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Autism Spectrum Australia (Aspect) acknowledges and pays respect to the traditional custodians of the many lands and cultures of the places in which we live and work.

Autism Spectrum Australia (Aspect) is the country's largest service provider for people on the autism spectrum. Our specialised, evidence informed schools program is one of the largest in the world, with additional services that include information and advice, diagnostic assessments, behaviour support, parent and family support, and adult programs. We share evidence-informed autism practice and applied research nationwide.

Aspect schools provide specialised evidence-informed programs for children aged 4 to 17 on the autism spectrum, who require an autism specific program.

The primary focus of the schools is to equip students with the skills to become as independent as possible and enable them to transition into more inclusive settings. This is achieved through the application of the Aspect Comprehensive Approach which has at its centre the Autism Initiatives' (UK) Five Point Star to support autism-specific person-centred planning and respectful and positive relationships between the educator and student. It also focuses on the following elements: Individual Planning; Family & Community Engagement; Learning & Participation; Positive Behaviour Support; Structured Supports; Transition & Inclusion; Specialist Collaboration; and Health & Wellbeing.



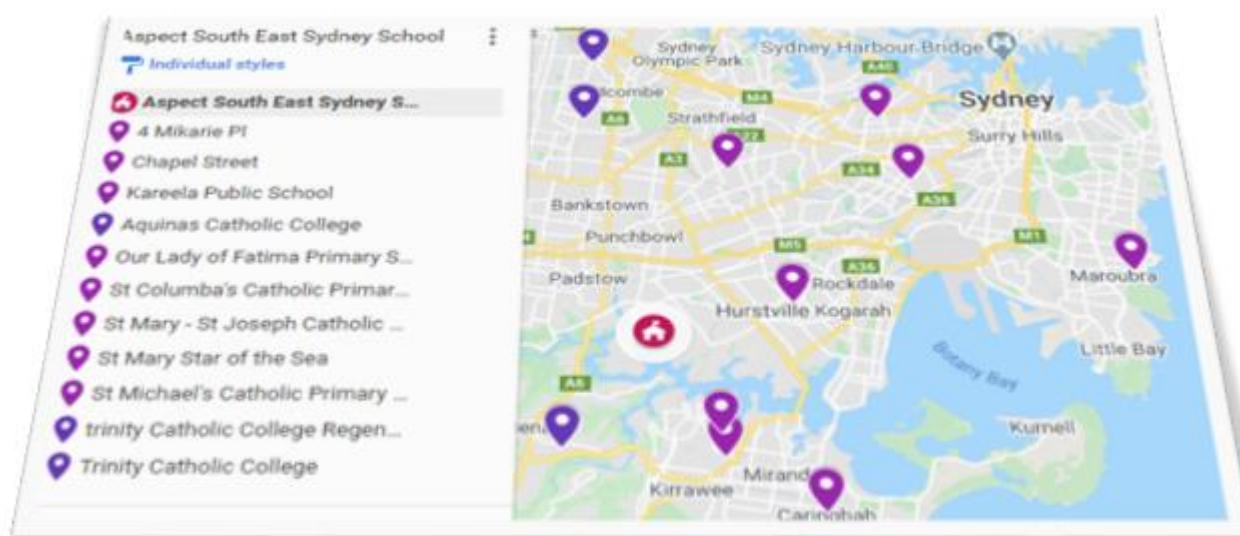
Our Purpose

a different brilliant®

understanding, engaging & celebrating the
strengths, interests & aspirations
of people on the autism spectrum

Message from the principal

Aspect South East Sydney School provides education for 175 students on the autism spectrum, with 81% boys, across eleven sites. Classes are small with a high teacher to student ratio and a teacher's aide appointed to each class. 38% of the enrolled students are in the main sites; Peakhurst, Kirrawee and Marrickville. The remaining students are enrolled in the satellite program in primary satellite units in Maroubra, Caringbah, Kareela, Leichhardt and Belfield and in our high school Life Skills Program in Menai, Regents Park and Auburn. The high school program is for students from Years 7 to 10 with Menai recently offering a Year 11-12 Life-skills Program.



Our school follows Aspect's Vision, which is to offer the best opportunities for individuals on the autism spectrum supported by our Mission, which aims to deliver evidence informed programs that are person-centred and family focused. The primary focus of our school is to equip students with the skills to become as independent as possible within a safe learning environment and enable them to transition to less specialised settings. Approximately one quarter of our students transition to a less specialised setting each year and a Transition Program is in place to support a successful transition.



