



South East Sydney School for Children with Autism 2004 Annual Report

Autism Spectrum Australia (Aspect), formerly Autism Association of NSW, operates six schools located in the Sydney Metropolitan area, the Hunter region, the Central Coast and the South Coast. These schools are schools for children with autism spectrum disorders (ASDs) who require specialised education programs.

The primary focus of the schools is to equip students with the skills to enable them to integrate into the wider community and to become as independent as is possible. In recognition of the special needs of students with ASDs, the ratio of staff to students is low. Aspect schools provide educational services for children aged 4 to 16 years. Aspect has a policy of transitioning students with ASDs into more inclusive settings. These settings include mainstream, support classes or special schools. The decision to transition a student is based on the student's ability to cope in a less specialised setting and is made by both families/carers and staff as part of the Individual Education Plan.

All Aspect schools comprise a base school/administrative centre and a range of satellite classes. A satellite class is an autism specific support class operated by an Aspect base school but which is located in either a Department of Education & Training or Catholic Education Office mainstream school. Satellite classes are an important step in the transition of students with ASDs into wider educational settings.

South East Sydney School for Children with Autism

The South East Sydney School encompasses seven different sites within the South East Sydney region. The area covered by our enrolments includes Vaucluse in the East, East Hills the West, and the Sutherland area in the South.

The base/administration centre of all these sites is located at Peakhurst which also includes three classes. These classes include an early childhood, infants and a primary class.

The Bourke St Unit, in Surry Hills has two classes, an early childhood and an infants class.

The school also offers infants and secondary satellite class placements within NSW Department of Education schools. These classes are staffed by Aspect teachers and teachers aides.

The infant satellite classes are located at Waverley, Leichhardt, Kareela and East Hills. A secondary high school satellite class is located on the grounds of Sydney Secondary College, Balmain campus.

The school provides a specialised curriculum and community integration programs supported by a multidisciplinary team comprising of an occupational therapist, speech pathologist and school counsellor. There is a strong commitment to transitioning a student to the next least restrictive setting.

1. SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Every student has an individual education program developed in consultation with families, after careful assessment of their strengths and needs in all environments. The schools' curriculum is based on the core competencies of autism including social, communication, sensory and behavioural needs which are integrated into the NSW Board of Studies mainstream curriculum – the Key Learning Areas (KLAs). The schools use a multi-disciplinary team approach, working collaboratively with families to develop the best possible outcomes for the students. The schools provide information and training workshops to families to help them support their child.

In 2004 no year 3 and year 5 students participated in the Basic Skills Test (BST) and Primary Writing Assessment (PWA) although 2 students of year 3 age and 1 student of year 5 age were enrolled in the school. Their individual student profile achievements are summarised below.

Individual Student Priorities Achievement Summary 2004					
Achieved		Developing	Emerging	Targeted	Not commenced
Yr 3	15%	58%	22%	5%	0%
Yr 5	0%	45%	45%	10%	0%

In 2004 there was 1 year 7 student who participated the ELLA and SNAP state-wide literacy and numeracy testing.

2. TEACHER STANDARDS

In 2004 the school employed fourteen teachers in permanent and part time positions. All teachers have teaching qualifications from a higher education institution within Australia.

3. RETENTION RATES IN SECONDARY SCHOOLS

Years compared	Year 7 total enrolment on census date (1)	Year 9 enrolment on census date	Year 7 enrolment at census date remaining in Year 9 on census date	Apparent retention date	Actual retention rate
2002/2004	4	3	2	75%	50%

Commonwealth census date (1)

As for all of Aspect's schools, the South East School for Children with Autism has a policy of transitioning students with autism spectrum disorders into more inclusive settings. The decision to transition a student is based on the student's ability to cope in a less specialised setting and is made by both families/ carers and staff as part of the Individual Education Plan. The success of the schools transition programs reflects the small number of students years 7-10 continuing their education at Aspect Schools.

4. ENROLMENT POLICIES AND PROFILES

STANDARD 1: SERVICE ACCESS

1.1: SERVICE ENTRY

1.1.2: Service Entry : Schools

Autism Spectrum Australia (Aspect) will ensure that children with autism spectrum disorders who require specialised educational placement in an Aspect school and who meet the criteria for enrolment, will have access to enrolment based on relative need and subject to the availability of a suitable placement.

When parents or carers are seeking enrolment for a child in an Aspect school, there must be a match between the child's needs and the capacity of the Aspect school to meet those needs and the needs of the child's family or carers. For example, the placement offered must be age appropriate and directed at providing the child with a school placement in the least restrictive environment possible.

Aspect also recognises that children with an autism spectrum disorder have the right to access and equity of services regardless of their gender, race or ethnicity religion, or language. As a service provider Aspect will respond appropriately and sensitively to the needs of the entire community including people from indigenous and culturally and linguistically diverse (CALD) backgrounds within the limit of available resources.

