



Aspect Riverina School 2015 Annual Report

Contents

Message from the Principal	5
Message from the P&F	5
Student performance in standardised national and state-wide tests and examinations.....	6
Literacy and Numeracy Assessments	6
Record of School Achievement.....	6
Professional learning and teaching standards	6
Teaching standards.....	6
Professional learning.....	6
Composition of teaching staff	6
Student attendance	6
Managing students' non-attendance	6
Student retention rates.....	7
Post school destinations	7
Enrolment	7
Enrolment Policy: Service Entry: Schools.....	7
Service Exit: Schools	8
School Policies	9
A. Student Welfare.....	10
B. Discipline	11
C. Policies for Complaints and Grievances Resolution	12
D. Policy for Educational and Financial Reporting	12
School-determined improvement targets	12
Achievement of priorities identified in the school's 2014 Annual Report	12
2015 Priorities – Areas for improvement.....	14
Respect and responsibility	15
Parent, student and teacher satisfaction.....	15
Recurrent/capital income 2015.....	17
Recurrent/capital expenditure 2015.....	17

About Aspect

Autism Spectrum Australia (Aspect) is Australia's leading service provider for autism and other disabilities. Our specialised, evidence informed schools program is the largest in the world, with additional services that include information and advice, diagnostic assessments, behaviour support, parent and family support, and adult programs. We share evidence-informed Aspect practice and applied research nationwide.

Autism is a lifelong disability that affects about one in 100 Australians, or 230,000 people. The word 'spectrum' reflects the different challenges that people with autism face and the degree to which they may be affected.

Our services provide people with autism with the opportunity to realise their unique potential, as well as providing much needed support to their families, carers, friends and colleagues. Our vision is to provide the best possible opportunities for people with autism and other disabilities.



Our Vision

The best opportunities for people on the autism spectrum.



Our Mission

We deliver person-centred solutions which are flexible, responsive and evidence-informed, with people of all ages on the autism spectrum and their families.



Our Values

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

About Aspect Schools

Aspect runs one of the largest autism-specific education program the world, operating eight independent schools with 115 satellite classes and more than 1000 students.

Aspect schools enrol students with autism spectrum disorder (ASD) from the age of three years and nine months, up to 17 years. The primary focus of Aspect schools is to equip students with the skills to become as independent as possible and enable them to transition into the wider community wherever possible.

Each Aspect school consists of a variety of classes. There are classes located at our administrative base sites and a range of satellite classes located at other school sites. Locations include Northern Sydney, Western Sydney, South East Sydney, the Hunter region, the Vern Barnett, the Riverina, the Macarthur region and the South Coast, as well as satellite classes in the Mid and Far North Coast of NSW.



Aspect Comprehensive Approach for Education (ACAE)

The ACAE recognises the need for specialised education intervention to meet the range of individual needs of all students and includes a specialised curriculum focusing on skill straining underpinned by individual assessment and planning.

The ACAE aims to:

- Develop student's skills for continued education in the wider community
- Maximise students' learning potential and ability to adapt
- Develop students' self-regulatory abilities and independence

The ACAE helps students to develop their skills in four key areas:

- Sensory processing
- Behaviours
- Social interaction
- Social communication

Transition focus

A key feature of the ACAE is helping children to transition into non-autism specific schools wherever possible. We provide ongoing support to students, their families and the receiving school to help the student to succeed in their new environment.

Individualised Planning

As part of the ACAE, students work to an Individual Education Plan (IEP). With the support of their parents, teachers and professionals, each student develops their own IEP, which highlights the learning style, techniques and supports most appropriate to his or her needs.

All IEP based outcomes are taught in conjunction with the Curriculum Key Learning Areas: English, mathematics, Science and Technology, Human Society and Its Environment, Creative Arts and Personal Development, Health and Physical Education.

Each student's IEP promotes a positive learning environment that focuses on his or her strengths and interests.

Aspect Riverina School

Annual Report 2015

Message from the Principal

Aspect Riverina has continued to provide a person centred, autism specific educational experiences to 73 young people aged between 5 years to 17 years across the autism spectrum. Our specialist school is located in Albury and we have satellite classes hosted at St Patrick's Catholic Primary School (Albury), Xavier Catholic High School (Albury) and Sacred Heart Catholic Primary School (Wagga Wagga).

