



Aspect Riverina School Annual Report

For the year 2017

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Autism Spectrum Australia (Aspect) is Australia's largest not-for-profit provider of services and supports working with people on the autism spectrum and their families.

Knowledge about autism has come a long way since 1966 when six families founded Aspect as the Autistic Children's Association of NSW to provide schooling and support. Now, Aspect operates one of the world's largest networks of schools and satellite classes for students on the autism spectrum with an enrolment of around 1000 students across the 9 Aspect schools in New South Wales and South Australia.

We offer evidence-informed services and supports across all life stages and share this evidence-informed Aspect practice and applied research internationally.

At Aspect, we provide people on the autism spectrum with the opportunity to realise their unique potential, as well as providing much needed support to their families, carers, friends and colleagues. Aspect's vision is to provide the best possible opportunities for people on the spectrum. We believe that people on the autism spectrum are a different brilliant.

Our Vision The best opportunities for people on the autism spectrum.

Our Mission We develop person-centred solutions which are flexible, responsive and evidence-informed, with people of all ages on the autism spectrum.

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

Message from the Principal

The 2017 school year continued our pattern of increasing enrolment, our commitment to providing more comprehensive curriculum offerings, the adoption of the reviewed Individual Planning process and increasing awareness and commitment from the communities in which we are located.

The monitoring process of our Secondary Program by NESA was undertaken and we successfully met the requirements. I acknowledge the efforts of our school's leadership and teaching teams with this process and thank them for their professionalism and collegiality.

Across the 2017 school year our numbers built from 76 to 98. We undertook an active role in promoting our school with the early childhood providers across the Riverina and as a result confirmed at the end of the school year that we would have 18 kinder students commencing in 2018.

Facilities have continued to be our focus to match this enrolment growth. We were made aware of the possibility of leasing the previous Moresby Park Maternal and Child Health Centre from the Albury City Council. With its location quietly set back off the street and with safe parking for parents, it was felt that these premises would be ideal for our kinder students. Following negotiations with the council we applied for registration of this new site from NESA and following an inspection late in 2017, this conditional approval was granted.

Following interest from the Griffith community and the offer of a closed school site we successfully negotiated the lease for the former St Therese Catholic Primary School in Yenda. NESA visited late in 2017 and again granted conditional approval. The site is well established and with the support of

the St Therese Committee, a new fence was built over the Christmas break. Car parking with council approval has been established and all services are in place.

We continue to have negotiated with St Patrick's School OOSH to utilise a space in their building along with access to their kitchen and toilets for a group of our Middle School students.

Highlights of the year were strongly focused around our successful fundraising which was targeted to specific priorities. Through the Gold Cup Charity iPads and Charging Station were purchased. Our Gala Ball - allowed us to purchase 7 CommBoxes with motorised stands. Our Shopping Trip provided updated classroom furniture and sensory equipment along with Structured Teaching publications to support classroom programs and technology maintenance. The Movie Night to fund Chrome Book purchases for Xavier HS satellite classes and the Year 6 and Senior graduations.

We have identified the need for providing support to young people in our region and actively promoted our expertise in building capacity in our teaching colleagues in both the State School system and Catholic Schools of the Wagga Wagga diocese. We exceeded our anticipated target and provided support to the Wilcannia-Forbes Diocese in addition to our region's scope.

Our 2017 school year was marked with growth: leadership, program support, facilities, increased community support and awareness.

Joanne Gillespie
Principal



Message from the P&F

As a P&F we have continued to build Aspect Riverina School's community awareness through our fundraising events. We continued to be innovative, proactive and seek out new ways to raise funds for the school. This included connecting with community groups and individuals who were happy to donate their time, labor and materials for many jobs to be completed around our campuses.

Our Christmas in July Black Tie Ball, held in Albury was our major fundraising event. Staff, family members, community members and professional business people joined together to celebrate Aspect Riverina School and raised an amazing amount of \$43,000.00 used to purchase 7 CommBoxes with stands for the school.

The Champions of Aspect concept that was launched at the Ball, recognised major financial contributions that many businesses made to the Ball. This will be something that the Aspect Riverina P&F committee will continue to build on, and use going forward. A professional canvas banner was printed, displaying the Champions of Aspect business logos. The banner can be taken and displayed at all of our major fundraising and community events. A great way to build on our community connections and awareness, whilst recognising those businesses that continue to generously support our school.

