

Aspect Macarthur School Annual Report

For the year 2016



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Autism Spectrum Australia (Aspect) is Australia's largest not-for-profit provider of services and supports working with people on the autism spectrum and their families.

Knowledge about autism has come a long way since 1966 when six families founded Aspect as the Autistic Children's Association of NSW to provide schooling and support. Now, 50 years on, Aspect operates one of the world's largest networks of schools and satellite classes for students on the spectrum and is approved to provide a range of therapy, intervention and lifestyle options under the National Disability Insurance Scheme.

We offer evidence-informed services and supports across all life stages and share this evidence-informed Aspect practice and applied research internationally.

At Aspect, we believe that people on the autism spectrum are a different brilliant and this shines through in our work with more than 14,000 Australians on the spectrum and their families each year.

Our Vision

The best opportunities for people on the spectrum

Our Mission

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

Our Values

We are passionate about people, about being positive and about what's possible.

Message from the Principal

Aspect Macarthur School provides person centred autism specific educational services to 105 students aged between 4 and 17 yrs. Our specialised school spans from the Macarthur region with an administrative base site at Cobbitty, and satellite classes in Campbelltown, Minto, Holsworthy and West Hoxton to the Northern Rivers region, with sites in Alstonville and Mullumbimby. As we continue to grow and meet the needs of children with autism and their families we increased our capacity to deliver quality services by opening a new base site at Coffs Harbour.

In 2016 we extended our support of students transitioning to post school options through an executive staff member, Lauren Rolfe. Lauren participated in a study tour of the USA to design strength based transition assessment and transition focused curriculum for post school success. As a transition setting it is paramount that we enhance the quality of opportunities we avail our students at each point in their school years.

We continued to upskill staff through our learning support team; a dedicated team of therapists and educators who are passionate about enhancing learning and engagement of our students through interest based activities. We increased our capacity to support students and their

families with the addition of a Speech Pathologist. All staff, teachers and teachers' aides participated in an audit of Aspect's Comprehensive Approach for Education, further strengthening our education team's depth of understanding and knowledge in best practice for teaching students with autism. A detailed overview of the ACAE can be found on the Aspect Website. www.autismspectrum.org.au

We take tremendous pride in focusing on student's strengths and interest areas; motivating each student to learn and celebrate what they achieve. We individualise the curriculum and link the Key Learning Areas to each student's Individual Education Plan goals. We have continued to work collaboratively with families and improved our practice in engaging learners in the development of their autism specific priority goals. These goals focus on the four domains of autism: Social Communication, Social Interactions, Behaviour and Sensory.

In 2016 we have focused on maintaining a service delivery that is person centred and individualised and that is committed to celebrating 'a different brilliant'.

Elizabeth Watson
Acting Principal



Message from the P&F

2016 was an exciting year for fundraising at Aspect Macarthur School, with the inaugural community 'Walk for Autism' held at the Camden Bicentennial Equestrian Park. Those who attended completed either a 5km walk or participated in an autism friendly circuit.

Throughout the day families were able to wander around the stalls of local businesses and enjoy food and drinks provided by Camden Lions Club and Keith's Coffee Van. There were plenty of activities for children on the day; jumping castles, face painting, climbing on earth moving equipment and saying hello to local services Police, Fire and Ambulance.

We would like to say a huge thank you to our sponsors JEM Promotional Products, CJD Equipment, Royan Truck & Trailer Repairs, Camden Lions Club, Combined Real Estate, Athletes Foot Campbelltown and Moore Real Estate for their support and a special thank you to Steve Wisby and Greg Warren the local MP for Campbelltown for attending and opening the walk.

We had over 350 people participate and the feedback from everyone was extremely positive, we are looking forward to holding the walk again in 2017.

Thanks to the money raised at the 'Walk for Autism'. The school was able to provide part sponsorship for 6 families, install 3 new Interactive White Boards, install Vertiface (pin board) in 2 classrooms and paint 5 classrooms.

Our Northern Rivers team has been very busy with Bunning BBQ's, tea towel fundraiser and their annual Crazy Hair and Cupcake Day. It was great to see the support from our host school St Joseph's Primary School supporting Autism Awareness Day. With the money raised we were able to paint the classrooms, the students were also very excited when they received their Hokki stools from the Ballina RSL Club grant.

We have had a wonderful year of support. It was great to be able to finish the year off by receiving a Community Grant to install a shade sail over the sandpit and replace the fence around Class 3. Thank you to our families and staff for their continued support in our fundraising activities.



