



2019

Aspect South Coast School Annual Report



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Autism Spectrum Australia (Aspect) acknowledges and pays respect to the traditional custodians of the many lands and cultures of the places in which we live and work.

Autism Spectrum Australia (Aspect) is the country's largest service provider for people on the autism spectrum. Our specialised, evidence informed schools program is one of 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 autism practice and applied research nationwide.

Aspect schools provide specialised evidence-informed programs for children aged 4 to 17 on the autism spectrum, who require an autism specific program.

The primary focus of the schools is to equip students with the skills to become as independent as possible and enable them to transition into more inclusive settings. This is achieved through the application of the Aspect Comprehensive Approach. At the centre of the approach is the Autism Initiatives' (UK) Five Point Star to support autism-specific person-centred planning and respectful and positive relationships between the educator and student. It also focuses on the following elements: Individual Planning; Family & Community Engagement; Learning & Participation; Positive Behaviour Support; Structured Supports; Transition & Inclusion; Specialist Collaboration; and Health & Wellbeing.



Our Purpose

a different brilliant®

understanding, engaging & celebrating the strengths, interests & aspirations of people on the autism spectrum

Message from the principal

Aspect South Coast School caters for 135 students between the ages of 4 and 17 with

enrolments received from Wollongong, Shellharbour, Kiama and the Shoalhaven local government areas. Our enrolment is comprised of 110 boys and 25 girls. The school operates from a main site at Corrimal which consists of an administration office and five lower primary classes. The school also has satellite classes located within NSW Department of Education schools in Bellambi, North Wollongong, Barrack Heights, a Catholic primary school in Kiama and an Independent school in Farmborough Heights. 72% of our students are located in satellite units.

In 2019, 23 students transitioned to a more inclusive education setting. Six students transitioned to high school and 16 primary aged students transitioned to either a mainstream class or support class. One student transitioned to an individualised post school option.

Success for our students does not just happen by chance. Success in our school is a partnership between our students, staff, families and the local community. Embracing each student's individuality and engaging them through their special interests makes our teaching unique and very rewarding. Our highly skilled staff which comprises both teaching and non-teaching staff and a learning support team of school psychologists, a speech therapist, occupational therapist, family support worker and a Language Acquisition through Motor Planning (LAMP) facilitator are committed to ensuring our students achieve their potential. We offer quality teaching through the unique combination of Aspects Comprehensive Approach (ACA) and the NSW Curriculum. This approach provides students with many opportunities to experience a variety of programs and activities that enrich their learning. The learning experiences respect and accommodate differences between learners.

There were many highlights throughout the year including The Autism Friendly Community - Corrimal Website Launch which coincided with World Autism Awareness Day. The South Coast School, University of Wollongong (UOW) the Corrimal Chamber of Commerce and individuals on the autism spectrum worked collaboratively on the project to enable local business owners to make their businesses more inclusive and accessible for people on the spectrum.

The school is incredibly grateful to the local community for their ongoing generosity throughout the year. In particular, the Inner Wheel Club of Wollongong and the Woonona Women's Bowling Club continue to be long term benefactors of our school allowing the school to provide additional playground and classroom resources.

Kaye Perry

Deputy Principal



Message from the P&F

P&F fundraising events in 2019 included an Easter raffle, a trivia night for families and staff, and a Christmas toy raffle which was launched at our annual school concert.

The trivia night was again a successful event and provided an excellent opportunity for our new families to connect with the school community.

The Easter raffle prize was a basketful of Easter Eggs which had been generously donated by a local company and this proved to be a very popular raffle.

The Christmas toy raffle has now become a highly anticipated annual event.

In addition to these events, we also continued to distribute donation collection boxes at various businesses across the Illawarra.

Proceeds raised during 2019 purchased teaching and sensory resources for all the South Coast School campuses.

