

2020 *Annual Report*

Aspect Treetop School



Inside the report

Message from the principal	5
Message from the P&F	Error! Bookmark not defined.
Student outcomes in standardised national literacy and numeracy testing	6
Senior secondary outcomes	6
Teacher professional learning, accreditation and qualifications	6
Workforce composition	8
Student attendance, retention rates and post-school destinations in secondary schools	9
Enrolment policy	9
Other school policies	12
School determined priority areas for improvement	13
Initiatives promoting respect and responsibility	15
Parent, student and teacher satisfaction	15
Financial information	157

Child safe statement

Autism Spectrum Australia (Aspect) is a child safe organisation committed to protecting the rights and interests of children and vulnerable people by providing them with a safe environment. This commitment extends to ensuring a culturally safe and inclusive environment that recognises and respects an individual's heritage, relationships and cultural practices.

Acknowledgment of Country

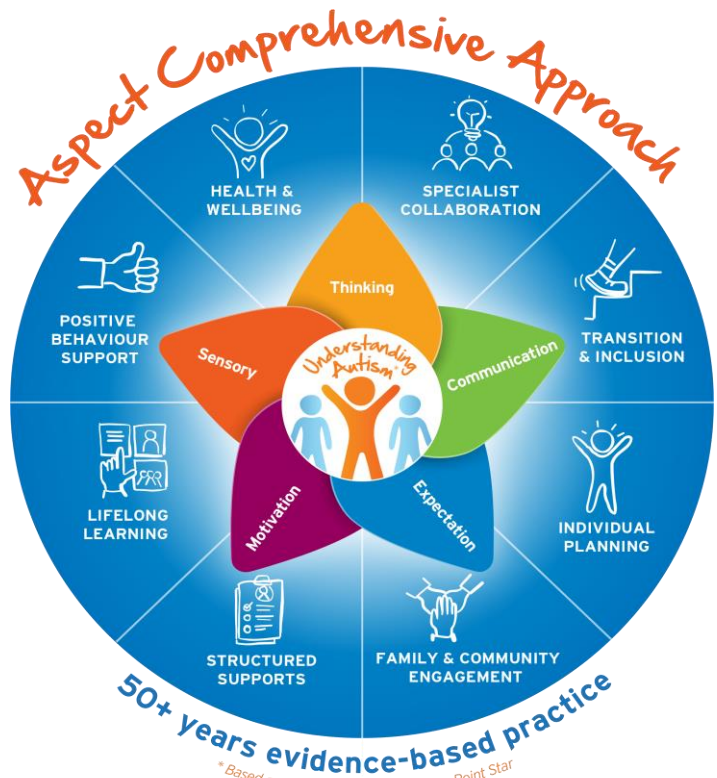
Aspect acknowledges Aboriginal and Torres Strait Islander people as the Traditional Custodians of the many lands on which we work, live and learn. We pay our respect to their elders, past present and emerging.

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.



Aspect's Strategic Plan

Our purpose

Understanding, engaging & celebrating the strengths, interests and aspirations of people on the autism spectrum
- *a different brilliant*®

Our vision

The best opportunities for people on the autism spectrum.

Strategic Plan 2021 – 2023



Work in partnership with people on the autism spectrum

- Implement our Disability Access and Inclusion Plan
- Work in Partnership with People on the Autism Spectrum Charter
- Employ Autistic people across a range of roles



Extend Aspect's reach and enhance people capabilities

- Well trained staff with enhanced critical skills
- Customer-centric culture
- Strong and trusted brand identity



Investment in physical and digital infrastructure

- Capital Works Program for Aspect schools
- Innovative facilities co-designed with Autistic people
- Digital platforms that facilitate collaboration and communication



Deliver best practice, evidence informed services

- Research activities prioritised to focus on the Aspect Comprehensive Approach
- Continuous improvements to our autism-specific education
- A diverse and inclusive workforce

Our strategic support

Our people who are highly trained and value diversity and inclusion

Our systems and processes which are built to enable smarter work practices and foster collaboration

Our supporters who help to create a world where no one on the autism spectrum is left behind

By 2023



6% of roles at Aspect held by Autistic people



7,000 active participants and students receiving autism-specific education and supports

1,600 employees who are proud to be working for Aspect



Message from the principal

In presenting the 2020 annual report I would like to acknowledge the Kurna people who are the traditional custodians of the lands on which our campus is located.

