

Annual School Report

Aspect Riverina School

2025



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All about Aspect

Our values

Our values guide the way we work, connect and grow. We chose the word THRIVE because it reflects what we want for everyone at Aspect – for Autistic people, their families, and our staff. It's about growing, achieving, and connecting.

Our vision

Together, we're creating a world where Autistic people are seen and valued, and have access to the right support to live, learn, work and play.

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's approach to supporting students on the autism spectrum

Drawing on nearly 60 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 2025 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 which are person centred and family focused.

In 2025, Aspect Riverina School provided education for 89 students, 69 boys and 20 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 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 2025

Aspect Riverina School has continued some exciting upgrades to our physical spaces in the last few years. Both junior and senior playgrounds at our Albury Campus have been upgraded and the newly set up Wagga Campus is flourishing as well. In 2026 there are planned works for new classroom spaces and playground at the Wagga Campus.

In 2025 Aspect has continued a program of work with Dr Lyn Sharratt 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. 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 will be shining a light on measures we use to demonstrate student success.

Our staff have also all taken part in a number of different Professional Learning days including a week of Professional Learning where all staff developed further their skills around Numeracy. It was a chance for both teachers and teachers' aides to collaborate in this space. We also had the opportunity to participate in Cultural Capacity and Autism & Girls professional learning and gain a better understanding in this space. We look forward to further developing our learning in these areas.

The Aspect Riverina community is such a special community to be part of, and I have thoroughly valued my first year as part of this school community and would like to extend my sincere appreciation to all staff, families, and stakeholders for their continued support and collaboration. It has been both encouraging and rewarding to witness the ongoing growth of the school, along with the expanding range of opportunities being made available. These developments are positively supporting students, staff, and the wider school community to grow, learn, and achieve their potential together.



Kathryn Stuart
Principal

Message from the Student Representative Council (SRC)

The Student Representative Council (SRC) continues to be an integral part of our school. Students from Years 4 to 12 are involved, with all interested students invited to present a speech to the senior school. To ensure inclusivity, every student who expresses interest is given the opportunity to participate as a Representative.

The Year 12 School Captains (Fraser and Geordie) lead SRC meetings and contribute to developing the agenda. During meetings, ideas are raised, discussed, and actioned. The Senior School Leader of Learning and Wellbeing records proceedings and ensures that all students are supported so their voices can be heard. Structured supports help students develop the skills needed to participate effectively, such as taking turns, listening respectfully, and accepting differing opinions, which are essential in group discussions.

Some actions identified in SRC meetings are implemented immediately. For example, students organise and run clubs during recess and lunch, and plan special events to raise awareness of important issues, such as 'Do It for Dolly Day'. Other initiatives are referred to the School Principal by the School Captains for further consideration.

Following COVID-19, the school prioritised strengthening students' sense of belonging, safety, and wellbeing. From 2022 to 2025, the SRC played an important role in this focus. SRC students developed and administered a whole-school survey in 2023 and

again in 2025, with results showing significant improvement.

The SRC plays a vital role in creating a positive, inclusive, and responsive school environment. It provides a structured opportunity for students to have their voices heard and to contribute actively to decisions that affect their education and wellbeing.

Student outcomes and results

Each student is supported through an individual plan that builds on their strengths and interests, while identifying areas of development to maximise access, engagement and progress in learning. These plans attend to autism-specific areas of learning, including social communication, social interaction, and sensory processing, and are integrated within the NSW Education Standards Authority (NESA) curriculum through Key Learning Areas.

The school adopts a multi-disciplinary approach, with teachers, support staff and therapists working collaboratively with families to adjust teaching, monitor progress and support meaningful educational outcomes for each student.

Literacy and numeracy assessments

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

The school administers a range of literacy and numeracy assessments each year to inform teaching practice and monitor students' progress over time. This includes selected standardised assessments, as well as alternative and individualised assessment tools designed to reflect the communication profiles, learning styles and support needs of our students.

Senior secondary outcomes

Record of School Achievement:

- Year 10 – 4
- Year 11 – 1
- Higher School Certificate - 6

In 2025 100 % of year 12 students (6 in total) received a Higher School Certificate (Life Skills).

One student completed a Certificate II and the school offered six Stage 6 Life Skills NESA-Developed courses.

Two in the year 12 cohort participated in vocational or trade training. This represented 33% of year 12 students.

Post school destination

Students who left school, following completion of their schooling transitioned to a range of post-school pathways with most going to TAFE, or programs to support preparation for workforce participation.

