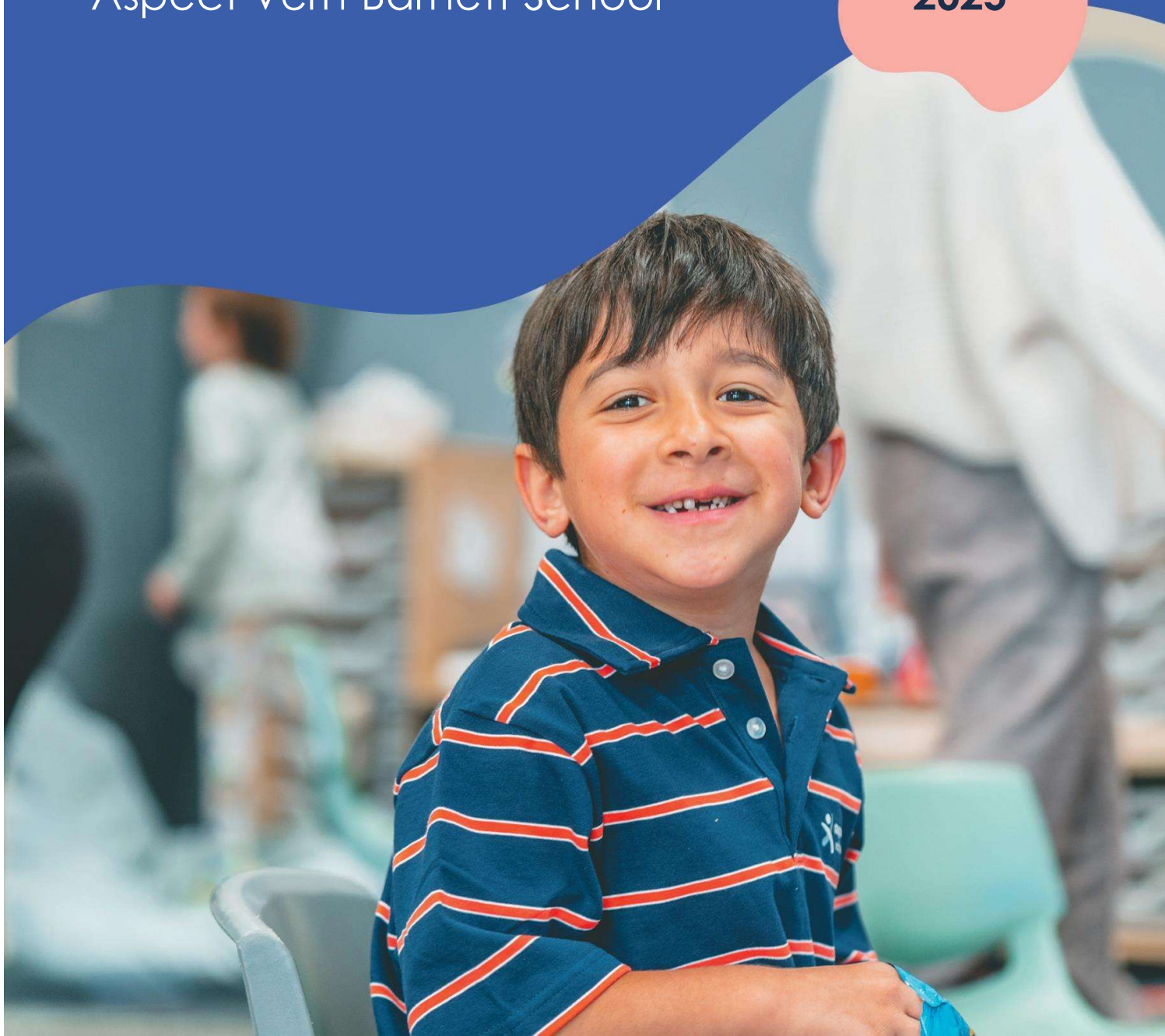




Annual School Report

Aspect Vern Barnett 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

We focus on the strengths and interests of people on the autism spectrum.

We work in partnership with people on the spectrum, their families and their communities.

