

Aspect South East Sydney School

Annual Report

For the year 2017

Inside the report

Message from the Principal.....	3
Message from the P&F.....	4
Student performance in standardised national and state-wide tests and examinations	5
Literacy and Numeracy Assessments	5
Senior Secondary Outcomes	5
Professional learning and teaching standards.....	5
Teaching standards.....	5
Professional learning.....	6
Composition of teaching staff	6
Student attendance	7
Managing students' non-attendance	7
Student retention rates	7
Enrolment	7
Enrolment Policies.....	7
Policy - Service Entry: Schools.....	7
Policy - Service Exit: Schools.....	9
Other School Policies.....	10
School-determined improvement targets	11
Respect and responsibility	13
Parent, student and teacher satisfaction	13
Financial Information.....	14
Recurrent/capital income 2017	14
Recurrent/capital expenditure 2017	14

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, Aspect operates one of the world's largest networks of schools and satellite classes for students on the autism spectrum with an enrolment of around 1000 students across the 9 Aspect schools in New South Wales and South Australia.

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 provide people on the autism spectrum with the opportunity to realise their unique potential, as well as providing much needed support to their families, carers, friends and colleagues. Aspect's vision is to provide the best possible opportunities for people on the spectrum. We believe that people on the autism spectrum are a different brilliant.

Our Vision *The best opportunities for people on the autism spectrum.*

Our Mission *We develop person-centred solutions which are flexible, responsive and evidence-informed, with people of all ages on the autism spectrum.*

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 approximately 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. It should be noted the satellite programs at Menai and Regent Park cater for students requiring high school placements.

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

In 2017, just over 40 students transitioned to a less specialised setting. Our educational approach is the Aspect Comprehensive Approach (ACA). A detailed overview of the ACA can be found on the Aspect website www.autismspectrum.org.au

We take pride in our school on focusing on student's strengths and special interests to motivate learning and celebrate a diversity of talents. Service delivery offered to our students is person centred and individualised. This ensures we are innovative and we provide 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 2017 walkathon was a huge success increasing on the total funds 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.

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 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 www.myschool.edu.au

Senior Secondary Outcomes

Record of School Achievement

The formal Record of School Achievement credential was awarded by NESA to 3 students at Aspect South East Sydney School in 2017.

Higher School Certificate

Aspect South East Sydney School is not registered or accredited for the HSC. The reporting of the HSC results is not applicable.

Professional learning and teaching standards

Teacher accreditation

Level of accreditation	Number of Teachers
Pre-2004 teachers (accreditation not required in 2017)	40
Conditional	1
Provisional	5
Proficient Teacher	4
Highly Accomplished Teacher(voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	50

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 (AOOSR) guidelines.

Professional learning

Professional learning activities included:

Description of professional learning activity	No. of staff participating
Aspect Comprehensive Approach including 5 point star framework	70
Aspect Professional Code of Conduct	71
Management of Actual or Potential Aggression (foundation and refresher courses) - a framework for decision making and problem solving to prevent, de-escalate, and safely respond to disruptive or assaultive verbal and physical behaviours	71
Foundations of Positive Behaviour Support online course - an introduction to the theory and concepts of positive behaviour support and its application to working with students with an autism spectrum disorder in the school setting	71
Child Protection - responsibilities related to child protection based on state/territory legislation, federal legislation and Aspect policy and procedures	71
Disability Standards for Education - overview of the Disability Standards for Education (2005) and the legal obligations of all education providers	65
CPR training - skills to provide Cardio Pulmonary Resuscitation (CPR)	58
First Aid - knowledge and skills to help an ill or injured person until emergency help arrives	22
Creating Structured Learning Opportunities based on the methods of TEACCH	8
Asia Pacific Autism Conference (APAC 2017) - an international autism community conference focusing on the shift in autism research and practice to look beyond the early childhood and school years and focus on the whole lifespan for people on the spectrum	7
Individual planning training (IP framework)	50
Environmental Supports	70
Classroom programming and best practice review from NESA	47
Manual Handling	70
Literacy Continuums and utilising these for learning and assessment purposes	65
Kids Matter	68
Professional Standards for Teachers	48

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

Student attendance rates

Year level	Attendance rate %
Kindergarten	92%
Year 1	94.1%
Year 2	91.2%
Year 3	95.2%
Year 4	93.1%
Year 5	94.1%

Year level	Attendance rate %
Year 6	93.6%
Year 7	88.8%
Year 8	90.3%
Year 9	89.2%
Year 10	85%

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

Non-attendance is managed by the Principal. Meetings with parents can be convened in view of developing necessary supports. Supports may include but are not limited to a behaviour support plan, behaviour contract, changes to

program offered (i.e. incorporating more special interest project based learning), and school attendance improvement plan.

