



# Aspect Treetop School

Annual Report 2018





## 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 head of campus

Aspect Treetop School is in its third year of operation. With an initial enrolment of 23 students when it opened in July 2016, enrolment increased to 54 students in 2018. 85% or 46 of the 54 students are boys. The campus in Ashford houses the school administration and ten classes. Treetop caters to students from Reception to High School, with current students' age ranging from 5 to 15 years old. Our educational methodology is underpinned by the Aspect Comprehensive Approach (ACA). A detailed overview of the ACA, together with a statement of Aspect's Mission, Vision and Values can be found on our website [www.autismspectrum.org.au](http://www.autismspectrum.org.au)

Positive Behaviour Support approach is used to support our students to regulate their behaviour. We focus on their strengths and special interests to motivate learning and celebrate the diversity and talents of our students. School highlights for 2018 include the Walk for Autism Walkathon in April, Reconciliation week in June, Book week celebrations held in August, the celebration of the Aspect Treetop School's Second Birthday in July and finally our first Christmas Concert.

**Manda Wilson**

Head of Campus

## Message from the P&F

Aspect Treetop School Parents and Friends Committee was established in July 2018 and plays an important role in the Treetop Community. The committee meets at least four times a year with the Head of Campus chairing the meetings along with the P&F President. The committee's goal has been to fundraise and contribute to school community.

Parents are viewed by Treetop School as integral partners in their child's education and the committee endeavours to provide assistance the school deems suitable and useful to expand the students education both in and beyond the classroom. This assistance is delivered by way of extracurricular events such as our first Christmas

concert and the annual school walkathon. The success of the Treetop School P & F can be attributed to the dedicated and hardworking P&F committee. The success of the fundraising is also, undoubtedly, dependent on the interested and enthusiastic support and guidance of the dedicated staff and the wider supportive community.

The P&F committees' role in the future will be to create new and exciting events in order to continue to raise much needed funds for Aspect Treetop School.

**Aspect Treetop School P&F**

# 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 Australian curriculum. 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](http://www.myschool.edu.au)

# Teacher professional learning, accreditation and qualifications

The Aspect Treetop School teaching and learning team participated in a professional learning and development program in 2018 which focused on parent and community engagement and other learning activities related to autism and education curriculum design and delivery. 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.	30
Supporting people on the autism spectrum using Autism Initiatives (UK) 5 Point Star	25
Staff Induction - new staff participated in the Aspect New Starters Day and onsite school specific induction programs.	
Aspect Professional Code of Conduct - face to face workshop and online module.	27
Child Protection - responsibilities related to child protection based on state/territory legislation, federal legislation and Aspect policy and procedures	27
Child Protection - Keeping Safe Curriculum	2
First Aid - knowledge and skills to help an ill or injured person until emergency help arrives	2
Curriculum planning and development training	16
Epilepsy training	29
WHS - RiskMan training	27
Individualised Planning training - how to write effective goals	27
Positive Partnership - Family and Community Engagement	30
Proloquo2Go Training	27
Literacy focus - Reading Eggs - in-service training	12
Restricted Practice Review	24
PBS and Restrictive Practice for Student Support Officers	12
Seesaw App Training	24



## Teacher accreditation

Level of accreditation	Number of teachers
Pre-2004 teachers (accreditation not required in 2017)	0
Conditional	9
Provisional	8
Proficient Teacher	0
Highly Accomplished Teacher(voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	17

## Teacher qualifications

All Teachers have a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.

# Workforce composition

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

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

# Student attendance and post-school destinations in secondary schools

## Student attendance rates

Reception	92%	Year 6	89%
Year 1	91%	Year 7	89%
Year 2	91%	Year 8	89%
Year 3	88%	Year 9	89%
Year 4	91%	Year 10	89%
Year 5	89%		

For the whole school student attendance rate, please refer to the school's data on the My School website  
[www.myschool.edu.au](http://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.

