



**Aspect Western 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

In 2015 Aspect Western Sydney School again increased its satellite program by way of three additional classes, one at Trinity Catholic Primary School in Kemps Creek, one at Emmaus Catholic College in Kemps Creek and one at Gilroy Catholic College in Castle Hill. . This increase in the school's satellite program afforded increased opportunity to meet need in key geographic areas of the school and came about by way of our continued partnership and support of the Catholic Education Parramatta Diocese. The school's student enrolments increased to 160 students across 2015 and the school operated across fifteen sites which included Wetherill Park, Smithfield, Fairfield West, Blacktown, Marayong, Schofields, Richmond, Springwood, Lawson, Castle Hill and Kemps Creek. The increase in the school's satellite program included an increase across the High School program and as such, with 5 High School classes in total, the school was able to afford greater capacity to meet increased need in this critical area of the program.

In early February 2015, the school completed its Library and Resource Library refurbishments thanks predominantly to supplementary grant funding received by way of the Building Education Revolution Federal Government initiative (BER). This major undertaking enabled the school to have a more purpose built library that provided greater capacity for students, staff and families to use, borrow and enjoy library facilities and specific learning/reading spaces.

In 2015, the school was able to conclude its continuous improvement programs made possible by way of the More Support for Students with Disability (MSSD) funding grant received late 2013. This grant enabled the school to ensure it

had in place ongoing professional learning processes for new staff as part of initial induction on line learning programs. This on line professional learning series of module based programs, also enabled the school to focus on its ongoing commitment to its support of New scheme teachers, its ongoing need to support Teacher Aide staff and more broadly, support all staff including staff across other Aspect schools.

Across 2015 the school maintained its commitment to improving service delivery in keeping with Aspect's Comprehensive Approach in Education and school wide business plan. Main areas of focus being improving person centred and family focussed practice and improving areas where parent engagement levels could be increased. Focus included, providing the school's staff extended professional development in key areas across both the autism specific areas of learning and those linked to curriculum and professional teaching standards.

In 2015 the school continued to work toward improving areas of its transition planning for students by way of targeting elements of its processes that were identified in the business plan, as being areas that required further strengthening. The school continued to improve transition planning processes, including adding greater focus on the internal transition of students especially school starters by way of increased social integration programs.

**Giovanni Gulli**  
Principal





### Message from the P&F

2015 was a successful year for the school's P&F. The P&F continued its focus on an inclusive environment to encourage all families and in particular those new to the school, to become more involved in our school fundraising activities.

The P & F and their supporters worked hard in 2015 to assist the school as a result of our fundraising activities. With the support received from our school community our fundraising activities were again successful.



Again our major focus was to assist the school with fundraising. During 2015 the P & F contributed to specific funding activities across the school, Operation Art, the end of year school presentation awards night & concert, resources and activities for the children.

**Kim Geerin**  
President

Key fundraising activities included the P&F hosting 3 Bunnings BBQ days across the year, the design and sale of school tea towels featuring student and staff portraits, the production and sale of the Anniversary Cook Book in celebration of Aspect Western Sydney School's 30<sup>th</sup> birthday.

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

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

### Literacy and Numeracy Assessments

In 2015, twelve of 12 students enrolled in year 3, eight of 12 students enrolled in year 5, nine of 9 students enrolled in year 7 and eleven of 11 students enrolled in year 9 participated in the National Assessment Program Literacy Numeracy (NAPLAN).

Across years 3, 5, 7 and 9, four students were exempt from components of NAPLAN and of the 48 students eligible to sit the NAPLAN assessments none withdrew and 44 participated.

