

Annual School Report

Aspect Macarthur 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 School Plan, I would like to acknowledge the Dharawal people, the Traditional Custodians of the lands on which our school is located and pay my respects to Elders past and present.

Aspect Macarthur School is a K–10 school comprising our main campus at Cobbitty and satellite campuses at St John the Evangelist Catholic Primary School, St Christopher's Primary School, Clancy Catholic College, Sarah Redfern Public School, Briar Road Public School, and our Coffs Harbour campus.

Across all sites, we provide highly individualised, autism-specific programs that support students' academic, social, communication, and wellbeing needs. Class structures and learning programs are carefully designed to reflect each student's strengths, developmental needs, and capacity for self-regulation. We believe every child can achieve when provided with the right support, environment, and opportunities to learn.

Our satellite campuses continue to play an important role in supporting students to access meaningful inclusion opportunities within host school settings, while also benefiting from specialised support within Aspect classrooms. This model supports students to build confidence, independence, communication, and learning skills that enable successful transitions into a range of future educational settings.

Throughout 2025, our focus remained on strengthening student outcomes in literacy, numeracy, communication, wellbeing, and Positive Behaviour Support. Individual Plans, informed by the Aspect 5 Point Star, continued to guide personalised learning and wellbeing goals for every student.

Staff engaged in ongoing professional learning and collaboration, including continuing our work with Dr Lyn Sharratt's 14 Parameters framework. This work has supported a strong culture of reflective practice, collaboration, and data-informed decision making.

Key initiatives included:

- Collaborative case management meetings focused on student growth and responsive teaching strategies
- Continued use of data walls to monitor student progress and inform planning
- Embedding Learning Intentions and Success Criteria across classrooms
- Strengthening autism-specific teaching practices through mentoring and instructional leadership

- Exploring communication technologies and tools to enhance student engagement and access to learning

Term 3 marked a significant transition for the school community with a change in Principal leadership. This transition provided an important opportunity to pause and reflect on our current practices, celebrate our achievements, and gather feedback from staff, students, and families about future priorities for the school.

This period of reflection has been valuable in identifying where we are as a school and shaping a clear focus for 2026. Moving forward, our work will continue to centre on high expectations, evidence-informed practice, student wellbeing, and strong partnerships with families and the wider community.

I would like to acknowledge and thank our staff, students, families, and community partners for their ongoing dedication and collaboration. Together, we remain committed to creating inclusive, supportive, and engaging learning environments where every student can thrive.



Lauren Philips

Principal

Message from the Student Representative Council (SRC)

As members of the Student Representative Council, we are proud to be part of a school community where students are supported, encouraged, and valued for who they are. Throughout 2025, we enjoyed many opportunities to learn, grow, and connect with others across our campuses. We are grateful to our teachers and support staff for helping us build confidence, independence, communication skills, and positive relationships every day.

The SRC has provided students with a voice in our school and opportunities to share ideas, celebrate achievements, and contribute to activities that make our school a welcoming and inclusive place for everyone. Last year, we explored our school values of being safe, kind and curious, and discussed how these values guide our behaviour, choices and relationships with others.

SRC members have taken pride in caring for our school and the environment by helping to keep our playgrounds and learning spaces clean, often picking up rubbish without being asked. We have supported classmates and teachers by offering help in the classroom, showing kindness to others and modelling positive behaviour for younger students. We have also enjoyed helping with school events and fundraising activities.

Being part of the SRC has allowed students from different sites to build friendships, work together and learn from one another. We proudly wear our SRC badges and value the support of our families,

teachers and past students, who encourage us to become positive leaders within our school community.

Aspect Macarthur School SRC Committee

Student outcomes and results

Each student at Aspect Macarthur School is supported through an Individual Plan (IP) that is tailored to their unique strengths, interests, goals, and support needs. These plans are developed in partnership with families and guide the personalised adjustments, strategies, and learning priorities implemented across the school setting.

The IP process incorporates autism-specific areas of development, including communication, social understanding, self-regulation, sensory processing, and independence, alongside curriculum outcomes aligned with the NSW Education Standards Authority (NESA) Key Learning Areas (KLAs). A collaborative, multidisciplinary approach ensures teachers, support staff, therapists, and families work together to provide consistent and responsive support that maximises student growth and wellbeing.

