

Annual School Report

Aspect Western Sydney 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.

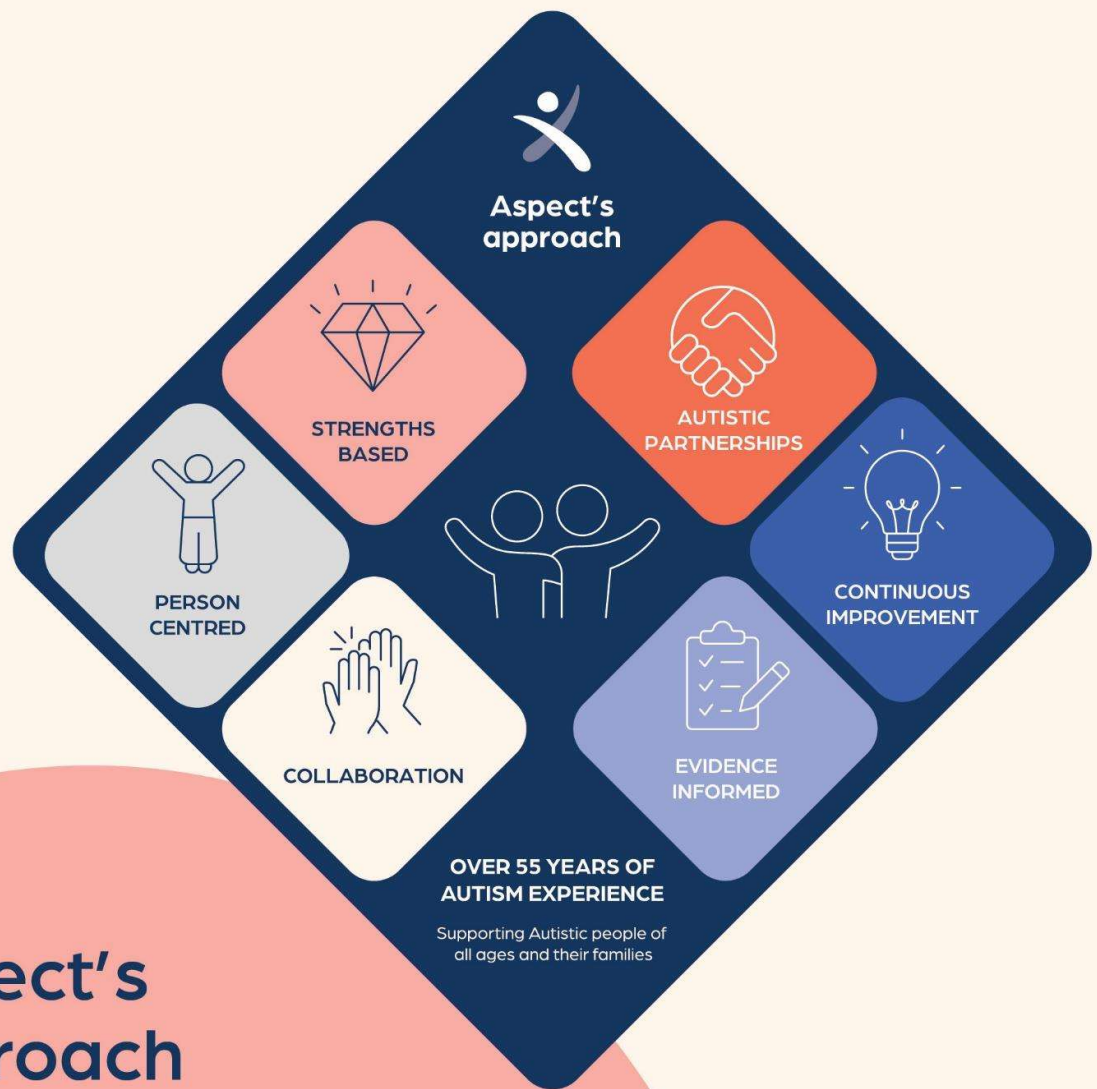
Our purpose
**a different
brilliant®**

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

In presenting the 2025 annual report we would like to acknowledge the Dharug people who are the traditional custodians of the lands on which our campuses are located. Aspect Western Sydney School provides education for 167 students (135 boys and 32 girls) on the autism spectrum across our 15 sites. Class groups are small with a high teacher to student ratio and a teacher's aide appointed to each class.

In 2025, 116 primary age students were enrolled at the main school sites at Wetherill Park / Gables and across our 8 primary satellite classes. Additionally, there were 51 students from years 7 to 12 attending our 6 high school satellites classes located in mainstream secondary schools across Greater Western Sydney.

We would like to congratulate the Aspect Western Sydney School community for its resilience, determination, and ongoing support throughout 2025, as our school community underwent significant playground renovations at the Wetherill Park campus.

2025 marked the opening of our new main campus at Gables, called Aspect Hills Shire School. We would like to commend our new staff team and families for coming together to build a wonderful new community.

The year saw the inauguration of the Western Sydney School's Parent Engagement Group and the establishment of Hills Shire Parents & Friends Committee, as well as the commencement of our Autism Girls Program for high school students.

