

2022 Annual Report

Aspect Treetop School



Inside the report

| | |
|---|----|
| About Autism Spectrum Australia (Aspect) | 3 |
| Message from the Principal | 5 |
| Message from the P&F | 6 |
| Message from the SRC | 6 |
| Student outcomes in standardised national literacy and numeracy testing | 7 |
| Senior secondary outcomes | 7 |
| Teacher professional learning, accreditation and qualifications | 8 |
| Workforce composition | 9 |
| Student attendance, retention rates and post-school destinations | 10 |
| School determined areas for improvement | 11 |
| Enrolment policy | 12 |
| Other school policies | 14 |
| Initiatives promoting respect and responsibility | 16 |
| Parent, student and teacher satisfaction | 16 |
| Financial information | 17 |

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



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 2022 Annual Report for Aspect Treetop School, I would like to acknowledge the Kaurna people who are the traditional custodians of the lands on which our school is located.

The school occupies the grounds of Ashford House which is one of South Australia's oldest historic buildings. It is located in Ashford, which is an inner southwestern suburb of Adelaide. Aspect Treetop School has an enrolment of 76 students, 67 boys and 9 girls. The school surrounds the heritage building, and caters for students from Reception to Year 10. Students travel from across Greater Metropolitan Adelaide to attend the main site at Ashford.

Throughout 2022, staff continued to work diligently to establish a learning culture which focused on high-quality teaching and learning. Class programs reflect each student's individuality and consider their unique profile and learning preferences, where accommodations and adjustments are made to meet the needs of each individual. Staff embrace the challenge of improving the learning outcomes for each student which includes academic skills alongside the equally important skills of speech and language, social and emotional development and daily living skills. This unique approach which encompasses the Aspect Comprehensive Approach and the Australian Curriculum makes our work interesting and very rewarding.

Both teaching and non-teaching staff work collaboratively with a learning support team which comprises speech therapists, occupational therapists and a school psychologist to provide students with the best possible educational opportunities in a safe and rewarding learning environment. I would like to acknowledge the tireless efforts of the school staff who work incredibly hard to support our students.

It is the school's purpose to seek continual improvement, whilst maintaining perspective on meaningful learning outcomes for our students. The school community participated in the Perspectives: Your school in focus survey in 2022. This school-wide survey for key stakeholders, including families, students, staff and leadership was designed to gather insights and perspectives on how our school community can continue to lead improvement and change in the domains of school environment, teaching and learning, student wellbeing, leadership and community. The data collected will inform the School Improvement Plan for 2023.

There were several highlights for the school throughout 2022. Treetop hosted the New South Wales Aspect Principals in July, and the Treetop Coordinators were fortunate to travel to Sydney in September to attend the Aspect Coordinator Conference. These collective leadership meetings, afford all schools the opportunity to share

knowledge and experiences, gain new learnings and build leadership capacity. The school also took a small group of very excited students, parents and staff to the Aspect Combined Schools Sports Carnival, which is held at Sydney Olympic Park. This is an extraordinary experience where approximately 800 Aspect students and their family members/carers, come together in the spirit of participation and fun.

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

Celebrating an unforgettable year! Thanks for the fun, funds, and a fab cubby house!

What a year it's been! From brain-busting quizzes to scrumptious lamingtons and the amazing cubby house in the play area, we've had a blast together!

The Quiz Night was a hit! Thanks to our brainiacs, sponsors and volunteers, it was a night to remember.

The Kytons Lamington Fundraiser was a sweet success! Huge kudos to our baking superheroes and everyone who indulged. You made a difference with every delicious bite.

And guess what? We're thrilled to announce the new addition to the play area: a fabulous cubby house! Thanks to your support, our little ones have even more fun and adventure.

To all the incredible individuals who made this year unforgettable—thank you! Your enthusiasm and dedication have brought our community together.

