

2022 Annual Report

Aspect South East Sydney 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 Gadigal of the Eora Nation people who are the traditional custodians of the lands on which our campuses are located. In 2022, Aspect South East Sydney School provided specialist education for 195 students on the autism spectrum. Our multi campus school spans 11 sites with approximately 40% of enrolled students educated within our school's main sites at Peakhurst, Loftus and Marrickville. The remaining students are enrolled across our satellite programs hosted within Sydney Catholic Schools in Maroubra, Caringbah, Leichhardt, and Belfield as well as our class at a Department of Education Primary School in Kareela. Our high school program is located at Menai, Regents Park and Auburn. The high school program offers a life skills curriculum for students from Years 7-12.

Our small classes with high teacher to student ratios allowed us to see continued growth in student academic achievement and across individual learning plan areas. The leadership team has worked tirelessly around the Kindergarten to Year 2 curriculum reform. Aspect South East Sydney is currently reaping the rewards of this deep dive into curriculum reform across the early years of learning.



I am proud of the connectively our school has with each student's very first educator; families. I am thrilled to have families on school grounds again in the physical sense and acknowledge the importance of our school returning to this mode of engagement whilst purposely having a hybrid model of connectively where convenient.

It is a privilege for me to serve Aspect South East Sydney School.

Well done to all our students and congratulations to our dedicated, passionate staff on the many successes across 2022.

Joanne Tisdell

Principal

Message from the P&F

The Parents & Friends (P&F) Committee is an integral part of the school. Aspect South East Sydney School P&F are responsible for fundraising events and creating a community spirit within the school. We meet at least 4 times formally a year and our Principal chairs these meetings along with the President and other committee members. Parents and carers of our students are an important part of their child's education and this ethos is thoroughly supported by the P&F Committee.

2022 was a successful year for the school in terms of the events that were held. Our major fundraiser of the year, The Aspect Walkathon was our biggest success raising over \$47,522.00, which was thanks to our generous school community, family and friends. Our usual Family Fun Day was held at our Loftus school site with the theme of celebrating Autism Pride Day. Families were able to come together in safe and inclusive environment, whilst students played on jumping castles, rode a train, ate pizza and enjoyed face painting. We held our first ever Movie Night which was a huge success, and involved many of our families, and teachers of Aspect coming together to enjoy a movie whilst raising funds for our first ever library which is in the process of being built. We received a number of generous donations on the night from attendees who purchased books to fill the library, with ticket sales going towards the build. The success of this event means we will be holding another Movie Night in 2023. We also celebrated Father's Day with a morning tea across all base sites, which was a lovely way for the Dads to spend time at school and enjoy an open classroom. The P&F supported many Christmas activities across the school.

As always, our P&F continue to 'give back' to the students by allocating \$50 per student to fund a diverse selection of excursions and incursions. This initiative is in its twelfth year and we hope to be able to continue doing this each year. In addition, the P&F provided funds to purchase education and learning programs.

Overall, we would not be so successful without the enthusiastic support and guidance from the Principal, dedicated staff, volunteers, and families, and we look forward to welcoming new faces, and ideas for future events this year.

Diane La Malfa

P&F President

Message from the SRC

The 2022 Student Representative Council (SRC) at Aspect South East Sydney School consisted of 12 students from both main site, primary and high school campuses. A nomination process was completed for all SES students to either self-nominate or be nominated by a staff member or peer. Each student received an SRC badge which was proudly worn on their school uniform for the year.

A focus for 2022 was for the SRC to think of school-based ways we could celebrate topical days at each of our SES sites. The SRC were enthusiastic to acknowledge World Environment Day and after numerous online zoom meetings SRC members decided that each site would gift a plant of their choice to their host school or office staff. Students researched online what plant would be best for inside conditions, purchased pots and soil and gifted the plants on World Environment Day.

Another interest area for the SRC was NAIDOC Week. SRC members researched the Traditional Owners of the land on which their school site is located. We shared these as a group and utilised this knowledge for future meetings during Acknowledge of Country.

Overall, 2022 Student Representative Council members made valuable contributions to our SES School community and should feel proud of their achievements.

