



Aspect South 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

Aspect South Coast School caters for 137 students across the Illawarra, Shellharbour, Kiama and Shoalhaven local council areas between the ages of 4 and 18. 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 the Catholic Education Office school at Ss Peter and Paul School in Kiama. Our secondary satellite classes are located at Cedars Christian College in Farmborough Heights. In 2017, 24 students made the transition to a more inclusive setting and we successfully gained registration with NESA for the RoSA Accreditation.

We have 58 students using a dedicated Assistive and Augmentative Speech device or the LAMP Words for Life app that utilizes the 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 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 continue our family support programs thanks to 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 as well as curriculum focused community access.

The school is grateful to the local community for their generous support throughout the year. As a result of the school fundraising events, we have been able to continue building up our technology and library resources as well as improving all our school sites.

Bruce Rowles
School Principal



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, behaviour and sensory processing which are integrated into the NSW Education Standards Authority 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.

Record of School Achievement

There were no RoSA credentials issued to students in 2017.

Higher School Certificate

Aspect South Coast School is registered but 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)	15
Conditional	6
Provisional	9
Proficient Teacher	11
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	41

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

Description of professional learning activity	No. of staff participating
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 staff
APAC 1. Using Technology to Connect with Parents LAMP project and the historical milestones of communication strategies to connect with parents	All staff
APAC Posters Unpacked - South Coast School Poster presentations - Minecraft; LAMP	All staff
APAC 2. Genetics, Paternal Age and Gut Microbiome The latest research findings on the genetic links to autism spectrum disorders. The research findings on link with paternal age and incidence of autism. The impact of gut flora imbalance on autism spectrum disorders.	All staff

Description of professional learning activity	No. of staff participating
APAC 3. Autism and Happiness: From Neurodiversity to Neuroharmony The ultimate goal is to achieve happiness. Target special interests, strengths and wellness opportunities for the students in our care.	All
Aspect Professional Code of Conduct online training	All staff
Disability Standards for Education - overview of the Disability Standards for Education (2005) and the legal obligations of all education providers	All staff
Non-violent Crisis Intervention refresher course To support your interactions with people with autism in a spirit of empathy, dignity and respect. It also further develops an environment of care, welfare, safety and security Proactive strategies to prevent challenging behaviour	All staff trained in NCI Foundation course pre 2017
CPR Refresher - yearly refresher for mandatory training to provide Cardio Pulmonary Resuscitation (CPR)	All
Anaphylaxis online training	All
Mandatory Policies - Safe-Guarding The People We Support - mandatory child protection information related to child protection based on state/territory legislation, federal legislation and Aspect policy and procedures	All
Housekeeping and School Handbook - Assist staff to understand the protocols and procedures of the workplace and to then navigate the school handbook	All
Handbook Review - workshop regarding content review of school policies and procedures in the handbook. The handbook assists staff in the daily application of their roles and responsibilities.	All
RACV Salary Packaging - use of proportion of salary before tax, to pay for everyday expenses. Effective way to increase income and could potentially save thousands in tax.	All
Voice Survey results and recommendations based upon data from the Aspect-wide Voice Survey providing staff with feedback on their experiences working for Aspect.	All
Aspect Comprehension Approach Education (ACAE) - Update on ACAE content and review feedback	All
Staff Induction - phase one of Aspects new staff Induction orienting staff to Aspect Values, Mission Statement work practices and procedures and protocols.	All new staff
Positive Partnership autism online training	All new staff



