

# Aspect South Coast 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

Autism Spectrum Australia (Aspect) is the country's largest not-for-profit autism-specific service provider. Aspect builds confidence and capacity in people on the autism spectrum, their families and communities by providing information, education and other services. Aspect schools provide specialised evidence-based programs for children on the spectrum aged 4 to 17, 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.

Aspect South Coast School caters for 131 students across the Illawarra, Shellharbour, Kiama and Shoalhaven local council areas between the ages of 4 to 17. We have 51 students using a dedicated Assistive and Augmentative Speech device, or the Words for Life app that utilizes minspeak software to assist our students to communicate. Our Language Acquisition through Motor Planning (LAMP) team, led by the school speech pathologist, works with staff to help students and their families communicate using the LAMP method.

The school comprises an administrative base at Corrimal, with early childhood and primary school classes, and a range of primary satellite classes located in Department of

Education schools at Bellambi, North Wollongong, and Barrack Heights and in Catholic Education Office schools at Ss Peter and Paul Catholic Primary School in Kiama. In 2016, 22 students made the transition to a more inclusive setting.

The opening of Cedars Christian College was a significant event for the school in 2015. This has allowed the school to have its first secondary satellite with 10 students.

The students continue to benefit from our Art Program facilitated by an Art Therapist, a music program supported by school and specialist music staff, a community access program and a Learning Support Team. We were able to increase family support programs thanks to some welcome ADHC Ready Together Growth Funding. The students participated in Book Week activities, Dream Cricket events, NAIDOC week, the Aspect Sports Carnival, the Annual Artist with Autism Exhibition and the annual School Concert.

The school is grateful to the local community for their generous support throughout the year. As a result, we have been able to continue building up our resources and improving our sites.

Bruce Rowles  
Principal



# Message from the P&F

It has been my pleasure to be part of a very active P&F committee. We have once again held some fantastic, successful fundraisers. The Annual Gala Dinner was a 30th Birthday Celebration for the school. The P&F worked tirelessly to gather auction and raffle items as well as organise a night that included former school principals, staff, students and the original P&F Committee. The P&F was also involved in the school's first ever Walkathon and collected donations at the Towradgi Beach Easter carnival and were happy marching in the parade as one of 2 chosen charities for the Spring into Corrimal Fair. Every family in the school got involved and ensured all our events were successful.

The money raised by the P&F supports the school by supporting the purchase of Mathematics and English resources to support the whole school. The P&F also subsidises chew tubes, school uniforms, hiring of buses to events the students attended such as the annual sports carnival at Olympic Park and Dream Cricket days.

The P&F are grateful to the family support worker for organising the Family Train days at North Wollongong and Care and Share for organising the Family Dance Party and Mother Pampering events as well as the monthly Grandparents Information sessions, Coffee Mornings and Dads Nights. These events are well received by families.

I would personally like to thank all the generous, selfless families who have given up their time and for their efforts in supporting our children in the Aspect South Coast School. The P&F continue to have an effective committee even though our families are time poor and spread widely across 3 LGAs. I cannot fault the support given when the help is needed.

Reuben Sakey  
P&F President





## 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



## 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 (AOOSR) guidelines.

### Professional learning

Professional learning activities included:

Description	Number of Teachers Participating
<i>PDHPE Screener From Assessment to Programming All</i>	<i>All</i>
<i>What Works for Autism - Show and Tell</i>	<i>All</i>
<i>National Curriculum History - Online pre-requisite</i>	<i>All</i>
<i>National Curriculum Geography</i>	<i>All</i>
<i>Aspect Comprehensive Approach for Education (ACAE) -</i>	

