

2022 Annual Report Aspect Central Coast School



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Child safe statement

Autism Spectrum Australia (Aspect) is a child safe organisation committed to protecting the rights and interests of children and vulnerable people by providing them with a safe environment. This commitment extends to ensuring a culturally safe and inclusive environment that recognises and respects an individual's heritage, relationships and cultural practices.

Acknowledgment of Country

Aspect acknowledges Aboriginal and Torres Strait Islander people as the Traditional Custodians of the many lands on which we work, live and learn. We pay our respect to their elders, past present and emerging.

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.

Autism Spectrum Australia offers one of the best quality autism-specific education programs in the nation. We have over 50 years of experience and provide dynamic autism specific support in purpose-built classrooms. We utilise the strengths and interests of students as a gateway to learning through quality autism-specific, tailored programs that focus on the individual learning needs of each child.

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. At the centre of the approach is 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.



Aspect's Strategic Plan

Our purpose

Understanding, engaging & celebrating the strengths, interests and aspirations of people on the autism spectrum - *a different brilliant*®

Our vision

The best opportunities for people on the autism spectrum.

Strategic Plan 2021 - 2023



Work in partnership with people on the autism spectrum

- Implement our Disability Access and Inclusion Plan
- Work in Partnership with People on the Autism Spectrum Charter
- Employ Autistic people across a range of roles



Deliver best practice, evidence informed services

- Research activities prioritised to focus on the Aspect Comprehensive Approach
- Continuous improvements to our autism-specific education
- A diverse and inclusive workforce



Extend Aspect's reach and enhance people capabilities

- Well trained staff with enhanced critical skills
- Customer-centric culture
- Strong and trusted brand identity



Investment in physical and digital infrastructure

- Capital Works Program for Aspect schools
- Innovative facilities co-designed with Autistic people
- Digital platforms that facilitate collaboration and communication

Our strategic support

Our people who are highly trained and value diversity and inclusion

Our systems and processes which are built to enable smarter work practices and foster collaboration

Our supporters who help to create a world where no one on the autism spectrum is left behind

By 2023



6% of roles at Aspect held by Autistic people



7,000 active participants and students receiving autism-specific education and supports

1,600 employees who are proud to be working for Aspect



Message from the Principal

In presenting the 2022 annual report I would like to acknowledge the Darkinjung people who are the traditional custodians of the lands on which our campuses are located.

Aspect schools all share Aspect's Vision to offer the best opportunities for individuals on the autism spectrum, through the delivery of evidence informed programs which are person-centred and family focused.

In 2022 Aspect Central Coast School provided education for 134 students (108 boys and 26 girls) across our six sites. Class groups are small with a high teacher to student ratio and a teacher's aide appointed to each class. In 2022, 43 primary age students were enrolled at the main school site at Terrigal, with 56 primary school aged students enrolled in the surrounding satellite programs at Noraville, East Gosford and Woy Woy. Additionally, there were 16 students from years 7 to 10 attending the high school satellite unit at Tuggerah and 19 students were enrolled in the High School Life Skills program at our new senior college campus in Terrigal.

Our Terrigal Campus and Senior Campus have had significant improvements in the physical environments, with both sites having complete refurbishments and new learning and play spaces with specific autism friendly design principles. These improvements will allow the school to increase enrolment capacity at the Senior College to 30 in 2023 and 36 in 2024.

I would like to congratulate the Aspect Central Coast School community for their resilience, determination and commitment in 2022, as we experienced a year of disrupted school operations due to this major refurbishment program. Our school made significant improvements in the quality of education and built relationships with existing and new supporters and community groups.



Aspect Central Coast School appreciate the close working relationship with our colleagues in the local Catholic Education schools. Our continuous improvement agenda which has been driven from the feedback from our school community via the Perspectives Survey has enabled improvements in the areas of leadership, teaching and learning and wellbeing.

I would like to acknowledge the dedication, passion and care that the staff at Aspect Central Coast School demonstrate every day in the pursuit of quality education for our school community.

Mark Rudd

Principal

Message from the P&F

It is my great pleasure to once again write a report from the Aspect Central Coast School's P&F Committee.

2022 was certainly a very challenging year as we negotiated our way back to full time face to face learning. I would like to thank all the staff who made the transition such an easy task for our students and families. I know that all the parents were very grateful for the assistance from the teachers and staff. Well done!