This year we also had Richard & Yasmin Keating nominated for a Nationally Recognised Award through Autism Spectrum Australia, for the tireless work that they both continue to do in our school community and beyond. Their ongoing efforts to improve facilities, and to create greater support and awareness for Autism in our community, was the basis for their nomination. In March, 2017 at an awards night held in Sydney, there were 8 other finalists in their category, Richard and Yasmin were announced the winners of the "The Above and Beyond Award". Congratulations to them both for receiving recognition of the work that they continue to do for the Aspect Riverina School community and beyond.



The Aspect Riverina P&F Committee members over the past twelve months have remained a consistent and diverse mix of parents, friends, teaching executives, relatives and interested members in the community who have similar ideals. These ideals include raising funds and creating and strengthening awareness in our local communities, and to assist with achieving the best facilities and resources required to make our children at Aspect Riverina School achieve their individual potentials and goals.

Throughout 2017 the P&F approved and funded the Life Ed with Healthy Harold, excursion subsidies for Melbourne, Wymah, morning and afternoon teas for parents, items for calming and sensory supports for students across campuses, and the graduation cake and gifts for the Year 6 students.

Continuing throughout 2017, from an idea commenced late in 2014, was the bulk purchase of Movie Star Passes. There were several lots of these movie Tickets were purchased by the P&F and sold throughout the year. The Autism Spectrum Australia logo was printed on these tickets which created a greater awareness of our school in the community.

Fundraising efforts for 2017 for the Aspect Riverina School had seen significant growth. The second highly successful and energetic Shopping Trip to Melbourne was an overnight trip that was able to combine a night away socially and also raised funds. There was something for everyone to enjoy and participate in, including the raffles on the bus. Once

again this event was very well supported and the event has been rebooked for 2018. It was another major fundraiser with over \$3,000.00 raised with funds allocated to purchase resources at Sacred Heart Wagga campus.

Our walkathon was a success with the support from students and families in the walk around St Patrick's Catholic

Primary Schools lower oval. Many of the students dressed up as their favourite character which made it a very colourful event. Over \$2,070.00 was raised. The use of the online fundraising platform was well received with a minimal amount of work and helpers required to achieve such a wonderful result.

Student performance in standardised national and state-wide tests and examinations

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 Board of Studies mainstream curriculum - the Key Learning Areas (KLAs). 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 My School website www.myschool.edu.au

Senior Secondary Outcomes

Record of School Achievement

There were no RoSA credentials issued to students in 2017.

Higher School Certificate

Aspect Riverina School is registered but not accredited for the HSC. The reporting of the HSC results is not applicable.

Professional learning and teaching standards

Teacher accreditation

Level of accreditation	Number of Teachers
Pre-2004 teachers (accreditation not required in 2017)	7
Conditional	1
Provisional	7
Proficient Teacher	12
Highly Accomplished Teacher(voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	27

Teaching standards

All teachers have teacher education qualifications from a higher education institution within Australia or as

recognised within the National Office of Overseas Skills Recognition (AOI-NOOSR) guidelines.

Professional learning

All the teaching staff participated in professional learning about meeting the needs of diverse learners during the school development day in Term 1 to increase staff understanding of effective differentiation in their classroom practice. In addition the following professional learning activities were undertaken by staff throughout 2017:

Description of professional learning activity	No. of staff participating
Aspect Comprehensive Approach for Education	All Staff
Staff Induction (New Starters Day)	6
Aspect Professional Code of Conduct	All Staff
Management of Actual or Potential Aggression (foundation and refresher courses) - a framework for decision making and problem solving to prevent, de-escalate, and safely respond to disruptive or assaultive verbal and physical behaviours	All Staff
Foundations of Positive Behaviour Support online course - an introduction to the theory and concepts of positive behaviour support and its application to working with students with an autism spectrum disorder in the school setting	All Staff
Child Protection - responsibilities related to child protection based on state/territory legislation, federal legislation and Aspect policy and procedures	All Staff
Disability Standards for Education - overview of the Disability Standards for Education (2005) and the legal obligations of all education providers	All Staff
CPR training - skills to provide Cardio Pulmonary Resuscitation (CPR)	All Staff
First Aid - knowledge and skills to help an ill or injured person until emergency help arrives	
Creating Structured Learning Opportunities based on the methods of TEACCH	All Staff
Asia Pacific Autism Conference (APAC 2017) - an international autism community conference focusing on the shift in autism research and practice to look beyond the early childhood and school years and focus on the whole lifespan for people on the spectrum	5
AIS Governance Symposium	1
Positive Behaviour Support - Tier 3 Supports and Restrictive Practices.	All Staff
Multiliteracy training	1
Literacy Coaching	All Staff
Wellbeing	All Staff
STEM - Coding	5
Kids Matter - Component 3	All Staff
Zones of Regulation	All Staff
Social Thinking	All Staff

