



Aspect Vern Barnett 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 schools provide specialised evidence-based programs for children on the autism spectrum, aged 4 to 18, who require an autism-specific program. The primary approach of the Aspect Vern Barnett School is to focus on students' strengths and special interests in an environment of positive behaviour support, to equip students with skills to become as independent as possible and enable them to transition into more inclusive settings.

The Aspect Comprehensive Approach for Education (ACAE) provides an holistic, evidence-based approach to education and support. Recently reviewed, the ACAE has 10 domains, the newest of which is Mental Health and Wellbeing.

Aspect Vern Barnett School caters for 144 students across the north side of Sydney. All students have an Individual Education Plan (IEP) developed collaboratively with stakeholders and reviewed twice yearly. The IEP focuses on four autism-specific domains of social communication, social interaction, sensory issues and behaviour. In addition to IEP goals, all students pursue a course of study consistent with the NSW Board of Studies curriculum across all Key Learning Areas (KLAs). For students who are transitioning to less autism-specific environments, a comprehensive transition plan is implemented. The school is staffed by a multi-professional team of teachers, therapists, teacher aides and administrative staff.

The main campus and administrative base is at Forestville. A range of satellite classes are located at Eastwood, Forestville, Lane Cove, Mona Vale and St Ives catering for students in Years K to 6. Satellite classes are hosted in mainstream schools and provide opportunities for integration, in preparation for transitioning from the Aspect Vern Barnett School. 95% of students who have transitioned from the

school are still successfully placed in their destination school after 12 months. We also provide an Education Outreach Service to assist in supporting students on the autism spectrum who attend other schools.

A detailed overview of our Comprehensive Educational Approach, Mission, Vision and Values can be found on our website

Julie Fardell
Principal



Message from the P&F

The Aspect Vern Barnett School is fortunate to be supported by an active Parents and Friends (P&F) Group who play an important role in fundraising and arranging social functions for the school community. In 2015, the fundraising priorities were developing the school's Information Technology (IT) infrastructure and refurbishing the junior playground at the main campus. Fundraising events throughout the year included the Spring Fair, Frock Swap, Cake Stalls, BBQs, Chocolate Drive, raffles and culminated in a Gala Dinner and auction in October. These activities provided funds for IT equipment and educational resources for all students and classes. They also resulted in raising a significant sum of

money for playground refurbishment, which will be supplemented by 2016 fundraising.

The fundraising activities themselves provided wonderful social opportunities for members of the school community. In addition, activities were held to mark Mother's Day and Father's Day and a Christmas Disco and Family Picnic was held to celebrate the end of the year.

The P&F was able to present each teacher with a class stationery "starter box" in preparation for the new year. The P&F had a representative on the NSW Parents' Council who performed an advocacy role for students with special needs.

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

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

Literacy and Numeracy Assessments

In 2015, 5 Year 3 NAPLAN students, 10 Year 5 students and 1 Year 7 student sat for the NAPLAN assessment.

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

Record of School Achievement

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

Professional learning and teaching standards

Teaching standards

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

Professional learning

Professional learning activities included:

Description	Number of Teachers Participating
First Aid	4
CPR	2
Health Care Plans – Anaphylaxis, Asthma, Epilepsy	All
Manual Handling	All
Non-violent Crisis Intervention	All
Positive Behaviour Support	6
Child Protection	All
Child Protection Investigator Training	1
Work Health and Safety	2

Administrative courses – Excel and Carelink	2
Accidental Counsellor	3
ICT – information on the effective use of iPad and apps in the classroom	All
Developing Class Websites	All
Mathematics – differentiated teaching using concrete materials	All
Literacy – Teaching Phonics and Phonemic Awareness	All
Literacy - Benchmarking	All
Disability Service Standards for Education	All
Multicultural Awareness	All
Indigenous Awareness	All
Structured Teaching	All
Bullying in the Workplace	All
Management of bullying and harassment in the workplace	6
Code of Conduct	All
Sensory Activity Schedule	All
Emotions Based Social Skills Training	2

Composition of teaching staff

Composition of Aspect Vern Barnett 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

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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 Vern Barnett 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.