Aspect schools all share Aspect's Vision to offer 'the best opportunities for individuals on the autism spectrum', through the delivery of evidence informed programs which are person-centred and family focused. At Aspect Treetop School, we pride ourselves on our team work with families, students and professionals to create an individualised learning program for each and every student. Aspect Treetop School provides education for 65 students on the autism spectrum at our Ashford site. Class groups are small, with a high teacher to student ratio and a Student Services Officer (SSO) appointed to each class. Our student cohort is made up of 54 primary age students ranging from Reception to year 6, and 11 secondary students in year 7 to year 9.

Our aim at all our sites is to equip our students with the skills to become as independent as possible, within a safe learning environment, and provide them with a range of rich and meaningful learning experiences. We do this through focusing on their strengths and interests, and valuing that each student is a different brilliant®. We support our students to develop the necessary skills to experience successful transition and inclusion in their next educational setting, and within their local community. We provide support to students, families and schools with a robust transition program.

We place great value in professional learning that is focused on strengthening staff practices in autism and education provision. The focus of our professional learning this year has been on the curriculum and following the Aspect Comprehensive Approach, which maintains a lens of Individual Planning, Specialist Collaboration, Positive Behaviour Support and Structured Teaching Supports. To find out more about the ACA that underpins Aspect Education, please visit the Aspect website <https://www.autismspectrum.org.au/about-aspect/who-we-are/aspect-comprehensive-approach>



Aspect Treetop School would like to thank everyone who supported the school by making a donation, taking part in fundraising or in volunteering their time. This has allowed us to enrich our students' experience with us and provide more of the specialised resources they need. The school was able to upgrade our technology, install new playground equipment, purchase literacy resources and provide new sensory equipment. Thank you to our school community for the ongoing commitment to, and support of, our school.

Should you wish for any more information about our school you are welcome to make contact.

Manda Wilson

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 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

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results which are available on My School www.myschool.edu.au

The school administers Literacy and Numeracy testing across the school each year to help inform practice and monitor progress. In Literacy we assess sight words, phonemes, graphemes, spelling, reading accuracy, reading comprehension, spelling, and verbal working memory across literacy areas. We use the National Numeracy Learning Progressions to assess the elements of Number sense and algebra, Measurement and geometry and Statistics and probability.

Senior secondary outcomes

Aspect Treetop School had an enrolment of up to Year 9 only in 2020.

Record of School Achievement

The school did not have any students that required the award of a Record of School Achievement.

Teacher professional learning, accreditation and qualifications

The following professional learning activities were undertaken by teachers throughout 2020:

Description of professional learning activity	No. of teachers participating
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
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	All
Aspect Professional Code of Conduct -online module.	4
ACA: Positive Behaviour Support in Schools - Tier 2	All
PM Benchmark- Literacy Assessment	All
Kid Safe: Child Protection Curriculum Educators Course	3
Protective Practices	1
Government Schools: Protecting children and other obligations.	1
COVID-19 Infection Control Training	1
Writing summative reports	All

Using ACARA Work Sample Portfolios during Parent Teacher Meetings	All
Positive Partnerships: Teachers and Teachers Assistants	1
Teacher's registration renewal: Responding to Abuse and Neglect - Education and Care: Independent	2
the parallels of Autistic and LGBTQIA+	1
Introduction to Autism (Accredited Module)	1
Introduction to Version 3 National Literacy Learning Progression	All
Introduction to Version 3 National Numeracy Learning Progression.	All
Acknowledging and recording feedback and complaints	3
An introduction to Autism (Positive Partnerships)	2
An Introduction to Human Rights in Disability Services in Victoria	1
An introduction to the Positive Behaviour Support Template (Positive Partnerships)	1
An introduction to Visual Supports (Positive Partnerships)	1
Approaching an Employee you're Concerned About	1
Aspect Code of Conduct	4
Aspect Education 2-day Induction for New Staff	1
Aspect LEAD Program	2
Aspect Performance Planning	1
Constructive Feedback 2018	1
Induction Checklist - New Employee	2
Information Sharing Guidelines for Promoting Safety and Wellbeing Induction for Staff and Supervisors (South Australia)	1
Living the Code of Conduct (2019)	1
New Starters Day (Webinar Series)	5
Organisational Induction Program	3
Responding to Abuse and Neglect (South Australia)	1
Supporting people on the autism spectrum using the 5 point star (online program)	1
Supporting People to Stay Infection Free	2
Understanding workplace behaviour through DISC for Leaders	1
Workplace Bullying Prevention for staff	2
NAPLAN online Assessment Training	2
Literacy Development: Providing optimal opportunity for growth	1
A Different Brilliant	All
Mindset and Mindfulness in Leadership	All
TASS Training	All
Online Learning Using Google Classroom	All
Reading Workshop	All

