



Annual School Report

Aspect South 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.

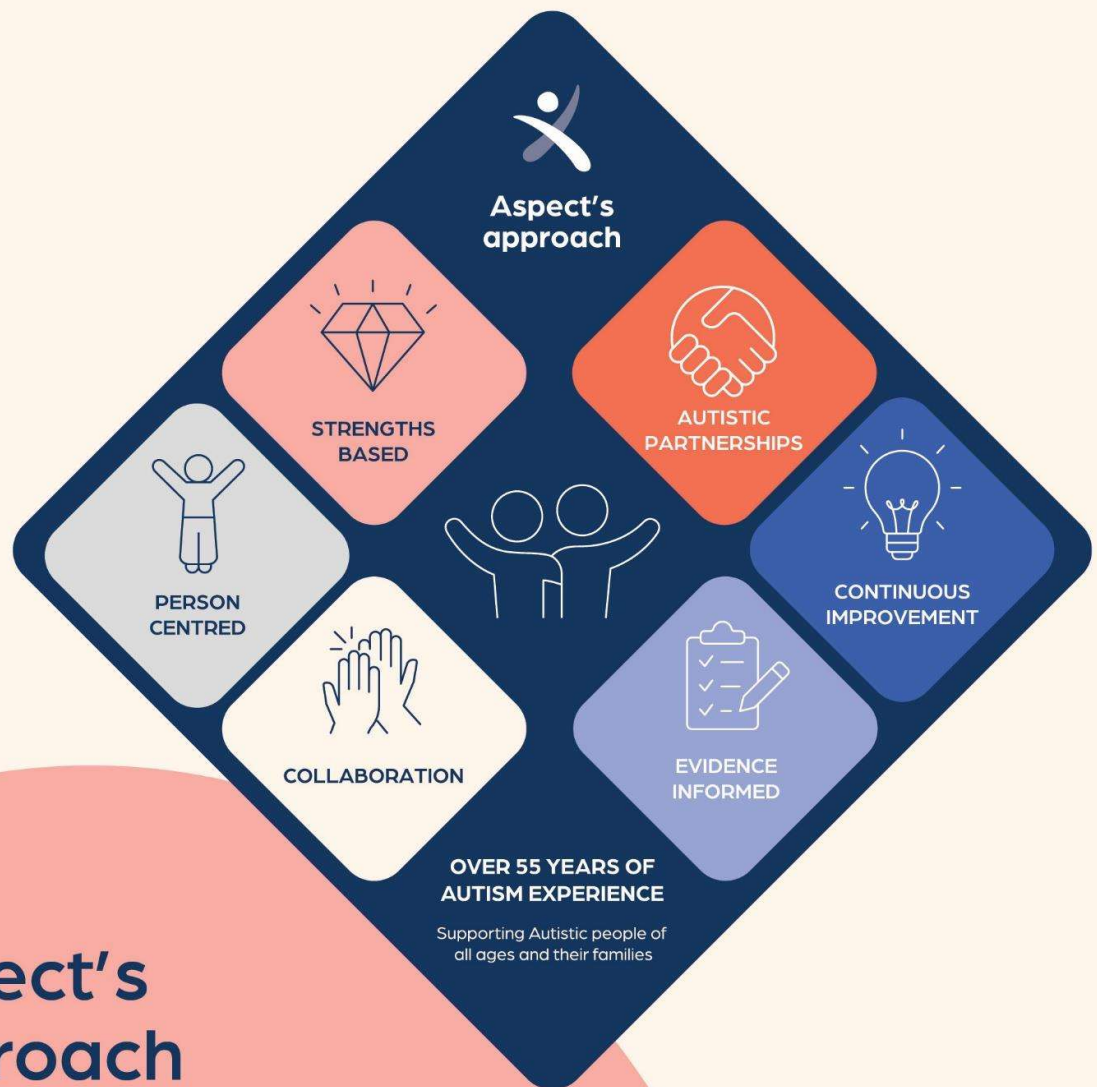
Our purpose
**a different
brilliant[®]**

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

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.



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

It is my pleasure to present this year's Annual Report for Aspect South Coast School. As Principal, I continue to feel privileged to work alongside an extraordinary community of students, families, and dedicated staff who are committed to making a meaningful difference in the lives of young people on the autism spectrum.

This year has been one of growth, reflection, and continued innovation. Our students remain at the heart of everything we do. Their individual strengths, interests, and aspirations guide our planning and practice, ensuring that each learner is supported to achieve their personal best. It has been inspiring to witness the progress our students have made across academic, social, and communication domains, as well as their increasing confidence and independence.

Our staff bring exceptional expertise, compassion, and professionalism to their work each day. With more than three decades of experience in the field of autism education, I deeply value the importance of evidence-informed practice, ongoing professional learning, and reflective teaching. This year, our team has continued to strengthen its capacity through collaboration, targeted training, and a shared commitment to high-quality, specialised education.

