



Annual School Report

Aspect Macarthur School

2023



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our vision

The best opportunities for people on the autism spectrum.

our values

We are passionate about people, about being positive, and about what's possible.

our mission

We work with people of all ages on the autism spectrum, delivering evidence-informed solutions that are person-centred, family focused and customer driven.

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

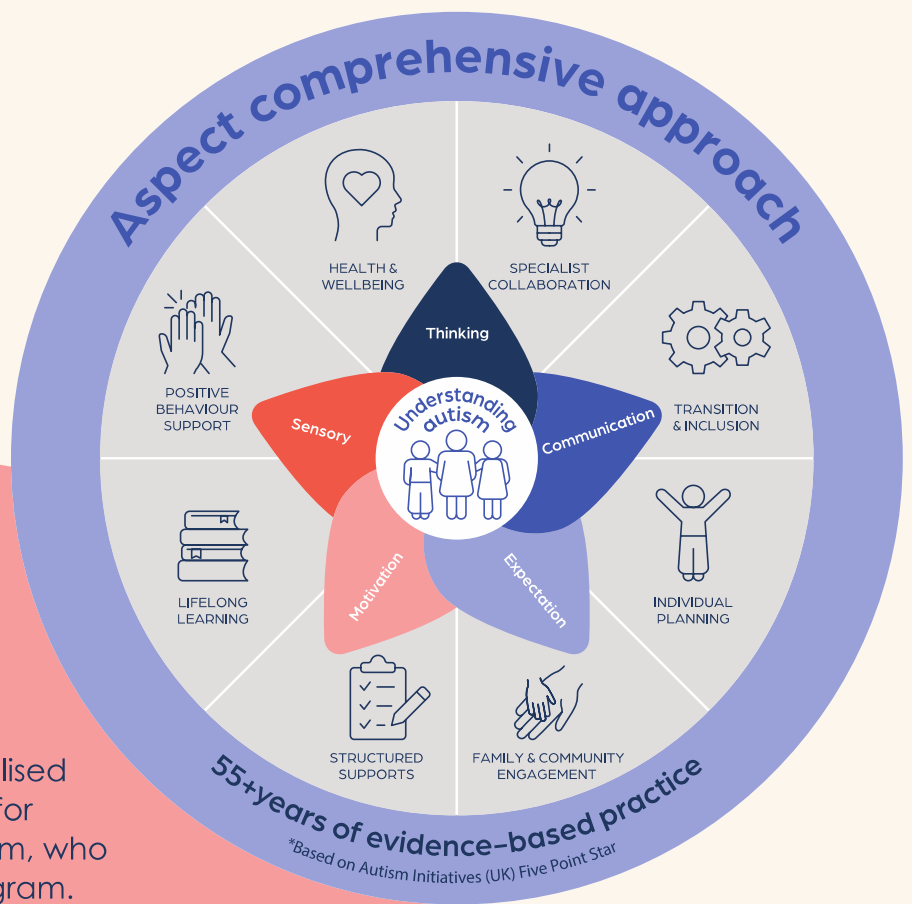
We work to understand people on the spectrum from their perspective

Our approach is autism-specific

Our research focuses on best practice

We expect positive change and progress

Together we can achieve positive outcomes.



Aspect schools provide specialised evidence-informed programs for children on the autism spectrum, who require an autism specific program.

The primary focus of the schools is to equip students with the skills to become as independent as possible and enable them to transition into more inclusive settings. This is achieved through the application of the Aspect Comprehensive Approach. At the centre of the approach is the Autism Initiatives' (UK) Five Point Star to support autism-specific person-centred planning and respectful and positive relationships between the educator and student. It also focuses on the following elements: Individual Planning; Family & Community Engagement; Learning & Participation; Positive Behaviour Support; Structured Supports; Transition & Inclusion; Specialist Collaboration; and Health & Wellbeing.

Message from the principal

In presenting the 2023 annual report I would like to acknowledge the Dharawal people who are the traditional custodians of the lands on which our school and its campuses are located.

Aspect Macarthur School is a K-10 School consisting of a Main Campus at Cobbitty, catering for 52 students from K-6. The school has "satellite" campuses in the following locations;

- St. John the Evangelist Primary School
- St. Christopher's Primary School Holsworthy
- Sarah Redfern Public School Minto
- Briar Road Public School Airs
- Howard Street Campus in Coffs Harbour
- Clancy Catholic College West Hoxton

Our satellite campuses cater for 71 students, most ranging from K-6, with our Clancy Catholic College catering for students from Year 7 to 10. The satellite campuses provide the opportunity for a "transition and integration" arrangement. Students in the satellite campuses are located within a "host" school, where students have an autism-specific educational experience within an Aspect classroom, whilst at the same time participating in a range of activities within the host school including sports lessons, regular assemblies, sport's carnivals, and integration classes.