Student performance in standardised national and state-wide tests and examinations

Each student has an individual profile of characteristics that outlines strengths and interests, current levels of functioning and areas for development in the autism-specific areas of learning: social communication, social interaction, behaviours and sensory processing which are integrated into the NSW Board of Studies mainstream curriculum - the Key Learning Areas (KLAs). The school uses a multi-disciplinary team approach, working collaboratively with families to develop the best possible outcomes for the students. The school provides information and training workshops to families to help them support their child.

Literacy and Numeracy Assessments

For NAPLAN results, please refer to My School website

Record of School Achievement

The formal Record of School Achievement credential was awarded by BOSTES to 5 students.

Professional learning and teaching standards

Teaching standards

All teachers have teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

Professional learning

Professional learning activities included:

Description	Number of Teachers Participating
<i>CPR</i>	<i>All</i>
<i>PBS and NCI</i>	<i>All</i>
<i>Child Protection</i>	<i>All</i>
<i>Manual Handling</i>	<i>All</i>
<i>Social Thinking</i>	<i>42</i>
<i>Sexuality in ASD</i>	<i>36</i>
<i>Kids Matter</i>	<i>36</i>
<i>Mental Toughness</i>	<i>36</i>
<i>ACAE</i>	<i>28</i>
<i>Working Memory with ASD</i>	<i>22</i>
<i>Integration procedures</i>	<i>22</i>
<i>Parent communication</i>	<i>22</i>
<i>1-5 Emotional Regulation</i>	<i>22</i>
<i>Embedding IEP goals into KLA planners</i>	<i>22</i>
<i>Asthma management and Anaphylaxis training</i>	<i>22</i>
<i>The Communication Pyramid</i>	<i>22</i>
<i>Structured Teaching</i>	<i>12</i>
<i>Sarcasm and humour with ASD</i>	<i>10</i>
<i>Sensory Processing</i>	<i>11</i>
<i>AIS Coaching and Mentoring</i>	<i>6</i>
<i>NCI 2 day</i>	<i>6</i>
<i>Code of Conduct</i>	<i>6</i>
<i>Simulated Emergency Exercise</i>	<i>6</i>
<i>LAMP</i>	<i>5</i>
<i>Autism in Education Conference</i>	<i>4</i>
<i>Communication system and LAMP</i>	<i>3</i>
<i>Introduction to AAC and AAC Profile</i>	<i>2</i>
<i>Online induction training</i>	<i>3</i>
<i>Implementing the LAMP therapy method at home and school</i>	<i>2</i>
<i>Swift Digital</i>	<i>2</i>
<i>RiskMan training</i>	<i>2</i>
<i>Maths - Anita Chin</i>	<i>1</i>
<i>Writing moderation</i>	<i>1</i>
<i>New and accredited Teachers policy and procedure</i>	<i>1</i>



Composition of teaching staff

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

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

Student attendance

For the whole school attendance rate, please refer to the school's data on the My School website www.myschool.edu.au.

Managing students' non-attendance

All Aspect schools have a policy to monitor the daily attendance and absences of students. Unexplained absences from classes or school will be followed up in an appropriate manner with the student and/or their parent or guardian. Where a student has a poor record of attendance, the school will notify parents and/or guardians in an appropriate manner. Should this occur the family counsellor and/or the principal will become involved. The unsatisfactory record and any action taken will be recorded on the student's file.

If a student has exited the school and the destination of that student, who is below seventeen (17) years of age, is unknown, the principal will write or fax the NSW Department of Education officer with home school liaison responsibilities with the student's name, age and last known address.

Student retention rates

As with all of Aspect's schools, Aspect Macarthur School has a policy of transitioning students into less specialised/more inclusive settings. The decision to transition a student is based on the student's readiness and ability to cope in a less specialised setting and is made in collaboration with families/carers as part of the student's Individualised Plan (IP). The success of the school's transition program is reflected in the relatively small number of students enrolled across the school in Year 3 upward.

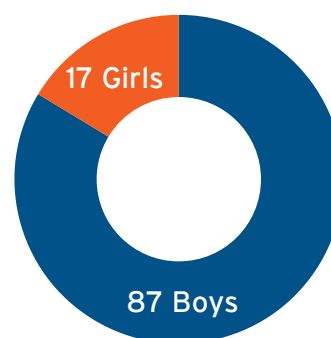
In 2016, 29 students transitioned from our school. 15 students transitioned to mainstream schools, 7 to support classes and 2 to special school settings.

