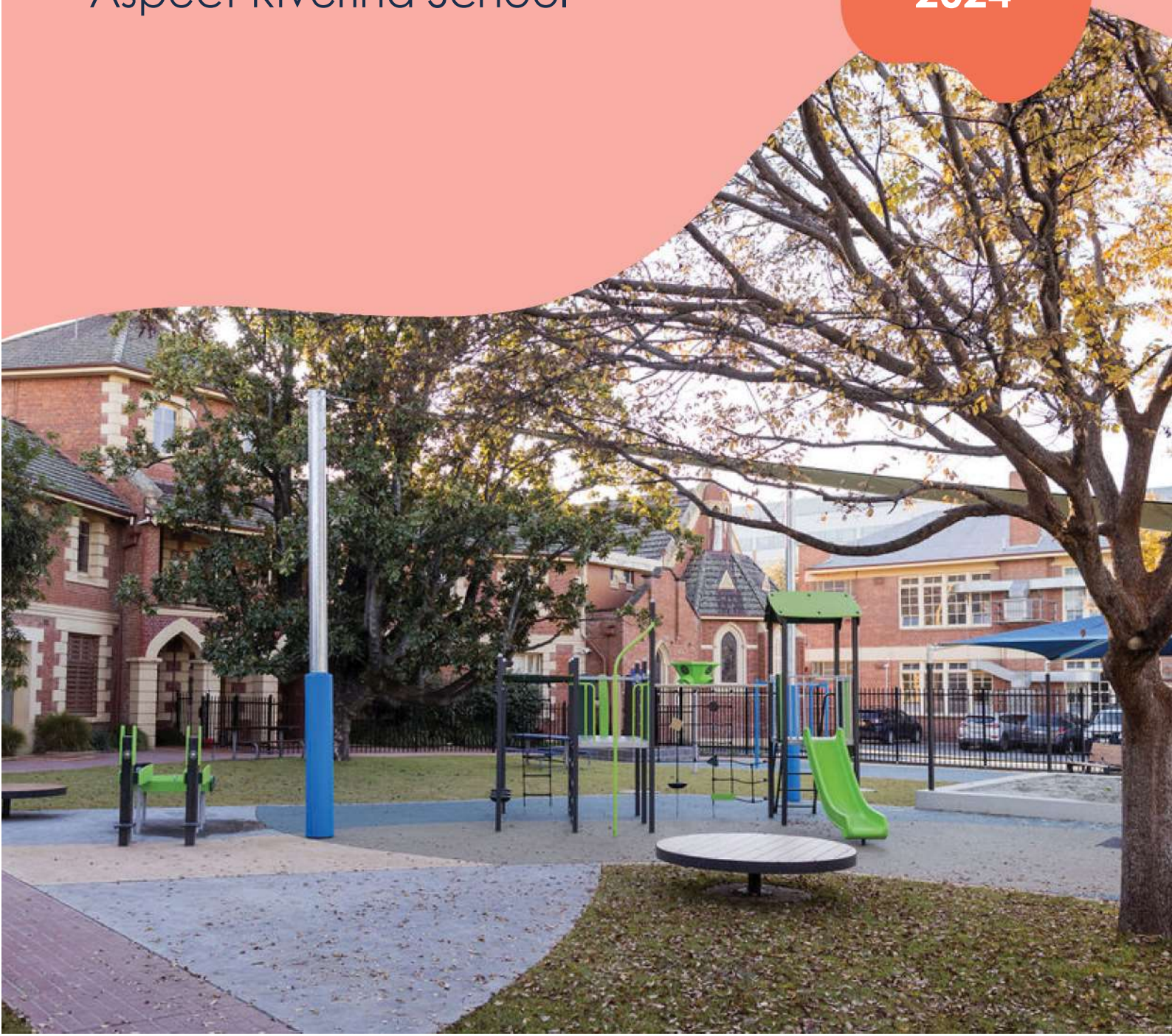


Annual School Report

Aspect Riverina School

2024



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All about Aspect

Our vision

The best opportunities
for people on the
autism spectrum.

Our mission

We work with people of
all ages on the autism
spectrum, delivering evidence-
informed solutions that are
person-centred, family focused
and customer driven.