As we wrap up this year, let's keep the spirit alive! With your continued support, we'll conquer new heights. Together, we'll make a positive impact and create unforgettable experiences.

Cheers to our amazing community! Thank you for making this year remarkable. Let's keep spreading joy, raising funds, and having a blast.

Sean O'Dalaigh

The Parents and Friends Committee

Message from the SRC

In 2022 the Aspect Treetop Student Representative Council (SRC) consisted of four students. With the support of our coordinator De, the SRC organised and presented the weekly Senior Assemblies.

Assembly was a favourite experience for two of the SRC members. Charlie reported that he “liked presenting in Assembly and I liked wearing a badge”. The SRC also helped staff organise the Book Week Parade and compered and directed the procession on the day. In Term 4, the SRC supported the Acacias classroom with their canteen and delivered orders to classes. During the final meeting, the SRC spoke about organising lunch time activities which will be a priority in 2023. When reflecting on his SRC experience in 2022, Ethan said, “I am a good role model. I liked presenting at Assembly. I liked reading the Acknowledgment of Country”.

Robbie, Charlie and Ethan

Student Representative Council

Student outcomes in standardised national literacy and numeracy testing

Each student has an individual profile that outlines their strengths and interests as well as information about how to provide effective support. The profile includes areas for development, particularly related to the autism-specific areas of learning: social communication, social interaction, sensory processing and the unique thinking and learning profile of our students. These autism-specific areas of learning are carefully considered when developing class programs based on the Australian Curriculum, to ensure our teaching and learning remains autism specific and utilises students interests. The school has a multi-disciplinary team approach which includes teachers, support staff and therapists working collaboratively with families to achieve the best possible outcomes for the students.

Quality literacy and numeracy programs provide a foundation for student learning therefore, during 2022 the Aspect Treetop School reviewed and further developed the English Scope and Sequences from Foundation to Year 2. The Aspect Curriculum Development Coordinator supported the school to further develop teachers' skills in delivering high quality English programs. This included training around the new Scope and Sequence documents, which are based on Version 9 of the Australian Curriculum. Aspect Treetop School worked closely with the Aspect New South Wales schools in 2022 to attain a consistent approach to programming across all Aspect schools.

Literacy and Numeracy Assessments

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

The school administers literacy testing across the school each year to help inform practice and monitor student progress. Aspect Treetop School had a focus on English assessments in 2022 and began to collect data consistently across the school with the intention to do the same with Numeracy in 2023.

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.

Teacher professional learning, accreditation and qualifications

The following professional learning activities were undertaken by staff throughout 2022:

| Description of professional learning activity | No. of staff participating |
|---|----------------------------|
| A Parents Perspective: A lived experience of a parent with autistic twins | All |
| Aspect Child Protection and Safeguarding Refresher | All |
| Communication in a Crisis | All |
| Creating autism friendly environments | All |
| Disability Standards in Education | All |
| Incident Response and Reporting | All |
| St Johns Ambulance: Basic Emergency First Aid | All |
| Mindfulness: strategies for students | All |
| Positive Behaviour Support: Developing an orange form and blue implementation form | All |
| Regulation & sensory supports | All |
| Safety Intervention Training (SI) | All |
| Social emotional learning & programs to facilitate | All |
| An introduction to data: Presented by Katie Fleet – Eds Change | 25 |
| Medication Competency Practical Assessment | 17 |
| Effective Evidence Based Teaching and Learning: | 17 |
| Safely and Effectively Administer Medication 2.0 | 14 |
| The Science of Language and Reading – An Introduction | 14 |
| Asthma First Aid for School Staff | 12 |
| Hand Hygiene 4.0 | 9 |
| Aspect Code of Conduct | 7 |
| Workplace Bullying Prevention for staff | 7 |
| Executive Central Leadership Coaching | 4 |
| AISSA: Transforming Classroom Practice Masterclass 1 & 2: Using the NLNLP to track and monitor learning | 4 |
| Acknowledging and recording feedback and complaints | 2 |

| | |
|---|---|
| An introduction to Autism (Positive Partnerships) | 2 |
| Incident Review and Investigation | 2 |
| Information Sharing Guidelines for Promoting Safety and Wellbeing Induction for Staff and Supervisors (South Australia) | 2 |
| AISSA: Transforming Classroom Practice: General Capabilities | 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.