The composition of each class is based on several factors, including learning levels, age, social emotional development and self-regulation skills. The classes are not necessarily age-based (i.e. year cohort-based) as we review the learning profile and needs of each student. In many cases, over time, students build their skills and are able to transition from their Aspect class to the host school or a similar "mainstream" class.

At Aspect we believe that every child can achieve when given the right support, environment and time. So the school's staff place a high value on literacy and numeracy as the building blocks for learning and upon providing opportunities for our students to prepare them for life at and beyond school.

In 2023, the teachers and students continued to explore and implement new technologies, using a variety of programs to develop students learning capacity across all Key Learning Areas (KLAs). We built upon the prior work in understanding and implementing the Aspect Comprehensive Approach and the development of each student's Individual Plan using the Aspect 5 Point Star, which focusses on each student's individual likes, preferences and strengths, recognising their many talents as they learn new ways of demonstrating their understanding and communicating to their peers and teachers.

Aspect Macarthur School (and indeed all Aspect Schools) implemented the "14 Parameters Model of School Improvement" (the 14P Model) as an important initiative of the Aspect Learning Improvement Collective (ALIC). The 14P Model focusses on improving all aspects of student learning and teaching pedagogy using a data-driven approach to student and school-wide improvement.

The 14P model was enthusiastically embraced by the school and involved new approaches including;

- Regular "Case Management" Meetings which allowed a collaborative approach to examining student work samples with teachers and aides workshoping alternative strategies to improve student performance
- The collection of assessment data to build "Data Walls" which focus on individual student performance and results
- A structured and targeted assessment program to collect data across the areas of literacy and communications.

We had a number of students successfully transition into both new Satellite Classes and Mainstream Schools. We farewelled 15 Year 6 students to a variety of High School settings, including SSP, mainstream and the Aspect satellite at Clancy Catholic College.

Four Year 10 students complete their educational journey with Aspect. Three transitioned successfully into the workplace via School Leavers Employment Support (an apprenticeship, a traineeship, and another studying at TAFE). One student is working towards their Higher School Certificate, studying Year 11 in a Mainstream School in 2024.

Aspect Macarthur School developed the new School Improvement Plan with a strong focus on Reading Development, Formative and Summative Assessment and implementing a clear Positive Behaviour Support plan across all school sites.

Our staff count it a privilege to be a part of the growth and educational development of each of our students and they are to be congratulated for their ongoing commitment and hard work in providing high quality care and educational experiences for our very special students.



Geoffrey Fouracre, Principal

Aspect Macarthur P&F

In 2023 a small but very dedicated group of parents ran the Aspect Macarthur School Parents & Friends Association (P&F). The P&F ran several successful events, including a Mother's Day Stall, Father's Day Stall & Breakfast, Mother's Day Luncheon, Comedy Fundraising Evening, Pizza & Sensory Play Day for the children, Family Fun Night, Christmas Concert & BBQ, Scholastic Book Club, Easter Raffle & Hot Cross Bun Drive, and Pie & Biscuit Drives.

Whilst the number of parents who attended the P&F Meetings and ran the events was small, the contribution made by them to the life and health of the school was enormous; not only in terms of organising and running safe and welcoming family events, but also in terms of the many thousands of dollars they raised for the school.

We thank the Aspect Macarthur School P & F for the invaluable contribution they made to building and sustaining a healthy and vibrant school community in 2023.

Aspect Macarthur SRC

In 2023 Aspect Macarthur School began a Student Representative Council, with representatives from Main Site and Satellite Classes. The SRC began with several forum meetings to discuss its charter and the sorts of issues they would like to both discuss and be able to have an influence with.

From its humble beginnings, the SRC was able to set a positive foundation for an increased role in the future to include greater participation in decision-making; such as playground equipment and lunchtime competitions, and in future school events; such as Grandparent's Day, School Assemblies and the like.

Student outcomes

Student outcomes in standardised national literacy and numeracy testing

Each student has an individual profile that outlines their strengths and interests as well as information about how to provide effective support. The profile includes areas for development, particularly related to autism-specific areas of learning: social communication, social interaction, behaviours and sensory processing which are integrated into the NSW Education Standards Authority (NESA) mainstream curriculum - the Key Learning Areas (KLAs).

Aspect Macarthur School has a multi-disciplinary team approach which sees teachers, support staff and therapists working collaboratively with families to develop the best possible outcomes for the students. The school provides information and training workshops for families to help them support their child.

At Aspect Macarthur we believe that every child can achieve when given the right individual support, the right educational environment, the right resources and the right amount of time. With this belief, the school's staff place a high value on literacy and numeracy as the building blocks for learning and success across the curriculum.

Aspect Macarthur School uses a range of assessment methods to constantly collect data and assess student progress across the curriculum, and especially in Numeracy and Literacy. Those students who are able are encouraged to participate in NAPLAN testing, the results of which sit alongside all of the other assessment data to give a holistic view of each student's progress in Literacy and Numeracy.