<i>Review document</i>	<i>All</i>
<i>ACAE Positive Behaviour Support Tiers 2 &amp; 3</i>	<i>All</i>
<i>ACAE Sensory Regulation</i>	<i>All</i>
<i>Literacy Programs- Adjustments and scaffolds to encourage participation and engagement</i>	<i>All</i>
<i>Autism - A Family perspective</i>	<i>All</i>
<i>Kids Matter Component one</i>	<i>All</i>
<i>We Matter Component One</i>	<i>All</i>
<i>ACAE Self Review Checklist- Summary Review</i>	<i>All</i>
<i>Elements of the ACAE</i>	<i>All</i>
<i>CPR Train the Trainer</i>	<i>1</i>
<i>Disability Standards</i>	<i>All</i>
<i>Aspect Professional Learning On-line Bullying in the Workplace</i>	<i>All</i>
<i>Aspect On-line Induction courses</i>	<i>10</i>
<i>EIU Conference</i>	<i>4</i>
<i>LAMP Practitioner Training</i>	<i>All</i>
<i>Traffic Jam In My Brain - On line Training</i>	<i>4</i>
<i>Positive Partnerships - Online training</i>	<i>All</i>
<i>Fussy Eaters Feeding program</i>	<i>All</i>
<i>"Staying Connected When Emotions Run High"</i>	<i>10</i>
<i>Creating a Positive Work Environment</i>	<i>All</i>
<i>Introduction and Revision of AAC and the LAMP Approach: RCampus Review"</i>	<i>All</i>
<i>"First...then..." App</i>	<i>All</i>
<i>iPads and Technology</i>	<i>All</i>
<i>A Sixth Sense</i>	<i>All</i>
<i>School Transitions</i>	<i>All</i>
<i>Cool Kids - Primary students. High School students</i>	<i>All</i>
<i>WeMatter Staff Surveys, Feedback and Gratitude Activity</i>	<i>All</i>
<i>Accidental Counselor</i>	<i>All</i>
<i>Aspect Autism in Education Conference Melbourne</i>	<i>3</i>
<i>Positive Partners - facilitator</i>	<i>4</i>
<i>Are We There Yet? (NDIS)</i>	<i>1</i>
<i>Mental Health And Wellbeing Symposium - online</i>	<i>2</i>
<i>Multi-Sensory Language</i>	<i>2</i>
<i>soSafe</i>	<i>3</i>
<i>PDHPE Programming to meet the needs of diversity of students</i>	<i>1</i>
<i>Child Protection</i>	<i>All</i>
<i>Manual Handling</i>	<i>All</i>
<i>WHS</i>	<i>All</i>
<i>Keep Them Safe</i>	<i>All</i>
<i>Privacy, Dignity Confidentiality</i>	<i>All</i>
<i>Code of Conduct</i>	<i>All</i>
<i>Supervision and Support Process</i>	<i>All</i>
<i>Asthma and Asthma Plans</i>	<i>All</i>
<i>Anaphylaxis On-line Training, Plans and Practical</i>	

<i>Application</i>	<i>All</i>
<i>CPR Refresher</i>	<i>All</i>
<i>Renewal Examiner CPR</i>	<i>5</i>
<i>Non-violent Crisis Intervention Full course</i>	<i>10</i>
<i>Non-violent Crisis Intervention Refresher</i>	<i>All</i>
<i>ASPECT Staff Induction</i>	<i>10</i>
<i>ACAE - Mental Health and Wellbeing</i>	<i>All</i>
<i>ACAE Positive Behaviour Support - The forms, assessment &amp; data review</i>	<i>All</i>
<i>ACAE Social Skills and ASD</i>	<i>All</i>
<i>National Professional Standards for Teachers</i>	<i>All</i>
<i>Library procedures</i>	<i>All</i>
<i>Mandatory Elements of Class Program</i>	<i>All</i>
<i>Curriculum Scope and Sequences</i>	<i>All</i>
<i>Sue Larkey Autism Spectrum Disorders - Impact and strategies of support</i>	<i>2</i>
<i>ICT's in the classroom</i>	<i>All</i>
<i>Teacher Accreditation - Working towards Proficient Teacher status. Maintaining Accreditation at Proficient Teacher status. Teacher Accreditation pre 2004</i>	<i>All</i>

## Composition of teaching staff

Composition of Aspect South Coast School staff is documented on the My School website [www.myschool.edu.au](http://www.myschool.edu.au)

No 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](http://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 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.

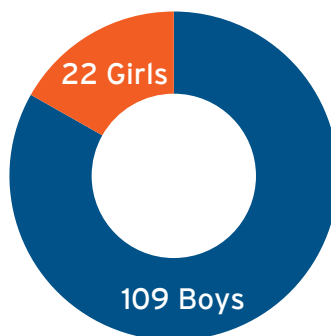
## Student retention rates

As with all of Aspect's schools, Aspect South Coast 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, 25 students transitioned from our school. 13 students transitioned to mainstream schools, 5 to support classes, 3 to Home-Schooling and 4 to special school settings.

## Enrolment

In 2016 Aspect South Coast School had an average enrolment of 131 students, 22 girls and 109 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 paediatrician, 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 schools 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

Aspect has introduced a new system of its Policy Framework and is currently in a transition phase while policies and procedures are converted to the new system.

