



Aspect Riverina School

2018 Annual Report



Annual Report

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Autism Spectrum Australia (Aspect) is Australia's largest autism-specific service provider, with one of the biggest autism-specific school programs in the world. A not-for-profit organisation, we work in partnership with people of all ages on the autism spectrum, and their families to deliver evidence-informed solutions that are person centred family focused and customer driven.

Aspect's Purpose

a different brilliant[®]
understanding, engaging & celebrating the strengths, interests & aspirations of people on the autism spectrum

Our Vision

The best opportunities for people on the autism spectrum

Our Mission

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

Our Values

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

Message from the principal

Aspect Riverina School caters for 102 students across the ages of 4 to 18 years. We currently operate a Kindergarten program in North Albury, two satellite classes in St Patricks Parish School Albury, two satellite classes in Xavier High School Albury and two satellite classes in Sacred Heart Catholic Primary School in Wagga Wagga. Our main campus in Albury caters for 50 students from Year 1 through to the HSC.

We are registered with NSW Education Standards Authority (NESA) to deliver the RoSA and the HSC curriculum. In 2020 we will see our first HSC students graduate. Across the school the curriculum is an effective balance of academic rigour and personal and physical wellbeing, specifically tailored to support students on the spectrum through the structure of the Aspect Comprehensive Approach (ACA).

Students are able to participate in a wide range of academic and social pursuits including; art, music, literacy and numeracy enhancement programs, choir, cooking, Duke of Edinburgh, mountain bike riding, the Solar Car Challenge, snow trips, excursions to Melbourne, Tasmania and the South Coast. We promote healthy eating and physical fitness across all sites and encourage students to help in the community through maintaining two community gardens.

Our senior students benefit from a wide range of work experience and TAFE opportunities. Over the past two years we have been able to offer weekly experiences in hospitality, retail, hotel management, canine care, supermarkets, child care, elderly care and agriculture. This year two of our students were offered employment

as a direct result of these connections. Our partnerships with local businesses and organisations continues to foster and grow and our aim is to provide highly engaging career opportunities for our students as they leave the support and care of our school.

The wellbeing of our students is always paramount and to support ongoing mental health and positivity students are explicitly taught emotional regulation and social interaction skills. Students are taught to understand their feelings and choose strategies to enhance their mood through positive self-talk and a range of calming techniques.

Aspect Riverina is a school which highly values the involvement of parents in children's learning. We are working towards regular open classroom mornings where teachers, parents and students can work together to achieve literacy and numeracy outcomes. This open partnership promotes a solid wrap around model for students where consistency can achieve improved results.

Students also benefit from speech pathologists, occupational therapists and psychologist who are part of the school community, offering expertise and support both inside the classroom and through individualised therapy sessions.

Overall, 2018 has been a year of growth for our school with increased student opportunities.

Joanne Gillespie

Principal



Student outcomes in standardised national literacy and numeracy testing

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 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

The formal Record of School Achievement credential was awarded by NESA to 3 students.

Year 12 students undertaking vocational or trade training

In 2018, 20% of students in Year 12 were undertaking vocational or trade training.

Senior secondary outcomes are documented on the My School website: <http://www.myschool.edu.au>.

Teacher professional learning, accreditation and qualifications

The following professional learning activities were undertaken by staff throughout 2018:

Description of professional learning activity	No. of staff participating
Aspect Comprehensive Approach: includes individual planning, learning and participation, transition and inclusion, structured teaching, positive behaviour support, health and wellbeing, specialist collaboration, family and community engagement.	All
Supporting people on the autism spectrum using the 5 Point Star	All
Staff Induction - new staff participated in the Aspect New Starters Day and onsite school specific induction programs.	7
Aspect Professional Code of Conduct - face to face workshop and online module.	All
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



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
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	3
Workplace bullying prevention for staff	All
Aspect Child protection	All
Acknowledging and recording feedback and complaints	12
Organisational Induction Program	8
ASCIA Anaphylaxis Training Safety Leadership - Risk management in the workplace	All
Aspect LEAD Program Modules 1-9	3

Teacher accreditation

Level of accreditation	Number of Teachers
Pre-2004 teachers (accreditation not required in 2017)	3
Conditional	1
Provisional	5
Proficient Teacher	19
Highly Accomplished Teacher(voluntary accreditation)	-
Lead Teacher (voluntary accreditation)	-
Total number of teachers	28

Teacher qualifications

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	0
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	28

Workforce composition

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, retention rates and post-school destinations in secondary schools

Student attendance rates

Kinder	93.38%	Year 7	85.08%
Year 1	95.73%	Year 8	99.39%
Year 2	94.95%	Year 9	97.57%
Year 3	93%	Year 10	84.89%
Year 4	76.60%	Year 11	96.30%
Year 5	93.48%	Year 12	93.53%
Year 6	92.54%		

For the whole school student 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.