Post school destinations

Aspect Macarthur School had 5 students move to post school destination; 3 to TAFE, 2 continued to Year 11 mainstream.

Enrolment

In 2016 Aspect Macarthur School had an average enrolment of 104 students, 17 girls and 87 boys.



Enrolment Policy: Service Entry: Schools

Autism Spectrum Australia (Aspect) provides educational services for eligible school aged children to prepare them for transition to environments that are not autism specific.

Policy Purpose

This policy details the processes to be followed to determine eligibility for placement in an Aspect School.

Scope

For all Aspect schools.

Definitions

Eligible school aged child - Eligibility for enrolment in an Aspect school requires a diagnosis of an autism spectrum disorder by a pediatrician, clinical psychologist or psychiatrist and a recent cognitive assessment by a psychologist.

Aspect School Enrolment Committee - is the school based committee that meets once per term to determine if a child is eligible for placement. It comprises:

School Principal
School Family Counsellor
School Coordinator

Aspect Eligibility Committee - is the Education & Research Committee, convened by the Director Education & Research that clarifies applications sent by the Aspect School Enrolment Committee.

Procedures

Each Aspect School Principal is responsible for:

1) Organising an information meeting once per school term for prospective parents or guardians who would like to enrol their child.

This meeting outlines the school program and application process.

Application for enrolment forms is available at this meeting.

2) Convening the Aspect School Enrolment Committee which meets once per school term following the information meeting to review applications submitted.

This committee determines if a child is eligible for placement in an Aspect School. To be eligible for placement in one of Aspect's schools, prospective students must have the following: a current diagnosis which clearly states that the child fulfils the criteria for ASD from a specialist medical practitioner or clinical psychologist, which is not more than 12 months old and a current standardised cognitive or developmental assessment (e.g. IQ Testing, Griffiths, WISC-IV, WPPSI-III, Stanford Binet V), which is not more than 2 years old.

3) Informing the parents of the outcome of their child's application for a placement in an Aspect school.

If the child has been deemed eligible by the Aspect School Enrolment Committee, the principal will inform the parents or guardians that the diagnosis has been confirmed and their child's name has been placed on the schools waiting list. If a vacancy arises, the school principal or delegate interviews families that might fill the vacancy regarding accommodations/adjustments for their child.

4) Referring the application to the Aspect Eligibility Committee if the diagnosis needs clarification.

The National Director, Aspect Education is responsible for:

1) Convening the Aspect Eligibility Committee once per school term to review any applications that require clarification.

2) Reporting to Aspect principals the results of the Aspect Eligibility Committee, so that they can inform the parents of the outcomes.

The principal will inform the parents or guardians if the diagnosis has been confirmed or not and if confirmed the child's name is placed on the schools waiting list.

A parent or guardian can appeal the decision if the diagnosis is not confirmed. The principal will consult with the relevant staff, including the National Director, Aspect Education, and inform the family of the outcome of the review.

Guidelines

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

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

References

Legislation

Anti-Discrimination Act 1977 (NSW)

Community services (Complaints, Appeals and Monitoring) Act 1993 (NSW) Disability Discrimination Act 1992 (Commonwealth)

Disability Standards for Education Act, 2005 (Commonwealth) Education Act 1990 (NSW)

Education Act 1972 (SA)

Education and Early Childhood Services (Registration and Standards) Act 2011 (SA)

National Disability Services Standard

Standard 5: Service Access

Other Relevant Policies

Complaints by People with an Autism Spectrum Disorder, Family Members and other Aspect Clients

Contributing to Decision Making

Fee Collection

Fee Reduction

Privacy, Dignity & Confidentiality

Registration & Accreditation Procedures: Schools

School Fees and Compulsory Building Levy

Working with Families

Policy: Service Exit: Schools

A student enrolled in an Aspect school may leave because:

1. the student transitions to a new setting;
2. the student's parents withdraw their child from the Aspect school;
3. a safe working environment for students and staff cannot be achieved; or
4. because of the non-payment of outstanding schools fees.

Policy purpose

This policy sets out the guide for Aspect staff when a student leaves an Aspect school.

Scope

All Aspect schools

Procedures

1. Transition

When a student transitions from an Aspect school to another educational placement the Aspect school principal follows the procedure outlined in the policy 02 01 09 Transition of students from an Aspect School.