Our values

We are passionate
about people, about
being positive, and about
what's possible.

Our work

We focus on the strengths and interests
of people on the autism spectrum

We work in partnership with people on the
spectrum, their families and
their communities

We work to understand people on the
spectrum from their perspective

Our approach is autism-specific

Our research focuses on best practice

We expect positive change and progress

Together we can achieve positive outcomes.

Our purpose a different brilliant®

Understanding,
engaging and celebrating
the strengths, interests
and aspirations of people
on the autism spectrum.



Aspect's approach

Drawing on more than 55 years of expertise, Aspect schools deliver specialised, evidence-informed programs designed for children on the autism spectrum. We take a person-centred approach, learning how each student experiences the world and using their strengths, interests and aspirations to shape tailored supports.

Our practices are guided by the latest evidence, informed by input from the student and their support network, and are continually refined to meet each student's unique needs.

Message from the Principal

In presenting the 2024 annual report, I would like to acknowledge the Wiradjuri people who are the Traditional Custodians of the lands on which our campuses are 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 that are person-centred and family-focused.

In 2024, Aspect Riverina School provided education for 95 students: 77 boys and 18 girls. The school offers a K to 12 Life Skills program across our four sites, which includes our Albury main campus, Wagga campus at Charles Sturt University and our high school satellite class based at Xavier College.

Our focus for students is to equip them with skills to be as independent as possible, and to engage with a rich range of meaningful learning experiences. As a transition setting, we aim to help students develop the tools they need in their next education or post-school placement.

Exciting changes in 2024

Aspect Riverina School has continued with exciting upgrades to our physical spaces in the last few years. The classrooms at our Albury campus have been upgraded, the newly established Wagga Campus is flourishing, and we have begun the upgrades at our Albury campus.

This has been matched with investment in staff development and training. In 2024, Aspect continued a program of work with Dr Lyn Sharratt in which all Aspect schools participated in. Lyn has successfully implemented a learning framework in mainstream school settings across the world and her work with Aspect in an autism-specific setting will be the first of its kind. The focus of Lyn's work is on being explicit about precision in teaching practice, working side by side to improve outcomes for all students.

Our focus is on increasing and measuring student growth and achievement. This is all part of our culture of high expectations that all our students can learn and reach their own unique potential. Through this work, we will shine a light on measures we use to demonstrate student success.

Our staff have also all completed the Berry Street training, which puts a trauma-informed lens over existing practice. This compliments Aspect's approach of positive behaviour strategies, building strong relationships with students and focusing on students' strengths and interests. Both these training programs will continue in 2024.

I would like to thank Amanda Yates, who was Acting Principal for the 2024 school year. Her guidance has seen the school flourish and thrive.

The Aspect Riverina community is such a special community to be part of and when an opportunity arose, I moved to Albury and am delighted to be beginning my work with this wonderful school community. I would like to thank all our students, staff and families for making me feel so welcome. I am looking forward to seeing our school go from strength to strength – we have exciting plans to continue upgrading our playgrounds at Albury, to further extend our services at Wagga and to continue to provide rich opportunities for our students to learn by connecting to the curriculum and to their community.



Kathryn Stuart
Principal

Student outcomes and results

Each student has an individual plan 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 autism-specific areas of learning: social communication, social interaction, and sensory processing which are integrated into the NSW Education Standards Authority (NESA) curriculum - the Key Learning Areas (KLAs). The school has a multi-disciplinary team approach which sees teachers, support staff and therapists 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

The school administers assessments each year to help inform practice and monitor students' literacy and numeracy progress. This includes some standardised testing as well as assessments tailored to the needs and abilities of our students.

Senior secondary outcomes

Record of School Achievement	Higher School Certificate
2	6

In 2024, 100% of year 12 students (6 in total) received a Higher School Certificate (Life Skills). Two students completed a Certificate II. The school offered six Stage 6 Life Skills NESA-Developed courses. Two students in the year 12 cohort participated in vocational or trade training. This represented 33% of year 12 students.

Post school destination

Most students who left school, following completion of their school education, were enrolled at TAFE, have already secured employment or are looking to join the workforce.