Partnership with families remains a cornerstone of our approach. We recognise that the most successful outcomes for students occur when schools and families work together in genuine partnership. I thank our families for their trust, openness, and active engagement in their children's learning journeys. Their insights and advocacy are invaluable in helping us provide responsive and meaningful support.

We have also strengthened our connections with the broader community, creating opportunities for our students to engage in authentic, inclusive experiences beyond the classroom. These connections support the development of life skills and enhance students' sense of belonging and participation in their local community.

As we look ahead, we remain focused on continuous improvement, innovation, and sustainability. Our goal is to ensure that every student is equipped with the skills, confidence, and resilience to navigate their future with success and dignity.

I would like to extend my sincere appreciation to our staff for their unwavering dedication, to our families for their partnership, and to our students for the joy and inspiration they bring to our school each day.



Rowena Perritt
Principal

Message from the Parent Engagement Group (PEG)

This year, we introduced a plan to establish a Parent Engagement Group (PEG) in place of a traditional Parents and Friends (P&F) structure. This shift reflects our understanding of the increasing demands on families' time and our commitment to creating more flexible and meaningful opportunities for connection.

Rather than a formal committee model, the Parent Engagement Group is designed to prioritise inclusive and accessible ways for families to engage with the school and with one another. The focus will be on building community, fostering relationships, and providing social and informational opportunities that support families in ways that are relevant and responsive to their needs. We are excited about the potential of this approach to strengthen partnerships and create a stronger sense of belonging across our school community.

Erin Delaney
Positive Behaviour Support and Family Practitioner

Message from the Student Representative Council (SRC)

This year we re-introduced our SRC. Students were able to identify if they were interested in being a representative for their site and share what they wanted to contribute through this role through a range of communication methods.

Students connected online and introduced themselves to the team. An end of year disco was agreed upon as an ideal way to celebrate the achievements of the year. Students planned and assisted with the organisation of this. Whilst the rain meant the disco was sadly cancelled, it was fantastic to see the development of a team and students identifying and creating celebrations important to them in a meaningful and fun way.

Erin Herbert

Leader of Learning and Wellbeing

Student outcomes and results

At Aspect South Coast School, we recognise and celebrate the unique strengths, interests, and learning profiles of every student. Each learner is supported through an Individual Education Plan that not only highlights their capabilities but also identifies targeted strategies to enhance engagement, independence, and growth. These plans prioritise key autism-specific domains—including social communication, social interaction, and sensory regulation—while remaining closely aligned with the NSW Education Standards Authority (NESA) curriculum across all Key Learning Areas.

A key focus this year has been the strengthening of our Aspect Learning Improvement Collaborative (ALIC) practices, ensuring that assessment, planning, and teaching are deeply interconnected. Through ALIC, staff have been supported to use meaningful data to inform personalised learning goals and adjust teaching strategies responsively, enabling more precise and impactful support for each student.

Complementing this work, we continued to refine and strengthen our modified COMPASS approach this year to further enhance our Individual Planning processes. This model has maintained a strong emphasis on collaboration, bringing together educators and families through a structured survey process, with a clear focus on developing measurable Goal Attainment Scaling (GAS) targets. Over time, these goals have provided increasing clarity, consistency, and a shared understanding of student progress across both school and home environments. Feedback from families has remained overwhelmingly positive, highlighting not only the value of well-defined, meaningful goals but also the continued growth of strong, collaborative home-school partnerships.

Our Learning Support Team approach continues to underpin all aspects of this work. Educators, therapists, and support staff collaborate closely with families to create cohesive, individualised learning pathways. By integrating expertise and maintaining a strong focus on ALIC-informed practice, we ensure that each student is supported holistically, maximising their potential for both academic achievement and personal development in a responsive and supportive learning environment.

Literacy and numeracy assessments

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

At Aspect South Coast School, we are committed to the ongoing assessment and monitoring of student progress to ensure optimal learning outcomes.

Each year, the school implements a comprehensive assessment framework to inform teaching practices and track student development in literacy and numeracy. This includes the use of standardised assessments, complemented by specialised tools tailored to the diverse and individual learning needs of our students.

This approach is aligned with Aspect's system-wide focus on the consistent collection and analysis of student data across all schools. Through this shared framework, the school contributes to and draws upon organisational data to identify trends, support benchmarking, and inform evidence-based practice.

By integrating multiple sources of data at the school and system level, we develop a deep understanding of student progress. This enables staff to refine teaching strategies and provide targeted, personalised support, ensuring that every student is supported to achieve their full potential.

Senior secondary outcomes

Records of School Achievement (RoSA)

In 2025, the school had 0 students were awarded a Record of School Achievement.

