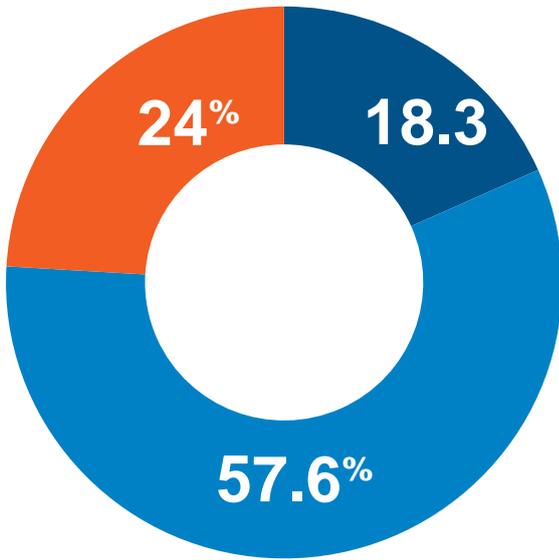
Aspect Values have been reviewed with Aspect Board of Directors and Management Team in collaboration with our Stakeholders. Aspect value of "We are passionate about people, about being positive and about what's possible" mirror the nine recommended values (National Framework for Values in Education). 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

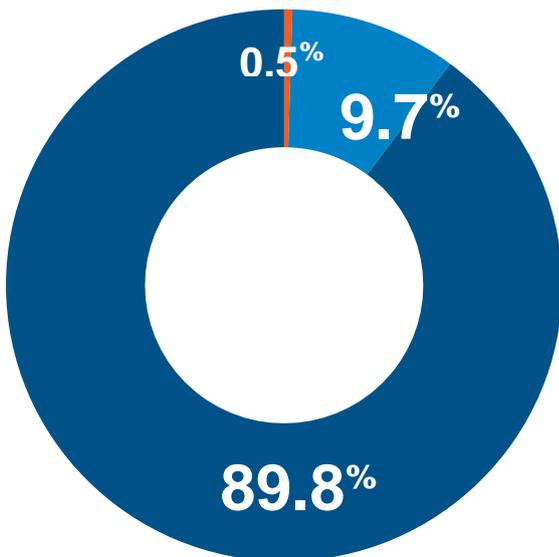
Aspect South Coast School received outstanding feedback from families through our Net Promoter Score surveys and through our Compliments register. For example "Great school, great people, very supportive" and "the staff consciously analyse behaviour in attempts to understand and then help the child learn strategies across a range of settings".

Recurrent/capital income 2015



- Fees and private income – 18.3%
- State Government recurrent grants – 57.6%
- Federal Government recurrent grants – 24.0%
- Government capital grant - 0%
(No government capital grant was received in 2015)

Recurrent/capital expenditure 2015



- Salaries, allowances and related expenses - 89.8%
- Non-Salary Expenses – 9.7%
- Capital expenditure – 0.5%



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