Student Population

All students enrolled at the South East Sydney School for Children with Autism have been approved for enrolment by the Aspect Eligibility Committee to determine that they have a diagnosis of an autism spectrum disorder.

South East Sydney School for Children with Autism's enrolment for 2004 was 53 students (5 girls and 48 boys). Eight students were in a secondary class. 77% of the school population were aged 8 years and under.

5. POLICIES

Policies tabled below cover;

- A) Student welfare
- B) Discipline
- C) Reporting complaints and resolving grievances

Parents/caregivers may request a copy of policies by contacting the school office.

The school seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure
- supports the physical, social, academic and emotional development of students
- provides students welfare policies and programs that develop a sense of self-worth and foster personal development

A) Student Welfare

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented the following policies and procedures were in place (or being developed) during 2004.

Policy	Changes in 2004	Access to full text
Child Care and Protection encompassing <ul style="list-style-type: none"> • Legislation requirements • Definitions • Guidelines • Procedures • Responding to allegations against employees • Investigation processes • documentation 	Approved July 2004 to comply with current legislation	Issued to all staff Our Management Policies, Guidelines & Procedures Policy folder admin office
Code of Conduct for staff encompassing <ul style="list-style-type: none"> • Work & personal behaviour • Confidentiality & Privacy • Conflict of Interest • Copyright • Acceptance of gifts or benefits • Personal presentation • Public statements • Complaints handling • Legislation 	No changes	Issued to all staff on commencement of employment Our Management Policies, Guidelines & Procedures Policy folder admin office
Community Access encompassing <ul style="list-style-type: none"> • Guidelines • Procedures Staff requirements 	Amended November 2004	Abbreviated text in Parent IEP Handbook Our Management Policies, Guidelines & Procedures Policy folder admin office

<ul style="list-style-type: none"> • Supervision • Risk Assessment • Documentation 		
<p>Communication encompassing Formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being</p> <ul style="list-style-type: none"> • Guidelines for all communication in Aspect • Access to decision making in the Association 	<p>Reviewed 2004 Approved February 2004 to comply with DADHC disability standards</p>	<p>Text of class communication in Parent IEP Handbook</p> <p>Our Management Policies, Guidelines & Procedures Policy folder admin office</p>
<p>Duty of Care & Dignity of Risk encompassing</p> <ul style="list-style-type: none"> • Principles • Definitions • Guidelines 	<p>Approved November 2004</p>	<p>Our Management Policies, Guidelines & Procedures Policy folder admin office</p>
<p>Education encompassing</p> <ul style="list-style-type: none"> • Learning characteristics of people with ASD • Assessment • Features of educational programs for people with autism • Transition • Training and consultancy 	<p>No changes</p>	<p>Full text in Parent IEP Handbook</p> <p>Our Management Policies, Guidelines & Procedures Policy folder admin office</p>
<p>Emergency Procedures encompassing</p> <ul style="list-style-type: none"> • Guidelines • Procedures and Contingency Planning • Legislation 	<p>Amended April 2004</p>	<p>Full text in Our People Policies, Guidelines & Procedures Policy folder admin office</p>
<p>Families as Partners encompassing</p> <ul style="list-style-type: none"> • Guidelines • Process 	<p>No changes</p>	<p>Full text in Parent IEP Handbook</p> <p>Our Management Policies, Guidelines & Procedures Policy folder admin office</p>
<p>Individual Educational Plan encompassing</p> <ul style="list-style-type: none"> • Guidelines • Process • Structure 	<p>No changes</p>	<p>Full text in Parent IEP Handbook</p> <p>Our Management Policies, Guidelines & Procedures Policy folder admin office</p>
<p>Incidents/ Critical Incidents encompassing</p> <ul style="list-style-type: none"> • Definition • Guidelines • Investigation Guidelines • Procedures 	<p>Reviewed 2004 for approval 2005</p>	<p>Our Management Policies, Guidelines & Procedures Policy folder admin office</p>

