

Aspect South East Sydney 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 East Sydney (SES) School caters for 174 students across the South East areas of Sydney from Marrickville in the inner west to Maroubra in the east and Menai in the south. Our students range in age from 5 to 17 years at present. The school comprises administrative bases at Peakhurst, Marrickville and Kirrawee which have infants and primary classes and a range of satellite classes located in Auburn, Belfield, Caringbah, Hurstville, Kareela, Leichhardt, Maroubra, Menai and Regents Park.

In 2015, 32 students transitioned from Aspect SES School to a less specialised setting. Our educational approach is the Aspect Comprehensive Approach for Education (ACAE). A detailed overview of the ACAE, together with a statement of Aspect's Mission, Vision and Values can be found on our website at www.autismspectrum.org.au The Positive Behaviour Support approach is used to support our students to regulate their behaviour. We focus on their strengths and special interests to motivate learning and celebrate the diversity and talents of our students.

Message from the P&F

Aspect South East Sydney (SES) School Parents and Friends Committee is an integral part of the SES school community working alongside a supportive school Principal, staff and families. The committee meets at least 4 times a year with the Principal chairing the meetings along with the President. The committee's goal has been to continue the excellent work it has done over the previous year with fundraising and contributing to the spirit of the school.

Parents are viewed as integral partners in their child's education. The P & F's main focus in 2015 was to continue to raise much needed funds in order to provide the school with essential resources to maximise the students learning. It also supports the children and the families by subsidising school activities in particular for the classes that require additional support. The P & F also focused on raising funds for the impending move of the Kirrawee unit.

In 2015 SES school held its second whole school walkathon. The walkathon is the school's major fundraiser run by the P&F for the year and raised over \$50,000. This was a huge effort and a fantastic result and we look forward to continuing on with this walkathon in years to come.

We were very lucky this year to have Danebank Anglican School for Girls at Hurstville hold a Trivia night for Aspect

Aspect South East Sydney School also provides Educational Outreach services to support students with autism in other school settings.

Rowena Perritt Principal



SES School Kirrawee unit. The night was a successful event and raised \$26,000.00. The money raised will go towards the relocation of the Kirrawee unit. We look forward to building on our relationship with the Danebank School community.

The Year 10 class at Aquinas College for 2015 was a large number, prompting Aspect SES School to hold a graduation party for the first time to celebrate the success of our students. The event was held at the Revesby Workers Club and was attended by 11 students, their parents and many staff members. The students arrived dressed in their best formal attire, and the night was full of fun, laughter and lots of dancing. We wish the graduating class of 2015 all the best for all their future endeavours.

2015 was again a busy, yet, successful year in terms of fundraising. The success is attributed to the dedicated and hardworking P&F committee who continue to put the fun into Fundraising. The success of the fundraising is also due to the ongoing support and guidance of the Principal and the dedicated staff. The P&F committees' role in the future will be to continue to raise much needed funds, but to also continue to contribute to and promote community spirit and support.

Najwa Sawan 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

The formal Record of School Achievement credential was awarded by the BOSTES to four 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
<i>Recipe for Success (Jo Tisdell & Robin Hawke)</i>	All
<i>Inclusive School Practises (Bronwyn Thoroughgood)</i>	63
<i>Secret Agent Society Computer Game (Joanne Tisdell)</i>	All
<i>Celebrity Teacher/Aide (Dean McManus)</i>	All
<i>Sensory Presentation (Kelly Karlson)</i>	All
<i>Speech and language development: Providing communication support for the classroom (Milan Przulji)</i>	All
<i>Disability Standards in Education (Jo Tisdell & Laura Chivers)</i>	All
<i>IPad Training (Craig Smith)</i>	All
<i>Child Protection Training (AIS)</i>	All
<i>Numeracy Workshop (Christine Stylianakis)</i>	

<i>Numeracy Workshop (Christine Stylianakis)</i>	60
<i>First Aid Course (Medilife)</i>	10
<i>CPR Training</i>	All

Composition of teaching staff

Composition of Aspect South East Sydney School staff is documented on the My School website www.myschool.edu.au

One staff member 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 East Sydney 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, 32 students transitioned from our school.