Retention of Year 10 to Year 12

100% of the 2016 Year 10 cohort completed Year 12 in 2018.

Post-school destinations

Students who were over 17 years of age and who left school in 2018 transitioned to TAFE (33%) or pursued full-time employment (66%).



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-III, 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 schools 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.

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.



Other school policies

Summary of policy	Changes in 2018	Access to full text
<p>Student welfare</p> <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>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</p> <p>Risk management framework - 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 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</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>No changes were made in 2018</p>	<p>The full text of Aspect policies Person centred approach and recognition of value status; 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</p>
<p>Anti-bullying</p> <p>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:</p> <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	<p>No changes were made in 2018</p>	<p>http://www.positivepartnerships.com.au/sites/default/files/positive_partnerships_bullying_fact_sheet.pdf</p>
<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>No changes were made in 2018</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 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 2018</p>	<p>The full text of the Complaints Management Process can be accessed by request from the School Principal or from Aspect's website https://www.autismspectrum.org.au/sites/default/files/Aspect-Feedback-Complaints-Brochure2019.pdf</p>

School determined priority areas for improvement

Area	Priorities	Achievements
Teaching and learning	Continually improve student outcomes in Literacy and Numeracy through the introduction of iMaths and MULTILT across the school.	All classes K-3 across all 5 sites have implemented iMaths and MULTILIT. Monitoring of achievement is ongoing.
Staff development	Staff Development in MULTILT and iMaths was a priority in 2018.	All teachers have received training and peer support to embed these new practices within their classes.
	Developing managers and leadership with the school was a priority in 2018.	3 Coordinators commenced the LEAD leadership training program.
WHS compliance	Continually improve compliance outcomes in WHS.	Continued to implement RiskMan and maintain teachers training in WHS procedures.
Continuous improvement	Continue to improve the quality of unit teaching and learning through peer teaching and program development.	All programs are written within curriculum stages. All teachers are well resourced with effective teaching and learning plans and equipment.
	Continue to improve Literacy outcomes	All students have been individually assessed for a battery of skills and progress monitored.
	Continue to improve student engagement.	The content of the curriculum has offered increased physical exercise and travel opportunities in 2018. Duke of Edinburgh and adventurous travel have improved adolescent engagement in the middle school.
Student achievement	Improve student Literacy outcomes	Assessment informed practice school wide.
	Improve student Numeracy Outcomes	Assessment informed practice school wide.
	Improve student's physical and emotional wellbeing.	Increased daily exercise for all students and the commencement of a Healthy eating program.



Initiatives promoting 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'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.



Parent, student and teacher satisfaction

In 2018 many opportunities for feedback for families, students and teachers were provided. Families were invited to visit classrooms regularly. The Mother's Day morning tea and Father's Day Breakfast provided a great social event for teachers and parents as did the annual Walk-a-thon. Daily communication through class Dojo, Skoolbag and communication diaries is highly valued at the school and a high percentage of parents use these frequently.