Literacy and Numeracy Assessments

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

The school administers literacy testing across the school each year to help inform practice and monitor progress. We assess, sight words, phonemes, graphemes, spelling, reading accuracy, reading comprehension, spelling, and verbal working memory.

Senior secondary outcomes

The Record of School Achievement (RoSA) is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records any completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

The formal Record of School Achievement was awarded by NESA to three students at Aspect Macarthur School in 2023 with the following courses studied as a part of these credentials:

- English Life Skills
- Mathematics Life Skills
- Science Life Skills
- Geography Life Skills
- History Life Skills
- Work Education Life Skills
- Food Technology Life Skills
- Music Life Skills
- Visual Arts Life Skills
- Personal Development, Health and P.E Life Skills

Aspect Macarthur School is registered and accredited up to Year 10 only. The reporting of the HSC results is therefore not applicable.

Record of School Achievement

3 students

Teacher professional learning, accreditation, qualifications and workforce composition

The following professional learning activities were undertaken by staff throughout 2023:

Description of professional learning activity	No. of staff participating
Child Protection – responsibilities related to child protection based on state/territory legislation, federal legislation and Aspect policy and procedures	All
Disability Standards for Education – overview of the Disability Standards for Education (2005) and the legal obligations of all education providers	All
CPI Safety Intervention – trauma informed and person-centred training to prevent, de-escalate, and safely respond to crisis situations.	All
CPR training – skills to provide Cardio Pulmonary Resuscitation (CPR)	All
First Aid – knowledge and skills to help an ill or injured person until emergency help arrives	All
Supporting people on the autism spectrum using the 5 Point Star person-centred framework	All
Aspect Professional Code of Conduct – face to face workshop and online module	All
Aspect Comprehensive Approach: Individual Planning	All
Assessment – what assessment is, what makes a good assessment task, and how we use assessment data to improve learning outcomes for our students	All
Using the ACARA Learning Progressions to map student learning progress	All
Understanding & Using the Aspect Macarthur Wellbeing Framework to improve wellbeing outcomes for our students	All
Building a Data Wall – using student learning data to improve learning outcomes	All
Case Management Conferences – how to conduct a student case management conference to develop and implement new strategies to promote improved pedagogy and student learning	All
Safeguarding Behaviours – covering the responsibilities of teachers based on current legislation	All
Positive Behaviour Support – managing complex behaviours in practice	All
Autism knowledge in schools	All
Asthma first aid for school staff	35
Incident response and reporting	27
Safely and Effectively Administer Medication 2.0	26
ASCIA Anaphylaxis e-Training	13
The following curriculum topics were presented at staff meetings or during PL days <ul style="list-style-type: none"> • Assessment, Literacy Learning Progressions • Introduction to the new K-2 English Syllabus • Introduction to the new K-2 Mathematics syllabus • Oral Language Teaching strategies • Oral Language: Using AAC – Speech pathologist • 3 teachers attending AIS training on the new English syllabus 	All
Berry Street Trauma Informed Model – All staff completed 2 days of training on trauma informed practice in schools	All
Aspect's Learning Improvement Collaborative (ALIC) – various professional learning sessions were conducted throughout the year based on the school's ALIC work.	All

Teacher accreditation

Level of accreditation	No. of teachers
Conditional	4
Provisional	5
Proficient Teacher	25
Highly Accomplished Teacher or Lead Teacher (voluntary accreditations)	0
Total number of teachers	34