12 students attended work experience during the year, with two students successful in gaining School Leavers' Employment Support funding via the NDIS. Three students were successful in gaining apprenticeships.

Staffing

Teacher accreditation

Level of accreditation	No. of teachers
Conditional	2
Provisional	3
Proficient Teacher	21
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	26

Workforce composition

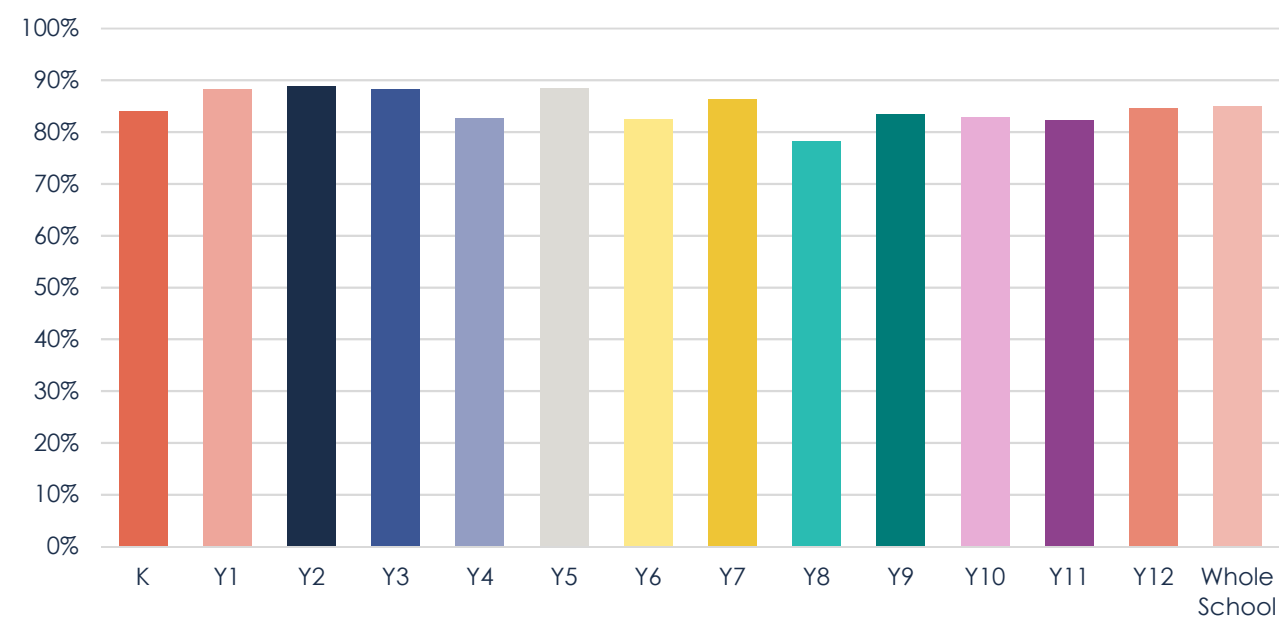
Composition of Aspect Riverina School staff is documented on the My School website www.myschool.edu.au

Workforce composition	
Teaching staff	26
Full-time equivalent teaching staff	21.4
Non-teaching staff (including classroom support staff)	31
Full-time equivalent non-teaching staff	20.7

At our school we welcome staff and students from all backgrounds and religions. Aspect Riverina School welcomes Autistic and neuro-diverse staff who's lived experience helps to support our students. We strongly encourage applications from Autistic teachers and other staff.

We strongly encourage applications from First Nations teachers and other staff.

Student attendance



Student attendance rates

Kinder	84%	Year 7	87%
Year 1	88%	Year 8	78%
Year 2	89%	Year 9	84%
Year 3	88%	Year 10	83%
Year 4	83%	Year 11	82%
Year 5	89%	Year 12	85%
Year 6	83%	Whole school	85%

In 2024, 85% of students attended school each school day on average. This was a small increase compared to the daily attendance in 2023.

Management of non-attendance

Aspect has a student attendance procedure, which all schools follow.

