



Annual School Report

Aspect Treetop 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 for Aspect Treetop School, I acknowledge the Kaurna people as the Traditional Custodians of the land on which our school stands and pay my respects to Elders past and present.

Our school is located in Ashford, which is an inner southwestern suburb of Adelaide. Aspect Treetop School has an enrolment of 75 students, 59 boys and 16 girls, catering for learners from Reception to Year 10. Approximately 17% of our students are from culturally diverse backgrounds.

As the only autism specific education program in South Australia, the school draws students from families located not only in surrounding suburbs but also from the greater metropolitan area, including the northern and southern suburbs and the Adelaide Hills.

In 2025, our school maintained a strong focus on continuous improvement, with staff working collectively towards our key priorities. Central to this work was Dr Lyn Sharratt's 14 Parameters framework, which provides an approach to improving student outcomes through intentional collaboration and shared responsibility. By fostering a culture where educators regularly collaborate, share expertise, and engage in evidence-informed discussions, we strengthen teacher capability and increase the likelihood of improved student outcomes.

These principles underpinned our commitment to ensuring all members of our community could 'Thrive in '25', fostering a culture of collective efficacy, high expectations, and ongoing growth.

The school sought to provide enriching learning opportunities comparable to those available in other educational settings. Students engaged in a range of experiences that complemented classroom learning and enhanced engagement, including:

- Participation in the National Simultaneous Storytime
- Science Week experiences that promoted curiosity
- Participation in Sporting Schools activities that enhanced physical activity, teamwork and wellbeing

- Participation in the Indigenous Literacy Day livestream, providing meaningful opportunities to connect with First Nations perspectives

These opportunities supported learning across various curriculum areas while fostering engagement, connection, and inclusion.

Upgrading the school environment was a key priority in 2025. Restoration works on Ashford House were completed, with works carefully planned to preserve the character of the building while enhancing functionality and safety. The improvements will ensure the building continues to support high-quality learning and wellbeing outcomes for students and staff. A new shade sail was also installed over the back playground, significantly improving comfort and usability during the warmer months. In addition, works commenced on the main playground, which will become a valuable learning space. Once completed, it will provide access to a purpose-built environment designed to support students' social, sensory and self-regulation needs.

These installations were made possible through funding received from State and Federal Government Capital Grants for Non-Government Schools. We are very grateful for the opportunity to access these grants, which enable ongoing improvements to our facilities and ensure our learning environments continue to meet the evolving needs of our students.

I sincerely thank our staff for their professionalism, commitment to continuous improvement and the genuine care they demonstrate for every student. I also extend my thanks to our parents and carers for their ongoing support, and most importantly, to our students, who strive to achieve their personal best in all that they do.



Kaye Perry
Principal

Message from the Parent Engagement Group (PEG)

Instead of a traditional Parents & Friends committee, a Parent Engagement initiative was introduced in 2025. The Parent Engagement Group (PEG) was established as a structured opportunity for families to connect with school leadership and contribute to ongoing school improvement efforts. During meetings, school leaders shared key priorities and invited parent feedback, fostering open and constructive dialogue.

This approach enabled the school to gain valuable insights into parent perspectives, strengthen partnerships, and ensure priorities are aligned with the needs and aspirations of the school community. The Parent Engagement Group looks forward to expanding its reach and continuing to work collaboratively with the school in 2026.

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 Australian Curriculum 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 maintained a strong focus on improving literacy and numeracy outcomes for all students. The National Literacy and Numeracy Learning Progressions were used to map and monitor student development. In literacy, particular attention was given to the Interacting progression. This includes active listening behaviours, turn-taking, asking and responding to questions, and building on the ideas of others. By using this progression, teachers were able to clearly identify each student's current level of oral language development and explicitly teach the next steps.

In numeracy, staff utilised the Number and Algebra strand, with a strong emphasis on the Understanding Number (Place Value) progression. This progression outlines how students move from early counting and recognition of numbers to deeper understanding of place value.

