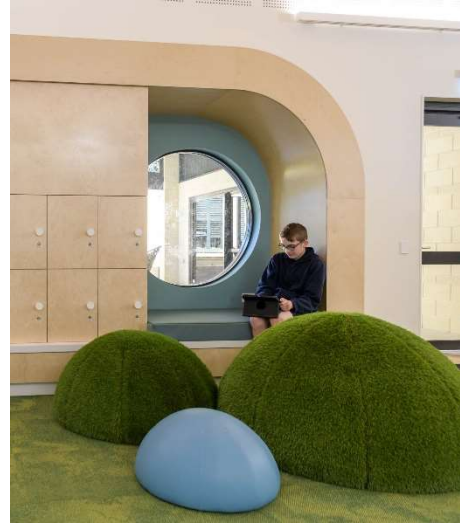


2021 Annual Report

Aspect Treetop School



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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

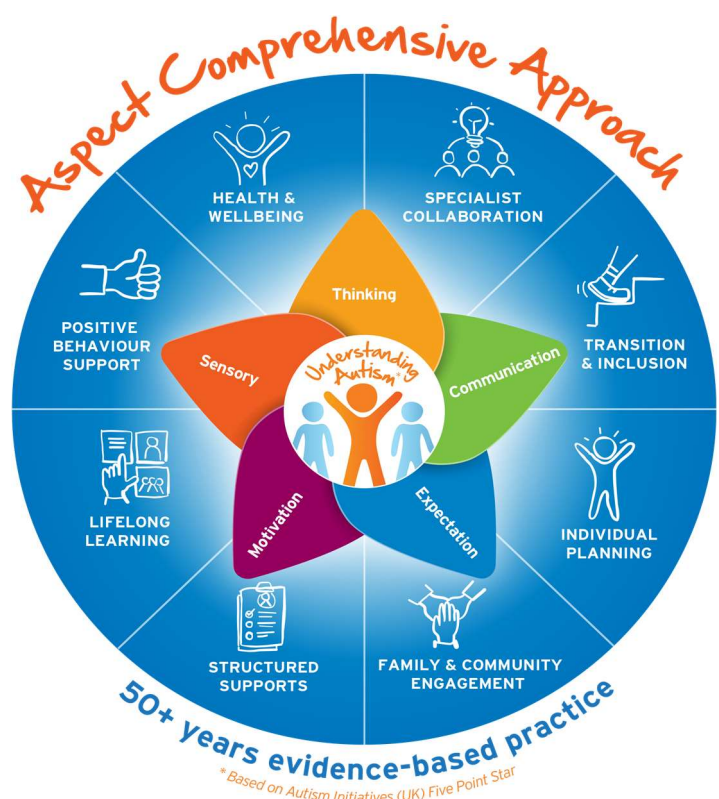
Aspect acknowledges Aboriginal and Torres Strait Islander people as the Traditional Custodians of the many lands on which we work, live and learn. We pay our respect to their elders, past present and emerging.

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.

Autism Spectrum Australia offers one of the best quality autism-specific education programs in the nation. We have over 50 years of experience and provide dynamic autism specific support in purpose-built classrooms. We utilise the strengths and interests of students as a gateway to learning through quality autism-specific, tailored programs that focus on the individual learning needs of each child.

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



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



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

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 2021 annual report for Aspect Treetop School, I would like to acknowledge the Kurna people who are the traditional custodians of the lands on which our campus is located.

Aspect Treetop School caters for 72 students, 63 boys and 9 girls, with students enrolled from Reception to Year 10. Students travel from the Adelaide Hills, Mawson Lakes in the North and Moana in the South to access the main site at Ashford.

Success for our students does not just happen by chance. Success in our school is a partnership between our students, staff, families and the local community. Embracing each student's individuality and engaging them through their special interests makes our teaching unique and very rewarding. Dedicated and knowledgeable staff, which comprises both teaching and non-teaching staff and a learning support team of speech therapists, occupational therapists and a school psychologist, are committed to providing students with the best possible educational opportunities in a safe and rewarding learning environment. Aspect Treetop School offers quality teaching through the unique combination of Aspect's Comprehensive Approach (ACA) and the Australian Curriculum. This approach provides students with many opportunities to experience a variety of programs and activities that enrich their learning.