Aspect will now have fewer policies which are seen as the overarching statements that set a minimum standard required of Aspect services and staff by both legislative and external standards as well as Aspect's own internal brand.

#### 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"> <li>• Legislation requirements</li> <li>• Definitions</li> <li>• Guidelines</li> <li>• Procedures</li> <li>• Responding to allegations against employees</li> <li>• Investigation processes</li> <li>• Documentation</li> </ul>	Nil
Community Access encompassing <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures Staff requirements</li> <li>• Risk Assessment</li> <li>• Supervision</li> <li>• Documentation</li> </ul>	Nil
Code of Conduct for staff encompassing <ul style="list-style-type: none"> <li>• Work &amp; personal behaviour</li> <li>• Confidentiality &amp; Privacy</li> <li>• Conflict of Interest</li> <li>• Copyright</li> <li>• Acceptance of gifts or benefits</li> <li>• Personal presentation</li> <li>• Public statements</li> <li>• Complaints handling</li> <li>• Legislation</li> <li>• Safety and Duty of Care</li> </ul>	Nil
Aspect's Comprehensive Educational Approach encompassing <ul style="list-style-type: none"> <li>• What is the Aspect Comprehensive Approach for Education (ACAE)</li> <li>• The five principles of the ACAE</li> <li>• The Autism Spectrum Disorder Evaluative Education (ASDEE) model</li> <li>• The ACAE continuous improvement self-review framework</li> </ul>	Revised 2016 Retained as a procedure in the new policy framework
Duty of Care & Dignity of Risk <ul style="list-style-type: none"> <li>• Principles</li> <li>• Definitions</li> </ul>	Revised 2016 Retained as a procedure in the new policy framework
Emergency Procedures encompassing <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Procedures and Contingency Planning</li> <li>• Legislation</li> </ul>	Nil
Individual Planning and Review encompassing <ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Process</li> <li>• Structure</li> </ul>	Nil
Incidents encompassing <ul style="list-style-type: none"> <li>• Definition</li> <li>• Procedures</li> <li>• Guidelines</li> <li>• Documentation</li> <li>• Investigation Guidelines</li> </ul>	Revised 2016 No substantive changes made
Illness and Infectious or Communicable Diseases encompassing <ul style="list-style-type: none"> <li>• Definition</li> <li>• Guidelines</li> <li>• Procedures</li> </ul>	Nil

Procedures and Guidelines will be used internally to provide details of how Aspect processes are completed by the Aspect schools. The procedures or guidelines link the rationale for why the processes are required back to the Aspect policy and legislative requirements.

Work Instructions provide site specific internal instructions for each school based on the Aspect procedure and guidelines.



POLICY	CHANGES IN 2016
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 full text of the School's policy and processes for complaints can be obtained from the administration office.

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.

## School-determined improvement targets

AREA	PRIORITIES	ACHIEVEMENTS
Teaching and Learning	Develop programming across the school for the Australian Curriculum Science Curriculum and build up the necessary resources to enable accurate introduction and teaching.	Staff introduced to the science curriculum using AIS consultants with an emphasis on accommodating for our students with autism.
	Revisit Autism Core Competencies for new and existing staff to ensure that curriculum for individual learning reflect best practice.	Developed our resources in consultation with the Curriculum Team
	Continue to develop programming to ensure consistency in teacher planning and understanding and utilizing program builder.	Focussed PD in Term 1 on the Core Competencies and extended the pro-social competency trial to all staff.
Family Support	Maintain Family support resources to continue and improve existing individual family support and family support events.	All class Programs were successfully presented to the Board of Studies inspectors for our registration.
	Increase family support for the LAMP program using the research work around individualizing communication utilizing technology for families.	We continued to build our family support network and activities - including parents, grandparents and fathers. We worked with Care and Share Illawarra to increase Family Events.
Staff Development	Introduce the Australian Science Curriculum	We introduced Talk Box App as support for families to continue to develop their confidence and competence. Offered PD for families utilizing the devices.
	Develop the PDHPE Prosocial skill developmental assessment tool to inform teaching.	We successfully introduced the Science Curriculum using the talents of our Curriculum Committee.
	Review Autism Specific Core competency strategies for new and existing staff	All staff used the PDHPE Prosocial Competency assessment tool and provided feedback for its development.
WHS Compliance	Implement the new Incident reporting system and follow up in staff training.	We reviewed the Autism Competencies utilizing the skills of experienced staff to support and guide new and inexperienced staff
	Continue to refine WHS school procedures including Mandatory training.	The new incident reporting system will be introduced in 2017.
		The WHS procedures are supporting our desire to keep prevalence of incidents and injuries low.



