

Aspect Western Sydney 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

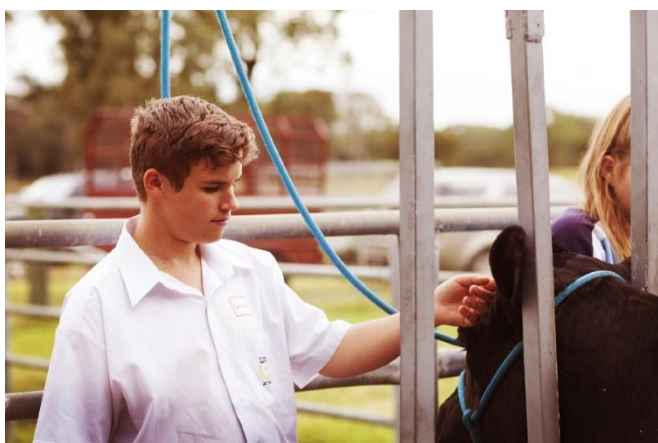
We develop person-centred solutions, which are flexible, responsive and evidence-informed, with people of all ages on the autism spectrum and their families.

Our Values

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

Message from the Principal

Aspect Western Sydney School (WS) caters for 160 students across the Western Sydney region. Students enrolled at the Western Sydney School range from 5 to 18 years of age and are enrolled across Kindergarten to Year 12.



The school comprises of its administrative/main school site at Wetherill Park, which caters for students across infants and primary, with a range of satellite classes located in Smithfield, Blacktown, Marayong, Schofields, Castle Hill, Richmond, Springwood, Lawson and Kemps Creek. The school caters for students across Kindergarten to year 12 and at present operates 5 High School satellite programs. Aspect Western Sydney School also provides Education Outreach services to support students on the autism spectrum in other school settings.

In 2016, the school was able to conclude its continuous improvement programs made possible by way of the More Support for Students with Disability (MSSD) funding grant received late 2013. This grant enabled the school to ensure it had in place ongoing professional learning processes for new and existing staff as part of on line learning programs. This on line professional learning series of module based programs has enabled the school to focus on its ongoing commitment to its support of New Scheme Teachers, existing teachers and its ongoing need to support Teacher Aide staff. The school will be seeking BOSTES accreditation for its on-line learning modules which have been made available to all staff across other Aspect schools.

Across 2016 the school maintained its commitment to improving service delivery in keeping with Aspect's Comprehensive Approach in Education and school wide business plan. Main areas of focus being improving person centered and family focussed practice and improving areas where parent engagement levels could be increased. Focus included, providing the school's staff extended professional development in key areas across both the autism specific areas of learning and those linked to curriculum and professional teaching standards.



In 2016 the school was successful in receiving from the Association of Independent Schools (AISNSW) Embedding Excellence Grant. The two-year project will allow the ongoing engagement of teachers, students and families and work completed will lead directly back into school wide goals that will have significant advantages for our students and families across the school. Phase one of the project will be to engage and seek feedback from staff, student and families which will assist the school in identifying major areas of priority and setting actions to further improve service delivery.

Giovanni Gulli
Principal

Message from the P&F

2016 was a moderately successful year for the school's P&F. The P&F continued its focus on an inclusive environment to encourage all families and in particular those new to the school, to become more involved in our school fundraising activities.

The P & F and their supporters worked hard in 2016 to assist the school by way of fundraising activities. With the support received from our school community our fundraising activities were again successful.

Key fundraising activities included the P&F hosting 3 Bunnings BBQ days across the year, the support of the schools' end of year presentation evening by way of raffles and Christmas hampers along with student awards.

During 2016 the P&F contributed to specific funding activities across the school, Operation Art, the end of year school presentation awards night & concert, resources and activities for the children.



Kim Geerin
President Aspect Western Sydney School P&F



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

In 2016, twelve of 13 students enrolled in year 3, nine of 14 students enrolled in year 5, nine of 9 students enrolled in year 7 and nine of 10 students enrolled in year 9 participated in the National Assessment Program Literacy Numeracy (NAPLAN).

Across years 3, 5, 7 and 9, five students were exempt from components of NAPLAN and of the 47 students eligible to sit the NAPLAN assessments none withdrew and 45 participated. Two students left the school prior to sitting the NAPLAN assessments.

For NAPLAN results, please refer to My School website.

Record of School Achievement

Aspect Western Sydney School did not have any student that required the award of a Record of School Achievement.