Despite the ongoing challenges that COVID-19 presented, a major building project was completed in August of 2021. The new building allowed the upper primary and high school students to begin Term 3 in contemporary new learning spaces which comprised four new classrooms, a purpose-built gymnasium and kitchen. The new building allows the school to expand the educational experiences currently on offer such as the inclusion of programs which provide valuable life skills the students require beyond their schooling.



A special thank you for the professionalism and commitment the staff show our students on a daily basis. They are committed to building positive and purposeful relationships with each student while continuing to improve their own teaching practice. Thank you also to our parents and carers for their continued support and most importantly, the students, who apply themselves every day and make our work so meaningful.

The school is incredibly grateful to the local community for their ongoing generosity throughout the year. The local community's ongoing support allows the school to enhance facilities and purchase much needed curriculum resources.

Kaye Perry

Principal

Message from the P&F

The P&F would like to acknowledge the participation of the school community and highlight the fundraising and P&F sponsored activities that were held in 2021.

COVID-19 restrictions and closures limited the number of events and fundraising opportunities through 2021. We held one Bunnings sausage sizzle fundraiser which was very successful and well supported by families.

Students at Aspect Treetop catered for a Mother's Day morning tea which was funded by the P&F. Approximately 20 mothers were able to attend and enjoy spending time together while being looked after by the students.

The P & F still wanted to acknowledge and treat our father figures, even though COVID-19 restrictions did not allow us to host a Father's Day event. One of the classes made a barbecue spice mix in a jar and a chocolate cake mix in a mug. These delicious items were sold to our community as Father's Day gifts.

The P&F appreciate the ongoing support for our fundraising and community events.

Cassy Beames

P&F President

About the SRC

The inaugural Aspect Treetop School Student Representative Council (SRC) commenced in Semester 2, 2021. This was a very exciting opportunity for a small group of students to experience student leadership and advocacy by providing input into decisions that affect them. Meetings were held every three weeks and students developed the SRC rules, expectations, structure, meeting format/agenda and how they would report on outcomes.

The SRC contributed to the school improvement plan, purchasing of sports equipment, the end of year graduation, mentoring and yard supervision. Thank you to the staff who supported the development of the SRC and the students involved.

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.

Literacy and Numeracy Assessments

For NAPLAN results, please refer to My School website www.myschool.edu.au

Our commitment to teaching and learning lies at the heart of everything we do, particularly in the learning areas of Literacy and Numeracy as they are such important foundation skills upon which most further learning depends. Therefore, it is our challenge to ensure all students at Aspect Treetop School can access quality literacy and numeracy programs. In 2021, the focus was literacy and therefore, Promoting Literacy Development (PLD) was implemented across the school. PLD is an Australian, evidence-based approach to Structured Synthetic Phonics (SSP) for primary school educators which aligns with the Science of Reading. In addition to PLD, the school developed pre-Foundation content and teaching activities for English. This allowed more of our students to access and engage with English concepts at their developmental level. This content was designed so the students had more meaningful and purposeful programs being implemented to suit their individual needs. The success of all programs is continually reviewed to ensure the programs being offered meet the needs of our students.

Senior secondary outcomes

South Australia Certificate of Education (SACE)

Aspect Treetop School is registered up to Year 10 only. The reporting of the SACE results is not applicable.

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 Islander background.

Teacher professional learning, accreditation and qualifications

The following professional learning activities were undertaken by staff throughout 2021:

Description of professional learning activity	No. of staff participating
Child Protection - responsibilities related to child protection based on state/territory legislation, federal legislation and Aspect policy and procedures	29
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 behaviours	All
Aspect professional code of conduct	13
Developing social competence through social attending, interpretation and problem solving - Autism SA	1
Moderation for student learning literacy and numeracy assessments	14
Safely and effectively administer medication – Aspect online module	28
Medication competency practical assessment	21
Structured supports – Aspect ACA	27
Responding to risks of harm, abuse and neglect – education & care – RRHAN-EC SA	13
Five Ways of Being Leadership Program – Gavin Grift	4
Executive Central Leadership Coaching – Rob Balmer	4
ACARA Seminar – Changes to the Mathematics curriculum	1
New Thinking: New Possibilities Educational Leaders Conference	1
Secret Agency Society: Facilitator training or refresher training – Social Skills Training Institute	7
Self-Regulation: Effective supports for the classroom and beyond	1
Positive Behaviour Support: Prevention and Intervention AISSA	1
Early Years Language and Literacy Development: Providing optimal opportunity for growth AISSA	1
National Literacy and Numeracy Learning Progressions Masterclass 1	1