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 2017, 28 students transitioned from our school. 13 students transitioned to mainstream schools, 11 to support classes and 4 to special school settings.

Post school destinations

Students who were over 17 years of age who left Aspect School in 2017 continued on to University (56%), enrolled in

TAFE (34%) or pursued full-time employment (8%), with a further 2% to other supported work environments.

Enrolment

In 2017 Aspect South East Sydney School had an average enrolment of 170 students, 149 boys and 21 girls.

Enrolment Policies

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 Committee, convened by the National Director, Aspect Education 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 enroll their child.
 - a. This meeting outlines the school program and application process
 - b. Application for enrolment form 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-III, 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.

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 Service Standards

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 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

Other School Policies

Summary of policy	Changes in 2017	Access to full text
<p>Student welfare</p> <p>The school seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through the following policies:</p> <ul style="list-style-type: none"> • Person centred approach and recognition of values - define and work towards achieving individual's goals and personal lifestyle choices with support and input from those who care about them • Risk management framework - identifies risks and defines criteria for the assessment of consequence of those risks • Duty of care and dignity of risk - ensures that staff understand and implement the principles of Duty of Care and Dignity of Risk, recognising the rights of the people we support to make informed choices and take calculated risks • Safeguarding the people we support - Aspect is committed to appropriately responding to and preventing incidents of abuse, injury, neglect and exploitation of the people we support, in both participation with Aspect, and as a partner of the broader community 	<p>Policies approved by Aspect Governance committee as Aspect overarching policies.</p>	<p>The full text of Aspect policies</p> <ul style="list-style-type: none"> • Person centred approach and recognition of values; • Risk management framework; • Duty of care and dignity of risk; and • Safeguarding the people we support <p>can be accessed by request from the school principal or from Aspect's website</p> <p>https://www.autismspectrum.org.au/content/aspect</p>
<p>Anti-bullying</p> <p>For some young people on the autism spectrum, it can be very difficult to recognise bullying. The school seeks to develop supports to assist students to understand that:</p> <ul style="list-style-type: none"> • bullying is about the misuse of power in relationships • bullying is when someone experiences repeated verbal, physical and or social behaviour that causes harm • bullying is mean and can be very hurtful • there are different kinds of bullying • no kind of bullying is ever OK • bullying should always be reported • adults will do all in their power to take it seriously and deal with it 	<p>No changes were made in 2017.</p>	<p>http://www.positivepartnerships.com.au/sites/default/files/positive_partnerships_bullying_fact_sheet.pdf</p>
<p>Discipline</p> <p>Autism Spectrum Australia (Aspect) considers that the behaviour of children with autism spectrum disorders requires support and understanding. Challenging behaviours are best understood and responded to by applying a positive approach as outlined in Aspect's Positive Behaviour Support Policy.</p> <p>Positive Behaviour Support is a comprehensive approach to supporting situations where there is challenging behaviour and combines the science of learning (from Applied Behaviour Analysis) with human rights and values. PBS works in respectful collaboration with individuals and their families to use effective evidence based strategies to increase the quality of life for all involved.</p>	<p>The policy was reviewed in 2017 and was approved as an overarching Aspect policy. The policy was restructured to the new policy framework but there were no changes to the policy.</p>	<p>The full text of Aspect Positive Behaviour Support policy can be accessed by request from the school principal or from Aspect's website</p> <p>https://www.autismspectrum.org.au/content/aspect</p>

Summary of policy	Changes in 2017	Access to full text
<p>Complaints and grievances resolution</p> <p>Autism Spectrum Australia (Aspect) values complaints about the quality of its service and communications to support the continuous improvement of services and management.</p> <p>Aspect's complaints management process provides a transparent framework for promptly and sensitively addressing and resolving complaints and disputes that may arise from complaints having regard to procedural fairness, confidentiality and privacy.</p>	No changes were made in 2017.	The full text of the Complaints Management Process can be accessed by request from the School Principal.