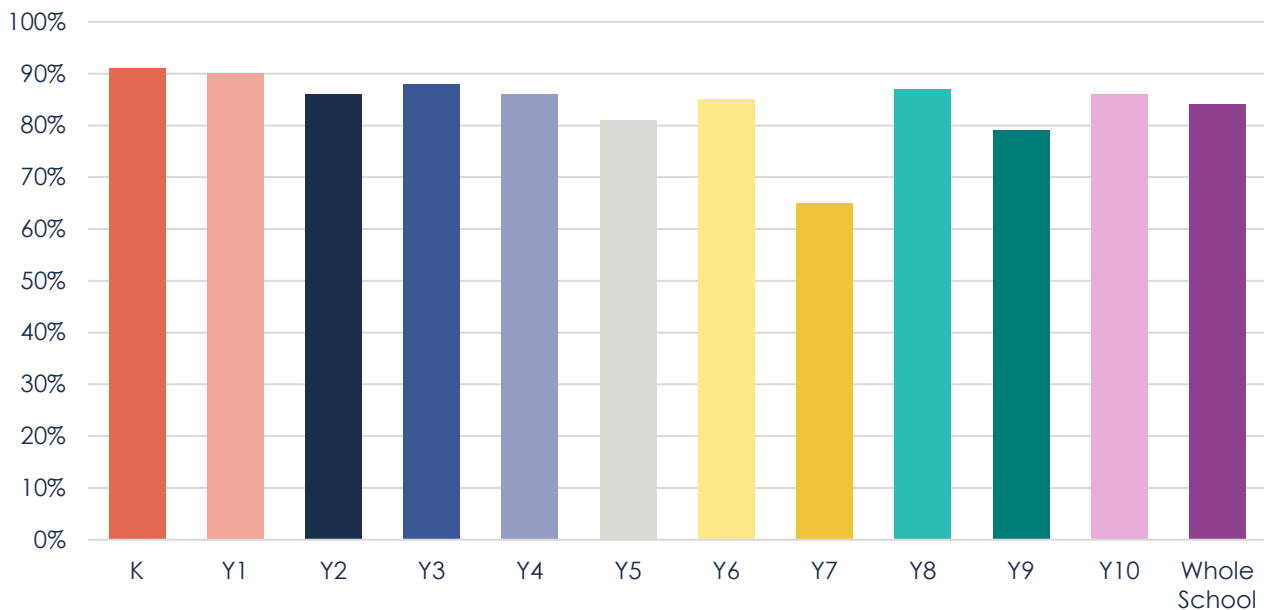
Teacher qualifications

All teachers have teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

Workforce composition

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

Student attendance, retention rates and post-school destinations in secondary schools



Student attendance rates

Kinder	91%	Year 6	85%
Year 1	90%	Year 7	65%
Year 2	86%	Year 8	87%
Year 3	88%	Year 9	79%
Year 4	86%	Year 10	86%
Year 5	81%	Whole School	84%

Management of non-attendance

Aspect has developed a work instruction to ensure all Aspect schools comply with school attendance requirements for compulsory school-aged students as outlined by the NSW Education Standards Authority (NESA).

Unexplained absences are followed up by the school with the parent/guardian, as well by the school administration team using a variety of methods, including telephone calls, emails and text messages. 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.

As Aspect Macarthur School is a K – 10 School we did not have any students who completed Year 12 in 2023.

Enrolment policy

Aspect provides autism-specific educational services for eligible school-aged children on the autism spectrum, to prepare them for transition to environments that are not autism specific.

Aspect recognises that children on the autism spectrum have the right to access and equity of services regardless of their gender, race or ethnicity, religion or language.

An application is made for an Aspect school rather than a specific class. Our school's professional staff decide in consultation with the family which class is best suited to the educational needs of the student. Each school is responsible for managing its own application, intake and waiting lists process, which is managed by the school principal.

When vacancies arise in the school, the decision about how to fill them is made based on whether the type of vacancy available would be appropriate for the child. Factors taken into consideration include the type of vacancy available, the child's age, the length of time a child has been on the waiting list, the availability of alternative placements and the family situation.

Entry criteria

Aspect schools are funded in part by the Commonwealth and state governments, which have specific criteria for placement. To be eligible for placement in one of Aspect's schools, prospective students must satisfy the following criteria:

Citizenship and visa status – a child must:

- be an Australian citizen or permanent resident of Australia or holds an eligible visa (refer to guide to checking citizenship and visa status for enrolment).
- be aged between 4 and 17 years.

Diagnosis – a child must:

- in both NSW and South Australia, have a current diagnosis which is not more than twelve (12) months old as being on the autism spectrum from a specialist medical practitioner, child psychiatrist or clinical psychologist with the necessary training and experience to be able to undertake a diagnostic assessment;
- in South Australia, a second report from a psychologist or speech pathologist that confirms the diagnosis of autism spectrum disorder that is not more than two (2) years old; and
- in both NSW and South Australia, have a current standardised cognitive or developmental assessment (e.g. IQ testing, Griffiths, WISC-IV, WPPSI-111, Stanford Binet V) which is not more than two (2) years old.

Registration to school waitlist

Expression of interest in Aspect schools may be made in the following ways:

- direct enquiry to the Aspect school by telephone or email;
- telephone or email to Aspect Customer Service, who will direct the enquiry to the school;
- general enquiry via the Contact Us page on the Aspect website, which will be directed to the school.

The registration form can be obtained from the following processes:

- families who are interested in enrolling their child to an Aspect school are asked to attend a School Information Session. Aspect principals or their delegate are responsible for organising a school information session once per school term, in line with the School Information Session work instruction, for prospective parents or guardians who would like to enrol their child. This information session outlines the Aspect education program and the registration and enrolment process. The school registration form is obtained after attending this session.
- families who are unable to attend a School Information Session can obtain a registration form directly from an Aspect school. A School Enrolment Committee representative will provide them with information about the Aspect education program and the registration and enrolment process, before sending them the registration form.

A non-refundable processing fee is required for each application submitted.

Application to more than one Aspect School

When a family wants to place their child on the waitlist of more than one Aspect school, they first apply to their preferred Aspect school and indicate which other Aspect schools they will consider enrolment. The preferred Aspect school is responsible for processing the application, inform the other Aspect school/s to place the student on their school's active waitlist and share the application documents.