Hannah Spencer

(Coordinator) and constructed with SRC representatives

Student outcomes in literacy and numeracy

Each student has an individual profile that outlines strengths and interests, current levels of functioning and areas for development in autism-specific areas of learning: social communication, social interaction, behaviours and sensory processing. These are integrated into the NSW Education Standards Authority (NESA) mainstream curriculum - the Key Learning Areas (KLAs). The school has 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.

As language development is one of the prognostic features of autism (Koegel, 2000), developing our students' language skills through the interrelationship between speaking and listening, writing and reading underpins our strong emphasis on Literacy development. The first session of the day is allocated to developing literacy and language skills which are also integrated into all learning areas across the day. Where students require individualised support to develop speech, our staff and Learning Support Team may collaborate with therapists to offer an AAC device to develop communication skills.

Over the past two years, we have seen the rollout of the InitialLit program. All K-2 teachers have received training and the program has achieved its aim of building consistency of early literacy instruction across the school. This is supported by further explicit teaching and individualised programs. Our data continues to show an upward trend in reading scores across our K-6 satellite which we will continue to monitor. The school is focusing on providing instructional guidance and support to teachers around the decodable reading approach. Professional Learning in this area has been a specific target.

In numeracy, our goal is to continue to promote consistent and effective instructional practices in number and arithmetic strategies. All classes are utilising a wide range of hands-on manipulatives and resources to develop essential early number concepts and where required expand these skills into higher order Mathematical concepts.

Literacy and Numeracy Assessments

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 and verbal working memory. Assessment is purposeful, reliable and is varied to form an integral part of teaching and learning environments as set out in our Assessment plan. Our whole school data collection system is a key process we use to inform planning and practice, guide instruction and improve student learning. Student progress is monitored through the teaching and learning cycle and needs are identified through a comprehensive collection of student achievement information including progress in autism specific areas, academic learning and behaviour. Regular examination of student achievement information through consistent assessment processes enable staff to make judgements about whether our students are making sufficient progress with their learning in relation to relevant standards and whether further support and intervention is required. We use a range of assessment tools from customised and adapted checklists to a number of norms referenced Standardised Assessments such as the ACER Progressive Achievement Tests (PAT).

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

Senior secondary outcomes

Record of School Achievement

The formal Record of School Achievement credential was awarded by NESA to 2 students.

Higher School Certificate

Aspect South East Sydney School is registered 7-12 as Life skills curriculum.

In 2022 five students (100%) graduated from Year 12. Aspect South East Sydney School offered six Stage 6 Life Skills NESA-Developed courses. All students attended Work Experience 3 hours per week for the year. All students were successful in gaining School Leavers' Employment Support funding via the NDIS.

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
Aspect Child Protection & Halloran & Morrissey 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
K-2 Syllabus familiarisation (AIS)	51
AITSL Teacher Standards and Aspect Support & Development	48
Safely and Effectively Administer Medication 2.0	46
Incident Response and Reporting	43
Guest speaker and Autistic voice awareness (Aspect Think Tank)	42
Your health matters	40
Data Dashboard	38
Tiers of behaviour support	34
Supporting People to Move & Other Manual Handling	27
ASCIA Anaphylaxis e-Training	24
MultiLit (initialLit)	15
Aspect Code of Conduct	13
Hand Hygiene 4.0	12
Workplace Bullying Prevention for staff	12
Aspect Induction Checklist - New Employee	11
Organisational Induction Program	10
Acknowledging and recording feedback and complaints	9
An introduction to Autism (Positive Partnerships)	9
Supporting people on the autism spectrum using the 5 point star (online program)	7
Incident Review and Investigation	6
HLTAID010 Provide basic emergency life support	6
HLTAID011 Provide First Aid	6

New Starters Day (Webinar Series)	6
Recognising Restrictive Practices	6
Asthma First Aid for School Staff	3
MultiLit (MaquLit)	3
An introduction to the Positive Behaviour Support Template (Positive Partnerships)	2
HLTAID012 Provide First Aid in an education and care setting	2
Safety Intervention (SI) Instructor Accreditation	1

Teacher accreditation

Level of accreditation	Number of Teachers
Conditional	1
Provisional	2
Proficient Teacher	49
Highly Accomplished Teacher / Lead Teacher (voluntary accreditation)	0
Total number of teachers	52