Teacher accreditation

Level of accreditation	Number of Teachers
Conditional	0
Provisional	6
Proficient Teacher	11
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	17

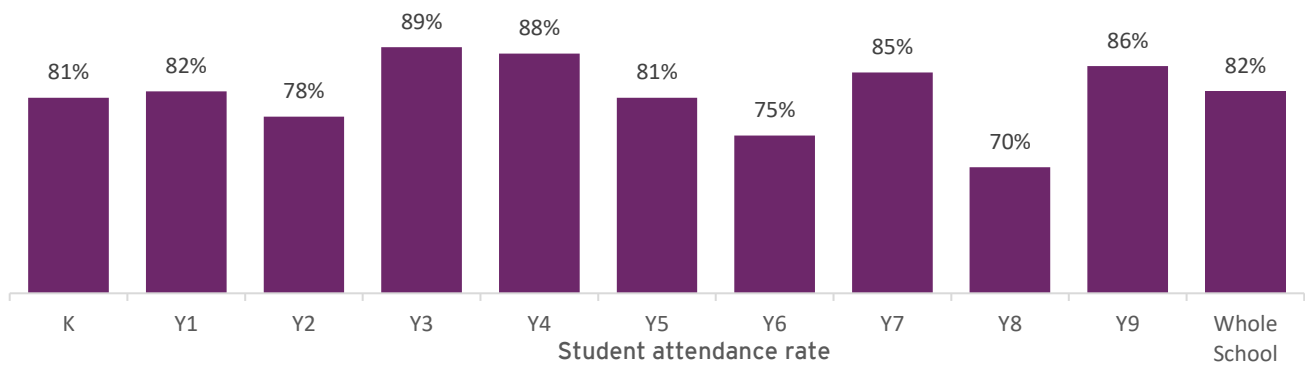
Teacher qualifications

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

One staff member is of Aboriginal and/or Torres Strait Island origin.



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

Student attendance rates

Kinder	81%	Year 5	81%
Year 1	82%	Year 6	75%
Year 2	78%	Year 7	85%
Year 3	89%	Year 8	70%
Year 4	88%	Year 9	86%
		Whole School	82%

Management of non-attendance

Aspect Education has 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.

Retention of Year 10 to Year 12

This part of the report is not relevant to Aspect Treetop School as all secondary students were in year 7 to year 9.

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 school's waitlist.

Vacancy Management

If a vacancy arises, students on the waitlist who can potentially fill the vacancy will be considered. The principal or delegate interviews families whose child might fill the vacancy regarding accommodations/ adjustments for their child following the interview pro forma.

If a student being considered for enrolment is not an Australian citizen, the principal or their delegate must check that the visa is still valid and eligible for enrolment.

Following completion of the interview, the principal, or their delegate will complete the Risk Management Plan pro forma, to assist with decision making.

Following the interview process, the school will inform the family if a child has been offered a placement (Letter - Enrolment Contract/Acceptance of Offer) or (Letter - Placement to Satellite Class) or will be retained on the school's waitlist.

Principals are responsible for forwarding parents the relevant enrolment package and liaising with them throughout the process.

Enrolment Package

When a family is offered a placement, in addition to the enrolment contract, they will be sent documents based on the enrolment acceptance checklist.

A family can decline an enrolment offer and inform Aspect school if they want to be placed in the school's active waitlist.

To secure enrolment, the family must pay a non-refundable enrolment fee as published in the Aspect School fees schedule (NSW or SA).

When a family informs the Aspect school of their decision to withdraw their child from enrolment before commencing, they must also inform the Aspect school if they wish to be placed in the school's active waitlist.

