



Aspect South East Sydney School
Annual
School Report

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.

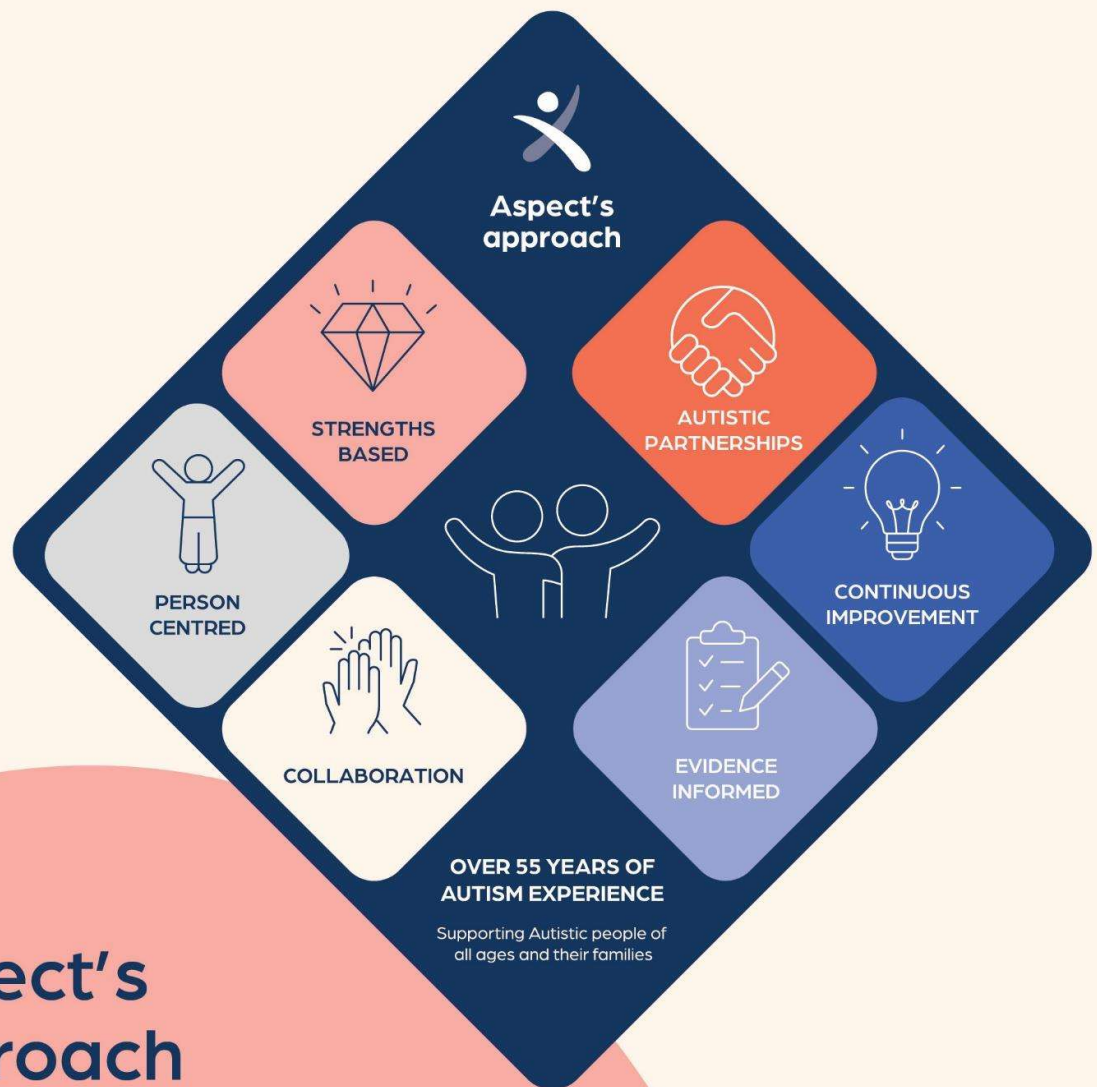
Our purpose
**a different
brilliant®**

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

I begin by respectfully acknowledging the Gadigal people of the Eora Nation, the Traditional Custodians of the lands on which Aspect South East Sydney School is located. We honour Elders past and present and recognise their continuing connection to land, culture and learning.

In 2025, Aspect South East Sydney School proudly supported an enrolment of 211 students on the autism spectrum across 13 campuses. As a multi-site school, we are committed to specialised education and evidence-informed autism intervention through inclusive, purposeful learning environments tailored to each student's strengths and needs.

Learning across our 13 sites is supported by a strong multidisciplinary team. Classes operate across base campuses and satellite settings, enabling a consistent autism-specific education program while responding to individual learning, communication and wellbeing needs. Teachers and teacher aides work alongside families and allied professionals to create structured, engaging and strengths-based learning environments.

