



# Aspect Central Coast School Annual Report

For the year 2017

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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, Aspect operates one of the world's largest networks of schools and satellite classes for students on the autism spectrum with an enrolment of around 1000 students across the 9 Aspect schools in New South Wales and South Australia.

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 provide people on the autism spectrum with the opportunity to realise their unique potential, as well as providing much needed support to their families, carers, friends and colleagues. Aspect's vision is to provide the best possible opportunities for people on the spectrum. We believe that people on the autism spectrum are a different brilliant.

**Our Vision**     The best opportunities for people on the autism spectrum.

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

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



# Message from the Principal

It was an exciting year with many goals achieved across different areas of the school.

In 2017 Aspect Central Coast School continued to deliver an exciting program with an emphasis on supporting the students to explore their special interest within the curriculum. The school strives to improve student learning outcomes with a focus on implementing quality teaching, strong leadership and increasing parental engagement.

In 2017 the school participated in the NESA registration process successfully with the school being granted registration for Years K-10 and accreditation for the Record of School Achievement for another five years. It was an opportunity for the school to review its procedures to ensure it is meeting compliance requirements set by NESA.

In line with Aspect's Strategic plan, the school continued raising the awareness of the school by meeting with several members of Parliament, both state and federal to discuss a range of issues and to showcase the many good things happening across the school.

In an effort to continually improve quality teaching the school participated in a range of professional development opportunities with a focus on adjusting the curriculum to meet the needs of students on the autism spectrum.

To increase parental engagement the school embarked on a number of initiatives. Social media as a tool was used and in

particular the use of the "See Saw" app created new connections between home and school with teachers now having capacity to share pictures and stories in real time with parents through the school day. It also gives parents an opportunity to give feed back to the teacher on what they see.

Aspect Central Coast School also provided services in the wider Central Coast community.

- Funding received through the NSW Department of Family and Community Services Ageing, Disability and Home Care provided opportunities for students on the autism spectrum across the Central Coast to participate in Individualised Community Access Programs (ICAP). The workplace program with Sea World on the Gold Coast continued in 2017 with 14 students. 5 students participated in a peer support program at the Snowy Mountains.
- The Aspect Education Outreach program supported 23 students in mainstream schools and provided training to education staff from government, Catholic and independent schools across the Central Coast.
- 55 early childhood educators participated in autism-specific workshops.

Mark Durie  
Principal



# Message from the P&F

2017 has been another fantastic year for our school. We have seen lots of growth across our school. We have said goodbye to some families and staff and we have welcomed many new ones. We have even welcomed some babies into our school community.

2017 saw us organise our second annual walkathon, which unfortunately was washed out, but that didn't stop the community spirit. We had our Westfield Walkers which involved staff, students and family pounding the two treadmills upstairs at Tuggerah. It was amazing to see such great support from our staff and students. I loved watching our St Peter's students talking to the shoppers while holding donation buckets for loose change. Most of our families signed up to our online fundraising page to raise much needed funds but more importantly raised awareness of autism in our broader community.

Mark Smith once again organised and coordinated a golf day at Gosford Golf course, with help from Kelly McConnell who organised the prizes. Many thanks to those who attended and supported this event.

We were very grateful for the staff who ran the Bunnings BBQs and the amazing helpers. Staff gave up their time during the school holidays to facilitate these BBQs. It just goes to show the level of dedication and love of our students that our teachers have for our kids and our school. We are certainly very lucky to have such wonderful staff.

Our school sports day at Mingara Athletics Centre as always was a momentous day. These days don't just happen. Many hours and blood, sweat and tears from our staff occur to give our kids the amazing experience of coming together as a school and celebrating our students and their abilities. The day is also made great by the yummy BBQ provided by the Rotary Club. It is always a wonderful day for parents and carers to catch up. It's always nice to meet a new mum, dad, nan or carer that can relate to you. Further to our whole school carnival is the Aspect Combined Schools Carnival at Homebush. Each year it gets better and better and what a wonderful achievement to say, WE WON AGAIN!!! Go the Central Coast.

