



Inside the report

Message from the principal	4
Message from the P&F	6
Student outcomes in standardised national literacy and numeracy testing	8
Teacher professional learning, accreditation and qualifications	9
Workforce composition	10
Student attendance, retention rates and post-school destinations in secondary schools	11
Enrolment policy	12
Other school policies	15
School determined priority areas for improvement	17
Theme 11: Initiatives promoting respect and responsibility	19
THEME 12: Parent, student and teacher satisfaction	20
Financial information	21



Autism Spectrum Australia (Aspect) acknowledges and pays respect to the traditional custodians of the many lands and cultures of the places in which we live and work.

Autism Spectrum Australia (Aspect) is the country's largest service provider for people on the autism spectrum. Our specialised, evidence informed schools program is one of the largest in the world, with additional services that include information and advice, diagnostic assessments, behaviour support, parent and family support, and adult programs. We share evidence-informed autism practice and applied research nationwide.

Aspect schools provide specialised evidence-informed programs for children aged 4 to 17 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.



Our Purpose

a different brilliant®

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



Message from the principal

Aspect Treetop School is centrally located in Ashford, catering for students from metropolitan and country regions across South Australia. Our enrolment of 65 students, 55 boys and 11 girls, range in year levels from Reception through to year 10. Although Treetop is registered up to year 11, we do not offer a SACE program. We, therefore, transition students to other desirable settings, once they have completed year 10.

There were many achievements to be celebrated during 2019. I would like to acknowledge and thank our wonderful students, their families and our dedicated teaching staff for their commitment to our school.

Class programs are also supported by our learning support team (LST) comprising a part time School Psychologist, a Speech Therapist, and two Occupational Therapists. One initiative to note was the introduction of the Autism Initiatives' (UK) Five Point Star, which is at the centre of the

Aspect Comprehensive Approach (ACA). It focuses on five areas; thinking, communication, expectation, motivation and sensory; demonstrating our strong expertise in autism, our ability to understand each student's individual needs, and what we need to do to support them to achieve their goals.





Other highpoints throughout the year included our annual school community events; Walk for Autism, Super Heroes Walkathon, Book Week, and our Christmas Concert. One notable achievement was our participation in the Aspect Combined Schools Sports Carnival, held in Sydney. We also held our first farewell/graduation ceremony for students who transitioned to other settings. City of West Torrens Mayor, Michael Coxon, attended the celebrations and presented awards to students whose artwork was chosen for the City of West Torrens Council, annual Road Safety Calendar.

In collaboration with the Parents & Friends Committee, we held a successful Art Show and Spring Fair, both raising a significant amount of money, providing additional curriculum and sensory supports for our students.

The school is incredibly grateful to the local community for their generosity. Wax design provided substantial support with the design and installation of our fantastic primary playground. We all appreciate the generous donation from Cops4Kids who provided funding for our Junior Primary outdoor Sensory Space. The local Commonwealth Bank provided the school with a substantial donation, which has gone towards much needed curriculum resources.

Manda Wilson

Principal





Message from the P&F

Aspect Treetop School Parents and Friends Committee was established in July 2018

and continues to play an important role in the Aspect Treetop School Community. We welcomed a number of new parents to the Parents and Friends Committee meetings in 2019. The committee meets at least six times a year with the Principal chairing the meetings alongside the P&F President. Our membership varies at each meeting depending on parent commitments. We currently have 10 parents who regularly attend P&F meetings. Our meeting days and times rotate over different days of the week in an attempt to be inclusive of working parents with various commitments.

Extra sub-committees were formed during 2019 with Treetop staff joining Parents and Friends members to plan 2 major Fundraising Events - an Art Show in Term 2 and a Spring Fair in Term 3. The School Community supported both events with the Art Show especially providing an opportunity for parents, friends and school staff to further develop relationships in a casual setting whilst also highlighting the students' artwork.

The committee's ongoing goal has been to fundraise and contribute to the school community. Parents are viewed by Treetop School as integral partners in their child's education and the committee continues to provide assistance in collaboration with the school to expand the students' education both in and beyond the classroom. This assistance is delivered





by way of extracurricular events, which included our second Christmas concert and the annual school walkathon. In 2019, the P&F also held a number of fundraising BBQ's with assistance from students, parents and staff. These were profitable as well as providing great exposure for our school in the wider community. The success of the Treetop School P&F can be attributed to the dedicated and hardworking P&F committee as well as the support of the dedicated staff and the wider school community. In the future, the P&F committee's role will be to continue to create new and exciting events in order to continue to raise much-needed funds for Aspect Treetop School.



