

2020 Annual Report

Aspect South East Sydney School



autism
spectrum
AUSTRALIA

Inside the report

Message from the principal	3
Message from the P&F	6
Student outcomes in standardised national literacy and numeracy testing	7
Senior secondary outcomes	8
Teacher professional learning, accreditation and qualifications	8
Workforce composition	9
Student attendance, retention rates and post-school destinations in secondary schools	10
Enrolment policy	11
Other school policies	13
School determined priority areas for improvement	15
Initiatives promoting respect and responsibility	16
Parent, student and teacher satisfaction	16
Financial information	17

Child safe statement

Autism Spectrum Australia (Aspect) is a child safe organisation committed to protecting the rights and interests of children and vulnerable people by providing them with a safe environment. This commitment extends to ensuring a culturally safe and inclusive environment that recognises and respects an individual's heritage, relationships and cultural practices.

Acknowledgment of Country

Aspect acknowledges Aboriginal and Torres Strait Islander people as the Traditional Custodians of the many lands on which we work, live and learn. We pay our respect to their elders, past present and emerging.

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.



Aspect's Strategic Plan

Our purpose

Understanding, engaging & celebrating the strengths, interests and aspirations of people on the autism spectrum
- *a different brilliant*®

Our vision

The best opportunities for people on the autism spectrum.



Strategic Plan 2021 - 2023



Work in partnership with people on the autism spectrum

- Implement our Disability Access and Inclusion Plan
- Work in Partnership with People on the Autism Spectrum Charter
- Employ Autistic people across a range of roles



Extend Aspect's reach and enhance people capabilities

- Well trained staff with enhanced critical skills
- Customer-centric culture
- Strong and trusted brand identity



Deliver best practice, evidence informed services

- Research activities prioritised to focus on the Aspect Comprehensive Approach
- Continuous improvements to our autism-specific education
- A diverse and inclusive workforce



Investment in physical and digital infrastructure

- Capital Works Program for Aspect schools
- Innovative facilities co-designed with Autistic people
- Digital platforms that facilitate collaboration and communication

Our strategic support

Our people who are highly trained and value diversity and inclusion

Our systems and processes which are built to enable smarter work practices and foster collaboration

Our supporters who help to create a world where no one on the autism spectrum is left behind

By 2023



6% of roles at Aspect held by Autistic people



7,000 active participants and students receiving autism-specific education and supports

1,600 employees who are proud to be working for Aspect



Message from the principal

In presenting the 2020 annual report I would like to acknowledge the Aboriginal and Torres Strait Islander people who are the traditional custodians of the lands on which our campuses are located.

Aspect South East Sydney School represents Aspect's Vision, which is to offer the best opportunities for individuals on the autism spectrum. This is supported by our Mission, which aims to deliver evidence informed programs that are person-centred and family focused.

Our School provides specialist education for 171 students on the autism spectrum, with 81% boys, across eleven sites. Classes are small with a high teacher to student ratio and a teacher's aide appointed to each class. Approximately 40% of enrolled students are in the main sites located in Peakhurst, Loftus and Marrickville. The remaining students are enrolled in the satellite program in primary satellite units in Maroubra, Caringbah, Kareela, Leichhardt and Belfield and in our high school program in Menai, Regents Park and Auburn. The high school program offers a life skills curriculum for students from Years 7-12.

As a response to the Covid-19 lockdown regulations for part of 2020, our staff worked efficiently and innovatively to offer a range of flexible online and home learning platforms which proved to meet the individual needs of our cohort and their families. High expectations were maintained around ensuring continued individualised learning and support for each student. A key focus for us throughout this period was also to maintain continued communication with families and our core priority of parental support and engagement was encompassed by our school's Learning Support Team. In order to keep our school community as engaged and involved as possible throughout the restrictions of 2020, we worked on an approach of offering events 'differently' rather than cancelling them. This focus resulted in a series of remote events such as Easter hat parades, class presentations and end of the year concerts which were all well received and attended by our families.

The primary focus of our school is to equip students with the skills to become as independent as possible within a safe learning environment and enable them to transition to less specialised settings. Whilst there were practical challenges in 2020 around supporting transitions, approximately one quarter of our students did transition to a less specialised setting. Our transition program is in place to support a successful transition and track the students for 12 months.