Once again, the P&F held a trivia night. The night was a roaring success with many laughs. We must thank Kelly McConnell for organising this major event. Nights like these can only happen with lots of support from our community. We must thank The Entertainment Grounds and our Trivia Host, who was one of the best I've ever heard or seen.

2017 saw us hold our second Year 6 Graduation except this year we stepped it up a notch. We held a combined Year 6 and Year 10 dinner to celebrate the achievements of our graduating students. We had a lovely dinner and were entertained by speeches from students and staff. The night

was made most memorable by the slide show that played for both grades. Seeing photos from when the kids were in kindergarten through to Year 6 and then all the way to Year 10 was very special. This night would not occur without the amazing support of staff, especially Glenn Burwood, who organised the room at St Peter's and helped with setup and running the night, Tracey Murray who came to my rescue with the two slide shows, the teachers who sourced our photos, Bernadette for sending out the reminders and chasing up RSVPs, Clara our superstar who was our book balancer, and Tammy Sonter who made the invitations and place mats, Michelle Wylie for decorating the room, and Sam Feher for the amazing cake. I'm sure there are others that I'm forgetting but know that we thank them all.

As a school community, we must thank the organisations and people that continually support us and our school. Those that not only donate prizes and cash to our school, but the many volunteers that help us in any way. We are most thankful for your support.

I personally want to thank the committee, Kelly, Maggie, Jodie and Mel for your support this year. We may be small in numbers, but we are big in spirit!! I also want to thank Mark and Amanda and the executive team. You all do such an amazing job and we as parents and carers are grateful for all that you do.

Let's hope 2018 is as great a year as 2017.

Kate Atchison  
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

[www.myschool.edu.au](http://www.myschool.edu.au)

### Senior Secondary Outcomes

#### Record of School Achievement

In 2017, five students were eligible for the Record of Student Achievement (RoSA). There were no RoSA credentials issued in 2017.

#### Higher School Certificate

In 2017 Aspect Central Coast School is not registered for Stage 6 and not accredited for the HSC. The reporting of the HSC results is not applicable.

## Professional learning and teaching standards

### Teacher accreditation

Level of accreditation	Number of Teachers
Pre-2004 teachers (accreditation not required in 2017)	13
Conditional	0
Provisional	6
Proficient Teacher	19
Highly Accomplished Teacher(voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	38

### 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 of professional learning activity	No. of staff participating
Aspect Professional Code of Conduct	All
Management of Actual or Potential Aggression (foundation and refresher courses) - a framework for decision making and problem solving to prevent, de-escalate, and safely respond to disruptive or assaultive verbal and physical behaviours	All
Child Protection - responsibilities related to child protection based on state/territory legislation, federal legislation and Aspect policy and procedures	All
Disability Standards for Education - overview of the Disability Standards for Education (2005) and the legal obligations of all education providers	All
CPR training - skills to provide Cardio Pulmonary Resuscitation (CPR)	All
Manual Handling	All
Zones of Regulation	54
Autism User Experience	45
Caine's Arcade - Creativity and Teamwork	45
Stage Group Collaboration	45
Your One Best Thing	45
Personalised Learning Processes for Aboriginal Students	41
Medication Talk with Dr. Buckmaster	20
Kids Matter	17
IP Masterclass	16
STEM Masterclass	10
Asia Pacific Autism Conference (APAC 2017) - an international autism community conference focusing on the shift in autism research and practice to look beyond the early childhood and school years and focus on the whole lifespan for people on the spectrum	6
Critical Incident Stress Management	5
AIS Annual Conference	3
The Business of Social Media in Schools (AIS)	2
IEU Environment Conference	2
NVCI to MAPA Conversion Course Train the Trainer	2

Description of professional learning activity	No. of staff participating
EDUTECH Conference	2
Setting Staff up for Success	2
K-6 Physical Activity & Health Conference	1
Spelling K-6	1
Bridging the Gap (AIS)	1
Designing STEM units of learning K-6	1
NESA Accreditation	1

### Composition of teaching staff

Composition of Aspect Central 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

### Student attendance rates

Year level	Attendance rate %
Kindergarten	90%
Year 1	88%
Year 2	91%
Year 3	90%
Year 4	78%
Year 5	90%
Year 6	84%
Year 7	81%
Year 8	84%
Year 9	89%
Year 10	76%

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

Non-attendance is managed by the Principal. Meetings with parents can be convened in view of developing necessary supports. Supports may include but are not limited to a behaviour support plan, behaviour contract, changes to program offered (i.e. incorporating more special interest project based learning), and school attendance improvement plan.

