



Inside the report

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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 Western Sydney School caters to students

across the Greater Western regions of Sydney. Students at Aspect Western Sydney School benefit from a diverse range of opportunities and experiences tailored to their individual needs and supported by a dedicated team of therapists and educators. Learning programs are individualised for each student and created in partnership with families. Each student has an Individual Education Plan (IEP) with priority goals that are embedded in a student's academic program.

The main campus at Wetherill Park has administrative office and six classes comprising of both infants and primary stages. The school has 13 satellite classes. Eight infants/primary classes are located at Smithfield, Fairfield West, Blacktown, Richmond, Springwood, Schofields, Lawson and Kemps Creek and five high school classes are located at Marayong, Schofields and Springwood in the Blue Mountains, Kemps Creek and Castle Hill. This expansive reach across a range of locations means that Western Sydney School has established strong relationships with education sectors within both the NSW Department of Education and Catholic schools.

2019 was a year of many new opportunities, experiences and achievements for Aspect Western Sydney School. Driven by a continued commitment to improvement and exceptional service, many firsts were achieved that led to significant gains for the school community across a range of domains.

During 2019, Aspect Western Sydney and Aspect Macarthur schools consolidated a close working relationship that resulted in a merging of skills, knowledge, experience, resources and expertise across both settings. The year started with a Combined Schools Professional Learning 2 day training where staff identified shared school priorities and formed cross school working groups. This collaborative and consultative approach to whole school improvement stimulated innovation and embedded knowledge sharing as a school practice.



Students awarded for their commitment to learning, participation, effort and achievements at the Principals morning tea

Aspect Western Sydney School continued its commitment to the Aspect Comprehensive Approach (ACA) and continued to be guided by a school wide business plan. The four (4) priority areas identified in 2019 and shared by Aspect Macarthur School were a commitment to increase family and community engagement, strengthen individualized student processes such as the individual planning process, establish a consistent approach to positive behaviour support and embed the five (5) point star as the key approach to understanding the individual needs and strengths of our students.

Throughout the year, staff and students participated in a range of shared activities and opportunities with Aspect Macarthur including cross school visits, shared student projects, shared staff training, joint leadership team coaching and mentoring, and regular shared meetings and cross school collaborations. Strong and positive relationships were formed across the schools that led to an abundance of new opportunities and possibilities for all involved.

A lovely example was the joining of our senior students from both schools who are at an age and stage where friendships are often difficult to form. The two (2) groups of students developed strong bonds that resulted in a joint senior camp and new friendships that will continue well into the future.

Collaboration also extended to parents and community so in 2019 as part of our commitment to increase family and community engagement, we established a P&F committee. After several years without a parent group, the addition of the P&F meant that the parent voice was once again included in whole school decision making and planning.

Parents from both Western Sydney and Macarthur also came together for many joint school experiences such as a combined Mother's day celebration which was another first for both schools, parent workshops that were delivered both during the day and at night for working families, joint fund raising ventures and cross school meetings and communication.

A highlight of the year and another first for Aspect Western Sydney and Macarthur school was winning the Aspect combined schools sports carnival. There was much excitement across both schools and the shared win further strengthened the growing relationships between staff, students and families.

Towards the end of the year, there was a change in leadership as we welcomed Mrs Karen Taylor to the school as the new Deputy Principal. Karen continued to drive the key priority areas for whole school improvement and this led to a strengthening of the individual planning process and an increased awareness and implementation of the five (5) point star across all classes and sites.

In September, I had the privilege of travelling to Singapore to attend the Asia Pacific Autism Conference. The conference theme was 'Thriving with Autism' and included world leaders in autism research and practice as the key presenters. This opportunity led to a range of rich new learnings that I was able to share with staff and students and embed in the programs across Western Sydney School. In particular, new research into the most effective ways to prepare students for post school - work and employment was especially helpful for our Senior classes and our Work Ed program.



The 'first's' continued for Aspect Western Sydney at this time so our students participated in the first ever Principals morning tea. Selected students were awarded for their commitment to learning, participation, effort and achievements then treated to a special morning tea with the Principal. This was definitely a highlight for the community and proved to be a huge motivation for our students to continue to strive to achieve.