Aspect School Enrolment Committee

School principals are responsible for convening the Aspect School Enrolment Committee (comprised of school principal, psychologist and selected school coordinators) which meets once per school term, following the information session, to review registrations received. This committee determines if a child is eligible for placement in an Aspect school.

Eligible/Not Eligible for service

Citizenship and age criteria

If the citizenship or age criteria is not met, a school representative will inform the parents or guardians that their child is not eligible for enrolment due to citizenship or age criteria not being met. If the parents or guardians are not satisfied with the result, they can make a complaint to Aspect (refer to Aspect's Complaints Management procedure).

Diagnosis criteria

If the child has been deemed eligible by the Aspect School Enrolment Committee, the principal will inform the parents or guardians that, based on the diagnostic information provided, their child has been deemed eligible for the program (Letter – Confirmation of diagnosis) and their child's name has been placed on the school waitlist.

The principal is responsible for referring the application to the Aspect Eligibility Committee if the diagnosis needs clarification. Parents/Carers will be informed, in writing (Letter – Application sent to full eligibility committee), that their case has been sent to the Committee for review.

If further information is required by the Committee, the principal is responsible for writing to the parents requesting updated information (Letter – Request for updated Psychological reports).

Aspect Eligibility Committee

The National Director, Aspect Education is responsible for:

- convening the Aspect Eligibility Committee once per school term to review any registrations that require clarification, and
- reporting to Aspect principals the results of the Aspect Eligibility Committee, so that they can inform the parents of the outcomes.

The principal will inform the parents or guardians (Letter – Confirmation of diagnosis) that based on the diagnostic information provided their child has been deemed eligible for the program or not and, if confirmed, the child's name is placed on the school's waitlist.

Vacancy Management

If a vacancy arises, students on the waitlist who can potentially fill the vacancy will be considered. The principal or delegate interviews families whose child might fill the vacancy regarding accommodations/adjustments for their child following the interview pro forma.

If a student being considered for enrolment is not an Australian citizen, the principal or their delegate must check that the visa is still valid and eligible for enrolment.

Following completion of the interview, the principal, or their delegate will complete the Risk Management Plan pro forma, to assist with decision making.

Following the interview process, the school will inform the family if a child has been offered a placement (Letter – Enrolment Contract/Acceptance of Offer) or (Letter – Placement to Satellite Class) or will be retained on the school's waitlist.

Principals are responsible for forwarding parents the relevant enrolment package and liaising with them throughout the process.

Enrolment Package

When a family is offered a placement, in addition to the enrolment contract, they will be sent documents based on the enrolment acceptance checklist.

A family can decline an enrolment offer and inform Aspect school if they want to be placed in the school's active waitlist.

To secure enrolment, the family must pay a non-refundable enrolment fee as published in the Aspect School fees schedule (NSW or SA).

When a family informs the Aspect school of their decision to withdraw their child from enrolment before commencing, they must also inform the Aspect school if they wish to be placed in the school's active waitlist

Other school policies

Summary of policy	Changes in 2023	Access to full text
Student welfare <p>The school seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through the following policies:</p> <p>Customer Experience and Service Innovation Policy – defines the way Aspect works in collaboration with students and families to achieve their goals.</p> <p>Strategy and Risk Management – identifies risks and defines criteria for the assessment of consequence of those risks</p> <p>Duty of Care and Dignity of Risk - ensures that staff understand and recognise the rights of the people we support to make informed choices and take calculated risks. Aspect facilitates each student's meaningful choice and control to maximise their independence; and minimises the risk to the individual or others wherever possible.</p> <p>Safeguarding the People We Support - Aspect is committed to appropriately responding to and preventing incidents of abuse, injury, neglect and exploitation of the people we support, in both participation with Aspect, and as a partner of the broader community</p>	<p>Strategy and Risk Management was reviewed & updated in 2023.</p> <p>Safeguarding the People we Support was reviewed and updated in 2023 to update language and match legislation.</p>	<p>The following policies can be accessed from Aspect's website www.aspect.org.au/about-aspect/policies</p> <p>Customer</p> <p>Strategy and Risk Management</p> <p>Duty of Care and Dignity of Risk</p> <p>Safeguarding the People we support</p>
Pastoral Care and Bullying Prevention in Aspect Schools <p>The Aspect Comprehensive Approach (ACA), including the use of the Five Point Star, drives aspect's guiding principles for pastoral care.</p> <p>Aspect is required and seeks to exercise due diligence in all of its duty of care responsibilities towards students, staff and the school community. Leaders of the school endorse activities and plan for the safety and maintenance of good mental and physical health and well-being of the students, staff and parents involved. Schools seek to accommodate and make provision for particular needs of individuals who require special arrangements to secure safety and avoid discomfort or threat to their health and wellbeing.</p> <p>Bullying or harassment is not tolerated in any form. All members of our community are committed to ensuring a safe and supportive environment which promotes personal growth and fosters positive self-esteem for all. Aspect Schools aim to maintain a setting in which everyone feels valued and respected and where individual differences are appreciated, understood and accepted and encourages the reporting of complaints and feedback.</p>	<p>Nil aside from changes listed above.</p>	<p>The full text of the Pastoral Care and Bullying Prevention in Aspect Schools procedure can be accessed by request from the school principal.</p> <p>The following related policies can be accessed from Aspect's website www.aspect.org.au/about-aspect/policies</p> <p>Aspect Comprehensive Approach (ACA)</p> <p>Duty of Care and Dignity of Risk</p> <p>Embracing Diversity</p> <p>Feedback, Complaints and Incidents</p> <p>Safeguarding the People We Support</p>