Staffing

Teacher accreditation

Level of accreditation	No. of teachers
Conditional	2
Provisional	2
Proficient Teacher	24
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	28

Workforce composition

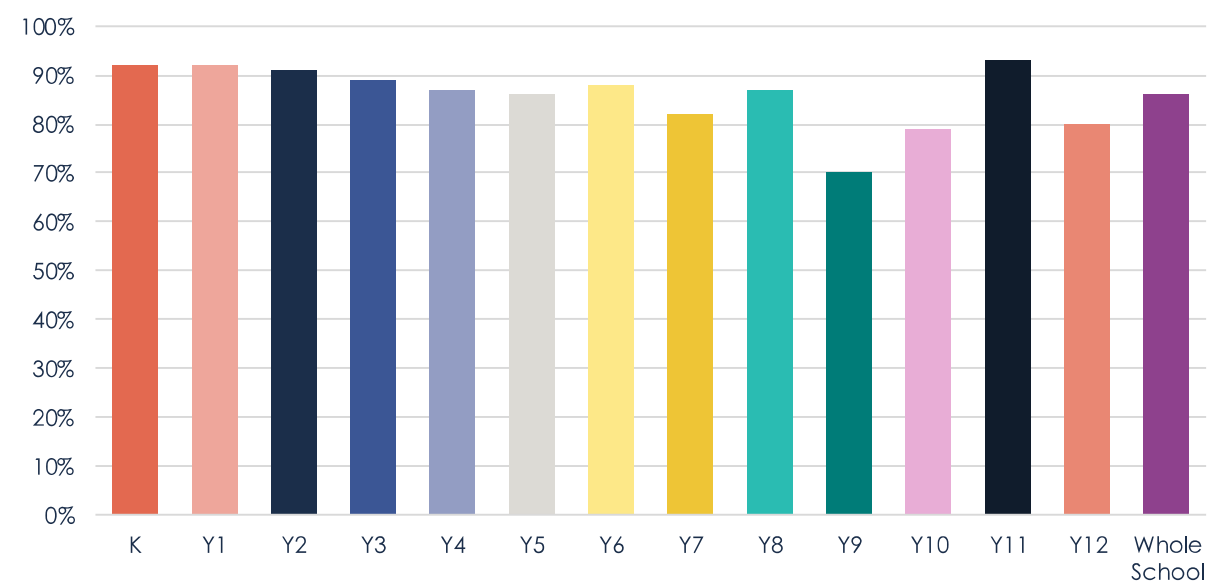
Composition of Aspect Riverina School staff is documented on the My School website

www.myschool.edu.au

At our school, we welcome staff and students from all backgrounds, cultures and beliefs. Aspect Riverina School values the contribution of Autistic and neurodiverse staff, who's lived experience informs inclusive and supportive practice. We encourage applications from Autistic teachers and other neurodiverse staff, while recognising that disclosure of neurodiversity is a personal choice.

We encourage applications from First Nations teachers and other staff and remain committed to building a culturally inclusive workforce where privacy and individual choice are respected.

Student attendance



Student attendance rates

Kinder	92%	Year 7	82%
Year 1	92%	Year 8	87%
Year 2	91%	Year 9	70%
Year 3	89%	Year 10	79%
Year 4	87%	Year 11	93%
Year 5	86%	Year 12	80%
Year 6	88%	Whole school	86%

In 2025, students attended school on average 86% of the time. This represents a small increase to overall attendance in 2024.

Management of non-attendance

Aspect has a student attendance procedure which is implemented consistently across all schools.

All unexplained absences are followed up on the day of absence and the days following by the school administration team using a range of methods, including SMS messages, email and phone calls. If a student is absent for more than three consecutive days without explanation, the matter is referred to the Principal, who continues to monitor attendance and

initiates appropriate action to check on the wellbeing of the student and family. This may include notifying relevant authorities.

Where patterns of repeated unexplained absence or absence of concern are identified, the school follows statutory reporting requirements, which may include notification to Family and Community Services.

Where unsatisfactory attendance is identified, a student attendance improvement plan is developed collaboratively with the student and their parent or carer. Plans are monitored and reviewed regularly, with adjustments made to support re-engagement and ongoing participation in learning.

School policies

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

- Feedback and Complaints
- External whistleblowing
- Enrolment
- Child protection and safeguarding
- Discipline & Positive Behaviour Support
- Anti-bullying

This information, along with the annual report, is available on the school's dedicated web pages within the [Aspect website](#).