Description of professional learning activity	No. of staff participating
Non-violent Crisis Intervention NCI (Foundation Course – 2 days) To support your interactions with people with autism in a spirit of empathy, dignity and respect. It also further develops an environment of care, welfare, safety and security Proactive strategies to prevent challenging behaviour	All new staff
WHS - update on Aspects WHS processes and protocols including Risk Assessments for community access	All
Risk Assessments and WHS - Practical application of Risk Assessments for community based school activities	All
Management of Actual or Potential Aggression MAPA (foundation course 2 days) - a framework for decision making and problem solving to prevent, de-escalate, and safely respond to disruptive or assaultive verbal and physical behaviours	All
MAPA Train the Trainer - facilitator training to in turn provide all staff with MAPA training as a positive behaviour support proactive system. a framework for decision making and problem solving to prevent, de-escalate, and safely respond to disruptive or assaultive verbal and physical behaviours	2
Kids Matter - workshopping strategies to engage students in wellbeing activities	All
Kids Matter/We Matter - introduction to 2017 Wellness Team. Rewards to staff for resilience in 2016. Update on Wellness committee actions for 2017	All
We Matter Activity Staff Profiles - practical exercises for implementation of We Matter project in school. Staff update their profiles to confirm best way to communicate with them and how to create a harmonious working environment.	All
Wild Rumpus Community Art - mixed media mindfulness exercise for self-reflection and personal goal setting	All teacher aides
Tai Chi - introduction to a wellness activity. Spiritual, physical and emotional development in the realm of martial arts is applied through the ching (metabolic energy), ch'i (breath energy) and shen (spiritual energy)	All teacher aides
Kiama Rotary: Mental Health First Aide - provide teachers, staff and students additional tools to support ongoing efforts for student wellbeing and welfare who experience mental illness.	10
Positive Behaviour Support - The theory and concepts of positive behaviour support and its application to working with students with an autism spectrum disorder in the school setting within the three TIER protocol. How to complete the new Orange Positive Behaviour Plan form for TIER 2/ TIER 3 students considering the behaviour, function of behaviour, environmental supports, replacement behaviours, positive reinforcement of replacement behaviours and review.	All
Calm Spaces - protocols and procedures for recording school Calm Spaces on TS	All
Pro-social Competency Screener - practical and theoretical update to gathering data on new revised screener	All
Social/Cognitive Screener Data Analysis for Individual Planning - update on practical aspects of data decisions and goal setting	All
Autism Pedagogy and iPad Technology - s theoretical understanding of relevance of iPad technology to autism student population and project/case studies.	All
Apple Store Excursion - training on use of iPad Apps in school environments	12
Seesaw - introduction of Communication App for families. Individual and group portals	All
Seesaw - update on family communication tool. Examples and problem solving	All
Seesaw -update on practical application and class examples of use of Seesaw	All
Sand Pit (iPad) - A tabloid of hands on practical rotations using ICT's/recycling materials.	All

Description of professional learning activity	No. of staff participating
Individual Planning (IP) - Introduction of the new IP process. Protocols and procedures. Terminal services folder. How to run an efficient and effective IP meeting with families	All
LAMP Ambassadors - training for school roles as LAMP Ambassadors linking student Speech Generating Device use in school, home and community settings.	10
Programming KLA's - stage clusters collaborate on programming- sharing ideas/resources	All teachers
AIS: Scope and Sequences	2
Development of Action Plans of school working parties based upon curriculum, granted projects, skills and interests.	All teachers
Twice Exceptionality - information on students who are gifted and talented and also diagnosed ASD/ID etc. Savant skills screening and strategies to encourage potential of twice exceptional students	All
Traffic Jam in My Brain - a Sensory Processing Approach to challenges associated with autism, ADHD, learning and behavioural differences	7
Creating the most engaging STEM thinking classroom (Ralph Pirozzo)	1

Composition of teaching staff

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

No staff are of Aboriginal and/or Torres Strait Islander background.



Student attendance

Student attendance rates

Year level	Attendance rate %
Kindergarten	88.6%
Year 1	89.7%
Year 2	91.4%
Year 3	92.7%
Year 4	92.8%
Year 5	93.3%
Year 6	91.3%
Year 7	83.8%
Year 8	62.6%
Year 9	92%
Year 10	NA

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

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 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 2017, 24 students transitioned from our school. 11 students transitioned to mainstream schools, 10 to support classes and 3 to special school settings.

Enrolment

Aspect South Coast School had an average enrolment of 137 students, 26 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 school's 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 school's 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 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

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



Other School Policies

Summary of policy	Changes in 2017	Access to full text
<p>Student welfare</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"> • 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 • Risk management framework - identifies risks and defines criteria for the assessment of consequence of those risks • 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 • 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 	<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"> • Person centred approach and recognition of values; • Risk management framework; • Duty of care and dignity of risk; and • Safeguarding the people we support <p>can be accessed by request from the school principal or from Aspect's website</p> <p>https://www.autismspectrum.org.au/content/aspect</p>
<p>Anti-bullying</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"> • bullying is about the misuse of power in relationships • bullying is when someone experiences repeated verbal, physical and or social behaviour that causes harm • bullying is mean and can be very hurtful • there are different kinds of bullying • no kind of bullying is ever OK • bullying should always be reported • adults will do all in their power to take it seriously and deal with it 	<p>No changes were made in 2017.</p>	<p>http://www.positivepartnerships.com.au/sites/default/files/positive_partnerships_bullying_fact_sheet.pdf</p>
<p>Discipline</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>https://www.autismspectrum.org.au/content/aspect</p>

Summary of policy	Changes in 2017	Access to full text
<p>Complaints and grievances resolution</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>	No changes were made in 2017.	The full text of the Complaints Management Process can be accessed by request from the School Principal.