Discipline

Aspect adopts a positive behaviour support (PBS) approach when working with children on the autism spectrum ranging from strategies for all students through to more intensive strategies for students who may exhibit more challenging behaviours as outlined in the Positive Behaviour Support policy.

Aspect follows a PBS approach but when behaviours occur that put the safety of any stakeholder at risk, the school will be required to implement appropriate procedures to safeguard all stakeholders' safety. All staff have responsibilities in relation to implementing discipline in Aspect Schools.

Nil

The full text of the Discipline in Schools work instruction can be accessed by request from the school principal.

The Positive Behaviour Support policy (PBS) can be accessed from Aspect's website

www.aspect.org.au/about-aspect/policies

Complaints and grievances resolution

Autism Spectrum Australia (Aspect) values complaints about the quality of its service and communications to support the continuous improvement of services and management.

Aspect's complaints management process provides a transparent framework for promptly and sensitively addressing and resolving complaints and disputes that may arise from complaints having regard to procedural fairness, confidentiality and privacy.

Nil

The full text of the Complaints Management Process can be accessed by request from Aspect's website

www.aspect.org.au/feedback-and-complaints

The Feedback and Complaints brochure can be downloaded from our website

www.aspect.org.au/uploads/documents/Governance/Aspect-Feedback-and-Complaints-Brochure.pdf

The Feedback, Complaints and Incidents policy can be accessed on Aspect's website

www.aspect.org.au/about-aspect/policies

School determined priority areas for improvement

Area	Priorities	Achievements
Teaching and learning	Students from K-10 will improve their Speaking, Listening & Interacting skills (as per the ACARA Learning Progressions).	Growth data in the Speaking, Listening & Interacting skills was collected throughout the year using a Learning Progressions Framework. During the course of 2023, 80.1% of students demonstrated growth in at least one Learning Progression domain.
	Teachers will work in collaborative teams to develop their assessment skills, implementing pedagogical strategies in their classes which are discussed and devised within their collaborative teams.	Collaborative Teams met each fortnight from Term 2, using the Case Management Approach and data collection templates. Pedagogical strategies were recorded, implemented, and exemplars were shared at staff meetings.
Family Engagement	Improving parent understanding of Aspect Macarthur School mission and purposes, and provide opportunities for families to meet and build community.	Several successful Information Evenings for parents were held and the school's staff worked closely with the School Parents & Friends Association to organise and run many successful events.
Student Wellbeing	School will have an evidence-based approach to student wellbeing and engagement that recognises the importance of the ACA to improve student learning.	Understanding and using the ACA was embedded in teacher's professional development and support program and the ACA was highlighted during staff meetings and professional learning sessions.
	All staff will develop their skills in understanding trauma-based behaviour; it's evolution and management.	All teaching and aide staff will complete extensive training in the Berry Street Trauma Informed model.
	Develop a wellbeing framework which is specific to the needs of students with autism, using the framework to monitor individual growth and development and school-wide wellbeing needs.	Wellbeing framework was collaboratively developed in 2023, with initial Professional Learning for all staff for full implementation in 2024.
Leadership	Leadership capacity across the school will be enhanced through focused leadership team development, individual coaching and mentoring and leadership role development.	Distributive leadership was developed through increased participative decision-making and greater understanding of and support for each leader as they enact their leadership roles and responsibilities. Mentoring and coaching of each individual leadership team member occurred using the GROWTH coaching model in fortnightly mentoring sessions.
Student safeguarding	Our school will provide a whole-school approach to child protection, engagement and safeguarding.	Staff received refresher training in Child Protection protocols.
	The school's learning programs will better reflect child protection and safeguarding imperatives.	The PDHPE program revision work began in an effort to better reflect Child Protection information and learning activities for students.
	The use of Restrictive Practices will be better understood and only practiced in absolutely necessary circumstances.	The number of children for whom restrictive practices are in place was reduced over the course of 2023.
Capital Works	The school's physical resources and facilities will be well maintained and provide a safe, engaging learning environment.	All Main Site classrooms were refurbished, and with the age-appropriate furniture provided. A new fixed playground equipment and surrounds was installed at the Main Site Campus. Drainage and ground works were completed at main site and the Coffs Harbour campus.

