

# Annual School Report

Aspect South East Sydney 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

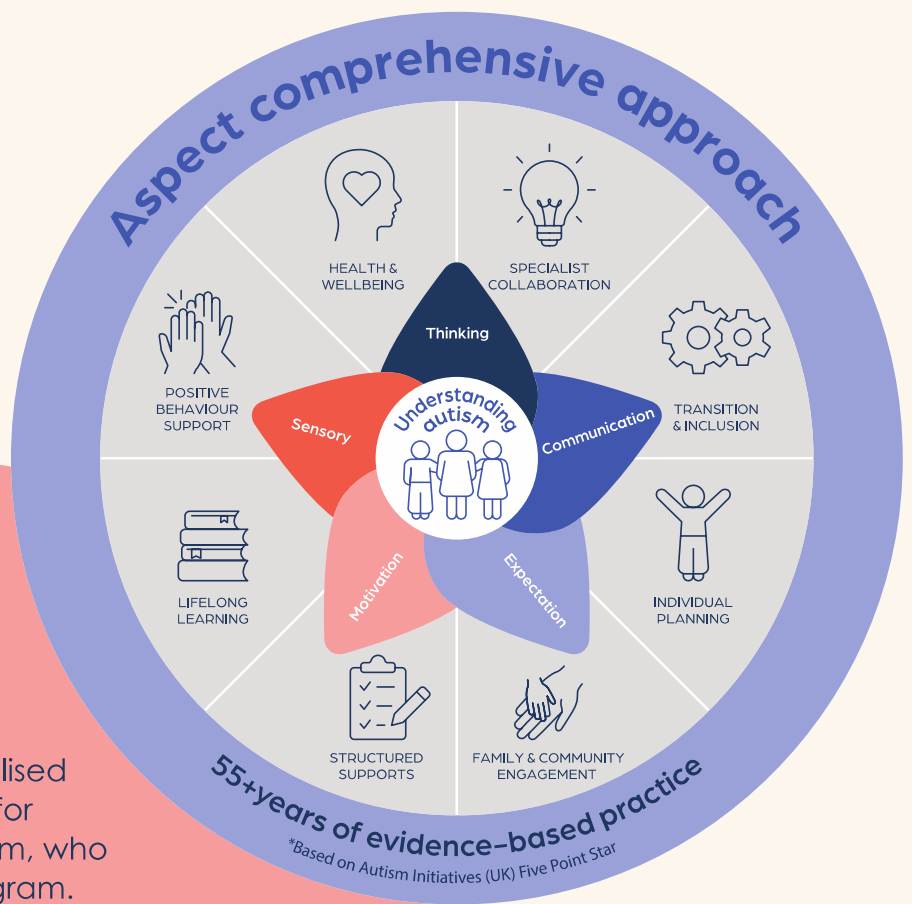
We work to understand people on the spectrum from their perspective

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

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In presenting the 2023 annual report I would like to acknowledge the Gadigal of the Eora Nation people who are the traditional custodians of the lands on which our campuses are located.

In 2023, Aspect South East Sydney School provided specialist education for 210 students on the autism spectrum. Our multi campus school spans 13 sites with approximately 40% of enrolled students educated within our school's main sites at Peakhurst, Loftus and Marrickville. A main site provides a secure, safe environment that is highly flexible to meet individual needs.

All main sites have now undergone refurbishment and significant improvements in the physical environments were made including new learning and play spaces with specific autism friendly design principles.

The remaining students are enrolled across our satellite programs hosted within Sydney Catholic Schools in Maroubra, Caringbah, Leichhardt, and Belfield as well as our class at a Department of Education Primary School in Kareela. Our high school program is located at Menai, Regents Park and Auburn. The high school program offers a life skills curriculum for students from Years 7-12.

The satellite campuses provide a range of services for our families, including providing the opportunity for integration and preparation for transition beyond Aspect. Students in the satellite campuses are located within "host" schools, where students have an autism-specific educational experience within their Aspect classroom, whilst at the same time participating in opportunities within the host school.

Our small classes with high teacher to student ratios along with the strong belief that every child can achieve when given the right support, educational environment and time enabled continued growth in student academic achievement and across individual learning plan areas.

The leadership team has worked tirelessly to implement the national wide curriculum reform with teachers and we are well versed to ensure currency of best practice teaching and learning program delivery.

