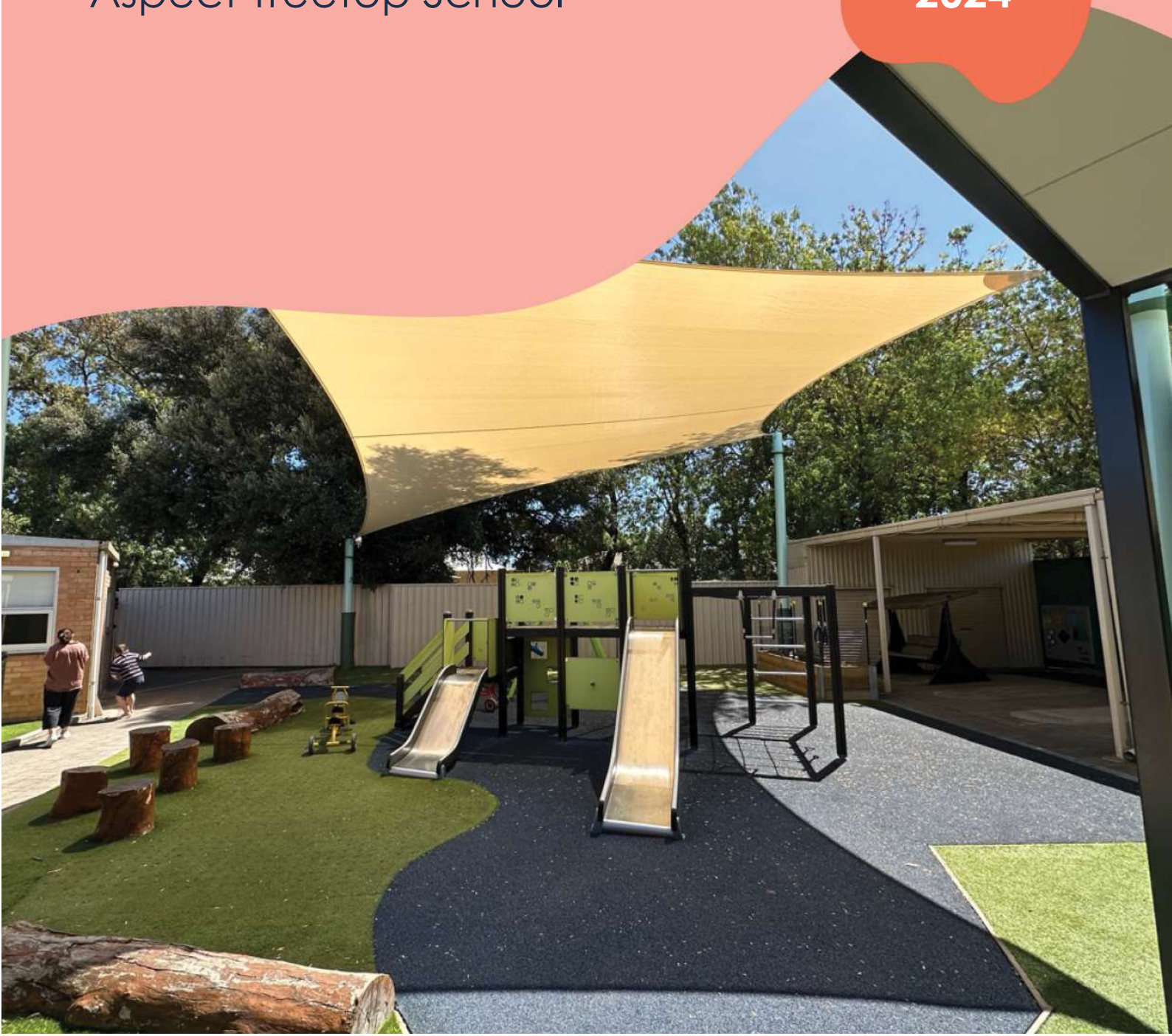


Annual School Report

Aspect Treetop 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 purpose
**a different
brilliant®**