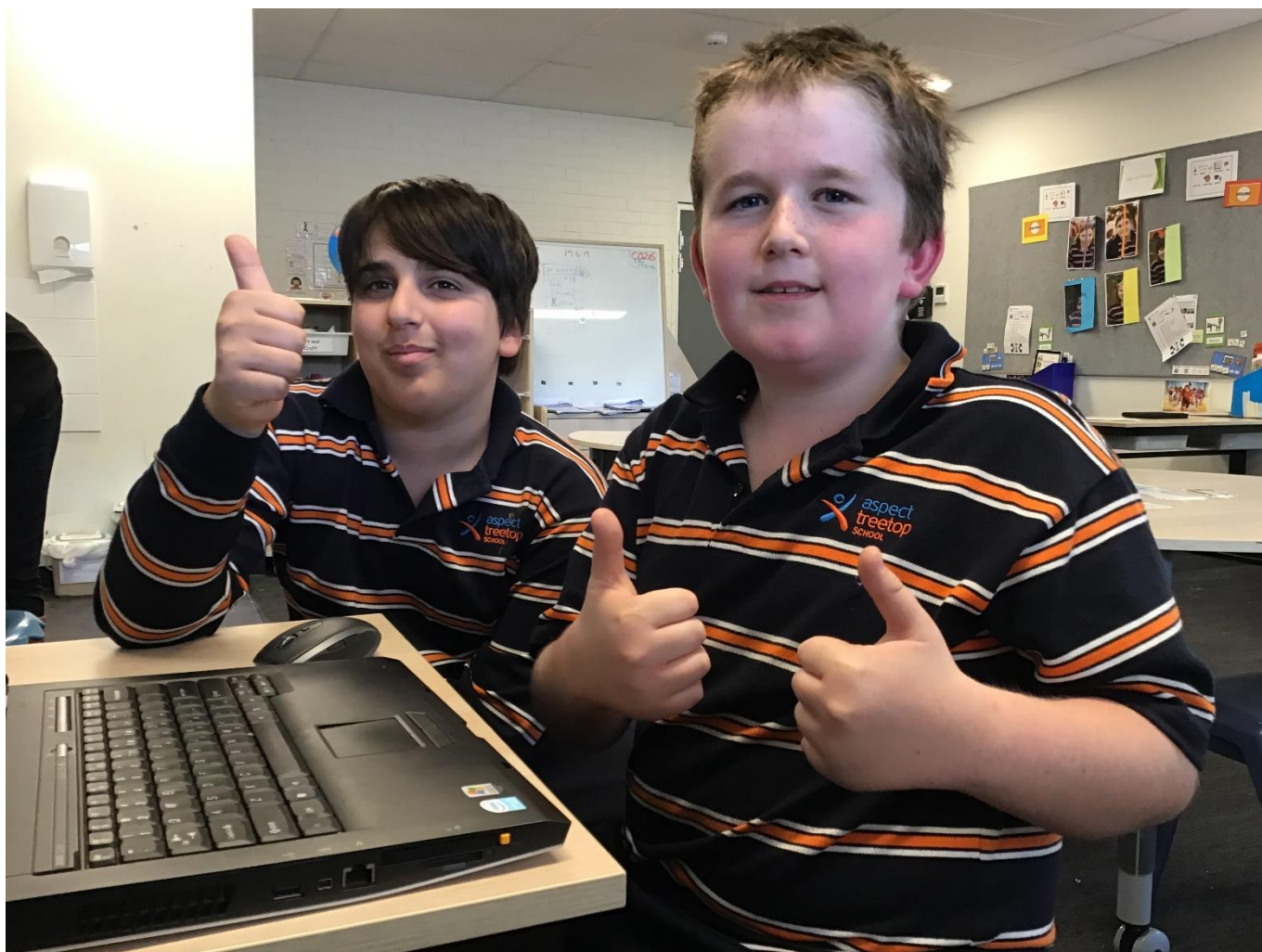
The P&F aim to promote a sense of collaboration and community by involving Treetop staff, parents, families and the wider community in our fundraising and extra-curricular activities during the planning stage and the events themselves.