I am proud of the connectively our school has with each student's very first educator; families. Families were welcomed onsite regularly to join specific learning experiences and extra curricula activities. Furthermore, our active P&F should be thanked for supporting families to come together as well as providing financial support to the school through active fundraising.

It is a privilege for me to serve Aspect South East Sydney School. Well done to all our students and congratulations to our dedicated Teachers, Teacher Aides, Learning Support Team and Administrative Team who all strive for quality teaching and learning.

I look forward to delivering on the many strategic initiatives planned for 2024.



**Joanne Tisdell**  
**Principal**

# Message from the P&F

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The Parents & Friends (P&F) Committee is an integral part of the school. Aspect South East Sydney School P&F are responsible for fundraising events and creating a community spirit within the school. We meet at least 4 times formally a year and our Principal chairs these meetings along with the President and other committee members. Parents and carers of our students are an important part of their child's education and this ethos is thoroughly supported by the P&F Committee.

2023 was a year packed with fundraising, social events and coming together as a school community. Our major fundraiser of the year, The Aspect Walkathon was a big success raising just over \$39,000. Thanks to our generous school community, family and friends. It was a brilliant day with walkathon activities, jumping castles, pizza and ice blocks.

Our usual Family Fun Day is a day where we 'give back' to our families allows everyone to meet in a safe and inclusive environment. The day was held at our Loftus site and involved lots of fun and games, arts and crafts, face painting and jumping castles.

For the second year running we held another Movie Night at Event Cinemas, Hurstville which was a great success, and involved many of the families, friends and teachers of Aspect coming together to enjoy a movie and a catch up whilst raising funds for Aspect. Together with sponsorship from local businesses, we had an 'Aspect Wishing Tree' whereby attendees could purchase various vouchers to go towards the purchase of sensory equipment, books, classroom resources, outdoor play equipment and educational games. Overall we raised \$5,811.00 and we look forward to another successful Movie Night in 2024.

We also celebrated Father's Day and Mothers' Day with a morning tea across all base sites, which was a lovely way for the parents and carers to spend time at school and enjoy an open classroom. Christmas events were held across base and satellite schools throughout December which was a nice way to celebrate before the holiday season.

As always, our P&F continue to 'give back' to the students by allocating \$50 per student to fund a diverse selection of excursions and incursions. This initiative is in its thirteenth year and we hope to be able to continue doing this each year, in addition to P&F funds being provided to purchase education and learning programs. As always, our school events and fundraising would not be so successful without the enthusiastic support and guidance from the Principal, dedicated staff, volunteers, and families. We hope to continue creating successful and meaningful events, and welcoming new faces and ideas for 2024.

**Diane La Malfa**

**P&F President**



# Message from the SRC

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In 2023, Aspect South East Sydney School elected members of the Student Representative Council (SRC) from Main Sites, Primary and High School sites. A nomination process was completed for students to either self-nominate or be nominated by a staff member or peer. Each SRC Representative was presented with a badge at our annual Walkathon.

Online meetings were held with Primary School Representatives and High School Representatives in order to discuss the role and hear suggestions from our students. Following discussion, students were able to help identify elements of the role. The following agreement was co-constructed.

The role of the SRC at Aspect South East Sydney School is to:

1. help other students
2. represent students at Aspect South East Sydney School
3. be a good example and try our best
4. listen to others

Students were pleased to share a number of suggestions.

Ideas included:

- Assemblies targeted to High School Students
- A no-tech day for High School students during Well-being Week
- Activities at Family Fun Day for older students
- Clearing of rubbish
- Care of plants

We were pleased to be able to implement a number of these suggestions and planned for High School Assemblies to commence in 2024, included the suggestion of a no-tech day during Well-being week and included a Lego Coding Activity at Family Fun Day.

**Co- constructed with Aspect SES SRC students and Lauren McKeveff.**

# Student outcomes in standardised national literacy and numeracy testing

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Each student has an individual profile of characteristics that outlines strengths and interests, current levels of functioning and areas for development in the 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) (or for SA, Australian Curriculum Learning Areas). The school uses a multi-disciplinary team approach, working collaboratively with families to develop the best possible outcomes for the students.

The school provides information and training workshops to families to help them support their child.

