

Autism Spectrum Australia (Aspect) Autism Spectrum Australia (Aspect) exists for its purpose, vision, mission, and values.

Aspect aspires to be:

- Australia's leading autism educator – Leading the way in developing and applying innovative, evidence-based education approaches that create positive outcomes for autistic people.
- A trusted specialist autism support provider– Providing pathways and foundations for Autistic people that support them to develop the right skills and capabilities to thrive in life.
- A practical autism innovator – Showcasing what works based on practical evidence-based knowledge and deep understanding of the lived experiences and priorities of Autistic people.

The Asset Management Framework supports the development and implementation of Aspect's Strategic Plan.

- Aspect promotes decisions relating to assets, asset management and the asset management system in a way that supports its Purpose and Vision. Traditional environments can create sensory challenges for Autistic people and Aspect is committed to creating environments that are tailored to, or can be modified to accommodate, individual needs, through evidence-informed practice and design principles.

It is essential that Aspect's environments are:

- Safe
- Comfortable
- Optimised for lifelong learning

People, technology, systems and facilities are enablers of Aspect's Strategic Plan.

Asset management:

- enables decision making to reduce risk, reduce costs and improve delivery of specialised services to Aspect's stakeholders;
- supports efficiency and sustainability in the delivery of services to students, participants and their families;
- assists in promoting a culture of innovation and continuous improvement; and
- builds Aspect's capacity to deliver services in a safe and cost-effective manner.

Commitments

- Aspect is committed to maintaining and prioritising quality, legally compliant, safe, accessible, inclusive, fair and non-discriminatory environments for our employees to work, and our students/participants to attend school and services. Building new schools/services where there is an immediate need for our services

- Refurbishing and renovating Aspect schools/services, to further develop best practice, autism-friendly spaces for our students/participants
- Expanding partnership opportunities, to increase Aspect reach across the government and non-government sector

Aspect commits to:

- creating and maintaining safe, comfortable, and supportive lifelong learning environments for people on the autism spectrum;
- decision making that is informed by people with lived experience of autism, including through Aspect's Advisory Council;
- integrating the asset management system with Aspect's other policies and management systems;
- asset management decision making that is consistent with Aspect's Disability Access and Inclusion Plan;
- progressing the maturity of the asset management system with an aspiration to align with ISO 55001: International Standard for Asset Management – Management systems - Requirements;
- setting and documenting asset management objectives that are consistent with Aspect's purpose, vision, values and core strategies;
- allocating funds, resources, training and communication to achieve Aspect's stated asset management objectives;
- clearly communicating each person's roles and responsibilities with respect to asset management;
- compliance with all legislative, regulatory and applicable standards requirements in the jurisdictions and sectors in which Aspect operates;
- identifying, documenting and mitigating risks with respect to assets, asset management and the asset management system;
- supporting a culture of continuous improvement of our assets, asset management and the asset management system; and
- reviewing and revising this policy periodically in line with Aspect's Quality Management Framework.

The Asset Management Framework policy illustrates Aspect's adherence to the:

- NDIS Practice Standards (2018) and NDIS Code of Conduct, specifically within the NDIS Practice Standards & Quality Indicators:
 - Core Module: 1. Rights and Responsibilities, under the relevant Outcomes.
 - Core Module: 2. Provider Governance and Operational Management, under the relevant Outcomes.
 - Core Module: 4. Support Provision Environment, under the relevant Outcomes.
 - Supplementary Module: 2. Specialist Behaviour Support Module, under the relevant Outcomes.
 - Supplementary Module: 3. Early Childhood Supports, under the relevant Outcomes.

- Disability Standards for Education (2005), specifically:
 - Part 3: Making Reasonable Adjustments.
 - Part 10: Exemptions.
- NESA Registered and Accredited Individual Non-Government Schools (NSW Manual), specifically:
 - 3. Requirements for Registered Non-government Schools, under requirements for Facilities; Buildings and Premises; Safe and Supportive Environments and Financial Viability.
- Standards for Registration and Review of Registration of Schools in South Australia, specifically the relevant quality related criteria for:
 - Standard 1 School Governance.
 - Standard 3 Student Safety, Health and Welfare.
- Australian Human Rights Commission's National Principles for Child Safe Organisations specifically:
 - 1. Child safety and wellbeing is embedded in organisational leadership, governance and culture;
 - 4. Equity is upheld and diverse needs respected in policy and practice.
 - 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
 - 8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
 - 10. Policies and procedures document how the organisation is safe for children and young people.

Legislation References

National

Australian Charities and Not-for-profits Commission Act 2012 (Cth)

Australian Charities and Not-for-profits Commission Standards 2013 (Cth)

Australian Education Act 2013 (Cth)

Australian Education Amendment Bill 2017 (Cth)

Australian Human Rights Commission Act 1986 (Cth)

Disability (Access to Premises- Buildings) Standards 2010 (Cth)

Disability Services Act 1986 (Cth)

Disability Standards for Education 2005 (Cth)

National Construction Code 2022 (Cth)

National Disability Insurance Scheme Act 2013 (Cth)

National Disability Insurance Scheme Amendment (Quality and Safeguards Commission and other measures) Bill 2017 (Cth)

Work Health and Safety Act 2011 (Cth)

New South Wales

Disability Inclusion Act 2014 (NSW)
Education Act 1990 (NSW)
Environmental Planning and Assessment Act 1979 (NSW)
Explosives Act 2003 (NSW)
Work Health and Safety Act 2011 (NSW)

Victoria

Charter of Human Rights and Responsibilities Act 2006 (VIC)
Disability Act 2006 (Vic)
Occupational Health and Safety Act 2004 (VIC)
Workplace Safety Legislation Amendment (Workplace Manslaughter and other matters) Act 2019 (Vic)

Australian Capital Territory

Disability Services Act 1991 (ACT)
Work Health and Safety Act 2011 (ACT)

South Australia

Disability Services Act 1993 (SA)
Disability Services (Rights, Protection and Inclusion) Amendment Act 2013 (SA)
Education Act 1972 (SA)
Education (Compulsory Education Age) Amendment Act 2007 (SA)
Education and Early Childhood Services (Registration and Standards) Act 2011 (SA)
Explosives Act 1936 (SA)
Human Rights Act 2004 (ACT)
Human Rights Commission Act 2005 (ACT)
The SACE Board of South Australia Act 1983 (SA)
Work Health and Safety Act 2012 (SA)

Queensland

Disability Services Act 2006 (Qld)
Human Rights Act 2019 (Qld)
Work Health and Safety Act 2011 (Qld)

Northern Territory

Disability Services Amendment Act 2012 (NT)
Work Health and Safety (National Uniform Legislation) Act 2011 (NT)

Tasmania

Disability Services Act 2011 (Tas)
Work Health and Safety Act 2011 (Tas)