The year definitely ended on a high as we presented our first ever combined schools extravaganza titled 'A tribute to Disney'. Aspect Western Sydney and Macarthur school joined together to showcase the collective gifts and talents of all students in what was described by many as the 'musical of the year'

2019 was a time of great collaboration for Aspect Western Sydney. The collective knowledge, skills and experience that was shared across both schools strengthened our individualised, person centred, student focused approach to all we do and say. The learnings and gains from this year will continue to be felt and seen across the school community for many years to come.



Students perform at the first combined school extravaganza with Aspect Macarthur School



Western Sydney School walkathon
Lee Casuscelli with a local member

Lee Casuscelli

Executive Principal

Message from the P&F

In 2019 I had the opportunity to join a newly formed P&F committee at Western Sydney School as the P&F President. The school had been without a P&F for several years. The re-establishment of this group, provided the parents with an opportunity to collaborate with staff around school matters.

During meetings, we shared our thoughts and ideas and contributed to school decisions and plans. We also participated in parent training sessions focused on autism and the parent journey.

Workshops were held during the day and night for working families. A stand out meeting was a presentation by our school student mentor Thomas Kuzma and his father. Thomas who was an inspiration to us all as he shared the lived experience of autism which was insightful and inspiring.

We also linked in closely with the Macarthur P&F committee members who were very friendly and enthusiastic. We worked together on an end of year raffle for the Combined Schools Extravaganza. This raffle raised over \$2000 for the schools. Other activities included school events like Father's Day where we provided the catering and decorations.



Overall, it was a pleasure to be involved in the P&F Committee. As busy as we all are we made the time to meet once a month to plan, collaborate and even open up about everyday life as a parent of a child with autism. We are grateful to belong to the Western Sydney School community.

Paloma Roig

P&F President



School extravaganza

Student outcomes in standardised national literacy and numeracy testing

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

The school administers Literacy testing across the school each year to help inform practice and monitor progress. We assess, sight words, phonemes, graphemes, spelling, reading accuracy, reading comprehension, spelling, and verbal working memory.



Robot research project at our St Joseph's satellite classes

Senior secondary outcomes

Record of School Achievement

The formal Record of School Achievement credential was awarded by NESA to 8 students.

Higher School Certificate

In 2019, one student received their Higher School Certificate.

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 | 41 |
| Building Resilience and staff wellbeing | 39 |
| 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 | 41 |
| CPR training - skills to provide Cardio Pulmonary Resuscitation (CPR) | 20 |
| Staff Induction - new staff participated in the Aspect New Starters Day and onsite school specific induction programs. | 3 |
| Aspect Professional Code of Conduct - face to face workshop and online module. | 38 |
| Supporting people on the autism spectrum using the 5 Point Star (adapted from Autism Initiatives UK) person-centred framework | 15 |
| Structured supports | 29 |
| Anaphylaxis Training | 20 |
| Manual Handling Training | 17 |
| Managing Fairly and Equitably- Workplace Bullying | 6 |
| Compliance Essentials Australia - Privacy for the Private Sector 7.0 (AU) | 5 |
| Positive Partnerships Course (introduction to autism , positive behaviour support, sensory, working together, adjustments to curriculum, mental health and wellbeing, disability standards) | All |
| Aspect Code of Conduct | All |

Teacher accreditation

| Level of accreditation | Number of Teachers |
|--|--------------------|
| Conditional | 0 |
| Provisional | 8 |
| Proficient Teacher | 37 |
| Highly Accomplished Teacher(voluntary accreditation) | 0 |
| Lead Teacher (voluntary accreditation) | 0 |
| Total number of teachers | 45 |

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 | 45 |
| 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 | - |



Western Sydney School staff at the annual Aspect schools combined sports carnival