Nancy Sakun

P&F Parent Representative



Aspect Dream Cricket Bowral 2019



Aspect Schools Sports Carnival at Sydney Olympic Park is an annual community event across all Aspect schools. The 2019 War Cry competition trophy went to South Coast School. *To infinity and beyond!*

Student outcomes in standardised national literacy and numeracy testing

English and Mathematics programs are created using the NSW Education Standards Authority (NESA) curriculum, along with careful consideration of each student's individual profile of characteristics that outlines strengths and interests and current levels of functioning in the autism-specific areas of learning: social communication, social interaction, behaviours and sensory processing.

Quality literacy and numeracy programs provide a foundation for student learning, therefore, during 2019 the Aspect South Coast School reviewed and further developed the English and Literacy scope and sequences. This has ensured that our teaching and learning remains autism specific; while also catering for multiple stages within one classroom. Staff have responded to student input by integrating their special interests into English. The early years of language, reading and fine motor development have also been incorporated into the Literacy scope and sequence. We have a commitment to a skills based approach for Literacy. Teachers have received training and continue to provide ongoing feedback which allows the curriculum team to continually improve English programs.

Mathematics was also reviewed in 2019, particularly in relation to the early years. Staff reviewed the syllabus and identified how to effectively individualise and design programs and activities to promote participation and engagement with our students.



Year 6 Graduation

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 1 student.

Higher School Certificate

In 2019, there were no Year 12 students in Aspect South Coast School.

Teacher professional learning, accreditation and qualifications

The following professional learning activities were undertaken by staff throughout 2019:

| Description of professional learning activity | No. of staff participating |
|--|----------------------------|
| Child Protection - responsibilities related to child protection based on state/territory legislation, federal legislation and Aspect policy and procedures | All |
| 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 | All |
| Management of Actual or Potential Aggression (Trainer refresher course) - A framework for decision making and problem solving to prevent, de-escalate, and safely respond to disruptive or assaultive verbal and physical behaviours | 2 |
| CPR Training - Skills to provide Cardio Pulmonary Resuscitation (CPR) | All |
| CPR Trainer Update - Yearly update for school CPR trainers | 5 |
| Staff Induction - New staff participated in the Aspect New Starters Day and onsite school specific induction programs. | 9 |
| Aspect Professional Code of Conduct - Online module | All |
| Supporting People on the Autism Spectrum Using the 5 Point Star (adapted from Autism Initiatives UK) Person-centred Framework | All |
| Reading Eggs - Online reading program for students aged 2-13 years to support home and school learning. | All |
| Mathletics - Online program provides students with the chance to take learning into their own hands, develop their autonomy, problem-solve and work independently. | All |
| Explicit Instruction in Maths - Using the maths syllabus to individualise and design programs and activities suitable for autistic students. | All |
| ASCS PDHPE Familiarisation to new Curriculum - Processes and navigation of new PDHPE Syllabus | All |
| Aspect Comprehensive Approach - Positive Behaviour Support (1) - Restricted and Prohibited Practices. Strategies required to implement PBS in schools, writing a TIER 3 behaviour plan, forms/procedures/processes | All |
| Positive Behaviour Support - TIER 1 best practices to implement across all sites. A workshop on current and new forms to develop PBS plans. | All |
| Aspect LEAD program - The program is designed to assist teacher movement into leadership roles. | 5 |
| Wellbeing and Resilience- Identification of stress/ triggers of stress / strategies to maintain resilience | All |