## Literacy and Numeracy Assessments

For NAPLAN results, please refer to the My School website [www.myschool.edu.au](http://www.myschool.edu.au)

Each student has an individual profile that outlines strengths and interests, current levels of functioning and areas for development in autism-specific areas of learning: social communication, social interaction, behaviours and sensory processing. These are integrated into the NSW Education Standards Authority (NESA) mainstream curriculum - the Key Learning Areas (KLAs). The school has a multidisciplinary team approach, working collaboratively with families to develop the best possible outcomes for the students. The school provides information and training workshops to families to help them support their child.

As language development is one of the prognostic features of autism (Koegel, 2000), developing our students' language skills through the interrelationship between language and communication, writing and reading underpins our strong emphasis on Literacy development. The first session of the day is allocated to developing literacy and language skills which are integrated into all learning areas across the day. Where students require individualised support to further develop communication skills, our staff and Learning Support Team may collaborate with therapists to build augmentative and alternative communication options.

Aspect South East Sydney School fully implemented the new K-2 English NSW syllabus in line with the new curriculum release. Staff professional learning has been dedicated to building teacher capacity, knowledge and skills of the new curriculum outcomes and content.

We had a focus on assessment, ensuring that baseline assessments were conducted in English and Maths at the beginning of the school year to inform the entry point of teaching and learning, suited to students' individual learning needs. English and Maths assessments trackers based on the NSW curriculum ensure student progress can be monitored and these were regularly reviewed and updated over the academic year.

This year also saw the successful roll out of the MultiLit program. All Kindergarten to Year 6 teachers received training and the program has achieved its aim of building consistency of early literacy instruction across the school. This was supported by further explicit teaching and individualised programs. We had a part-time Literacy itinerant teacher who supported individual students and teachers to implement the suite of MultiLit programs that we use across our main-base, satellite and high school settings. The school continued to focus on providing instructional guidance and support to teachers around the decodable reading and synthetic phonics approach.

In Numeracy, our goal was to continue to promote consistent and effective instructional practices in number and arithmetic strategies. We fully implemented the new K-2 Maths NSW syllabus in line with the new curriculum release and have explored Mathematics resources for use in 2024 to ensure consistency of quality mathematics teaching across the school. Classes use a wide range of hands-on manipulatives and interactive resources to develop essential foundational mathematical concepts and where required, expand these skills into higher order problem solving skills.

## Senior secondary outcomes

### Record of School Achievement

The formal Record of School Achievement credential was awarded by NESA to one student.

### Higher School Certificate

In 2023 five students graduated from Year 12 (100%). Our program offered six Stage 6 Life Skills NESA-Developed courses, and one school-developed course.

All students attended Work Experience 3 hours per week for the entire year. All students were successful in gaining School Leavers' Employment Support funding via the NDIS.



Record of School Achievement

1

Higher School Certificate

5

## Teacher professional learning, accreditation and qualifications

The following professional learning activities were undertaken by staff throughout 2024:

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
CPI Safety Intervention – trauma informed and person-centred training to prevent, de-escalate, and safely respond to crisis situations.	13 – Full course All remaining - refresher
CPR training – skills to provide Cardio Pulmonary Resuscitation (CPR)	6
First Aid – knowledge and skills to help an ill or injured person until emergency help arrives	6
Aspect Professional Code of Conduct – face to face workshop and online module.	23
Supporting people on the autism spectrum using the 5 Point Star (adapted from Autism Initiatives UK) person-centred framework	19
An introduction to Autism (Positive Partnerships)	16
Acknowledging and recording feedback and complaints	12
An introduction to the PBS template (Positive Partnerships)	4
Asthma First Aid for School Staff	2
Incident response and reporting	All
Manual Handling	13
Recognising restrictive practices	9
Safely and effectively administer medication	All
Workplace bullying prevention for staff	22

## Teacher accreditation

Level of accreditation	No. of teachers
Conditional	2
Provisional	3
Proficient Teacher	55
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	60