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

### Record of School Achievement

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

### Professional learning and teaching standards

#### Teaching standards

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

#### Professional learning

Professional learning activities included:

Description	Number of Teachers Participating
CPR	42
Non-violent Crisis Intervention	All
ICT – information on the effective use of iPad and apps in	

the classroom	4
Pivotal Response Treatment (PRT) Online certificate training	3
Pivotal Response Training (PRT) - Train the Trainer course	1
Aspect Practice Creating Structured Learning Opportunities (TEACCH)	6
Social Skills Training Secret Agent Society Facilitator Training	3
Nan Tien Institute Mindfulness Theory and Practice for Schools-Safe & Effective Learning Environments	1
Aspect Education Outreach Workshop - Movie Club	1
Aspect Practice Annual Research Forum	2
AIS The Grammar of Texts-Implementing English K-6	2
AIS Administration- Executive Personal Assistants	1
AIS Child Protection Mandatory Refresher	All
Growth International Building Coaching Capacity	8
Aspect Code of Conduct Review & Module Completion	12
Anaphylaxis Training Course	56
Curriculum Adjusting and Accommodating Programs for Individual Learning	All
Aspect Staff Code of Conduct Refresher	All
Sensory Sensitivities-Profiling/ Assessment of Sensory Needs-Developing adjustments and accommodations for individual students K- 12	All
Profiling / Assessment of Communication needs- Developing adjustments and accommodations for individual students K- 12	All
Sixth Sense Training	All
Aspect Western Sydney Staff Voice Engagement Survey Result Review	All
Aspect Comprehensive Approach Revised	All
Disability Standards in Education	All
Curriculum Design and Development (Scope and Sequence) K-10	All
Aspect Employee Assistance Program (EAP) Review	All
WHS Review including Manual Handling and Safe work Practice	All
WHS Risk Management & Incident Reporting	All
New Staff Induction Training	12

#### Composition of teaching staff

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

No staff is identified as of Aboriginal and/or Torres Strait Islander background.

## Student attendance

For the whole school attendance rate, please refer to the school's data on the My School website [www.myschool.edu.au](http://www.myschool.edu.au).

## Managing students' non-attendance

All Aspect schools have a policy to monitor the daily attendance and absences of students. Unexplained absences from classes or school will be followed up in an appropriate manner with the student and/or their parent or guardian. Where a student has a poor record attendance, the school will notify parents and/or guardians in an appropriate manner. Should this occur the family counsellor and/or the principal will become involved. The unsatisfactory record and any action taken will be recorded on the student's file.

If a student has exited the school and the destination of that student, who is below seventeen (17) years of age, is unknown, the principal will write or fax the NSW Department of Education and Communities officer with home school liaison responsibilities with the student's name, age and last known address.

## Student retention rates

As with all of Aspect's schools, Aspect Western 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.

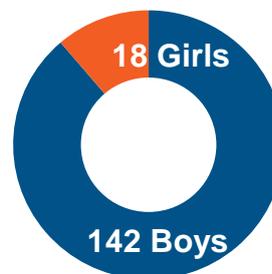
In 2015, 27 students transitioned from our school. 19 students transitioned to mainstream schools, 3 to support classes and 5 to special school settings.

## Post school destinations

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

## Enrolment

In 2015 Aspect Western Sydney School had an average enrolment of 160 students, 18 girls and 142 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

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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 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

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

Student Welfare Policies continued

POLICY	CHANGES IN 2015
<b>Incidents encompassing</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Procedures</li> <li>• Guidelines</li> <li>• Documentation</li> <li>• Investigation Guidelines</li> </ul>	Nil
<b>Illness and Infectious or Communicable Diseases encompassing</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Guidelines</li> <li>• Procedures</li> </ul>	Nil
<b>Missing Persons encompassing</b> <ul style="list-style-type: none"> <li>• Background</li> <li>• Protocol</li> <li>• Prevention</li> <li>• Documentation</li> </ul>	Revised 2015 No substantive changes made
<b>Safe Administration of Medication encompassing</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Procedures</li> <li>• Guidelines</li> <li>• Asthma Plan and Student Asthma Record</li> <li>• Epilepsy Management</li> <li>• Diabetes Management Plan</li> <li>• Anaphylaxis Procedures</li> </ul>	Nil
<b>Safe and Supportive Environment: Schools encompassing</b> <ul style="list-style-type: none"> <li>• Child Protection</li> <li>• Support</li> <li>• Conduct</li> <li>• Security</li> <li>• Support</li> <li>• Complaints</li> <li>• Pastoral Care</li> <li>• Communication</li> </ul>	Revised 2015 No substantive changes made
<b>Sun Smart encompassing</b> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures</li> </ul>	Revised 2015 No substantive changes made
<b>Student Attendance encompassing</b> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures</li> </ul>	Revised 2015 No substantive changes made
<b>Swimming encompassing</b> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures</li> </ul>	Revised 2015 No substantive changes made
<b>Visual Support encompassing</b> <ul style="list-style-type: none"> <li>• Principles</li> <li>• Guidelines</li> </ul>	Revised 2015 No substantive changes made
<b>WHS Work Health and Safety encompassing</b> <ul style="list-style-type: none"> <li>• Legislation WH&amp;S Act 2011(NSW, ACT, QLD, NT, SA TAS), OH&amp;S Act 2004 (WA, VIC)</li> <li>• Consultation</li> <li>• Induction &amp; Training</li> <li>• Emergency Procedures</li> <li>• Incident &amp; Accident reporting</li> <li>• Risk Management</li> </ul>	Revised 2015 No substantive changes made
<b>Working with Families encompassing</b> <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Process</li> </ul>	Nil

