

# 2022 Annual Report

## Aspect Macarthur 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 Dharawal people who are the traditional custodians of the lands on which our campuses are located.

Aspect Macarthur School is a K-10 School consisting of a main campus at Cobbitty, with “satellite campuses” in the following locations;

- St. John the Evangelist Catholic Primary School in Campbelltown (Kindergarten – Year 6)
- St. Christopher’s Primary School in Holsworthy Campbelltown (Kindergarten – Year 6)
- Clancy Catholic College in West Hoxton
- Sarah Redfern Public School in Minto Campbelltown (Kindergarten – Year 6)
- Briar Road Public School in Airds Campbelltown (Kindergarten – Year 6)
- Howard Street Campus in Coffs Harbour (Kindergarten – Year 6)

The main campus site at Cobbitty caters to 44 students from K-6. Class composition is based on many factors, including learning levels, age, social and emotional and behavioural skills. The classes are not always year or stage-based as we review the individual learning profile of each student.

Beyond Main-site we have a number of satellite classes with 78 students ranging from K-10. The satellite campuses provide a range of services for our families, including providing the opportunity for a “transition and integration” arrangement. Students in the satellite campuses are located within “host” schools, where students have an autism-specific educational experience within their Aspect classroom, whilst at the same time participating in opportunities within the host school. In many cases, over time, students build their life and educational skills and are able to transition from their Aspect class to the host school or a similar “mainstream” class. This arrangement gives students the opportunity to transition into a mainstream environment while maintaining small class sizes and additional autism-specific learning support to guide the student along their educational journey.

At Aspect Macarthur we believe that every child can achieve when given the right support, educational environment and time. With this belief, the school’s staff place a high value on literacy and numeracy as the building blocks for learning and success across the curriculum and upon providing opportunities for our students to prepare them for life at and beyond school. Our school is committed to both meeting the needs of children on the Autism spectrum and to supporting their families.

In 2022, having learnt valuable lessons from the online learning environment of 2021, teachers and students continued to explore and implement new technologies, to develop students learning capacity across all Key Learning Areas (KLAs).



In 2022 we focussed on developing the strengths and interests of our students through understanding and implementing the Aspect Comprehensive Approach and the development of each student’s Individual Plan using the Aspect 5 Point Star, which focusses on each student’s individual likes, preferences and strengths, recognising their many talents as they learnt new ways of demonstrating their understanding and communicating to their peers and teachers.

**Geoff Fouracre**

Principal

# Student outcomes in standardised national literacy and numeracy testing

Each student has an individual profile that outlines their strengths and interests as well as information about how to provide effective support. The profile includes areas for development, particularly related to 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 has a multi-disciplinary team approach which sees teachers, support staff and therapists 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.

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## Literacy and Numeracy Assessments

For NAPLAN results, please refer to the My School website [www.myschool.edu.au](http://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

Aspect Macarthur School did not have any students that required the award of a Record of School Achievement.

### Higher School Certificate

Aspect Macarthur School is registered up to Year 10 only. 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 2022:

Description of professional learning activity	No. of staff participating
Child Protection Training	ALL
CPR training – skills to provide Cardio Pulmonary Resuscitation	ALL
CPI Safety Intervention- person-centred training to prevent, de-escalate, and safely respond to crisis situations	ALL
Incident Response and Reporting	6
Aspect Code of Conduct	6
Hand Hygiene	4
Aboriginal and Torres Strait Islander Inclusion and Cultural Safety	3
Supporting People to Stay Infection Free	3
Acknowledging and recording feedback and complaints	2
An introduction to Autism (Positive Partnerships)	2
Disability Awareness in the Workplace	2
Supporting people on the autism spectrum using the 5-point star (online program)	2
Workplace Bullying Prevention for staff	2
ASCIA Anaphylaxis e-Training	1

## Teacher accreditation

Level of accreditation	Number of Teachers
Conditional	6
Provisional	4
Proficient Teacher	29
Highly Accomplished Teacher / Lead Teacher (voluntary accreditation)	0
Total number of teachers	39

## Teacher qualifications

All 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

The composition of Aspect Macarthur School staff is documented on the My School website [www.myschool.edu.au](http://www.myschool.edu.au).