All unexplained absences are followed up each day by the school administration team using a variety of methods including SMS messages, email and phone calls. If a student is absent for more than three days without explanation this will be referred to the Principal who will continue to monitor absences and will initiate appropriate action to check on the welfare of the student and family, which may include notifying relevant authorities.

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.

School policies

The following school policies and procedures are publicly available on the [website](#):

- Suggestions, compliments and complaints
- External whistleblowing
- Enrolment
- Child protection and safeguarding
- Discipline & Positive Behaviour Support
- Anti-bullying

Parent, student and teacher satisfaction

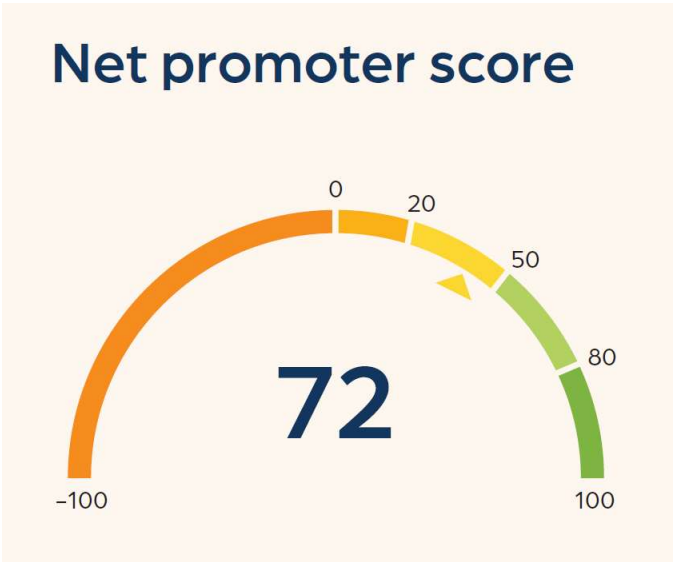
Aspect schools participate in the Association of Independent Schools NSW Perspectives survey biannually, to support school improvement and celebrate success. Our 2024 results were strong and the net promoter score (NPS) was 72, which indicates the majority of families would highly recommend Aspect Riverina School because the school provides a high-quality education that meets families' expectations and makes them feel proud and confident in their choice of school.

Over 50% of students reported that they feel a sense of belonging. Furthermore, more than 75% of students expressed that they feel valued as members of the school community, highlighting the school's efforts to foster inclusivity and respect. Additionally, over 80% of students indicated that there is at least one person at the school they can talk to, which speaks to the strong support network available to students. These results reflect a positive school climate where students feel both supported and appreciated.

The staff satisfaction survey reveals that more than 60% of Aspect Riverina School staff feel positive about the work they are doing. They believe that the efforts being made to support students are having a meaningful and positive impact on student learning. This reflects the dedication and commitment of the staff to fostering an environment that promotes academic and personal growth for all students. Their confidence in the effectiveness of their work is a testament to the collaborative and supportive atmosphere within the school, which contributes to the overall success of student development.