Other school policies

Summary of policy	Changes in 2020	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</p>	<p>The following policies can be accessed from Aspect's website https://www.autismspectrum.org.au/about-aspect/policies</p> <ul style="list-style-type: none">• Person-Centred Approach and Recognition of Valued Status• Risk Management Framework• Duty of Care and Dignity of Risk• Safeguarding the People we support
<p>Pastoral Care and Bullying Prevention in Aspect Schools</p> <p>The Aspect Comprehensive Approach (ACA), including the use of the Five Point Star, drives aspect's guiding principles for pastoral care.</p> <p>Aspect is required and seeks to exercise due diligence in all of its duty of care responsibilities towards students, staff and the school community. Leaders of the school endorse activities and plan for the safety and maintenance of good mental and physical health and well-being of the students, staff and parents involved. Schools seek to accommodate and make provision for particular needs of individuals who require special arrangements to secure safety and avoid discomfort or threat to their health and wellbeing.</p>	<p>New</p>	<p>The full text of the Pastoral Care and Bullying Prevention in Aspect Schools procedure can be accessed by request from the school principal.</p> <p>The following related policies can be accessed from Aspect's website https://www.autismspectrum.org.au/about-aspect/policies</p> <ul style="list-style-type: none">• Aspect Comprehensive Approach (ACA)• Duty of Care and Dignity of Risk• Embracing Diversity• Person-Centred Approach and Recognition of Valued Status

Therefore, bullying or harassment is not tolerated in any form. All members of our community are committed to ensuring a safe and supportive environment which promotes personal growth and fosters positive self-esteem for all. Aspect Schools aim to maintain a setting in which everyone feels valued and respected and where individual differences are appreciated, understood and accepted and encourages the reporting of complaints and feedback.

- Safeguarding the People We Support
- Stakeholder Engagement and Feedback

Discipline

Aspect adopts a positive behaviour support (PBS) approach when working with children on the autism spectrum ranging from strategies for all students through to more intensive strategies for students who may exhibit more challenging behaviours as outlined in the Positive Behaviour Support policy.

Aspect follows a PBS approach but when behaviours occur that put the safety of any stakeholder at risk, the school will be required to implement appropriate procedures to safeguard all stakeholders' safety. All staff have responsibilities in relation to implementing discipline in Aspect Schools.

New

The full text of the Discipline in Schools work instruction can be accessed by request from the school principal.

The Aspect Positive Behaviour Support policy can be accessed from Aspect's website
<https://www.autismspectrum.org.au/about-aspect/policies>

Complaints and grievances resolution

Autism Spectrum Australia (Aspect) values complaints about the quality of its service and communications to support the continuous improvement of services and management.

Aspect's complaints management process provides a transparent framework for promptly and sensitively addressing and resolving complaints and disputes that may arise from complaints having regard to procedural fairness, confidentiality and privacy.

Nil

The full text of the Complaints Management Process can be accessed by request from Aspect's website
<https://www.autismspectrum.org.au/feedback-and-complaints>

The Feedback and Complaints brochure can be downloaded from our website
<https://www.autismspectrum.org.au/uploads/documents/Governance/Aspect-Feedback-and-Complaints-Brochure.pdf>

School determined priority areas for improvement

Area	Priorities	Achievements
Teaching and learning	The Keeping Safe: Child Protection Curriculum (KS:CPC)	Two additional teachers were required to attend specific training, qualifying them to teach, 'The Keeping Safe: Child Protection Curriculum (KS:CPC)'
	Literacy Program	The school invested in a new literacy program and training for staff to ensure consistency across the school.