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

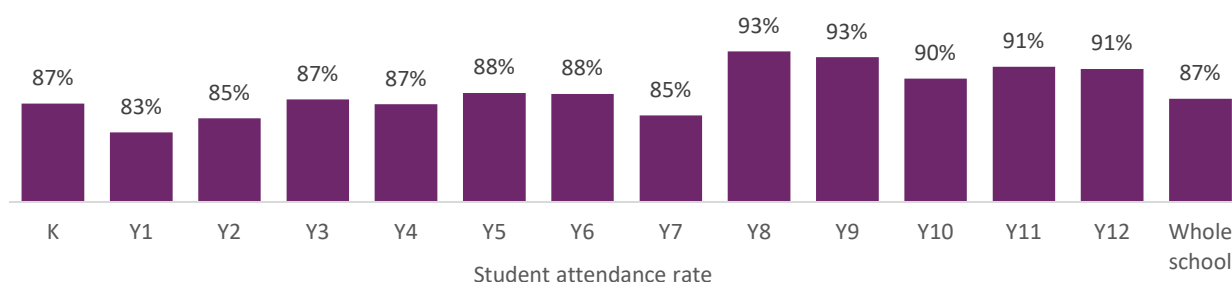
The composition of Aspect South East Sydney School staff is documented on the My School website www.myschool.edu.au.

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

Kindergarten	87%	Year 7	85%
Year 1	83%	Year 8	93%
Year 2	85%	Year 9	93%
Year 3	87%	Year 10	90%
Year 4	87%	Year 11	91%
Year 5	88%	Year 12	91%
Year 6	88%	Whole School	87%



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) or the South Australia Education Board.

Unexplained absence will be followed up by the school. Aspect uses an automated SMS messaging and email follow up service to advise parents/guardians if their child is absent and they have not notified the school. Repeated unexplained absence or absence of concern may need to be reported to Family and Community Services.

At Aspect South East Sydney School, we have twice termly attendance meetings to review data. Consultation and collaboration with Aspect SES learning support team and external allied health professionals supports attendance improvement plans and tracking. Where unsatisfactory attendance is identified, a student attendance improvement plan is formulated in collaboration with the student and their parent/guardian. The plan is monitored and reviewed on a regular basis.

Retention of Year 10 to Year 12

100 percent of the 2022-year 10 cohort continued on to Year 11 at Aspect South East Sydney School. All students who left school at the end of Year 12 following the completion of their school education transitioned into school leaver employment services.

School determined areas for improvement

Area	Priorities	Achievements
Teaching and learning	Implement school literacy and numeracy plans for beginning of term 1 for teachers to engage in Professional Learning that targets school wide improvement outcomes by Term 4.	Teachers were actively involved in PL opportunities within the literacy and numeracy plans which were both closely aligned with curriculum reforms. Teachers developed data skills to unpacks individual and school wide needs.
	Teachers will receive coaching on their use of the Australian Professional Standards to reflect on their practice and their performance by the end of 2022.	Leadership team implemented coaching to support reflection and growth against Teaching Standards.
Well being	An evidence informed whole school K-12 wellbeing framework will be developed, linked to PDHPE curriculum, to support measuring improvements in wellbeing and student outcomes across social and emotional domain focus areas by the end of term 3.	SES worked with Aspect research team to develop wellbeing measure for all students. Framework reflects evidence-based programs being utilised in areas such as mental health and wellbeing, puberty, social and emotional suite of programs and growth mindset for all stakeholders.
	A whole school family engagement calendar will be developed and implemented to promote family wellbeing and build capacity across autism specific areas and support student learning by the end of term 4, 2022.	Calendar reflected the variety of needs and feedback received from family engagement survey. This included parent training topics, networking with other parents and school Learning Support Team, taking part in child's learning at school via open classroom opportunities. A variety of school-based family fun days and activities were also held to welcome families back face to face.
Leadership	All Coordinators will be able to identify effective evidence informed, best practice teaching and autism specific instructional techniques, in preparation for a review of each staff member's instructional practices by the end of 2022.	Articulating instructional practices and ensuring these are contextualised to autistic students was a collaborative professional development opportunity. 89% of teachers reported having increased knowledge of other practices they may utilise within classrooms.
	Coordinators will track each teacher to ensure all families are aware of the academic stage students are working at and ensure adequate communication and support is provided for parents to understand learning needs with feedback to inform best practices across the school in Semester 2.	Coordinators reported and documented evidence of all families being aware and where necessary being part of parent training of the academic stage that children are working at. This feedback supported families understanding how to support learning and development.