Using these progressions enabled staff to accurately identify each student's point of learning and to target teaching accordingly. Data walls, representing each student's progress along these learning continua, supported ongoing, evidence-informed conversations about student growth. These discussions helped staff to determine next steps in teaching and plan the targeted supports, resources, and professional learning required to sustain a clear and consistent focus on improved student outcomes.

Post school destination

Aspect Treetop School is registered to provide education for students from Reception to Year 10 only; therefore, reporting on post-school destinations and outcomes is not applicable.

Workforce composition

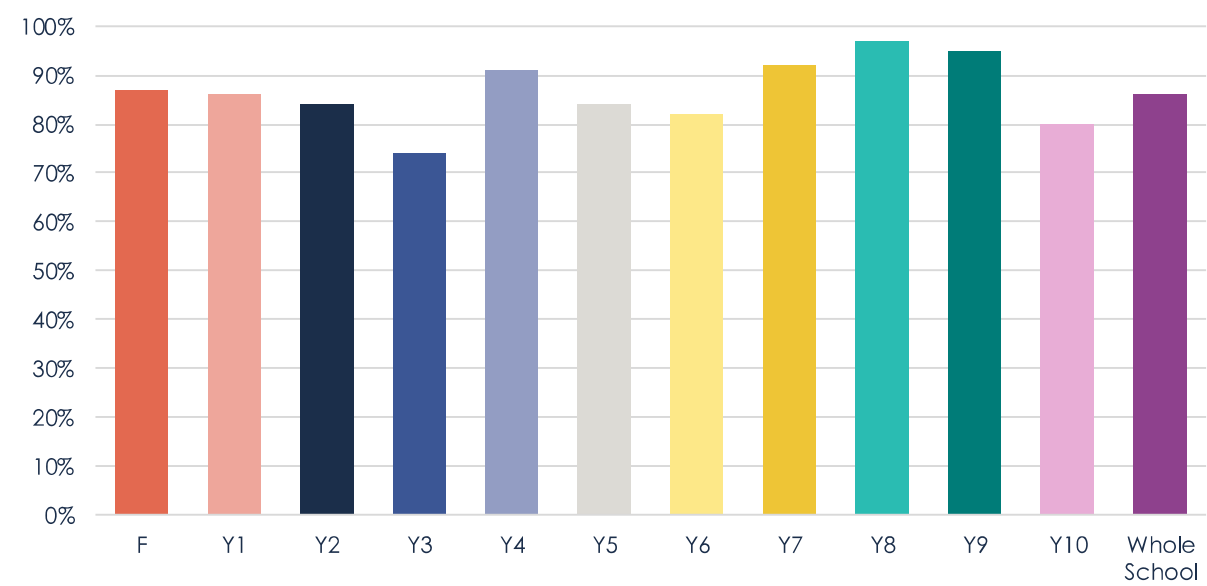
Composition of Aspect Treetop School staff is documented on the My School website

www.myschool.edu.au

At our school, we welcome staff and students from all backgrounds, cultures and beliefs. Aspect Treetop 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.

One of our staff members has identified as Aboriginal or Torres Strait Islander. 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

Foundation	87%	Year 6	82%
Year 1	86%	Year 7	92%
Year 2	84%	Year 8	97%
Year 3	74%	Year 9	95%
Year 4	91%	Year 10	80%
Year 5	84%	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](#).

Parent, student and teacher satisfaction

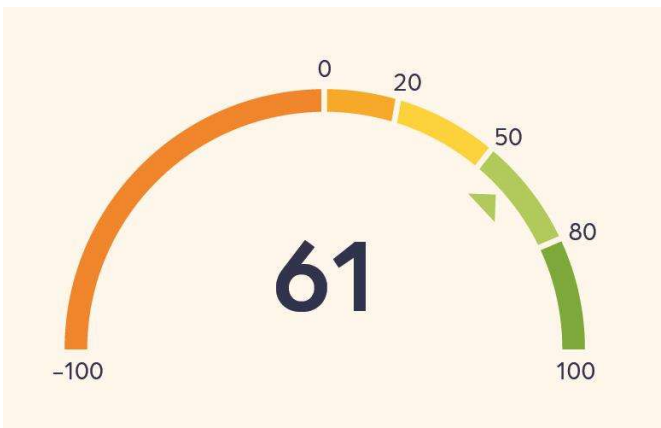
Aspect Treetop School values the involvement of its school community and actively seeks input from students, families and staff, celebrating strengths while also identifying opportunities for growth and improvement.