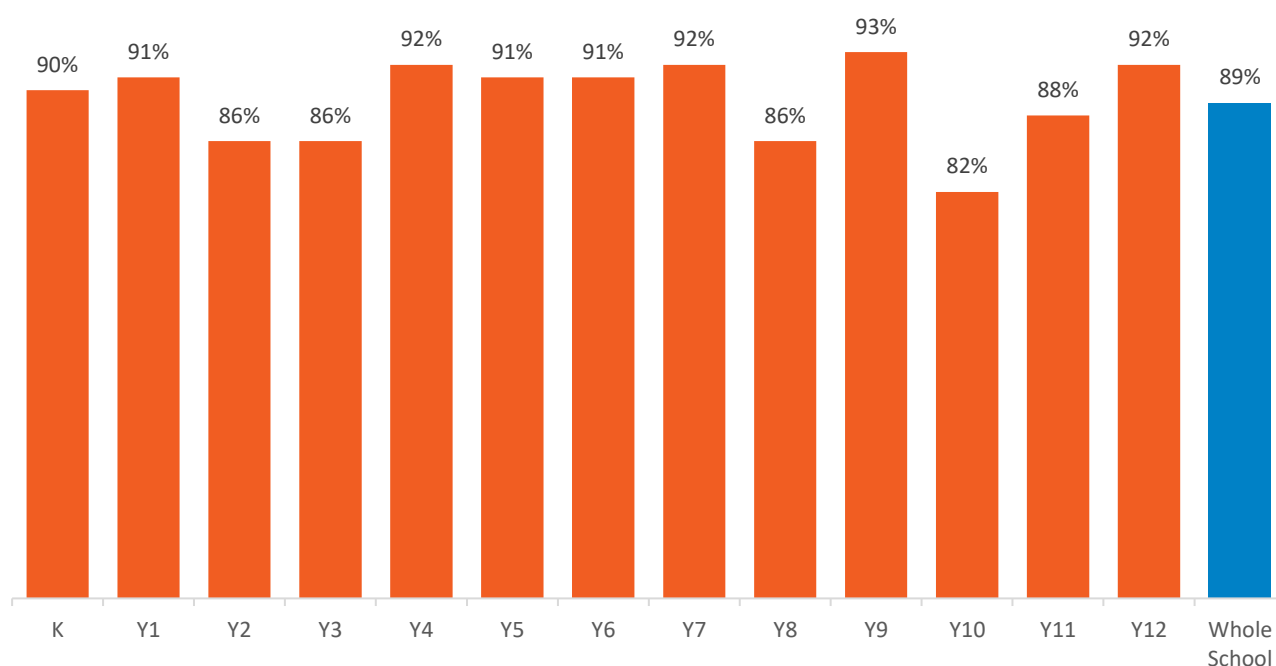
Workforce composition

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

There were no staff who is 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

Of the ten students who completed Year 10 within Aspect Western Sydney School in 2017, only 1 student (10%) remained within the program until the conclusion of Year 12. In 2019, only one of our High School classes delivered HSC Life Skills courses; as a result, most of the other students transitioned into senior high school education within other Catholic or Department of Education schools.

At the conclusion of his Year 12 studies, the student decided to take a "gap year" from studies, before deciding upon his pathway to further education.

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.



Student at main campus with parent

- 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>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>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>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 2019</p> | <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> | <p>Nil significant changes were made in 2019</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> |
| <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 | Increased focus on student strengths and interests. | Evidence of embedding of strengths and interests into all learning programs to increase motivation and engagement. |
| | Focus on quality teaching and learning - assessment, planning, programming and implementation. | Employed a new teaching and learning Coordinator. Focus was on programming to meet learning goals and reporting in Semester 2. All programs across the school reviewed for consistency and whole school guidelines introduced. |
| | Strengthen individualized student processes in particular, the individual planning process (IP). | Consistent IP process in place that reflects increased input from both students and parents. Individual plans are reviewed regularly |
| | Establish a consistent approach to positive behaviour support in particular green level supports and strategies. | Tier 1 supports visible in all classrooms. Consistent green level strategies implemented in all settings - classroom and playground. More consistent use of PBS language and increased use of behaviour support plans. |
| | Offer therapist-led zones of regulation programs. | Offered to several classes and site. Classes involved utilised the program regularly. High student engagement with the approach. Evidence of improved self-regulation in all students participating in the program. |
| | Embed the five (5) point star as the key approach to understanding the individual needs and strengths of students. | 5 point star profile developed for all students and displayed in all classrooms. Increased involvement of students and parents in the development of their 5 point star profile. |