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 autismspectrum.org.au/about-aspect/policies</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"> • 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
<p>Discipline</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 autismspectrum.org.au/about- aspect/policies</p>
<p>Complaints and grievances resolution</p> <p>Autism Spectrum Australia (Aspect) values complaints about the quality of its service and communications to support the continuous improvement of services and management.</p> <p>Aspect's complaints management process provides a transparent framework for promptly and sensitively addressing and resolving complaints and disputes that may arise from complaints having regard to procedural fairness, confidentiality and privacy.</p>	<p>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</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</p>

Initiatives promoting respect and responsibility

Aspect South East Sydney 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. Aspect's Purpose of "understanding, engaging & celebrating the strengths, interests & aspirations of people on the autism spectrum" and Aspect's Value of "we are passionate about people, about being positive and about what's possible" mirror the nine recommended values of the National Framework for Values in Education.

Aspect has a commitment to ensuring all team members know and embrace our core values to ensure they are reflected in interactions and relationships with stakeholders. Aspect recognises that in order to achieve this it is important to share information with staff and the community so that Aspect is known not only for the work that we do but also for the values we uphold.

Parent, student and teacher satisfaction

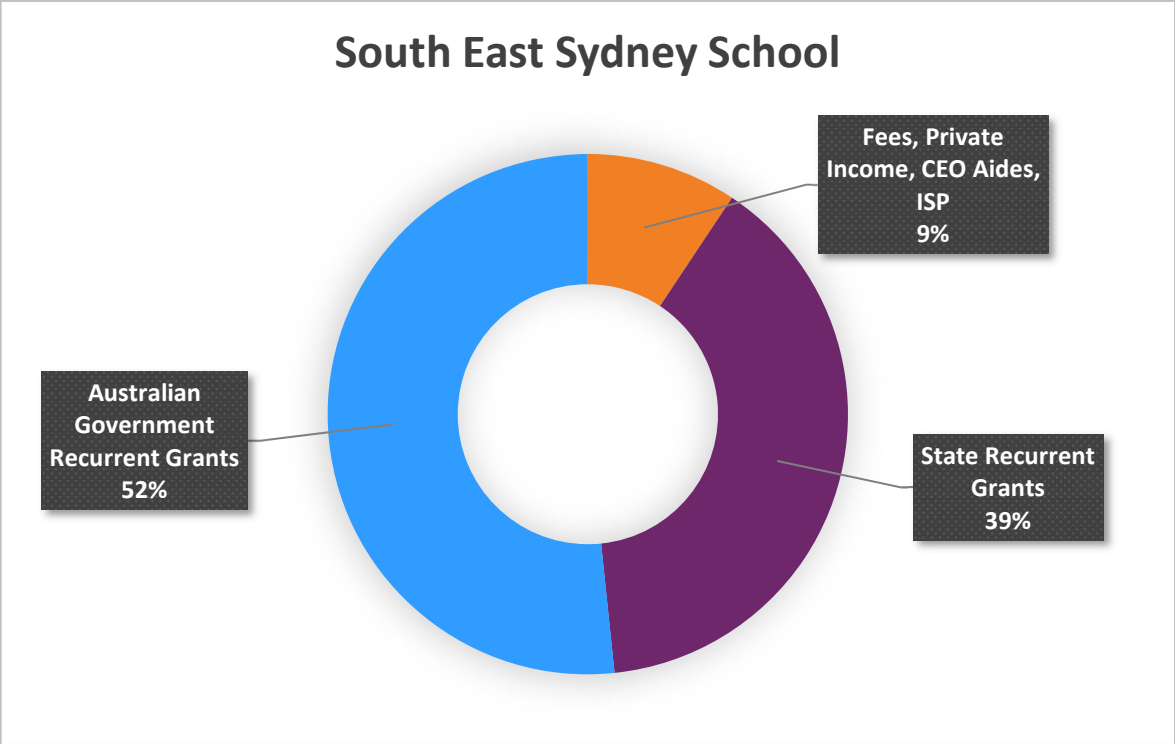
In 2022 Aspect South East Sydney School participated in a school-wide survey called Perspectives: Your School in Focus to gather insights and perspective from four important stakeholder groups (staff, students, parents/guardians and leaders) which highlighted strengths and achievements but also identified opportunities for growth and development. This survey was delivered by the Association of Independent Schools NSW and the data collected is being used to inform future priorities, goals and targets, so we can better meet the needs of the whole school community. Over 90% staff, 75% of eligible students (years 5 -12) and almost 50% families responded to the survey.