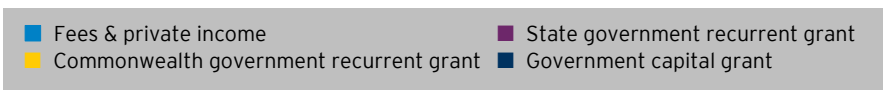
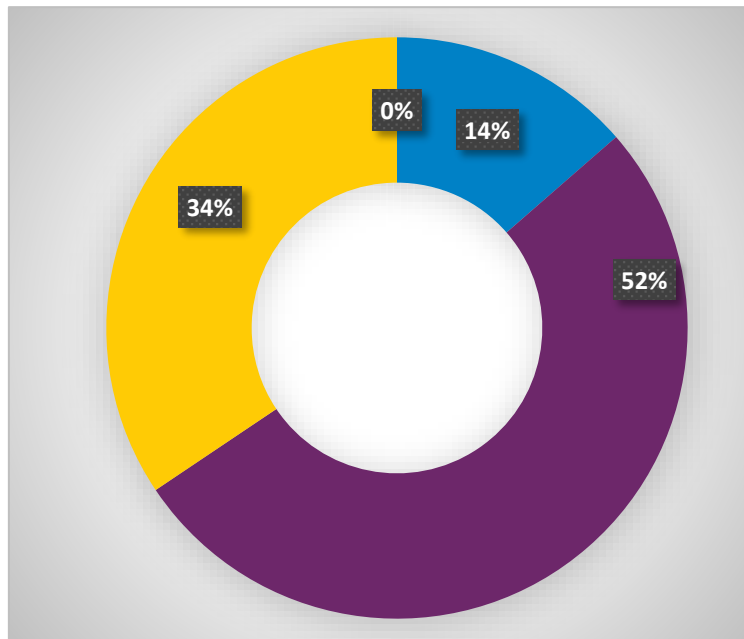
Many of our classes practice daily reflection time when they can feedback to teachers on any subject, academic or social. Students and families are encouraged to attend the IP meetings in Term One.

Teachers were asked to feedback using the Quality in Schools approach to wellbeing and staff satisfaction. These meetings were held in small groups where staff were able to provide anonymous feedback if this felt more comfortable. Staff feedback is ongoing at Aspect Riverina and 'positive culture' is discussed fortnightly at leadership and staff meetings.

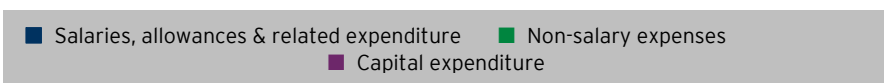
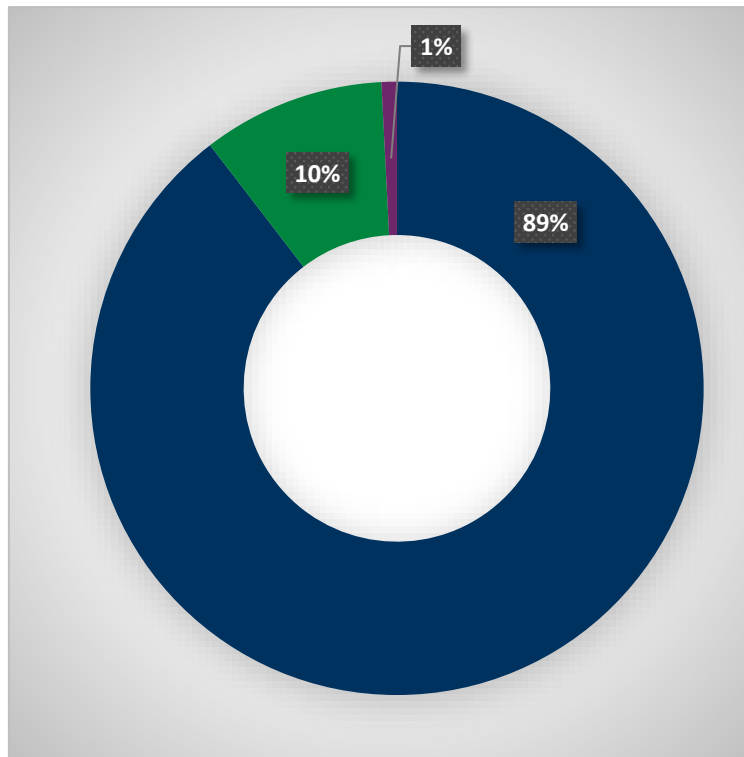


Financial information

Recurrent/capital income



Recurrent/capital expenditure





a different brilliant®

understanding, engaging & celebrating the
strengths, interests & aspirations
of people on the autism spectrum

Aspect Riverina School

437 Olive Street Albury NSW 2640

PO Box 3176 Albury NSW 2640

T +61 2 6057 3777

Autism Spectrum Australia (Aspect)

ABN 12 000 637 267

Building 1, Level 2,

14 Aquatic Drive, Frenchs Forest NSW 2086

PO Box 361 Forestville NSW 2087

T 1800 ASPECT (1800 277 328)

E customerservice@aspect.org.au

W www.autismspectrum.org.au