During 2022, the P&F assisted the school with the purchase of resources including:

- Wushka subscriptions for the whole school
- 27 student tickets to graduation
- Motiv8 at Central Coast Sports Carnival at Mingara
- Flowers for departing families

In December the P&F assisted our wonderful Senior College Coordinator, Sarah Boulton to hold the combined Year 6, Year 10 and Year 12 Graduation. A huge thank you to Mingara for use of their amazing venue. The night was a huge success. Congratulations to all our graduates. Big thanks to all who helped make the night amazing.

We are looking to restart our fundraising efforts this year now the world seems to be going back to normal.

We would like to thank Mark, Amanda, Vicki, Tina and all the team for a wonderful year.

Kate Atchison

P&F President

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 Education Standards Authority (NESA) mainstream curriculum - the Key Learning Areas (KLAs) (or for SA, Australian Curriculum Learning Areas). 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 the 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.

Senior secondary outcomes

Record of School Achievement

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

Higher School Certificate

In 2022, two students graduated from Year 12 (100%). The College offered six Stage 6 Life Skills NESA-Developed courses including Agriculture Life Skills, Food Technology and Work and the Community.

Teacher professional learning, accreditation and qualifications

The following professional learning activities were undertaken by staff throughout 2022:

Description of professional learning activity	No. of staff participating
Child Protection Training (leading questions & Incident Response & Reporting	ALL
CPI Safety Intervention- person-centred training to prevent, de-escalate, and safely respond to crisis situations	ALL
CPR training – skills to provide Cardio Pulmonary Resuscitation	32
Asthma Management	32
Disability Standards for Education – legislative overview and the legal obligations of all education providers	27
Manual Handling	27
Risk Assessments	27
Restrictive Practices	27
ASCIA Anaphylaxis e-Training	24
Emotional Intelligence	17
Eduinfluencers – Building Beyond Cohesion & Building Leadership Capability	10
Aspect Professional Code of Conduct	7
Hand Hygiene	7
New Starters Day (Webinar Series)	7
Organisational Induction Program	4
Workplace Bullying Prevention for staff	4
Diabetes in Schools	4
Acknowledging and recording feedback and complaints	3
Supporting people on the autism spectrum using the 5-point star	3
Supporting People to Stay Infection Free	3
Safety Intervention (SI) Instructor Accreditation	1
An Introduction to Autism (Positive Partnerships)	1
“Quality, Safety and You” – NDIS Worker Orientation	1
Writing Workshop	1
Aboriginal and Torres Strait Islander Inclusion	1

Teacher accreditation

Level of accreditation	Number of Teachers
Conditional	1
Provisional	3
Proficient Teacher	37
Highly Accomplished Teacher / Lead Teacher (voluntary accreditation)	0
Total number of teachers	41

Teacher qualifications

All teachers have teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

Workforce composition

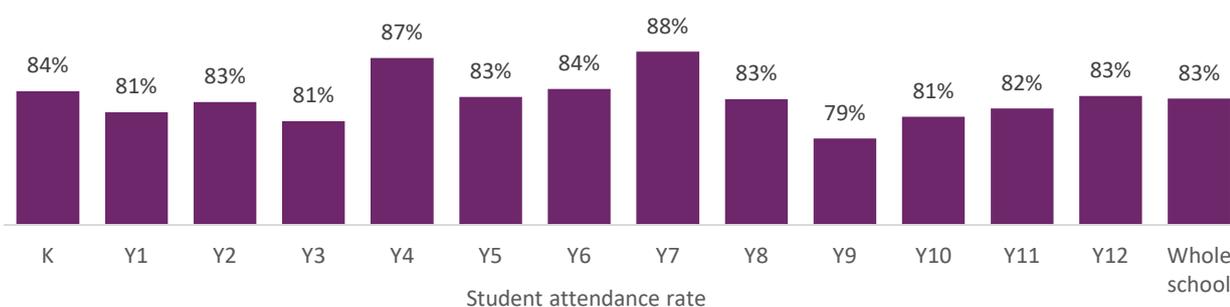
The composition of Aspect Central Coast School staff is documented on the My School website www.myschool.edu.au.