During 2019, the P&F raised just under \$9000 to support Aspect Treetop School. This was raised from three Community BBQ's, the Art Show, the Spring Fair, decorated Tea Towel sales and a Calendar using the students' Art Work.

Cassy Beams

P&F President



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 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

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

In 2019, there were no student who participated in the NAPLAN testing.



Teacher professional learning, accreditation and qualifications

The following professional learning activities were undertaken by staff throughout 2019:

Description of professional learning activity	No. of staff participating
Disability Standards for Education - overview of the Disability Standards for Education (2005) and the legal obligations of all education providers	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
Staff Induction - new staff participated in the Aspect New Starters Day and onsite school specific induction programs.	9
Aspect Professional Code of Conduct - face-to-face workshop and online module.	All staff
Aspect Comprehensive Approach (ACA): Positive Behaviour Support	All Staff
Epilepsy Training	All Staff
Promoting Literacy Development - Online	All staff
Proloquo2Go	All staff
Creating Structured Learning Opportunities	All staff

Resilience - EAP	All staff
Dyslexia	All staff
Positive Partnership - Family and Community Engagement - 3 sessions	All staff
Privacy Breach	1
LEAD Course	2
Keeping Safe: Child Protection Curriculum (KS:CPC)	2

Teacher accreditation

Level of accreditation	Number of Teachers
Conditional	0
Provisional	6
Proficient Teacher	13
Highly Accomplished Teacher(voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	19

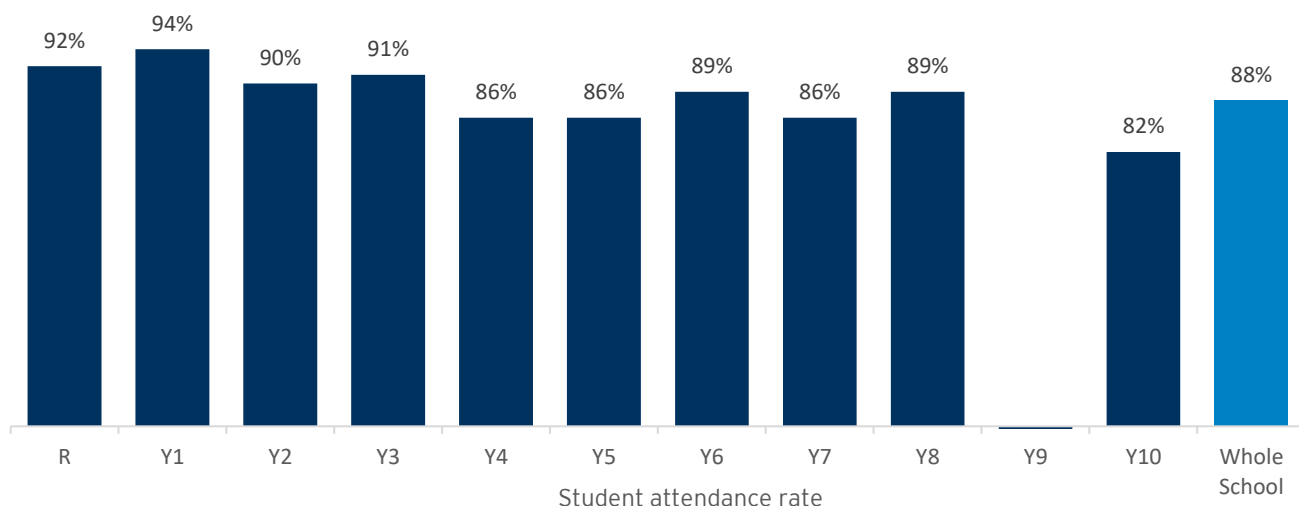
Teacher qualifications

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 Treetop School staff is documented on the My School website www.myschool.edu.au

There were no staff (teaching and non-teaching staff) in 2019 who were of Aboriginal and/or Torres Strait Islander background.



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

Student attendance rates

Reception	92%	Year 6	89%
Year 1	94%	Year 7	86%
Year 2	90%	Year 8	89%
Year 3	91%	Year 9	-
Year 4	86%	Year 10	82%
Year 5	86%	Whole School	88%

Management of non-attendance

Aspect Education has developed a work instruction to ensure compliance of the Aspect schools 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 absence will be followed up by the class teacher with the parent/guardian. Repeated unexplained absence or absence of concern may need to be reported to Family and Community Services.

