

Aspect South East Sydney School

Annual Report

For the year 2016



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Autism Spectrum Australia (Aspect) is Australia's largest not-for-profit provider of services and supports working with people on the autism spectrum and their families.

Knowledge about autism has come a long way since 1966 when six families founded Aspect as the Autistic Children's Association of NSW to provide schooling and support. Now, 50 years on, Aspect operates one of the world's largest networks of schools and satellite classes for students on the spectrum and is approved to provide a range of therapy, intervention and lifestyle options under the National Disability Insurance Scheme.

We offer evidence-informed services and supports across all life stages and share this evidence-informed Aspect practice and applied research internationally.

At Aspect, we believe that people on the autism spectrum are a different brilliant and this shines through in our work with more than 14,000 Australians on the spectrum and their families each year.

Our Vision

The best opportunities for people on the spectrum

Our Mission

We develop 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.

Message from the Principal

Aspect South East Sydney (SES) School caters for 175 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.

Aspect South East Sydney School also provides Education Outreach services to support students on the autism spectrum in other school settings.

Aspect South East Sydney School continues to grow as a centre of expertise in the field of autism. During 2016 all teachers were involved in a continuous improvement project with the NSW Association of Independent Schools (AISNSW). The Inclusive Schools project allowed opportunities for teachers to develop goals and engage in peer coaching as a result of specific finding from a staff, parent and student survey.

The engagement of teachers and work completed lead directly back into school wide goals and had significant advantages for our students and families across all sites.

In addition to our highly competent teachers experienced in curriculum delivery and evidence based intervention that supports children on the spectrum, we have teacher aides allocated to each class and a school learning support team. Our learning support team is comprised of a psychologist, an occupational therapist and a speech pathologist. This team is instrumental in working with teachers, families and students and operate on a consultative basis. Families are supported individually as required as well as being able to access a range of parent workshops throughout the year.

In 2016, 41 students transitioned to a less specialised setting. Our educational approach is the Aspect Comprehensive Approach for Education (ACAE). A detailed overview of the ACAE can be found on the Aspect website at www.autismspectrum.org.au

We pride our school on focusing on student's strengths and special interests to motivate learning and celebrate diversity of talents. Maintaining service delivery that is person centred and individualised ensures we are innovative and providing the best learning opportunities for young people on the autism spectrum.

Joanne Tisdell
Principal



Message from the P&F

Aspect South East Sydney (SES) School Parents and Friends (P & F) Committee has an important role in the SES school community. 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 years in the area of fundraising and contributing to the spirit of the school.

Parents are viewed by the SES School as integral partners in their child's education and the committee attempts to pick up this mantra and provide whatever assistance the school deems suitable and useful to expand the students education both in and beyond the classroom. This assistance is delivered by way of extracurricular events such as the annual Christmas party, the walkathon and the mother's and father's day stalls. The P&F also continue to fund a diverse selection of excursions and incursions and we have, from time to time, funded the procurement of academic tools and resources that are designed to expose the students to a range of experiences and educational approaches.

The 2016 walkathon was a huge success increasing on the total raised from the year before to over \$50,000. The P & F work closely with the staff and other volunteers to bring this busy day together.

In 2016 the P & F also collaborated again with Danebank Anglican School for Girls. Together we ran an impressive donation-drive for the hosting of a second annual trivia night event. This evening of fun also functioned to mark the celebration of 50 years of Aspect! It was a fantastic night where friendly competition drove the night on with everyone in extremely good humour. The event also succeeded in exposing further numbers of the wider community to the work of Aspect and its school program. The event raised around \$28,500.00 and the money raised will be set aside for the relocation of the Kirrawee unit.

The P & F has also functions beyond a fundraising support for the school. Committee members and other attendees are in a position to provide the school staff with important insights into the families' needs and expectations in an ever-changing educational environment.