The quality of education and relationships with existing and new supporters and community groups has also contributed to increased opportunities that we have provided for our students across 2025. Our school particularly appreciates and acknowledges the close working relationship with our colleagues in the local Catholic Schools Diocese of Parramatta and Department of Education Schools.

The 2025 educational program focused on strengthening teaching and learning through data-informed, high-impact practices that promote student growth, agency, and wellbeing. Teaching is guided by instructional case management and aligned with NSW Professional Teaching Standards, with a strong emphasis on personalised learning goals, co-teaching, and Life Skills pathways from Years 7–12. The program is underpinned by a Positive Behaviour Support framework and targeted initiatives such as the Autism Girls Strategy, student leadership opportunities, and expanded high school and HSC

pathways, ensuring inclusive, engaging, and purposeful learning experiences that prepare students for meaningful post-school transitions.

Our school proudly adopts a comprehensive approach to education for students on the autism spectrum known as Aspects Approach. This approach is person-centred therefore the focus is on meeting individual needs. Our education programs engage, celebrate and utilise the strengths, interests and aspirations of our students.

Our staff are committed to continual improvement, and we work closely with families and the wider community to support students. We would like to acknowledge the dedication, passion and care that the staff demonstrate every day in the pursuit of quality education for our school community.



Michelle Zikmundovsky
Principal of Western Sydney



Shane Morris
Principal of Hills Shire

Message from the Student Representative Council (SRC)

In 2025, Aspect Western Sydney School established its first Student Representative Council, with one student representative from each school site. This initiative provided meaningful opportunities for students to develop leadership skills, collaborate with peers, and contribute to school decision-making.

The SRC met regularly online, allowing students from different classes and sites to connect, share ideas, and represent the perspectives of their peers. Students then communicated key discussions back to their classes, strengthening student voice across the school.

"I liked meeting students from other classes and sharing ideas. It was nice to meet with others."

SRC members contributed to a range of school activities. Students shared ideas for the Primary Disco and High School Formal, helping to shape elements of the event.

"We talked about what would make the disco fun, and then we saw our ideas right there. It was cool"

At each site, students engaged in a democratic election process to select SRC representatives for the following year. Candidates prepared and delivered speeches to their peers, and students participated in voting.

"It was fun to give a speech and vote in my class."

The establishment of the SRC in 2025 marked an important step in strengthening student voice and

leadership across the school, with students making valuable contributions to the life of the school community.

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

Records of School Achievement (RoSA)

In 2025, the school had 6 students awarded a Record or School Achievement.

Higher School Certificate

In 2025, 8 Year 12 students (100%) attained a Higher School Certificate (Life Skills). In addition, 5 students completed Certificate III qualifications/statement of attainments through vocational education pathways.

The school offered 6 NESA-developed Stage 6 Life-skills courses supporting a range of personalised senior learning pathways.

5 students in the year 12 cohort participated in vocational or trade training, representing 62% 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.

During the year, all Yr12 students attended work experience programs, and most students were 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	3
Provisional	9
Proficient Teacher	35
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	47

Workforce composition

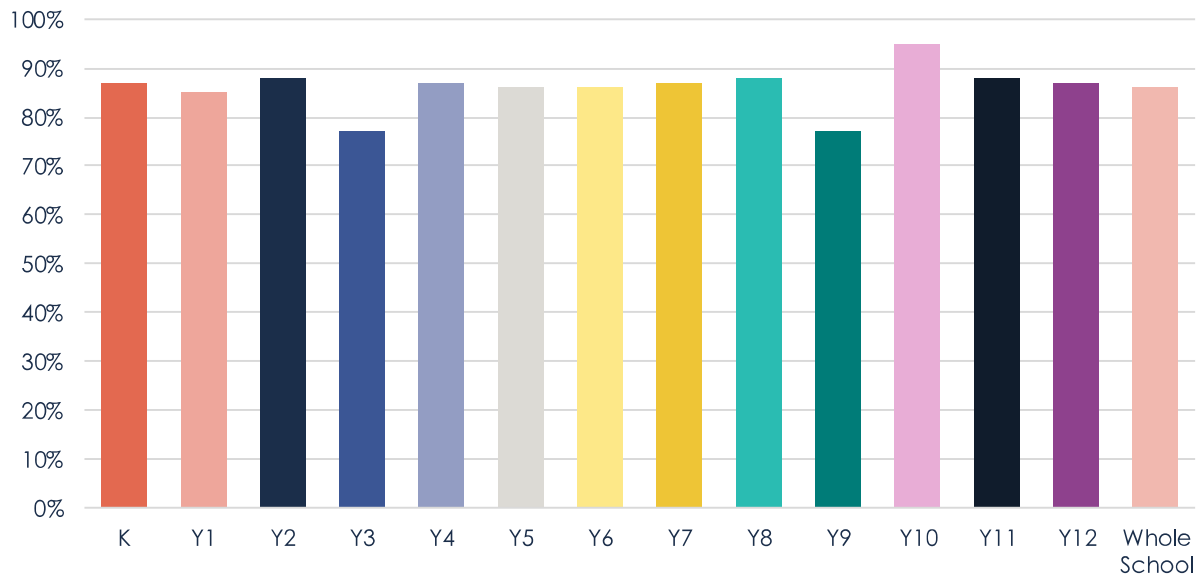
Composition of Aspect Western Sydney School staff is documented on the My School website www.myschool.edu.au

At our school, we welcome staff and students from all backgrounds, cultures and beliefs. Aspect Western Sydney 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.