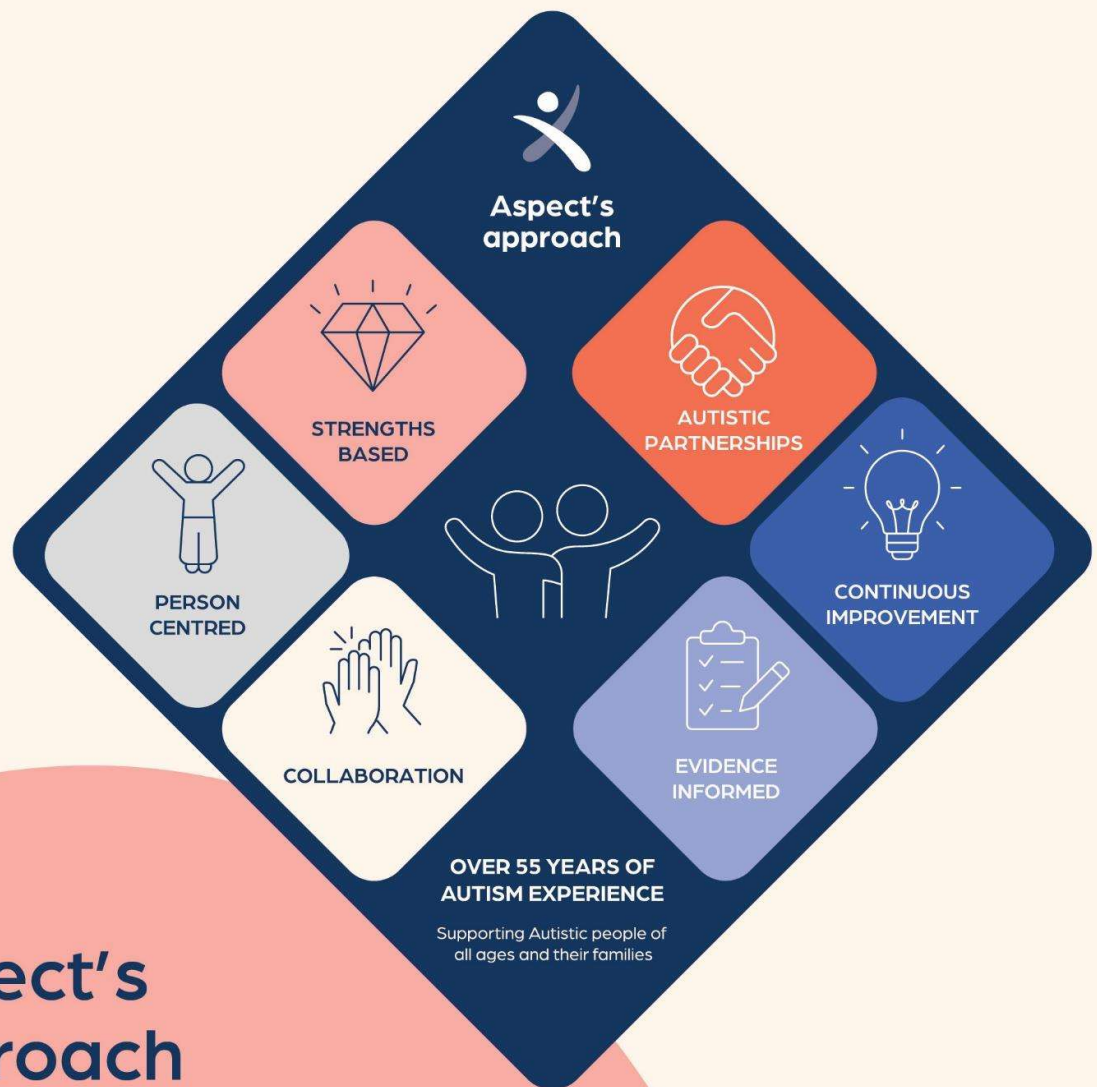
We work to understand people on the spectrum from their perspective.

Our approach is autism-specific.

Our research focuses on best practice.

We expect positive change and progress.

Together we can achieve positive outcomes.



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 2025, Aspect Vern Barnett School continued to strengthen its commitment to delivering high-quality, neuro-affirming education for children on the autism spectrum. Guided by Aspect's vision to provide *the best opportunities for individuals on the autism spectrum*, our work this year centred on personalising learning, amplifying student voice and supporting students to develop the emotional regulation skills essential for meaningful engagement.

A major focus of our School Improvement Plan was deepening the use of High Impact Teaching Strategies (HITS) to ensure learning experiences were explicit, structured and responsive. Staff engaged in targeted professional learning to refine modelling, guided practice and feedback, enabling students to build confidence and independence at their own pace.