2. Parent choice to withdraw their child outside the transition process

When parents, guardians or the person responsible informs the Aspect school principal that their child will be leaving the school, the school staff will discuss with the parents, guardians or the person responsible what transition and post-transition support the child may need and what support the school can offer.

The Aspect school principal will consider requests for transition and post-transition support from families and may provide this if resources are available.

Parents, guardians or the person responsible are required to give the school's principal one term's notice in writing of their intention to withdraw their child from an Aspect school. If notice received is less than one term, 1 months school fees will be payable in lieu of notice.

3. Safe working environment

Even with Aspect's very active and specialist intervention to support the student, an Aspect school principal may decide that a school is unable to maintain the enrolment of a child in the school if it cannot achieve an acceptably safe working environment for students and staff. Such decisions will be made as a result of procedural fairness considering the steps outlined in Appendix A.

If an issue arises for any other reason, in which the principal believes that the mutually beneficial relationship of trust and cooperation between the parents, guardians or the person responsible and school has broken down, to the extent that it adversely impacts on that relationship, the principal will try and resolve the issue at the earliest indication.

If the principal is unable to resolve the issue and following discussion and agreement with the National Operations Director, Aspect Schools, the principal may require the parents, guardians or the person responsible to remove the child from the school.

4. Non-payment of outstanding school fees

Aspect can make a decision to exit a student for non-payment of outstanding fees as outlined in the policy 08 14 02 Fees Collection policy.

Guidelines

Autism Spectrum Australia (Aspect) provides educational services for eligible school aged children to prepare them for transition to environments that are not autism specific.

Legislation

Anti-Discrimination Act 1977 (NSW)

Disability Discrimination Act 1992 (Commonwealth)

Disability Standards for Education Act, 2005 (Commonwealth)

Education Act 1972 (SA)

Education and early Childhood Services (Registration and Standards) Act 2011 (SA)

Education Act 1990 (NSW)

Equal Opportunities Act 1984 (SA)

Privacy and Personal Information Protection Act 1998

National Standards for Disability Services

Standard 5: Service Access

Other Relevant Policies

Complaints & Feedback by Aspect Service Users, Family Members & the Public

Discipline - Schools

Duty of Care and Dignity of Risk

Fees Collection

Individual Planning and Review

Positive Behaviour Support

Privacy, Dignity & Confidentiality

Prohibited and Restricted Practices

School Fees

Transition of students from an Aspect School Working with Families



School Policies

Policies tabled below cover

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

Parents/care givers may view the full policy by contacting the school office. Extracts of some of the policies can also be found in the parent handbook.

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 student 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 during 2016.

POLICY	CHANGES IN 2016
Child Care and Protection encompassing <ul style="list-style-type: none"> • Legislation requirements • Definitions • Guidelines • Procedures • Responding to allegations against employees • Investigation processes • Documentation 	Nil
Community Access encompassing <ul style="list-style-type: none"> • Guidelines • Procedures Staff requirements • Risk Assessment • Documentation • Supervision 	Nil
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 • Safety and Duty of Care 	Nil
Aspect's Comprehensive Educational Approach encompassing <ul style="list-style-type: none"> • What is the Aspect Comprehensive Approach for Education (ACAE) • The five principles of the ACAE • The Autism Spectrum Disorder Evaluative Education (ASDEE) model • The ACAE continuous improvement self-review framework 	Revised 2016 Retained as a procedure in the new policy framework

POLICY	CHANGES IN 2016
Duty of Care & Dignity of Risk • Principles • Definitions	Revised 2016 Retained as a procedure in the new policy framework
Emergency Procedures encompassing • Guidelines • Procedures and Contingency Planning • Legislation	Nil
Individual Planning and Review encompassing • Guidelines • Process • Structure	Nil
Incidents encompassing • Definition • Guidelines • Investigation Guidelines • Procedures • Documentation	Revised 2016 No substantive changes made
Illness and Infectious or Communicable Diseases encompassing • Definition • Guidelines • Procedures	Nil
Missing Persons encompassing • Background • Protocol • Prevention • Documentation	Nil
Safe Administration of Medication encompassing • Definition • Asthma Plan and Student Asthma Record • Procedures • Epilepsy Management • Guidelines • Diabetes Management Plan • Anaphylaxis Procedures	Nil
Safe and Supportive Environment: Schools encompassing • Child Protection • Security • Pastoral Care • Support • Support • Communication • Conduct • Complaints	Nil
Sun Smart encompassing • Guidelines • Procedures	Nil
Student Attendance encompassing • Guidelines • Procedures	Nil
Swimming encompassing • Guidelines • Procedures	Nil
Visual Support encompassing • Principles • Guidelines	Nil
WHS Work Health and Safety encompassing • Legislation WH&S Act 2011(NSW, ACT, QLD, NT, SA TAS), OH&S Act 2004 (WA, VIC) • Consultation • Incident & Accident reporting • Induction & Training • Risk Management • Emergency Procedures	Nil
Working with Families encompassing • Guidelines • Process	Nil