Description of professional learning activity	No. of staff participating
Sensory Processing	All Staff
IEU Union Representative training	2
ASCIA Anaphylaxis online training	All Staff
LAMP Training	12
Signing Workshop	4
Headspace	30
TAFE - Wodonga	3

Composition of teaching staff

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

No staff is identified as of Aboriginal and/or Torres Strait Islander background.

Student attendance

Student attendance rates

Year level	Attendance rate %
Kindergarten	96%
Year 1	94%
Year 2	92%
Year 3	93%
Year 4	94%
Year 5	95%
Year 6	92%

Year level	Attendance rate %
Year 7	82%
Year 8	93%
Year 9	96%
Year 10	91%
Year 11	95%

For the whole school attendance rate, please refer to the school's data on the My School website www.myschool.edu.au.

Managing students' non-attendance

Non-attendance is managed by the Principal. Meetings with parents can be convened in view of developing necessary supports. Supports may include but are not limited to a behaviour support plan, behaviour contract, changes to program offered (i.e. incorporating more special interest project based learning), and school attendance improvement plan.

based on the student's readiness and ability to cope in a less specialised setting and is made in collaboration with families/carers as part of the student's Individualised Plan (IP). The success of the school's transition program is reflected in the relatively small number of students enrolled across the school in Year 3 upward.

In 2017, 10 students transitioned from our school.

Post school destinations

Student retention rates

As with all of Aspect's schools, Aspect Riverina School has a policy of transitioning students into less specialised/ more inclusive settings. The decision to transition a student is

There were no students who were over 17 years of age who left Aspect Riverina School in 2017.

Enrolment

In 2017 Aspect Riverina School had an average enrolment of 96 students, 17 girls and 79 boys.

Enrolment Policies

Policy - Service Entry: Schools

Autism Spectrum Australia (Aspect) provides educational services for eligible school aged children to prepare them for transition to environments that are not autism specific.

Policy Purpose

This policy details the processes to be followed to determine eligibility for placement in an Aspect School.

Scope

For all Aspect schools.

Definitions

Eligible school aged child - Eligibility for enrolment in an Aspect school requires a diagnosis of an autism spectrum disorder by a pediatrician, clinical psychologist or psychiatrist and a recent cognitive assessment by a psychologist.

Aspect School Enrolment Committee - is the school based committee that meets once per term to determine if a child is eligible for placement. It comprises:

School Principal

School Family Counsellor

School Coordinator

Aspect Eligibility Committee - is the Education Committee, convened by the National Director, Aspect Education that clarifies applications sent by the Aspect School Enrolment Committee.

Procedures

Each Aspect School Principal is responsible for:

1) Organising an information meeting once per school term for prospective parents or guardians who would like to enroll their child.

a. This meeting outlines the school program and application process

b. Application for enrolment form is available at this meeting.

2) Convening the Aspect School Enrolment Committee which meets once per school term following the information meeting to review applications submitted.

a. This committee determines if a child is eligible for placement in an Aspect School. To be eligible for placement in one of Aspect's schools, prospective students must have the following:

- a current diagnosis which clearly states that the child fulfils the criteria for ASD from a specialist medical

practitioner or clinical psychologist, which is not more than 12 months old and

- a current standardised cognitive or developmental assessment (e.g. IQ Testing, Griffiths, WISC-IV, WPPSI-III, Stanford Binet V), which is not more than 2 years old.

3) Informing the parents of the outcome of their child's application for a placement in an Aspect school.

a. If the child has been deemed eligible by the Aspect School Enrolment Committee, the principal will inform the parents or guardians that the diagnosis has been confirmed and their child's name has been placed on the schools waiting list. If a vacancy arises, the school principal or delegate interviews families that might fill the vacancy regarding accommodations/adjustments for their child.