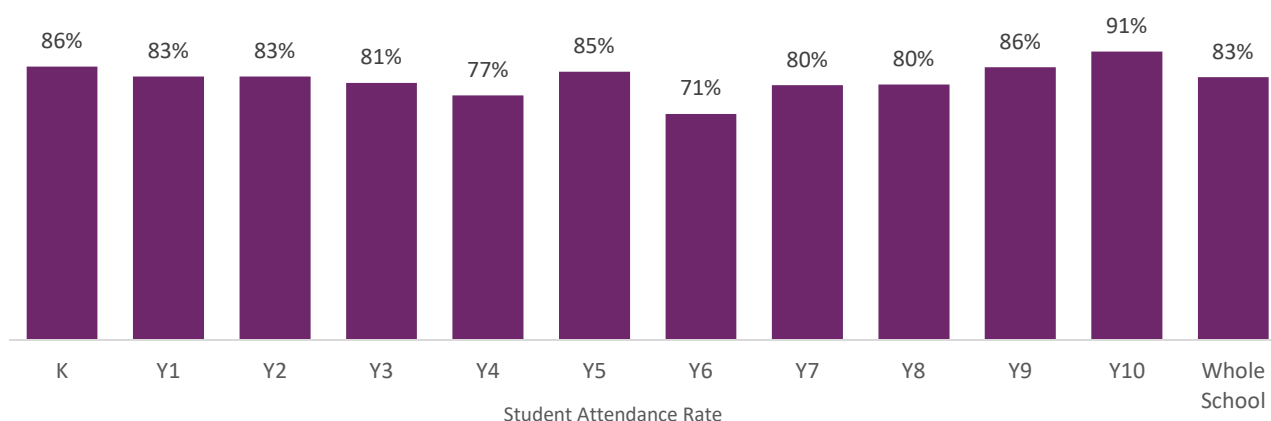
Five staff members are of Aboriginal and/or Torres Strait Islander background.



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

## Student attendance rates

Kinder	86%	Year 6	71%
Year 1	83%	Year 7	80%
Year 2	83%	Year 8	80%
Year 3	81%	Year 9	86%
Year 4	77%	Year 10	91%
Year 5	85%	Whole School	83%



## Management of non-attendance

Aspect Education has 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).

Unexplained absence will be followed up by the school. 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.

At Aspect Macarthur School we place a high value on attendance so that our students have every opportunity for positive and continuous learning.

## Retention of Year 10 to Year 12

Aspect Macarthur is a Kindergarten to Year 10 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.

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><b>Student welfare</b></p> <p>The school seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through the following policies:</p> <p><i>Customer Experience &amp; 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 <a href="https://autismspectrum.org.au/about-aspect/policies">autismspectrum.org.au/about-aspect/policies</a></p>
<p><b>Pastoral Care and Bullying Prevention in Aspect Schools</b></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</a></p>

