

Annual School Report

Aspect Central Coast School

2025



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All about Aspect

Our values

Our values guide the way we work, connect and grow. We chose the word THRIVE because it reflects what we want for everyone at Aspect – for Autistic people, their families, and our staff. It's about growing, achieving, and connecting.

Our vision

Together, we're creating a world where Autistic people are seen and valued, and have access to the right support to live, learn, work and play.

Our work

Aspect is one of Australia's largest autism-specific service providers, working in partnership with Autistic people and their families to co-design and deliver supports and services.

For nearly 60 years, Aspect has supported children, young people and adults on the autism spectrum to achieve their goals and participate meaningfully in their communities, across education, assessments, therapy and adult services.

Our purpose
**a different
brilliant®**

Understanding,
engaging and celebrating
the strengths, interests
and aspirations of people
on the autism spectrum.



Aspect's approach to supporting students on the autism spectrum

Drawing on nearly 60 years of expertise, Aspect schools deliver specialised, evidence-informed programs designed for children on the autism spectrum. We take a person-centred approach, learning how each student experiences the world and using their strengths, interests and aspirations to shape tailored supports.

Our practices are guided by the latest evidence, informed by input from the student and their support network, and are continually refined to meet each student's unique needs.

Message from the Principal

In presenting the 2025 Annual Report for Aspect Central Coast School, I acknowledge the Darkinjung people as the Traditional Custodians of the land on which our school operates and pay my respects to Elders past and present.

Aspect Central Coast School is located in Terrigal on the Central Coast of New South Wales and provides a highly specialised, strengths-based education program for students on the autism spectrum. In 2025, the school supported students aged 5 to 19 years, catering across Kindergarten to Year 12. The school had a total enrolment of 122 students (95 boys and 27 girls). Approximately 8% of students identify as Aboriginal or Torres Strait Islander, and 18% come from language backgrounds other than English. Our learning environments included a Kindergarten to Year 6 Primary Campus and a Year 7 to Year 12 campus in Terrigal, alongside three primary satellite classes and one high school satellite class embedded within Catholic schools across the Central Coast.

Our work in 2025 was guided by key priorities within our School Improvement Plan (SIP), structured across the pillars of Learning and Teaching, Wellbeing and Safeguarding, Family and Community Partnerships, and Growth. Under the Learning and Teaching pillar, the school focused on enhancing student achievement in Creating Texts, with a goal for 90% of students to demonstrate progress in at least two sub-elements of the learning progression. This was supported using Learning Progressions and moderated writing samples, ensuring a consistent and collaborative approach to assessment across all year levels. A targeted numeracy focus on place value further strengthened foundational skills.

Within the Wellbeing and Safeguarding pillar, staff continued to embed Positive Behaviour Support practices and consistent, structured approaches to supporting student regulation and engagement. The Family and Community Partnerships pillar strengthened our work in preparing students for life beyond school, with a continued emphasis on transition planning, community access, and family engagement. Under the Growth pillar, staff engaged in ongoing professional learning and data-informed collaboration to build collective efficacy and improve instructional consistency.

This work was underpinned by our continued partnership with Lyn Sharratt and the embedding of the 14 Parameters framework, particularly Parameters 1 (Shared Beliefs and Understandings) and 14 (Responsibility and Accountability), supporting a strong culture of high expectations and shared responsibility. Using data walls, structured case management meetings, and regular moderation practices, staff were able to analyse student progress

and implement targeted teaching strategies across all campuses.

At the heart of our school are our values of being Safe, Kind Learners. These values guide our daily practice, shaping respectful relationships, positive behaviour, and an inclusive school culture where all students are supported to engage and succeed.

Throughout 2025, students participated in a wide range of engaging learning experiences both within school and in the community. Programs such as work education, community access, and independent travel training supported the development of confidence, independence, and practical life skills. Key events, including the Walk for Autism, both our school-based and Aspect Combined Athletics Carnivals, and NAIDOC Week activities, provided valuable opportunities to celebrate our students and strengthen our connection with the broader community.

I would like to sincerely thank our staff for their continued professionalism, dedication, and the genuine joy they bring to their work each day. Their commitment to supporting every student to succeed is the foundation of our school's success.