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### B. Discipline

POLICY	CHANGES IN 2015
<b>Positive Behaviour Support encompassing</b> <ul style="list-style-type: none"><li>• Definition</li><li>• Legislation</li><li>• Individual planning and support</li><li>• Assessment</li><li>• Prohibited/ restricted practices</li><li>• Crisis intervention</li></ul>	<i>Nil</i>
<b>Prohibited and Restricted Practices encompassing</b> <ul style="list-style-type: none"><li>• Guidelines</li><li>• Procedures</li></ul>	<i>Revised 2015 No substantive changes made</i>
<b>Discipline: Schools</b> <ul style="list-style-type: none"><li>• Guidelines</li><li>• Procedures</li></ul>	<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
<b>Staff Development</b>	<p>Design of induction modules (20+) for new staff.</p> <p>Peer awareness and diagnosis disclosure.</p> <p>Structured Teaching approaches.</p> <p>GROWTH model coaching for Leadership team and Learning Support Team members.</p>	<p>School drafted new staff on line learning induction modules, 28 in total. Initiated weekly staff development teleconferences with all new staff participating in working through new modules.</p> <p>School Learning Support Team (LST) including the school Education Outreach team, presented specific programs across the school and broader school community related to diagnosis disclosure and peer awareness.</p> <p>Full review undertaken of structured teaching approaches and several staff attended specific professional learning as part of this focus.</p> <p>School Leadership and members of Learning support team attended 4 day GROWTH model coaching course.</p>
<b>WHS Compliance</b>	<p>All staff engages in review of WHS policies.</p> <p>All staff engages in displaying safe work practices.</p> <p>All staff engages in reporting WHS issues and actively engages in risk management processes.</p> <p>School WHS committee to continue to engage in Aspect wide WHS meetings, procedural reviews and review of documentation.</p> <p>School WHS representatives and school executive to undertake regular site inspections and reviews, report and prioritize areas of improvement.</p>	<p>Staff reviewed WHS practices, risk management and incident reporting by way of training and review.</p> <p>Undertaking by school's WHS committee to address reporting and procedural practices with staff as part of their site audits.</p> <p>The schools WHS representatives and HSR's involved and represented at all WHS committee meetings.</p> <p>Across 2014 and 2015 every site was audited at least once per term.</p>
<b>Student achievement</b>	<p>Continue to increase number of students involved in their Individual Planning programs.</p> <p>Increase number of student participation in NAPLAN.</p> <p>Increase student integration across satellite program.</p>	<p>Across the school 90% of students directly engaged in their IEP planning with almost all students in some capacity involved in planning their one page profiles.</p> <p>In 2014 forty- six students across years 3, 5, 7 &amp; 9 participated in NAPLAN.</p> <p>The school continued to see most students across the satellite program involved in integrated activities within mainstream Host School with varying degrees of support.</p>

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### Achievement of priorities continued