The Aspect Comprehensive Approach underpins our educational practice and maintains a lens of Individual Planning and specialist collaboration with both the Aspect SES Learning Support Team and external Therapists. It provides an evidence-based platform for the use of Positive Behaviour Support and Structured Teaching Supports. To review this model that supports Aspect Education, please visit the Aspect [website](#).

At Aspect South East Sydney School, we celebrate the diversity of talents and strive to focus on student strengths and interests.

Should you wish for any more information about our school I welcome you to make contact.

Joanne Tisdell

Message from the Parents & Friends Committee

The Parents and Friends (P&F) Committee has been an important part of the school since its inception. The committee meets at least 4 times a year with the goal of fundraising and contributing to the spirit of the school.

Parents are integral partners in a child's education and this ethos is thoroughly supported by the P&F committee.

The P&F fundraising in 2020 was successful despite the pandemic. The annual walkathon, the school's major fundraiser, was initially cancelled but as restrictions eased, we were able to go ahead with a smaller scale mini-walkathon at each site. This was a huge success and lots of fun. We were able to raise over \$50,000 thanks to our enormously generous community. Other P&F events had to be cancelled completely, including the annual Christmas party and Mother's Day stalls.

Despite this, the P&F continued to "give back" to the students by allocating \$50 per student to fund a diverse selection of excursions and incursions. This initiative is in its ninth year and we hope to be able to continue doing this each year. In addition, the P&F provided funds to purchase education and learning programs.

Our dedicated and hardworking committee get enjoyment and camaraderie in working for their school and their children. We have a wonderful working relationship with the school executive. We could not be so successful without the enthusiastic support and guidance from the Principal, dedicated staff, families and their wider community.

Najwa Sawan

P&F President

Message from the Student Representative Council

The Student Representative Council (SRC) consisted of 3 students across our school sites, one Year 6 student, a Year 9 and a Year 10 student.

The SRC decided to implement a recycling focused initiative across the school. A survey was designed by SRC members and completed by students and teachers. From this data the SRC purchased recycling tubs for each site and encouraged more recycling across school sites, creating posters and videos to promote the recycling of paper and plastics. This was a successful initiative with many classes recycling paper and plastics and students developing greater awareness of recycling.

SRC zoom and in-person meetings were held each term. SRC news and updates were regularly posted on the school's Facebook page. 2020 SRC representatives enjoyed being part of the first Aspect South East Sydney School SRC and wore their SRC badges with pride.

Hannah Spencer

SRC Coordinator

Student outcomes in standardised national literacy and numeracy testing

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 Education Standards Authority (NESA) mainstream curriculum - the Key Learning Areas (KLAs) (or for SA, Australian Curriculum Learning Areas). 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

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results which are available on My School www.myschool.edu.au

Literacy

There is a strong emphasis on literacy at our school. Staff prioritise English and offer a Literacy block at the start of each day. English and language development is integrated into all subjects and for students who are non-verbal AAC devices are used throughout the school day to support individual communication needs.

Our English program includes:

- Speaking and listening/oral language development
- Explicit phonological awareness and phonics instruction
- Reading strategies and comprehension strategy instruction through guided reading
- Explicit spelling and handwriting Instruction
- Responding to a range of texts and explicit writing strategy instruction

Aspect have an evidence-informed approach to education and has adopted a number of literacy programs that have a strong evidence base. These include:

- The InitialLit Program which was rolled out for Kindergarten in 2020. This Program, developed by Macquarie University is a whole-class literacy program to provide the core knowledge and strong reading and writing foundations.
- Moving beyond the basics of early literacy, the Spelling Mastery Program (McGraw Hill) is used to teach spelling and decoding skills students need to become proficient readers and writers. Other Programs include The Handwriting Without Tears Program and the CARS and STARS Comprehension Programs.

Base-line assessment within the first few weeks of school and consistent monitoring thereafter ensures that a proactive approach is taken, with our Learning Support Team and Literacy Support Team ensuring that appropriate individualised support is provided within the classroom.