B. Discipline

POLICY	CHANGES IN 2016
Positive Behaviour Support encompassing • Definition • Assessment • Legislation • Prohibited/ restricted practices • Individual planning and support • Crisis intervention	Revised 2016 Retained as a policy in the new policy framework.
Prohibited and Restricted Practices encompassing • Guidelines • Procedures	Nil
Discipline: Schools • Guidelines • Procedures	Nil

C. Policies for Complaints and Grievances Resolution

The School's policy for dealing with complaints 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 policy on 'Complaints by people with ASD and/or their families' and the policy on 'Complaints by Staff (Employees and Volunteers)' remained unchanged in 2016.

The full text of the School's policy and processes for complaints can be obtained from the administration office.

School-determined improvement targets

AREA	PRIORITIES	ACHIEVEMENTS
Teaching and Learning	Development of specialised resources for classrooms and community participation; high and low tech	BOSTES registration and accreditation requirements met successfully
	Increasing Program Individualisation within class programs	Increased differentiation within class programs
	Develop Scope & Sequence for new Geography syllabus	Scope and Sequence for new Geography syllabus implemented
	Review school's performance against the revised ACAE. Develop improvement plan around identified priorities	School's performance against revised ACAE completed and action plan developed around priority areas. Updated school wide planning and mapping of content across various Key Learning Areas K - 10
	Outdoor learning program replace playground roster; with staff areas of responsibility	Enhanced learning opportunities and goal acquisition for students through implementation of outdoor learning program

AREA	PRIORITIES	ACHIEVEMENTS
Family Support	Continue Coffee Mornings with a mix of social and information	Coffee mornings for families continued with NDIA information and planning sessions and social opportunities
	Support parents with information sessions on NDIS	
	Identify families who require support and link with LST or other Aspect services	LST through work with Educational Psychologist and networking opportunities increased capacity to provide supports to families
	Trial parent component on Structured Teaching	Due to numbers unable to complete parent component of Structured teaching
	To increase support to families through the increased opportunity to engage in the school environment	School information sessions, Classroom Open Days, M day for important males, Grandparent's Day, Meet the Teacher BBQ
Staff Development	Introduce KidsMatter	KidsMatter introduced and framework developed by Executive staff
	Training in Mental Toughness	Staff members participating in Mental Toughness; a resilience program
	Review updated/revised ACAE	All staff participated in training, revision and review of revised ACAE
	Teacher Accreditation Policy and Procedures	Review and implementation of updated Teacher Accreditation Policy and Procedures
	Increased collaboration and sharing of resources	Termly staff meeting for resource sharing and Stage Planning
WHS Compliance	RiskMan - training & implementation	Key stakeholders participation in RiskMan training
	Review induction procedures in light of new policies	Induction policies and procedures reviewed and new proforma introduced
	Audits across all sites	WHS standing item on communication and staff meetings
Continuous Improvement	Implement CIP around coaching and mentoring to support structured teaching	AIS delivered training program on Coaching and Mentoring for executive staff
	Transition Assessment planning	Executive team member completed study tour focussing on transition assessment planning
	Well being	Launch of WeMatter and Wellbeing and resilience focus for staff professional development

AREA	PRIORITIES	ACHIEVEMENTS
Student Achievement	Transition students to more inclusive settings	10 Students transitioned to satellite program Continue to network with host school to increase integration opportunities and host school's staff knowledge of students in satellite settings
	Increase number of students participating in NAPLAN Continue to develop work experience programs for Yrs 9-10	Provide practice opportunities to increase participation of students in NAPLAN Work experience opportunities continually networked and sought
	Provide opportunities for high school students to enter external competitions	Competition opportunities in Creative Arts, Writing and Sports offered to High School students
Extend services to reach more students with autism spectrum disorder	Develop site at Coffs Harbour to cater for up to 12 students	Coffs Harbour temporary site opened for 12 students
	Continue to grow EO program and Professional development opportunities in the South West corridor	Exploratory meeting re Aspect Macarthur Satellite classes with Hilltop PS.
		Continue to network with CEO around student placement and future planning

Respect and responsibility

Aspect Macarthur School wants all students to recognise that they are valued and an integral part of the school community, with parents and staff providing care and support that engender self-esteem, mutual respect and responsibility. There is much scope to develop talents through each student's Individual Education Plan and to learn through experiences.