### 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.

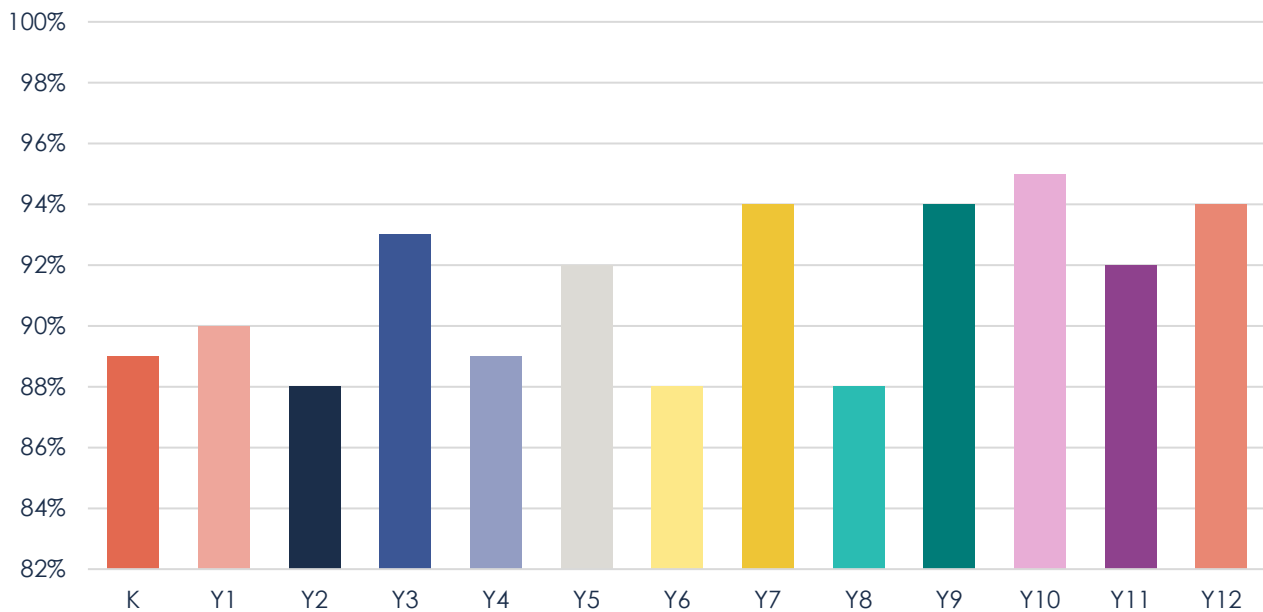
## Workforce composition

Composition of Aspect Vern Barnett School staff is documented on the My School website [www.myschool.edu.au](http://www.myschool.edu.au)

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Staff member is of Aboriginal and/or Torres Strait Islander background

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



## Student attendance rates

Kinder	89%	Year 7	94%
Year 1	90%	Year 8	88%
Year 2	88%	Year 9	94%
Year 3	93%	Year 10	95%
Year 4	89%	Year 11	92%
Year 5	92%	Year 12	94%
Year 6	88%	Whole School	91%

## 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) or the South Australia Education Board.

Unexplained absences are followed up by the class teacher with the parent/guardian as well by the school administration team using a variety of methods. Repeated unexplained absence or absence of concern may need to be reported to Family and Community Services.

At Aspect South East Sydney School, we have twice termly attendance meetings to review data. Consultation and collaboration with Aspect SES learning support team and external allied health professionals supports attendance improvement plans and tracking. 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.

**Student retention rate from Year 10 to Year 12 and Post-school destinations (students who were over 17 years of age and who left the school in 2023)**

Eighty percent of the 2021 Year 10 cohort completed Year 12 in 2023. The 20% of students who left at the completion of year 10 pursued a School Leavers Employment Support program.

All students who left school at the end of Year 12 following the completion of their school education continued to a School Leavers Employment Support program.

Retention of Year 10 to Year 12

**80%**



# Enrolment policy

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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

The school seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through the following policies:

Person Centred Approach and Recognition of Values – define and work towards achieving individual's goals and personal lifestyle choices with support and input from those who care about them

Risk Management Framework – identifies risks and defines criteria for the assessment of consequence of those risks

Duty of Care and Dignity of Risk - ensures that staff understand and implement the principles of Duty of Care and Dignity of Risk, recognising the rights of the people we support to make informed choices and take calculated risks. It is essential that each individual's dignity of risk is respected and supported in their decision-making processes. Aspect facilitates each student's meaningful choice and control to maximise their independence; and minimises the risk to the individual or others wherever possible.