Higher School Certificate

In 2025, four Year 12 students (100%) attained a Higher School Certificate (Life Skills). In addition, two students completed eVET TAFE Certificate II qualification, and one student completed eVET TAFE Certificate III qualification.

The school offered six NESA-developed Stage 6 Life-skills courses, no TVET courses and six students attended work experience programs, supporting a range of personalised senior learning pathways.

Four students in the year 12 cohort participated in vocational or trade training, representing 100% of year 12 students.

Post school destination

Most 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	3
Provisional	1
Proficient Teacher	36
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	40

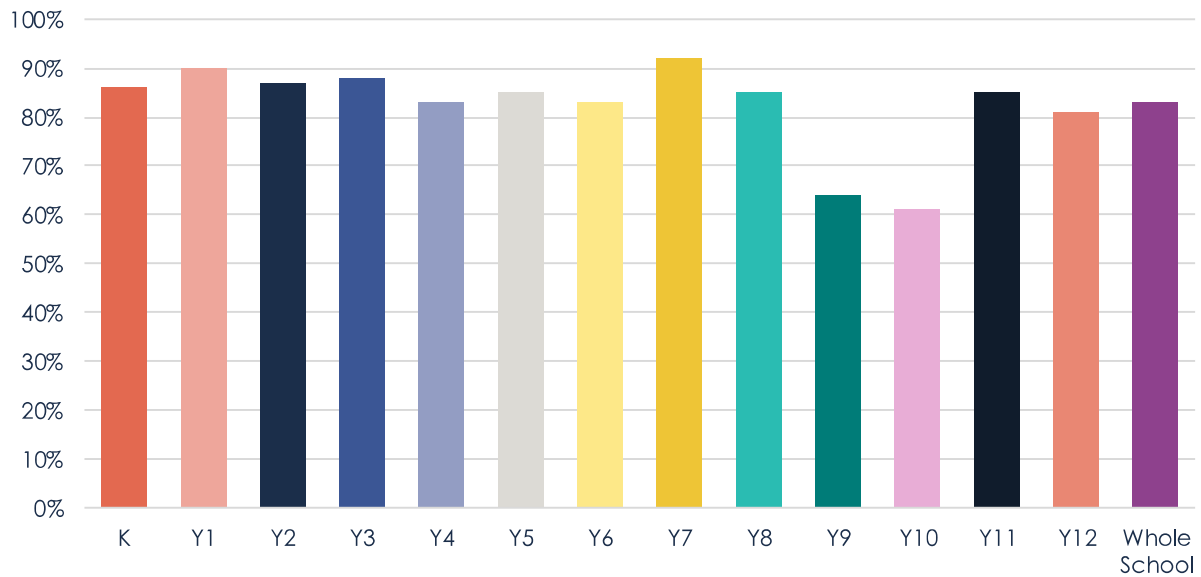
Workforce composition

Composition of Aspect South 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 South 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	86%	Year 7	92%
Year 1	90%	Year 8	85%
Year 2	87%	Year 9	64%
Year 3	88%	Year 10	61%
Year 4	83%	Year 11	85%
Year 5	85%	Year 12	81%
Year 6	83%	Whole school	83%

In 2025, students attended school on average 83% of the time. This represents a small decrease to overall attendance in 2024.

Management of non-attendance

Aspect continues to implement a structured student attendance procedure consistently across all schools. School administration teams monitor attendance daily, following up on unexplained absences through a range of communication methods, including SMS, email and phone calls. Where a student is absent for more than three consecutive days without explanation, the matter is escalated to the Principal. The Principal maintains ongoing oversight and initiates appropriate actions to assess the wellbeing of the student and their family, which may include engagement with relevant authorities.

Attendance is further supported through regular review processes, including attendance meetings held twice per term. These meetings focus on analysing attendance data, identifying students at risk of not meeting attendance expectations, and implementing early intervention strategies tailored to individual needs.

Where patterns of persistent unexplained or concerning absences are identified, the school meets its statutory reporting obligations, which may include notifying the Department of Communities and Justice. In cases of unsatisfactory attendance, an attendance improvement plan is developed in partnership with the student and their parent or carer. These plans are monitored and reviewed regularly, with adjustments made to support improved engagement and sustained 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

Aspect South Coast School values the perspectives of staff, students, and families, recognising their input as critical to continuous improvement. Feedback is systematically collected through enrolment and exit surveys, Net Promoter Score (NPS), the AIS NSW Perspectives Survey, parent testimonials, and ongoing engagement activities.

Survey results indicated strong parent agreement across key domains, including student well-being and safety, physical environment, learning design, pedagogical quality, and inclusive practices. Social and emotional learning was identified as an area for continued focus.