Workforce composition

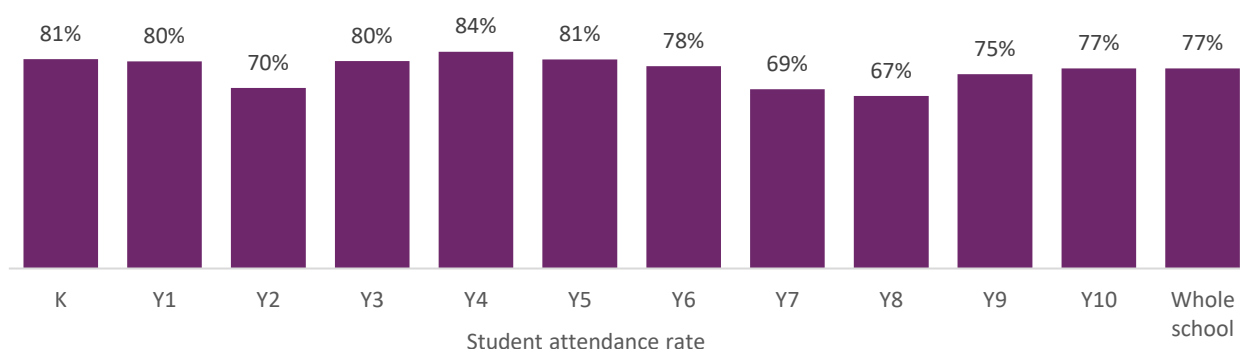
Composition of Aspect Treetop School staff is documented on the My School website www.myschool.edu.au

One staff member is of Aboriginal and/or Torres Strait Islander background.

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

Student attendance rates

| | | | |
|-----------|-----|--------------|-----|
| Reception | 81% | Year 6 | 78% |
| Year 1 | 80% | Year 7 | 69% |
| Year 2 | 70% | Year 8 | 67% |
| Year 3 | 80% | Year 9 | 75% |
| Year 4 | 84% | Year 10 | 77% |
| Year 5 | 81% | Whole School | 77% |



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 absence will be followed up by the school with the parent/guardian. Aspect uses an automated SMS messaging and follow up email service to advise parents/guardians if their child is absent without notification. 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 is not relevant for Aspect Treetop School.

School determined areas for improvement

| Area | Priorities | Achievements |
|------------------------------|---|---|
| Teaching and learning | Support teachers to use the AITSL self - assessment tool to enable them to recognise their strengths, set meaningful goals and track their progress during 2022. | All teachers completed the AITSL self-assessment tool and used the individualised report to plan for professional development. This was done in consultation with Coordinators during Support and Development meetings. |
| | Each teacher and SSO to participate in at least two professional development opportunities as specified in their individual performance plan by the end of 2022. | All staff participated in professional learning opportunities throughout 2022, many of which were specified in their individual Support and Development plans. |
| | Development of high-quality literacy and numeracy programs, modified to respond to individual student needs and to support increased student learning outcomes by 2022 | All teaching staff completed a class unit plan which outlined teaching and learning experiences and an assessment schedule. |
| Wellbeing | Six students between the ages 8 – 12, identified with social and emotional challenges will develop an improved understanding of appropriate peer to peer relationships, reducing the inappropriate incidents by 50% (within the group participants) by the end of 2022. | A small group of students completed the Secret Agent Society program which aims to teach students to manage their own feelings, detect other people's emotions, maintain friendships and deal with bullying. |
| Leadership | Clarify the roles of Treetop coordinators and record areas of responsibility by the end of Semester 1, 2022. | Coordinator roles and responsibilities were formalised and coordinators became accountable for their specific responsibilities. |
| | Coordinators to further develop competence in coaching staff and will choose one teacher to actively practice their coaching skills by the end of semester 2, 2022 | The leadership team received coaching from Executive Central throughout 2022, and implemented learnt strategies within their teams. |
| | Coordinator to support teachers to build their capacity to manage minor, challenging student behaviours independently, by end of 2022. | Positive behaviour support professional learning was delivered throughout the year to build staff capacity in supporting minor challenging behaviour. |