<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.</p>		<ul style="list-style-type: none"> <li>• Aspect Comprehensive Approach (ACA)</li> <li>• Duty of Care and Dignity of Risk</li> <li>• Embracing Diversity</li> <li>• Person-Centred Approach and Recognition of Valued Status</li> <li>• Safeguarding the People We Support</li> <li>• Feedback, Complaints and Incidents</li> </ul>
<p><b>Discipline</b></p> <p>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.</p> <p>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.</p>	<p>Aspect Positive Behaviour Policy updated April 2022 to reflect current best practice and provide more detail.</p>	<p>The full text of the Discipline in Schools work instruction can be accessed by request from the school Principal.</p> <p>The Aspect Positive Behaviour Support policy can be accessed from Aspect's website <a href="https://autismspectrum.org.au/about-aspect/policies">autismspectrum.org.au/about- aspect/policies</a></p>
<p><b>Complaints and grievances resolution</b></p> <p>Autism Spectrum Australia (Aspect) values complaints about the quality of its service and communications to support the continuous improvement of services and management.</p> <p>Aspect's complaints management process provides a transparent framework for promptly and sensitively addressing and resolving complaints and disputes that may arise from complaints having regard to procedural fairness, confidentiality and privacy.</p>	<p>Nil</p>	<p>The Aspect Complaints Management Process can be accessed from Aspect's website <a href="https://autismspectrum.org.au/feedba&lt;br/&gt;ck-and-complaints">autismspectrum.org.au/feedba ck-and-complaints</a></p> <p>The Feedback and Complaints brochure can be downloaded from the Aspect website <a href="https://autismspectrum.org.au/uploads/docu&lt;br/&gt;ments/Governance/Aspect-Feedback-&lt;br/&gt;and-Complaints-Brochure.pdf">autismspectrum.org.au/uploads/docu ments/Governance/Aspect-Feedback- and-Complaints-Brochure.pdf</a></p>



# School determined areas for improvement

Area	Priorities	Achievements
<b>Teaching and learning</b>	Implement Formative, Ongoing and Summative Assessment practices to measure student growth	Staff participated in professional learning related to both formative and summative assessment practices with a view to ensuring that assessment methods allowed all students to demonstrate their understanding and mastery of the learning content and skills
	Implementation of the new English K-2 Syllabus and update of English programs (K-2)	Staff participated in professional learning related to the implementation of the new English K-2 syllabus, and teaching programs were reviewed and updated to reflect the changes in content, skills and pedagogy.
	Meet NESA Registration requirements and embed changes to practice to become 'business as usual'	Teaching programs and classroom practice were monitored to ensure that NESA syllabus changes and requirements were embedded.
	Develop strength and interest-based learning opportunities that are evidence based	Students were assessed using the Aspect 5-point star and their strengths and interests were considered in formulating an individual learning plan for each student.
<b>Well-being</b>	Student school and community Leadership opportunities increased through development of life-skills programs and empowering students in decision making	Students participated in school-based opportunities and where possible transition/inclusion programs with host schools to empower and enable them to make their own decisions.
	PD/H/PE scope and sequence and programs are updated to reflect all areas of the syllabus	The PD/H/Pe program were revised to ensure that teaching programs reflected the emphases of the Aspect Comprehensive Approach.
	Embedding life-skills and community awareness and engagement into the daily curriculum	The school sought new opportunities for community engagement which aligned with the attainment of life skills.
	ACA model is embedded and the core of decision making	Professional Learning opportunities focussed on understanding and application of the Aspect Comprehensive Approach
<b>Community</b>	Parents and the Local Community understand and know Aspect MacArthur's vision, purpose and directions and Aspect Macarthur is known and valued in the community	The staff worked closely with the School Parents & Friends Association to organise and run several successful events.

# Initiatives promoting respect and responsibility

Aspect Macarthur 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 and NAIDOC week. Students also participated in the Wear It Purple Day

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.

In 2022 Aspect Macarthur School continued to work with students to ensure that they were aware of the impact of their online activities and their digital footprint. Our school was proactive in this space having learnt much from the previous transition to online learning by ensuring students displayed safe online practices and that cyber-bullying behaviour did not become an issue at our school. Where possible, the school monitored online communication between students and it was clear that their online communications and interactions were overwhelmingly positive. Students demonstrated understanding that negative online behaviour can impact the health and wellbeing of others.

## Parent, student and teacher satisfaction

In 2022, the students met with the principal and school leaders to understand their thoughts on the school. In both the qualitative and quantitative data, the students rated the school highly in creating an inclusive environment that was safe for the students to be their authentic self. These findings were mirrored in the AIS NSW Perspectives school community survey.