Our curriculum is intentionally individualised for every student, recognising that each learner brings unique strengths, interests and communication preferences. We continued to embed the SCERTS Model across all settings, with a strong emphasis on Social Communication and Emotional Regulation as core components of each student's individual goals. Through visual supports, personalised communication systems, sensory-responsive environments and co-regulation strategies, students were supported to express themselves, participate actively and navigate challenges with increasing autonomy.

Student voice remained a central priority. We expanded opportunities for students to make choices, share their preferences and contribute to their learning environments. This work aligned closely with our school values – GROW: Give it a go, Respect others, We are safe – which were explicitly taught and reinforced **ACROSS all sites**. These values helped students develop the social and emotional foundations needed for positive engagement and wellbeing.

Aspect Vern Barnett School operated across six sites in 2025. Our main campus in Forestville housed the administration office, nine primary classes and one senior class. We also supported 40 students through satellite classes located in partner schools in Lane Cove, Eastwood, Forestville, St Ives and Mona Vale. Across all sites, we catered for 97 students aged 4 to 16, including 75 boys and 22 girls, each contributing to the rich diversity of our learning community.

Our recently upgraded facilities continued to enhance the learning environment, providing modern, flexible and sensory-supportive spaces that promote engagement and wellbeing. I extend my sincere appreciation to our dedicated staff, whose professionalism and commitment to neuro-affirming practice ensured that every student was supported to learn, grow and thrive.

We are grateful for the ongoing support of our families, volunteers and community partners. Their contributions enabled us to expand access to specialised resources, including a renewed Softplay space, Kitchen, music therapy and technology for learning, enriching the educational experiences available to our students.

As we reflect on 2025, we remain proud of our students' achievements and committed to fostering environments where every learner can GROW.



Anna Brady
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 range of literacy and numeracy assessments each year to inform teaching practice and monitor students' 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.

Senior secondary outcomes

In 2025, one student was awarded a Record of School Achievement.

Post school destination

Aspect Vern Barnett School is registered for K-10 students and had only one year 10 student. He has joined Aspect Distance Education to continue his learning.

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	24
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	28

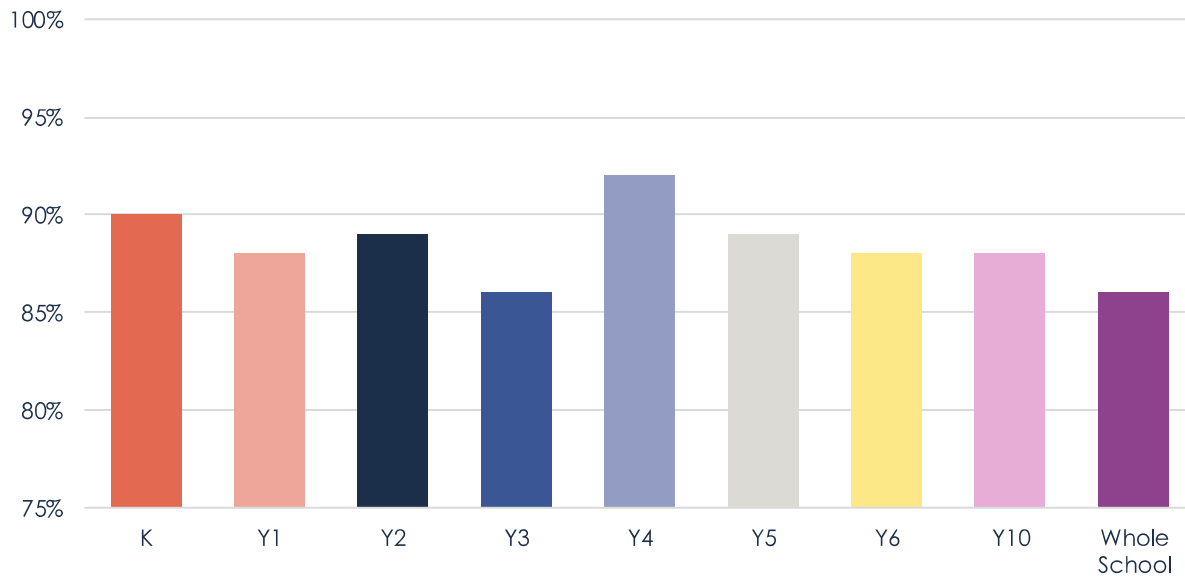
Workforce composition

Composition of Aspect Vern Barnett 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 Vern Barnett School values the contribution of Autistic and neuro-diverse staff, whose 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.