Following the Aspect Comprehensive Approach maintains a lens of Individual Planning, specialist collaboration with both the Aspect SES Learning Support Team and external Therapists, Positive Behaviour Support and Structured Teaching Supports. To review this model that underpins Aspect Education please visit the Aspect website.

At Aspect South East Sydney School, there is a focus on student strengths and interests and ensuring we celebrate the diversity of talents.

Should you wish for any more information about our school I welcome you to make contact.

Joanne Tisdell

Principal

Message from the P&F

Aspect South East Sydney (SES) School Parents and Friends (P & F) Committee continues to be an important element of the SES school community.

The committee meets at least 4 times a year and the Principal chairs those meetings along with the President. The committee's goal has always been to continue the excellent work it has done over the years in the area of fundraising and contributing to the spirit of the school.

SES School acknowledges that parents are integral partners in their child's education and can provide essential links to the community at large. In the last year, the P&F committee have continued to promote that ethos by supporting the school in whatever way is suggested to be suitable and useful, to help SES School educators facilitate experiences for the children that can extend beyond the classroom.



The P&F worked in partnership with the school and families in raising over \$50,000 through the walkathon, which was a fun and relaxed day for the community.

The P & F also has a function in the school community beyond fundraising and this important role is recognised by the school in having dedicated a staff member to be the connection between the school and the P&F. This has allowed the smooth organisation of the, now annual, Family Fun Day. This is an event designed to provide families with a safe, free and fun event to enjoy with numerous, child-friendly, activities which are aimed at satisfying some of our students particular interests and it was again a great success with students and parents alike expressing their enjoyment both on the day of the event and afterwards.

Other annual events coordinated by the P&F are the SES School Christmas party and the Mother's and Father's day stalls. Each of these events add opportunities and a spirit fun to the school community.

The P&F continue to fund a diverse selection of excursions and incursions and continues to fund the procurement of academic tools and resources,

especially in funding technology, which is used on a daily basis by the teachers in the classrooms to engage and engage students in active learning.

The success of the SES School P&F can be attributed to the dedicated and hardworking P&F committee who regularly demonstrate enjoyment and camaraderie in working for their school and their children and the wonderful working relationship that committee has with the school fundraising staff and executive.

The success of the P&F and their fundraising efforts are, undoubtedly, dependent on the interested and enthusiastic support and guidance of the Principal, the dedicated staff, the families and their wider supportive community.

The P&F committees' role in the future will be to continue to raise much-needed funds, but to also contribute to and promote community spirit and support.

Hannah Murphy

P&F President



Student outcomes in standardised national literacy and numeracy testing

Aspect South East Sydney School offers a holistic education incorporating a strong focus on the student's all-round development as well as academic progress using the NSW Education Standards Authority (NESA) curriculum. The strong connection between language and literacy skills means the literacy block is a very important part of the student's school day. From a young age, our students are encouraged to enjoy listening to and reading texts and using language to express themselves as writers and speakers. Reading programs are individualised to suit the needs of our students.

We also recognise that numeracy skills are of vital importance for our students to develop the logical thinking and reasoning strategies they require to solve problems, make sense of numbers, understand time, and for everyday activities like cooking, reading receipts, reading instructions and even playing sport.

Assessment forms an integral role in developing a good understanding of how to approach each student's learning needs and is ongoing. We use a battery of practical and formal assessments appropriate to the needs of each student. The NAPLAN test is one such assessment used to gauge the progress of our students and inform next steps in their learning journey.

For NAPLAN results, please refer to My School website www.myschool.edu.au

Senior secondary outcomes

Record of School Achievement

No student was awarded a formal Record of School Achievement credential in 2019.

Higher School Certificate

Aspect South East Sydney School was not accredited for the HSC in 2019. The reporting of the HSC results is not applicable.