In 2022, the staff participated in a number of qualitative and quantitative opportunities through staff meetings, online surveys and discussions. The staff felt the school was outstanding in providing opportunities to be included in decision making and driving decisions on school directions and professional learning. The professional learning opportunities focussed on understanding and implementing the Aspect Comprehensive Approach which seeks to provide an “autism-specific” and individually tailored approach to the wellbeing and learning of each student.

In 2022 there was a stronger focus on in-class support from the leadership team, hands-on resources and professional learning in the teaching and learning of English and Mathematics in-line with the release of the new English and Mathematics Syllabus documents. In 2022, parents rated the school high in communication in regards to their child’s learning with the use of tools such as see-saw, although parents expressed a desire to see improvement in overall school communication.

In reviewing this data, Aspect Macarthur implemented school-zine with a fortnightly newsletter and calendar and in 2022 parent/carers gained access to TASS Parent lounge. In 2022, the Parents and Citizen committee aimed to give parent/carers a voice and implemented regular ‘Coffee and Connect’ sessions for parent/carers.

In 2022 all Aspect stakeholders were given the opportunity to participate in the NSW Association of Independent Schools Perspectives Survey, which collects data about how stakeholders view the educational service being provided by our school. The survey also allows data analysis to highlight and celebrate our strengths, at the same time focussing on areas for development and improvement. The 2022 Perspectives Survey revealed the following (scale out of 6);

### **Our Strengths:**

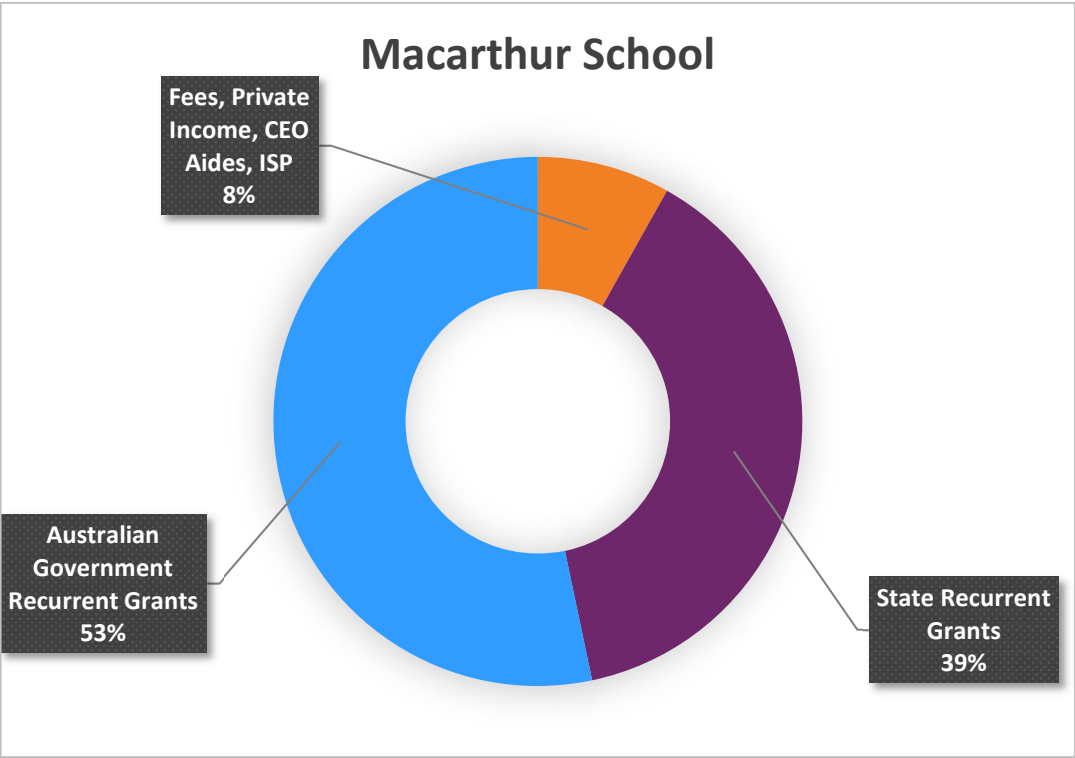
- Clearly understood vision, mission & values between parents and staff (2020=4.81, 2022=4.91)
- Ability to design and implement quality inclusive learning practices which are tailored to the needs of each child, and grounded in sound teaching practices (2020=5.01, 2022=5.12)
- A strong sense of community engagement and improving reputation (2020=4.83, 2022=5.03)
- Parents and staff share student safety and wellbeing as our top priority (2020=5.10, 2022=5.44)
- Leaders value and support the staff and their evidence-based professional growth learning (2020=4.43, 2022=4.80)