### Student retention rates

As with all of Aspect's schools, Aspect Central 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 2017, 21 students transitioned from our school. 5 students transitioned to mainstream schools, 9 to support classes, 3 to special school settings and 4 to home schooling.



## Enrolment

In 2017 Aspect Central Coast School had an average enrolment of 128 students, 17 girls and 111 boys.

## Enrolment Policies

### 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 Committee, convened by the National Director, Aspect Education 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 enroll their child.

a. This meeting outlines the school program and application process

b. Application for enrolment form 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.

a. 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.

a. 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 School 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)

## 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

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

## National Disability Service Standards

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

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

## Other School Policies

Summary of policy	Changes in 2017	Access to full text
<p><b>Student welfare</b></p> <p>The school seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through the following policies:</p> <ul style="list-style-type: none"><li>• Person centred approach and recognition of values - define and work towards achieving individual's goals and personal lifestyle choices with support and input from those who care about them</li><li>• Risk management framework - identifies risks and defines criteria for the assessment of consequence of those risks</li><li>• Duty of care and dignity of risk - ensures that staff understand and implement the principles of Duty of Care and Dignity of Risk, recognising the rights of the people we support to make informed choices and take calculated risks</li><li>• Safeguarding the people we support - Aspect is committed to appropriately responding to and preventing incidents of abuse, injury, neglect and exploitation of the people we support, in both participation with Aspect, and as a partner of the broader community</li></ul>	<p>Approved by Aspect Governance committee as Aspect overarching policies.</p>	<p>The full text of Aspect policies</p> <ul style="list-style-type: none"><li>• Person centred approach and recognition of values;</li><li>• Risk management framework;</li><li>• Duty of care and dignity of risk; and</li><li>• Safeguarding the people we support</li></ul> <p>can be accessed by request from the school principal or from Aspect's website</p> <p><a href="https://www.autismspectrum.org.au/content/aspect">https://www.autismspectrum.org.au/content/aspect</a></p>
<p><b>Anti-bullying</b></p> <p>For some young people on the autism spectrum, it can be very difficult to recognise bullying. The school seeks to develop supports to assist students to understand that:</p> <ul style="list-style-type: none"><li>• bullying is about the misuse of power in relationships</li><li>• bullying is when someone experiences repeated verbal, physical and or social behaviour that causes harm</li><li>• bullying is mean and can be very hurtful</li><li>• there are different kinds of bullying</li><li>• no kind of bullying is ever OK</li><li>• bullying should always be reported</li><li>• adults will do all in their power to take it seriously and deal with it</li></ul>	<p>No changes were made in 2017.</p>	<p><a href="http://www.positivepartnerships.com.au/sites/default/files/positive_partnerships_bullying_fact_sheet.pdf">http://www.positivepartnerships.com.au/sites/default/files/positive_partnerships_bullying_fact_sheet.pdf</a></p>

Summary of policy	Changes in 2017	Access to full text
<p><b>Discipline</b></p> <p>Autism Spectrum Australia (Aspect) considers that the behaviour of children with autism spectrum disorders requires support and understanding. Challenging behaviours are best understood and responded to by applying a positive approach as outlined in Aspect's Positive Behaviour Support Policy.</p> <p>Positive Behaviour Support is a comprehensive approach to supporting situations where there is challenging behaviour and combines the science of learning (from Applied Behaviour Analysis) with human rights and values. PBS works in respectful collaboration with individuals and their families to use effective evidence based strategies to increase the quality of life for all involved.</p>	<p>The policy was reviewed in 2017 and was approved as an overarching Aspect policy. The policy was restructured to the new policy framework but there were no changes to the policy.</p>	<p>The full text of Aspect Positive Behaviour Support policy can be accessed by request from the school principal or from Aspect's website</p> <p><a href="https://www.autismspectrum.org.au/content/aspect">https://www.autismspectrum.org.au/content/aspect</a></p>
<p><b>Complaints and grievances resolution</b></p> <p>Autism Spectrum Australia (Aspect) values complaints about the quality of its service and communications to support the continuous improvement of services and management.</p> <p>Aspect's complaints management process provides a transparent framework for promptly and sensitively addressing and resolving complaints and disputes that may arise from complaints having regard to procedural fairness, confidentiality and privacy.</p>	<p>No changes were made in 2017.</p>	<p>The full text of the Complaints Management Process can be accessed by request from the School Principal.</p>