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

AREA	PRIORITIES	ACHIEVEMENTS
Teaching and Learning	Develop programming across the school from the Australian Curriculum Science Curriculum and build up the necessary resources to enable accurate introduction and teaching	The introduction of the Australian Science Curriculum was delayed until 2018. It allowed time for consolidation of Geography and History
	Continue to develop programming to ensure consistency in teacher planning and understanding and utilizing program builder.	We have developed a One-stop Programming resource to support our teachers. It assist consistency and helps support our individualised programs for our complex students.
	Revisit Autism Core Competencies for staff to ensure that curriculum for individual learning reflect best practice.	As the school staff is ever evolving there is a constant need to update teacher knowledge and skills associated with teaching students with autism, especially when focusing on interests and talents.
Family Support	Maintain family support resources to continue and improve existing individual family support and family support events.	We were able to maintain links through our family support. This is exceptionally important for our families.
	Increase family support for the LAMP program using the research work around individualizing communication utilizing technology for families.	We have 58 families using AAC devices and the LAMP approach to communication. These devices are fully included in our classrooms.
Staff Development	Introducing the Australian Science Curriculum	The Science Curriculum was delayed.
	Developing the PDHPE Prosocial skill developmental assessment tool to inform teaching	We continued to develop the Prosocial Skill tool using it for our Individual Programming for all students.
	Review Autism Specific Core competency strategies for new and existing staff	We made developing the basic core competencies of autism a priority especially with new staff.
Continuous improvement	Developing greater accessibility for the LAMP communication strategy utilizing the new Words for Life App on the iPad.	We increased our number of users, developed a Professional Development course for staff and therapists, extended our parent support through the Voxer App. and extended the programming support for teachers.
	Apply and assess a trial of the Prosocial skill assessment tool	We trialed and refined the Prosocial Skills Screener with all staff using it for planning their Individual Programs.

Student achievement	Continue to develop across site ability group planning to improve learning outcomes	All sites implemented ability group planning and working in English and Mathematics.
	Encourage greater NAPLAN participation	We continue to encourage greater participation where realistically possible.
WHS Compliance	Implement the new Incident reporting mechanism and follow up in staff training	We implemented RiskMan for Incident reporting
Extend services to reach more students with autism spectrum disorder	Increase outreach support service to reach more students	Outreach has maintained its high demand as schools struggle to meet the needs of complex students with autism.
	Increase school numbers with the opening of the Aspect South Coast School Cedars classes.	Aspect Cedars numbers were steady at 10. There is a lot of interest in the class.

School determined priorities for 2018

AREA	PRIORITIES
Teaching and Learning	<p>The priority for 2018 is implementing our One Stop Programming package for all staff developing a broader understanding</p> <p>Increase professional discussion and sharing of strategies across school sites</p>
Family Support	<p>Support parents understanding of their child's academic progress by including parent meetings for the First Semester Report.</p> <p>Continue our Family support program including information mornings and social events.</p>
Staff Development	<p>Develop staff knowledge of implementing Positive Behaviour</p> <p>Improve the teaching of Mathematics understanding our students unique style of learning including mastery the need for greater use of concrete materials</p>
Continuous Improvement	<p>Continue to develop our LAMP project supporting families through practical Professional Development including using devices in the local community.</p> <p>Continue to improve the practical application of our Prosocial skills program to inform the Individual Programs</p>
Student Achievement	<p>Increase the number of students participating in NAPLAN</p> <p>Continue to improve student literacy levels particularly reading.</p>
WHS Compliance	<p>Maintain a culture of safety</p> <p>Improve systems for maintain a safe environment.</p>
Extend services to reach more students with autism spectrum disorder	Increase our services by starting an early stage 1/stage 1 group as well as a Stage 6 program ready for the 2019 school year.