# 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.



## Enrolment policy continued

### 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.

# Other school policies

Summary of policy	Changes in 2018	Access to full text
<p><b>Student welfare</b></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</p> <p>Person centred approach and recognition of value status;</p> <p>Risk management framework;</p> <p>Duty of care and dignity of risk; and</p> <p>Safeguarding the people we support</p> <p>can be accessed by request from the school principal or from Aspect's website</p> <p><a href="https://www.autismspectrum.org.au/content/aspect">https://www.autismspectrum.org.au/content/aspect</a></p>
<p><b>Anti-bullying</b></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> <p>bullying is about the misuse of power in relationships</p> <p>bullying is when someone experiences repeated verbal, physical and or social behaviour that causes harm</p> <p>bullying is mean and can be very hurtful</p> <p>there are different kinds of bullying</p> <p>no kind of bullying is ever OK</p> <p>bullying should always be reported</p> <p>adults will do all in their power to take it seriously and deal with it</p>	<p>No changes were made in 2018</p>	<p><a href="http://www.positivepartnerships.com.au/sites/default/files/positive_partnerships_bullying_fact_sheet.pdf">http://www.positivepartnerships.com.au/sites/default/files/positive_partnerships_bullying_fact_sheet.pdf</a></p>
<p><b>Discipline</b></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</p> <p><a href="https://www.autismspectrum.org.au/content/aspect">https://www.autismspectrum.org.au/content/aspect</a></p>
<p><b>Complaints and grievances resolution</b></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</p> <p><a href="https://www.autismspectrum.org.au/sites/default/files/Aspect-Feedback-Complaints-Brochure2019.pdf">https://www.autismspectrum.org.au/sites/default/files/Aspect-Feedback-Complaints-Brochure2019.pdf</a></p>





# School determined priority areas for improvement

Area	Priorities	Achievements
Teaching and learning	Curriculum continuums to be created in all subject areas to comply with the curriculum standards in South Australia.	Curriculum documentation has been updated to comply with South Australian Curriculum standards
Family support	Analyse the individual results for each school and use learnings from feedback to further improve the result of each school and Aspect Education overall.	Participated and reviewed feedback from clients to better inform our program.
Staff development	Aspect Treetop School will run an introductory Aspect Comprehensive Approach (ACA) training module for the whole school in January 2018. This will be followed up with full ACA training in Semester 2.	Staff have completed the ACA Five Point Star training and ACA has been implemented across the school.
	Explain how the ACAE fits into the ACA and display the mapping document on site by the end of Term 1.	Mapping document displayed in all classrooms, in across the school in public areas such as the staff meeting room, front office and hall.
	The ACA and Five Point Star will be elaborated on with all staff in staff meetings.	The ACA and Five Point Star added to staff meeting agendas.
WHS compliance	Contribute to consistent P & S template across all schools	Treetop school executive collaborated with other school executive to create a consistent document.
WHS compliance	WHS coordinator role created.	All audits were completed.
Continuous improvement	Participate in ACA audit, writing report as necessary and following up on recommendations.	Internal ACA audit completed.
	Aspect schools will meet requirements ESB self-audit as required	Aspect Treetop School participated in self-audit for registration in South Australia, completed in June 2018. Compliance achieved.
Student achievement	Every student at Aspect Treetop School has an Individual Plan (IP). The IP is developed in collaboration with the parents and student where a student's strengths, interests, goals and aspirations are expressed by both parents and the student and are incorporated into the plan. The school, student and parents work together to achieve the goals set in the IP.	Students had the opportunity to give input and create their IP goals. This gave students greater autonomy and a sense of achievement once goals where reached.

# Initiatives promoting respect and responsibility



Aspect Treetop 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

A family and carer survey is sent out twice a year. The surveys returned Net Promoter Scores of 71% and 75% for the first and second semester. Comments made from families are both complimentary and possible areas for improvement.

As part of the Individual Planning process students have the opportunity to input feedback and participate in the discussions. This is an important component for our upper primary school students whom we are supporting to be as