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

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

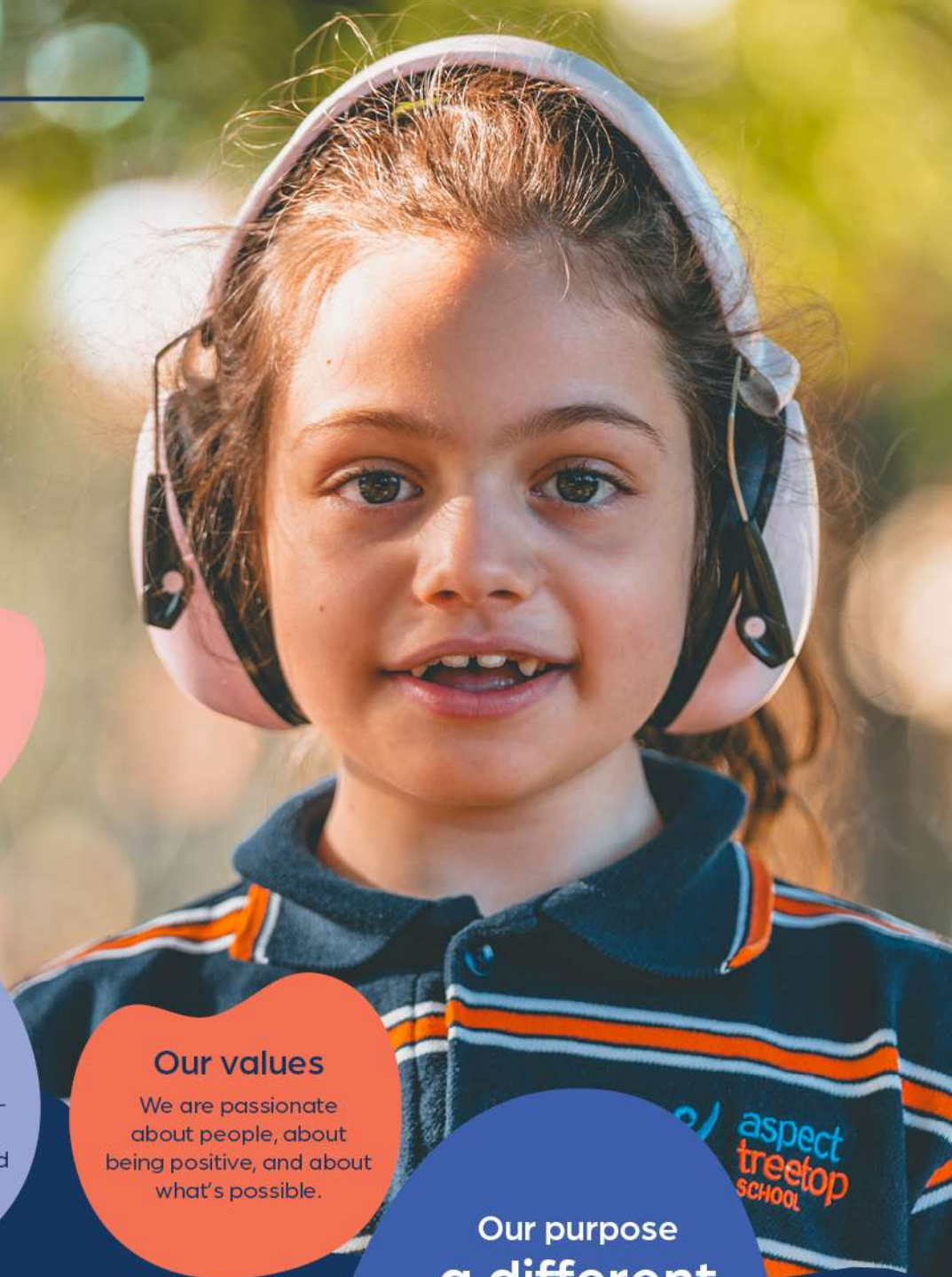
We work to understand people on the spectrum from their perspective

Our approach is autism-specific

Our research focuses on best practice

We expect positive change and progress

Together we can achieve positive outcomes.



aspect
treetop
SCHOOL



Aspect's approach to supporting students on the autism spectrum

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 for Aspect Treetop School, I would like to acknowledge the Kaurna people as the Traditional Custodians of the lands on which our school is located.

Our school is located in Ashford, an inner southwestern suburb of Adelaide. Aspect Treetop School has an enrolment of 72 students, 57 boys and 15 girls, catering for students from reception to year 10. We have approximately 16% of students from culturally diverse backgrounds.

As the only Autism specific education program in South Australia, the school draws students from families located not only from surrounding suburbs but also from across Greater Metropolitan Adelaide, including outlying northern and southern suburbs and the Adelaide Hills.

The school's vision is focused on creating an environment where all members of our community are supported to thrive by accepting and appreciating each person's unique qualities and strengths. We aim to provide each student with a positive, personalised education, with an emphasis on every student achieving positive outcomes. Students are supported by a dedicated staff in a safe and caring learning environment. Smaller class sizes ensure the staff are meeting the individual social, emotional and academic needs of all students.