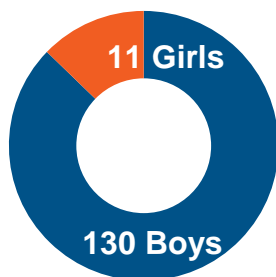
In 2015, 27 students transitioned from our school. 19 students transitioned to mainstream schools, 3 to support classes and 5 to special school settings.

Post school destinations

One student moved into a Post School Options Program in 2015.

Enrolment

In 2015 Aspect Vern Barnett School had an average enrolment of 141 students, 11 girls and 130 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.

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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

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.

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

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 	Revised 2015 No substantive changes made
Community Access encompassing <ul style="list-style-type: none"> • Guidelines • Procedures Staff requirements • Risk Assessment • Documentation • Supervision 	Revised 2015 No substantive changes made
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 	Nil
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 	Nil
Duty of Care & Dignity of Risk encompassing <ul style="list-style-type: none"> • Principles • Guidelines • Definitions 	Nil
Emergency Procedures encompassing <ul style="list-style-type: none"> • Guidelines • Procedures and Contingency Planning • Legislation 	Nil
Individual Planning and Review encompassing <ul style="list-style-type: none"> • Guidelines • Process • Structure 	Revised 2015 No substantive changes made
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

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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>Establish 4 special interest lunch time clubs.</p> <p>Review and implement a school wide support and supervision process incorporating the Australian Institute of Teachers & School Leaders (AITSL) standards.</p>	<p>Achieved: Lego, iPad, Art, Music</p> <p>Achieved, Supervision and Support templates revised and in use</p>
Family Support	<p>Survey families to inform the review of the ACAE Family Involvement element. Involve families in Futures Planning.</p> <p>Survey parents about priorities for Parent Network Meetings and implement these.</p> <p>Provide a minimum of 3 family social activities in 2014.</p>	<p>Completed and ACAE review complete</p> <p>Completed and topics set according to parent-identified priorities</p> <p>Achieved – Easter activities, Harmony Day, Athletics Carnival, Grandparents' Day, Christmas Picnic and Disco</p>
Staff Development	<p>Ensure that staff are aware of new curriculum requirements.</p> <p>Deliver professional development in the area of wellbeing.</p> <p>Support teachers gaining accreditation with BOSTES as Proficient Teachers.</p> <p>Ensure that all staff have appropriate knowledge of Positive Behaviour Support.</p> <p>Introduce induction package for all new staff.</p>	<p>Achieved through staff meetings and professional learning</p> <p>Completed. Staff meetings devoted to mindfulness, relaxation, wellbeing. Staff used EAP as required. Achieved – all teachers required to achieve proficiency were successful in doing so.</p> <p>Covered in Professional Learning Program and online learning</p> <p>In place</p>

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Achievement of priorities continued

AREA	PRIORITIES	ACHIEVEMENTS
WHS Compliance	Have at least 3 trained first aid officers.	Done
	Establish WHS Committee that meets on a termly basis.	Done
	Trial new incident reporting system.	Done
Continuous improvement	Investigate the possibility of additional satellite classes.	Negotiations with DoE and Catholic Schools Office but no new satellites offered
	Participate in the following Continuous Improvement Projects: <ul style="list-style-type: none"> • Transition • EO Self-review – implement service changes • Entry/Exit Survey – implement service changes • Students with co-morbid/mental health survey/strategies 	Done Done – more staff involved in EO delivery Done Done. Emotions Based Social Skills Training Program in place
Student achievement	Offer a work experience program for one young person with ASD.	Two work experience placements accommodated
Extend services to reach more students with autism spectrum disorder	Offer additional Social Clubs for children	No additional clubs but increased attendance in existing clubs
	Education Outreach Service as requested.	All requests met
	Provide HCWA funded therapy as requested.	Achieved

2015 Priorities – Areas for improvement

AREA	PRIORITIES
Teaching and Learning	Develop data informed literacy programs by benchmarking all students' reading ability Embed a program of Home Readers into all classes K-6 Review secondary program and develop Life Skills curriculum
Family Support	Provide information sessions about the NDIS Continue program of family social activities Seek parent feedback through entry/exit surveys, NPS survey and Parent Consultative Committee Provide family support through Learning Support Team