School-determined improvement targets

2017 school determined priority areas for improvement and comments on the achievements

AREA	PRIORITIES	ACHIEVEMENTS
Teaching and Learning	Develop literacy continuums at each site for reference of each student's ability.	Continuums are fully embedded across each site in South East Sydney School. All students have been plotted on site continuums and these are used for teaching and learning development.
	Aspect Comprehensive Approach	Staff training and development across the elements. Autism specific supports audited across school.
	Implementation of the National Curriculum	Continue the implementation and familiarisation of the National Curriculum.
Family Support	Develop closed Aspect South East Sydney School Facebook.	Established school closed Facebook site.
	Parent Training	Learning Support Team (Psychologist, Occupational Therapist and Speech Pathologist) delivered suite of training to families including behaviour workshop, emotional regulation, toileting, iPad and Proloquo2Go. School executive staff member involved in delivering training to parents across NSW with Positive Partnerships.
WHS Compliance	Audits across all school sites via safety representatives and Aspect WHS manager. Liaised with host schools for specific compliance certification.	All sites were audited by WHS representatives and report was generated.

AREA	PRIORITIES	ACHIEVEMENTS
Continuous improvement	Inclusive School Project (AIS)	Teachers finalised individual projects and completed peer coaching sessions.
	Individualised Planning	New IP process full embedded across school and some changes made from trial last year.
Student achievement	Transition students to more inclusive settings	Support students to transition by providing 1:1 supported visits to new settings, meetings with receiving school, where necessary school wide training. All students are tracked for success for 12 months after transition from Aspect.
Extend services to reach more students with autism spectrum disorder	Support schools through Aspect Educational Outreach services and meet demands.	Experienced teacher servicing individual student referrals and support whole school service in meeting needs of students on the autism spectrum.

School determined priorities for 2018

AREA	PRIORITIES
Teaching and Learning	All subject areas implemented as per National Curriculum. Training around Aspect Comprehensive Approach and 5 point star approach.
Family Support	Further parent training opportunities. Embed use of Facebook for sharing of good news stories, research, upcoming school events etc.
Staff Development	Adhere to mandatory training requirements whilst ensuring staff are abreast of best practice across autism intervention.
WHS Compliance	Ensure audits are completed.
Continuous Improvement	Embed Aspect Comprehensive Approach and 5 point Star.
Student Achievement	Student transition Literacy Support
Extend services to reach more students with autism spectrum disorder	Continue to provide Education Outreach services.

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 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.

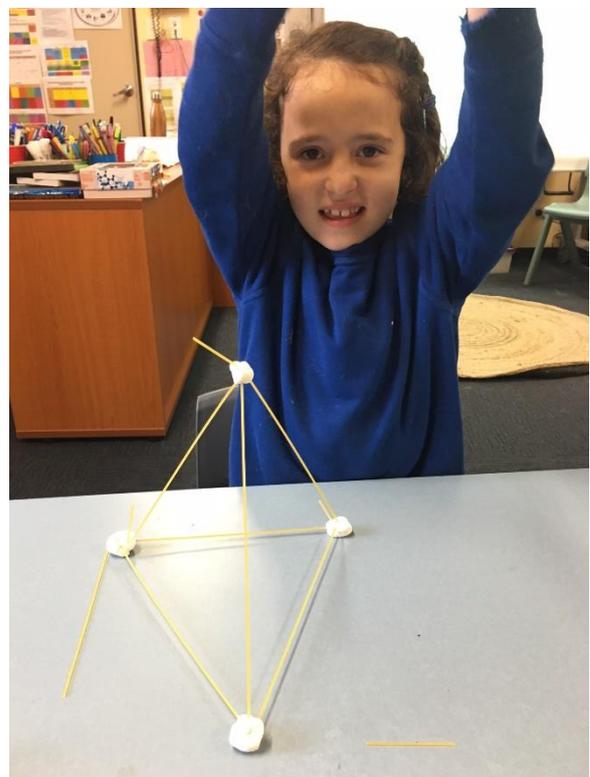
Parent, student and teacher satisfaction

Autism Spectrum Australia conducts a voice survey for each business unit in the organisation every two years. South East Sydney School Staff were encouraged to participate in this survey. Over 80% of staff completed the survey and as result an action plan was put in place addressing specific areas for further improvement. Overall job satisfaction and employment retention rates were above average compared to results in the not for profit sector.

