

2021 Annual Report

Aspect South East Sydney School



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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.

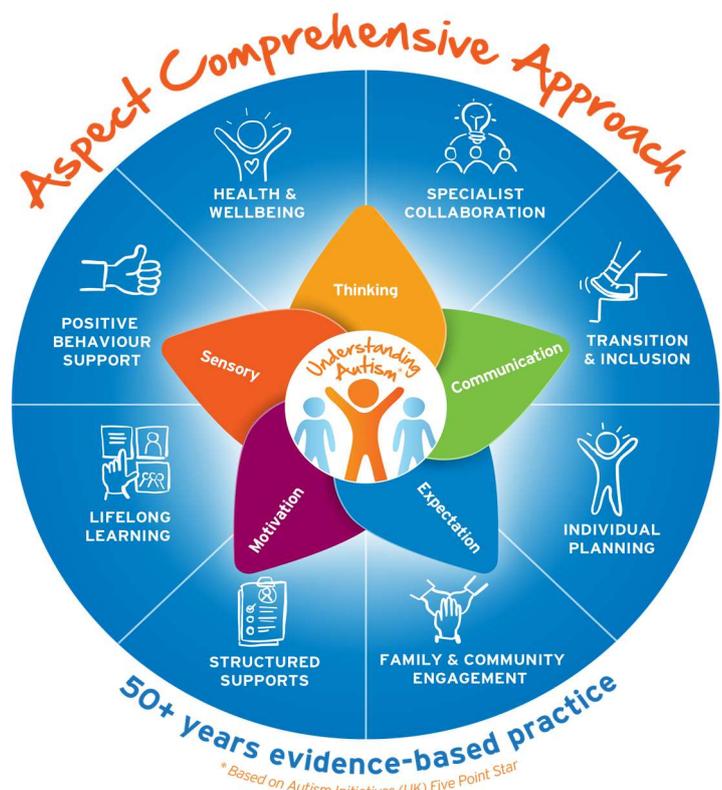
Autism Spectrum Australia (Aspect) is the country's largest service provider for people on the autism spectrum. Our specialised, evidence informed schools program is one of the largest in the world, with additional services that include information and advice, diagnostic assessments, behaviour support, parent and family support, and adult programs. We share evidence-informed autism practice and applied research nationwide.

Autism Spectrum Australia offers one of the best quality autism-specific education programs in the nation. We have over 50 years of experience and provide dynamic autism specific support in purpose-built classrooms. We utilise the strengths and interests of students as a gateway to learning through quality autism-specific, tailored programs that focus on the individual learning needs of each child.

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.



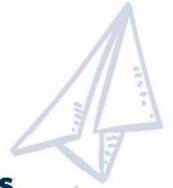
Aspect's Strategic Plan

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



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



Extend Aspect's reach and enhance people capabilities

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



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 2021 annual report I would like to acknowledge the Gadigal of the Eora Nation people who are the traditional custodians of the lands on which our campuses are located.

In 2021, Aspect South East Sydney School provided specialist education for 182 students on the autism spectrum. Our multi campus school spans 11 sites with approximately 40% of enrolled students educated within our school's main sites at Peakhurst, Loftus and Marrickville. The remaining students are enrolled across our satellite programs hosted within Sydney Catholic Schools in Maroubra, Caringbah, Leichhardt, and Belfield as well as our class at a Department of Education Primary School in Kareela. Our high school program is located at Menai, Regents Park and Auburn. The high school program offers a life skills curriculum for students from Years 7-12.

The highlight for the year was the completion and formal opening of our Loftus Campus, catering for 36 student enrolments and an additional administrative site for Aspect South East Sydney School.



Despite the continued challenges and disruptions from COVID-19, our school maintained strong academic growth and individual learning achievements. Our small classes with a high teacher to student ratios allowed us to innovate to meet students' needs.

Our school leadership team worked tirelessly to lead an impressive staff. I am enormously proud that together we instilled confidence and provided continuity of education. We had wonderful support from families and whilst physically we were apart, there was an enormous sense of connectivity. These strong relationships lead to the best outcomes for our students. There is great potential to still be unlocked in our learnings and agility to adapt during unprecedented times.

It is a privilege for me to serve Aspect South East Sydney School. Well done to all our students and congratulations to our dedicated, passionate staff.

Joanne Tisdell

Principal

Message from the P&F

The Parents & Friends (P&F) Committee is an important and integral part of the school, and is responsible for fundraising events and creating a community spirit within the school. Parents and carers of our students are an important part of their child's education and this ethos is thoroughly supported by the P&F Committee Members.