Most importantly, I acknowledge our students, whose growth, resilience, and achievements continue to inspire us. Their success reflects our shared commitment to ensuring that every student is supported to reach their full potential.



Sarah Boulton
Acting Principal

Student outcomes and results

Each student is supported through an individual plan that builds on their strengths and interests, while identifying areas of development to maximise access, engagement and progress in learning. These plans attend to autism-specific areas of learning, including social communication, social interaction, and sensory processing, and are integrated within the NSW Education Standards Authority (NESA) curriculum through Key Learning Areas.

The school adopts a multi-disciplinary approach, with teachers, support staff and therapists working collaboratively with families to adjust teaching, monitor progress and support meaningful educational outcomes for each student.

Literacy and numeracy assessments

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

The school administers a structured and comprehensive range of literacy and numeracy assessments throughout the year to inform teaching practice and monitor student progress over time. In literacy, students participate in regular assessments aligned to the National Literacy Learning Progressions, including phonic knowledge and word recognition through MultiLit screeners, moderated writing samples to assess progress in *Creating Texts*, and school-developed assessment packs to evaluate *Understanding Texts*. These assessments are conducted at key points across the year and are supported by teacher moderation processes to ensure consistency and accuracy of judgement. In numeracy, students complete diagnostic assessments such as Extending Mathematical Understanding (EMU), alongside school-developed place value assessments and, where appropriate, Minimum Standards assessments for secondary students.

Assessment data is systematically recorded against the Learning Progressions and analysed through collaborative processes, enabling staff to identify student strengths, track growth, and plan targeted, evidence-informed teaching. This consistent, school-wide approach ensures that assessment practices are responsive to the diverse communication profiles, learning styles, and support needs of our students, supporting improved outcomes in both literacy and numeracy.

Senior secondary outcomes

In 2025, seven Year 10 students were awarded a Record of School Achievement, while all Year 12 students (4) attained a Higher School Certificate (HSC) with Life Skills.

Post school destination

During 2025, students were provided with meaningful opportunities to engage in work experience programs to support the development of vocational skills and post-school pathways. A total of 5 Year 12 students, 5 Year 11 students, and 23 Stage 5 students (Years 9 and 10) participated in structured work experience placements. In addition, four students successfully secured School Leavers Employment Supports (SLES) funding through the NDIS, supporting their transition into employment and further developing their independence beyond school. All Year 12 students who left school, following completion of their schooling transitioned to a range of post-school pathways including TAFE, employment or preparation for workforce participation.

Staffing

Teacher accreditation

Numbers reflect teacher accreditation status as at the end of the 2025 school year.

Level of accreditation	No. of teachers
Conditional	7
Provisional	0
Proficient Teacher	33
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	40