4) Referring the application to the Aspect Eligibility Committee if the diagnosis needs clarification.

The National Director, Aspect Education is responsible for:

1) Convening the Aspect Eligibility Committee once per school term to review any applications that require clarification.

2) 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 if the diagnosis has been confirmed or not and if confirmed the child's name is placed on the schools waiting list.

A parent or guardian can appeal the decision if the diagnosis is not confirmed. The principal will consult with the relevant staff, including the National Director, Aspect Education, and inform the family of the outcome of the review.

Guidelines

Autism Spectrum Australia (Aspect) recognises that children with an autism spectrum disorder have the right to access and equity of service regardless of their gender, race or ethnicity, religion or language. As a service provider Aspect will respond appropriately and sensitively to the needs of the entire community including people from indigenous, culturally and linguistically diverse (CALD) backgrounds within the limit of available resources.

When vacancies arise in the school, the decision about how to fill them is made based on whether the type of vacancy

available, for example, a preschool, primary or adolescent group, would be appropriate for the child, a child's age, the length of time a child has been on the waiting list, the availability of alternative placements and the family situation.

References

Legislation

Anti-Discrimination Act 1977 (NSW)

Community services (Complaints, Appeals and Monitoring) Act 1993 (NSW)

Disability Discrimination Act 1992 (Commonwealth)

Disability Standards for Education Act, 2005 (Commonwealth)

Education Act 1990 (NSW)

Education Act 1972 (SA)

Education and Early Childhood Services (Registration and Standards) Act 2011 (SA)

National Disability Service Standards

Standard 5: Service Access

Other Relevant Policies

Complaints by People with an Autism Spectrum Disorder, Family Members and other Aspect Clients

Contributing to Decision Making

Fee Collection

Fee Reduction

Privacy, Dignity & Confidentiality

Registration & Accreditation Procedures: Schools

School Fees and Compulsory Building Levy

Working with Families

Policy - Service Exit: Schools

A student enrolled in an Aspect schools may leave because:

1. the student transitions to a new setting;
2. the student's parents withdraw their child from the Aspect school;
3. a safe working environment for students and staff cannot be achieved; or
4. because of the non-payment of outstanding schools fees.

Policy purpose

This policy sets out the guide for Aspect staff when a student leaves an Aspect school.

Scope

All Aspect schools

Procedures

1. Transition

When a student transitions from an Aspect school to another educational placement the Aspect school principal follows the procedure outlined in the policy 02 01 09 Transition of students from an Aspect School.

2. Parent choice to withdraw their child outside the transition process

When parents, guardians or the person responsible informs the Aspect school principal that their child will be leaving the school, the school staff will discuss with the parents, guardians or the person responsible what transition and post-transition support the child may need and what support the school can offer.

The Aspect school principal will consider requests for transition and post-transition support from families and may provide this if resources are available.

Parents, guardians or the person responsible are required to give the school's principal one term's notice in writing of their intention to withdraw their child from an Aspect

school. If notice received is less than one term, 1 months school fees will be payable in lieu of notice.

3. Safe working environment

Even with Aspect's very active and specialist intervention to support the student, an Aspect school principal may decide that a school is unable to maintain the enrolment of a child in the school if it cannot achieve an acceptably safe working environment for students and staff. Such decisions will be made as a result of procedural fairness considering the steps outlined in Appendix A.

If an issue arises for any other reason, in which the principal believes that the mutually beneficial relationship of trust and cooperation between the parents, guardians or the person responsible and school has broken down, to the extent that it adversely impacts on that relationship, the principal will try and resolve the issue at the earliest indication.

If the principal is unable to resolve the issue and following discussion and agreement with the National Operations Director,- Aspect Schools, the principal may require the parents, guardians or the person responsible to remove the child from the school

4. Non-payment of outstanding school fees

Aspect can make a decision to exit a student for non-payment of outstanding fees as outlined in the policy 08 14 02 Fees Collection policy.

Guidelines

Autism Spectrum Australia (Aspect) provides educational services for eligible school aged children to prepare them for transition to environments that are not autism specific.