A priority within the 2025 School Improvement Plan was strengthening attendance monitoring to improve student outcomes. Enhanced tracking processes and early intervention strategies supported improved engagement, recognising consistent attendance as essential to wellbeing and learning progress.

The refined Individual Planning (IP) process further strengthened collaboration between home and

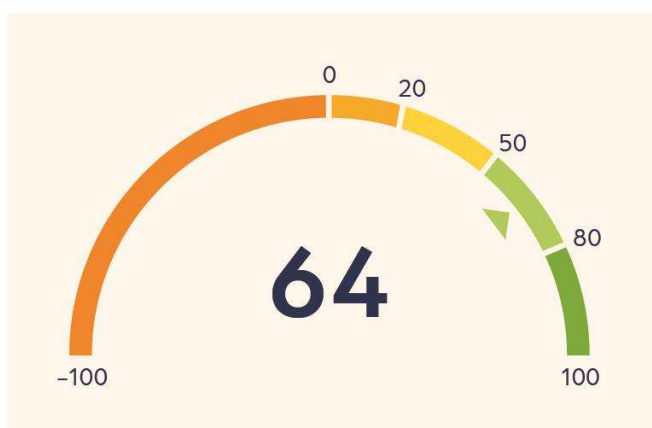
school. A modified COMPASS survey enabled families and teachers to contribute independent insights, which informed goal setting during IP meetings and supported alignment of strategies across settings.

Student achievement remained central. Students demonstrated progress in independence, communication (including AAC), participation in community-based learning, and emotional regulation. A number of students successfully transitioned to less specialised educational environments, while others achieved significant milestones in peer engagement and group learning.

As a specialist autism setting, the school continues to prioritise structured, supported transitions for each student, in partnership with families and receiving settings.

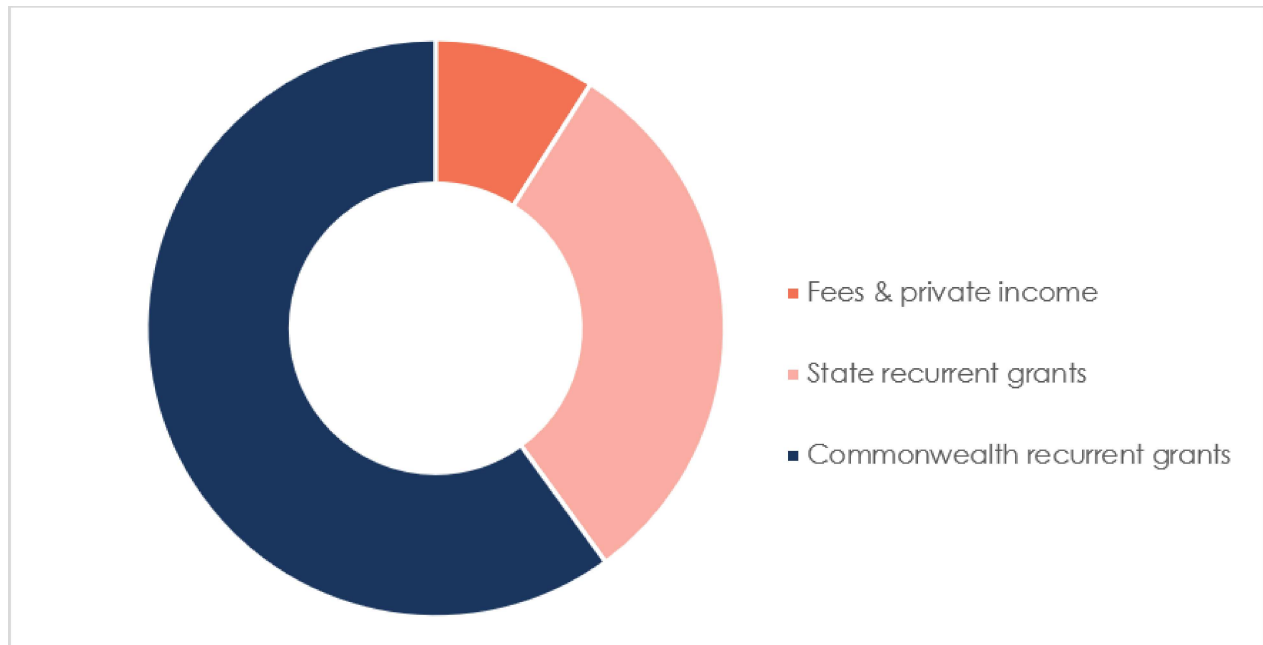
Family satisfaction remained high, with the 2025 NPS increasing to 64 (from 63 in 2024). This result reflects strong confidence in the quality of education and the positive outcomes achieved for students.

Net promoter score



Financial information

Recurrent/capital income



Recurrent/capital expenditure