97% of students reported having a positive connection with at least two adults at school and 92% felt they belonged and that their teachers knew what they were interested in. Our school staff's commitment really shone through with 100% agreeing the school's mission and vision were clearly explained and at the heart of everything that the school does. We were delighted that all our families agreed that teachers taught in a way that made it easier for their child to learn and that 100% of families said their child feels valued and accepted at school.

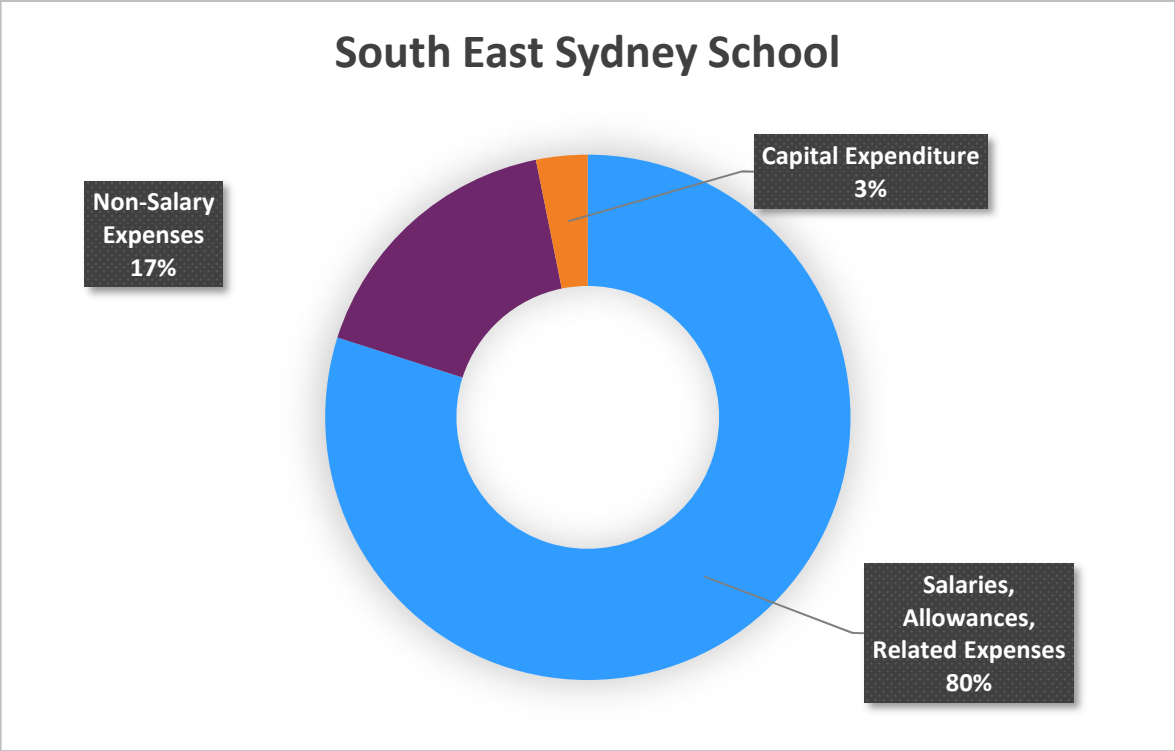
One parent told us "the school and teachers go above and beyond to ensure my child is successful in each learning experience... Nothing is too difficult for them and I am continually amazed ... in my child's growth and happiness".

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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