Teacher professional learning, accreditation and qualifications

The following professional learning activities were undertaken by staff throughout 2019:

Description of professional learning activity	No. of staff participating
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
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
CPR training - skills to provide Cardio Pulmonary Resuscitation (CPR)	All
First Aid - knowledge and skills to help an ill or injured person until emergency help arrives	12
Staff Induction - new staff participated in the Aspect New Starters Day and onsite school specific induction programs.	All new starters
Aspect Professional Code of Conduct - face-to-face workshop and online module.	All new starters
Supporting people on the autism spectrum using the 5 Point Star (adapted from Autism Initiatives UK) person-centred framework	All

Description of professional learning activity	No. of staff participating
Aspect Comprehensive Approach (ACA): Positive Behaviour Support	All
ACA - Individualised Planning	All
Smart Panel Training (Interactive whiteboards)	All
Positive Partnership Parent Engagement Workshop	All
Curriculum Development and NESA Programming Requirements	All

Teacher accreditation

Level of accreditation	Number of Teachers
Conditional	1
Provisional	3
Proficient Teacher	50
Highly Accomplished Teacher(voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	54

Teacher qualifications

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	54
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	-

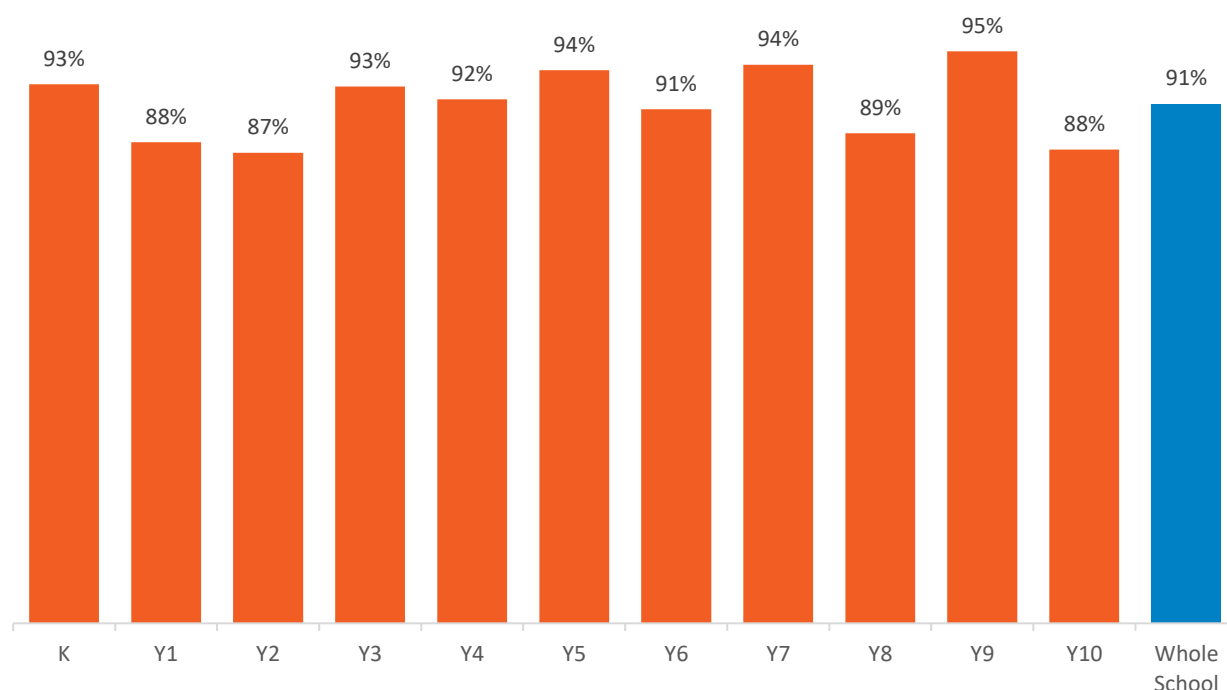
Workforce composition

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

There were no staff identified of Aboriginal and/or Torres Strait Islander background.

Student attendance, retention rates and post-school destinations in secondary schools

Student attendance rates



Management of non-attendance

Aspect Education has developed a work instruction to ensure compliance of the Aspect schools with school attendance requirements for compulsory school-aged students as outlined by the NSW Education Standards Authority (NESA) or the South Australia Education Board.

Unexplained absence will be followed up by the class teacher with the parent/guardian. Repeated unexplained absence or absence of concern may need to be reported to Family and Community Services.

Where unsatisfactory attendance is identified, a student attendance improvement plan is formulated in collaboration with the student and their parent/guardian. The plan is monitored and reviewed on a regular basis.

Retention of Year 10 to Year 12

Aspect South East Sydney School had an enrolment of only up to Year 10 in 2019. This part of the report is not relevant to the school.