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 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's value of "We are passionate about people, about being positive and about what's possible" mirrors 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

Throughout 2017, families, students and the school staff had various formal and informal opportunities to gauge their satisfaction with the school. Amongst the opportunities include:

- Aspect Customer Satisfaction Surveys - Aspect South Coast School received a Net Promoter Score of 80% in June and 62% in December.
- Employee Engagement Survey (VOICE) - Staff Passion and Engagement were recorded at 97%; 100% of staff understand their job contributes to overall success of their team; 99% of staff indicated sexual harassment is

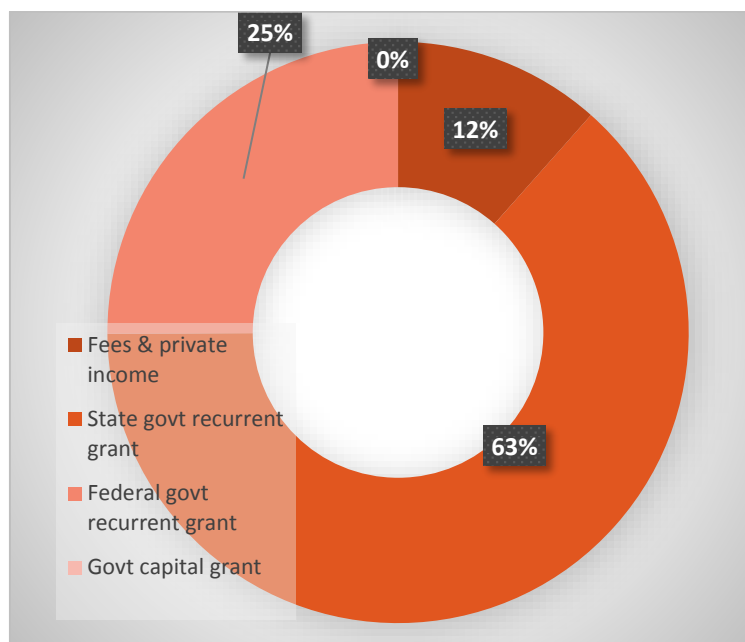
prevented and discussion; 97% of staff believe in the values of Aspect.

- Student Individual Planning Meetings
- Parent Coffee mornings
- Organised family activities - Train Park Days, Yoga for parents, Bowling night and Pamper Days for mothers.
- Home school Diaries
- Staff meetings and Staff Development Days.
- We Matter Program
- Monthly Parents and Friends Meetings
- See Saw App for student sharing with families
- Skoolbag App for sharing information with families.

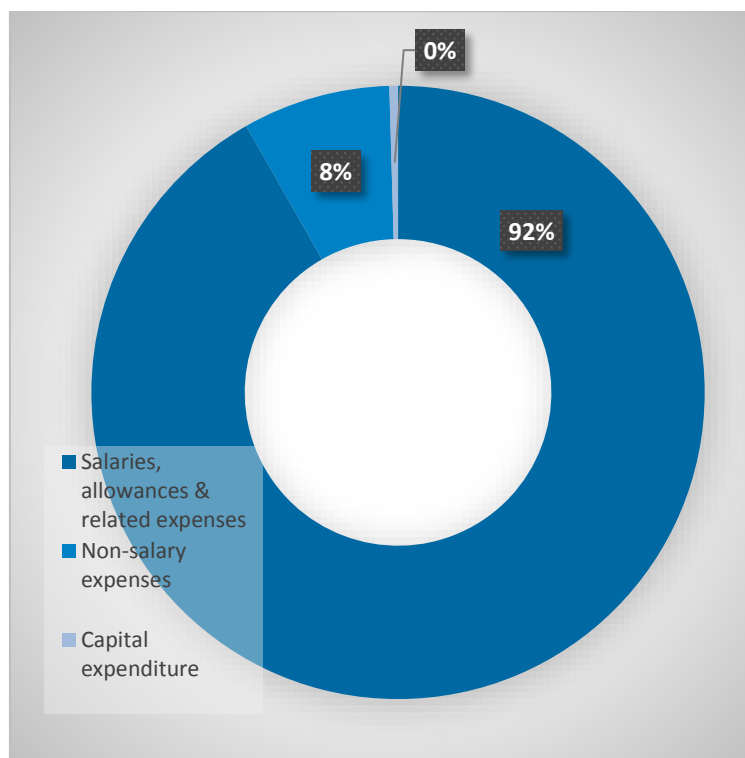


Financial Information

Recurrent/capital income 2017



Recurrent/capital expenditure 2017





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