Legislation

Anti-Discrimination Act 1977 (NSW)

Disability Discrimination Act 1992 (Commonwealth)

Disability Standards for Education Act, 2005
(Commonwealth)

Education Act 1972 (SA)

Education and early Childhood Services (Registration and
Standards) Act 2011 (SA)

Education Act 1990 (NSW)

Equal Opportunities Act 1984 (SA)

Privacy and Personal Information Protection Act 1998

National Standards for Disability Services

Standard 5: Service Access

Other Relevant Policies

Complaints & Feedback by Aspect Service Users, Family

Members & the Public

Discipline - Schools

Duty of Care and Dignity of Risk

Fees Collection

Individual Planning and Review

Positive Behaviour Support

Privacy, Dignity & Confidentiality

Prohibited and Restricted Practices

School Fees

Transition of students from an Aspect School

Working with Families

Other School Policies

Summary of policy	Changes in 2017	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: <ul style="list-style-type: none">• 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• 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	Approved by Aspect Governance committee as Aspect overarching policies.	The full text of Aspect policies <ul style="list-style-type: none">• Person centred approach and recognition of values;• Risk management framework;• Duty of care and dignity of risk; and• Safeguarding the people we support can be accessed by request from the school principal or from Aspect's website https://www.autismspectrum.org.au/content/aspect
Anti-bullying For some young people on the autism spectrum, it can be very difficult to recognise bullying. The school seeks to develop supports to assist students to understand that: <ul style="list-style-type: none">• bullying is about the misuse of power in relationships• bullying is when someone experiences repeated verbal, physical and or social behaviour that causes harm• bullying is mean and can be very hurtful• there are different kinds of bullying• no kind of bullying is ever OK• bullying should always be reported• adults will do all in their power to take it seriously and deal with it	No changes were made in 2017.	http://www.positivepartnerships.com.au/sites/default/files/positive_partnerships_bullying_fact_sheet.pdf

Summary of policy	Changes in 2017	Access to full text
<p>Discipline</p> <p>Autism Spectrum Australia (Aspect) considers that the behaviour of children with autism spectrum disorders requires support and understanding. Challenging behaviours are best understood and responded to by applying a positive approach as outlined in Aspect's Positive Behaviour Support Policy.</p> <p>Positive Behaviour Support is a comprehensive approach to supporting situations where there is challenging behaviour and combines the science of learning (from Applied Behaviour Analysis) with human rights and values. PBS works in respectful collaboration with individuals and their families to use effective evidence based strategies to increase the quality of life for all involved.</p>	<p>The policy was reviewed in 2017 and was approved as an overarching Aspect policy. The policy was restructured to the new policy framework but there were no changes to the policy.</p>	<p>The full text of Aspect Positive Behaviour Support policy can be accessed by request from the school principal or from Aspect's website</p> <p>https://www.autismspectrum.org.au/content/aspect</p>
<p>Complaints and grievances resolution</p> <p>Autism Spectrum Australia (Aspect) values complaints about the quality of its service and communications to support the continuous improvement of services and management.</p> <p>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.</p>	<p>No changes were made in 2017.</p>	<p>The full text of the Complaints Management Process can be accessed by request from the School Principal.</p>



School-determined improvement targets

2017 school determined priority areas for improvement and comments on the achievements

AREA	PRIORITIES	ACHIEVEMENTS
Teaching and Learning	Meet the monitoring requirements for NESA for our secondary program offerings	Achieved
	Review and implementation of appropriate assessment schedule to support student growth against curriculum domains	Undertaken and reviewed cyclically
	Whole of school events	Anzac Day Assembly and participation in local parade, Remembrance Day, Snow Trip, Book Week, Autism Awareness week
	Transition to post school options preparation for senior students	Work Experience at local businesses Working with Birrallee Community House, Food Share Community Service, enrolment in TAFE course
Family Support	To increase support to families through initiatives that highlight and celebrate lived experiences	Fathers/Carers Evening with Tom Tutton (National Manager Aspect Practice & clinical lead Positive Behaviour Support, Aspect Practice)
		Siblings Support Group - Learning Support Team
		Parent of one of our students supported to nominate and present at APAC
		Successful Gala Ball that raised Aspects profile significantly in the community. Past student guest speaker on the night.
		Learning Support Team provision of 'Pop Up' sessions to address identified needs for individual families and groups (Toileting, managing sensory needs, NDIS)
Staff Development	Staff Development Days assigned to allow for staff participation at the APAC Conference in Sydney	Five staff attended
	Positive Behaviour Support	Training with Tom Tutton (National Manager Aspect Practice & clinical lead Positive Behaviour Support, Aspect Practice)
	Improved knowledge of the teaching of reading	Training and implementation of Multilit with a gradual implementation plan developed.
	Curriculum content knowledge and program planning	Coaching across the school in teams to better understand the relevant content along with adjustments required to engage our learners individual needs