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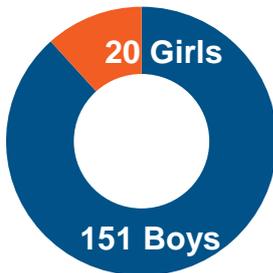
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Post school destinations

Two students transitioned to post school options programs. One student to a supported employment program part time and one student currently seeking work experience opportunities.

Enrolment

In 2015 Aspect South East Sydney School had an average enrolment of 171 students, 20 girls and 151 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. 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

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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

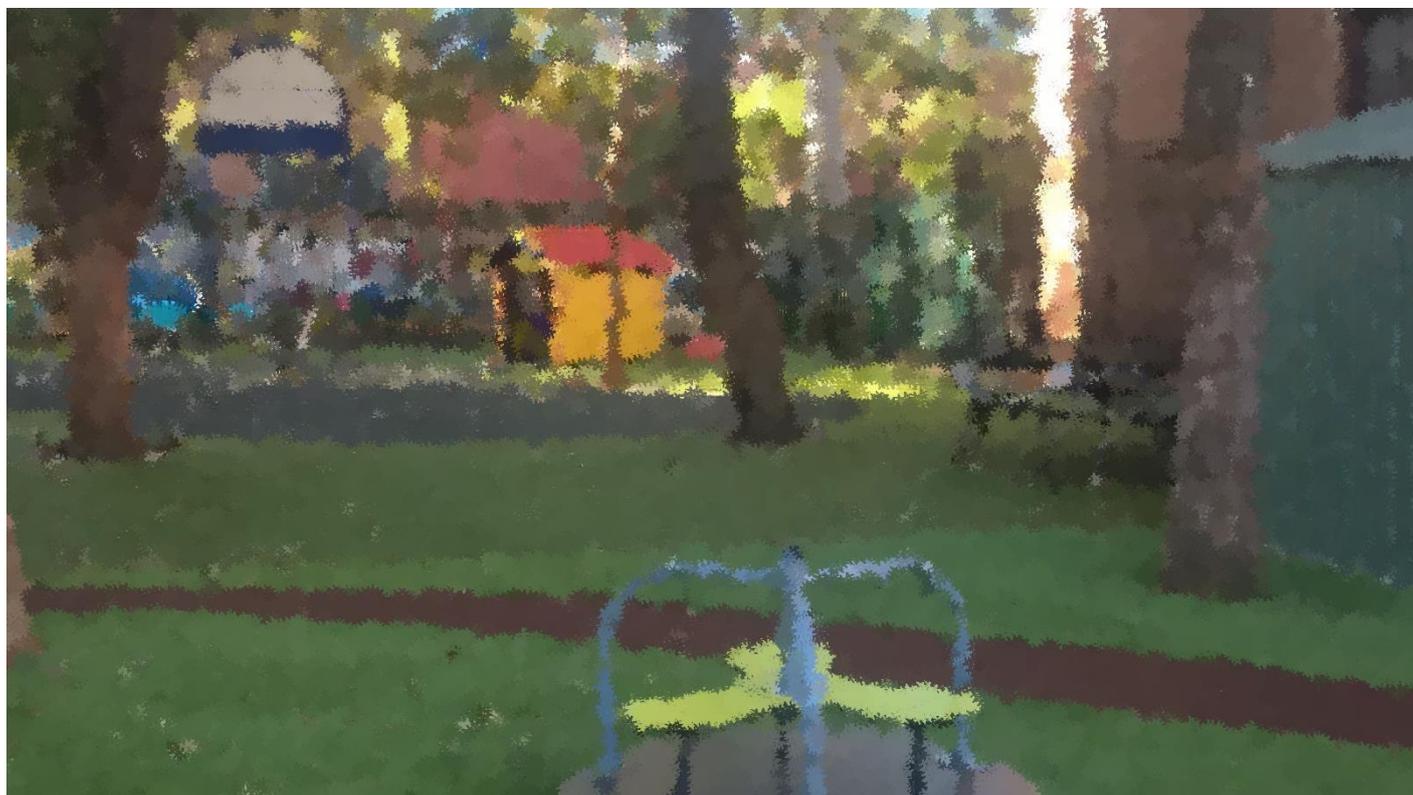
(Commonwealth)
Education Act 1972 (SA)
Education and early Childhood Services (Registration and Standards) Act 2011 (SA)
Education Act 1990 (NSW)
Equal Opportunities Act 1984 (SA)
Privacy and Personal Information Protection Act 1998