AREA	PRIORITIES	ACHIEVEMENTS
<b>Continuous improvement</b>	<p>Increased involvement across school in Aspect Practice research projects and programs.</p> <p>Review across the school the Aspect Model Class Program.</p> <p>Increased PRT across school as part of Model Class Program.</p> <p>Review of Aspects Comprehensive Education Approach and improve evidence of ACAE across school program delivery.</p> <p>MSSD Quality Teaching Outcomes. Link quality teaching to National Standards for Teachers across the school.</p> <p>Improve New Staff Induction program and for teachers, link directly to National Standards for Teachers.</p>	<p>Grant submission to AIS successful and the school will engage across 2015-2016 in the Embedding Excellence Program which will link closely to Aspect Practice and Model Class program.</p> <p>School involved in Aspect Practice Sensory Processing Research Program.</p> <p>School has engaged with University of NSW to undertake Playground research program with emphasis on increasing direct engagement in play based activities and development of play based skills with students on the autism spectrum.</p> <p>The school increased in class PRT program and several staff engaged in on line PRT training.</p> <p>Review of on line modules for all new staff and new scheme teachers with emphasis on further development to align all induction and support modules to National Teaching Standards. New on line modules to be prepared across 2015 as part of this ongoing link to MSSD quality teaching outcomes project.</p>
<b>Extend services to reach more students with autism spectrum disorder</b>	<p>Continue to work closely with CEO Parramatta Diocese to increase school satellite classes.</p> <p>Continue to explore opportunities to add additional high school class to the school by end 2014.</p> <p>Explore alternate ways in which educational services can be afforded to more families.</p>	<p>Successfully managed to increase the school satellite program for 2015 with 3 new classes being set up for Feb 2015.</p> <p>2 new High School satellite classes to begin operation in 2015, bringing school's overall High School classes to 5 in total.</p> <p>Continuing to work within Aspect by way of Big Idea in Education. To explore both Distance Education and Home School service models.</p>

### 2015 Priorities – Areas for improvement

AREA	PRIORITIES
<b>Staff Development</b>	<p>Increased focus on the use of assessment to drive decision making both across the ASD competency areas of development but also across the academic KLA program.</p> <p>National Curriculum development preparing for BOSTES accreditation.</p> <p>Principles of Positive Behaviour Support (PBS) and taking proactive approaches to manage challenging behaviours in learning setting.</p>

2015 Areas for improvement continued

AREA	PRIORITIES
<p><b>Teaching and Learning</b></p>	<p>Strengthen link between assessment, programming and decision making related to individual student areas of focus, required adjustments and accommodations and evaluation of student success.</p> <p>Focus on utilising Student profiling and assessment to determine individual planning.</p> <p>Continue to underpin the ACAE in practice in the classroom by demonstrating use of evidence informed educational programs using a person centred approach across the school.</p> <p>Engage students in We Matter and Kids Matter wellbeing programs.</p>
<p><b>Family Support</b></p>	<p>Involve parents and people with ASD in individual planning.</p> <p>Work with families to better comprehend and access changes to individual funding with NDIS planned progressive roll out. Focus on families in Penrith/Blue Mountains areas initially.</p> <p>Engage families more in school community fundraising and events.</p>
<p><b>WHS Compliance</b></p>	<p>Increase engagement with Aspect WHS committee and management to improve workplace safety practices.</p> <p>Work with all staff by way of training and development to ensure updated incident reporting documents are rolled out and staff can both access and comply with reporting requirements.</p> <p>Reporting and managing risk a more proactive engagement.</p>
<p><b>Continuous improvement</b></p>	<p>What should an Aspect Class look Like?</p> <p>Review Model Class program, ACAE elements and target areas for continuous improvement to improve quality service delivery and standard across every class.</p>
<p><b>Student achievement</b></p>	<p>Continue to increase NAPLAN participation of students across years 3, 5, 7 &amp; 9.</p> <p>Increase level of direct engagement of all students in their Individual Education Planning, education learning and development.</p>
<p><b>Extend services to reach more students with autism spectrum disorder</b></p>	<p>Continue to work with CEO to explore opportunities for further growth across the school.</p> <p>Promote and extend the school's Education Outreach program to support more families and students post transition, and those who are not receiving direct Aspect service.</p>

# Aspect Western Sydney School

## Annual Report 2015

### Respect and responsibility

Aspect Western 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

In 2015 the school was successful with grant submission through AIS and as a result, the school will engage across 2015-2016 in the Embedding Excellence Program which will link closely to Aspect Practice and Model Class program. Focus will be to ensure the school engages with all major stakeholders, seeks feedback related to its quality of service delivery and engagement and identify focal areas for continuous improvement. This a 2-year project in conjunction with the Association of Independent Schools (AIS).