| Description of professional learning activity | No. of staff participating |
|---|----------------------------|
| Modifications and Adjustments in Maths- Modifications, adjustments and scaffolds to ensure student participation and engagement in Mathematics. | All |
| Administration of Medication policy and Procedure- Introduction to new Aspect policies and procedures for transporting and the administration of medication | All |
| Supporting communication with students with autism - strategies and resources targeted to effectively support comprehension and expression with students with AS. | All |
| Structured Literacy- How to promote joint attention, participation and engagement with multi-ability students | All |
| Sensory Supports- Appropriate sensory supports to promote student participation and engagement in class activities and to promote self-regulation | All |
| Westmead Feelings Program - Presentation snapshot of program, learning portal, websites and strategies for student social-emotional development | All |
| Child Protection & Cyber Safety- Update of program, learning portal, websites and strategies for student cyber safety | All |
| A Lived Experience - An autism perspective on interpersonal relationships and parenting | All |
| Creating Structured Learning Activities - Targeting individual instruction and environmental supports. Based upon the methods of the TEACCH Autism Program | All |
| A Traffic Jam in my Brain- A sensory processing approach to challenges associated with ASD, ADHD, learning and behavioural difficulties | 2 |
| SAFE Series- Children's picture story books containing personal safety messages. | 6 |
| Aboriginal and Torres Strait Islander Inclusion and Cultural Safety- Whole-school approach to Aboriginal and Torres Strait Islander cultural inclusion leading to a positive climate for learning for all students. | 2 |
| eSafety Commissioner Supporting Student Digital Wellbeing- Covering the latest online safety research, case studies and teaching strategies to help teachers integrate online safety into their programs and student wellbeing planning. | 2 |
| IEU Environment Conference 2019 Learning Outside the Classroom-Geography. Practical conference facilitated in outdoor learning environment as well as providing theoretical knowledge and programming ideas/resources | 6 |
| Generation Next Mental Health Conference- Information sessions to protect and enhance the mental health of young people | 4 |
| Digital Technologies- Covered coding for years 5 to 6 and 7 to 8 curriculum focusing on defining and decomposing real world problems, designing algorithms and implementing programs | 1 |
| Structured TEACCH Full Course- Identify characteristics of Autism Spectrum Disorder, Design the physical organisation of learning spaces, Develop individualized schedules and work systems, Develop meaningful visual structure that promotes independence with educational activities, Understand the social-communication needs of students with ASD | 1 |
| Asia Pacific Autism Conference (APAC) - Thriving With Autism | 1 |

Teacher accreditation

| Level of accreditation | Number of Teachers |
|--|--------------------|
| Conditional | 4 |
| Provisional | 5 |
| Proficient Teacher | 40 |
| Highly Accomplished Teacher(voluntary accreditation) | 0 |
| Lead Teacher (voluntary accreditation) | 0 |
| Total number of teachers | 49 |

Teacher qualifications

| Category | Number of Teachers |
|---|--------------------|
| Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or | 49 |
| Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications | - |

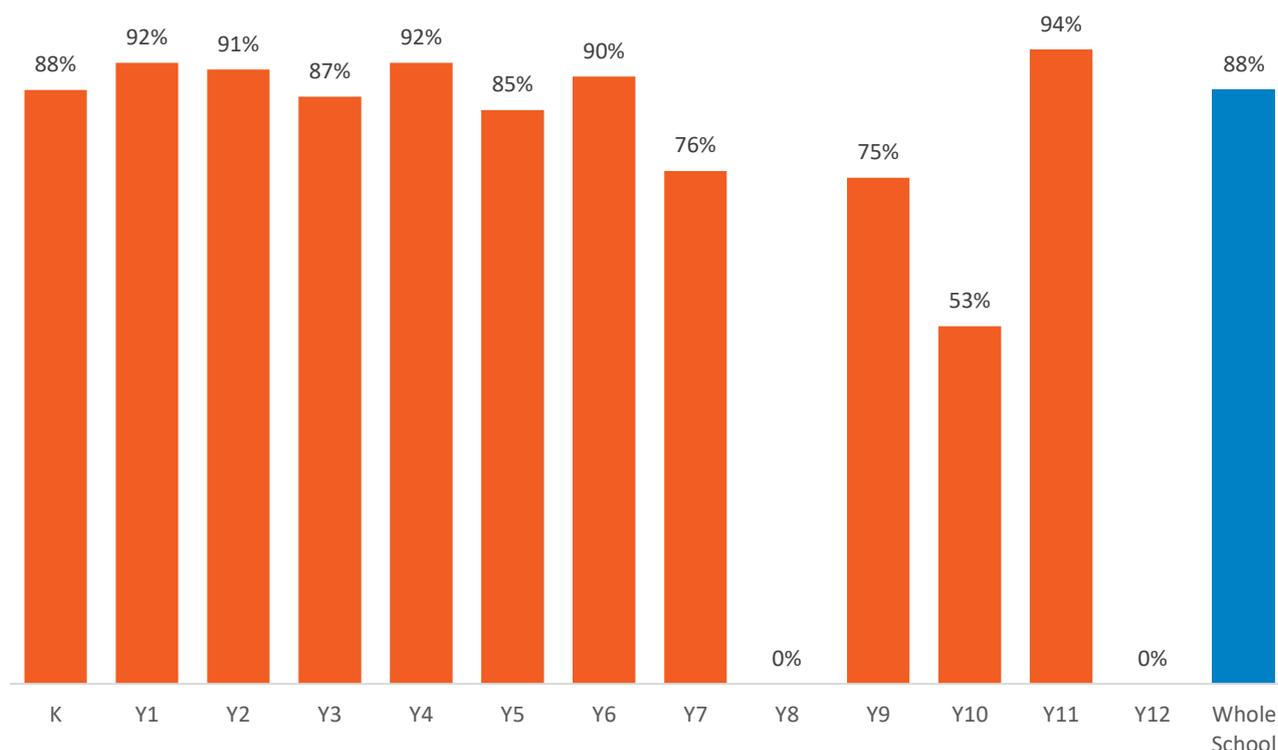
Workforce composition

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

One staff member is of Aboriginal and/or Torres Strait Islander background.

Student attendance, retention rates and post-school destinations in secondary schools

Student attendance rates



Management of non-attendance

Aspect Education has developed a work instruction to ensure compliance of the Aspect schools with school attendance requirements for compulsory school-aged students as outlined by the NSW Education Standards Authority (NESA) or the South Australia Education Board.

Unexplained absence will be followed up by the class teacher with the parent/guardian. Repeated unexplained absence or absence of concern may need to be reported to Family and Community Services.

Where unsatisfactory attendance is identified, a student attendance improvement plan is formulated in collaboration with the student and their parent/guardian. The plan is monitored and reviewed on a regular basis.

Retention of Year 10 to Year 12

Aspect South Coast School did not have a student enrolled in Year 10 in 2017.

Enrolment policy

Aspect provides autism-specific educational services for eligible school-aged children on the autism spectrum, to prepare them for transition to environments that are not autism specific.

Aspect recognises that children on the autism spectrum have the right to access and equity of services regardless of their gender, race or ethnicity, religion or language.

An application is made for an Aspect school rather than a specific class. Our school's professional staff decide in consultation with the family which class is best suited to the educational needs of the student. Each school is responsible for managing its own application, intake and waiting lists process, which is managed by the school principal.

When vacancies arise in the school, the decision about how to fill them is made based on whether the type of vacancy available would be appropriate for the child. Factors taken into consideration include the type of vacancy available, the child's age, the length of time a child has been on the waiting list, the availability of alternative placements and the family situation.

Entry criteria

Aspect schools are funded in part by the Commonwealth and state governments, which have specific criteria for placement. To be eligible for placement in one of Aspect's schools, prospective students must satisfy the following criteria:

Citizenship and visa status - a child must:

- be an Australian citizen or permanent resident of Australia or holds an eligible visa (refer to guide to checking citizenship and visa status for enrolment).
- be aged between 4 and 17 years.

Diagnosis - a child must:

- in both NSW and South Australia, have a current diagnosis which is not more than twelve (12) months old as being on the autism spectrum from a specialist medical practitioner, child psychiatrist or clinical psychologist with the necessary training and experience to be able to undertake a diagnostic assessment;
- in South Australia, a second report from a psychologist or speech pathologist that confirms the diagnosis of autism spectrum disorder that is not more than two (2) years old; and
- in both NSW and South Australia, have a current standardised cognitive or developmental assessment (e.g. IQ testing, Griffiths, WISC-IV, WPPSI-111, Stanford Binet V) which is not more than two (2) years old.

Registration to school waitlist

Expression of interest in Aspect schools may be made in the following ways:

- direct enquiry to the Aspect school by telephone or email;
- telephone or email to Aspect Customer Service, who will direct the enquiry to the school;
- general enquiry via the Contact Us page on the Aspect website, which will be directed to the school.