2015 priorities continued

AREA	PRIORITIES
Staff Development	Establish a Professional Learning Advisory Committee Link professional learning to Teaching Standards and deliver accredited training as appropriate Register school with Teacher Learning Network Monitor Professional Learning through Aspect's Learning Management System
WHS Compliance	Embed appropriate planning to support employees returning to work after injury Include WHS as a standing agenda item in Coordinator meetings and on weekly communication sheets Facilitate regular Site Audits
Continuous improvement	Accommodate research projects: Sensory Activity Schedule Emotions Based Social Skills Training
Student achievement	Promote learning through focus on students' special interests Develop tracking mechanism for student literacy Map student performance against the Literacy and Numeracy Continuums
Extend services to reach more students with autism spectrum disorder	Respond to requests for Educational Outreach in the local area and western NSW Accommodate visits by South Australian families interested in Treetop School Provide a Host Schools Training Day Accommodate practicum students studying special education courses

Respect and responsibility

Aspect Vern Barnett 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

The Net Promoter Score Feedback in 2015 noted: "Vern Barnett has very skilled and caring staff, a great program of activity and lots of useful experience for kids with autism. My son is happy and feeling good about himself after starting at Vern Barnett."

Some parents requested Vacation Care (which was trialled in 2014 but demand was not sufficient to be economically viable.

Some parents requested additional satellites classes but as previously noted, despite negotiations, no further sites have been offered to Vern Barnett School.

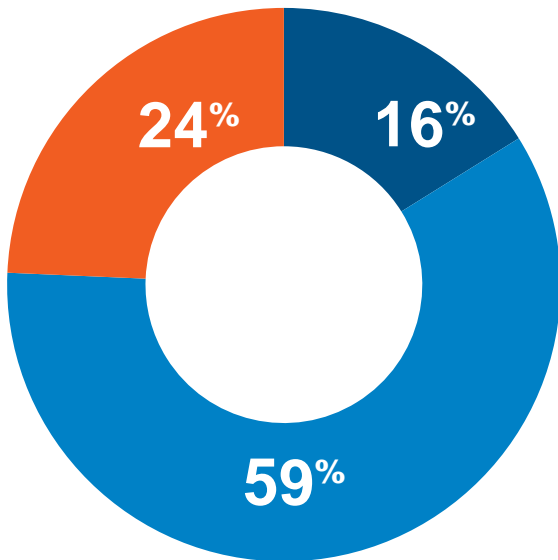
Inconsistency across staff ability was noted by some parents and is continuously being addressed through Support and Supervision and Professional Learning.

Aspect Vern Barnett School was notified of success in applying for Embedding Excellence funding for 2016/17.

Financial Information

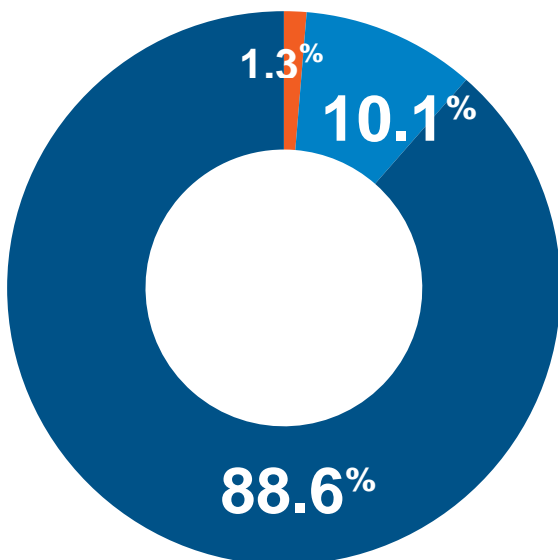
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Recurrent/capital income 2015



- Fees and private income – 16.1%
- State Government recurrent grants – 59.6%
- Federal Government recurrent grants – 24.3%
- Government capital grant - 0%
(No government capital grant was received in 2015)

Recurrent/capital expenditure 2015



- Salaries, allowances and related expenses – 88.6%
- Non-Salary Expenses – 10.1%
- Capital expenditure – 1.3%



Aspect Vern Barnett School

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