The structure of the school's satellite program provides opportunities for students to participate in classes and cultural activities with host school students, which allow them to get to know each other. The satellite program has assisted in promoting respect for the individual and the rights of others.

Aspect Values have been reviewed with Aspect Board of Directors and Management Team in collaboration with our Stakeholders. Aspect value of "We are passionate about people, about being positive and about what's possible" mirror the nine recommended values (National Framework for Values in Education).

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



Parent, student and teacher satisfaction

During 2016, Aspect Macarthur School surveyed families using the Net Promoter Score Survey. Aspect schools received a score of 72%. Positive feedback from parents at Aspect Macarthur School focused on the caring nature of staff and knowledge of Autism. Areas for improvement include comments on enhanced communication with parents.

I value the work that staff do with our child and that they go above and beyond what one would expect to help and make things happen.



I love Aspect & the comfort & support my son receives at Aspect Coffs Harbour is amazing. I tell everyone how great Aspect is and recommend anyone with a child on the spectrum to put an enrollment application.

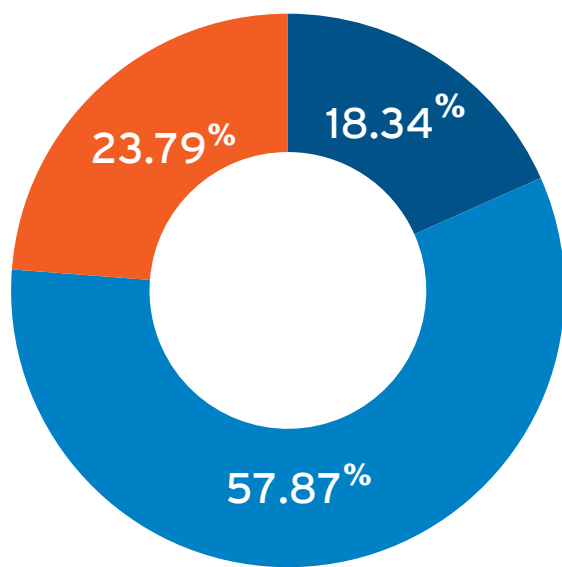
They genuinely care about the kids. They understand the kids and help them to learn. They care about both their education and their wellbeing. So grateful to have them in my son's life. Thank you.

The thing I value the most is the positive changes and progress we see in our little girl.

Financial Information

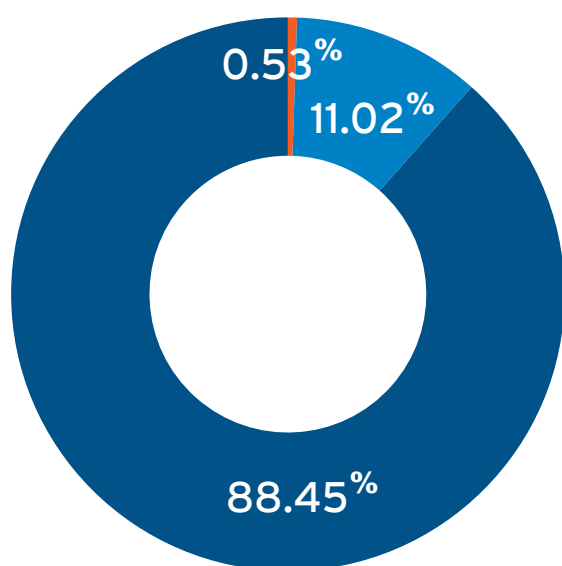
Aspect Macarthur School

Recurrent/capital income 2016



- Fees and private income – 18.34%
- State Government recurrent grants – 57.87%
- Federal Government recurrent grants – 23.79%
- Government capital grant - 0%
(No government capital grant was received in 2016)

Recurrent/capital expenditure 2016



- Salaries, allowances and related expenses – 88.45%
- Non-Salary Expenses – 11.02%
- Capital expenditure – 0.53%



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