The registration form can be obtained from the following processes:

- families who are interested in enrolling their child to an Aspect school are asked to attend a School Information Session. Aspect principals or their delegate are responsible for organising a school information session once per school term, in line with the School Information Session work instruction, for prospective parents or guardians who would like to enrol their child. This information session outlines the Aspect education program and the registration and enrolment process. The school registration form is obtained after attending this session.



- families who are unable to attend a School Information Session can obtain a registration form directly from an Aspect school. A School Enrolment Committee representative will provide them with information about the Aspect education program and the registration and enrolment process, before sending them the registration form.

A non-refundable processing fee is required for each application submitted.

Application to more than one Aspect School

When a family wants to place their child on the waitlist of more than one Aspect school, they first apply to their preferred Aspect school and indicate which other Aspect schools they will consider enrolment. The preferred Aspect school is responsible for processing the application, inform the other Aspect school/s to place the student on their school's active waitlist and share the application documents.

Aspect School Enrolment Committee

School principals are responsible for convening the Aspect School Enrolment Committee (comprised of school principal, psychologist and selected school coordinators) which meets once per school term, following the information session, to review registrations received. This committee determines if a child is eligible for placement in an Aspect school.

Eligible/Not Eligible for service

Citizenship and age criteria

If the citizenship or age criteria is not met, a school representative will inform the parents or guardians that their child is not eligible for enrolment due to citizenship or age criteria not being met. If the parents or guardians are not satisfied with the result, they can make a complaint to Aspect (refer to Aspect's Complaints Management procedure).

Diagnosis criteria

If the child has been deemed eligible by the Aspect School Enrolment Committee, the principal will inform the parents or guardians that, based on the diagnostic information provided, their child has been deemed eligible for the program (Letter - Confirmation of diagnosis) and their child's name has been placed on the school waitlist.

The principal is responsible for referring the application to the Aspect Eligibility Committee if the diagnosis needs clarification. Parents/Carers will be informed, in writing (Letter - Application sent to full eligibility committee), that their case has been sent to the Committee for review.

If further information is required by the Committee, the principal is responsible for writing to the parents requesting updated information (Letter - Request for updated Psychological reports).

Aspect Eligibility Committee

The National Director, Aspect Education is responsible for:

- convening the Aspect Eligibility Committee once per school term to review any registrations that require clarification, and
- 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 (Letter - Confirmation of diagnosis) that based on the diagnostic information provided their child has been deemed eligible for the program or not and, if confirmed, the child's name is placed on the schools waitlist.

Vacancy Management

If a vacancy arises, students on the waitlist who can potentially fill the vacancy will be considered. The principal or delegate interviews families whose child might fill the vacancy regarding accommodations/ adjustments for their child following the interview pro forma.

If a student being considered for enrolment is not an Australian citizen, the principal or their delegate must check that the visa is still valid and eligible for enrolment.

Following completion of the interview, the principal, or their delegate will complete the Risk Management Plan pro forma, to assist with decision making.

Following the interview process, the school will inform the family if a child has been offered a placement (Letter - Enrolment Contract/Acceptance of Offer) or (Letter - Placement to Satellite Class) or will be retained on the school's waitlist.

Principals are responsible for forwarding parents the relevant enrolment package and liaising with them throughout the process.

Enrolment Package

When a family is offered a placement, in addition to the enrolment contract, they will be sent documents based on the enrolment acceptance checklist.

A family can decline an enrolment offer and inform Aspect school if they want to be placed in the school's active waitlist.

To secure enrolment, the family must pay a non-refundable enrolment fee as published in the Aspect School fees schedule (NSW or SA).

When a family informs the Aspect school of their decision to withdraw their child from enrolment before commencing, they must also inform the Aspect school if they wish to be placed in the school's active waitlist.

Other school policies

Aspect completed a review of all its policies in 2019 to update the references in the External Framework section. Previously the external framework had only referred to the Disability Standards for Education. With this review the relevant NSW Education Standards Authority (NESA) and South Australia Education Board standards are referenced.