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>Assessment</i> • <i>Legislation</i> • <i>Prohibited/ restricted practices</i> • <i>Individual planning and support</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.

School-determined improvement targets

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

AREA	PRIORITIES	ACHIEVEMENTS
Teaching and Learning	Implement Numeracy Assessment using I Can Do Maths and Pat Maths across the school. Staff Professional Learning day on how to implement the assessment and to develop an individual program for students from the results	All staff has used the Numeracy Assessments in their classrooms in some form. Can Do maths was used for the younger students and PAT maths used for the older students Staff Development Day training on how to use these assessments effectively with students with additional needs.

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Achievement of priorities continued

AREA	PRIORITIES	ACHIEVEMENTS
Family Support	Focus on Diagnosis Disclosure for Year 7 high school students. SES School will continue the VOICE program.	Voice Program implemented at both high school units at South East Sydney school. The Voice Program has continued across the year.
Staff Development	Focus on AITSL Professional standards for Teachers and Principals	Unit staff meetings have been dedicated to these standards and teacher workshops presented.
WHS Compliance	Implement audits across host school sites via Safety Representatives Conduct audit at main sites with Aspect WHS Manager.	All sites were audited by our WHS representatives and a report generated. Audit completed at SES School by WHS Manager with School Coordinators.
Continuous improvement	ACAE - assist in the development and review of the current ACAE manual. Assist in the learning module development for each element.	ACAE staff training day presented. Each staff member was assigned an element to review and present at their unit staff meeting.
Student achievement	Introduction of Work Education programs for our Stage 5 students to assist in future workplace opportunities. Focus on improving the Numeracy program at school by accessing 2 new Maths programs to assess students.	Work Education Program continued in 2015 for stage 5 students at one high school site. Program was run at Civic Industries to assist our students in preparation for possible work options. Assessment completed with 2 new maths programs and staff training supplied.
Extend services to reach more students with autism spectrum disorder	Offer Educational Outreach workshops to schools. Extend Secret Agent Society program to students in mainstream program at host schools. Offer participation in the VOICE program for same students.	Educational Outreach services extended to new schools in our region via workshop presentations. Training offered to one student from mainstream school at this stage. The student joined in the regular program at our satellite unit. Educational Outreach delivered this service in a number of schools this year. An individual student also accessed the program at one of our satellite units.

2015 Priorities – Areas for improvement

AREA	PRIORITIES
Teaching and Learning	<p>Implement the ACAE training modules for each element.</p> <p>Complete the ACAE Self-Improvement checklist in all classes and develop School Improvement Plan.</p> <p>Review school's performance against ACAE. Develop improvement plan around identified priorities.</p>
Family Support	<p>Increase family focused support by providing increased training opportunities for families from Learning support Team</p> <p>Secret Agent Society and Recipe for Success training.</p>
Staff Development	<p>Provide training in Management of Actual or Potential Aggression (MAPA) to all staff</p> <p>Building capacity of staff to work with CALD & ATSI communities.</p> <p>Introduce additional iPads supports - upskill staff.</p>
WHS Compliance	<p>Improve induction and mentor program for new staff and new scheme teachers.</p>
Continuous improvement	<p>Implement Inclusive School Practices projects into SES School</p> <p>ACAE training modules to be accessed</p>
Student achievement	<p>Transition students with ASD to more inclusive setting</p> <p>Link IEP goals to KLA Planning</p> <p>Develop further opportunities for additional high school sites.</p>
Extend services to reach more students with autism spectrum disorder	<p>Increase number of placements offered to students</p> <p>Work with families in Sutherland Shire area to further develop schooling opportunities for students with autism</p> <p>Liaise with community networks to increase reach and opportunities for partnerships.</p>