<ul style="list-style-type: none"> • Documentation 		
Medication and Illness encompassing <ul style="list-style-type: none"> • Management of the unwell person • Procedure • Administering children's medication • Asthma plan • Epilepsy management • Documentation 	No changes	Abbreviated text in Parent IEP Handbook Our Management Policies, Guidelines & Procedures Policy folder admin office
Missing Client encompassing <ul style="list-style-type: none"> • Background • Protocol • Prevention • Documentation 	No changes	Our Management Policies, Guidelines & Procedures Policy folder admin office
O H & S encompassing <ul style="list-style-type: none"> • Legislation OH & S Act 2000 & OH & S Regulations 2001 • Consultation • Induction & Training • Incident & Accident reporting • Personal Protective Equipment 	Amended November 2004	Full text in Our People Policies, Guidelines & Procedures Policy folder admin office
PRN Medication encompassing <ul style="list-style-type: none"> • Guidelines • Procedures 	No changes	Our Management Policies, Guidelines & Procedures Policy folder admin office
Student Attendance encompassing <ul style="list-style-type: none"> • Guidelines • Procedures 	Draft	
Sun Safe encompassing <ul style="list-style-type: none"> • Guidelines • Procedures 	Revised Oct 2004	Our Management Policies, Guidelines & Procedures Policy folder admin office
Swimming encompassing <ul style="list-style-type: none"> • Guidelines • Procedures 	Revised July 2004	Our Management Policies, Guidelines & Procedures Policy folder admin office
Visual Support encompassing <ul style="list-style-type: none"> • Principles • Guidelines 	Approved September 2004	Full text in Parent IEP Handbook Our Management Policies, Guidelines & Procedures Policy folder admin office

B) Discipline

<p>Positive Behaviour Support for Challenging Behaviour encompassing</p> <ul style="list-style-type: none"> • Definition • Legislation • Individual planning and support • Assessment • Prohibited/ restricted practices • Crisis intervention 	No changes	<p>Full text in Parent IEP Handbook</p> <p>Our Management Policies, Guidelines & Procedures Policy folder admin office</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------	--------------------------------------------------------------------------------------------------------------------------------

C) Policies for Complaints and Grievances Resolution

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents, students and staff. These processes incorporate, as appropriate, principles of procedural fairness.

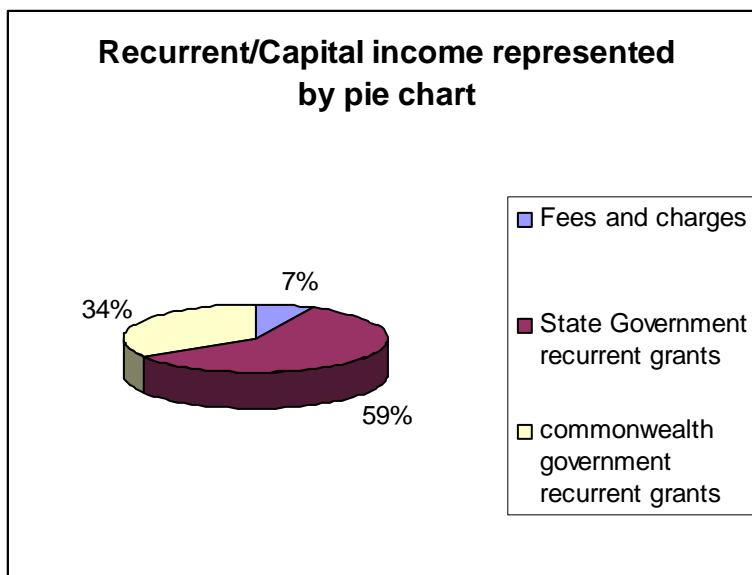
The full text of the school's policy and processes for complaints and grievances resolution is provided in the Our Management Policies, Guidelines & Procedures Policy folder in the administration office.

6. SCHOOL DETERMINED IMPROVEMENT TARGETS

AREA	PRIORITIES	ACHIEVEMENTS
Teaching & learning	<ul style="list-style-type: none"> • continuously improve IEP • Comprehensive educational approach 	<ul style="list-style-type: none"> • all teachers trained
Family Support	<ul style="list-style-type: none"> • increase support to families 	<ul style="list-style-type: none"> • 7 Family Information sessions • Staff Parent Forum meeting
Staff development	<ul style="list-style-type: none"> • training in child protection requirements • Non Violent Crisis Intervention • Overview WISC IV 	<ul style="list-style-type: none"> • all staff trained • all teachers
OH & S compliance	<ul style="list-style-type: none"> • training in manual handling techniques • training in risk assessment • hazard & risk identification 	<ul style="list-style-type: none"> • all staff • all teachers

	<ul style="list-style-type: none"> • training chemical safety • community access • Registering injuries and accidents • visitors induction 	
Continuous Improvement Program	<ul style="list-style-type: none"> • IEP • Transition survey to parents and receiving school for those students who left in 2003 	<ul style="list-style-type: none"> • all teachers • survey completed 94% of students still in same setting
Student achievements	<ul style="list-style-type: none"> • transition students with ASD to more inclusive setting 	<ul style="list-style-type: none"> • 17% students transitioned to a mainstream setting • 9% students transitioned to a support setting • 2% students transitioned to a school for specific purposes • 2% transitioned to options post school
Extend Services	New satellite class	<ul style="list-style-type: none"> • Suite of classes planned to begin 2005 at Our Lady of Fatima, Caringbah • New unit at Kirrawee subsumed

7. Summary Financial Information



Recurent/Capital expenditure represented by pie chart