Area	Priorities	Achievements
Family Engagement	Parents & Friends Committee (P&F)	The Parents & Friends Committee had a challenging year due to the COVID-19 pandemic, resulting in cancellation of a number of fundraising events. Remarkably, they were successful in still organising two events raising funds to support the school.
	Perspectives Survey	34 Parents/guardians participated in the Perspectives Survey. This number was greater than anticipated, providing data to inform future opportunities for growth and feedback on our success.
	Google Classroom	Online learning was established to support the school community in response to school closure, due the COVID-19 pandemic. Parents/carers took on an active role in supporting their children to access the online learning portal, with success.
Staff development	SAS Training	Six staff members completed the SAS training and facilitated the program during 2nd semester.
	Disability Access & Inclusion Plan (DAIP)	Aspect Treetop School created an opportunity for a coordinator to oversee the Disability Access & Inclusion Plan at Aspect Treetop School.
	LEAD Course	Two coordinators from Aspect Treetop School participated in their final year of the LEAD course, graduating in November.
	Mindset and Mindfulness in Leadership	Mindset and mindfulness training supported staff to navigate the uncertainty of the many and varied challenges and adaptations they were faced with throughout the year. Weekly mindfulness sessions were provided for all staff.
Facilities and Resources	Stage 3 Development	Aspect Education engaged with Sarah Constructions for preliminary discussions, preparing for Stage 3 development to take place in 2021.
	Roof Replacement	The roof was replaced across stages 1 & 2, in response to ongoing problems with water leakage. The roofline was adjusted and new metal sheeting was installed, which has corrected the problem.
Student achievement	Secret Agents Society (SAS)	Nine students participated in the SAS program. All successfully graduated at the end of the program.
	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.

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 cultural activities, particularly during Harmony week, National Reconciliation week and NAIDOC week. Classes also participate in a variety of student clubs, responding to the individual needs of each student.

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

Aspect has a commitment to ensuring all team members know and embrace our core values to ensure they are reflected in interactions and relationships with stakeholders. Aspect recognises that in order to achieve this it is important to share information with staff and the community so that Aspect is known not only for the work that we do but also for the values we uphold. Aspect staff are encouraged to participate in Aspect's Education Inclusion group and RAP activities. Aspect Treetop School holds an annual Well Being Day for staff each year.

Parent, student and teacher satisfaction

During 2020, 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.

Events throughout the year were hampered by the COVID-19 pandemic, with a number of events postponed or cancelled, although staff, students and the parent community were able to participate in the P&F Bunnings BBQ's, Book Week and community access.

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. In addition to this, we introduced Google Classroom for online learning, in response to school closure due to the pandemic, which was a great success.

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. These goals are incorporated into the IP. The school, student and parent/carers, work collaboratively to achieve established goals within the agreed timeframe.

Aspect Treetop School staff and parents/carers were provided the opportunity to give feedback or suggestions via the Perspectives: Your School in Focus Survey. We learned the following from the survey:

Key STRENGTHS that set Aspect schools apart from our competitors include excellent feedback in following areas:

- Clearly understood vision, mission and values
- Our ability to design learning to meet unique needs of individuals
- Our steadfast focus on ensuring inclusive learning environments
- Strong community reputation

Key OPPORTUNITIES that were identified for all schools moving forward:

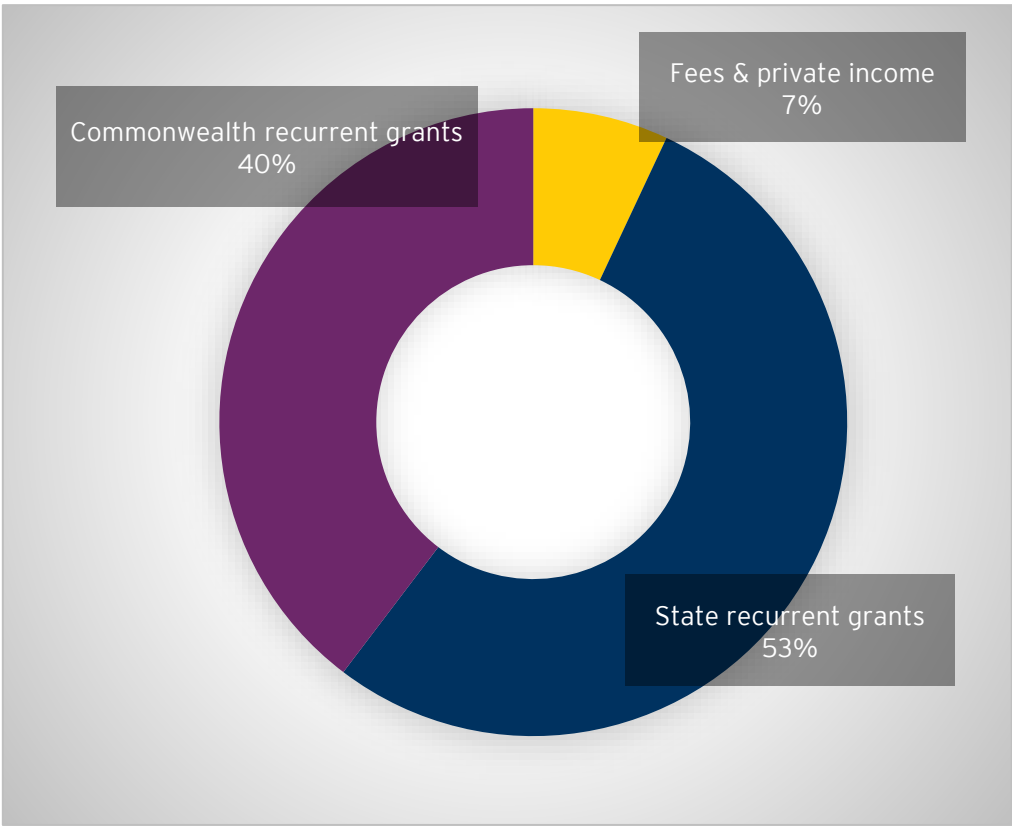
- Further development of social and emotional learning programs
- Use of evidence to identify professional learning
- Development of strategies to effectively use evidence to evaluate teaching and learning programs
- Strengthen leadership practices using coaching and mentoring and capacity building
- Explore ways to enhance co-curricular activities to build student community engagement