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>LAMP-Principles of LAMO and its application with various AAC systems</i>	6
<i>Sexuality Education for Life: PDHPE Syllabus for Students with Disability</i>	5
<i>Swift Digital-Composer Bootcamp</i>	1
<i>Redbank School Conference</i>	1
<i>Positive Behaviour Support Training</i>	1
<i>Engaging in Tough Conversations</i>	2
<i>Art Pathways to Learning</i>	2
<i>Aspect Practice-Structured Learning Opportunities 4</i>	
<i>Australian Childhood Foundation-Bringing up Great Kids Parenting Program</i>	3
<i>NSW Education-Leading Reflective & Enriching Conversations: Mentoring to Enhance Professional Practice</i>	1
<i>AIS Governance Symposium</i>	2
<i>AIS Governance Online Modules 1-4</i>	1
<i>Student Insight into the inclusion model of high school satellite programs</i>	1
<i>Engaging Adolescents</i>	2
<i>Kids Matter Australian Primary School Mental Health Initiative Facilitating Component 1</i>	11
<i>IUE Smarter Assessment: Improving Feedback, Reducing Correction</i>	7
<i>AIS-Supervising Teachers Progressing to Proficient Teacher</i>	1
<i>Koegel Autism PRT-Pivotal Response Training and Services</i>	3
<i>Aspect Professional Code of Conduct</i>	All
<i>AIS Embedding Excellence Project Introduction</i>	All
<i>We Matter-Health and Wellbeing ACAE</i>	All
<i>Kids Matter Introduction</i>	All
<i>AIS-Embedding Technology into Teaching and Learning</i>	All
<i>Non-Crisis Intervention Full Training</i>	8
<i>Curriculum Design and Development K-12</i>	All

<i>Positive Behaviour Support Refresher</i>	<i>All</i>
<i>Duty of Care and Dignity of Risk Review-Review Disability Standards</i>	<i>All</i>
<i>Child Protection Guidelines, Processes and review</i>	<i>All</i>
<i>Aspect Comprehensive Approach Education Self-Review and External Audit</i>	<i>All</i>
<i>Performance and Support Review and Review of Position Profiles</i>	<i>All</i>
<i>IPad and Minecraft in the classroom</i>	<i>All</i>
<i>Positive Behaviour Support Green Level Strategies Planning with Dr. Tom Tutton</i>	<i>All</i>
<i>Non-Crisis Intervention Refresher</i>	<i>All</i>
<i>CPR Training and refresher</i>	<i>All</i>
<i>WHS Review including Manual Handling and Safe Work Practice</i>	<i>All</i>
<i>WHS Risk Management & Incident Reporting</i>	<i>All</i>

Composition of teaching staff

Composition of Aspect Western Sydney School staff is documented on the My School website 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.

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 Western Sydney

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.

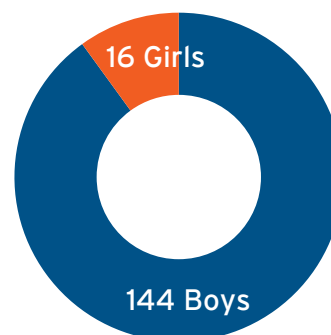
In 2016, 28 students transitioned from our school. 12 students transitioned to mainstream schools, 5 to support classes and 9 to special school settings.

Post school destinations

In 2016, 3 students moved to post school destinations. 1 transitioned in to supported work program and 2 transitioned to community participation program.

Enrolment

In 2016 Aspect Western Sydney School had an average enrolment of 160 students, 16 girls and 144 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 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.

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.

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
Duty of Care & Dignity of Risk <ul style="list-style-type: none"> • Principles • Definitions 	Revised 2016 Retained as a procedure in the new policy framework

POLICY			CHANGES IN 2016
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 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	Strengthen link between assessment, programming and decision making related to individual student areas of focus, required adjustments and accommodations and evaluation of student success.	High school staff working together to produce curriculum for specific subjects across Years 7-10 that would be delivered by Aspect. Life Skills Year 11-12 curriculum development.
	Focus on utilising student profiling and assessment to determine individual planning.	All teachers involved in linking assessment to student Individual Planning and programs with focus on using assessment to determine levels of adjustment and accommodation for individuals to enhance learning.
	Continue to underpin the ACAE in practice in the classroom by demonstrating use of evidence informed educational programs using a person-centred approach across the school.	Initiating self-review of ACAE and how across the school each element reflected actual practice. Identified areas where whole school focus was required and where 2017 focus would be undertaken in planning for external audit.
	Engage students in We Matter and Kids Matter wellbeing programs.	Establish We Matter/Kids Matter working group and seek input, feedback and ideas from staff as to how we could develop whole school initiatives to embrace Health and wellbeing as part of the learning program