**Opportunities for Development & Improvement:**

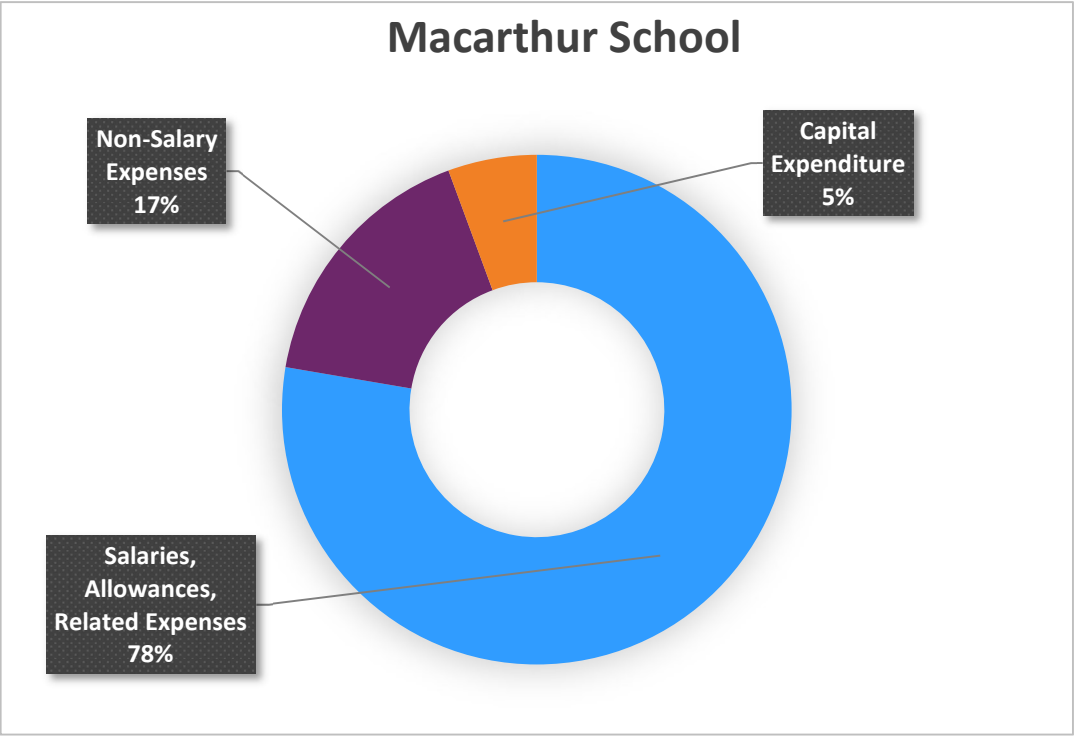
- Develop better understanding of each student's background, interests and abilities in formulating individualised learning plans and opportunities
- Stakeholders recognised the importance of developing and maintaining the school's physical environment to meet the unique needs of our students
- Students expressed a desire for programs which enabled them to better develop resilience and positive peer relationships
- Strengthen leadership practices and capacity using coaching and mentoring

# 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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