In 2015 as part of our consultation for the development of our Futures Plan we identified the priority in supporting the needs of our young people as they transition to post school options. In enacting this we identified the growing need to engage with post school service providers while facilitating opportunity for staff to undertake training that would enable the delivery of Vocational Education options for the following year.

Our specialist school setting in Albury delivered a broad range of innovative programs that reflected Aspects Comprehensive Approach to Education to students from Kindergarten to Year 9 with classes aligned to the NSW BOSTES curriculum stages.

Message from the P&F

The Aspect Riverina P&F Committee members over the past twelve months have been a varied mix of friends, relatives and interested members in the community who have similar ideals. These include raising funds and creating and strengthening awareness in our local communities, and to assist with achieving the best facilities and resources required to facilitate our children to achieve their individual potential.

Throughout 2015 the P & F have approved and funded a musical program for the full year, run by the Murray Conservatorium provided to the K-4 students. Funding was provided for the Graduation Cake & Gifts for the Year 6 & Year 10 students. Purchasing of annual subscription of parenting ideas by Michael Grose for inclusion in newsletters and families to access information.

Continuing on in 2015, has been the sales of Movie Star Passes which include our Autism Spectrum Australia Logo. The sales of these tickets creates a greater awareness in our community of our school while providing a much cheaper purchase price than over the counter at the cinema.

Once again this year The Superhero walk and the Northcott Walk held in Wagga created greater awareness, the numbers

Highlights of the year included support from the Gold Cup Charity with the purchase of sensory equipment, the ongoing support from the Commercial Club with improved technology that included standing desks and Chromebooks, Rotary's donation of funds towards the purchase of a bike trailer and the Bendigo Bank who held a Trivia night which raised funds towards the purchase of two tandem bikes and 7 mountain bikes.

Aspect Riverina continues to grow as a centre of expertise in the field of autism. Our Learning Support Team comprising our psychologist, occupational therapist and speech pathologist, along with our educational outreach team, have provided increased support and assistance to the broader community and individuals.

The staff at Aspect Riverina School is committed to the 'different brilliant' that our young people present us with. In partnership with our families we share their journey.

Joanne Gillespie
Principal

in attendance being around 240 people from Wagga and the surrounding communities participating in each event.

One of our major fundraising efforts for the year has been the Adidas Fun Run which was coordinated by Alison Palmer with an energetic bunch of helpers turning up on the day to help set up, walk, run, skip, jump and to participate and support the students in the fun run. After expenses a profit of approximately \$2,243.00 was made. Fantastic achievement with a minimal amount of work required. The Bendigo Bank generously organised and held a Trivia Night at the Kinross Hotel in July 2015, with the proceeds being kindly donated to Aspect Riverina School for the purchasing of bikes for the Smollett street students to use in their community access programs. Approximately \$10,000.00 was raised from this fun night. Safer access to our school car park was a major project with the concreting of a footpath, realigning the fence into the school entrance and line marking the car bays.

Great things can be achieved by having a good team of positive like-minded people, willing to give a small part of their time, knowledge, and skills. The P&F is a fantastic opportunity to give back to the school and community that gives all of our students and their families so much support.

Student performance in standardised national and state-wide tests and examinations

Each student has an individual profile of characteristics that outlines strengths and interests, current levels of functioning and areas for development in the autism-specific areas of learning: social communication, social interaction, behaviours and sensory processing which are integrated into the NSW Board of Studies mainstream curriculum - the Key Learning Areas (KLAs). The school uses a multi-disciplinary team approach, working collaboratively with families to develop the best possible outcomes for the students. The school provides information and training workshops to families to help them support their child.

Literacy and Numeracy Assessments

For NAPLAN results, please refer to My School website <http://www.myschool.edu.au/>

Record of School Achievement

The formal Record of School Achievement credential was awarded by BOSTES to one student.

