

# 2022 Annual Report

## Aspect South Coast School



autism  
spectrum  
AUSTRALIA

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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 school 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 offers one of the best quality autism-specific education programs in Australia. 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, 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.

The primary focus of our schools is to equip students with skills to become as independent as possible and 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 includes 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

I would like to acknowledge the Wodi Wodi people who are the traditional custodians of the lands on which our campuses are located.

Aspect South Coast School currently caters for 112 students between the ages of 4 and 17 with enrolments received from Wollongong, Shellharbour, Kiama and the Shoalhaven local government areas. Our enrolment is comprised of 96 boys and 16 girls. The school operates from a main site at Corrimal which consists of an administration office and seven lower primary classes. The school also has satellite classes located within Barrack Heights Public School, St Pius X Catholic Primary School Unanderra, St Paul's Catholic Primary School Albion Park, and Cedars Christian College, Farmborough Heights.

We have completed the majority of the school renovations at the Corrimal site. We now have 7 classrooms, Library, Sensory Room and a Multi-Purpose hall. This includes an upgraded Administration Office and bathroom facilities for staff and students. The Para Meadows campus closed at the end of 2022, successfully transitioning 6 students into the host school and one student to our Barrack Heights campus. We commenced work on a new campus at the University of Wollongong (UoW) which is due to open in mid-2023. This will host two K to 2 classes. In 2024 we will open two Secondary classrooms to meet the increasing need for high school options in the area.

Aspect South Coast School Improvement Plan for 2022 focussed on ways to develop and implement systems to measure and report on outcomes for students. This was trialled through the year and will be further developed in 2023 with whole school training opportunities.



We also supported staff members to participate in at least two professional learning opportunities as specified in their individual support plans. This was then presented to other staff at regular meetings and professional learning days. The new syllabus was a professional learning focus for most teaching staff.

Our Five Point Star documents were well displayed in classrooms and regularly updated to reflect the student's strengths and interests. Students were asked to present these to their class where possible.



## Rowena Perritt

Principal

# Message from the SRC

Aspect South Coast School formed their first Student Representative Council (SRC) in 2022. We had a student elected from each site to ensure we had the voices from all students represented. A bus tour was organised for the SRC to visit each site of our school. This gave the students an opportunity to see where the other council members came from and what were the current needs of their site.

A Coordinator hosted a meeting each term to discuss various topics, raised by the students at their sites and listen to requests. These were then presented to the Principal for consideration. The students came up with some great ideas around themes for our school walkathon and sports carnival.

## School determined areas for improvement

Area	Priorities	Achievements
<b>Teaching and learning</b>	Each staff member to participate in at least two professional learning opportunities as specified in their individual support plan by the end of 2022.	All staff achieved this object with the majority of PL accessed around the new K-2 Literacy and Numeracy syllabus.
	Develop a process to support consistent and comparable judgments when reviewing reports (IP & curriculum) which can be implemented in Semester 1.	Peer to peer review implemented prior to programs going to Coordinators for final review.
	By term 2, 80 % of teachers on identified classes will be using the ESTA-L app to map students phonological and phonemic awareness and phonics skills.	Completed for 4 identified classes
	By term 2, 80 % of teachers on identified classes will have access to the Fluency Rubric to map reading fluency and comprehension.	Theses assessments were completed and data has been collated to add to a data dashboard.
<b>Well being</b>	Evidence of each students IP goal/s relating to social development embedded into each class program for each term in 2022.	Identified Social Emotional learning programs conducted in all classes to suit the individual needs of all students.
	One designated wellbeing activity scheduled for each term to support staff wellbeing.	Staff attended a Well-Being Day focusing on team activities to build a cultural of belonging.
<b>Leadership</b>	Clarify roles of the leadership team and record areas of responsibility by March 2022.	Tasks completed in April 2022. Roles and responsibilities were updated in September 2022 to reflect a change in staff.
	Provide one training opportunity per term for the leadership team to develop understanding of cohesive / high performance teams.	Two formal activities completed using the Executive Central team to support our learning.  Two informal activities were completed supporting a cohort of staff.
<b>School Promotion</b>	By the end of semester 1, develop one or more strategies to increase student numbers.	School renovations took place adding 2 additional classrooms to the Corrimal site.
	Increase enrolments by 10 – 15 % by investing in partnerships.	University of Wollongong campus to open in 2023 hosting an additional 4 classes.