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.

In the case of an application for Aspect Distance Education the Aspect School Distance Education Enrolment Committee decides, in consultation with the family, if the Distance Education program is best suited to the educational needs of the student. When vacancies arise in the school or Distance Education program, 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
- 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-111, Stanford Binet V) which is not more than two (2) years old.

Reason for Distance Education pathway choice

As well as citizenship, age and diagnosis criteria, a child may be deemed eligible for Distance Education if:

- they are geographically isolated; or
- their individual circumstances prevent them from regularly attending school; and
- they agree to abide by the Distance Education requirements as set out in the Enrolment letter offer and contract.

Eligible students must be enrolled full time in the Distance Education program.

Registration to school/Distance Education waitlist

Expression of interest in Aspect schools may be made directly with the Aspect School. Enquiries can also be made with Aspect Customer Service by phone or email. or by general enquiry via the Contact Us page on the Aspect website and these enquiries 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, for

prospective parents or guardians who would like to enrol their child. This information session outlines the Aspect education program and the 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. 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 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. 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 they can inform parents of the outcomes.

The Principal will inform the parents or guardians 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 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 through 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 2022 | 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><i>Customer Experience & Service Innovation</i>— define and work towards achieving participants goals and personal lifestyle choices with support and input from those who care about them.</p> <p><i>Risk Management Framework</i> – identifies risks and defines criteria for the assessment of consequence of those risks</p> <p><i>Duty of Care and Dignity of Risk</i> - ensures that staff understand and implement the principles of both Duty of Care and Dignity of Risk, recognising the rights of the people we support to make informed choices and take calculated risks. 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><i>Safeguarding the People We Support</i> - 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>Customer experience policy new in October 2022. Replacing Person Centred Approach Policy.</p> | <p>These policies can all be accessed from Aspect's website autismspectrum.org.au/about-aspect/policies</p> |
| <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 exercises 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. Schools seek to make provision for particular needs of individuals who require special safety arrangements or avoid discomfort or threat to their health and wellbeing.</p> | <p>Nil</p> | <p>The Pastoral Care and Bullying Prevention in Aspect Schools procedure can be accessed by request from the school.</p> <p>The following related policies can be accessed from Aspect's website autismspectrum.org.au/about-aspect/policies</p> |

| | | |
|--|--|---|
| <p>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. Aspect encourages the reporting of complaints and feedback.</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 • Feedback, Complaints and Incidents |
| <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>Aspect Positive Behaviour Policy updated April 2022 to reflect current best practice and provide more detail.</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 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 Aspect Complaints Management Process can be accessed from Aspect's website autismspectrum.org.au/feedba ck-and-complaints</p> <p>The Feedback and Complaints brochure can be downloaded from the Aspect website autismspectrum.org.au/uploads/docu ments/Governance/Aspect-Feedback-and-Complaints-Brochure.pdf</p> |

Initiatives promoting respect and responsibility

Aspect Treetop School wants all students to recognise that they are a valued part of the school community, with parents and staff providing care and support that promotes self-esteem, mutual respect and responsibility.

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.