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

Strategy and Risk Management was reviewed & updated in 2023.

Safeguarding the People we Support was reviewed and updated in 2023 to update language and match legislation.

The following policies can be accessed from Aspect's website

[www.aspect.org.au/about-aspect/policies](http://www.aspect.org.au/about-aspect/policies)

Person-Centred Approach and Recognition of Valued Status

Risk Management Framework

Duty of Care and Dignity of Risk

Safeguarding the People we support

### Pastoral Care and Bullying Prevention in Aspect Schools

The Aspect Comprehensive Approach (ACA), including the use of the Five Point Star, drives aspect's guiding principles for pastoral care.

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.

Therefore, 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.

Nil aside from changes listed above.

The full text of the Pastoral Care and Bullying Prevention in Aspect Schools procedure can be accessed by request from the school principal.

The following related policies can be accessed from Aspect's website

[www.aspect.org.au/about-aspect/policies](http://www.aspect.org.au/about-aspect/policies)

Aspect Comprehensive Approach (ACA)

Duty of Care and Dignity of Risk

Embracing Diversity

Person-Centred Approach and Recognition of Valued Status

Safeguarding the People We Support

Stakeholder Engagement and Feedback

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## 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 Aspect Positive Behaviour Support policy can be accessed from Aspect's website

[www.aspect.org.au/about-aspect/policies](http://www.aspect.org.au/about-aspect/policies)

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## 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](http://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](http://www.aspect.org.au/uploads/documents/Governance/Aspect-Feedback-and-Complaints-Brochure.pdf)

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## School determined priority areas for improvement

Area	Priorities	Achievements
Teaching and learning	Teachers conduct student assessment in order to inform intentional learning objectives via class programmes.	<ul style="list-style-type: none"><li>The Leadership Team delivered Professional Learning regarding a range of assessment tools for English and Mathematics.</li><li>A five week period of student assessment was introduced at the commencement of the school year in order to conduct student assessments and inform ongoing instruction.</li><li>An individual student tracking tool was developed in order to monitor progress in both English and Mathematics based on the NSW curriculum.</li><li>An SES Teaching and Learning Handbook containing information regarding student assessment was developed and shared with all staff members.</li><li>A Literacy teacher was employed three days per week to aid with student assessment and placement in the MultiLit Reading Programme</li></ul>
	SES teacher programmes show evidence of assessment to inform teaching and learning.	<ul style="list-style-type: none"><li>The SES Curriculum Leader refined the teacher programme template.</li><li>The Curriculum Leader provided examples of programmes for teachers and implemented periodic review of teacher programming documentation.</li></ul>



		<ul style="list-style-type: none"> <li>The Curriculum Leader provided a range of Zoom meetings options to support teachers.</li> </ul>
Leadership	To embed coaching as an approach to use data to inform and drive improvement.	<ul style="list-style-type: none"> <li>A Support and Development Process was refined enabling each staff member to meet with a school leader to reflect on their role and goal set.</li> <li>Staff were encouraged to reflect on their Gallup Top 5 Strengths when working with a school leader to identify personal goals.</li> <li>Learning Walks and Talks were introduced to the Leadership team and subsequently to the teaching staff.</li> </ul>
Well-being	Raise the importance of well-being in the SES community.	<ul style="list-style-type: none"> <li>SES introduced and featured a Well-being Week each term. Initiatives for Parents and Carers included the introduction of termly Parent Coffee Mornings and the introduction of a Family Educator role. Initiatives for students and staff were planned each term.</li> <li>SES introduced Family Play Days in each School Holiday period held at Base Sites.</li> <li>Staff received Day 1 and Day 2 Training in the Berry Street Education Model.</li> <li>Instructional leaders in the Berry Street Education Model were identified for 2024.</li> </ul>
Safe-guarding	Staff are equipped with the knowledge, skills and awareness to keep children safe, through continual education and training.	<ul style="list-style-type: none"> <li>Staff were provided with training to target the completion of incident reports. Training focused on the use of formal, detailed and autism specific language when reporting incidents. Coordinators monitored the reports and were asked to provide targeted feedback.</li> <li>Staff attended one day of Professional Learning to become trained in the SoSafe programme.</li> </ul>
Facilities and Resources	Plan for Loftus Site Phase 2.	<ul style="list-style-type: none"> <li>Aspect Leadership continued to plan for the extension of services at our Loftus Site. Application for development was submitted.</li> </ul>

# Initiatives promoting respect and responsibility

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Aspect South East Sydney School wants all students to recognise that they are a valued part of the school community, with parents and staff providing care and support that promotes self-esteem, mutual respect and responsibility.