# 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). 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.

Transition is a focus at Aspect South Coast School. We want to ensure our students are developing the necessary skills to equip them to move to the next less specialised environment when the time is right. This will assist students in the generalisation of these skills to the broader education community.

## **Literacy and Numeracy Assessments**

Literacy and numeracy assessments were conducted to meet the learning needs of autistic students. They highlighted individual student learning strengths and challenges that ensured accurate program construction and adaptation. Learning progress was also monitored using assessments.

Our assessment schedule included a broad range of assessments to cater for a diverse range of ages and abilities. Assessments were selected based on the learning needs of the individual student. A few of these were: the PAT Reading and Maths Adaptive tests, selected Macquarie University - Motif assessments, SEAPART and SPAT-R, Blanks level questions, SENA and Mary Brooksbank (for pre-early stage one students). The YARC Passage Reading assessment was also used by the literacy support teacher to further assess reading accuracy, fluency and comprehension.

Teachers received external training in implementing and interpreting the PAT Adaptive assessments. They also received individual training and support with the Motif and SEAPART/SPAT-R assessments that tested phonic knowledge and phonological awareness respectively.

Specific assessments for pre-early stage one students were researched, written, and conducted in the teaching and learning context during the year. These included: phoneme-grapheme, fine motor, early language, and early phonological awareness assessments. Programs were created and taught based on the skills identified.

All assessments were aligned with the new NSW K-2 English and Mathematics syllabus outcomes.



# Senior secondary outcomes

## Record of School Achievement

The formal Record of School Achievement credential was awarded by NESA to two students in 2022

## Higher School Certificate

Aspect South Coast School was not accredited for the HSC in 2022. 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
Administration of medication	all
Child Protection – Halloran Morrissey	all
Code of Conduct	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	all
Designing Rubrics for Learning & Assessment K-6 Planning (AISNSW)	all
Disability Standards in Education	all
Positive Group Dynamics – Rob Balmer Executive Central	all
Staff wellbeing	all
ACER – PAT Adaptive training	34
Data Dashboard training	34
K-2 New syllabus training	34
Mental Health – Teacher Learning network	34
Program Peer Review and IP Planning	34
IP process and update and Working collaboratively with families	34
Incident Response and Reporting	31
Safely and Effectively Administer Medication 2.0	28



Hand Hygiene 4.0	11
ASCIA Anaphylaxis e-Training	9
MultiLit: Making Up Lost Time in Literacy course	8
Incident Review and Investigation	5

## Teacher accreditation

Level of accreditation	Number of Teachers
Conditional	
Provisional	2
Proficient Teacher	32
Highly Accomplished Teacher / Lead Teacher (voluntary accreditation)	0
Total number of teachers	34

## 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

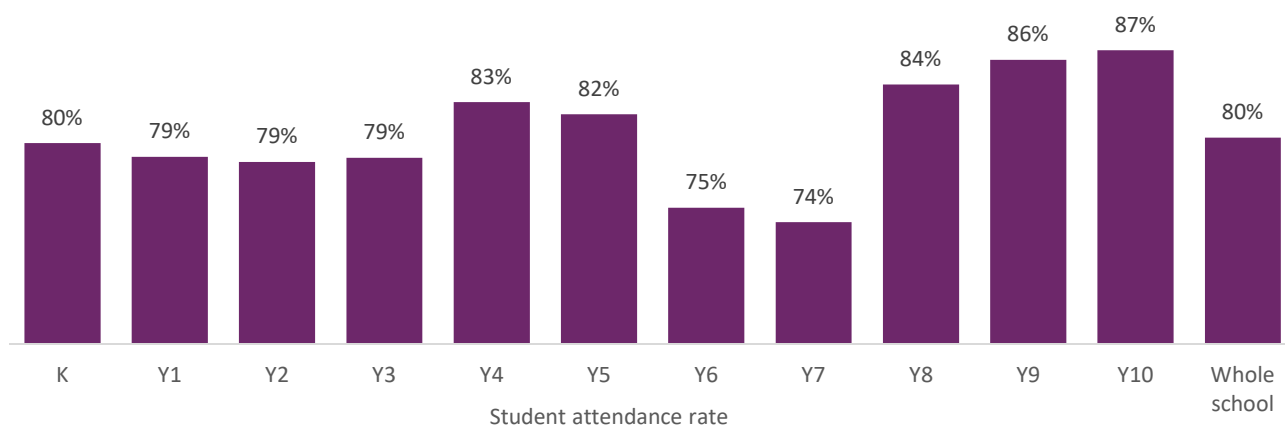
The composition of Aspect South Coast School staff is documented on the My School website [www.myschool.edu.au](http://www.myschool.edu.au).