Our student population reflected a rich diversity of backgrounds and learning profiles. Of our 209 students, 79 attended our main campuses in Peakhurst, Loftus and Marrickville, with 130 enrolled across satellite classes. We supported 160 primary-aged students and 49 high school students, with ages ranging from 5 to 18 years.

Our cohort included 171 boys and 38 girls, with 2% identifying as Aboriginal or Torres Strait Islander, and 40% of students coming from Language Other Than English (LOTE) backgrounds. This diversity enriches our community and strengthens our commitment to culturally responsive, inclusive education.

Our three main campuses, Peakhurst, Loftus and Marrickville are designed to support engagement, self-regulation and belonging. Our satellite sites operate in partnership with Sydney Catholic Schools in Maroubra, Caringbah, Leichhardt, Croydon, Hurstville and Belfield, and with a Department of Education school in Kareela. As a special school, we do not assign students to specific year levels, allowing us to focus on individual goals and developmental progressions. We also offer a high school life skills program at Menai, Regents Park and Auburn, supporting students in Years 7–12 to build independence and real-world skills.

In 2025, our School Improvement Plan focused on five priorities: leaders collaborating to plan and implement effective teaching and learning; strengthening literacy and numeracy through data-informed assessment; implementing autism-informed

wellbeing practices to improve learning; deepening autism understanding through partnerships with families and educational settings; and progressing development of a senior campus at Loftus.

A significant achievement was the implementation of a structured, differentiated literacy block in each class. This ensured strategies, resources and supports were aligned to individual learning profiles, giving every student meaningful opportunities to engage and progress in literacy.

A major focus was the consistent implementation of our school-based values and expectations. We explicitly taught, modelled and reinforced shared routines and respectful interactions through daily morning meetings, common language and visual supports, and ongoing staff coaching. This work complemented our whole-school wellbeing strategy to strengthen students' social and emotional wellbeing, engagement and readiness to learn.

We strengthened partnerships with families and host schools. During World Autism Understanding Month, staff facilitated workshops at host schools to build practical understanding of autism and support inclusive approaches. Our senior college development work also advanced pathways for older students, guided by extensive consultation and a strong focus on meaningful post-school outcomes.

It remains an honour to lead Aspect South East Sydney School. I am proud of the achievements of our students and grateful for the professionalism and dedication of our teachers, teacher aides, school learning support team and administration staff.



Joanne Tisdell

Principal

Message from the Parents & Friends (P&F)

In 2025, the Parents & Friends (P&F) Committee played an important role in strengthening community connections and supporting school initiatives through fundraising and events. We met formally four times during the year, supported by the Principal, to plan activities, review priorities and ensure funds raised directly benefited students across our sites.

Our calendar included the Aspect Walkathon in February at the Rockdale Sports Centre, where families came together for a day of participation, pizza, games and school spirit. In June, we hosted our Annual Movie Night at Event Cinemas, Hurstville, continuing our 'Buy a Bus' fundraising focus to support safe transport to events such as sports days, walkathons and community access opportunities. In September, our Family Fun Day—renamed the Spring Fair—was held at Loftus, with inclusive activities including jumping castles, face painting, pony rides and a reptile show. We also marked Mother's Day and Father's Day with morning teas across base sites and enjoyed end-of-year celebrations across base and satellite settings.

Through our ongoing commitment to 'give back', we continued the long-running initiative of allocating \$50 per student to support a diverse range of excursions and incursions. Thank you to our Principal, staff, volunteers and families for their generous support.

Diane La Malfa



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

In 2025, Aspect South East Sydney School introduced DIBELS (Dynamic Indicators of Basic Early Literacy Skills), a set of brief, standardised measures that help us identify and monitor the foundational skills that underpin reading development. DIBELS includes short tasks that assess early literacy components such as letter knowledge, phonemic awareness (hearing and manipulating sounds in words), decoding and word reading and oral reading fluency. The assessment is designed for universal screening and progress monitoring, providing clear, timely data that supports instructional decision making and helps staff evaluate the impact of our structured and differentiated literacy teaching over time.

Senior secondary outcomes

Records of School Achievement (RoSA)

Eight students were awarded the Senior secondary certificate in 2024. Eight students completed senior secondary school.

Higher School Certificate

The school offered six NESA-developed Stage 6 Lifeskills courses, supporting a range of personalised senior learning pathways.

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.

During the year, 12 students attended work experience programs, and one student was successful in gaining School Leavers' Employment Support funding via the NDIS.