Twice a year, a family and carer survey is sent out. Aspect South East Sydney School received a Net Promoter Score of

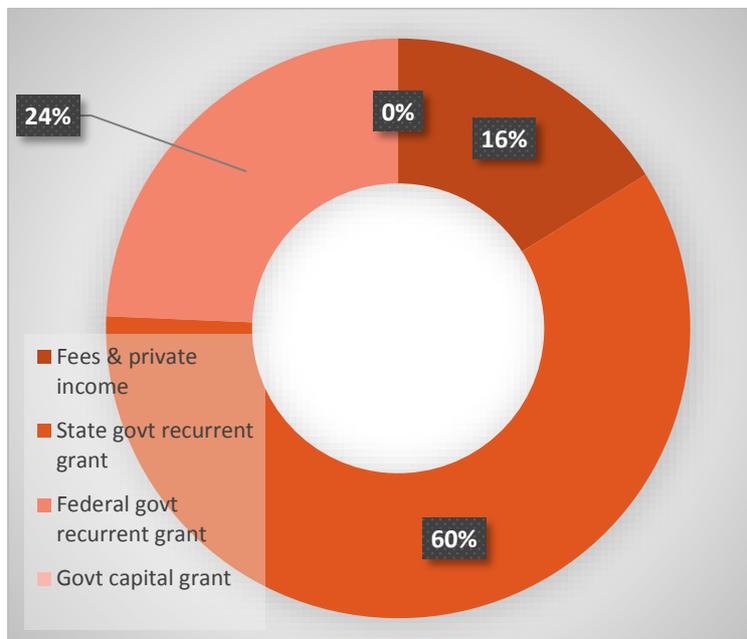
68% in June and 92% in December. Comments from families were both complimentary and constructive. Possible areas of improvement were amongst the feedback.

As part of the Individual Planning process students have the opportunity to input feedback and participate in the discussions. This is an important component for our high school students whom we are supporting to be as independent as possible in advocating for their needs and wants.

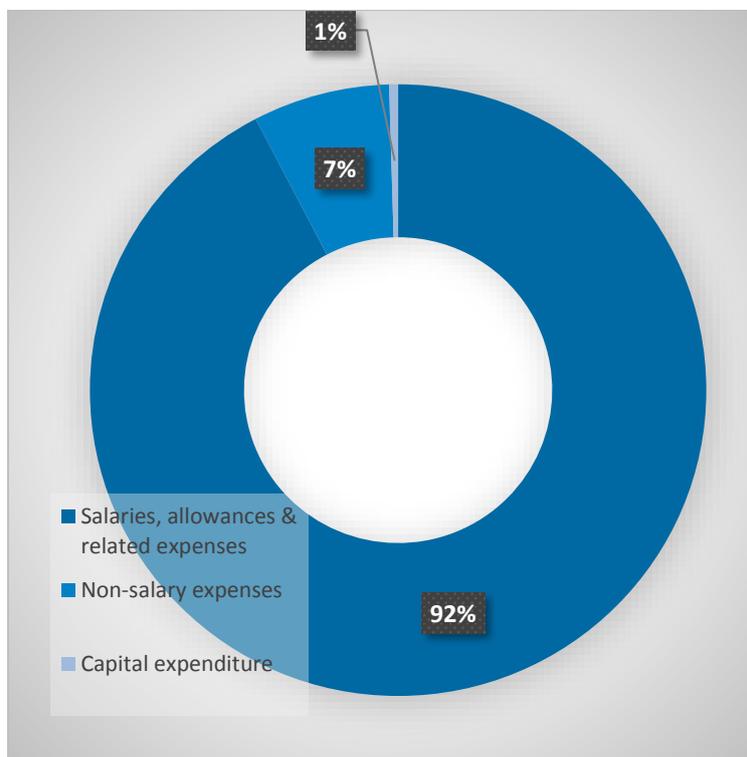


Financial Information

Recurrent/capital income 2017



Recurrent/capital expenditure 2017





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