The content of the policies/procedure itself have not changed significantly with the exception of the Safeguarding the people we support policy which was reworked. Following reviews by the Aspect Safeguarding Committee the 19 elements that underpinned the Aspect Culture of Safety and Wellbeing were reviewed and replaced with the 10 principles to align with the Australian Human Rights Commission's National Child Safe Organisation Principles. These 10 principles now guide the Aspect Culture of Safety and Wellbeing and the policy was updated to reflect this change.

| Summary of policy | Changes in 2019 | 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> <p>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</p> <p>Risk management framework - identifies risks and defines criteria for the assessment of consequence of those risks</p> <p>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. It is essential that each individual's dignity of risk is respected and supported in their decision making processes. Aspect facilitates each student's meaningful choice and control to maximise their independence; and minimises the risk to the individual or others wherever possible.</p> <p>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> | <p>Nil significant changes were made in 2019 with exception of the Safeguarding the people we support policy which was reworked to align with the Australian Human Rights Commission's National Principles for Child Safe Organisations.</p> | <p>The full text of Aspect policies</p> <p>Person centred approach and recognition of value status;</p> <p>Risk management framework;</p> <p>Duty of care and dignity of risk; and Safeguarding the people we support 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 2019 | Access to full text |
|---|--|--|
| <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 2019</p> | <p>https://www.positivepartnerships.com.au/resources/practical-tools-information-sheets/bullying</p> <p>https://www.positivepartnerships.com.au/uploads/bullying_flyer-may_2018.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 (PBS) 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>Nil significant changes were made in 2019</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> |
| <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> | <p>Updated in line with Education and NDIS Standards.</p> <p>Easy English resources and pictorial tool to support communication of feedback and complaints were developed.</p> | <p>The full text of the Complaints Management Process can be accessed by request from the School Principal or from Aspect's website</p> <p>https://www.autismspectrum.org.au/feedback-and-complaints</p> <p>The Feedback and Complaints brochure can be downloaded from our website</p> <p>https://www.autismspectrum.org.au/uploads/documents/Governance/Aspect-Feedback-and-Complaints-Brochure-Oct-2019.pdf</p> |

School determined priority areas for improvement

| Area | Priorities | Achievements |
|-----------------------|--|--|
| Teaching and learning | Further develop and embed structured teaching elements in learning environments, and utilise the ACA Review auditing tool to check for demonstrated use. | All staff received training in structured teaching approaches and a Coordinator received additional training to support quality implementation. |
| | Develop a consistent approach (PDHPE scope and sequence) to implementing self-regulation strategies and programs across the school. | Suitable self-regulation programs embedded into the PDHPE scope and sequence to develop more consistency across the school. |
| | Implement the new Science Curriculum and assess class programs and work samples for demonstration of use. | Science curriculum scope and sequence developed and implemented by all teachers. To be reviewed annually. |
| Family Engagement | Continue to support families by providing networking opportunities and information sessions. | A variety of opportunities were provided throughout the year to support parents and carers, both from within the immediate school community and the wider community. |



Walkathon - one of our families dressed-up as a super family

| Area | Priorities | Achievements |
|-------------------------------------|---|--|
| Staff development | Work with Aspect Education and Aspect Practice to review the use of the Five Point Star in student IPs. | All staff trained and the 5 Point Star developed for each student with input from students and parents. |
| | Work with Aspect Education and Aspect Practice to trial the use of the revised Social Competency Checklist to develop student IP's. | All teachers used the revised Social Competency Checklist to inform student IP's and feedback collected in order to decide whether it is a suitable assessment tool. |
| Facilities and Resources | Work with key stakeholders to review what additional sites may be available in the next 3 years and project student numbers for 2022. | Business Manager position established and started to liaise with stakeholders about potential sites/tenancies. |
| | To upgrade classroom furniture and improve the appearance of specific satellite sites. | Furniture was upgraded for the Barrack Heights satellite classes. |
| Student achievement | Work with Aspect Education and Aspect Practice as part of a working party to review the curriculum reporting format. | Deputy Principal steered a working party to establish and review what Aspect Education were currently using to report to families. |
| | Continue to build teacher skills in using both formal and informal assessments to inform academic planning. | School focused on assessment to inform English programming. A majority of teachers received training. |
| Vocational Education/Work Education | Provide work experience opportunities to support student's to transition to post school options and meaningful employment. | Several High School students participated in work experience relating to: child care; librarian skills; food preparation; customer service, and gardening and maintenance. Students also participated in the Wollongong City Council Disability Inclusion Pilot Program. |



Main campus in Corrimal



Bellambi Reconciliation Day

Initiatives promoting respect and responsibility

Aspect South Coast 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 promotes self-esteem, mutual respect and responsibility.