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

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

Student attendance rates

Kinder	84%	Year 7	88%
Year 1	81%	Year 8	83%
Year 2	83%	Year 9	79%
Year 3	81%	Year 10	81%
Year 4	87%	Year 11	82%
Year 5	83%	Year 12	83%
Year 6	84%	Whole School	83%



Management of non-attendance

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

Aspect Central Coast School has an automated SMS messaging service that advises parents/guardians if their child is absent and they have not notified the school of the absence before 9:30 am. The school executive hold attendance meetings to review data and collaborate with Aspect Central Coast School learning support team and external allied health professionals to support attendance improvement plans and tracking. Where unsatisfactory attendance is identified, an attendance improvement plan is formulated in collaboration with the student and their parent/guardian. The plan is monitored and reviewed on a regular basis. Repeated unexplained absence or absence of concern may need to be reported to Family and Community Services.

Retention of Year 10 to Year 12

Eighty-five percent of the 2020 Year 10 cohort completed Year 12 in 2022.

Students who left school at the end of Year 12 following the completion of their school education have pursued post-school transition to work programmes (33%) and community day programmes (33%) with a further enrolled in TAFE (17%) and other study (17%).

School determined areas for improvement

Area	Priorities	Achievements
Teaching and learning	Teaching and learning programs are dynamic, individualised, show annotations based on feedback on teaching practice, student progress and achievement.	Staff have made significant progress in data informed programming include differentiated teaching and learning practices.
	The learning goals for students are informed by parent collaboration, analysis of school based and external student progress and achievement data.	Each student had a least 2 academic goals developed collaboratively with parents using a range of data sources.
Leadership	The leadership team ensures that implementation of syllabuses and assessment and reporting process meet NESA requirements for school registration	Central Coast school successfully met the requirements for school registration until 2027. Central Coast school has started the implementation of the new syllabuses as per NESA scheduled timeframes.
	The leadership team develops processes to collaboratively review teaching practices to acknowledge quality teaching practices and to address underperformance by the end of 2022.	The leadership team have reviewed and developed processes for teaching and learning practices focusing on quality feedback.
Well-being	The school will identify individual learning and wellbeing needs through evidenced based approaches, programs and assessment processes that regularly monitor individual learning needs by the end of 2022.	The Learning Support team led the process of the development of collaborative well-being strategies for the whole school community.
	The school and LST is organised so that all students have opportunities to meet with identified staff who can provide advice, support and assistance to help the student by the end of 2022.	The Learning Support team led the process of identifying the Central Coast staff, Aspect Education staff and external community members to provide the appropriate assistance to students.

Initiatives promoting respect and responsibility

Aspect Central Coast School wants all students to recognise that they are a valued part of the school community, with parents and staff providing care and support that promotes self-esteem, mutual respect and responsibility.

Students have the opportunity to participate in cultural activities such as Harmony Day, National Reconciliation week, Sorry Day, NAIDOC week and Graduation ceremonies.

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.

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.

In the case of an application for Aspect Distance Education the Aspect School Distance Education Enrolment Committee decides, in consultation with the family, if the Distance Education program is best suited to the educational needs of the student. When vacancies arise in the school or Distance Education program, 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
- 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-111, Stanford Binet V) which is not more than two (2) years old.

Reason for Distance Education pathway choice

As well as citizenship, age and diagnosis criteria, a child may be deemed eligible for Distance Education if:

- they are geographically isolated; or
- their individual circumstances prevent them from regularly attending school; and
- they agree to abide by the Distance Education requirements as set out in the Enrolment letter offer and contract.

Eligible students must be enrolled full time in the Distance Education program.

Registration to school/Distance Education waitlist

Expression of interest in Aspect schools may be made directly with the Aspect School. Enquiries can also be made with Aspect Customer Service by phone or email. or by general enquiry via the Contact Us page on the Aspect website and these enquiries 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, for

prospective parents or guardians who would like to enrol their child. This information session outlines the Aspect education program and the 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. 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 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. 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 they can inform parents of the outcomes.

The Principal will inform the parents or guardians 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 school's 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 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 through 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

Summary of policy	Changes in 2022	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><i>Customer Experience & Service Innovation</i>– define and work towards achieving participants goals and personal lifestyle choices with support and input from those who care about them.</p> <p><i>Risk Management Framework</i> – identifies risks and defines criteria for the assessment of consequence of those risks</p> <p><i>Duty of Care and Dignity of Risk</i> - ensures that staff understand and implement the principles of both Duty of Care and Dignity of Risk, recognising the rights of the people we support to make informed choices and take calculated risks. 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><i>Safeguarding the People We Support</i> - 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>Customer experience policy new in October 2022. Replacing Person Centred Approach Policy.</p>	<p>These policies can all be accessed from Aspect's website autismspectrum.org.au/about- aspect/policies</p>
<p>Pastoral Care and Bullying Prevention in Aspect Schools</p> <p>The Aspect Comprehensive Approach (ACA), including the use of the Five Point Star, drives aspect's guiding principles for pastoral care.</p> <p>Aspect exercises due diligence in all of its duty of care responsibilities towards students, staff and the school community. Leaders of the school endorse activities and plan for the safety and maintenance of good mental and physical health and well-being of the students, staff and parents. Schools seek to make provision for particular needs of individuals who require special safety arrangements or avoid discomfort or threat to their health and wellbeing.</p>	<p>Nil</p>	<p>The Pastoral Care and Bullying Prevention in Aspect Schools procedure can be accessed by request from the school.</p> <p>The following related policies can be accessed from Aspect's website <a href="https://autismspectrum.org.au/about-
aspect/policies">autismspectrum.org.au/about- aspect/policies</p>