Enrolment policy

Aspect provides autism-specific educational services for eligible school-aged children on the autism spectrum, to prepare them for transition to environments that are not autism specific.

Aspect recognises that children on the autism spectrum have the right to access and equity of services regardless of their gender, race or ethnicity, religion or language.

An application is made for an Aspect school rather than a specific class. Our school's professional staff decide in consultation with the family which class is best suited to the educational needs of the student. Each school is responsible for managing its own application, intake and waiting lists process, which is managed by the school principal.

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

Entry criteria

Aspect schools are funded in part by the Commonwealth and state governments, which have specific criteria for placement. To be eligible for placement in one of Aspect's schools, prospective students must satisfy the following criteria:

Citizenship and visa status – a child must:

- be an Australian citizen or permanent resident of Australia or holds an eligible visa (refer to guide to checking citizenship and visa status for enrolment).
- be aged between 4 and 17 years.

Diagnosis – a child must:

- in both NSW and South Australia, have a current diagnosis which is not more than twelve (12) months old as being on the autism spectrum from a specialist medical practitioner, child psychiatrist or clinical psychologist with the necessary training and experience to be able to undertake a diagnostic assessment;
- in South Australia, a second report from a psychologist or speech pathologist that confirms the diagnosis of autism spectrum disorder that is not more than two (2) years old; and
- in both NSW and South Australia, have a current standardised cognitive or developmental assessment (e.g. IQ testing, Griffiths, WISC-IV, WPPSI-III, Stanford Binet V) which is not more than two (2) years old.

Registration to school waitlist

Expression of interest in Aspect schools may be made in the following ways:

- direct enquiry to the Aspect school by telephone or email;
- telephone or email to Aspect Customer Service, who will direct the enquiry to the school;
- general enquiry via the Contact Us page on the Aspect website, which will be directed to the school.

The registration form can be obtained from the following processes:

- families who are interested in enrolling their child to an Aspect school are asked to attend a School Information Session. Aspect principals or their delegate are responsible for organising a school information session once per school term, in line with the School Information Session work instruction, for prospective parents or guardians who would like to enrol their child. This information session outlines the Aspect education program and the registration and enrolment process. The school registration form is obtained after attending this session.
- families who are unable to attend a School Information Session can obtain a registration form directly from an Aspect school. A School Enrolment Committee representative will provide them with information about the Aspect education program and the registration and enrolment process, before sending them the registration form.

A non-refundable processing fee is required for each application submitted.

Application to more than one Aspect School

When a family wants to place their child on the waitlist of more than one Aspect school, they first apply to their preferred Aspect school and indicate which other Aspect schools they will consider enrolment. The preferred Aspect school is responsible for processing the application, inform the other Aspect school/s to place the student on their school's active waitlist and share the application documents.

Aspect School Enrolment Committee

School principals are responsible for convening the Aspect School Enrolment Committee (comprised of school principal, psychologist and selected school coordinators) which meets once per school term, following the information session, to review registrations received. This committee determines if a child is eligible for placement in an Aspect school.

Eligible/Not Eligible for service

Citizenship and age criteria

If the citizenship or age criteria is not met, a school representative will inform the parents or guardians that their child is not eligible for enrolment due to citizenship or age criteria not being met. If the parents or guardians are not satisfied with the result, they can make a complaint to Aspect (refer to Aspect's Complaints Management procedure).

Diagnosis criteria

If the child has been deemed eligible by the Aspect School Enrolment Committee, the principal will inform the parents or guardians that, based on the diagnostic information provided, their child has been deemed eligible for the program (Letter – Confirmation of diagnosis) and their child's name has been placed on the school waitlist.

The principal is responsible for referring the application to the Aspect Eligibility Committee if the diagnosis needs clarification. Parents/Carers will be informed, in writing (Letter – Application sent to full eligibility committee), that their case has been sent to the Committee for review.

If further information is required by the Committee, the principal is responsible for writing to the parents requesting updated information (Letter – Request for updated Psychological reports).

Aspect Eligibility Committee

The National Director, Aspect Education is responsible for:

- convening the Aspect Eligibility Committee once per school term to review any registrations that require clarification, and
- 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 (Letter – Confirmation of diagnosis) that based on the diagnostic information provided their child has been deemed eligible for the program or not and, if confirmed, the child's name is placed on the schools waitlist.