AREA	PRIORITIES	ACHIEVEMENTS
WHS Compliance	Training and implementation of Aspect's new Quality Management system (Riskman)	Training undertaken by all staff. Review regularly to inform improvement
	Maintenance, monitoring and auditing to be undertaken in conjunction with the Aspect Property and People	A staff member represents Aspect Riverina on the central WHS committee Undertaken with Head Office input
	Restrictive Practices processes reviewed	Practices and procedures updated and implemented with training provided to all staff
	Continuous Improvement	A standard item on all meeting agendas.
Continuous Improvement	Consultation and feedback through the ACAE Review cycle	Partnership with Aspect Western Sydney - review undertaken and formalised feedback provided
	Futures Planning cycle	Undertaken with focus for two years developed.
	Access to Facilities	Applications for new sites undertaken at Moresby Park and Yenda. NESA application and inspection completed with conditional approval.
Student Achievement	Facilitate the initiative of the School Leaders program through eMentoring	Successful participation in eMentoring via teleconference
	Implement the new IP format	Implemented across all sites
	Transitioning students on the autism spectrum to more inclusive settings	We have transitioned 10 students in 2017 Regular follow ups with the schools has shown students are successfully participating and succeeding in their new settings.
	Duke of Edinburgh Award	Seven students achieved the Bronze Award in the Duke of Edinburgh Award.
Extend services to reach more students with autism spectrum disorder	Increase the number of school place	School enrolment increased 20% between 2016 and 2017. Targets were met and exceeded
	Education Outreach	

School determined priorities for 2018

AREA	PRIORITIES
Teaching and Learning	Application to NESA for registration to deliver Stage 6 Life Skills – prescribed kind and RoSA
Family Support	Support and promote enrolment growth Continue to engage families in a range of activities that are both school and community based. Build on knowledge and understanding of autism
Staff Development	Implement the Self-review ACAE School Improvement Plan actions that include: Provide training in ACA for all staff Designate a lead person to convene a committee of representatives (School/parents) to facilitate the 2018 review Focus on literacy development for all students. Key to this will be training with staff to identify one component of the IP for each student to have a literacy focus
WHS Compliance	Meet and address systemic requirements as identified through the annual audit processes currently in place. Continue to have WHS as an agenda item at all meetings
Continuous Improvement	Implement the School Continuous Improvement plan from ACAE Audit through: Developing further understanding and knowledge around IP implementation –goal setting, data collection and feedback to parents Providing specific training in Structured Teaching principles to be undertaken with all staff across the school in Term 2 Providing leadership, training and support for PBS through S & S along with Tom Tutton visiting each term. Term 3 Twilight SDD committed to this with a focus on the ‘Balance between positive reinforcement and consequential responses’
Student Achievement	Use of the IP process to inform discussions and decisions along with ensuring student participation. Broaden this to include Middle School student participation in the IP process
Extend services to reach more students with autism spectrum disorder	Extending and building on Education Outreach services throughout including across border opportunities. Support Aspects project plan for a distance education school, which would include a program for families educating their child at home

Respect and responsibility

Aspect Riverina School wants all students to recognise that they are valued and an integral part of the school community, with parents and staff providing care and support that engender self-esteem, mutual respect and responsibility. There is much scope to develop talents through each student's Individual Plan and to learn through experiences.

The structure of the school's satellite program provides opportunities for students to participate in classes and cultural activities with host school students, which allow them to get to know each other. The satellite program has assisted in promoting respect for the individual and the rights of others.

Aspect Values have been reviewed with Aspect Board of Directors and Management Team in collaboration with our Stakeholders. Aspect value of “We are passionate about people, about being positive and about what's possible” mirror the nine recommended values (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.