School-determined improvement targets continued

AREA	PRIORITIES	ACHIEVEMENTS
Family Support	Involve parents and people with ASD in individual planning.	School has employed 2 staff members to its support staff who are on the autism spectrum.
	Work with families to better comprehend and access changes to individual funding with NDIS planned progressive roll out.	Improved parent input form to seek further involvement of families in their child's IP process and planning.
		Engaging families more prior to their child's enrolment.
	Engage families more in school community fundraising and events.	Include NDIS information and detail regards how Aspect can assist with NDIS planning in all enrolment packages, Parent information session details. Initiate school Facebook site to engage with more families both with communication and with involvement in fundraising initiatives.
Staff Development	Increased focus on the use of assessment to drive decision making both across the ASD competency areas of development but also across the academic KLA program.	Staff training on assessing all other Key Learning Areas and review of recommendation set from National Education Standards Authority (NESA). Review of Individual Plans (IP's) and student profiling document. Include how assessment will be used to demonstrate student progress and how goals are linked to KLA areas of learning. Review of best practice in Individualised planning.
	National curriculum development preparing for NESA accreditation.	Review high school program across all high schools and streamline to reflect better compliance with NESA guidelines in preparation for school accreditation in 2017.
	Principles of positive behaviour support (PBS) and taking proactive approaches to manage challenging behaviours in learning setting.	Whole school PBS planning with focus of green level zones and zones of regulation. Include green level key strategies in all student profile documents and include PBS planning.
WHS Compliance	Increase engagement with Aspect WHS committee and management to improve workplace safety practices.	Increased site audits to address WHS matters across school.
	Work with all staff by way of training and development to ensure updated incident reporting documents are rolled out and staff can both access and comply with reporting requirements.	Staff training on process of regular reporting of issues across school so that WHS matters including potential matters were noted and actioned accordingly. Training of all staff in reporting incidents online through Risk Man. Reporting improvements noted.
	Reporting and managing risk a more proactive engagement.	WHS representatives attended all WHS committee meetings.

School-determined improvement targets continued

AREA	PRIORITIES	ACHIEVEMENTS
Continuous Improvement	<p>What should an Aspect class look like?</p> <p>Review Model Class program, ACAE elements and target areas for continuous improvement to improve quality service delivery and standard across every class.</p>	<p>All staff reviewed Aspects Comprehensive Approach and identified how each underpinning element was reflected across the school. Self-review initiated and areas identified that required more focus to better reflect what an Aspect class should look like.</p>
Student Achievement	<p>Continue to increase students across years 3, 5, 7 & 9 NAPLAN participation.</p> <p>Increase level of direct engagement of all students in their Individual Education Planning, education learning and development.</p>	<p>40 of 47 students across Years 3, 5, 7 and 9 participated in the NAPLAN assessments.</p> <p>Continued focus and involvement of students in their IP's by way of student one page profiles, students attending meetings and across High School, students involved in engaging in their learning pathways.</p>
Extend services to reach more students with autism spectrum disorder	<p>Continue to work with CEO to explore opportunities for further growth across the school.</p> <p>Promote and extend the school's Education Outreach program to support more families and students post transition, and those who are not receiving direct Aspect service.</p>	<p>Monthly meetings with CEO Parramatta Diocese to ensure ongoing strength in collaborative partnership.</p> <p>Review of school's Education Outreach program. Review of financial sustainability of service, how school can broaden staff involvement in Education Outreach service delivery.</p>



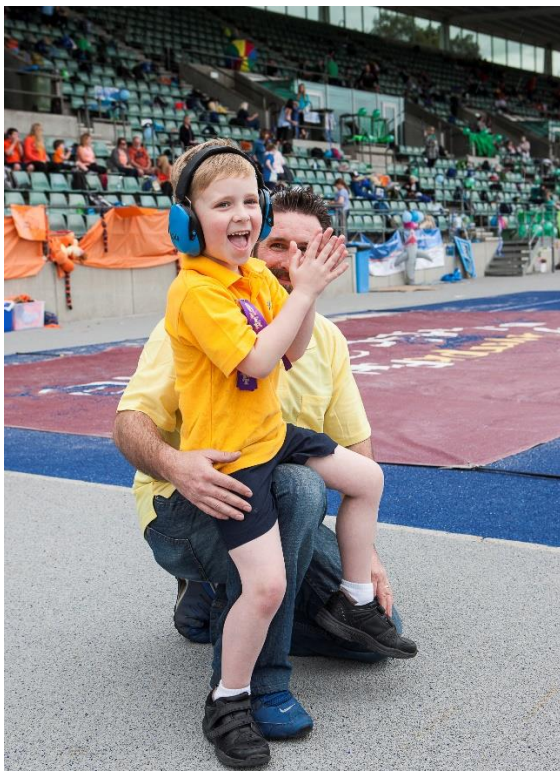
Respect and responsibility

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

In 2016 the school introduced its closed Facebook page in keeping with feedback from families that improved communication and improved insight in to what occurs across the school would improve school community involvement. The Facebook page was successful with over 100 members in place by end of 2016 comprising of both staff and parents.