The P&F meet at least 4 times a year. The President and our Principal co-chairs these meetings. Serving as a member on the P&F Committee is a great way to create a shared vision and contribute to what happens at Aspect SES. It is also a chance to connect with other parents and foster meaningful relationships.

As always, our P&F continued to 'give back' to the students by allocating \$50 per student. This initiative, now in its eleventh year, predominately supported incursions due to the pandemic and enabled teachers to compliment learning programs with additional extra curricula support.

Our dedicated and hardworking committee gets 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 the wider community.

Najwa Sawan & Diane La Malfa

P&F Presidents

Message from the SRC

Our 2021 Student Representative Council at Aspect South East Sydney School consisted of 12 students from across the school. Students completed a nomination process where they were able to self-nominate or be nominated by a staff member or peer. SRC members received their badges during Term 1 and enjoyed a welcome morning tea and an overview of leadership.

Our SRC were driven to focus on creating inclusive school values for all students; "We are Learners. We are Respectful. We are Safe. We are Positive."



SRC members were tasked with follow up actions to complete at their sites, including sharing the SRC initiative with their peers and making multi-media resources to promote the school values across our school. SRC members created iMovie's, posters and visual supports to share and raise awareness of our school values.

Our student voice provided valuable insights into our school and we are proud of the work achieved.

Being on the SRC means being responsible and helping others. I have particularly enjoyed organising the Aspect Aquinas Footy Tipping Competition and telling everyone our school values.

Luke Savas

Student outcomes in standardised national literacy and numeracy testing

Each student has an individual profile that outlines strengths and interests, current levels of functioning and areas for development in autism-specific areas of learning: social communication, social interaction, behaviours and sensory processing. These are integrated into the NSW Education Standards Authority (NESA) mainstream curriculum - the Key Learning Areas (KLAs). The school has 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.

As language development is one of the prognostic features of autism (Koegel, 2000), developing our students' language skills through the interrelationship between speaking and listening, writing and reading is one of our core aims and underpins our strong emphasis on Literacy development at the school. The first session of the day is allocated to developing literacy and language skills which are also integrated into all learning areas across the day. Where students require individualised support to develop speech, our staff and Learning Support Team may collaborate with therapists to offer an AAC device to develop communication skills.

Over the past year, we have seen the rollout of the InitialLit program across the School. All K-2 teachers have received training and the program has achieved its aim of building consistency of early literacy instruction across the school. This is supported by further explicit teaching through the Spelling Mastery Program and individualised reading programs. Our data shows an upward trend in reading scores over the year which we will continue to monitor.

The school is focusing on providing instructional guidance and support to teachers for writing. Professional Learning has been provided to staff on the adaptation and implementation of writing instructional techniques provided by the Association of Independent Schools (AIS). Teachers have continued to refine and adapt interest based English Units aimed to use rich texts as a springboard for writing. Our internal data has reflected a growth in student attainment towards individual goals in writing across the year.

In numeracy, our goal is to promote consistent and effective instructional practices in number and arithmetic strategies. Professional learning has been provided by the AIS and new resources purchased for each class to have hands-on manipulatives and resources to develop essential early number concepts.

Literacy and Numeracy Assessments

The school administers literacy testing across the school each year to help inform practice and monitor progress. We assess sight words, phonemes, graphemes, spelling, reading accuracy, reading comprehension and verbal working memory.

Assessment is purposeful, reliable and is varied to form an integral part of teaching and learning environments as set out in our Assessment plan. Our whole school data collection system is a key process we use to inform planning and practice, guide instruction and improve student learning.

Student progress is monitored through the teaching and learning cycle and needs are identified through a comprehensive collection of student achievement information including progress in autism specific areas, academic learning and behaviour. Regular examination of student achievement information through consistent assessment processes enable staff to make judgements about whether our students are making sufficient progress with their learning in relation to relevant standards and whether further support and intervention is required. We use a range of assessment tools from customised and adapted checklists to a number of norm-referenced Standardised Assessments such as the ACER Progressive Achievement Tests (PAT).

Senior secondary outcomes

Record of School Achievement

The formal Record of School Achievement credential was awarded by NESA to one student.

Higher School Certificate

In 2021 three students (100%) graduated from Year 12. Aspect South East Sydney School offered six Stage 6 Life Skills NESA-Developed courses.

All students attended Work Experience 3 hours per week for the year. All students were successful in gaining School Leavers' Employment Support funding via the NDIS.