| Area | Priorities | Achievements |
|-------------------|--|--|
| Family Engagement | Increase family and community engagement | <p>Whole school Parent Engagement strategy created. Priorities identified via a parent engagement survey conducted in Term 1. Priorities used to drive all initiatives.</p> <p>Increased involvement of families in the Individual Planning (IP) process.</p> <p>Increase parent participation at school events and celebrations.</p> <p>Establishment of a P&F Committee. Regular meetings held and several successful fund raising activities conducted.</p> <p>Parent workshops. Staff led workshops for family focused on characteristics of autism, PBS, sensory sensitivities and working together. Day and night workshops delivered to accommodate working families.</p> <p>Regular morning tea network meetings held at main campus.</p> <p>Increased involvement in school Facebook group. Parent engagement and feedback very positive.</p> |
| Staff development | Staff development in collaboration with Aspect Macarthur School. | <p>All staff participated in Positive Partnerships whole school program in Term 1 with Aspect Macarthur School to establish cross school goals and initiatives and to strengthen new relationship.</p> <p>Cross schools leadership team planning and professional development.</p> <p>Cross schools team planning, sharing of resources, programs and activities.</p> <p>Cross schools student and parent collaboration.</p> <p>Some staff trained as Positive Partnerships facilitators.</p> |



| Area | Priorities | Achievements |
|-------------------------------------|--|--|
| Facilities and Resources | Major upgrade of playground on main campus. | <p>New playground and sensory equipment installed.</p> <p>Soft fall base replaced by artificial grass.</p> <p>New shade sails to all areas of the playground.</p> <p>Modifications made to playground fencing.</p> |
| WHS compliance | School wide compliance training to ensure that all staff are working within policy frameworks and are aware of roles and responsibilities. | Staff completed online training in safeguarding student welfare. |
| | Safe work practices. | <p>Conducted regular spot audits across all school sites. Followed through with all necessary changes, upgrades and/or training.</p> <p>All staff trained in RiskMan. Established timelines for reviewing and closing incidents.</p> |
| | Ongoing Management of Actual or Potential Aggression (MAPA), Positive Behaviour Support (PBS) and Child Protection training. | All staff completed their mandatory MAPA and Child Protection training. |
| Vocational Education/Work Education | Increase post school opportunities for high school students through the Work Education program. | <p>Secured funding from the Redan Foundation to offer a work education program in 2019.</p> <p>Program successfully delivered by a Work Education teacher to 12 students. Students all participated in work experience linked to their strengths and interests. Work Education goals were built into individual plans and parent feedback was overwhelmingly positive.</p> |

Initiatives promoting respect and responsibility

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

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

During 2019, Aspect Western Sydney School surveyed families using the Net Promoter Score survey. The school scored a commendable return score of 75% in the first semester and 100% in the second semester. Positive feedback from parents at Western Sydney focused mostly on the care shown to students and families and the knowledge and skills of the staff.

Parents regularly reported that they felt welcome at the school and that they were included in events and celebrations. The establishment of a new P&F Committee after several years without a group greatly increased parent involvement in 2019. Parents in the P&F were involved in whole school plans and decisions which strengthened the home/school partnership.

Net Promoter Score survey comments included -

"It just the best education for life that our grandson could have had. So kind and helpful, we have all been blessed "

"My son has flourished ... can form sentences and is so independent now and it's only been 6 months so far."

Parents also completed a parent engagement survey at the start of the year. Results identified a need for more regular communication using a variety of formats. This led to an increased focus on the use of Facebook to connect with families, See Saw to share classroom updates on a daily basis, more parent forums and a review of information shared via the communication books.

In addition, parents shared many positive comments via this survey in relation to school satisfaction -

"I feel content as a parent because I know my child is in a safe supportive environment at Aspect"