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	90%	Year 5	89%
Year 1	88%	Year 6	88%
Year 2	89%	Year 10	88%
Year 3	86%	Whole school	89%
Year 4	92%		

In 2025, 89% of students attended school each school day on average. This marked a modest but positive increase compared to the daily attendance rate recorded in 2024, reflecting a slight improvement in student presence throughout the school year.

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](#).

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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 bi-annual 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 key themes from the 2024 survey were that the school provides a high-quality education that meets families' expectations, making them proud and confident in their choice of school.

95% of parents value how teachers recognise and respond to their child's unique interests, abilities and challenges, adapting their teaching to support individual needs.

95% of parents commented they have noticed a positive impact on students' wellbeing, with children feeling a deep sense of connection and belonging at the school. Supportive relationships with trusted adults and a culture of respect create an inclusive environment where everyone is valued. The school ensures that children feel safe both in and out of the classroom, ensuring everyone is treated equally, regardless of their background or identity.

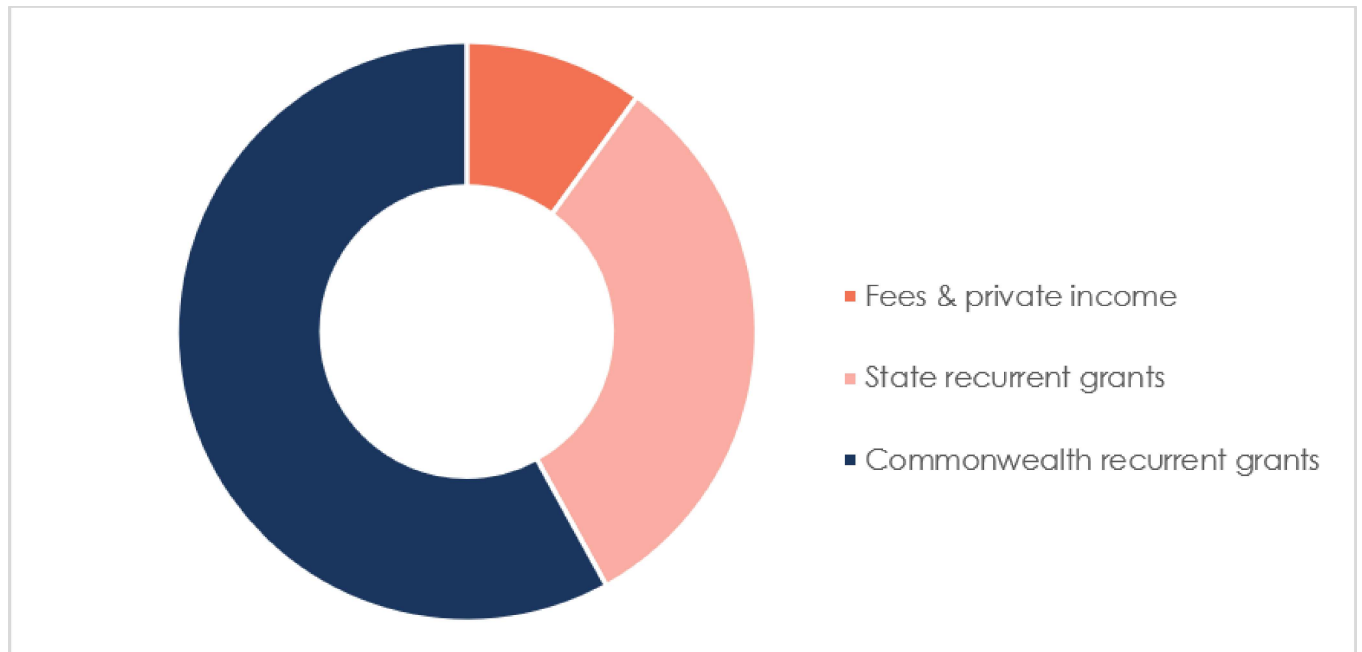
Net Promoter Score (NPS) survey data collected in 2025 indicated strong levels of satisfaction among families, with an NPS of 76 reflecting confidence in the school's commitment to supportive, inclusive and responsive practice. Feedback from both surveys, alongside ongoing consultation and informal feedback, continues to inform planning, refinement of practice and school improvement initiatives.

Net promoter score



Financial information

Recurrent/capital income



Recurrent/capital expenditure