The school's satellite program provides opportunities for students to participate in classes and cultural activities with host school students, particularly during Harmony week, NAIDOC week and National Reconciliation week. Aspect Bellambi students joined thousands of students from across the public and private sector, along with their parents, Aboriginal Elders and community representatives in the Bellambi Community Walk for Reconciliation.

Several of the Aspect High School students participated in the Wollongong City Council Work Experience Disability Inclusion Pilot Program. This program introduced the students to key skills they will need to become responsible and valued employees in the future. The program also provided valuable insight and understanding for the council workers who supported the students throughout the program.

Parent, student and teacher satisfaction

The Aspect South Coast School welcomes staff, student and parent opinions, which highlights the positive aspects of the school and identifies any areas for improvement. Feedback is collected in a variety of forums including, student enrolment and exit surveys, Aspect's Voice Survey, Net Promoter Scores, parent testimonials along with family engagement in school events.

In 2019, staff were invited to provide feedback through the Aspect Employee Survey, which is conducted bi-annually. Over 90% of staff indicated a sense of loyalty and commitment to Aspect and would recommend Aspect's service to someone needing assistance with autism.

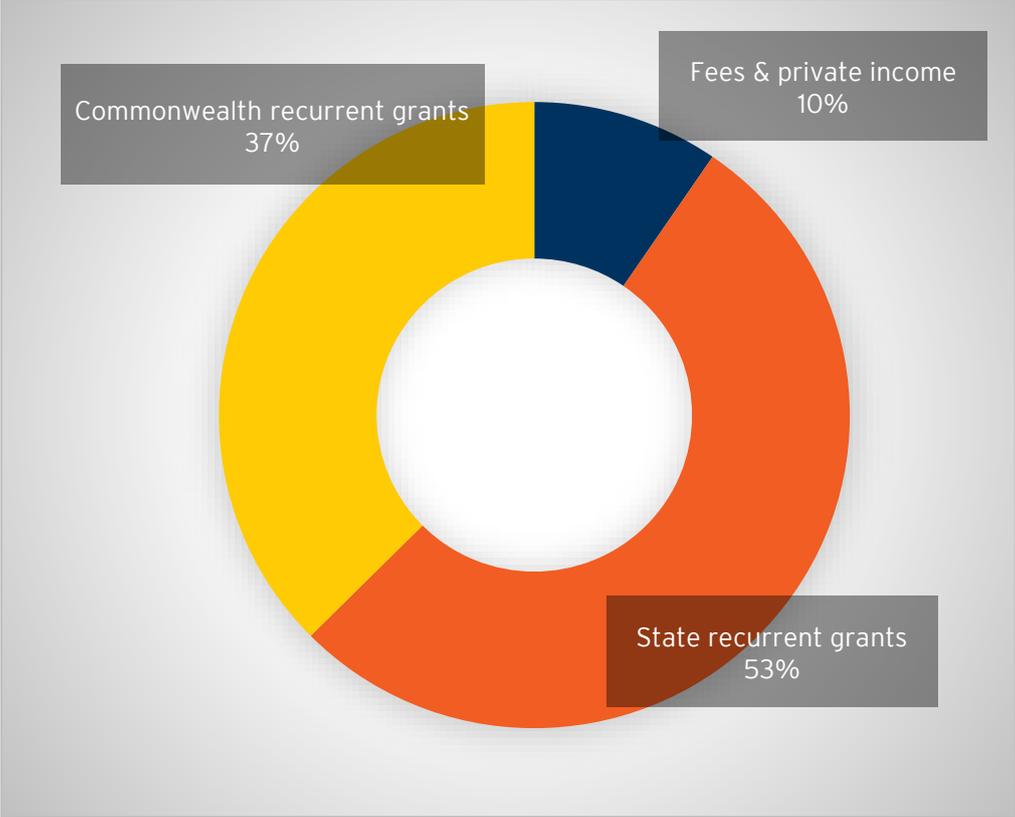
The school also received a customer satisfaction score of 86%. Encouragingly, the participants (parents) stated they would also recommend Aspect to a friend or colleague.