Stakeholder satisfaction

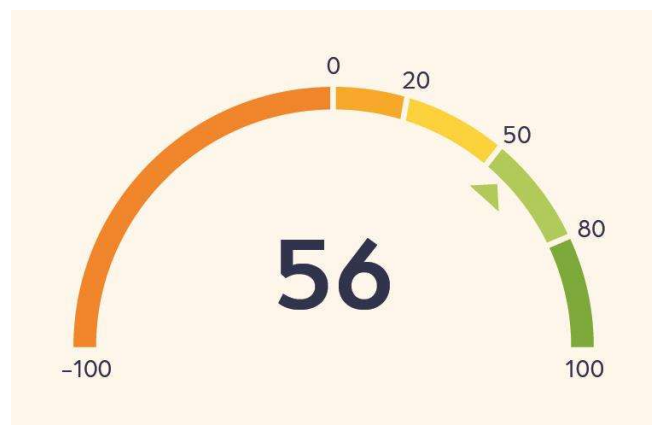
Stakeholder satisfaction information is gathered through a range of sources, with the Aspect Perspectives Survey forming the primary systemwide tool for understanding the experiences of parents, students and staff. Perspectives is a bi-annual survey, most recently conducted in 2024. The findings provided valuable insight into engagement, wellbeing, communication and support, and directly informed school and system planning priorities for 2025. The survey will be conducted again in 2026 to support ongoing reflection and continuous improvement.

The 2024 Perspectives Survey data reflected a strong and positive school climate. Student responses indicated that they feel supported, valued, and appreciated within the school environment. Staff

feedback highlighted a high level of dedication and commitment to creating a learning environment that supports both academic achievement and personal growth for all students. Family responses demonstrated a strong sense of trust and confidence in the school's ability to provide a nurturing, supportive, and effective educational experience for their children.

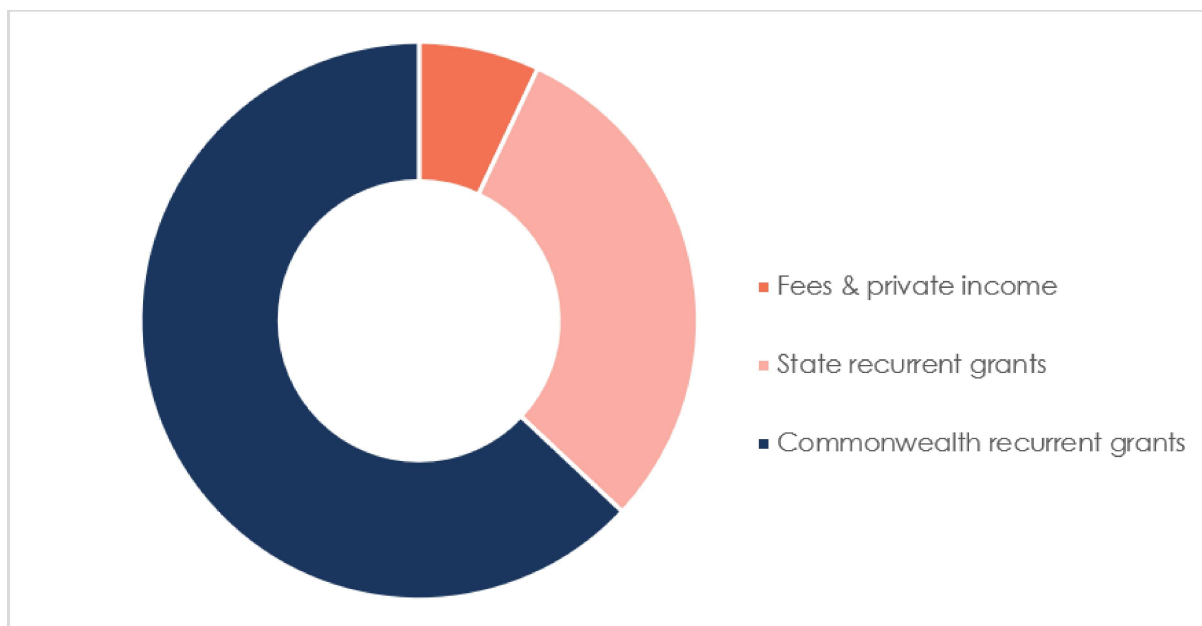
Net Promoter Score (NPS) survey data collected in 2025 indicated consistent levels of satisfaction among families, reflecting confidence in the school's commitment to supportive, inclusive and responsive practice. Feedback from both surveys, alongside ongoing consultation and informal feedback, continues to inform planning, refinement of practice and school improvement initiatives.

Net promoter score



Financial information

Recurrent/capital income



Recurrent/capital expenditure