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Respect and responsibility

Aspect South East Sydney 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

During 2015 Aspect South East Sydney School surveyed families using the Net Promoter Score survey. Aspect SES School received 31 responses during the final survey and a score of 84%. The feedback was very positive and included comments such as:

- The caring staff and wonderful support team have helped build my son's confidence
- I liked the way the organisation really worked alongside parents.
- Great teacher and literacy specialist last year
- The teachers and the co-ordinators are extremely approachable, down to earth, and very capable.
- Dedicated experienced teachers. Small classes
- We have found all functions to be well organised and enjoyable for kids

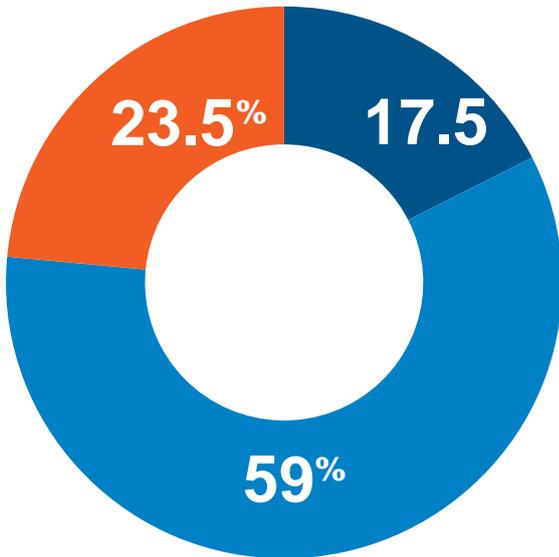
Some suggestions for inclusions in the program were:

- Music program
- High school placements over year 10
- Social & lifestyle activities
- Vacation care

The Inclusive Schools Project commenced with school surveys of parents, executive staff and high school students. Results were interpreted by an AIS representative who supported the schools executive to develop 3 main school goals. These goals directly address the results and achieve the needs that were highlighted. With training from the AIS all teachers then developed individual goals to feed into the schools main goals. Through coaching and action research, teachers journal their process in meeting goals. Executive staff continually analyse the progress of the school's main goals.

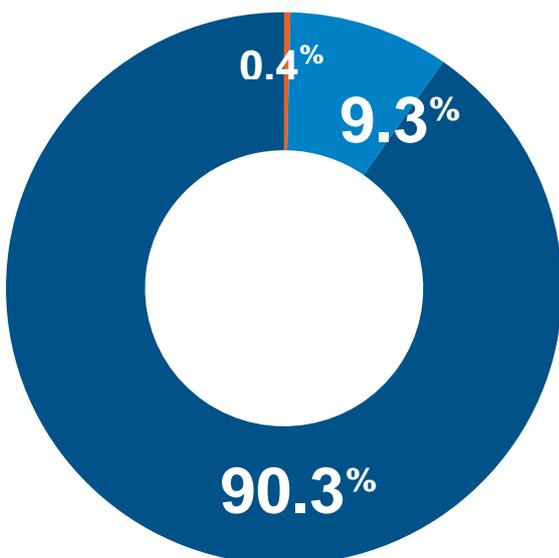


Recurrent/capital income 2015



- Fees and private income – 17.5%
- State Government recurrent grants – 59%
- Federal Government recurrent grants – 23.5%
- Government capital grant - 0%
(No government capital grant was received in 2015)

Recurrent/capital expenditure 2015



- Salaries, allowances and related expenses – 90.3%
- Non-Salary Expenses – 9.3%
- Capital expenditure – 0.4%



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