Bullying or harassment is not tolerated in any form. All members of our community are committed to ensuring a safe and supportive environment which promotes personal growth and fosters positive self-esteem for all. Aspect Schools aim to maintain a setting in which everyone feels valued and respected and where individual differences are appreciated, understood and accepted. Aspect encourages the reporting of complaints and feedback.

- Aspect Comprehensive Approach (ACA)
- Duty of Care and Dignity of Risk
- Embracing Diversity
- Person-Centred Approach and Recognition of Valued Status
- Safeguarding the People We Support
- Feedback, Complaints and Incidents

Discipline

Aspect adopts a positive behaviour support (PBS) approach when working with children on the autism spectrum ranging from strategies for all students through to more intensive strategies for students who may exhibit more challenging behaviours as outlined in the Positive Behaviour Support policy.

Aspect follows a PBS approach but when behaviours occur that put the safety of any stakeholder at risk, the school will be required to implement appropriate procedures to safeguard all stakeholders' safety. All staff have responsibilities in relation to implementing discipline in Aspect Schools.

Aspect Positive Behaviour Policy updated April 2022 to reflect current best practice and provide more detail.

The full text of the Discipline in Schools work instruction can be accessed by request from the school Principal.

The Aspect Positive Behaviour Support policy can be accessed from Aspect's website [autismspectrum.org.au/about-aspect/policies](https://autismspectrum.org.au/about-<u>aspect/policies</u>)

Complaints and grievances resolution

Autism Spectrum Australia (Aspect) values complaints about the quality of its service and communications to support the continuous improvement of services and management.

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.

Nil

The Aspect Complaints Management Process can be accessed from Aspect's website [autismspectrum.org.au/feedba-ck-and-complaints](https://autismspectrum.org.au/feedba-<u>ck-and-complaints</u>)

The Feedback and Complaints brochure can be downloaded from the Aspect website [autismspectrum.org.au/uploads/docu-ments/Governance/Aspect-Feedback-and-Complaints-Brochure.pdf](https://autismspectrum.org.au/uploads/docu-<u>ments/Governance/Aspect-Feedback-and-Complaints-Brochure.pdf</u>)

Parent, student and teacher satisfaction

Student Individual Plans

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

Family and Student Feedback

There are formal and informal opportunities to provide feedback to the school. In 2020 Aspect Central Coast School conducted the AIS Perspectives Survey. The results of the survey will inform our future school planning.