Where unsatisfactory attendance is identified, a student attendance improvement plan is formulated in collaboration with the student and their parent/guardian. The plan is monitored and reviewed on a regular basis.

Post school destination

Fifty percent of the students who completed Year 10 and left school continued on to another special school while the other fifty percent went to other post-school destinations.



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.



Other school policies

Aspect completed a review of all its policies in 2019 to update the references in the External Framework section. Previously the external framework had only referred to the Disability Standards for Education. With this review the relevant NSW Education Standards Authority (NESA) and South Australia Education Board standards are referenced.

The content of the policies/procedure itself have not changed significantly with the exception of the Safeguarding the people we support policy which was reworked. Following reviews by the Aspect Safeguarding Committee the 19 elements that underpinned the Aspect Culture of Safety and Wellbeing were reviewed and replaced with the 10 principles to align with the Australian Human Rights Commission's National Child Safe Organisation Principles. These 10 principles now guide the Aspect Culture of Safety and Wellbeing and the policy was updated to reflect this change.

Summary of policy	Changes in 2019	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. 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.</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>Nil significant changes were made in 2019 with exception of the Safeguarding the people we support policy which was reworked to align with the Australian Human Rights Commission's National Principles for Child Safe Organisations.</p>	<p>The full text of Aspect policies</p> <p>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</p> <p>https://www.autismspectrum.org.au/content/aspect</p>

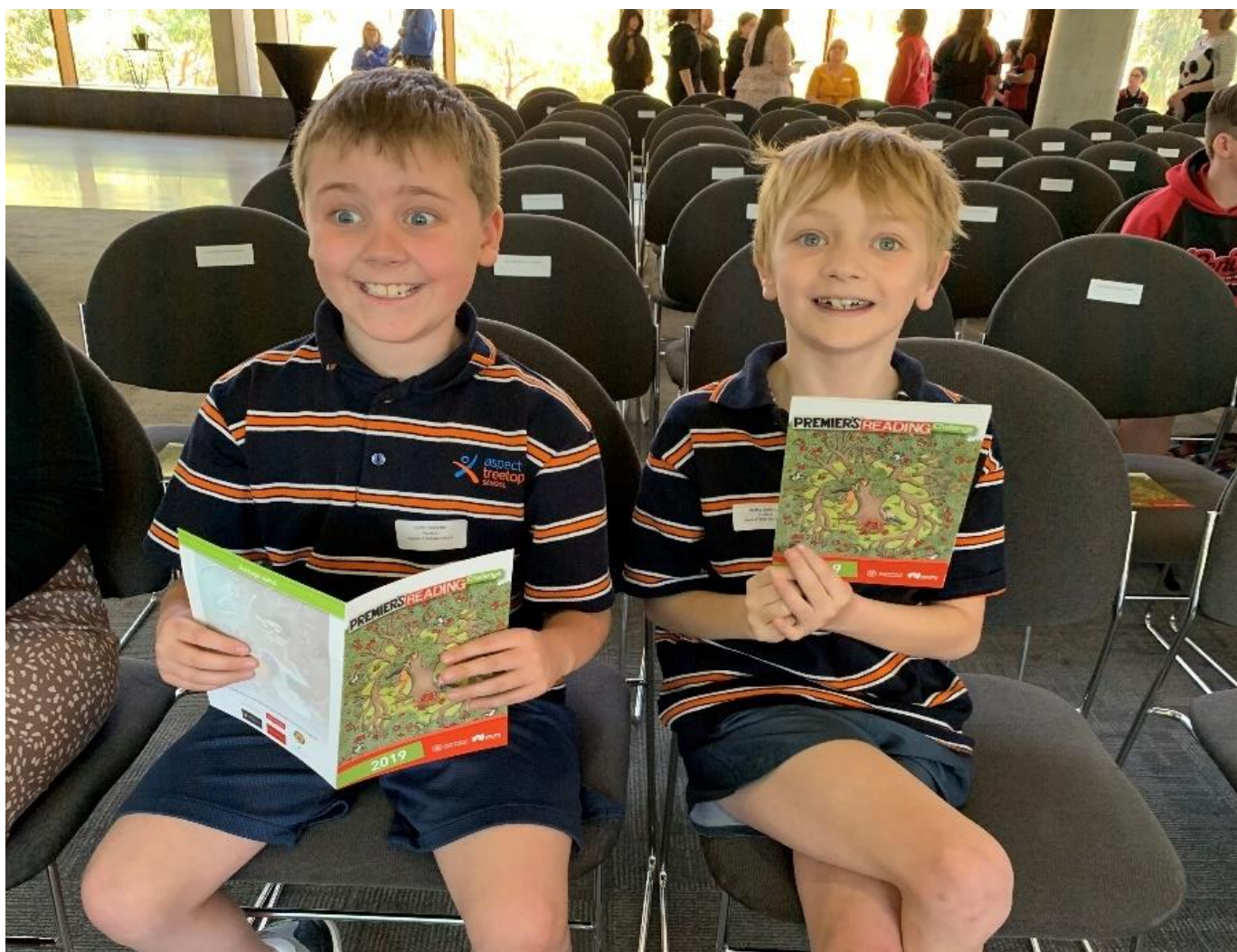
Summary of policy	Changes in 2019	Access to full text
<p>Anti-bullying</p> <p>For some young people on the autism spectrum, it can be very difficult to recognise bullying. The school seeks to develop supports to assist students to understand that:</p> <ul style="list-style-type: none"> • bullying is 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 2019</p>	<p>https://www.positivepartnerships.com.au/resources/practical-tools-information-sheets/bullying</p> <p>https://www.positivepartnerships.com.au/uploads/bullying_flyer-may_2018.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 (PBS) 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>Nil significant changes were made in 2019</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>Updated in line with Education and NDIS Standards.</p> <p>Easy English resources and pictorial tool to support communication of feedback and complaints were developed.</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>https://www.autismspectrum.org.au/feedback-and-complaints</p> <p>The Feedback and Complaints brochure can be downloaded from our website</p> <p>https://www.autismspectrum.org.au/uploads/documents/Governance/Aspect-Feedback-and-Complaints-Brochure-Oct-2019.pdf</p>