Numeracy

We support a hands-on, student-centred approach to teaching Mathematics based on diagnostic data. Assessment is an integral part of the teaching and learning cycle. Teachers use Mathletics Assessments which are clearly set out as pre-and post-tests to inform their teaching process. A Mathematics Record of Assessments is completed by each Teacher per term.

Assessment Plan:

The SES School Assessment Plan outlines our Curriculum Assessment guidelines. The tools we use include PM Benchmark Running Records, Language development Checklists Sheets, Spelling Mastery Progress Monitoring Tests and regular Writing Samples, Maths strand pre- and post-assessments.

A number of norm-referenced Standardised Assessments are also used where students are able to complete these. These include the ACER Progressive Achievement Tests (PAT).

Assessment data collected is used to plot and track how a student's skills and understandings are developing in English and Mathematics across the years of schooling against the NSW Literacy and Numeracy Continuum.

Whole-school data is analysed at the end of each year in order to inform curriculum decision making and whole-school directions.

Senior secondary outcomes

Record of School Achievement

In 2020, the formal Record of School Achievement credential was awarded by NESA to three students.

Higher School Certificate

Aspect South East Sydney School was not accredited for the HSC in 2020. The reporting of the HSC results is not applicable.

Teacher professional learning, accreditation and qualifications

The following professional learning activities were undertaken by staff throughout 2020:

Description of professional learning activity	No. of staff participating
Child Protection	42
Disability Standards for Education	45
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	9
CPR training - skills to provide Cardio Pulmonary Resuscitation (CPR)	11
First Aid - knowledge and skills to help an ill or injured person until emergency help arrives	2
Aspect Professional Code of Conduct - face to face workshop and online module.	3
Supporting people on the autism spectrum using the 5 Point Star (adapted from Autism Initiatives UK) person-centred framework	4
Aspect Comprehensive Approach (ACA): Positive Behaviour Support in Schools - Tier 1	38
ACA: Positive Behaviour Support in Schools - Tier 2	38
ACA: Individual Plans and the IP Process	41
ACA: Individual Planning - SMARTE Goals	39
Manual Handling	21
ASCIA Anaphylaxis e- Training	39
Aspect Education 2-day induction for New Staff	2
Google Classroom Training	35
AAC training and practical implementation	38

Teacher accreditation

Level of accreditation	Number of Teachers
Conditional	1
Provisional	3
Proficient Teacher	51
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	55

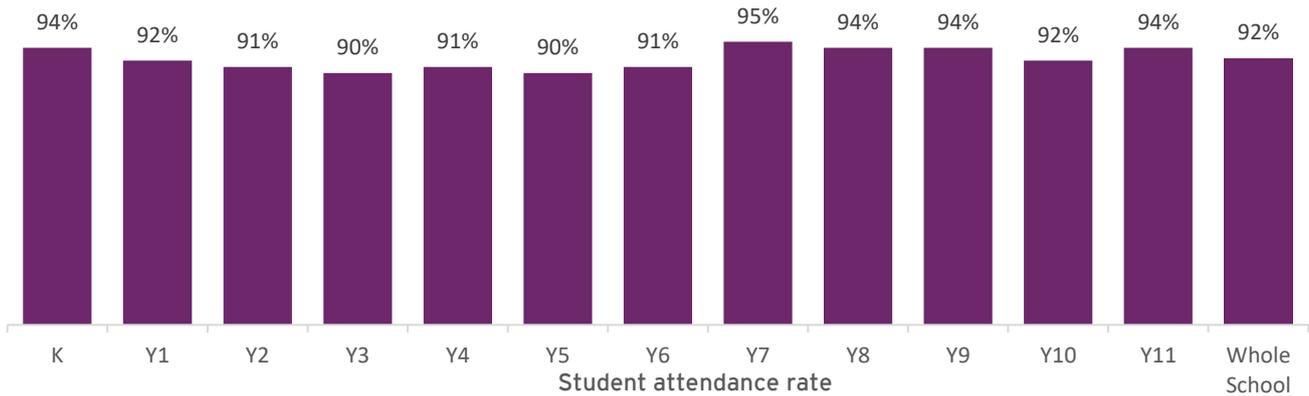
Teacher qualifications

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.

Workforce composition

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

There were no staff member who is of Aboriginal and/or Torres Strait Island origin.