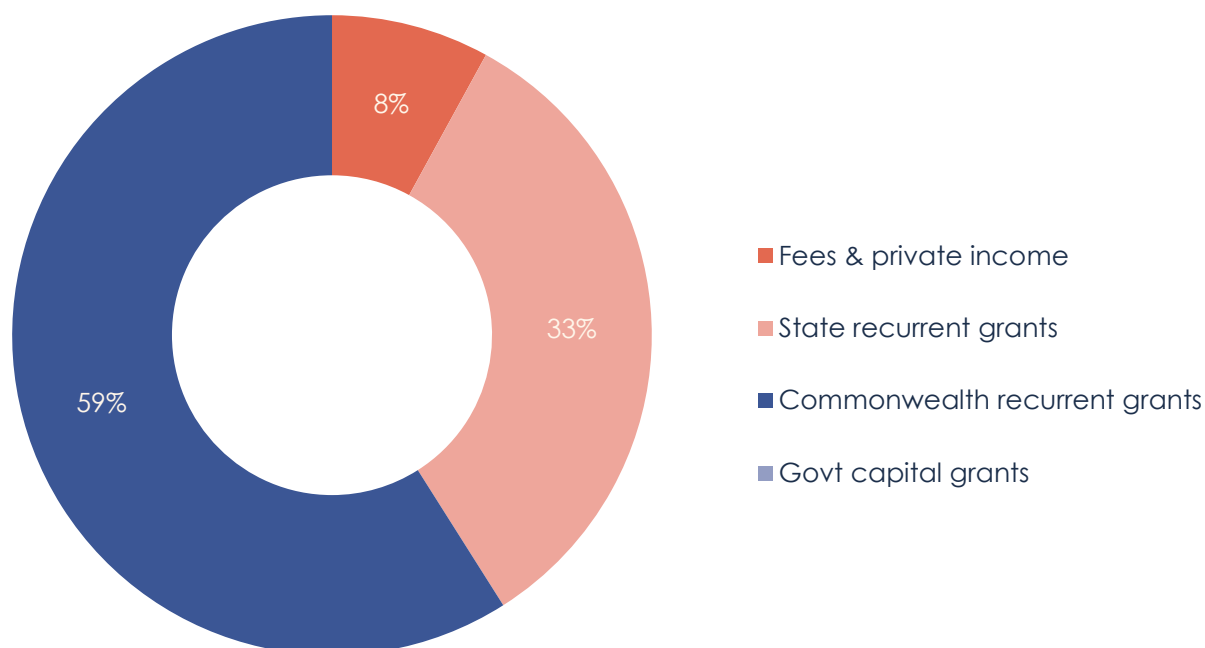
Parent and family satisfaction with Aspect Riverina School was generally positive, with respondents expressing contentment across several key areas, including the school environment, teaching and learning, student wellbeing, leadership, and community. This widespread satisfaction was reflected in the fact that over 61% of respondents indicated they would be happy to promote or recommend the school to others. This level of support highlights the trust and confidence that families have

in the school's ability to provide a nurturing and effective educational experience for their children.

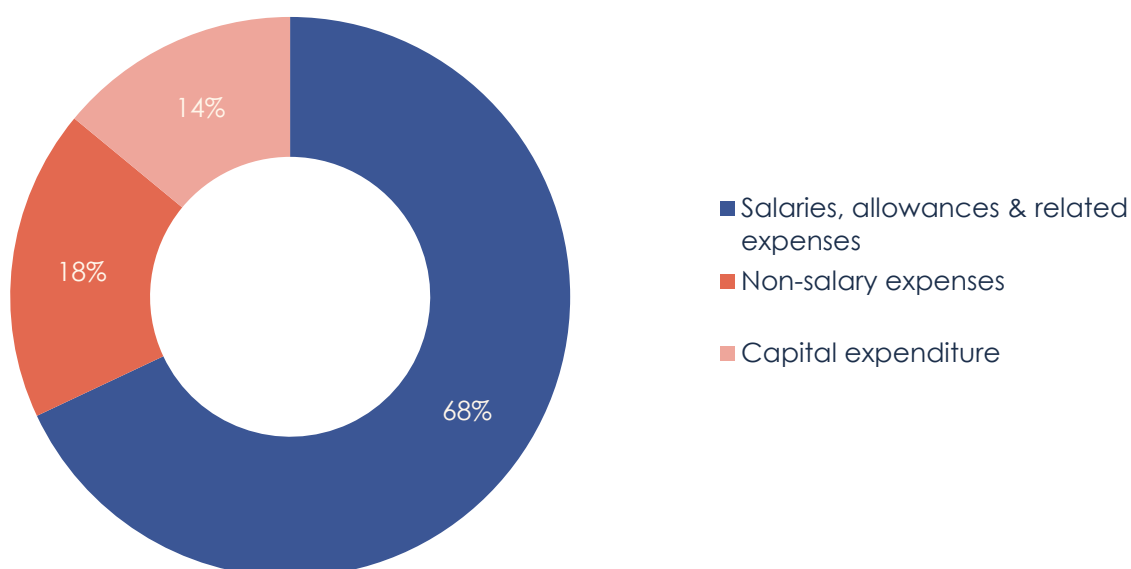


Financial information

Recurrent/capital income



Recurrent/capital expenditure





aspect.org.au | 1800 277 328 | customerservice@aspect.org.au