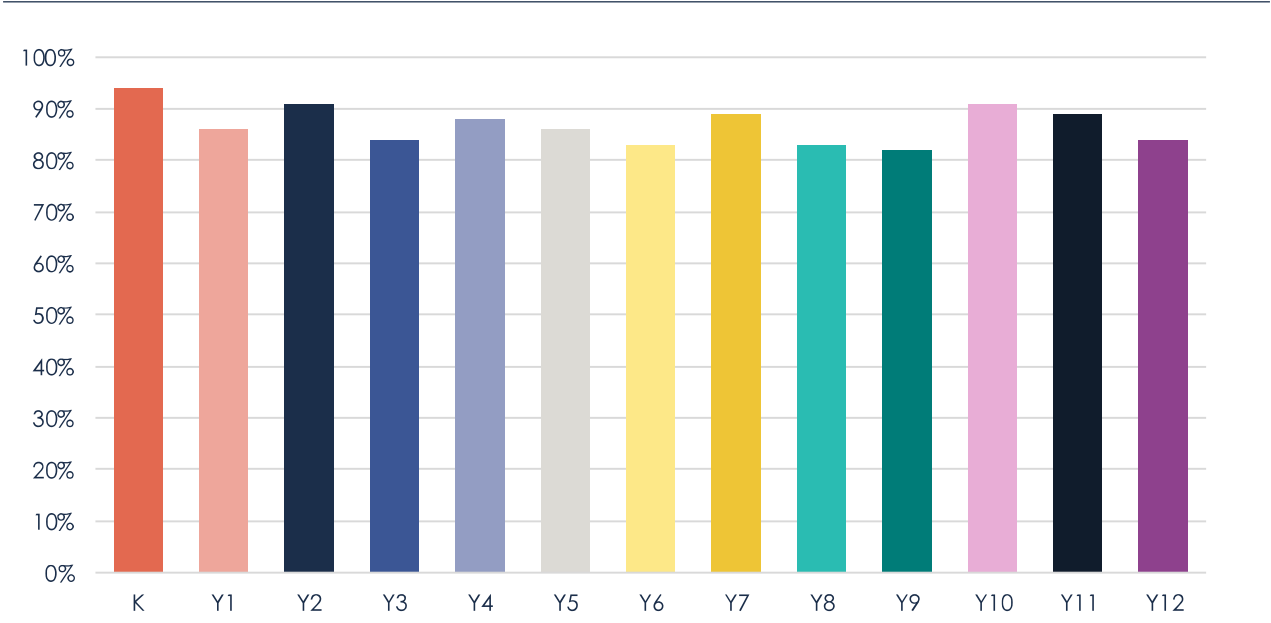
Workforce composition

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

At our school, we welcome staff and students from all backgrounds, cultures and beliefs. Aspect Central Coast School values the contribution of Autistic and neuro-diverse staff, who's lived experience informs inclusive and supportive practice. We encourage applications from Autistic teachers and other neurodiverse staff, while recognising that disclosure of neurodiversity is a personal choice.

One of our staff members has identified as Aboriginal or Torres Strait Islander. We encourage applications from First Nations teachers and other staff and remain committed to building a culturally inclusive workforce where privacy and individual choice are respected.

Student attendance



Student attendance rates

Kinder	94%	Year 7	89%
Year 1	86%	Year 8	83%
Year 2	91%	Year 9	82%
Year 3	84%	Year 10	91%
Year 4	88%	Year 11	89%
Year 5	86%	Year 12	84%
Year 6	83%	Whole school	87%

In 2025, students attended school on average 87% of the time. This represents a small increase compared to overall attendance in 2024.

Management of non-attendance

Aspect has a student attendance procedure which is implemented consistently across all schools.

All unexplained absences are followed up on the day of absence and the days following by the school administration team using a range of methods, including SMS messages, email and phone calls. If a student is absent for more than three consecutive days without explanation, the matter is referred to the Principal, who continues to monitor attendance and initiates appropriate action to check on the wellbeing of the student and family. This may include notifying relevant authorities.

Where patterns of repeated unexplained absence or absence of concern are identified, the school follows statutory reporting requirements, which may include notification to Family and Community Services.

Where unsatisfactory attendance is identified, a student attendance improvement plan is developed collaboratively with the student and their parent or carer. Plans are monitored and reviewed regularly, with adjustments made to support re-engagement and ongoing participation in learning.

School policies

The following school policies and procedures are publicly available on the [website](#):

- Feedback and Complaints
- External whistleblowing
- Enrolment
- Child protection and safeguarding
- Discipline & Positive Behaviour Support
- Anti-bullying

This information, along with the annual report, is available on the school's dedicated web pages within the [Aspect website](#).

Stakeholder satisfaction

Stakeholder satisfaction information is gathered through a range of sources, with the Aspect Perspectives Survey forming the primary system-wide tool for understanding the experiences of parents, students and staff. Perspectives is a biannual survey, most recently conducted in 2024. The findings provided valuable insight into engagement, wellbeing, communication and support and directly informed school and system planning priorities for 2025. The survey will be conducted again in 2026 to support ongoing reflection and continuous improvement.

The 2024 Perspectives Survey highlighted several key themes across the school, particularly in relation to teaching and learning, wellbeing, leadership, communication and autism practice. Student wellbeing emerged as a significant strength, with a strong sense of belonging, positive relationships with adults and improved goal setting evident across the school.