Professional learning and teaching standards

Teaching standards

All teachers have teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

Professional learning

Professional learning activities included:

Description	Number of Teachers Participating
<i>CPR</i>	<i>All</i>
<i>Non-violent Crisis Intervention</i>	<i>All</i>
<i>Non-Violent Crisis Intervention – Train the Trainer</i>	<i>1</i>
<i>KidsMatter Component One</i>	<i>All</i>
<i>Mindmatters Component One</i>	<i>All</i>
<i>KidsMatter Component Two</i>	<i>All</i>
<i>Well Being and Resilience training</i>	<i>All</i>
<i>Positive Behaviour Support Tier Two</i>	<i>All</i>
<i>Positive Behaviour Support Tier Three</i>	<i>All</i>
<i>Australian Pacific Autism Conference</i>	<i>1</i>
<i>IEU Union Representative Training</i>	<i>1</i>
<i>New Staff Induction Day</i>	<i>8</i>

<i>School Values and Vision</i>	<i>All</i>
<i>Code of Conduct</i>	<i>All</i>
<i>Aspect Well Being initiative</i>	<i>2</i>
<i>New School Managers Induction program</i>	<i>1</i>
<i>First Aid</i>	<i>5</i>
<i>ACAE Launch</i>	<i>8</i>
<i>Interagency Forum – Wagga Wagga</i>	<i>2</i>
<i>Community of Practice – Albury</i>	<i>8</i>
<i>Futures Planning</i>	<i>4</i>
<i>AIS Briefing – Registration and Accreditation</i>	<i>5</i>
<i>AIS Briefing – TAA update</i>	<i>2</i>
<i>Wagga Autism Support Group conference</i>	<i>5</i>
<i>Aspect Research Forum</i>	<i>2</i>
<i>Giftedness and Autism - Dr Trevor Clark presentation</i>	<i>All</i>
<i>Making Sense – Mealtimes</i>	<i>2</i>
<i>WHS</i>	<i>2</i>
<i>Restricted Practices</i>	<i>2</i>
<i>Certificate 4 in Training and Assessment</i>	<i>2</i>

Composition of teaching staff

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

No staff is identified as of Aboriginal and/or Torres Strait Islander background.

Student attendance

For the whole school attendance rate, please refer to the school's data on the My School website www.myschool.edu.au.

Managing students' non-attendance

All Aspect schools have a policy to monitor the daily attendance and absences of students. Unexplained absences from classes or school will be followed up in an appropriate manner with the student and/or their parent or guardian. Where a student has a poor record attendance, the school will notify parents and/or guardians in an appropriate manner. Should this occur the family counsellor and/or the principal will become involved. The unsatisfactory record and any action taken will be recorded on the student's file.

If a student has exited the school and the destination of that student, who is below seventeen (17) years of age, is unknown, the principal will write or fax the NSW Department of Education and Communities officer with home school liaison responsibilities with the student's name, age and last known address.

Aspect Riverina School

Annual Report 2015

Student retention rates

As with all of Aspect's schools, Aspect Riverina School has a policy of transitioning students with ASD into less specialised/more inclusive settings. The decision to transition a student is based on the student's readiness and ability to cope in a less specialised setting and is made in collaboration with families/carers as part of the student's Individual Education Plan (IEP). The success of the school's transition program is reflected in the relatively small number of students enrolled across the school in year 3 upward.

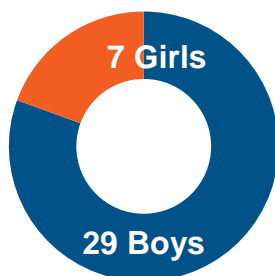
In 2015, 7 students transitioned from our school. 4 students transitioned to mainstream schools, 2 to support classes and 1 to special school settings.

Post school destinations

One student was in receipt of a Transition to Work funding package and has contracted The Personnel Group, a disability employment service provider, to support them.

Enrolment

In 2015 Aspect Riverina School had an average enrolment of 36 students, 7 girls and 29 boys.



Enrolment Policy: Service Entry: Schools

Autism Spectrum Australia (Aspect) provides educational services for eligible school aged children to prepare them for transition to environments that are not autism specific.

Policy Purpose

This policy details the processes to be followed to determine eligibility for placement in an Aspect School.

Scope

For all Aspect schools.

Definitions

Eligible school aged child - Eligibility for enrolment in an Aspect school requires a diagnosis of an autism spectrum disorder by a paediatrician, clinical psychologist or

psychiatrist and a recent cognitive assessment by a psychologist.