In 2015 the school has become involved with Aspect Practice Sensory Processing Research Program. Several students across the school, staff and families are contributing to this program.

In 2015 the school has engaged with University of NSW to undertake Playground research program with emphasis on increasing direct engagement in play based activities and development of play based skills with students on the autism spectrum. The project will be more directly implemented across 2016. At present facilitators from the University are

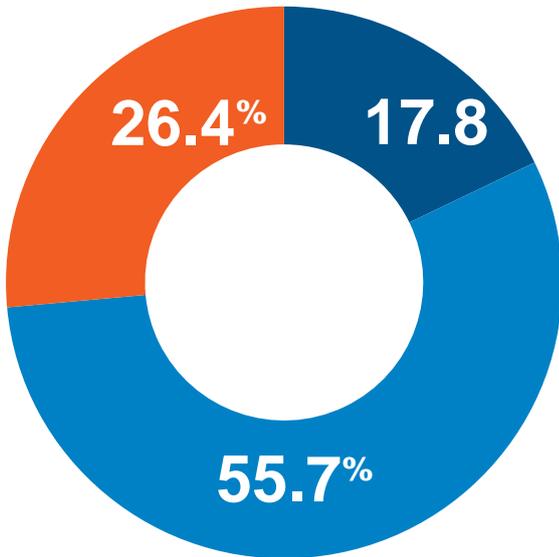
working at providing staff training and student observation. In addition, the playground area is being mapped out with the aim at having play based material set up where staff can follow student lead to initiate play and/or, where staff can model with students play skills with various pieces of non-standard equipment e.g. painted car tyres, large plastic and cardboard rolling pins etc.

In 2015 the school increased in class PRT program and several staff engaged in on line PRT training. The school continues to take a lead role with PRT as part of its involvement with Aspect Practice and how key principles of PRT can be embedded in to individual student daily routines and programs with the aim of increasing levels of learning and engagement by way of maximising for individual students, their learning by using those things that motivate them. The program is now embedded across most of the schools classes.

In 2015 the school continued its development of specific on line learning modules designed to improve the support for all new staff and new scheme teachers (NST). The emphasis across 2015 was to engage with new staff and NST and trial module content both for new staff undertaking induction, NST engaged in their accreditation process working toward proficiency, and for staff including teacher aides, who were involved in additional professional training and development. The main emphasis with this process was to further develop and align all induction and support modules to National Teaching Standards. New on line modules to be prepared at conclusion of 2015 as part of this ongoing link to MSSD quality teaching outcomes project, and in 2016, roll out new learning online modules in four phases across all Aspect schools.

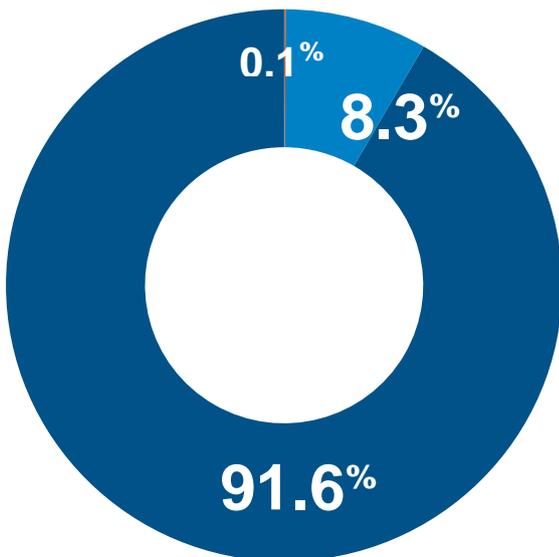


Recurrent/capital income 2015



- Fees and private income – 17.8%
- State Government recurrent grants – 55.7%
- Federal Government recurrent grants – 26.4%
- Government capital grant - 0%  
(No government capital grant was received in 2015)

Recurrent/capital expenditure 2015



- Salaries, allowances and related expenses – 91.6%
- Non-Salary Expenses – 8.3%
- Capital expenditure – 0.1%



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