Teacher professional learning, accreditation and qualifications

The following professional learning activities were undertaken by staff throughout 2021:

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
Disability Standards for Education - overview of the Disability Standards for Education (2005) and the legal obligations of all education providers	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	31
CPR training - skills to provide Cardio Pulmonary Resuscitation (CPR)	All
Aspect Professional Code of Conduct	All
First Aid - knowledge and skills to help an ill or injured person until emergency help arrives	15
Supporting people on the autism spectrum using the 5 Point Star (adapted from Autism Initiatives UK) person-centred framework	24
CPI Safety Intervention - trauma informed and person-centred training to prevent, de-escalate and safely respond to crisis situations	All
ACA - Individual Plans and the IP Process	7
Asthma Australia Training	All
Effective Numeracy Essentials K-6	30
Writing Instruction Workshop K-6	31

Multilit : Making up Lost Time in Literacy	11
Creating Structured Learning Opportunities based on the methods of the TEACCH Autism Program	7
Hand Hygiene 4.0	31
Provide Cardiopulmonary Resuscitation (CPR)	11
Living the Code of Conduct	7
Manual Handling 6.0	28
Recognising Restrictive Practices	30
Secret Agent Society Social Skills Facilitator Training	3
Gallup's Strengths	All
Youth Mental Health First Aid Training	14

Teacher accreditation

Level of accreditation	Number of Teachers
Conditional	0
Provisional	2
Proficient Teacher	56
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	58

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

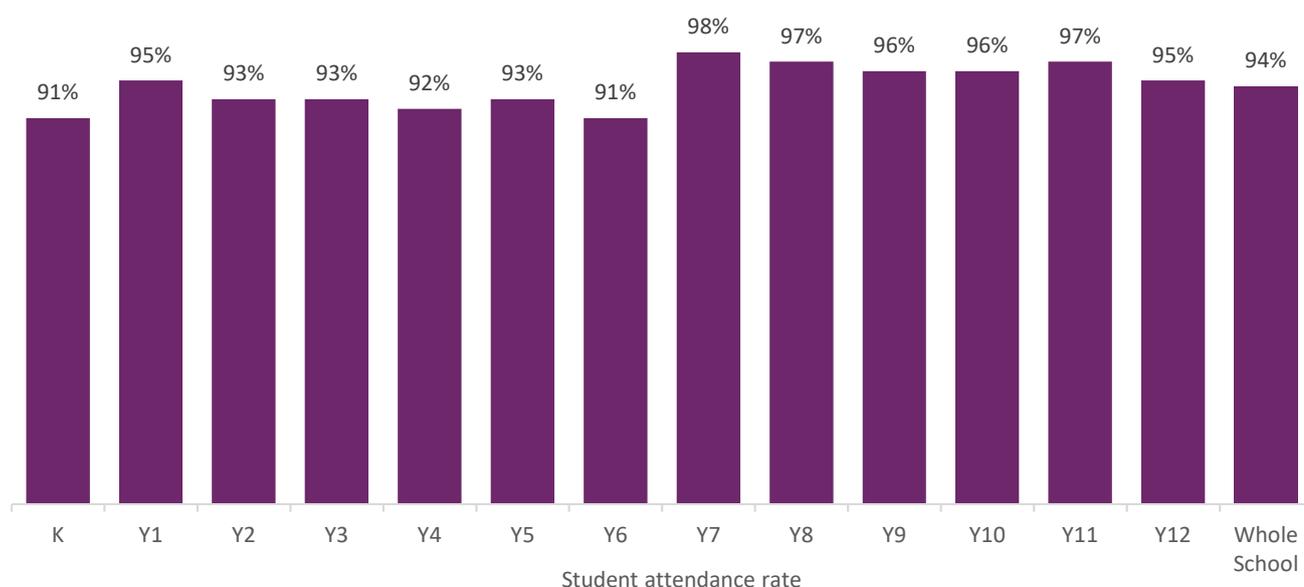
Composition of Aspect South East Sydney School staff is documented on the My School website www.myschool.edu.au

No 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

Kinder	91%	Year 7	98%
Year 1	95%	Year 8	97%
Year 2	93%	Year 9	97%
Year 3	93%	Year 10	96%
Year 4	92%	Year 11	97%
Year 5	93%	Year 12	95%
Year 6	91%	Whole School	94%



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.

At Aspect South East Sydney School, we have twice termly attendance meetings to review data. Consultation and collaboration with Aspect SES learning support team and external allied health professionals supports attendance improvement plans and tracking.