Aspect Treetop School continues to collaborate with Dr Lynn Sharratt to enhance student achievement. Through building teacher capacity and using data-informed practices, we aim to continuously improve the educational outcomes for all students. To build teacher capacity, our Leaders of Learning and Wellbeing worked closely with teams and individual teachers to provide focused professional learning and coaching opportunities.

The school places emphasis on Positive Behaviour Support to create an engaging, supportive environment in which students learn and play. The school revisited the School Expectations, which will support staff to focus on positive behaviours and provide a framework to consistently teach essential school skills to all students. The implementation of the Berry Street Education Model has also contributed to strengthened relationships on which all learning is built and has led to more consistent language, expectations and strategies across the school.

During 2024, there were several opportunities for families to engage with our school. Particular highlights were the annual Walkathon and the Art Expo. The Art Expo showcased each student's unique expression of their creativity. It was also an opportunity for the school community to connect and share the beautiful artwork which was created as part of a Social Art Project the students, staff and families contributed to. The Social Art Project was accessible to all abilities through inclusive strategies, and allowed the school community to engage and explore their creative side.

A special thank you to all staff for their professionalism, commitment to continuous improvement and the genuine care and interest they have for students. Thank you to our parents and carers for their continued support, the broader school community for their patronage and most importantly, the students, who strive to achieve their personal best in all that they undertake.



Kaye Perry
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 Australian Curriculum Learning Areas. 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.

Our focus on improving literacy outcomes for all students has been guided by Dr Lyn Sharratt's research, particularly her emphasis on data-informed instruction and the importance of all staff having a shared belief that they can positively impact student achievement. The Letters and Sounds program was introduced to systematically and explicitly teach students in the younger years to read using phonics.

Consistent instructional practices that catered for the individual needs of students, saw measurable gains for a majority of our students in phonics. Letters and Sounds formed the basis of a school data wall, which allowed staff to have reflective conversations about teacher practice and the ongoing supports, resources and professional learning staff required in order to maintain focus on student growth. The introduction of Case Management meetings allowed opportunities to build teacher capacity through collaborative conversations about effective teaching strategies, and the importance of ongoing assessment to inform practice.

Post school destination

Aspect Treetop School is registered for reception to year 10. The reporting of the South Australian Certificate of Education (SACE) results is not applicable in 2024.

Staffing

Workforce composition

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

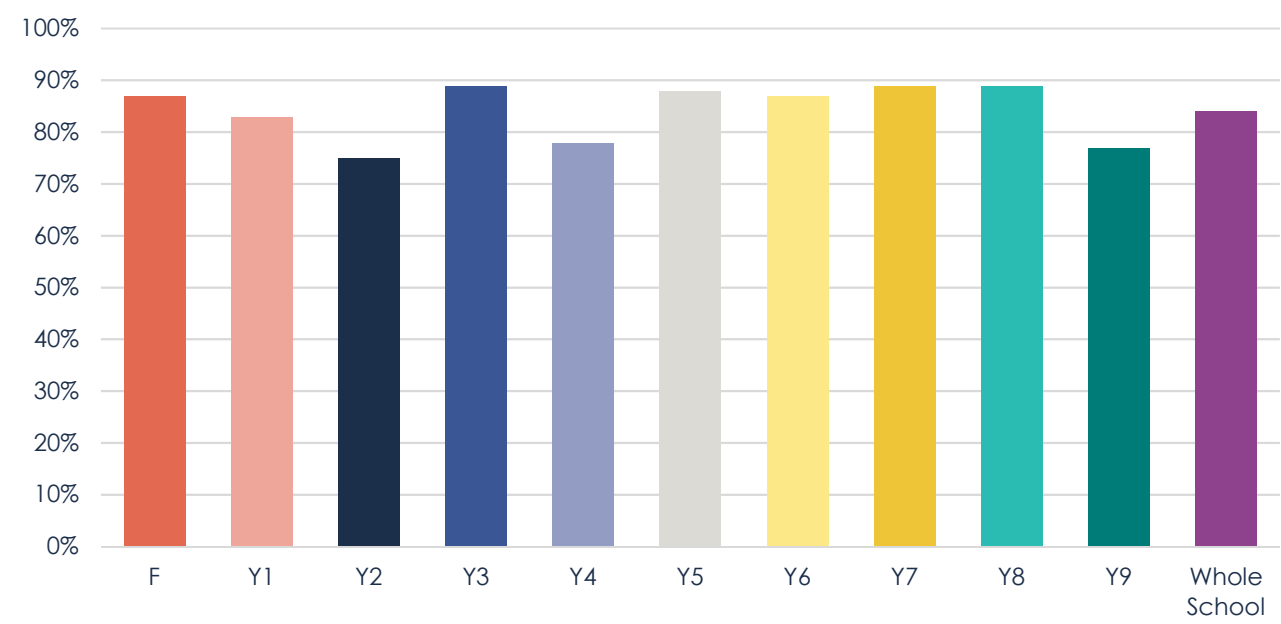
Workforce composition

Teaching staff	19
Full-time equivalent teaching staff	17.8
Non-teaching staff (including classroom support staff)	40
Full-time equivalent non-teaching staff	18.1