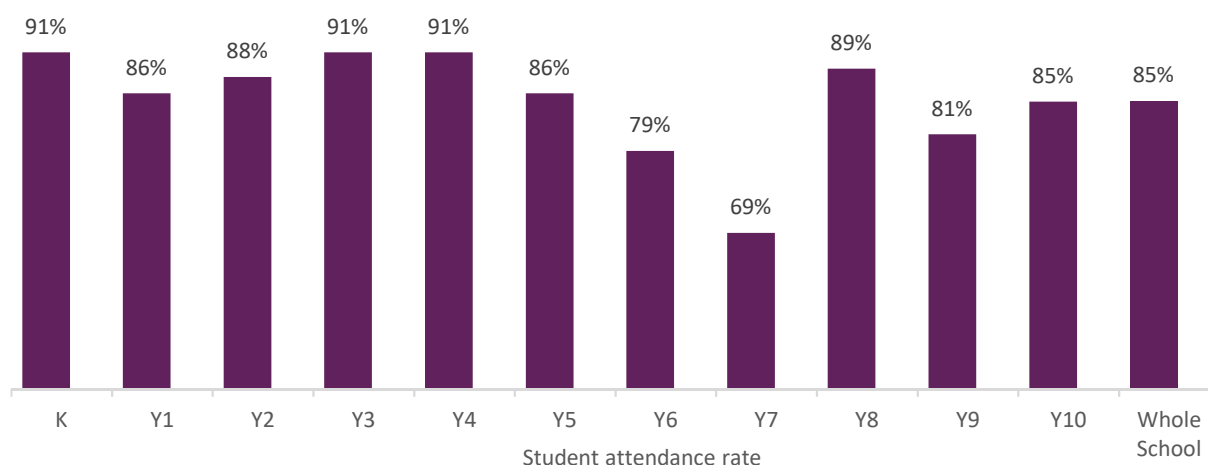
Teacher qualifications

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.

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

Student attendance rates

Kinder	91%	Year 6	79%
Year 1	86%	Year 7	69%
Year 2	88%	Year 8	89%
Year 3	91%	Year 9	81%
Year 4	91%	Year 10	85%
Year 5	86%	Whole School	85%



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 South Australia Education Board.

Unexplained absences are followed up by the class teacher with the parent/guardian as well by the school administration team using a variety of methods. Repeated unexplained absence or absences of concern may require a multi-agency shared responsibility to improve attendance outcomes for the student.

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.

Treetop School also utilise a daily SMS messaging format, whereby families are required to provide a reason for their child's absence.

Retention of Year 10 to Year 12

This part of the report is not relevant for Aspect Treetop School.

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 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-111, 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 2021	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>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.</p>	<p>Nil</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 • Safeguarding the People We Support • Stakeholder Engagement and Feedback
<p>Discipline</p> <p>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.</p> <p>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.</p>	<p>Nil</p>	<p>The full text of the Discipline in Schools work instruction can be accessed by request from the school principal.</p> <p>The Aspect Positive Behaviour Support policy can be accessed from Aspect's website https://www.autismspectrum.org.au/about-aspect/policies</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>Nil</p>	<p>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</p> <p>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</p>