Staffing

Teacher accreditation

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

Level of accreditation	No. of teachers
Conditional	2
Provisional	6
Proficient Teacher	38
Highly Accomplished Teacher (voluntary accreditation)	28
Lead Teacher (voluntary accreditation)	0
Total number of teachers	74

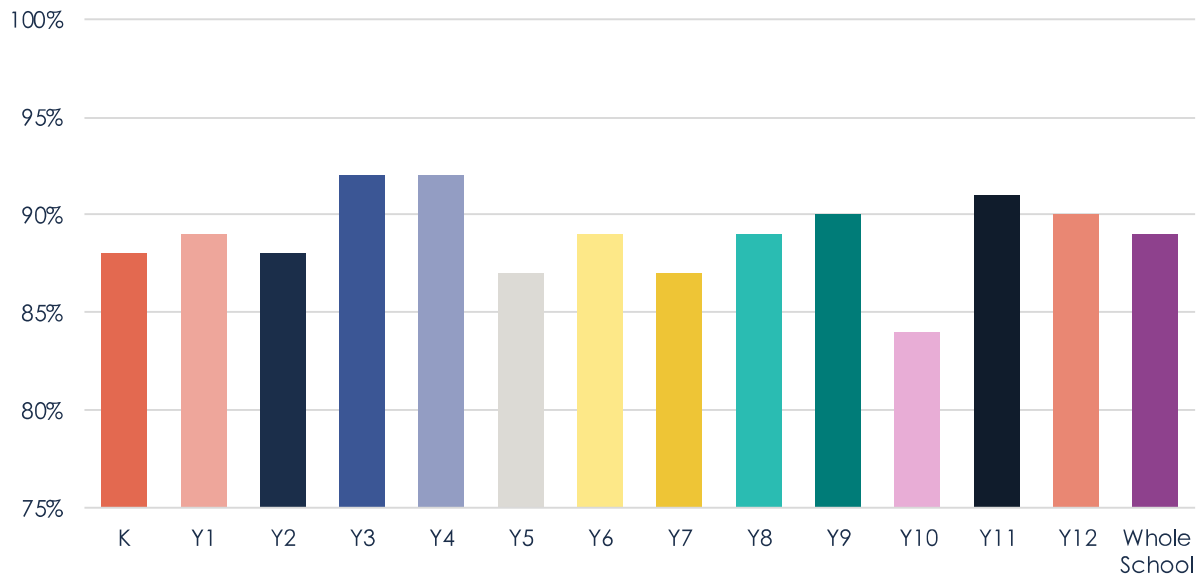
Workforce composition

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

Aspect South East Sydney School welcome staff from all backgrounds, cultures and beliefs. We value the contribution of Autistic and neurodiverse staff whose lived experience informs inclusive and supportive practice, while recognising that disclosure of neurodiversity is a personal choice. Aspect South East Sydney School had 74 teaching staff in 2025 (51.7 full-time equivalent) and 77 non-teaching staff in 2025 (49.4 full-time equivalent).

We encourage applications from Aboriginal and Torres Strait Islander peoples across teaching and support roles and remain committed to building a culturally safe and inclusive workforce where privacy and individual choice are respected.

Student attendance



Student attendance rates

Kinder	88%	Year 7	87%
Year 1	89%	Year 8	89%
Year 2	88%	Year 9	90%
Year 3	92%	Year 10	84%
Year 4	92%	Year 11	91%
Year 5	87%	Year 12	90%
Year 6	89%	Whole school	89%

In 2025, students attended school on average 89% of the time. This was similar to overall attendance in 2024.

Management of non-attendance

Aspect has a student attendance procedure, which all schools follow. All unexplained absences are followed up each day by the school administration team using a variety of methods including SMS messages, email and phone calls. If a student is absent for more than three days without explanation this will be referred to the Principal who will continue to monitor absences and will initiate appropriate action to check on the welfare of the student

and family, which may include notifying relevant authorities.

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 South East Sydney School has an established attendance panel that meets regularly for review of attendance data, school improvement plans as well as best practice supports for Autistic students and school attendance.

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

In 2025, our stakeholder satisfaction evidence drew on the Net Promoter Score (NPS) Relationship Survey and ongoing feedback from families and staff across our sites. Overall, feedback highlighted strong confidence in the care, professionalism and responsiveness of our team. Families most frequently valued the warm, respectful relationships built with staff and the consistent efforts to understand each child and family's needs. Many parents and carers reported positive changes in their child's engagement, confidence and social development, particularly when compared with prior schooling experiences. Feedback also noted appreciation for thoughtful class placement decisions that consider student profiles, age and learning needs.

Families also shared constructive feedback that is helping us refine how we communicate, celebrate learning progress and collaborate through planning and review processes. We value this partnership approach and continue to use survey insights and day-to-day feedback to strengthen consistency across sites and ensure families feel informed, heard and supported. This commitment to listening and continuous improvement complements the strong relationships already established between staff, students and families.