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

Student attendance rates

Kinder	94%	Year 7	95%
Year 1	92%	Year 8	94%
Year 2	91%	Year 9	94%
Year 3	90%	Year 10	92%
Year 4	91%	Year 11	94%
Year 5	90%	Year 12	-
Year 6	91%	Whole School	92%

Management of non-attendance

Aspect Education has 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

In 2018, sixteen students complete Year 10. Seven students transitioned to local school settings to complete their HSC and four students remained with Aspect to work towards a Life skills HSC. The remaining students transitioned into post school options.

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-III, 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 school's 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

Summary of policy	Changes in 2020	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</p>	<p>The following policies can be accessed from Aspect's website https://www.autismspectrum.org.au/about-aspect/policies</p> <ul style="list-style-type: none">• Person-Centred Approach and Recognition of Valued Status• Risk Management Framework• Duty of Care and Dignity of Risk• Safeguarding the People we support
<p>Pastoral Care and Bullying Prevention in Aspect Schools</p> <p>The Aspect Comprehensive Approach (ACA), including the use of the Five Point Star, drives aspect's guiding principles for pastoral care.</p> <p>Aspect is required and seeks to exercise due diligence in all of its duty of care responsibilities towards students, staff and the school community. Leaders of the school endorse activities and plan for the safety and maintenance of good mental and physical health and well-being of the students, staff and parents involved. Schools seek to accommodate and make provision for particular needs of individuals who require special arrangements to secure safety and avoid discomfort or threat to their health and wellbeing.</p>	<p>New</p>	<p>The full text of the Pastoral Care and Bullying Prevention in Aspect Schools procedure can be accessed by request from the school principal.</p> <p>The following related policies can be accessed from Aspect's website https://www.autismspectrum.org.au/about-aspect/policies</p> <ul style="list-style-type: none">• Aspect Comprehensive Approach (ACA)• Duty of Care and Dignity of Risk• Embracing Diversity• Person-Centred Approach and Recognition of Valued Status

Therefore, bullying or harassment is not tolerated in any form. All members of our community are committed to ensuring a safe and supportive environment which promotes personal growth and fosters positive self-esteem for all. Aspect Schools aim to maintain a setting in which everyone feels valued and respected and where individual differences are appreciated, understood and accepted and encourages the reporting of complaints and feedback.

- Safeguarding the People We Support
- Stakeholder Engagement and Feedback

Discipline

New

Aspect adopts a positive behaviour support (PBS) approach when working with children on the autism spectrum ranging from strategies for all students through to more intensive strategies for students who may exhibit more challenging behaviours as outlined in the Positive Behaviour Support policy.

Aspect follows a PBS approach but when behaviours occur that put the safety of any stakeholder at risk, the school will be required to implement appropriate procedures to safeguard all stakeholders' safety. All staff have responsibilities in relation to implementing discipline in Aspect Schools.

The full text of the Discipline in Schools work instruction can be accessed by request from the school principal.

The Aspect Positive Behaviour Support policy can be accessed from Aspect's website <https://www.autismspectrum.org.au/about-aspect/policies>

Complaints and grievances resolution

Nil

Autism Spectrum Australia (Aspect) values complaints about the quality of its service and communications to support the continuous improvement of services and management.

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.

The full text of the Complaints Management Process can be accessed by request from Aspect's website

<https://www.autismspectrum.org.au/feedback-and-complaints>

The Feedback and Complaints brochure can be downloaded from our website

<https://www.autismspectrum.org.au/uploads/documents/Governance/Aspect-Feedback-and-Complaints-Brochure.pdf>