Students have the opportunity to participate in cultural activities such as Harmony Day, National Reconciliation week and NAIDOC week. The school community participated in the Vili's Family Bakery Fundraiser during National Reconciliation Week, which raised money to support the Tjindu Foundation. The Foundation helps Aboriginal children in South Australia shine their brightest through participation in industry-leading cultural and sporting excellence programs. An Aboriginal Educator also visited the school and engaged with all classes to raise awareness of Aboriginal culture and tradition.

A specialist Health and Physical Education teacher implemented lessons to all classes based on 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 has a commitment to ensuring all team members know and embrace our core values to ensure they are reflected in interactions and relationships with stakeholders. Aspect recognises that in order to achieve this it is important to share information with staff and the community so that Aspect is known not only for the work that we do but also for the values we uphold.

Parent, student and teacher satisfaction

The Aspect Treetop School welcomes staff, student and parent opinions, which highlights the positive aspects of the school and identifies any areas for improvement. Feedback is collected in a variety of forums including, student enrolment and exit surveys, school wide surveys, Net Promoter Scores, parent testimonials along with family engagement in school events.

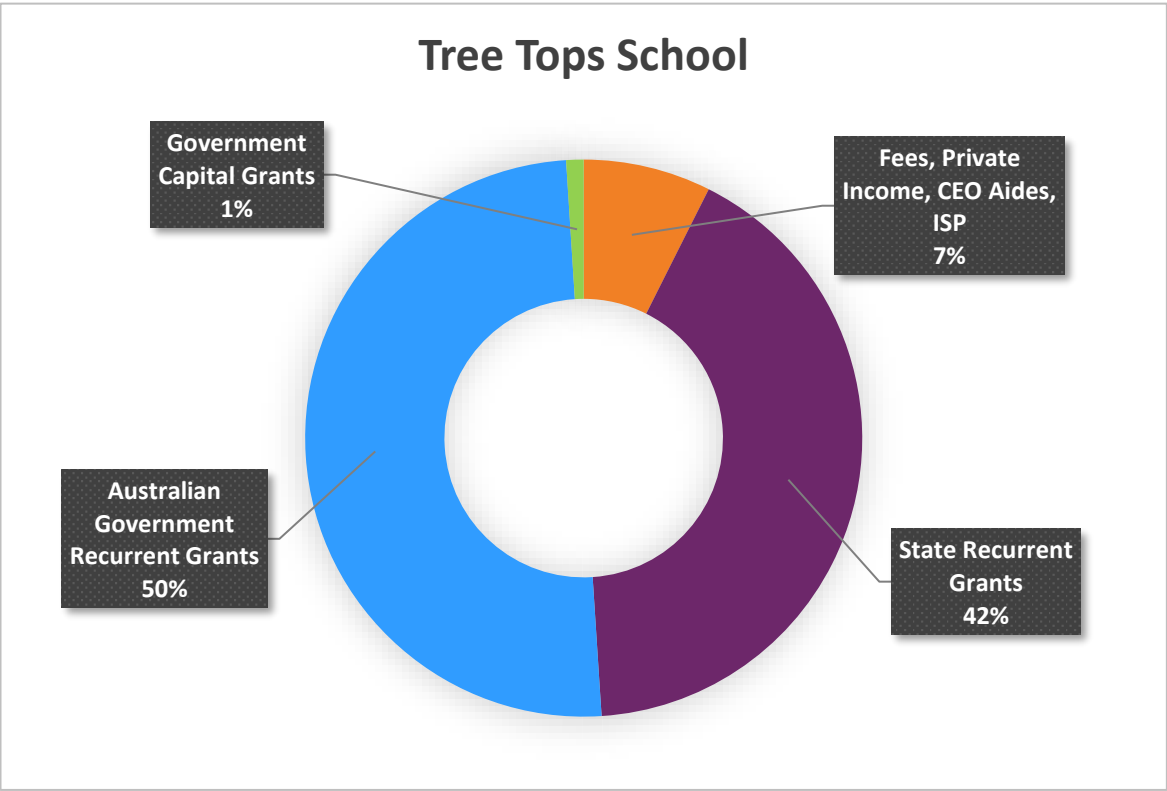
In 2022, the Aspect Treetop School community participated in a school-wide survey to gather insights and perspective from four important stakeholder groups (staff, students, parents/guardians and leaders) which highlighted strengths and achievements but also identified opportunities for growth and development. The data collected from the *Perspectives: Your school in focus* survey is used to inform future priorities, goals and targets, so we can better meet the needs of the whole school community. Sentiments such as the following were shared about the school in the survey:

"I am blown away by the amount of support me & my son receive from Aspect Treetop. His teachers know him almost as well as I do, & I wouldn't trust anyone else with his care or education. Having a child with a disability is hard, but Aspect have changed our life already & we have only been attending the school for one semester".

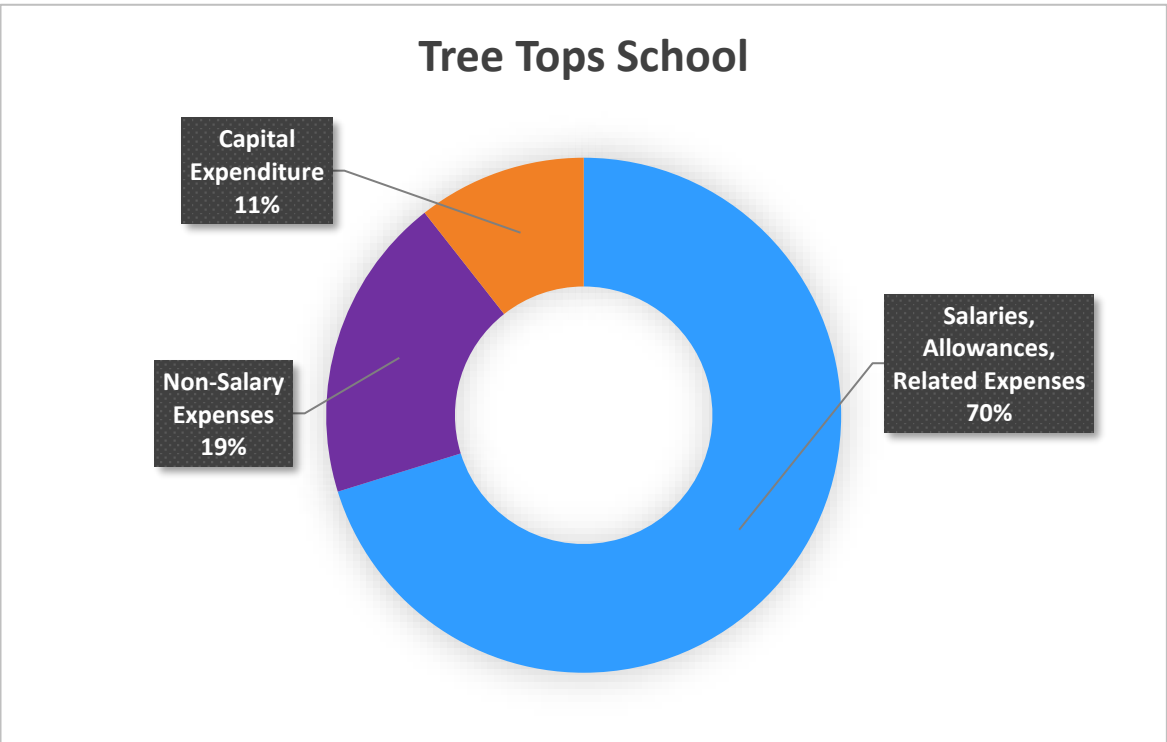
"We are fairly new to the school and are still getting to know it, but I am so happy we are part of the school and absolutely feel it was the right choice".

Financial information

Recurrent/capital income



Recurrent/capital expenditure



ATING



a different brilliant®

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

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