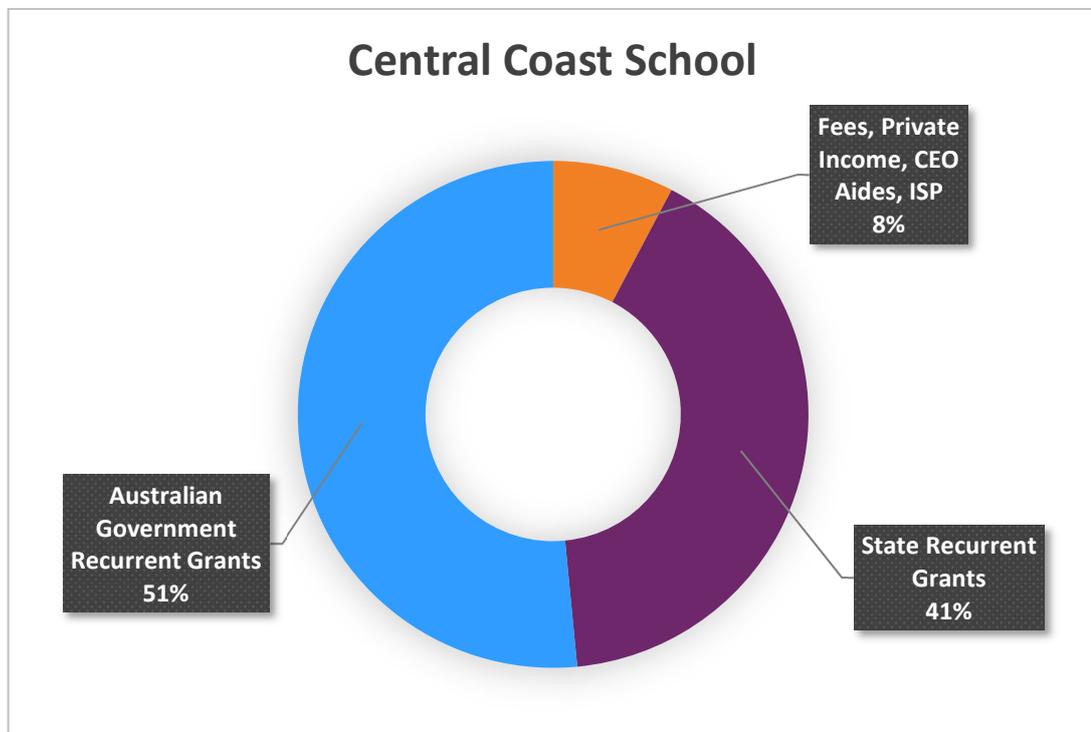
The results from the survey indicated that our strengths that set Aspect Central School apart from our competitors include excellent feedback in following areas:

- Clearly understood vision, mission and values
- Our ability to design learning to meet unique needs of individuals
- Our steadfast focus on ensuring inclusive learning environments
- Strong community reputation

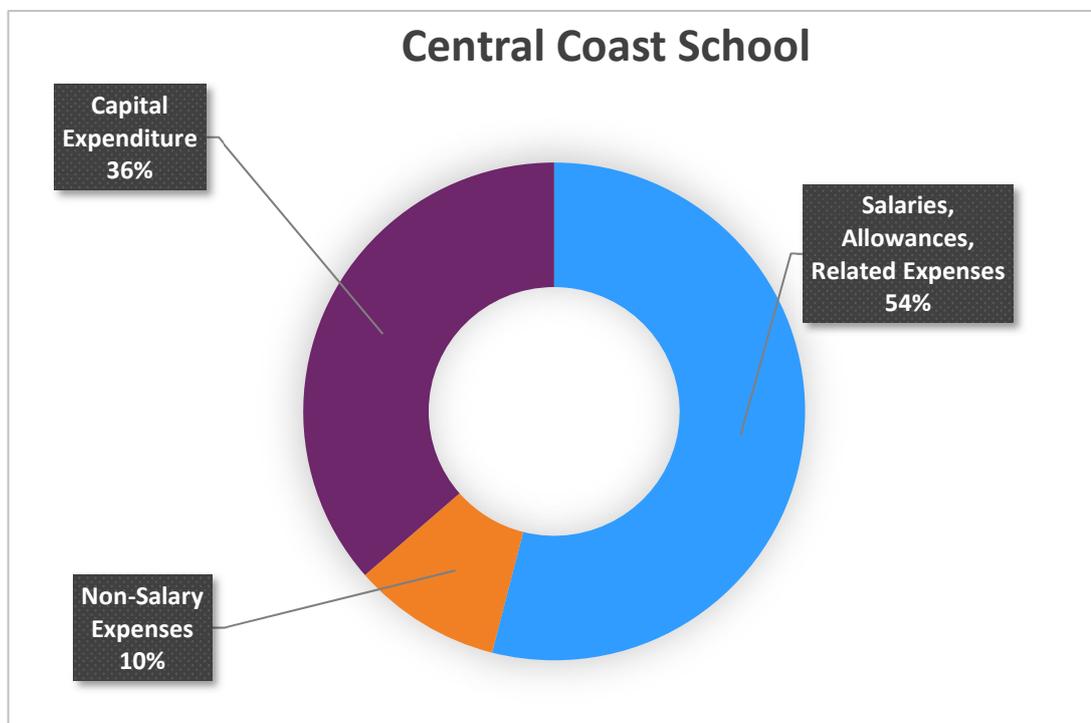
The average net promoter score for schools in general is between 47 – 84. Aspect schools average net promoter score was 68.9. This score places Aspect schools in the high range suggesting that our schools are highly recommended and that overall satisfaction with the service provided is very high.

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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