Students have the opportunity to participate in cultural activities such as Harmony Day, National Reconciliation week and NAIDOC week.

Aspect's Purpose of "understanding, engaging & celebrating the strengths, interests & aspirations of people on the autism spectrum" and Aspect's Value of "we are passionate about people, about being positive and about what's possible" mirror the nine recommended values of the National Framework for Values in Education.

Aspect has a commitment to ensuring all team members know and embrace our core values to ensure they are reflected in interactions and relationships with stakeholders. Aspect recognises that in order to achieve this it is important to share information with staff and the community so that Aspect is known not only for the work that we do but also for the values we uphold.

Aspect South East Sydney School adopted the Berry Street Education Model (BSEM) in 2023. The Berry Street Education Model (BSEM) takes a person-centred approach, operating within a context of positive relationships, which promote respect and responsibility across the entire school community. It is underpinned by trauma-informed teaching, positive education and wellbeing practices.

This year, Aspect South East Sydney School engaged in school-wide training, including 98 staff members, who engaged in Day 1 - 'Body' and Day 2- 'Relationship' training. BSEM training builds teacher capacity in order to provide strategies that increase the engagement of all students with complex, unmet learning needs. It aims to successfully improve self-regulation, relationships, wellbeing, growth and academic achievement in all students. The first two days of training were tailored to meet our school's needs, ensuring alignment with the Aspect Comprehensive Approach, whilst delivering the following BSEM principles:

- Safe and predictable routines: Increasing students' capacity for physical and emotional regulation of the stress response, de-escalation and ability to focus.
- Strong relationships matter: Nurturing on-task learning through relational classroom management strategies built upon respectful relationships.

Aspect SES is committed to implementing trauma-informed, positive education and wellbeing practices across our school.

# Parent, student and teacher satisfaction

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Parent Satisfaction was informally gauged at a number of school events including the Family Fun Day, Mother's and Father's Day, Open classrooms and the End of Year Celebrations. A large number of families attended these events and SES staff were pleased to hear messages of appreciation.

SES Parents were also provided with an opportunity to provide feedback on the "Meet the Teacher" initiative introduced at the beginning of this year. 97% of parents who responded, strongly agreed or agreed that the meetings were a positive experience for them.

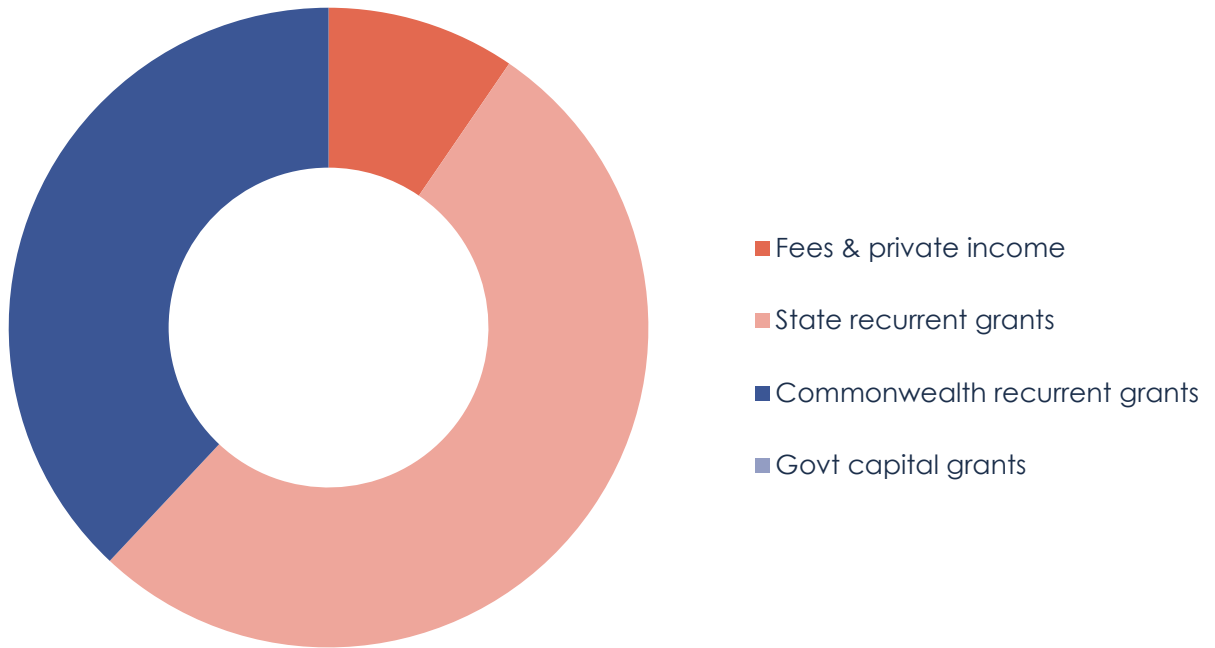
In 2023, SES School Online Assemblies were introduced in order to foster a sense of school community across our multiple sites. Each Assembly, one of our SES sites was featured enabling classes to share their happenings with the community. The inclusion of a school song written by an SES student aimed to further strengthen the sense of belonging. It was wonderful to observe the student engagement and pride in receiving class awards.