One 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	80%	Year 6	75%
Year 1	79%	Year 7	74%
Year 2	79%	Year 8	84%
Year 3	79%	Year 9	86%
Year 4	83%	Year 10	87%
Year 5	82%	Whole School	80%



## 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.

Aspect uses an automated SMS messaging and follow up email service to advise parents/guardians if their child is absent and they have not notified the school of the absence.

## Retention of Year 10 to Year 12

Aspect South Coast School had no students in the 2020 Year 10 cohort complete Year 12 in 2022.

# Initiatives promoting respect and responsibility

Aspect South 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.

Aspect South Coast School engaged in activities to acknowledge the diversity in our school community



and promote understanding and respect towards our First Nation's people. All classes had opportunities for students to participate in cultural activities during ANZAC Day, Sorry Day, Harmony week, National Reconciliation week and NAIDOC week. The school is proud of the establishment of a tailored Acknowledgment of Country. The

school's Inclusion Representative, consulted with one of our Aboriginal families to help inform the words used in our Acknowledgement of Country, which has become part of the school's daily Acknowledgement of the Traditional Custodians of the Country our schools reside on, The Wodi Wodi People on Dharawal Country. The Acknowledgement is accessible to all students, whether it is through actions, visual supports, words or their Speech Generating Device.



## Parent, student and teacher satisfaction

### Staff, Family and Student Feedback

The Aspect South Coast School welcome staff, student and parent opinions, which highlight the positive aspects of the school and identifies any areas for improvement. Feedback is collected in a variety of forums including student enrolment and exit surveys, Net Promoter Scores, parent testimonials along with family engagement in school events. In 2022, Aspect South Coast School used information from the 2021 Perspectives: Your School in Focus survey to inform our School Improvement Plan (SIP) for 2022. The data collected from this survey was used to inform future priorities, goals and targets so we could better meet the needs of the whole school community. Feedback from this survey was used to develop a SIP plan for the school that incorporated Teaching and Learning, Leadership and Health and Wellbeing and Safeguarding targets for staff, students and families.

This year we received feedback on the way report student outcomes to families through our Semester one and two reports. This was valuable feedback that we have considered in our processes moving forward to ensure we have a focus on autism specific engagement as well as curriculum outcomes.