Net Promoter Score

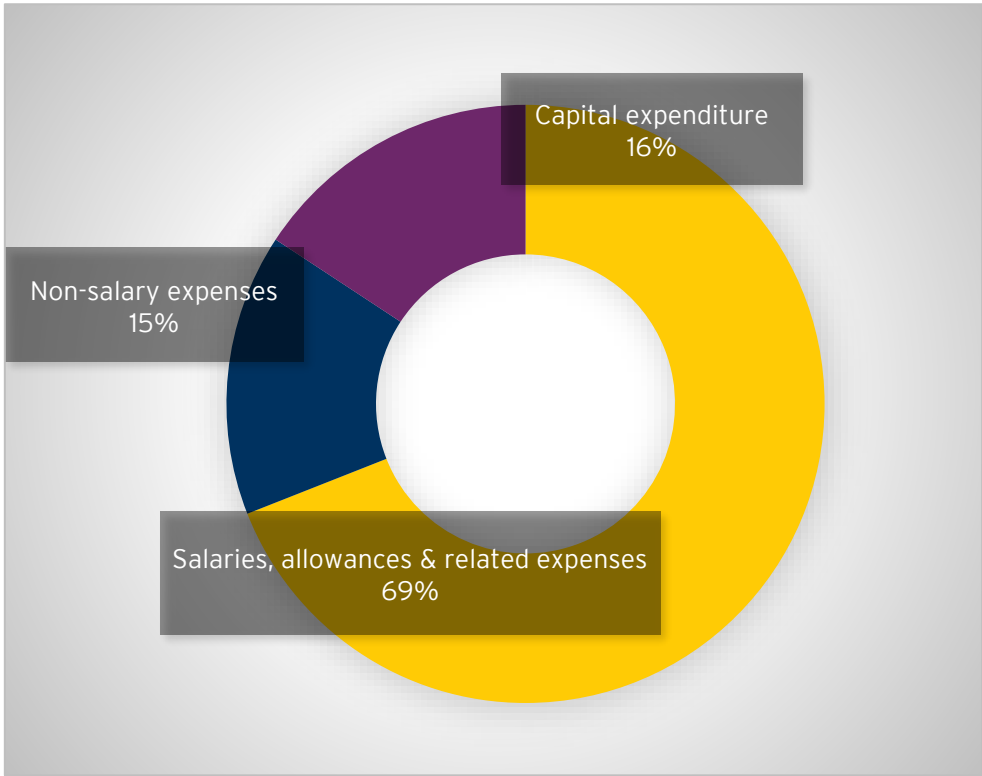
The average net promoter score for schools in general is between 47 - 84. Aspect schools average net promoter score was 64.1. This score places Aspect schools in the high range suggesting that our schools are highly recommended and that overall satisfaction with the service provided is very high. Aspect Treetop School NPS was 67.6.

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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