School determined priority areas for improvement

Area	Priorities	Achievements
Teaching and learning	<p>Curriculum progressions to be created in all subject areas to comply with the curriculum standards in SA.</p> <p>Physical Education, Health and Keeping Safe: Child Protection Curriculum (KS: CPC)</p>	<p>Curriculum documentation has been updated to comply with South Australian Curriculum standards.</p> <p>The goal in 2019, was to create a highly focused, modified program for Curriculum Resource Time (CRT) teachers to deliver. This was a targeted approach as we recognised the need to support our most vulnerable students. Teachers were required to attend specific training, qualifying them to teach 'Keeping Safe: Child Protection Curriculum (KS: CPC)'.</p>
Family Engagement	<p>By April 2019 to strengthen the ACA Family and Community Engagement element within the school Aspect Treetop School reviews current family community engagement feedback in relation to NPS, parent complaints and any other matters and develop a plan to increase family and school engagement.</p>	<p>Positive Partnerships worked with Treetop Executive and Staff in order to find areas of improvement and set goals for the year ahead. Some key changes to practice was the adaption of meeting with families to establish IP goals within the first two weeks of term 1. This was met with positive feedback. Parent Information night replaced our 'meet the teacher' so parents could mingle with all staff and get to know other families. Both goals were successful.</p>

Family Engagement	Parents & Friends Committee (P&F)	The Parents & Friends Committee had a successful year holding two major events and a number of smaller events, raising significant funds to support the school.
	Treetop School 3rd Anniversary Celebration	The P&F held a morning tea for staff to celebrate Treetop School's 3rd Anniversary. Aspect CEO, and National Director, Aspect Education attended the event.
Staff development	Keeping Safe: Child Protection Curriculum (KS:CPC)	Two teachers were trained to deliver specific curriculum across all year levels.
	LEAD course	Principal and Coordinator participated in the course throughout the year, graduating in November.
	Positive Partnerships Parent & Community Engagement	All staff completed all four sessions. The executive leadership team establish a Parent & Community School engagement plan.
	Epilepsy	All staff required training to administer medication and support for students with epilepsy.
	ACA Five Point Star	Staff have completed the ACA Five Point Star training following on from 2018.
Facilities and Resources	New Playground Facility	A purpose designed, playground was completed, providing an additional rea for recreation and therapy sessions.
	Junior Primary Sensory Space	An outdoor sensory space was installed adjacent to the junior primary classrooms. It composes of a fenced off area, incorporating a range of sensory play equipment, separating from the larger outdoor playground space, creating a safe play space for junior primary students.
	Hall Refurbishment	Installation of an operable wall in the hall, creating a flexible learning space, utilised for whole school events, staff training, therapy sessions and smaller group sessions. An office space was also included in the refurbishment for coordinators.
	Safety Glass Compliance	All windows were tested for safety glass and where necessary replaced across the entire site.
Student achievement	Student 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. Key stakeholders are invited to work together, working on the most appropriate goals for each student.	All students had the opportunity to participate in their IP meeting and where possible, had input into creating their IP goals. This gave students greater autonomy and a sense of achievement once goals were attained.