Parent, student and teacher satisfaction

At the beginning of the year students are encouraged to complete a student profile outlining what their strengths are and what they would like to achieve during the year. A variety of extra curricula activities are held throughout the year with the goal to enrich the learning opportunities of all our students.

Every 2 years staff completes a staff voice survey which measures the quality of current work practices that affect employee engagement and as result an action plan was put in place addressing specific areas for further improvement. Overall job satisfaction and employment retention rates were above average compared to results in the not for

profit sector.

A Summary of the results show:

Staff collegiality saw an increase recording 93%

93% of staff believes in the values of Aspect.

90% are passionate about their role

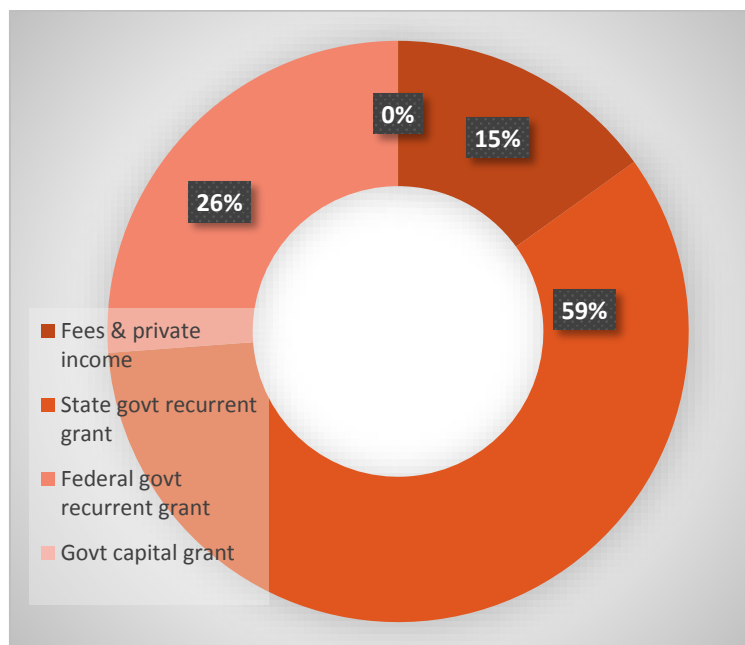
83% of staff said they understand how their role contributes to the overall success of their team.

96% of staff said they enjoy the work they do.

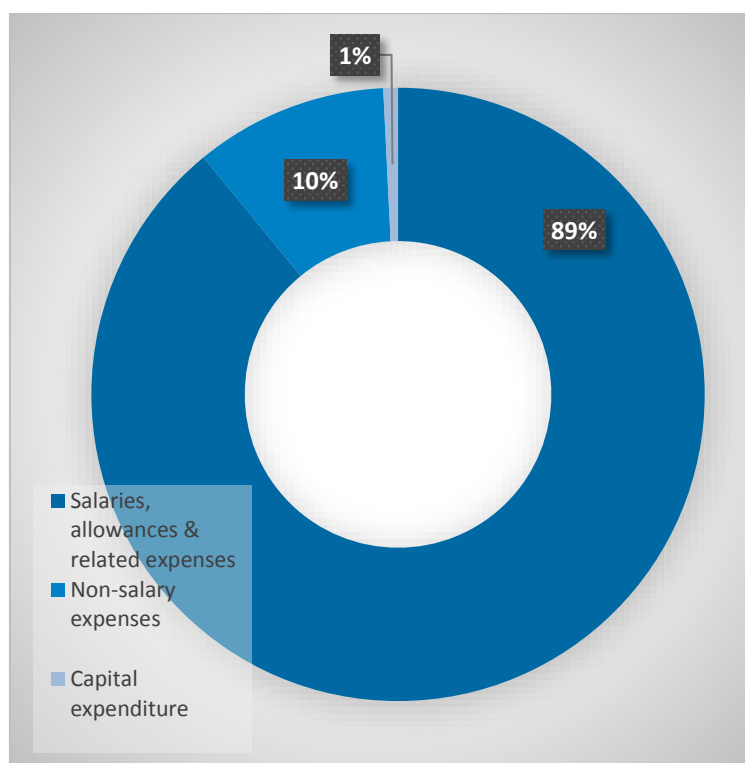


Financial Information

Recurrent/capital income 2017



Recurrent/capital expenditure 2017





Aspect Riverina School

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