Collaborative partnerships with families are central to developing educational programs that are person-centred, strengths-based, and tailored to each individual student. Staff actively seek opportunities to connect with families to build a strong understanding of each child's preferences, strengths, and support needs.

Parent feedback on the process and value of Five Point Star meetings and Curriculum Conversations was overwhelmingly positive. Families appreciated the opportunity to meet with staff and share valuable insights about their child, ensuring that learning is personalised and responsive.

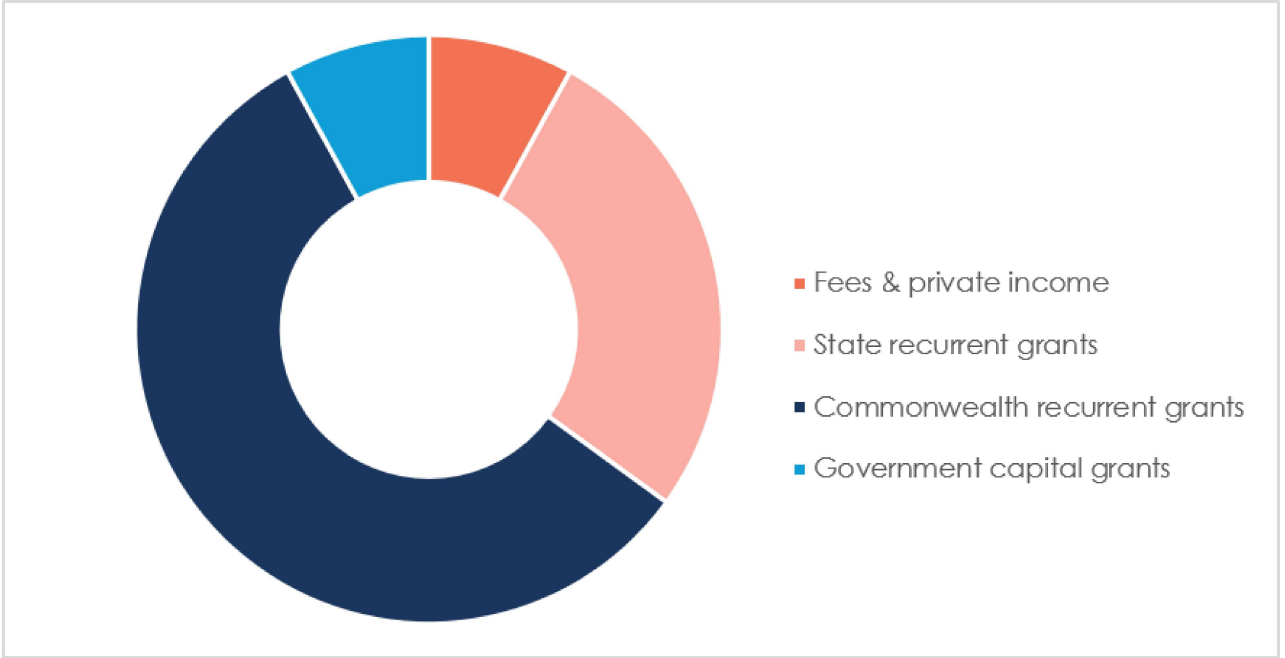
In addition, families reported a high level of satisfaction through the 2025 Net Promoter Score (NPS), describing staff as caring, dedicated, and supportive. This feedback reflects a high level of confidence in the school's programs and its commitment to meeting the needs of every student.

Net promoter score



Financial information

Recurrent/capital income



Recurrent/capital expenditure