The survey also reinforced a positive and inclusive culture, with high levels of confidence in supporting

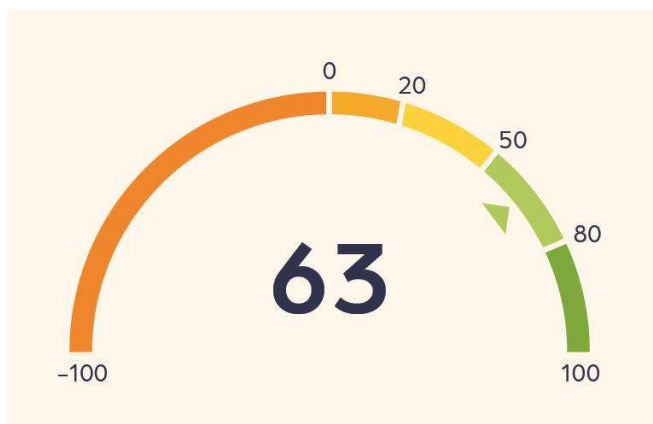
students on the autism spectrum and a strong emphasis on celebrating student strengths.

Improvements in the physical environment and community communication were recognised,

Overall, the findings reflect a highly supportive and inclusive school environment, with clear opportunities identified to further strengthen support programs, communication and co-planning processes.

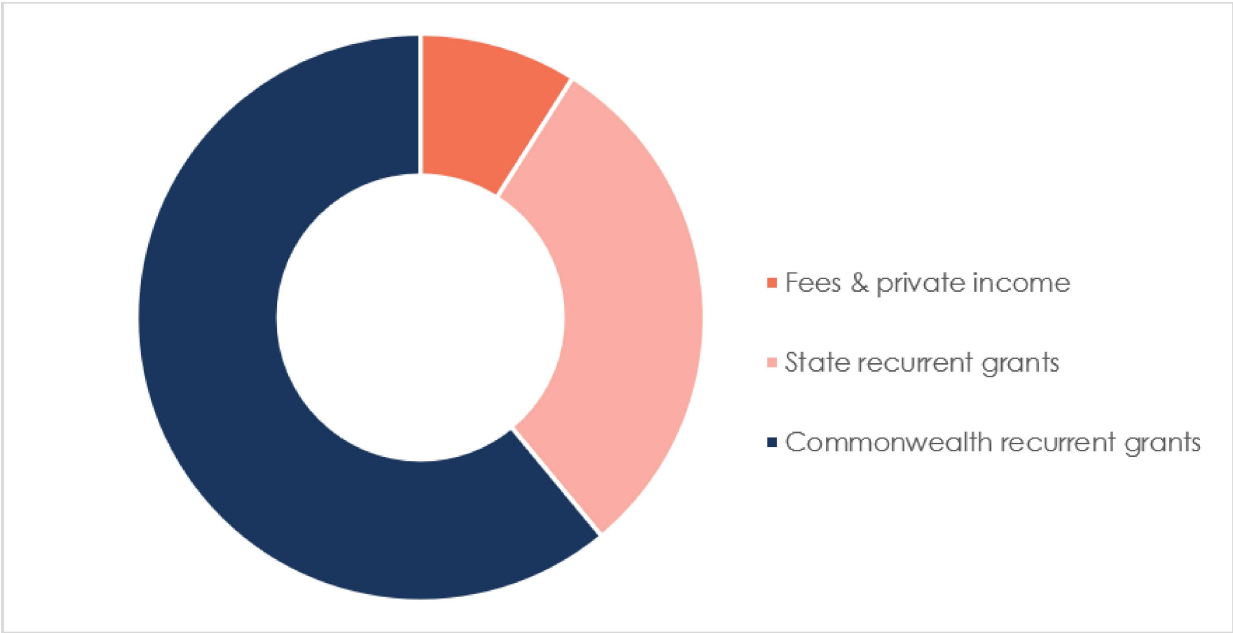
In 2025 a Net Promoter Score (NPS) survey was conducted with families resulting in an NPS score of 63. The majority of families would recommend the school and feel confident in their choice, recognising the quality of education and support provided.

Net promoter score



Financial information

Recurrent/capital income



Recurrent/capital expenditure