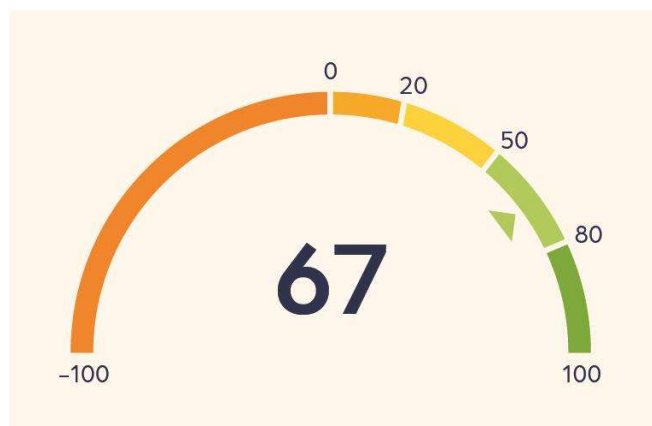
Areas for growth identified through the 2025 NPS Relationship Survey included:

- Streamlining pathways and timelines for access and transition.
- Further strengthening the consistency of family communication (including SeeSaw).
- Sharing student learning progress more regularly and clearly with families.
- Continuing to refine IEP goal setting, implementation and review.
- Broadening opportunities for inclusion and community connection, particularly in secondary settings.
- Ongoing professional learning to reflect diverse autistic presentations, including girls.

Each of these identified areas for growth will be incorporated into the 2026 School Improvement Plan.

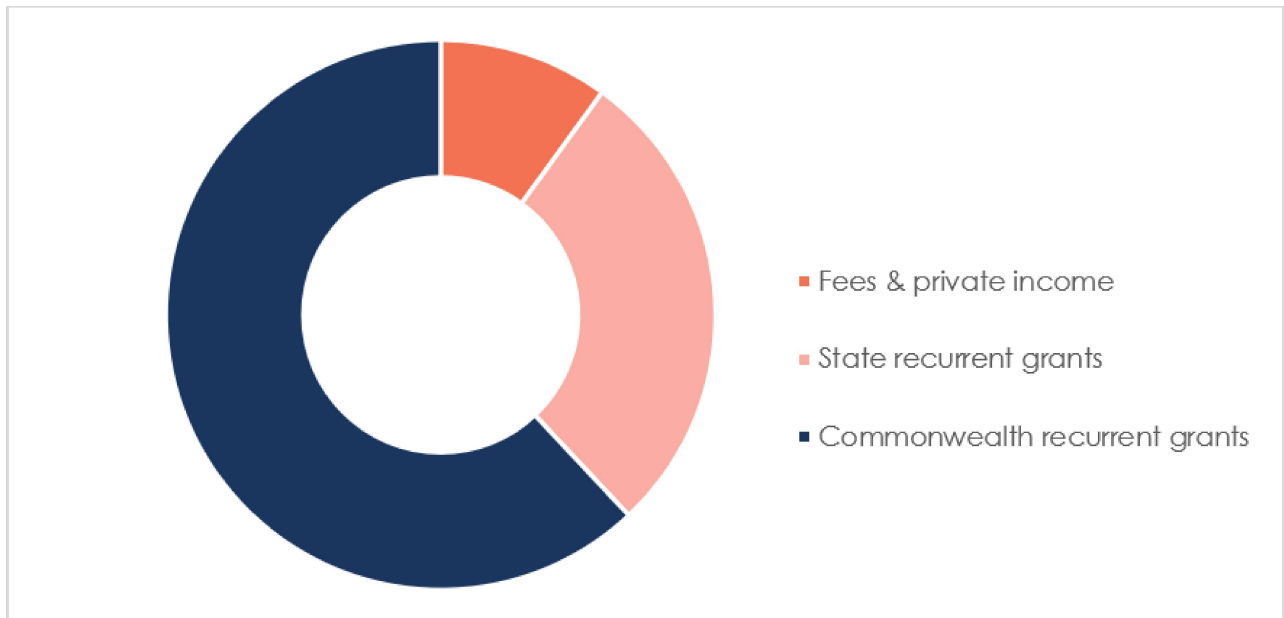
Student satisfaction and engagement are also monitored through our individual planning process. Students are supported to work with their teachers to identify personal goals, reflect on what helps them learn best, and share their experiences of school. This ongoing student voice strengthens our understanding of wellbeing and belonging and helps staff make responsive adjustments to support positive learning experiences across settings.

Net promoter score



Financial information

Recurrent/capital income



Recurrent/capital expenditure