The school's annual Walkathon and School Concert are testament to the support and appreciation the school receives from our families. Both these events are highly anticipated and incredibly well attended by family members. The following sentiments typify the feedback staff receive from families in relation to these special school events. "So proud Matt! What a wonderful production to showcase the great achievements of our kids and the learning in your class. So impressive and a big undertaking... well done to the team that supported the creativity, music and all that it takes to put on such a wonderful evening" and "Oh honestly I have never felt so accepted & accepted as a Mum but also seeing how accepted Harmony is. I was trying not to cry the first 30 minutes. I was happy for every single person that was there & just knowing Harmony is accepted by so many people. I have never felt more love & inclusion in one place ever. I am in absolute awe of it still & it has really made my week".

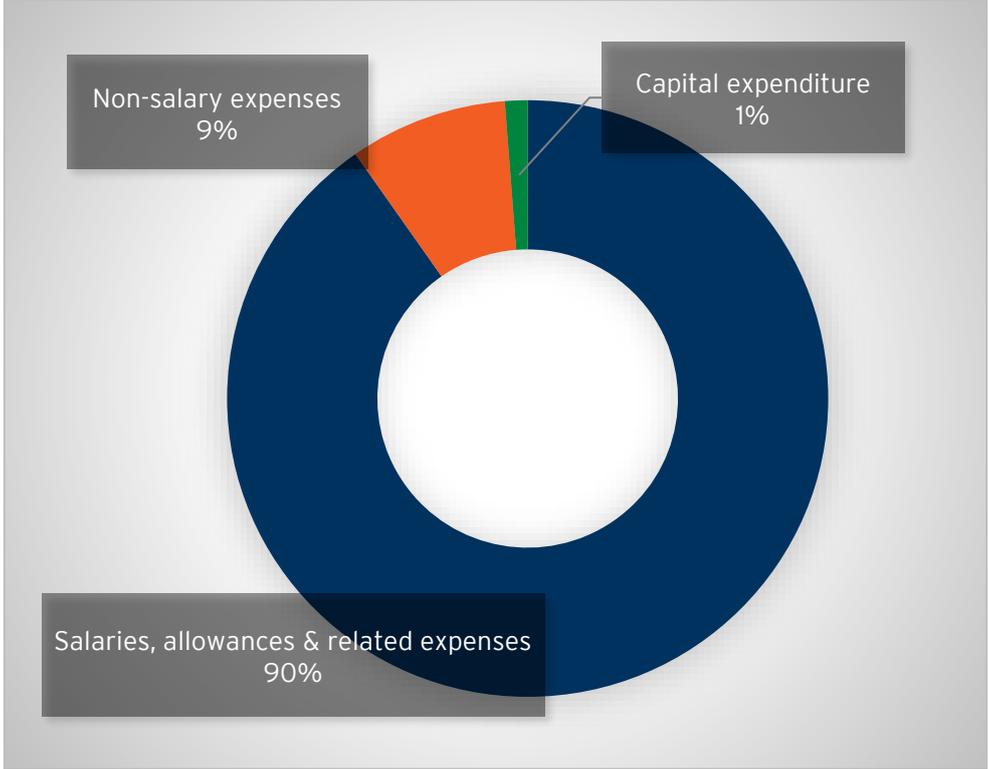


Financial information

Recurrent/capital income



Recurrent/capital expenditure







a different brilliant®

understanding, engaging & celebrating the
strengths, interests & aspirations
of people on the autism spectrum

Aspect South Coast School

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