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 7	87%
Year 1	85%	Year 8	88%
Year 2	88%	Year 9	77%
Year 3	77%	Year 10	95%
Year 4	87%	Year 11	88%
Year 5	86%	Year 12	87%
Year 6	86%	Whole school	86%

In 2025, students attended school on average 86% of the time. This represents a slight increase from 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](#).

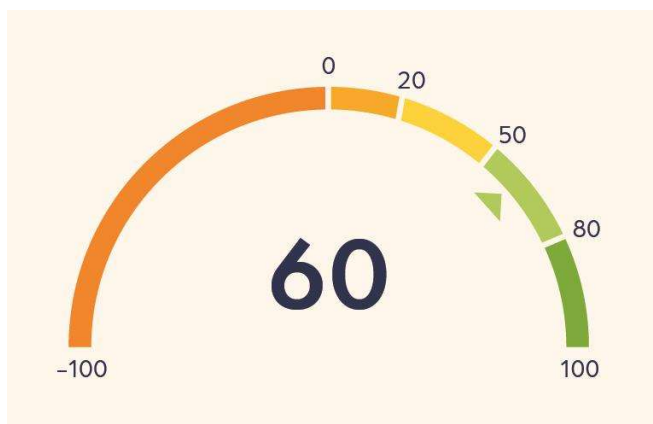
Stakeholder satisfaction

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 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 survey highlight a strong focus on student ownership of learning through goal-setting, effective feedback and data-informed teaching, and a positive culture of professional learning. Staff largely feel confident in

their feedback, value collaboration, and believe the school supports ongoing professional growth, while also identifying goal-setting as an area for further development, which was actioned in 2025.

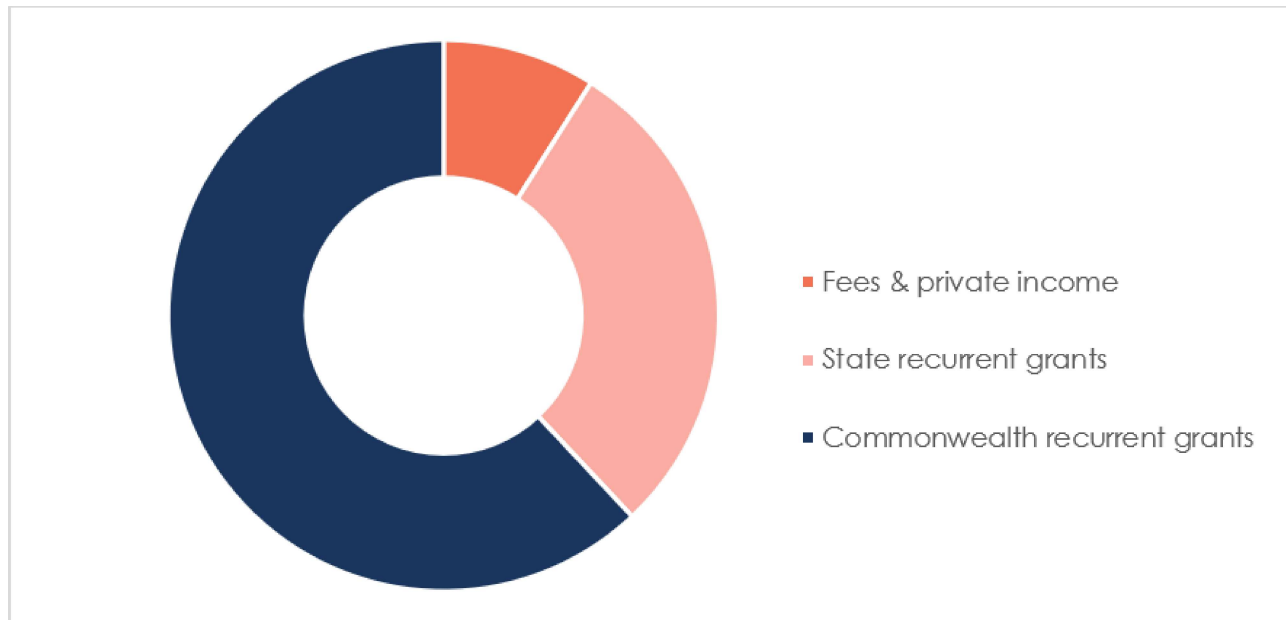
Net Promoter Score (NPS) survey data collected in 2025 indicated positive levels of satisfaction among families, reflecting confidence in the school's commitment to supportive, inclusive and responsive practice. Feedback from both surveys, alongside ongoing consultation and informal feedback, continues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

Net promoter score



Financial information

Recurrent/capital income



Recurrent/capital expenditure