Initiatives promoting respect and responsibility

In 2023 Aspect Macarthur School continued to work with students to ensure they were aware of the impact of their online activities and their digital footprint.

As a school we were proactive in assisting the students (especially in our High School Satellite Campus) by ensuring the students displayed safe online practices and that they were aware of cyber-bullying behaviour.

Where appropriate, the school monitored online communication between students and it was clear that online communications and interactions were overwhelmingly positive and productive.

Students demonstrated their understanding that negative online behaviour can and does impact both their own wellbeing and that of others.

Parent, student and teacher satisfaction

In 2023 students met with the Principal and school leaders as a part of the newly formed Student Representative Council. The Principal, school leaders and teachers constantly met with, and listened to, the thoughts and concerns of the students. In both qualitative and quantitative data, the students rated the school highly in terms of creating an inclusive and caring environment where students were able and empowered to be their "authentic self". In the most recent Perspectives survey, parents ranked the school's ability to design and implement quality inclusive learning practices which are tailored to the needs of each child, and grounded in sound teaching practices as 4.9/5.

In 2023, there was a renewed focus on providing our students with the research-based and "best-practice" educational opportunities which were autism-specific and tailored to meet the needs of individual students. The school's staff committed sizeable proportion of professional learning time to learning about and implementing strategies devoted to improving learning outcomes; especially in the ACARA Communications domains; Speaking, Listening & Interacting and Literacy. The efficacy of this approach was highlighted through the collection of data for each student, with the following overall growth throughout terms 1,2 and 3 of 2023;

80.1% of all students demonstrated growth in at least domain in 2023

52.0% of all students demonstrated growth in two or more domains in 2023

28.9% of all students demonstrated growth in all three domains in 2023

This positive growth was shared with staff and parents via the regular newsletter and in an online forum for parents by the Principal. In collaboration with the school's P & F group, various forums were held to both build a stronger sense of community and to provide various opportunities for parents to learn about what was happening in the school.

Teacher feedback was sought regarding the various initiatives and programs introduced within the school throughout 2023. This feedback was sought during regular staff meetings, Professional Learning Days, and they were encouraged to provide feedback through their supervisors, which was regularly discussed during weekly leadership Meetings.

Following feedback from staff during 2023 the following were seen as areas for development;

Teaching and Learning

Develop better understanding of each student's background, interests and abilities in formulating individualised learning plans and opportunities. As a result, in 2023 there was more focus on developing and understanding each child's 5 Point Star and using the Aspect ACA in formulating individual plans.

Physical Environment

Stakeholders recognised the importance of developing and maintaining the school's physical environment to meet the unique needs of our students. As a result, in 2023 Main Site classrooms were refurbished, and a new and purpose-built Playground was constructed and commissioned.

Student Wellbeing

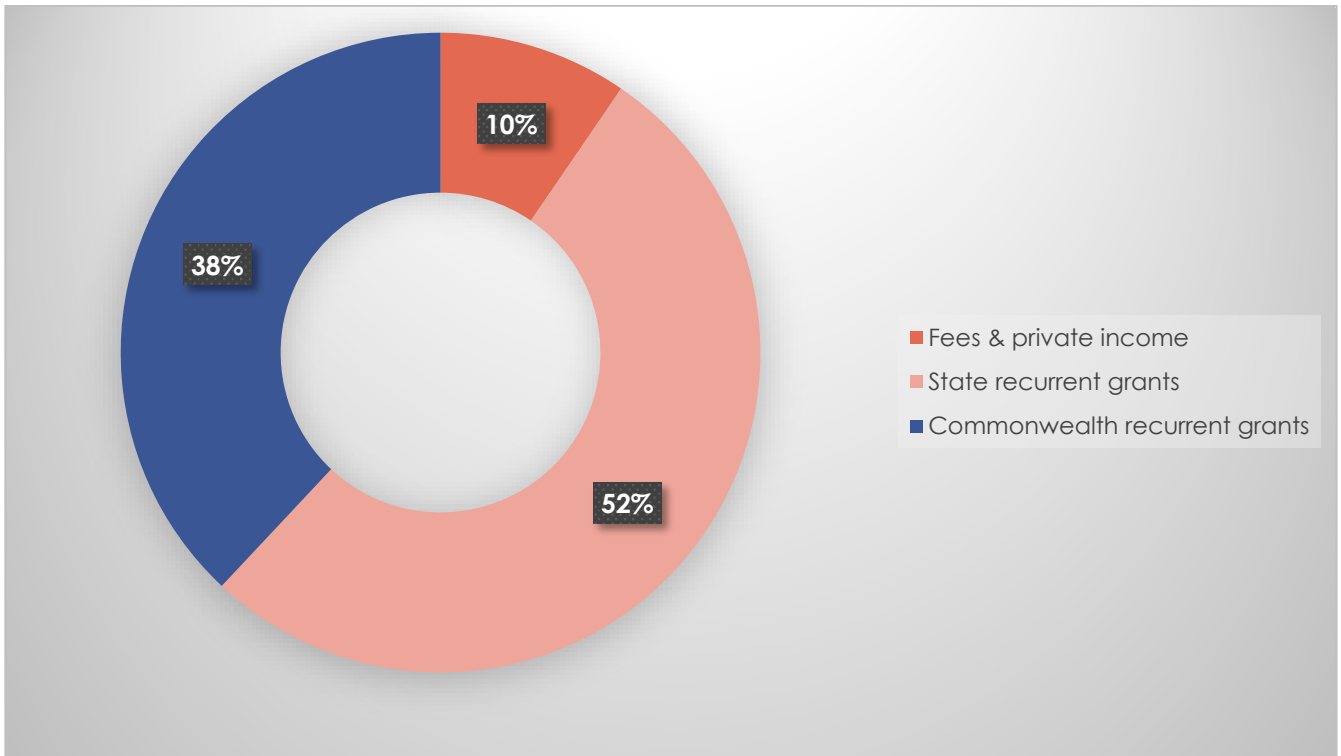
Students expressed a desire for programs which enabled them to better develop resilience and positive peer relationships. As a result, in 2023 staff researched new programs for implementation in 2024, with an Autism-specific Wellbeing Framework developed to better monitor and improve student wellbeing outcomes.