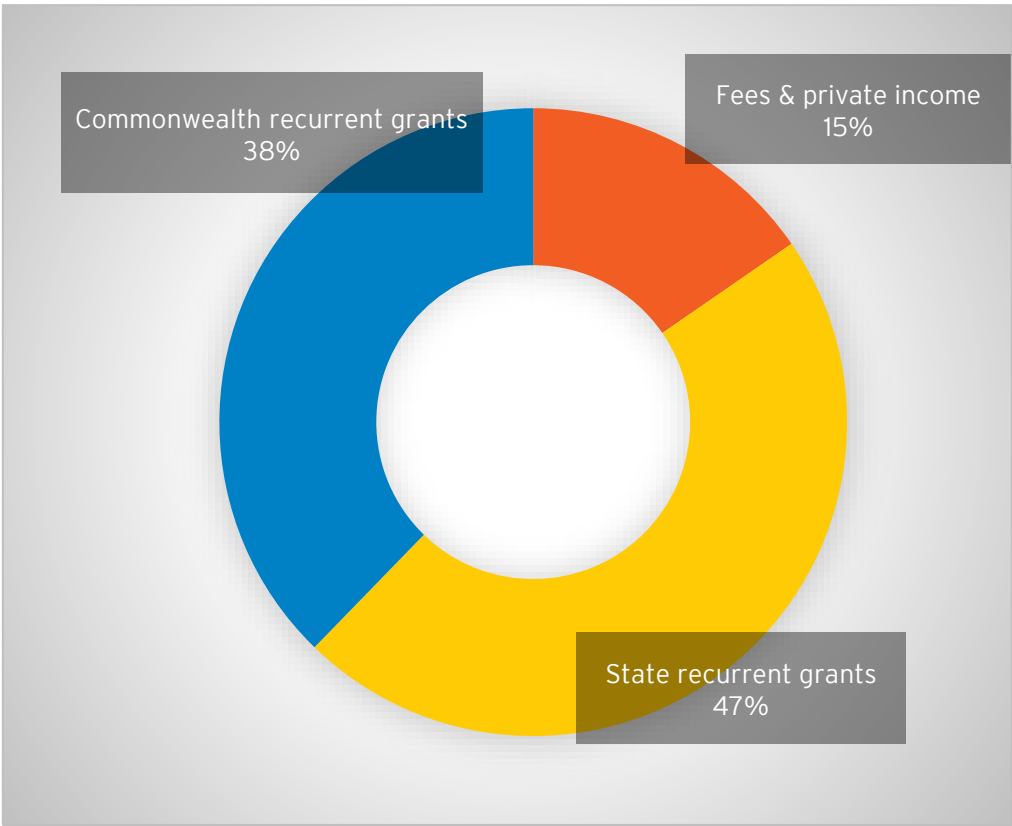
"My child enjoys going to school and I can see them making gains every day". I have never felt more love & inclusion in one place ever. I am in absolute awe of it still & it has really made my week".



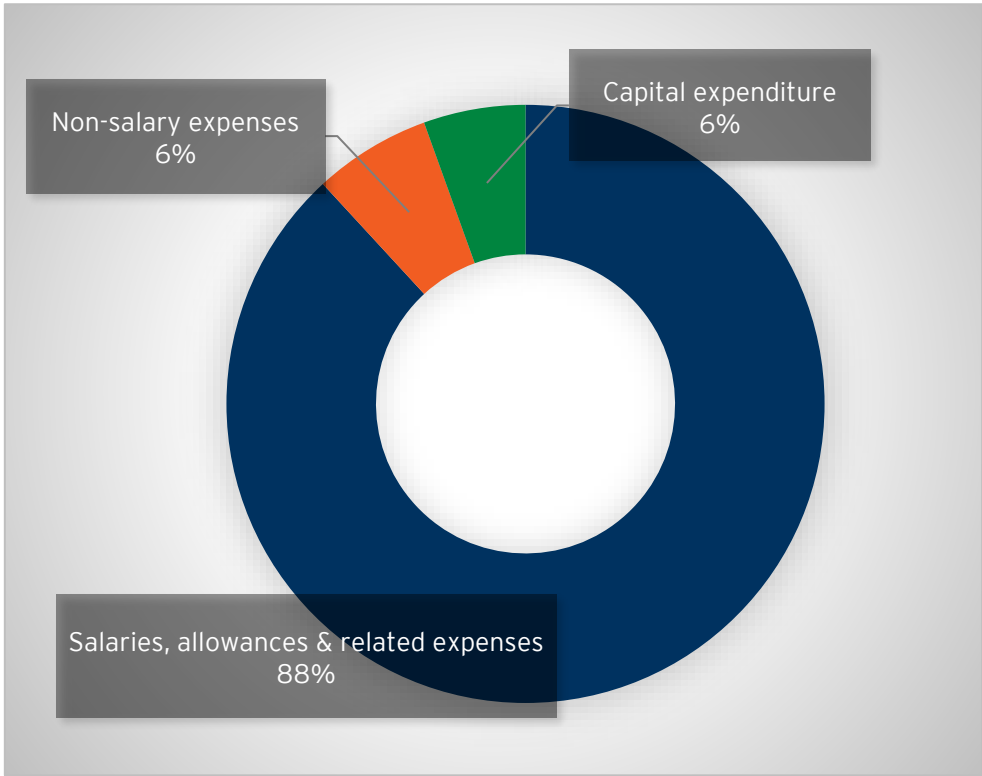
Student at a satellite class

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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