Aspect School Enrolment Committee – is the school based committee that meets once per term to determine if a child is eligible for placement. It comprises:

- School Principal
- School Family Counsellor
- School Coordinator

Aspect Eligibility Committee - is the Education & Research Committee, convened by the Director Education & Research that clarifies applications sent by the Aspect School Enrolment Committee.

Procedures

Each Aspect School Principal is responsible for:

- 1) Organising an information meeting once per school term for prospective parents or guardians who would like to enrol their child.
 - a. This meeting outlines the school program and application process
 - b. Application for enrolment forms is available at this meeting.
- 2) Convening the Aspect School Enrolment Committee which meets once per school term following the information meeting to review applications submitted.
 - a. This committee determines if a child is eligible for placement in an Aspect School. To be eligible for placement in one of Aspect's schools, prospective students must have the following:
 - a current diagnosis which clearly states that the child fulfils the criteria for ASD from a specialist medical practitioner or clinical psychologist, which is not more than 12 months old and
 - a current standardised cognitive or developmental assessment (e.g. IQ Testing, Griffiths, WISC-IV, WPPSI-111, Stanford Binet V), which is not more than 2 years old.
- 3) Informing the parents of the outcome of their child's application for a placement in an Aspect school.
 - a. If the child has been deemed eligible by the Aspect School Enrolment Committee, the principal will inform the parents or guardians that the diagnosis has been confirmed and their child's name has been placed on the schools waiting list. If a vacancy arises, the school principal or delegate interviews families that might fill the vacancy regarding accommodations/adjustments for their child.

4) Referring the application to the Aspect Eligibility Committee if the diagnosis needs clarification.

The National Director, Aspect Education is responsible for:

- 1) Convening the Aspect Eligibility Committee once per school term to review any applications that require clarification.
- 2) Reporting to Aspect principals the results of the Aspect Eligibility Committee, so that they can inform the parents of the outcomes.

The principal will inform the parents or guardians if the diagnosis has been confirmed or not and if confirmed the child's name is placed on the schools waiting list .

A parent or guardian can appeal the decision if the diagnosis is not confirmed. The principal will consult with the relevant staff, including the National Director, Aspect Education, and inform the family of the outcome of the review.

Policy: Service Exit: Schools

Guidelines

Autism Spectrum Australia (Aspect) recognises that children with an autism spectrum disorder have the right to access and equity of service regardless of their gender, race or ethnicity, religion or language. As a service provider Aspect will respond appropriately and sensitively to the needs of the entire community including people from indigenous, culturally and linguistically diverse (CALD) backgrounds within the limit of available resources.

When vacancies arise in the school, the decision about how to fill them is made based on whether the type of vacancy available, for example, a preschool, primary or adolescent group, would be appropriate for the child, a child's age, the length of time a child has been on the waiting list, the availability of alternative placements and the family situation.

References

Legislation

Anti-Discrimination Act 1977 (NSW)
Community services (Complaints, Appeals and Monitoring) Act 1993 (NSW) Disability Discrimination Act 1992 (Commonwealth)
Disability Standards for Education Act, 2005 (Commonwealth) Education Act 1990 (NSW)
Education Act 1972 (SA)
Education and Early Childhood Services (Registration and Standards) Act 2011 (SA)

National Disability Services Standard

Standard 5: Service Access

Other Relevant Policies

Complaints by People with an Autism Spectrum Disorder,
Family Members and other Aspect Clients
Contributing to Decision Making
Fee Collection
Fee Reduction
Privacy, Dignity & Confidentiality
Registration & Accreditation Procedures: Schools
School Fees and Compulsory Building Levy
Working with Families

Service Exit: Schools

A student enrolled in an Aspect schools may leave because:

1. the student transitions to a new setting;
2. the student's parents withdraw their child from the Aspect school;
3. a safe working environment for students and staff cannot be achieved; or
4. because of the non-payment of outstanding schools fees.

Policy purpose

This policy sets out the guide for Aspect staff when a student leaves an Aspect school.

Scope

All Aspect schools

Procedures

1. Transition

When a student transitions from an Aspect school to another educational placement the Aspect school principal follows the procedure outlined in the policy 02 01 09 Transition of students from an Aspect School.