Theme 11: 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 promotes self-esteem, mutual respect and responsibility.

The structure of the school's program provides opportunities for students to participate in classes and cultural activities, particularly during Harmony week, 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.



THEME 12: Parent, student and teacher satisfaction

During 2019 many opportunities were provided for families, students and teachers to give feedback regarding school satisfaction. Open Evening was held in early Term 1, enabling families to meet their child's classroom teacher and SSO. All visitors and staff then mingled on the beautiful front lawns, with drinks and nibbles provided by the staff.

Events held throughout the year were supported by both staff, students and the parent community. These events would not have been as successful without their enthusiastic participation. The Art Show, Spring Fair, Walkathon and Christmas Concert were all successful events and contribute to a positive school culture.

Families of junior primary students, were invited into the school grounds for both drop off and pick up times, providing them the opportunity to informally engage with staff. This was met with great enthusiasm. Upper primary students were encouraged to enter and exit the school independently, however, parents were welcomed into their child's class as requested.

Daily communication through Seesaw is highly valued at the school with the majority of parent/carers preferring this mode of communication over the Communication Diaries. We have also established the Treetop Facebook Closed Group, which has also been a great success. We conducted a survey to find what parent/carers would prefer to see in this group and responded accordingly.

Every student at Treetop School has an Individual Plan (IP). The IP is developed in collaboration with parent/carers and students, focusing on strengths, interests, goals and aspirations, expressed by both parent/carers and the student, which are then incorporated into the IP. The school, student and parent/carers, work collaboratively to achieve established goals within the agreed timeframe.

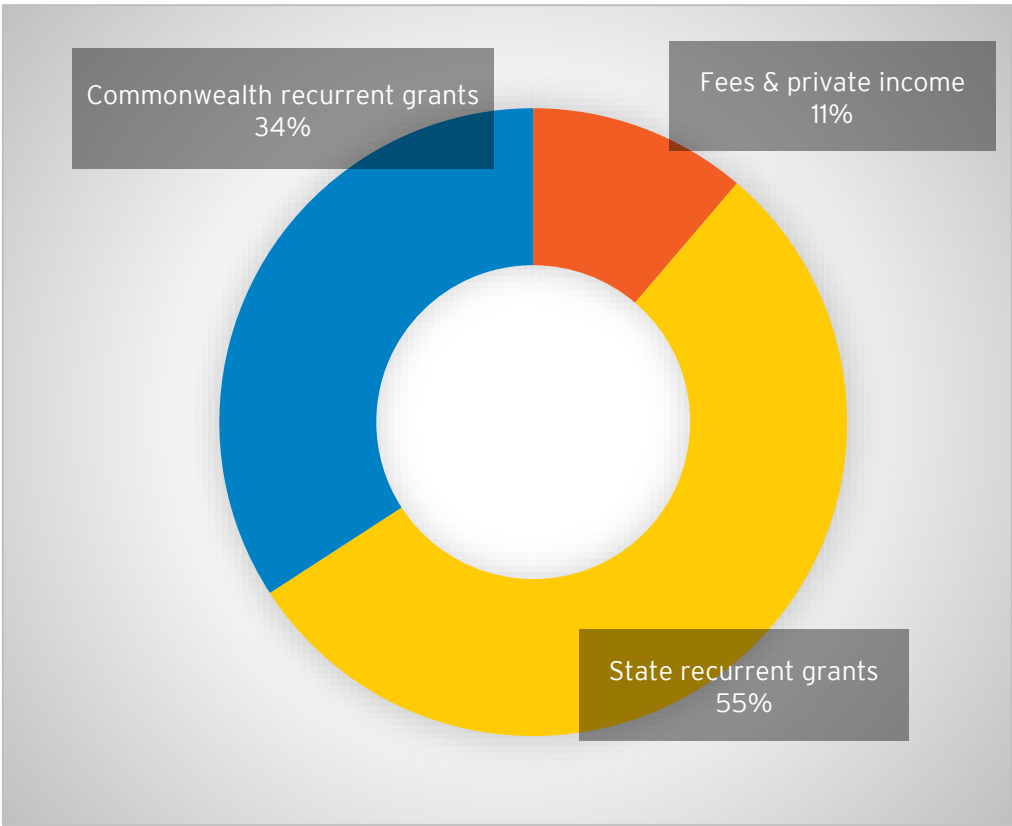
Our Aspect Treetop School Service Survey Jan-June 2019, was sent to Aspect Treetop School families, providing them the opportunity to give feedback or suggestions and asking if they would recommend Aspect Treetop School to others. One parent commented:

"The attention and care provided at the school by the teachers and SSOs is wonderful. They cater for the individual needs of the child and help develop them, and provide an education to their needs. I'm very grateful, and have made recommendations to my friends with children on the spectrum. I believe 2 have enrolled for this year."

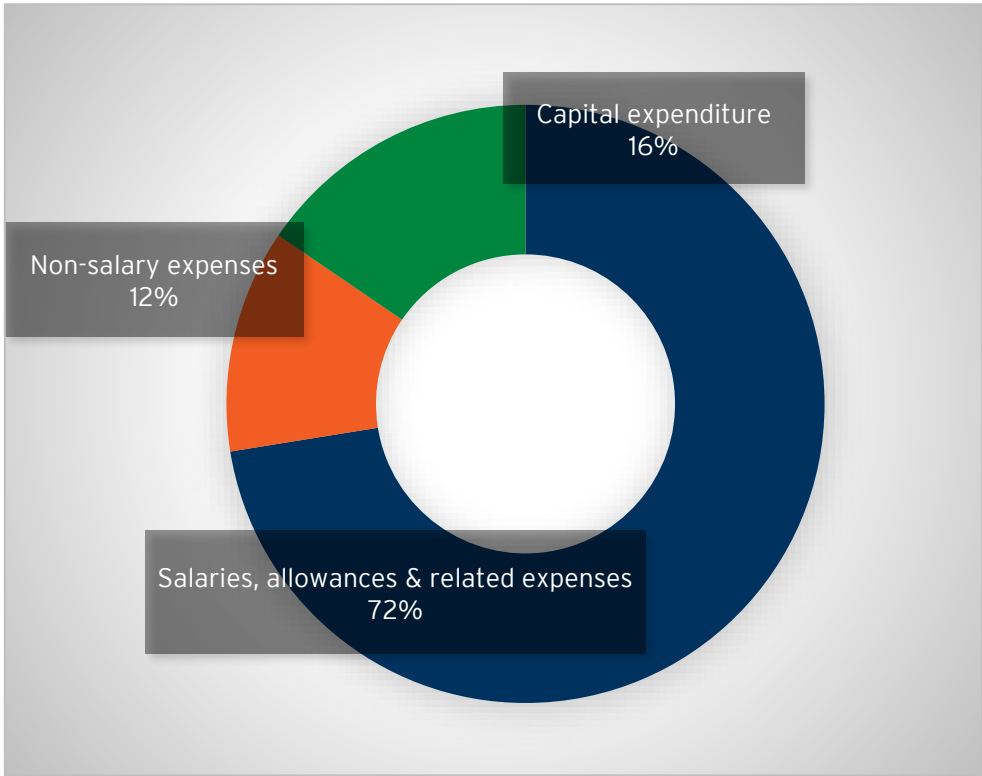
Aspect holds a biennial Employee Engagement Survey. To note, in the 2019 survey, is the high result in Passion and Engagement and Progress categories which is evident our staff love what they do and appreciate the progress we are making here at Treetop.

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 Treetop School

87 Anzac Highway Ashford SA
PO Box 187 Goodwood SA 5034
T +61 8 7326 0200

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