## School-determined improvement targets

### 2017 school determined priority areas for improvement and comments on the achievements

AREA	PRIORITIES	ACHIEVEMENTS
Teaching and Learning	Review KLA programs across the school to ensure they are meeting compliance set by NESA in preparation for accreditation renewal.	A self-review and leadership review was conducted to ensure all programs met NESA compliance standards.
Family Support	Increase Parental involvement	The school identified a variety of online platforms to better connect with families on a regular basis. Face Book and the SEESAW program were used which saw an increase in home-school collaboration.
Staff Development	Increase the participation of staff delivering professional development.	The school encouraged staff to share their knowledge by presenting a workshop to colleagues highlighting a successful program they have implemented. The school had 3 staff present papers at the 2017 APAC conference.
WHS Compliance	Ensure school meets the WHS standards set by NESA	Conducted 4 audits across all sites. Staff received monthly updates via staff meetings and newsletters.
Continuous Improvement	Aspect Comprehensive Approach to Education audit	During the year the leadership group conducted an audit across all sites with a particular focus on Positive Behaviour Support practices.
Student Achievement	Identify and implement achievable IP goals for all students	All individual planning goals were reviewed by the leadership team to ensure they were achievable and relevant to the needs of the student.
Extend services to reach more students with autism spectrum disorder	Maintain current enrolments	The school was able to maintain its enrolment number from the previous year. The school increased its outreach service to 20 individual consults and an increased number of staff training for other schools. School tours conducted 4 times during the year and night tours introduced.

### School determined priorities for 2018

AREA	PRIORITIES
Teaching and Learning	Utilise the EMU Math program to monitor and increase current numeracy levels across the student population. Students in year 9 will for the first time complete the Work Education elective subject. A research project will also begin to record the success of the project.
Family Support	Continue to increase family engagement through the use of social media. By the end of the year all classes will link with their families using the " Seesaw" app.



AREA	PRIORITIES
Staff Development	By end of the year, all staff will have completed a 2 day mental health workshop giving them strategies to better support students and colleagues with mental health issues.
WHS Compliance	The school will transition to a centralised maintenance program led by our WHS team. This will include tasks such as Test and Tag, Air Conditioner maintenance, Fire Safety and other WHS compliance tasks
Continuous Improvement	Make the transition from Aspect Comprehensive Approach to Education (ACAE) to Aspect Comprehensive Approach (ACA). By the end of the year all staff will have completed the level 1 training associated with the ACA.
Student Achievement	<p>By the end of the year, year 9 students would have had the opportunity to explore a range of work opportunities and participate in a range of work experience opportunities.</p> <p>All Students will work towards their own Individual goals that have been established in collaboration with their parents and teacher.</p> <p>Students in the EMU Math program could potentially increase their numeracy skills.</p>
Extend services to reach more students with autism spectrum disorder	<p>Continue to offer School tour to families who cannot attend the regular school information sessions during the day.</p> <p>Promote our services within the early childhood community by running a series of autism workshops that will not only provide vital training but encourage preschool staff to promote our service amongst their own community.</p>



## Respect and responsibility

Aspect Central 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 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

At the beginning of the year students are encouraged to complete a student profile outlining what their strengths are and what they would like to achieve during the year. A variety of extra curricula activities are held throughout the year with the goal to enrich the learning opportunities of all our students. Girls club was established allowing all the girls across our classes to have an opportunity to meet on a regular basis forging new social connections and seeking assistance from our therapists with particular issues relating to girls on the spectrum.