School determined priority areas for improvement

Area	Priorities	Achievements
Teaching and learning	Review of structured supports and work systems.	Audit was completed across classrooms and systemic recommendations made for best practice structured supports across classrooms. Differentiation was made between K-6 classrooms and high school.
	Develop quality programs in the area of Literacy.	Increased the scope of the MultiLit programs to InitialLit. 8 teachers were trained in InitialLit for immediate delivery of program.
	Develop quality programs in the area of Mathematics.	More hands-on learning activities were developed around current scope and sequence.
	Support students learning from home during lockdown periods.	SES delivered the school program through a range of online learning platforms to students who are learning from home.
Family Engagement	Review Learning Support Team (LST) across South East Sydney School.	Increased communication from LST to families and teachers. Wrap around support procedure now in place to work with external therapists.
	Build capacity of parents to support their Autistic children through training opportunities.	Online platforms utilised to offer a range of parent training courses: behaviour support, AAC development, puberty.
Staff development	Implement the Aspect Disability Access and Inclusion Plan and Reconciliation Action Plan.	Key staff responsible for supporting this across SES. All staff engaged in understanding these plans.
Facilities and Resources	Complete the build of the Loftus campus to relocate students in Kirrawee site.	Loftus campus successfully completed by end of 2020. Students in Kirrawee site commenced at Loftus campus in 2021.
	Refurbishment of Aquinas College Satellite Unit	Aquinas classrooms were refurbished and additional classroom established.
Student achievement	Student Representative Council (SRC) to be established and consulted on school-based projects.	SRC established. The SRC led and completed a recycling project across the school.

Initiatives promoting 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 promotes self-esteem, mutual respect and responsibility.

The structure of the school's satellite program provides opportunities for students to participate in classes and cultural activities with host school students.

Peer Education programs are run in host schools to promote an understanding and awareness of autism.

All students across South East Sydney School participates in Harmony week, National Reconciliation week and NAIDOC week.

Aspect's Purpose of "understanding, engaging & celebrating the strengths, interests & aspirations of people on the autism spectrum" and Aspect's Value of "we are passionate about people, about being positive and about what's possible" mirror the nine recommended values of the National Framework for Values in Education.

Aspect has a commitment to ensuring all team members know and embrace our core values to ensure they are reflected in interactions and relationships with stakeholders. Aspect recognises that in order to achieve this it is important to share information with staff and the community so that Aspect is known not only for the work that we do but also for the values we uphold.

Parent, student and teacher satisfaction

In 2021 Aspect South East Sydney worked with the Association of Independent Schools of NSW to conduct the Perspectives survey to understand satisfaction levels staff, families and students. 85% of staff, just over half of all families & a third of students took the time to complete our survey.

Almost all students (95%) felt teachers knew what they were interested in, knew their learning strengths and challenges and made sure they changed how and what they taught so every student could learn. Students felt safe and respected by their teachers and by their peers.

Every single staff member felt that staff and students behaved in a way that demonstrated school values. They felt highly connected to their students and that high quality, high impact teaching strategies were in place. 98% of staff felt well coached and mentored and that leadership opportunities were available to them.

100% of parents felt teachers knew their children's interests and were taught in ways that made it easy for them to learn.

Parent comments were overwhelmingly positive:

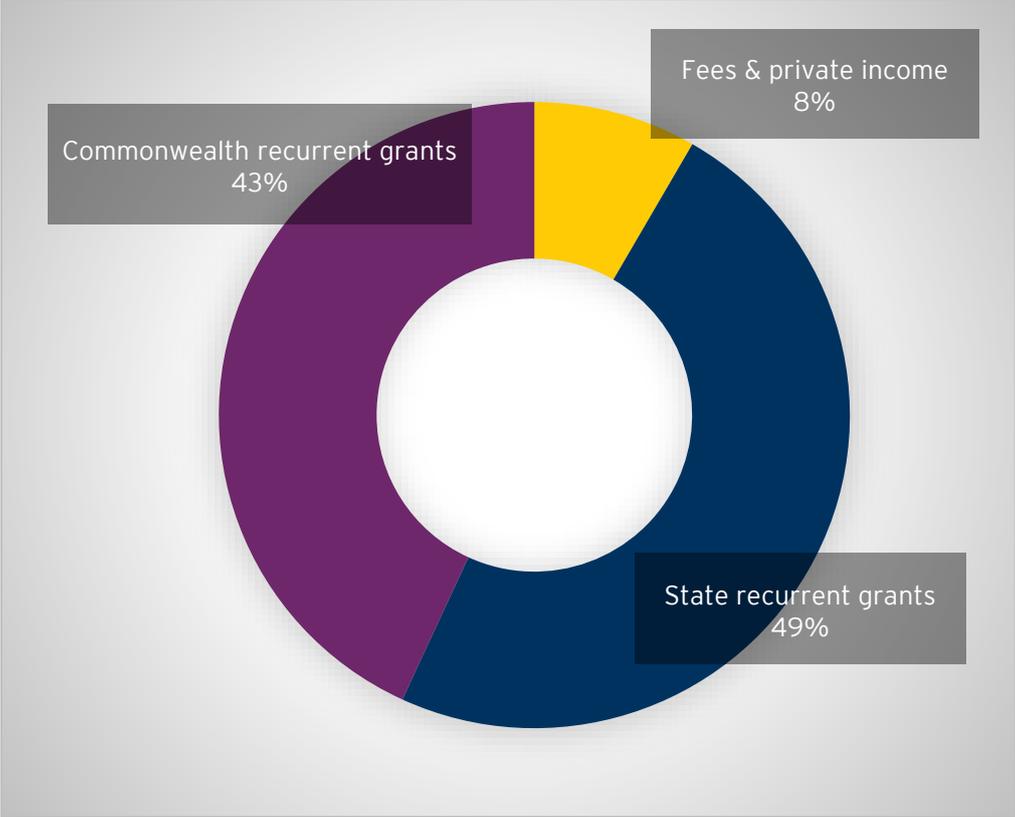
"Aspect provide the perfect learning and play environment for children on the spectrum and I feel so lucky to have my child attend this school ... I know he will learn, grow and thrive".