2. Parent choice to withdraw their child outside the transition process

When parents, guardians or the person responsible informs the Aspect school principal that their child will be leaving the school, the school staff will discuss with the parents, guardians or the person responsible what transition and post-transition support the child may need and what support the school can offer.

The Aspect school principal will consider requests for transition and post-transition support from families and may provide this if resources are available.

Parents, guardians or the person responsible are required to give the school's principal one term's notice in writing of their

Aspect Riverina School

Annual Report 2015

intention to withdraw their child from an Aspect school. If notice received is less than one term, 1 months school fees will be payable in lieu of notice.

3. Safe working environment

Even with Aspect's very active and specialist intervention to support the student, an Aspect school principal may decide that a school is unable to maintain the enrolment of a child in the school if it cannot achieve an acceptably safe working environment for students and staff. Such decisions will be made as a result of procedural fairness considering the steps outlined in Appendix A.

If an issue arises for any other reason, in which the principal believes that the mutually beneficial relationship of trust and cooperation between the parents, guardians or the person responsible and school has broken down, to the extent that it adversely impacts on that relationship, the principal will try and resolve the issue at the earliest indication.

If the principal is unable to resolve the issue and following discussion and agreement with the National Operations Director, – Aspect Schools, the principal may require the parents, guardians or the person responsible to remove the child from the school

4. Non-payment of outstanding school fees

Aspect can make a decision to exit a student for non-payment of outstanding fees as outlined in the policy 08 14 02 Fees Collection policy.

School Policies

Policies tabled below cover

- A. Student welfare
- B. Discipline
- C. Reporting complaints and resolving grievances
- D. Educational and financial reporting

Parents/care givers may view the full policy by contacting the school office. Extracts of some of the policies can also be found in the parent handbook.

Guidelines

Autism Spectrum Australia (Aspect) provides educational services for eligible school aged children to prepare them for transition to environments that are not autism specific.

Legislation

Anti-Discrimination Act 1977 (NSW)
Disability Discrimination Act 1992 (Commonwealth)
Disability Standards for Education Act, 2005 (Commonwealth)
Education Act 1972 (SA)
Education and early Childhood Services (Registration and Standards) Act 2011 (SA)
Education Act 1990 (NSW)
Equal Opportunities Act 1984 (SA)
Privacy and Personal Information Protection Act 1998

National Standards for Disability Services

Standard 5: Service Access

Other Relevant Policies

Complaints & Feedback by Aspect Service Users, Family Members & the Public
Discipline - Schools
Duty of Care and Dignity of Risk
Fees Collection
Individual Planning and Review
Positive Behaviour Support
Privacy, Dignity & Confidentiality
Prohibited and Restricted Practices
School Fees
Transition of students from an Aspect School Working with Families

The school seeks to provide a safe and supportive environment which:

- Minimises risk of harm and ensures students feel secure
- Supports the physical, social, academic and emotional development of students
- Provides student welfare policies and programs that develop a sense of self-worth and foster personal development

A. Student Welfare

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented the following policies and procedures were in place (or being developed) during 2015.

POLICY	CHANGES IN 2015
Child Care and Protection encompassing <ul style="list-style-type: none"> • Legislation requirements • Definitions • Guidelines • Procedures • Responding to allegations against employees • Investigation processes • Documentation 	<i>Revised 2015</i> <i>No substantive changes made</i>
Community Access encompassing <ul style="list-style-type: none"> • Guidelines • Procedures • Staff requirements • Risk Assessment • Documentation • Supervision 	<i>Revised 2015</i> <i>No substantive changes made</i>
Code of Conduct for staff encompassing <ul style="list-style-type: none"> • Work & personal behaviour • Confidentiality & Privacy • Conflict of Interest • Copyright • Acceptance of gifts or benefits • Personal presentation • Public statements • Complaints handling • Legislation • Safety and Duty of Care 	<i>Nil</i>
Aspect's Comprehensive Educational Approach encompassing <ul style="list-style-type: none"> • Learning characteristics of people with ASD • Features of educational programs for people with autism • Training and consultancy • Assessment • Transition 	<i>Nil</i>
Duty of Care & Dignity of Risk encompassing <ul style="list-style-type: none"> • Principles • Guidelines • Definitions 	<i>Nil</i>
Emergency Procedures encompassing <ul style="list-style-type: none"> • Guidelines • Procedures and Contingency Planning • Legislation 	<i>Nil</i>
Individual Planning and Review encompassing <ul style="list-style-type: none"> • Guidelines • Process • Structure 	<i>Revised 2015</i> <i>No substantive changes made</i>
Incidents encompassing <ul style="list-style-type: none"> • Definition • Procedures • Guidelines • Documentation • Investigation Guidelines 	<i>Nil</i>
Illness and Infectious or Communicable Diseases encompassing <ul style="list-style-type: none"> • Definition • Guidelines • Procedures 	<i>Nil</i>
Missing Persons encompassing <ul style="list-style-type: none"> • Background • Protocol • Prevention • Documentation 	<i>Revised 2015</i> <i>No substantive changes made</i>
Safe Administration of Medication encompassing <ul style="list-style-type: none"> • Definition • Procedures • Guidelines • Asthma Plan and Student Asthma Record • Epilepsy Management • Diabetes Management Plan • Anaphylaxis Procedures 	<i>Nil</i>