School determined priority areas for improvement

Area	Priorities	Achievements
Teaching and learning	Ensuring commitment and consistency to the Aspect Comprehensive Approach (ACA)	All staff received ongoing training from the ACA Manager with regards to structured supports. The training was practical and well received from staff
	All teachers will be utilising the Promoting Literacy Development (PLD) program to improve student outcomes in literacy	All teachers were trained and implemented the PLD program in 2021. A working group was developed to provide support across the school, with a review of the efficacy of the program to occur towards the end of 2021
	Develop a whole school approach to tracking each student's progress in relation to literacy and numeracy informed by the learning progressions	Staff utilised assessments from the PLD program to begin a whole school data collection for literacy. Staff also received training and began to utilise the literacy progressions to inform their teaching practice
Family Engagement	For students, parents/carers to identify goals to strengthen their student agency and resilience when experiencing social, communication and physical barriers in relation to self, others or school/community contexts	10 students participated in the Secret Agent Society (SAS) program to develop further social competence. Staff and families worked collaboratively so the students could practice and refine SAS skills as they were learnt
Staff development	To build teachers knowledge, practice and understanding in managing student mental health needs in a responsive, consistent and coordinated approach	Most staff participated in the Keeping Safe: Child Protection Curriculum training as well as 3 additional staff being trained in Secret Agent Society (SAS) to increase delivery of social and emotional learning programs for students
	Strengthen coordinator leadership practices using coaching and mentoring approaches to build capacity	The leadership team participated in a leadership program the "Five ways of Being" throughout 2021 as well as coaching from Executive Central.
Facilities and Resources	Improve the current physical environment both within the classroom and outdoor spaces, to ensure the facilities are appropriate for the work we do	The stage 3 building was completed during 2021, with students having access to contemporary new facilities to support their learning experiences
Vocational Education/Work Education	Provide work experience opportunities to support students to transition to postschool options and meaningful employment.	Treetop school engaged with a variety of organisations such as Nonna's Cucina, Goodwood Library, the Salvation Army and Treasure Boxes to deliver vocational education opportunities. The Aim High Program delivered by Community Bridging Services (CBS) Inc. provided school leavers with post school option support

Initiatives promoting respect and responsibility

In 2021, the school was excited to engage in activities to acknowledge the diversity in our school community and promote understanding and respect towards our First Nation's people. All students participated in cultural experiences during Harmony week, where students shared in activities which recognised differing cultures and interests within the class. National Reconciliation week and NAIDOC week were important dates on the school calendar. During Reconciliation Week, an Aboriginal Educator visited the school and engaged with all classes to raise awareness of Aboriginal culture and tradition. The students made damper and collectively produced works of art based around the Aboriginal flag using various methods of Indigenous art.

A majority of staff participated in training to enhance their understanding of the Keeping Safe: Child Protection Curriculum (KS: CPC). Learning about respectful relationships is the foundation of the child protection curriculum which provides age and developmentally appropriate strategies to help children and young people keep themselves safe.

Aspect Treetop staff also very generously donated to charities such as Share the Dignity and Treasure Boxes throughout 2021. Treasure Boxes is a not-for-profit organisation who are dedicated to preventing hardship and trauma by providing vital essentials to babies, children and teens who are disadvantaged in our community. A small group of students also had the opportunity to volunteer for a short period at Treasure Boxes, which allowed them to learn important work-based skills and the benefits of having community spirit.

Parent, student and teacher satisfaction

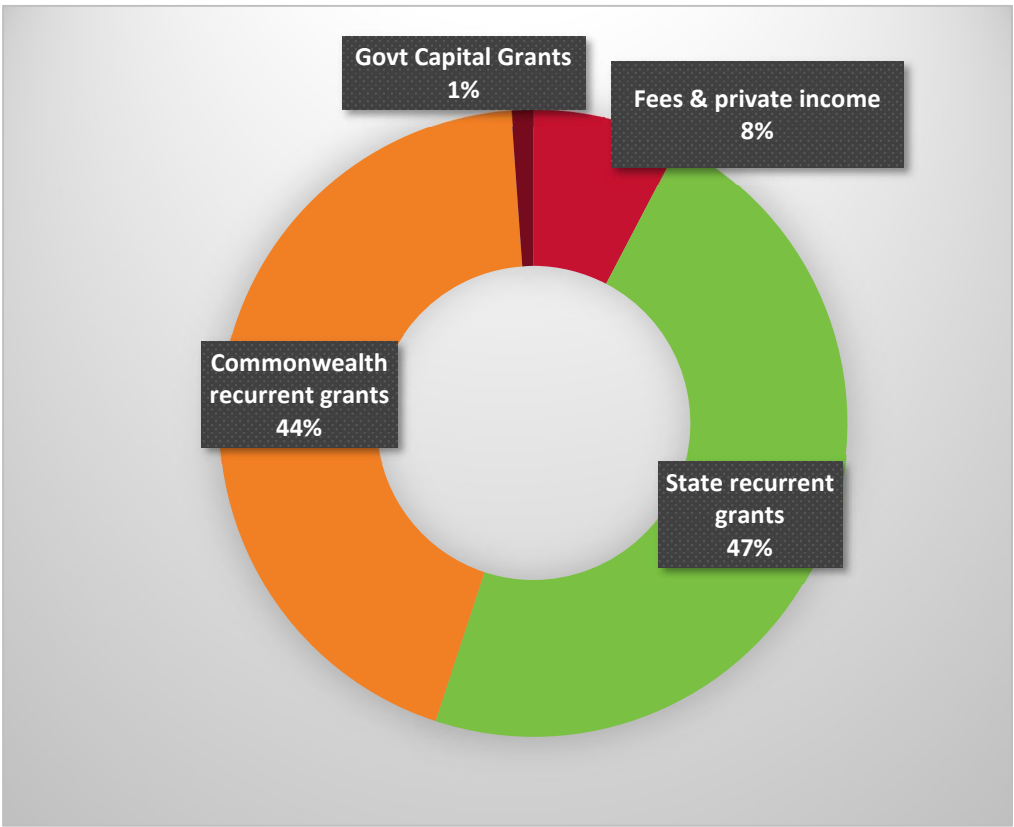
The Aspect Treetop School welcomes staff, student and parent opinions, which highlight the strengths and achievements of the school and identifies opportunities for growth and development. Feedback is collected via student enrolment and exit surveys, Aspect's Employee Survey, parent testimonials along with family and community engagement in school events.