The introduction of changed or new policy and practise, resulting from P & F members' input has exemplified the serious consideration given, by Principal and staff, to addressing any matters raised by the parents attending P

& F meetings. Such an example is the new approach to open site events throughout the year, which followed an enthusiastic expression of interest by the parents in attendance at a P & F meeting. Certainly other such examples exist, which is a credit to staff and members involved for remaining open, interested and dedicated to continued improvement and progress of the school services for students and their families.

The success of the SES School P & F can be attributed to the dedicated and hardworking P&F committee who regularly demonstrate enjoyment and camaraderie in working for their school and their children. The success of the fundraising is also, undoubtedly, dependent on the interested and enthusiastic support and guidance of the Principal, the dedicated staff and the wider supportive community.

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.

Hannah Murphy
P&F President



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

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

Literacy and Numeracy Assessments

For NAPLAN results, please refer to My School website

Record of School Achievement

The formal Record of School Achievement credential was awarded by BOSTES to 8 students.

Professional learning and teaching standards

Teaching standards

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

Professional learning

Professional learning activities included:

Description	Number of Teachers Participating
<i>Inclusive School Practices and Action Research (AIS) All Communication and Key Word Signing workshop</i>	ALL
<i>Sensory Workshop</i>	ALL
<i>Mindfulness and Employee Assistance Program</i>	ALL
<i>Accommodations and Adjustments across school years</i>	ALL
<i>Child Protection Training</i>	ALL
<i>Manual Handling</i>	ALL
<i>Literacy Development and spoken text</i>	ALL
<i>CPR</i>	24
<i>Working effectively in teams</i>	45
<i>First Aid Course</i>	15
<i>KidsMatter</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

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

Student attendance

For the whole school attendance rate, please refer to the school's data on the My School website www.myschool.edu.au.

Managing students' non-attendance

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

If a student has exited the school and the destination of that student, who is below seventeen (17) years of age, is unknown, the principal will write or fax the NSW Department of Education 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 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 Individualised Plan (IP). 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 2016, 41 students transitioned from our school. 18 students transitioned to mainstream schools, 10 to support classes and 8 to special school settings, 4 to TAFE, post school or work options and 1 student transitioned to move overseas.

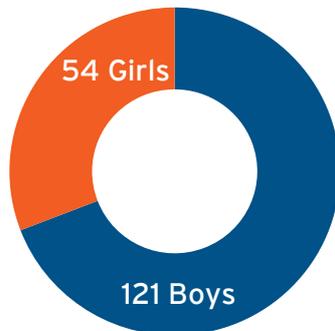
Post school destinations

Four students transitioned to post school options

programs. Three student to a supported employment program part time and one student accepted an apprenticeship.

Enrolment

In 2016 Aspect South East Sydney School had an average enrolment of 175 students, 54 girls and 121 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 pediatrician, 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.

This meeting outlines the school program and application process

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.

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.

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.

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

Policy: Service Exit: Schools

A student enrolled in an Aspect schools may leave because:

1. the student transitions to a new setting;
2. the student's parents withdraw their child from the Aspect school;
3. a safe working environment for students and staff cannot be achieved; or
4. because of the non-payment of outstanding schools fees.

Policy purpose

This policy sets out the guide for Aspect staff when a student leaves an Aspect school.

Scope

All Aspect schools

Procedures

1. Transition

When a student transitions from an Aspect school to another educational placement the Aspect school principal follows the procedure outlined in the policy O2 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 O8 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

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

Aspect has introduced a new system of its Policy Framework and is currently in a transition phase while policies and procedures are converted to the new system.

Aspect will now have fewer policies which are seen as the overarching statements that set a minimum standard required of Aspect services and staff by both legislative and external standards as well as Aspect's own internal brand.

Procedures and Guidelines will be used internally to provide details of how Aspect processes are completed by the Aspect schools. The procedures or guidelines link the rationale for why the processes are required back to the Aspect policy and legislative requirements.

Work Instructions provide site specific internal instructions for each school based on the Aspect procedure and guidelines.

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 during 2016.