# 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.

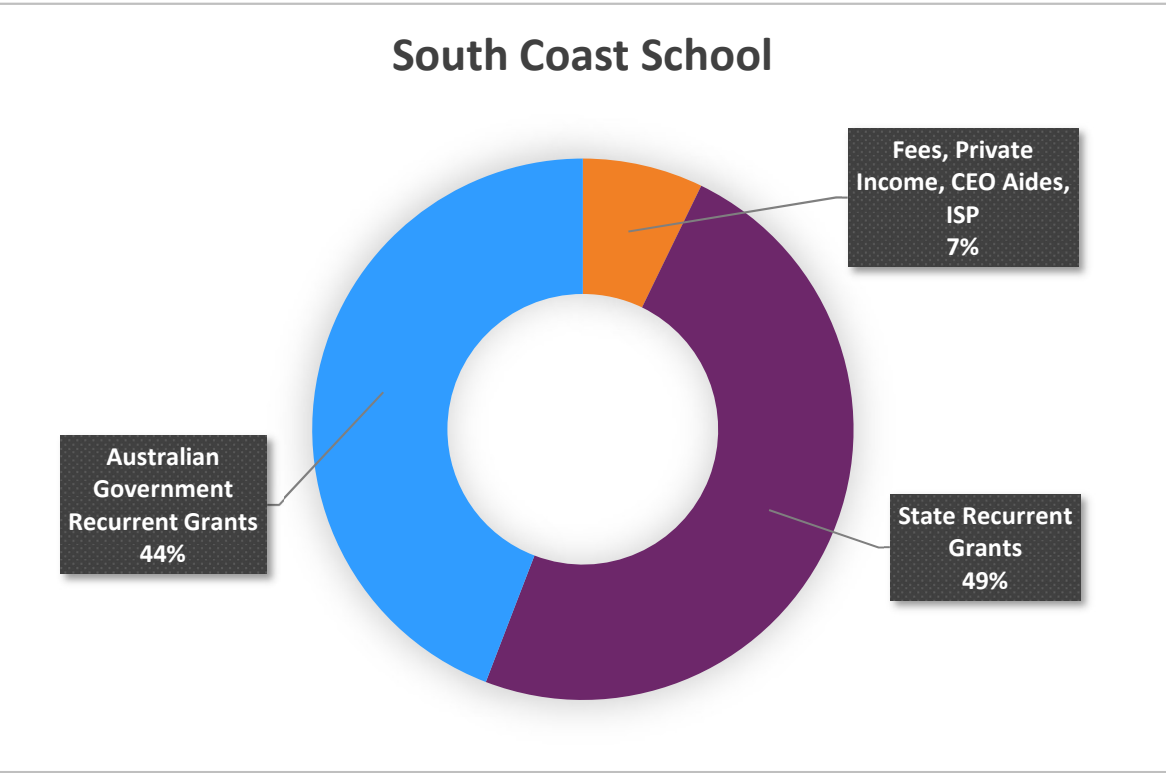
## Other school policies

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>

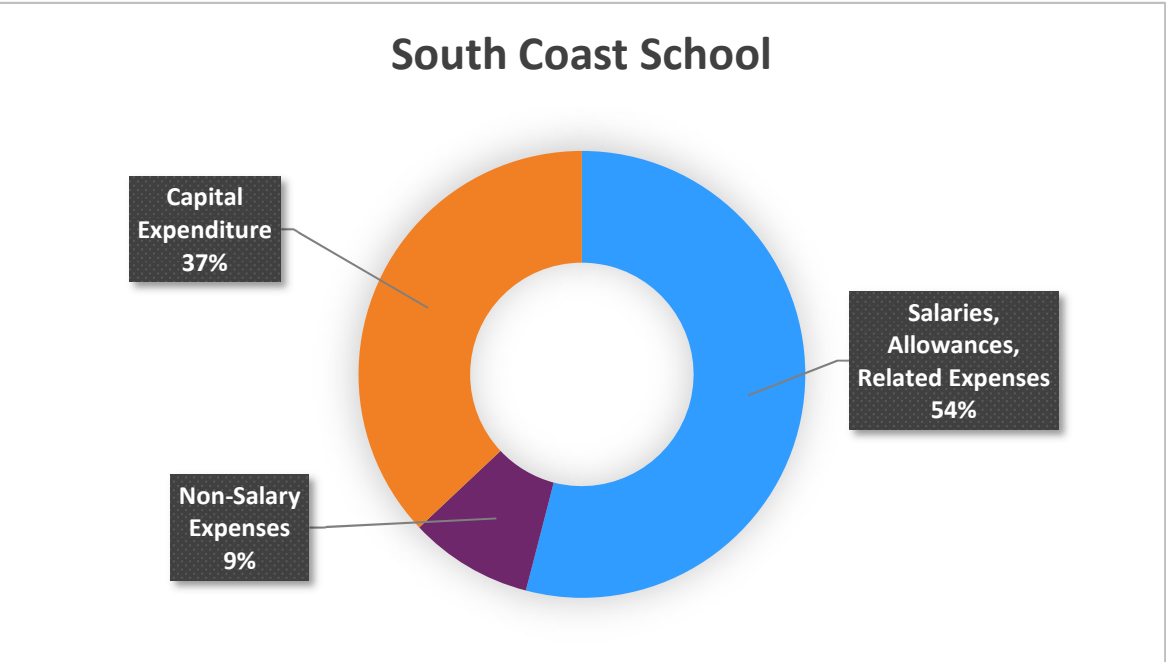
<p>Bullying or harassment is not tolerated in any form. All members of our community are committed to ensuring a safe and supportive environment which promotes personal growth and fosters positive self-esteem for all. Aspect Schools aim to maintain a setting in which everyone feels valued and respected 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 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 ments/Governance/Aspect-Feedback-and-Complaints-Brochure.pdf">autismspectrum.org.au/uploads/docu ments/Governance/Aspect-Feedback-and-Complaints-Brochure.pdf</a></p>

# 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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