In order to gauge staff satisfaction, an analysis of years of service at Aspect South East Sydney was conducted. In 2023, the average years of employment was 9.2 years. An impressive 41% of staff had achieved ten years or more of service. Nine staff members had completed over 20 years of service including one staff member who was recognised this year for 40 years of service.

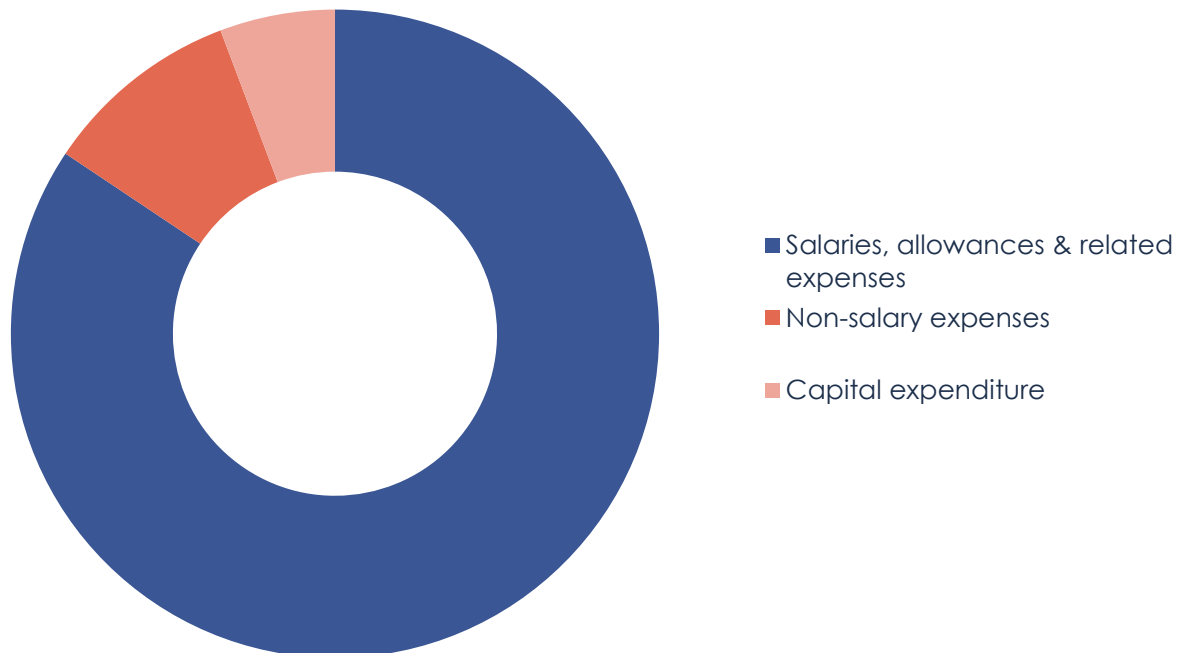
# Financial information

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## Recurrent/capital income



## Recurrent/capital expenditure







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