POLICY	CHANGES IN 2016
Child Care and Protection encompassing <ul style="list-style-type: none"> • Legislation requirements • Definitions • Guidelines • Procedures • Responding to allegations against employees • Investigation processes • Documentation 	Nil
Community Access encompassing <ul style="list-style-type: none"> • Guidelines • Procedures Staff requirements • Risk Assessment • Documentation • Supervision 	Nil
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"> • What is the Aspect Comprehensive Approach for Education (ACAE) • The five principles of the ACAE • The Autism Spectrum Disorder Evaluative Education (ASDEE) model • The ACAE continuous improvement self-review framework 	Revised 2016 Retained as a procedure in the new policy framework
Duty of Care & Dignity of Risk <ul style="list-style-type: none"> • Principles • Definitions 	Revised 2016 Retained as a procedure in the new policy framework
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 	Nil
Incidents encompassing <ul style="list-style-type: none"> • Definition • Procedures • Guidelines • Documentation • Investigation Guidelines 	Revised 2016 No substantive changes made
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 	Nil
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 	Nil

POLICY		CHANGES IN 2016
Sun Smart encompassing		Nil
• Guidelines	• Procedures	
Student Attendance encompassing		Nil
• Guidelines	• Procedures	
Swimming encompassing		Nil
• Guidelines	• Procedures	
Visual Support encompassing		Nil
• Principles	• Guidelines	
WHS Work Health and Safety encompassing		Nil
• Legislation WH&S Act 2011(NSW, ACT, QLD, NT, SA TAS), OH&S Act 2004 (WA, VIC)		
• Consultation	• Incident & Accident reporting	
• Induction & Training	• Risk Management	
• Emergency Procedures		
Working with Families encompassing		Nil
• Guidelines	• Process	

B. Discipline

POLICY		CHANGES IN 2016
Positive Behaviour Support encompassing		Revised 2016
• Definition	• Assessment	Retained as a policy in the new policy framework.
• Legislation	• Prohibited/ restricted practices	
• Individual planning and support	• Crisis intervention	
Prohibited and Restricted Practices encompassing		Nil
• Guidelines	• Procedures	
Discipline: Schools		Nil
• Guidelines	• Procedures	

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 2016.

School-determined improvement targets

AREA	PRIORITIES	ACHIEVEMENTS
Teaching and Learning	Implementation of the National Curriculum	<p>Updated school wide planning and mapping of content across various Key Learning Areas K-10 (scope and sequences)</p> <p>Developed specialised resources supporting content</p>
	Aspect Comprehensive Approach for Education	Staff training and development across each element. Autism-specific supports audited across classrooms.
Family Support	Parent training	<p>Speech pathologist delivered Proloquo2Go training across various sites.</p> <p>Occupational Therapist delivered play, sensory needs and toileting workshops.</p> <p>Family Counsellor facilitated behaviour and anxiety workshops.</p> <p>Multidisciplinary team conducted new student observations during holiday periods to feedback recommendations to teachers to implement during term time.</p> <p>Individual home support was offered when required.</p> <p>School executive staff member involved in delivering training to parents across NSW with Positive Partnerships.</p>
	Curriculum Assessment	<p>Development of Literacy and Numeracy Continuum's to identify student ability and support progression.</p> <p>Staff training on assessing all other Key Learning Areas and review of recommendation set from Board of Studies, Teaching and Education Standards (BOSTES).</p>
	Individualised Planning	<p>Review of Individual Education Plans (IEP's) and conducted literature review of best practice in Individualised planning.</p> <p>Findings currently being implemented and trialed with all students and families.</p>
	Inclusive Schools Project (AIS)	Staff training and development of school wide and individual teacher goals to support increased inclusion opportunities for students and families. This project included peer coaching for all teachers across 2 terms.