Throughout 2025, the school continued to strengthen its Student Wellbeing Framework, which supports staff to monitor and respond to student development across a range of key wellbeing domains, including:

- Social connection and relationships
- Emotional regulation and behavioural responses
- Student voice, choice, and self-advocacy
- Personal care, health, and safety awareness
- Physical development and participation
- Engagement in learning and independence
- Personal boundaries and safeguarding

The collection and analysis of student wellbeing data have enabled staff to identify individual strengths and areas for growth, while also informing whole-school planning and future priorities to better support student outcomes across all campuses.

Literacy and numeracy assessments

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

The school administers a range of literacy and numeracy assessments each year to inform teaching

practice and monitor student progress over time. This includes selected standardised assessments, as well as alternative and individualised assessment tools designed to reflect the communication profiles, learning styles, and support needs of our students.

In 2025, our literacy focus centred on strengthening communication skills across all learning areas, recognising communication as foundational to student engagement, relationships, independence, and learning success. Students were supported to develop expressive, receptive, and functional communication skills that enhance their ability to participate in everyday interactions and real-world situations.

In numeracy, staff prioritised the development of place value understanding through explicit, hands-on, and differentiated teaching practices to strengthen students' mathematical thinking and confidence. Building understanding of number concepts and place value supports important life skills such as handling money, understanding quantities, problem-solving, time concepts, and participating more independently in daily routines and community settings.

Senior secondary outcomes

In 2025, four students were awarded a Record of School Achievement.

Post school destination

Of the students who completed their schooling in 2025, a range of post-school pathways were pursued, including enrolment in TAFE courses, employment opportunities, participation in programs supporting workforce readiness, and transition into other Aspect educational settings.

Throughout the year, four students also participated in work experience programs, providing valuable opportunities to develop practical skills, confidence, and independence in workplace and community environments.

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	1
Proficient Teacher	28
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	36

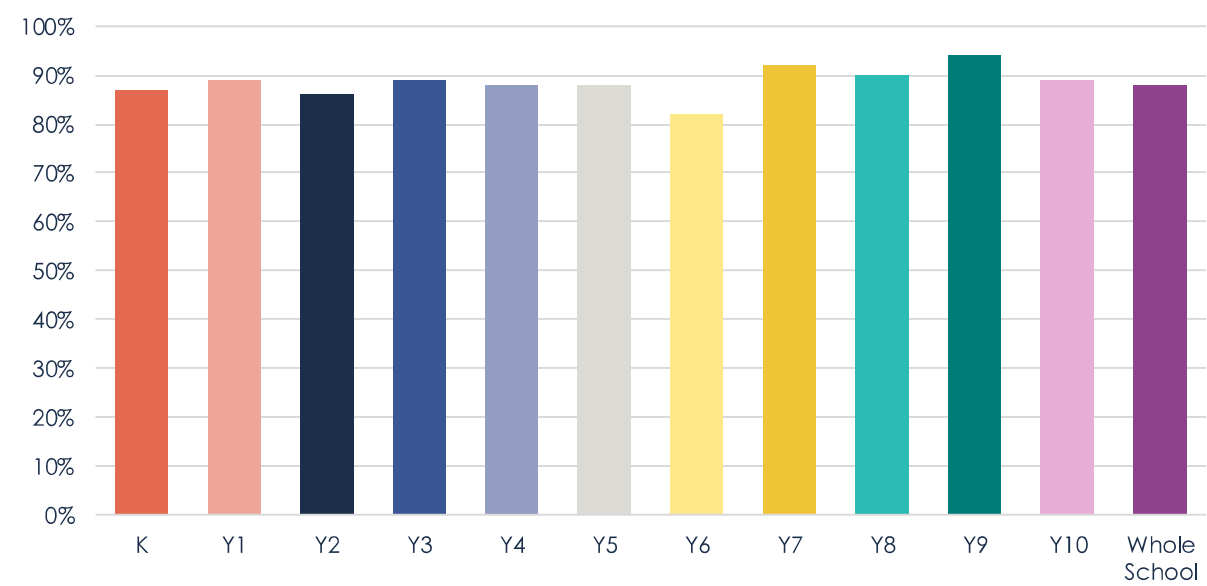
Workforce composition

Composition of Aspect Macarthur 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 Macarthur 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 have 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	87%	Year 6	82%
Year 1	89%	Year 7	92%
Year 2	86%	Year 8	90%
Year 3	89%	Year 9	94%
Year 4	88%	Year 10	89%
Year 5	88%	Whole school	88%

In 2025, students attended school on average 88% of the time. This is similar 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

One of our main measures of stakeholder satisfaction is the results of our Relationships Survey.