Vacancy Management

If a vacancy arises, students on the waitlist who can potentially fill the vacancy will be considered. The principal or delegate interviews families whose child might fill the vacancy regarding accommodations/ adjustments for their child following the interview pro forma.

If a student being considered for enrolment is not an Australian citizen, the principal or their delegate must check that the visa is still valid and eligible for enrolment.

Following completion of the interview, the principal, or their delegate will complete the Risk Management Plan pro forma, to assist with decision making.

Following the interview process, the school will inform the family if a child has been offered a placement (Letter – Enrolment Contract/Acceptance of Offer) or (Letter – Placement to Satellite Class) or will be retained on the school's waitlist.

Principals are responsible for forwarding parents the relevant enrolment package and liaising with them throughout the process.

Enrolment Package

When a family is offered a placement, in addition to the enrolment contract, they will be sent documents based on the enrolment acceptance checklist.

A family can decline an enrolment offer and inform Aspect school if they want to be placed in the school's active waitlist.

To secure enrolment, the family must pay a non-refundable enrolment fee as published in the Aspect School fees schedule (NSW or SA).

When a family informs the Aspect school of their decision to withdraw their child from enrolment before commencing, they must also inform the Aspect school if they wish to be placed in the school's active waitlist.



Other school policies

Aspect completed a review of all its policies in 2019 to update the references in the External Framework section. Previously the external framework had only referred to the Disability Standards for Education. With this review the relevant NSW Education Standards Authority (NESA) and South Australia Education Board standards are referenced.

The content of the policies/procedure itself have not changed significantly with the exception of the Safeguarding the people we support policy which was reworked. Following reviews by the Aspect Safeguarding Committee the 19 elements that underpinned the Aspect Culture of Safety and Wellbeing were reviewed and replaced with the 10 principles to align with the Australian Human Rights Commission's National Child Safe Organisation Principles. These 10 principles now guide the Aspect Culture of Safety and Wellbeing and the policy was updated to reflect this change.

Summary of policy	Changes in 2019	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> <p>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</p> <p>Risk management framework - identifies risks and defines criteria for the assessment of consequence of those risks</p>	<p>Nil significant changes were made in 2019 with exception of the Safeguarding the people we support policy which was reworked to align with the Australian Human Rights Commission's National Principles for Child Safe Organisations.</p>	<p>The full text of Aspect policies</p> <p>Person centred approach and recognition of value status; Risk management framework; Duty of care and dignity of risk; and Safeguarding the people we support 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 2019	Access to full text
<p>Student welfare continued</p> <p>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. It is essential that each individual's dignity of risk is respected and supported in their decision making processes. Aspect facilitates each student's meaningful choice and control to maximise their independence; and minimises the risk to the individual or others wherever possible.</p> <p>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>		
<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 	No changes were made in 2019	<p>https://www.positivepartnerships.com.au/resources/practical-tools-information-sheets/bullying</p> <p>https://www.positivepartnerships.com.au/uploads/bullying_flyer-may_2018.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 (PBS) 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>	Nil significant changes were made in 2019	<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>
<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>	<p>Updated in line with Education and NDIS Standards.</p> <p>Easy English resources and pictorial tool to support communication of feedback and complaints were developed.</p>	<p>The full text of the Complaints Management Process can be accessed by request from the School Principal or from Aspect's website</p> <p>https://www.autismspectrum.org.au/feedback-and-complaints</p> <p>The Feedback and Complaints brochure can be downloaded from our website</p> <p>https://www.autismspectrum.org.au/uploads/documents/Governance/Aspect-Feedback-and-Complaints-Brochure-Oct-2019.pdf</p>