At our school we welcome staff and students from all backgrounds and religions. Aspect Treetop 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.

One of our staff members have identified as Aboriginal or Torres Strait Islander. We strongly encourage applications from First Nations teachers and other staff.

Student attendance



Student attendance rates

Foundation	87%	Year 6	87%
Year 1	83%	Year 7	89%
Year 2	75%	Year 8	89%
Year 3	89%	Year 9	77%
Year 4	78%	Whole school	84%
Year 5	88%		

In 2024, 84% 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 Treetop School welcomes involvement from our school community and relies on students and their parents to share their opinions to highlight the positive aspects of the school and identify areas for improvement.

Collaborative partnerships with families are essential to developing education programs that are person-centred, strengths-focused and tailored to the individual student. Staff welcome the opportunity to meet with each of their students' families so they can develop a comprehensive understanding of each child's preferences, strengths and support needs.

In 2024, the Aspect Treetop School community participated in a school-wide survey to gather insights and perspective from 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.

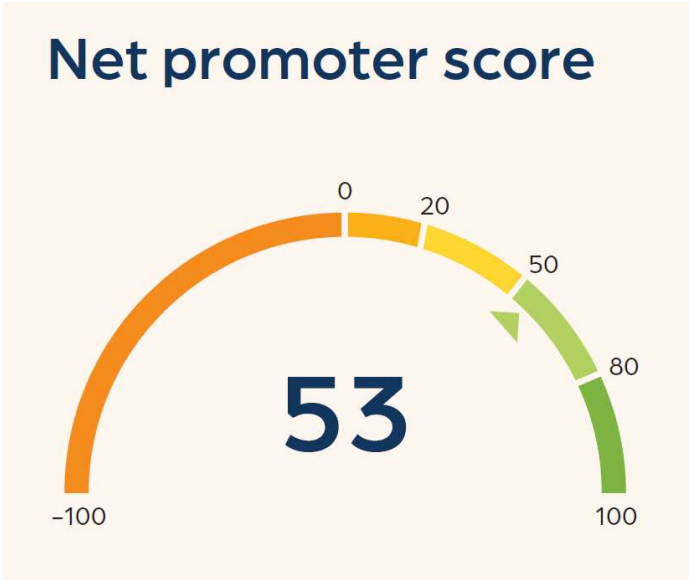
The Net Promoter Score (NPS) was 53, which indicates the majority of families would highly recommend Aspect Treetop School, recognising the high-quality education it provides and the way it meets families' expectations, making them proud and confident in their choice of school.

Sentiments such as the following were shared about the school in the survey:

"It's such a great blessing for my child to benefit positively in year 1 from Aspect Treetop School. I can see results from the methods used and the teachers are very professional".