Every 2 years staff complete a staff voice survey which measures the quality of current work practices that affect

employee engagement. A Summary of the results show:

Staff Passion and engagement were recorded at 81% with an increase of 11% from the previous results

98% of staff indicated sexual harassment is prevented and discouraged, a 12% increase from previous surveys.

96% of staff believe in the values of Aspect.

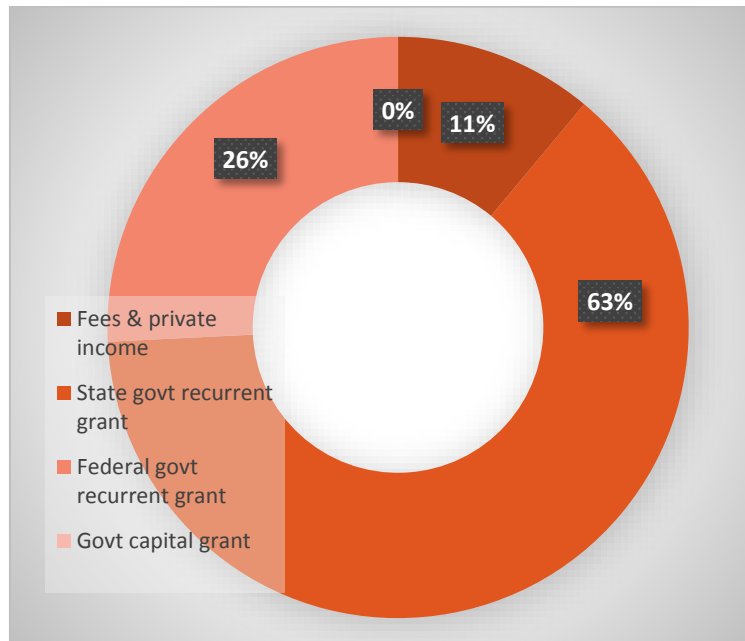
96% of staff said they understand how their role contributes to the overall success of their team.

96% of staff said they enjoy the work they do.

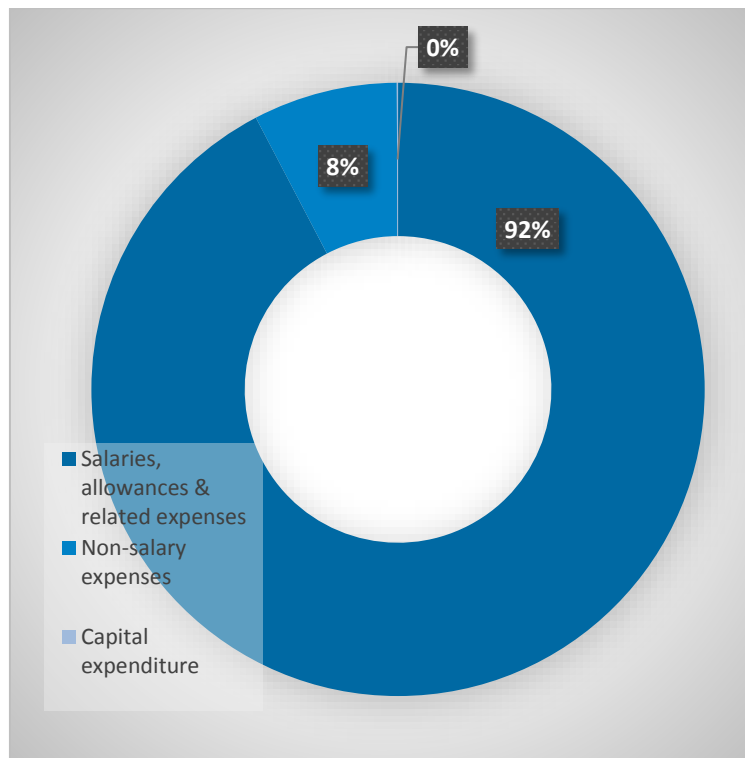


# Financial Information

## Recurrent/capital income 2017



## Recurrent/capital expenditure 2017





## Aspect Central Coast School

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