School determined priority areas for improvement

Area	Priorities	Achievements
Teaching and learning	Continued implementation of the national curriculum	Curriculum for all subject areas embedded across the school and teachers involved in development of specialised programs.
	Individual reading programs where assessments indicate this is required	43 individual reading programs embedded.
Family engagement	All staff to participate in Positive Partnership Family Engagement project	Teachers developed action research plans and embedded theoretical framework across South East Sydney School.
	Parent training	Learning Support Team (Psychologist, Occupational Therapist and Speech Pathologist) delivered a suite of training to families including social skills, toileting, communication, behaviour and play workshops.
Staff development	Specific focus on Parent Engagement	Embed new learnings into practice.
	Curriculum development and NESA programming requirements	Continue to embed autism supports into curriculum programs.
Facilities and resources	Relocation of Kirrawee unit to Loftus	Approved plans and build commenced.
	Upgrade Smart Panels, iPads and Laptops across school	All classes have a smart panel or equivalent, each class has a set of iPads and access to laptops.
	Upgrade of furniture in classrooms	New furniture ordered to support flexible seating and 21 st Century learning requirements.
Student achievement	Quality of Life (QoL) measure to be included in Individual Planning	All families offered to complete a QoL questionnaire. Teachers assisted students to be involved.
	Transition students to more inclusive settings	Support students to transition with individualised transition planning including supports to receiving school and student tracking for 12 months.
Work/Vocational Education	Work experience for high school students at CIVIC Industries, CentaCare, and Bunnings.	Students participate in work education as part of Work Education Life Skills subject area.



Initiatives promoting respect and responsibility

Aspect South East 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 promotes self-esteem, mutual respect and responsibility.

The structure of the school's satellite program provides opportunities for students to participate in classes and cultural activities with host school students, particularly during Harmony week, National Reconciliation week and NAIDOC week. (You can write further activities or highlight any significant activity the school or part of the school participated in like a community Walk for Reconciliation)

Aspect's Purpose of "understanding, engaging & celebrating the strengths, interests & aspirations of people on the autism spectrum" and Aspect's Value of "we are passionate about people, about being positive and about what's possible" mirror the nine recommended values of the 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

Student Individual Plans

Every student at Aspect South East Sydney School has an Individual Plan (IP). The IP is developed in collaboration with each student and his or her family. It incorporates a student's strengths, interests, goals and aspirations. Students, parents and teachers work as a team to achieve the goals.

Family & Student Feedback

There are other formal and informal opportunities to provide feedback to the school. One opportunity is an annual customer satisfaction survey sent to all families. Sixty nine percent of respondents in 2019 indicated they would recommend Aspect South East Sydney School. Many parents specifically referenced our "experienced staff" with one parent summing up the sentiments most regularly expressed by saying they felt, "so lucky to get in".

In 2019, the school embarked on a joint project with Positive Partnerships to review family engagement practices. Families and teachers were surveyed and a number of small workshops held. More than 85% of families and staff agreed that education was an equal partnership between school and home. All families felt warmly greeted at school and 97% of families felt staff worked hard to build trust with students. The survey provided some areas for focus moving forward with parents wanting more ways to support their children at home with their IP goals.

Informal feedback from families is received by email, in person and by letter throughout the year. These are well summarised by this comment from one parent: "he has settled in so well and is so happy to go every day. We've ... seen some amazing work being produced". Other compliments reference the respect shown by our staff "thank you for the care, respect and thoughtfulness".

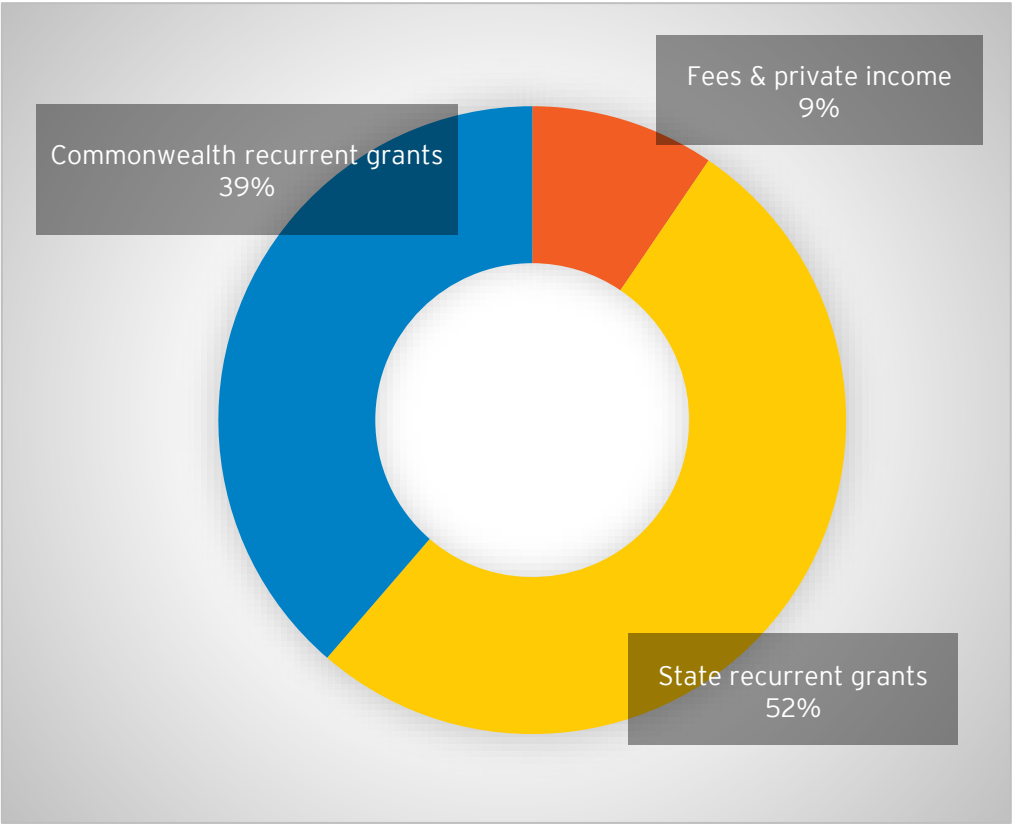
Aspect South East Sydney School very much values feedback from students. One student, who graduated from a high school satellite class at the end of 2018, wrote he "missed being part of Aspect" but had secured a part time job and had made "lots of new friends".