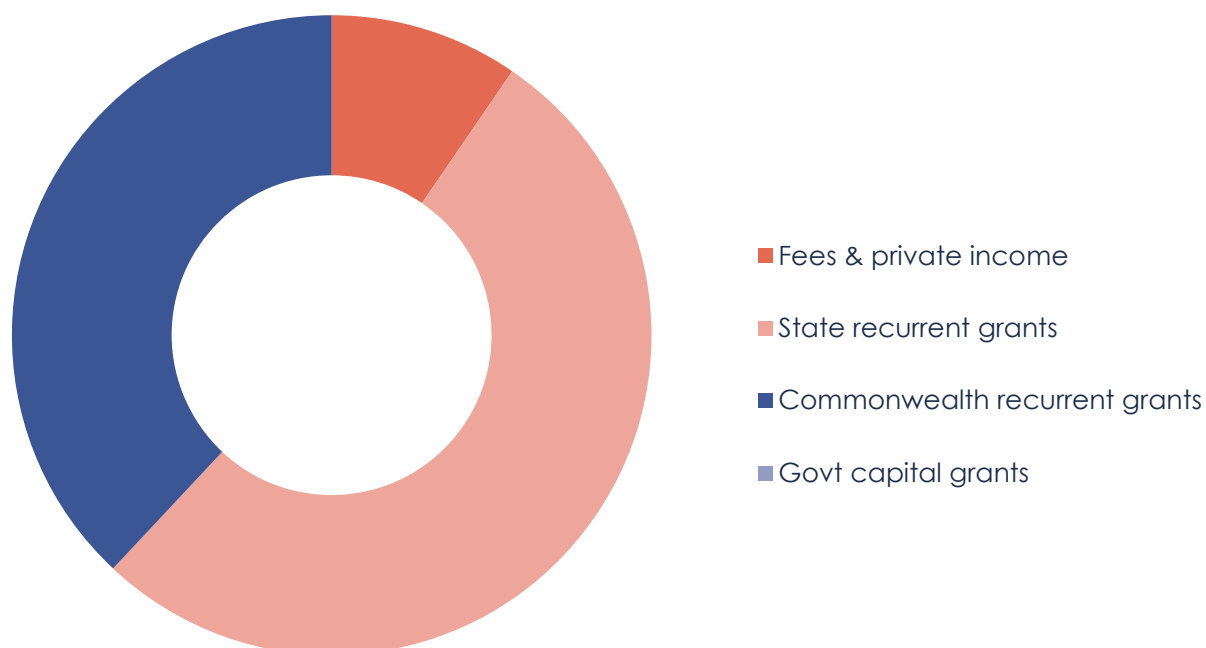
"Overall, we are very satisfied with the school, we are so relieved our son is getting the support he needs and is included with all the other kids. The teachers and SSOs are all wonderful".

Throughout the year, the school is also fortunate that families share their gratitude, which especially occurs when students transition to their next educational setting. *"All teachers and support staff deserve the utmost respect for the important role you play in shaping lives, but even more so for those of you that have chosen to support our most vulnerable kids".*

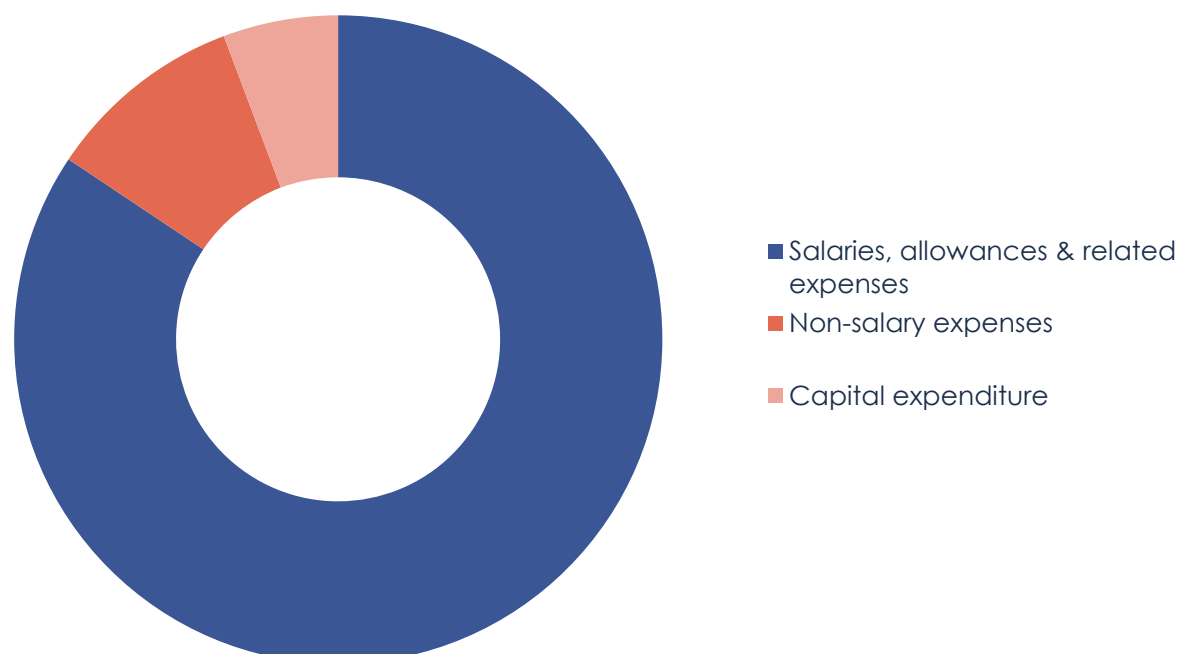


Financial information

Recurrent/capital income



Recurrent/capital expenditure





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