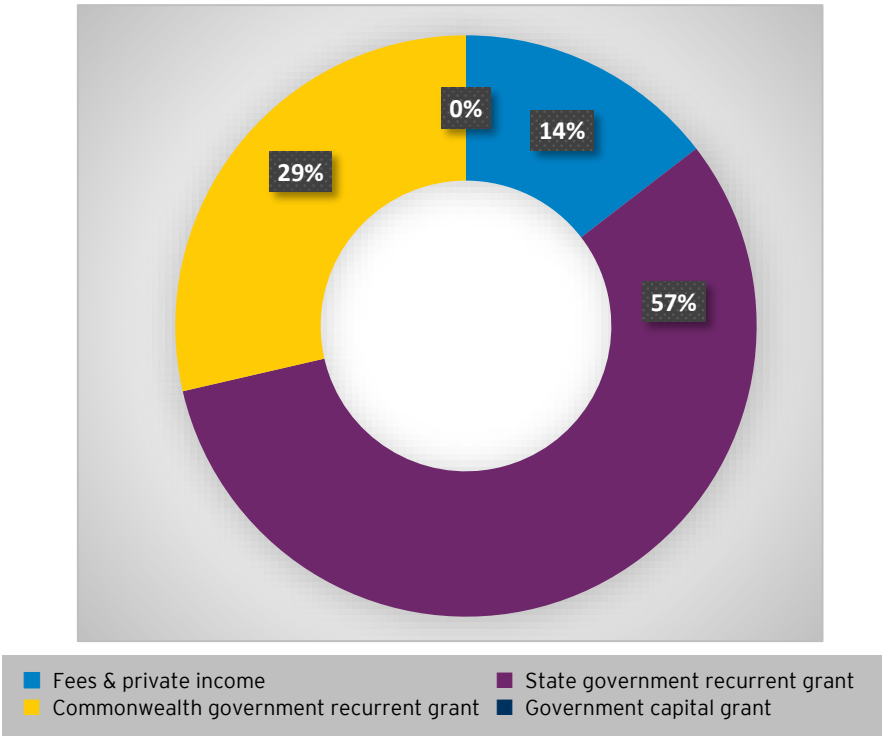
independent as possible in advocating for their needs and wants.

Autism Spectrum Australia conducts a voice survey for each business unit in the organisation every two years. Treetop School staff were encouraged to participate in this survey. Over 80% of staff completed the survey 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.

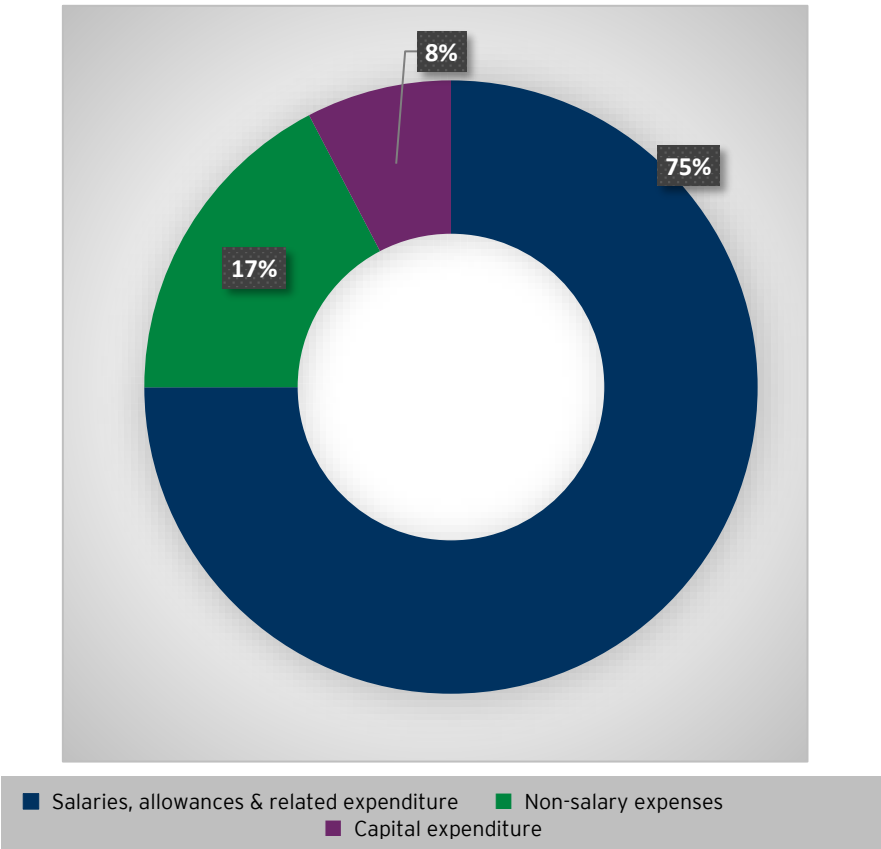


# Financial information

## Recurrent/capital income



## Recurrent/capital expenditure





*a different brilliant®*

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

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