Student Welfare Policies continued

POLICY	CHANGES IN 2015
Safe and Supportive Environment: Schools encompassing <ul style="list-style-type: none"> • Child Protection • Support • Conduct • Security • Support • Complaints • Pastoral Care • Communication 	Revised 2015 No substantive changes made
Sun Smart encompassing <ul style="list-style-type: none"> • Guidelines • Procedures 	Revised 2015 No substantive changes made
Student Attendance encompassing <ul style="list-style-type: none"> • Guidelines • Procedures 	Revised 2015 No substantive changes made
Swimming encompassing <ul style="list-style-type: none"> • Guidelines • Procedures 	Revised 2015 No substantive changes made
Visual Support encompassing <ul style="list-style-type: none"> • Principles • Guidelines 	Revised 2015 No substantive changes made
WHS Work Health and Safety encompassing <ul style="list-style-type: none"> • Legislation WH&S Act 2011(NSW, ACT, QLD, NT, SA TAS), OH&S Act 2004 (WA, VIC) • Consultation • Induction & Training • Emergency Procedures • Incident & Accident reporting • Risk Management 	Revised 2015 No substantive changes made
Working with Families encompassing <ul style="list-style-type: none"> • Guidelines • Process 	Nil

B. Discipline

POLICY	CHANGES IN 2015
Positive Behaviour Support encompassing <ul style="list-style-type: none"> • Definition • Legislation • Individual planning and support • Assessment • Prohibited/ restricted practices • Crisis intervention 	Nil
Prohibited and Restricted Practices encompassing <ul style="list-style-type: none"> • Guidelines • Procedures 	Revised 2015 No substantive changes made
Discipline: Schools <ul style="list-style-type: none"> • Guidelines • Procedures 	Revised 2015 No substantive changes made

C. Policies for Complaints and Grievances Resolution

The School's policy for dealing with complaints includes processes for raising and responding to matters of concern identified by parents, students and staff. These processes incorporate, as appropriate, principles of procedural fairness. The full text of the School's policy and processes for complaints can be obtained from the administration office. The policy on 'Complaints by people with ASD and/or their families' and the policy on 'Complaints by Staff (Employees and Volunteers)' remained unchanged in 2015.

D. Policy for Educational and Financial Reporting

Autism Spectrum Australia (Aspect) schools will maintain the relevant data and will meet the reporting requirements of the NSW Minister for Education and Communities and the Department of Education, Employment and Workplace Relations (DEEWR). No change has been made to the policy in 2015.