AREA	PRIORITIES	ACHIEVEMENTS
Student achievement	Literacy Outcomes	Continued assessments implemented and specialised teacher for individual programming and support.
	Transition students to more inclusive settings	Supported students to transition by providing 1:1 supported visits to new settings, meetings with receiving school, where necessary school wide training and tracking of student success for 12 months.
WHS Compliance	Audits across all school sites via safety representatives.	All sites were audited by WHS representatives and report generated.
	Liaised with host schools for specific compliance and certification.	
Extend services to reach more students with autism spectrum disorder	Continue meeting with the Catholic Education Office around future needs	Meetings each term with Sydney Diocese Catholic Education Office Special Need's Advisor and Principal of host schools.
	Continue supporting schools through Aspect Education Outreach services and meet demand.	Dedicated full time equivalent teacher to service individual student referrals and support whole school service in meeting needs of students on the autism spectrum.

Respect and responsibility

Aspect South East Sydney School wants all students to recognise that they are valued and an integral part 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

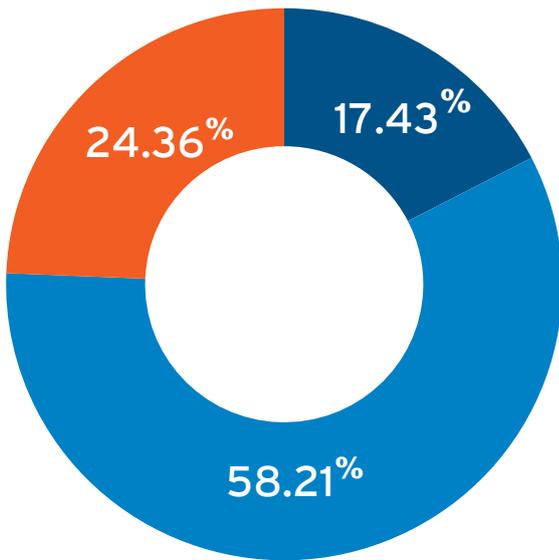
During 2016 Aspect schools surveyed families using the Net Promoter Score Survey. Aspect schools received a score of 72%. Feedback was extremely positive with parents reporting satisfaction of small class sizes, staff expertise in meeting educational needs and supporting specific autism areas such as communication and behaviour support. Areas for improvement included comments around the use of technology and extending students further academically.

In 2016 and 2017 the school was successful in gaining funding from the Association of Independent School (AIS) for a special Inclusive Schools Project. The focus was how to better engage families and students and continue to foster inclusivity. Teachers completed action research projects and through peer coaching sessions continually reviewed current literature and their workings. This project included surveys from students, families and staff. Feedback from students was that their ideas and feelings had been heard with new initiative formulated. Parents reported they felt this project challenged the usual routine of some activities and there was increased flexibility provided around what students participate in both within the direct school community and the general community environment.

Financial Information

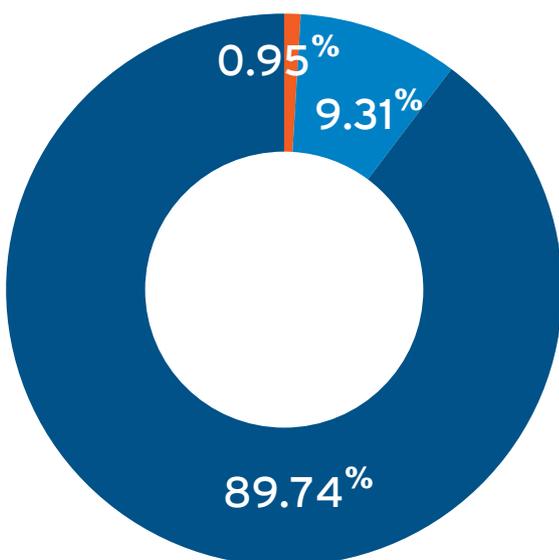
Aspect South East Sydney School

Recurrent/capital income 2016



- Fees and private income – 17.43%
- State Government recurrent grants – 58.21%
- Federal Government recurrent grants – 24.36%
- Government capital grant - 0%
(No government capital grant was received in 2016)

Recurrent/capital expenditure 2016



- Salaries, allowances and related expenses – 89.74%
- Non-Salary Expenses – 9.31%
- Capital expenditure – 0.95%



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