"Getting in to Aspect [SES] School is the best thing that ever happened in our lives. We are forever grateful to the staff for the constant support and guidance. Our son is very happy".

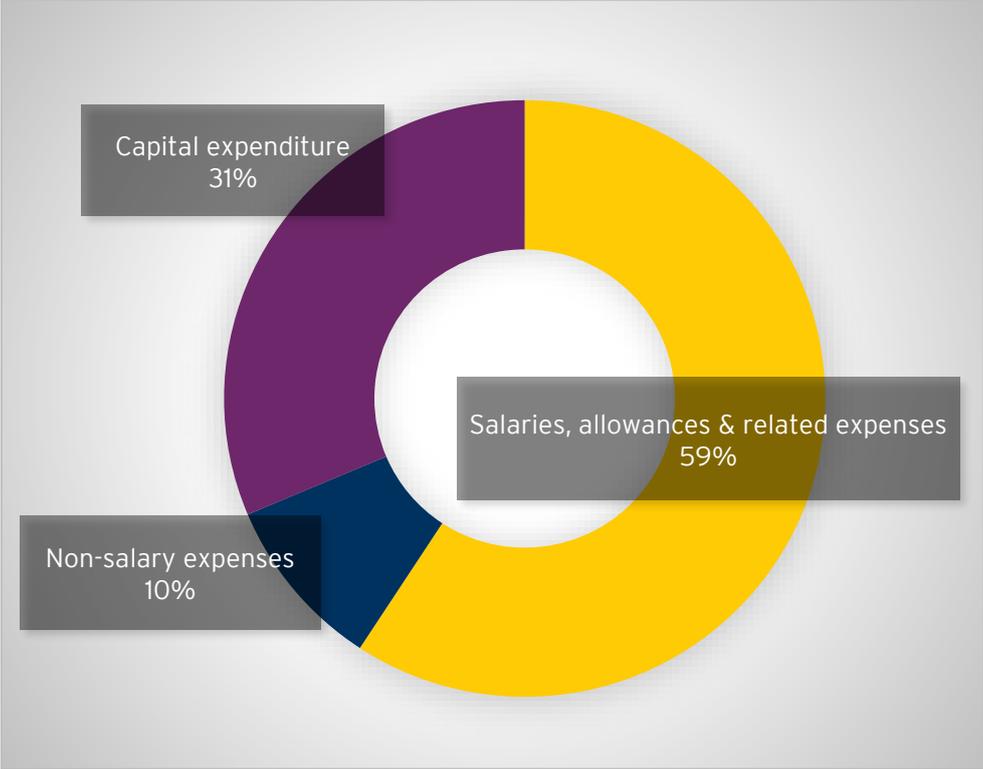
"I have encountered the most dedicated, caring and committed teachers."

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 East Sydney School

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