During 2016 Aspect schools surveyed families using the Net Promoter Score Survey. Aspect schools received a score of 72%. Feedback was extremely positive with parents reporting satisfaction of small class sizes, staff expertise in meeting educational needs and supporting specific autism areas such as communication and behaviour support. Areas for improvement included comments around the use of technology and extending students further academically.

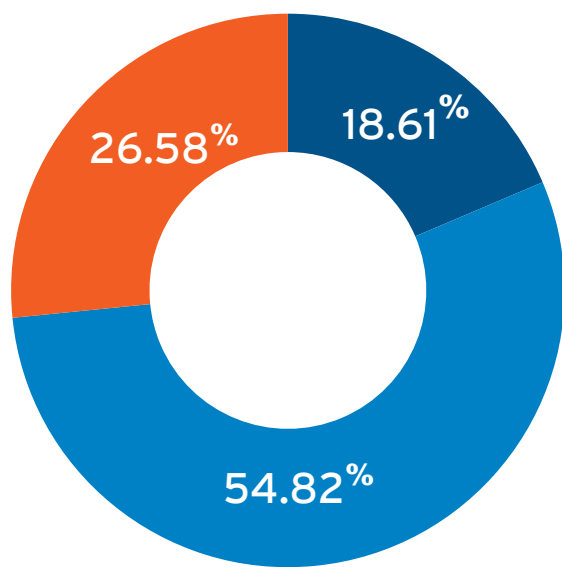
The school in 2016 engaged staff in two Survey Monkey surveys seeking feedback related to improved satisfaction based on several support and operational restructuring initiatives introduced after staff feedback from Voice Engagement Survey 2015. The response to surveys from staff was over 60% with majority respondents stating that changes put in place in 2016 had either significantly improved or improved staff's levels of satisfaction and staff feeling better supported by leadership group.

In 2016 the school completed its development of specific on-line learning modules designed to improve the support for all new staff, new scheme teachers (NST) and staff in general. The emphasis across 2016 was to roll out weekly induction teleconferences with new staff and NST and trial module content both for new staff undertaking induction, NST engaged in their accreditation process working toward proficiency, and for staff including teacher aides, who were involved in additional professional training and development. The main emphasis with this process was to further develop and align all induction and support modules to National Teaching Standards and across 2017 seek accreditation for the modules.

Financial Information

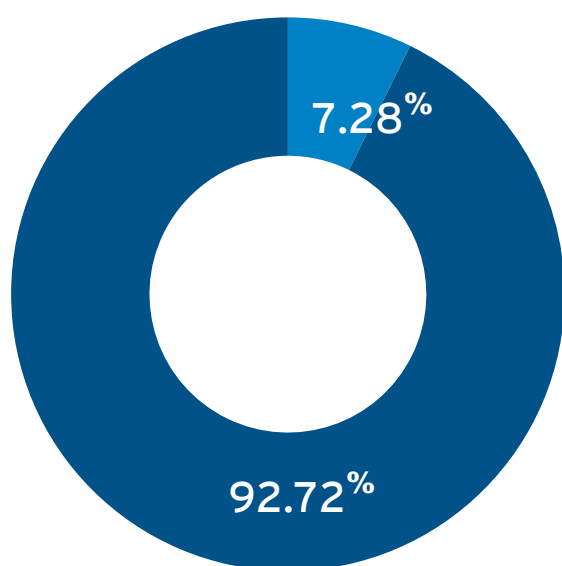
Aspect Western Sydney School

Recurrent/capital income 2016



- Fees and private income – 18.61%
- State Government recurrent grants – 54.82%
- Federal Government recurrent grants – 26.58%
- Government capital grant - 0%
(No government capital grant was received in 2016)

Recurrent/capital expenditure 2016



- Salaries, allowances and related expenses – 92.72%
- Non-Salary Expenses – 7.28%
- Capital expenditure – 0%



Aspect Western Sydney School

295 Victoria St (PO Box 6069)
Wetherill Park NSW 2164

T 02 8786 3000
F 02 8786 3099

Autism Spectrum Australia (Aspect)
ABN 12 000 637 267
Building 1, Level 2, 14 Aquatic Drive, Frenchs Forest NSW 2086 PO Box 361, Forestville NSW 2087
T (02) 8977 8300 F (02) 8977 8399
E customerservice@autismspectrum.org.au W autismspectrum.org.au