AREA	PRIORITIES	ACHIEVEMENTS
Continuous Improvement	Developing greater accessibility for the LAMP communication strategy utilising the new iPad app Words for Life.	The Words for Life app has been offered as a support for families and school access has increase. Over 24 students now have access to a dedicated LAMP device or an iPad with the Words for Life app.
	Apply and assess a trial of the Prosocial skill assessment tool	The trial of the Prosocial Assessment tool was successful and the tool has been refined
Student Achievement	Continue to develop across site ability group planning to improve learning outcomes.	We have greater cross class grouping of students to improve academic skills. This is more efficient and able to accurately meet individual needs.
	Encourage greater NAPLAN participation.	There was a slight increase in the number of students attempting NAPLAN.
	Maintain a focus on developing accurate assessment procedures.	We had a greater focus developing assess procedures that assisted determining the achievements of our SMARTE goals.
Extend services to reach more students with autism spectrum disorder	Increase outreach support service to reach more students.	The demand for our Education Outreach services continue to maintain and increase even where there are increases in school support in all systems.
	Increase school numbers with the opening of the Aspect South Coast School classes at Cedars Christian College.	Our school numbers have increased as has our waitlist.

## Respect and responsibility

Aspect South Coast School wants all students to recognise that they are valued and an integral part of the school community, with parents and staff providing care and support that 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

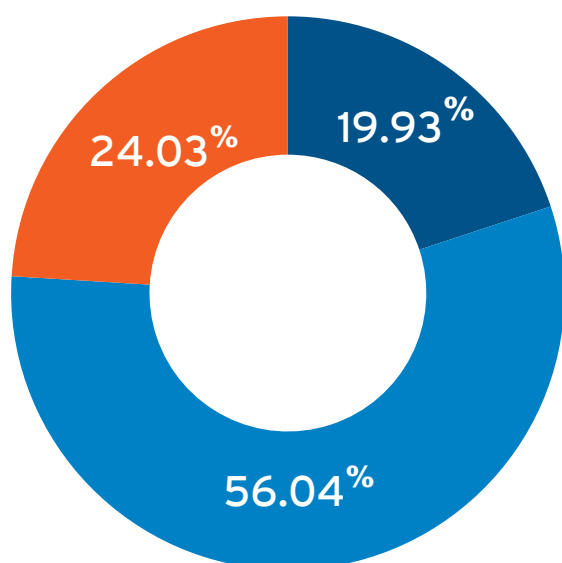
Aspect South Coast School received outstanding feedback from families through our Net Promoter Score surveys and through our Compliments register. Our parents showed particular satisfaction with our Parent and Grandparents Coffee Mornings, Dads Nights, Yoga, Art for wellness, Care and Share events and our Family Train Days. All events are well attended.

Staff and student retention is high.

# Financial Information

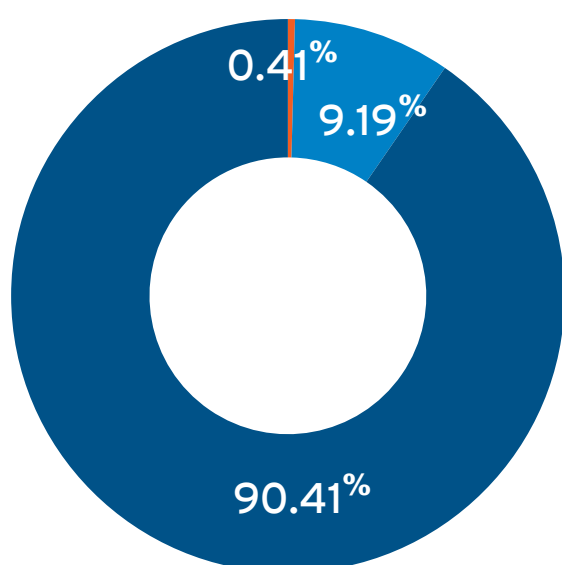
Aspect South Coast School

## Recurrent/capital income 2016



- Fees and private income – 19.93%
- State Government recurrent grants – 56.04%
- Federal Government recurrent grants – 24.03%
- Government capital grant - 0%  
(No government capital grant was received in 2016)

## Recurrent/capital expenditure 2016



- Salaries, allowances and related expenses – 90.41%
- Non-Salary Expenses – 9.19%
- Capital expenditure – 0.41%





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