In the 2021 employee survey which is conducted bi-annually, nearly 90% of staff indicated a sense of loyalty and commitment to Aspect and felt a high level of job satisfaction. Results also indicated how confident staff were in the ability of their colleagues and how supportive and collaborative the teaching team were.

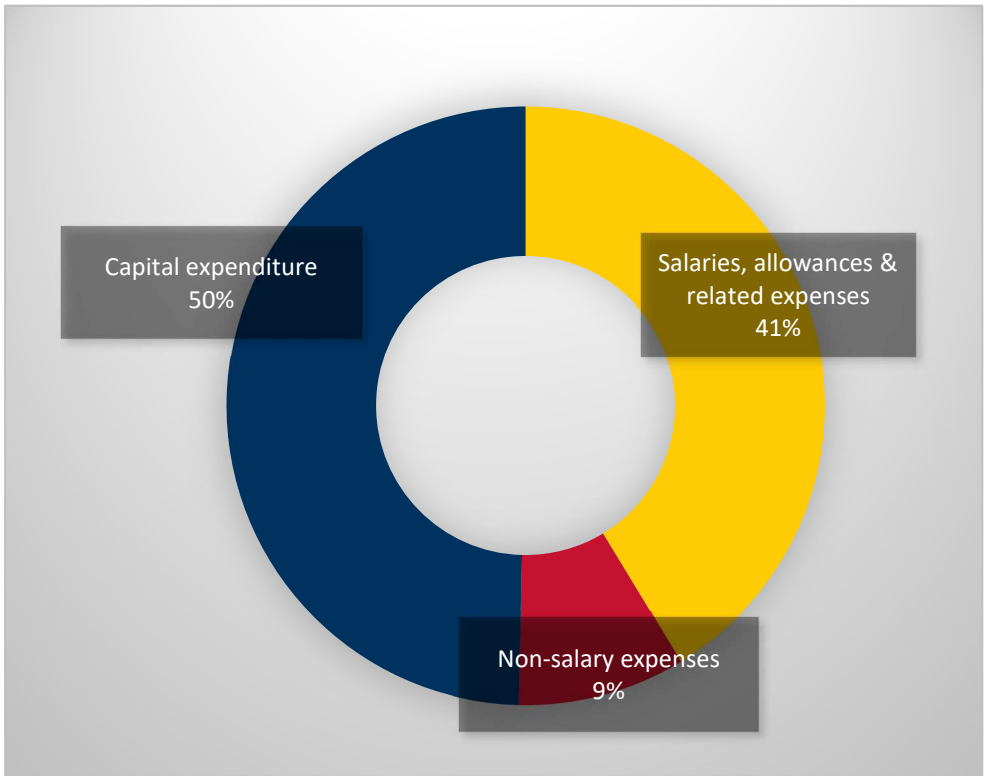
Once again, 2021 saw a small group of students graduate as they prepared to transition to their next educational setting. Supported by the SRC, a formal graduation was held for students and families while showcasing the new building. This celebration was met with great joy and pride but also some sadness as we farewelled a group of wonderful students and their families.

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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