Employee Engagement Survey

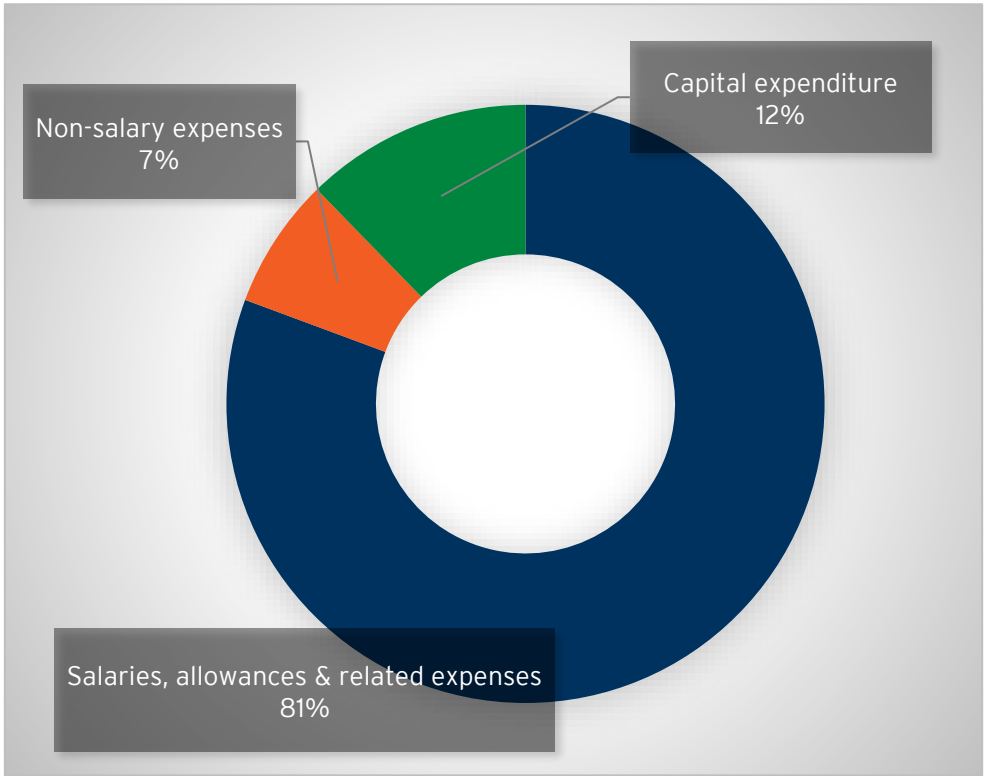
Aspect holds a biennial Employee Engagement Survey - that latest survey being held in 2019. One area of note from that survey was that Aspect South East Sydney School staff had a particularly high result in showing passion and engagement for their work - 13% higher than is typical for other not-for-profit organisations. This means our staff strongly believe in and love the work that they do.

Financial information

Recurrent/capital income



Recurrent/capital expenditure







a different brilliant®

understanding, engaging & celebrating the
strengths, interests & aspirations
of people on the autism spectrum

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