Leadership

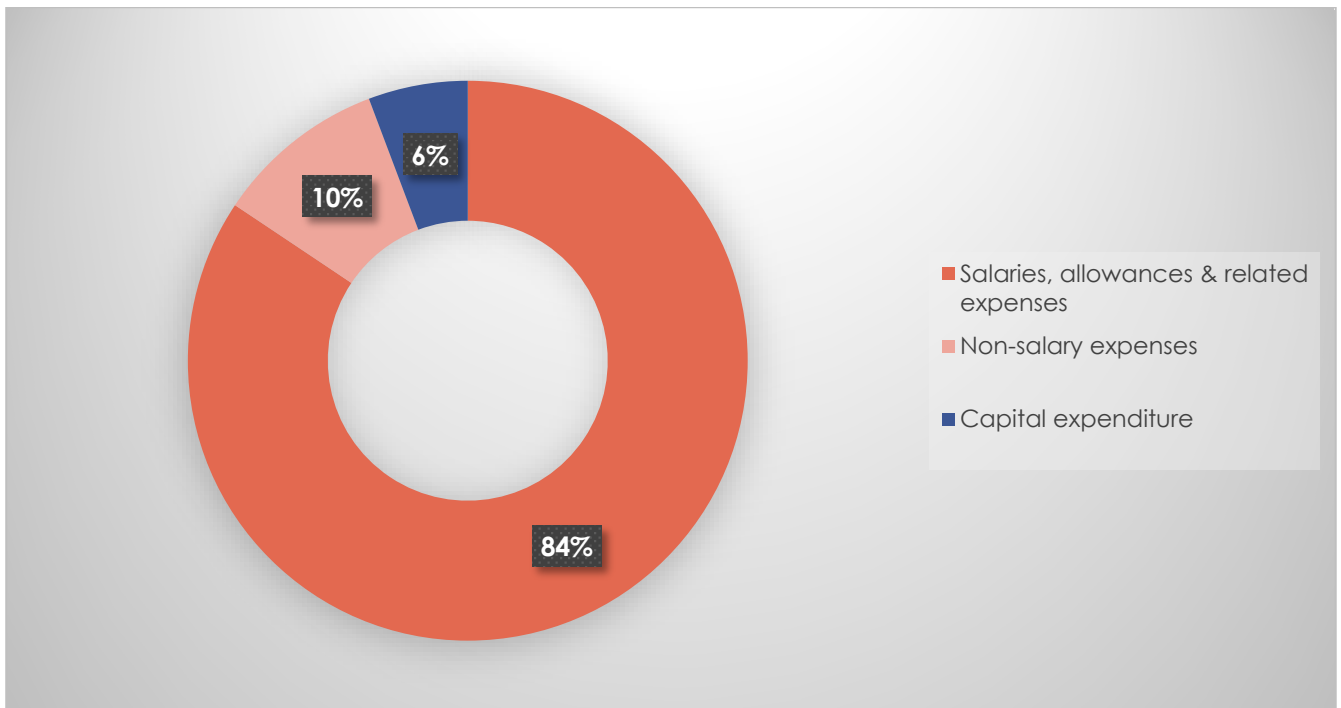
Stakeholders recognised the need to strengthen leadership practices and capacity using coaching and mentoring. Throughout 2023, leaders began regular coaching and mentoring sessions using the Growth Coaching model.

Financial information

Income



Expenditure





aspect.org.au | 1800 277 328 | customerservice@aspect.org.au