In 2025, a total of 21 stakeholders, including teachers, teacher aides, support staff, parents, students, and school leaders, participated in the survey. The results provided valuable insights into our school's strengths and areas for future growth.

Areas of strength were:

- **Strong staff engagement and support:** Teachers and support staff are praised for going above and beyond, with specific mention of nurturing, structured environments that help students thrive emotionally and academically.
- **Turnaround after teacher change:** Families noted major improvements in classroom experience and student wellbeing following staff changes, highlighting the importance of staff suitability and confidence.

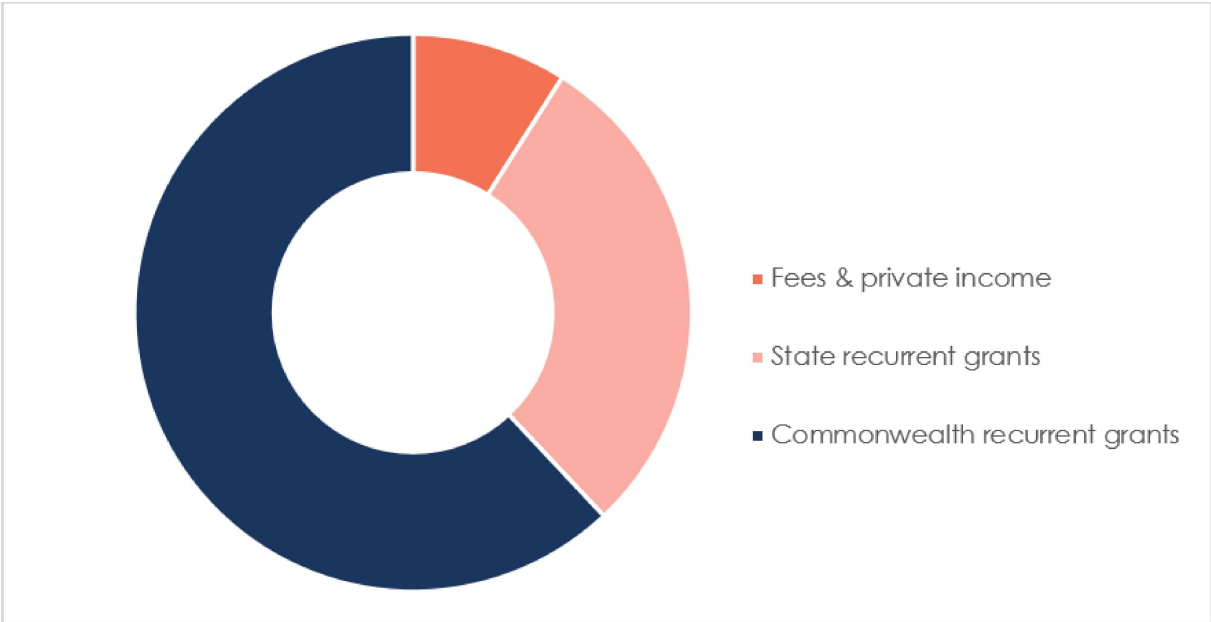
- **Child happiness and wellbeing:** Multiple parents expressed joy that their children are eager to attend school, with clear signs of improved confidence and reduced anxiety.
- **Effective learning environment:** Parents see clear academic progress and note that Aspect provides a more effective learning setting compared to mainstream or previous placements.

Areas for improvement

- **Expanding high school pathway** options and transition opportunities for students in Year 10 to better support post-school planning and individual learning pathways.
- Increasing access to support staff through additional therapy staff and the exploration of complementary services, such as music therapy, to further support student wellbeing, communication, and engagement.

Financial information

Recurrent/capital income



Recurrent/capital expenditure