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 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 2021	Access to full text
<p>Student welfare 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>	Nil	<p>The following policies can be accessed from Aspect’s website <a href="https://www.autismspectrum.org.au/about-
aspect/policies">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 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>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.</p>	Nil	<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 <a href="https://www.autismspectrum.org.au/about-
aspect/policies">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 • Safeguarding the People We Support • Stakeholder Engagement and Feedback
<p>Discipline 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.</p> <p>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.</p>	Nil	<p>The full text of the Discipline in Schools work instruction can be accessed by request from the school principal.</p> <p>The Aspect Positive Behaviour Support policy can be accessed from Aspect’s website <a href="https://www.autismspectrum.org.au/about-
aspect/policies">https://www.autismspectrum.org.au/about- aspect/policies</p>
<p>Complaints and grievances resolution 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>	Nil	<p>The full text of the Complaints Management Process can be accessed by request from Aspect’s website <a href="https://www.autismspectrum.org.au/feedback-
and-complaints">https://www.autismspectrum.org.au/feedback- and-complaints</p> <p>The Feedback and Complaints brochure can be downloaded from our website <a href="https://www.autismspectrum.org.au/uploads/doc
uments/Governance/Aspect-Feedback-and-
Complaints-Brochure.pdf">https://www.autismspectrum.org.au/uploads/doc uments/Governance/Aspect-Feedback-and- Complaints-Brochure.pdf</p>

School determined priority areas for improvement

Area	Priorities	Achievements
Teaching and learning	Develop quality programs in areas of English and mathematics	Programs were audited and refined to imbed quality teaching practices in line with professional learning in the areas of writing and mathematics
	Strengthen the use of student achievement data trends to inform planning, implementation and review of quality learning	Teacher moderation meetings were refined and documentation of student progress was reflected through learning continuums. Student learning continuums were reviewed to support the identification of future staff training needs related to curriculum
Family Engagement	Offer a hybrid model of home learning to support family structures	Access to home learning materials was individualised to suit class cohorts, which led to better parent engagement with teachers
	Continue to support families by providing autism specific information sessions online	Learning Support Team offered a suite of online information sessions for families to target home based practical supports for families while home learning. Approximately 55% of SES families attended at least one session
	Increased opportunities for parent engagement through whole school zooms	Whole school family zoom events were established to celebrate special dates within the school calendar. Student achievement was acknowledged and represented through videos, pictures and live presentations
Staff development	Embed whole school focus and awareness of student wellbeing across SES	Staff participated in Youth Mental First Aid Training. Wellbeing Framework has been developed to incorporate evidence informed social and emotional skills programs such as Westmead Feelings Program, Secret Agent and Zones of Regulation
	LST team to lead AAC training and implementation across the school	Learning Support Team provided explicit training within a structured implementation schedule for staff and families. Functional use of AAC increased within main site classrooms. IP goals developed for all students communicating via AAC
Facilities and Resources	Establish an additional satellite class	Planning for an additional classroom into existing satellite program including purchasing of furniture, resources and technology
	Improve access to technology across all SES sites	Additional smartboards, laptops and iPads distributed across the school. Access to a variety of online learning program and subscriptions provided to all students
	Increase transport options to provide satellite units with better access to community-based programs	SES purchased 2 new buses which have now been distributed across the school. This has provided satellite units with more opportunities to access community-based programs
Student achievement	Engage high school students in planning for learning to incorporate student feedback and interests	Student data was collected from Perspectives Survey about what students want to be learning at school and how interest areas are incorporated into school programs. School student advisory meeting held twice per term and learnings were shared across the high school teams to inform future planning.

Initiatives promoting respect and responsibility

Aspect South East Sydney School wants all students to recognise that they are a valued part of the school community, with parents and staff providing care and support that promotes self-esteem, mutual respect and responsibility.

Students have the opportunity to participate in cultural activities such as Harmony Day, 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 of staff, families and students.

85% of staff, just over half of all families and a third of students took the time to complete the survey. 95% of students 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:

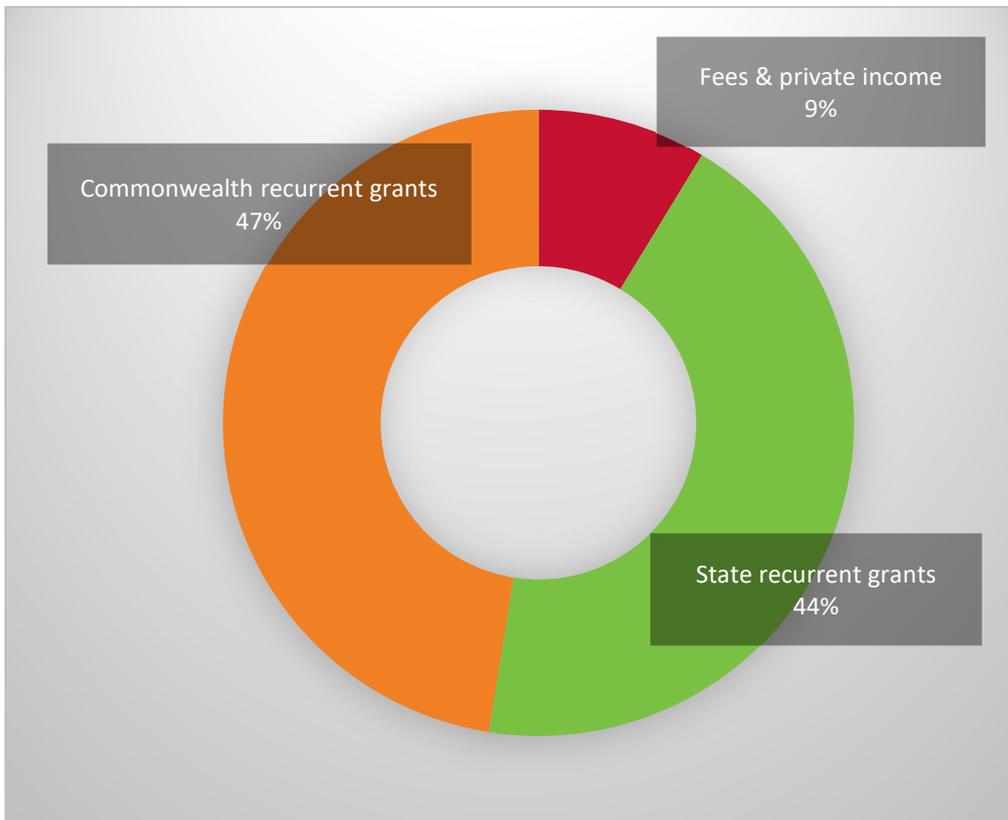
"Aspect provide the perfect learning and play environment for children on the spectrum and I feel so lucky to have my child attend this school ... I know he will learn, grow and thrive".

"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".

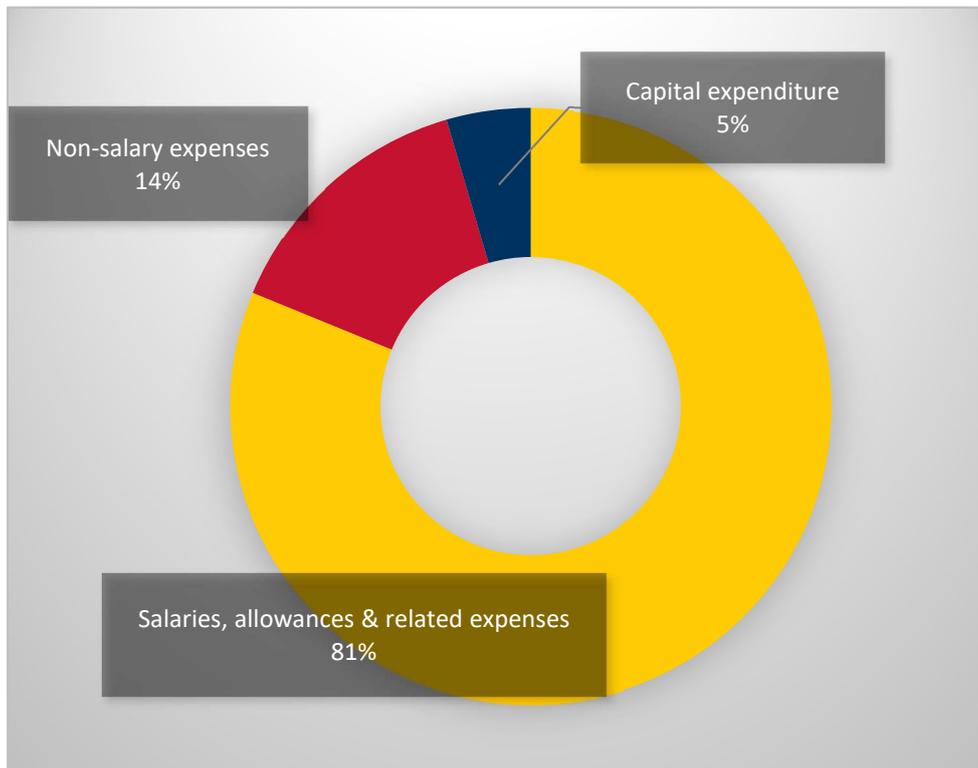
"I have encountered the most dedicated, caring and committed teachers."

Financial information

Recurrent/capital income



Recurrent/capital expenditure





a different brilliant®

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

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