School-determined improvement targets

Achievement of priorities identified in the school's 2014 Annual Report

AREA	PRIORITIES	ACHIEVEMENTS
Teaching and Learning	<p>To continue to work cooperatively with students and parents in the middle school to develop programs that caters for individual student strengths and talents.</p> <p>To develop planning processes that ensures these skills form a significant component of our programs</p> <p>To develop an appropriate assessment schedule to ensure students abilities across the key learning areas are being addressed.</p> <p>To further refine reporting procedures across the school to ensure they are meaningful and provide an accurate reflection of student's abilities.</p>	<p>Coordinated communication to inform:</p> <ul style="list-style-type: none">- Information sessions provided across the year to inform parents of options for moving into the ROSA- Information sessions around the Lifeskills curriculum- Duke of Edinburgh Award information <p>Exploration with the AIS around the adoption of VET offerings</p> <ul style="list-style-type: none">- Staff training undertaken- Registration- Development of curriculum, assessment and reporting process <p>Scope and Sequence developed</p> <p>Assessment Planner developed and shared for consultation with relevant assessment tools purchased.</p> <p>Adoption of the Living and Learning Checklists (Hume Curriculum)</p> <p>Refinement of template for reporting undertaken with clearly identified 'working at' stages.</p>

Achievement of priorities continued

AREA	PRIORITIES	ACHIEVEMENTS
Family Support	<p>To increase support to families through the development of information sessions. Sessions to include: positive behaviour support and enhancing communication strategies.</p> <p>To continue to provide social opportunities for both new and current families to get together and support each other</p>	<p>Whole of School initiatives to engage with families included:</p> <ul style="list-style-type: none"> - Once a term classroom Information sessions - Meet and Greet with BBQ/Afternoon Tea and 'Pop Up' clinics where topics are discussed that have been identified as areas of interest to families - KidsMatters and Mindmatters implementation - Mental Health Awareness month activities across all sites including the facilitation of external service providers such as Black Dog presenting on depression/anxiety. - Multitmodal sharing of communication through signage at individual school sites, email, text, communication books, oral as a reflection of survey responses in KidsMatters implementation
Staff Development	<p>To work cooperatively as a staff on the development of common expectations within the work place on communicating and working as a team.</p> <p>To develop structures that allow for recognition within the staff as well as developing structures to support staff when faced with challenges</p>	<p>All staff received learning development around</p> <ul style="list-style-type: none"> - Workplace Resilience and Well Being - Positive Behaviour Support – Tier One, Two and Three <p>With staff changes within the administration team new coordination roles were advertised and key staff appointed to oversee responsibility for;</p> <ul style="list-style-type: none"> • Curriculum development, • Positive Behaviour Support and • Education Outreach
WHS Compliance	Maintain and update knowledge of staff on WHS.	<p>We actively participate in the organisations WHS committee.</p> <p>WHS is a standard item on all school/team meetings.</p>
Continuous improvement	<p>Participate in Continuous Improvement Projects (CIPs) across Aspect. These to include:</p> <ul style="list-style-type: none"> • EO Self-review – implement service changes • Entry/Exit Survey – implement service changes • Students with co-morbid/mental health survey/strategies. 	<p>School representatives continued to participate in the</p> <ul style="list-style-type: none"> • Professional Learning requirements committee • Restrictive Practices Panel • Education outreach <p>The ACAE Self Review checklist was reviewed in light of it being updated. The process for review was agreed to be undertaken in 2016.</p> <p>Entry and Exit Surveys were implemented as required.</p> <p>Students with co-morbid/mental health diagnosis were supported. As a whole of school initiative the KidsMatter and Mindmatters initiatives were implemented to provide staff, parents and students with a platform on which to develop their professional learning in this field.</p>

Achievement of priorities continued

AREA	PRIORITIES	ACHIEVEMENTS
Student achievement	Transition students with ASD to more inclusive settings.	We have transitioned seven students to a more inclusive setting. Regular follow-up with the schools has shown students are successfully participating and succeeding in their new settings.
Extend services to reach more students with autism spectrum disorder	Increase the number of school places. Extend the Education Outreach services.	Student numbers increased from the previous school year Education Outreach doubled in the number of actioned requests for support. These consisted of support for individual students and training for school teams.

2015 Priorities – Areas for improvement

AREA	PRIORITIES
Teaching and Learning	To develop a Scope and Sequence that meets BOSTES across all campuses To develop an appropriate assessment schedule to ensure students abilities across the key learning areas are being addressed across all sites
Family Support	To increase support to families through the increased opportunity to engage in the school environment on an informal and formal basis.
Staff Development	To work cooperatively as a staff on the development of common expectations within the work place that focuses on positive and effective communication
WHS Compliance	All staff to have a sound knowledge of W, H & S practices that enhance well being for all.
Continuous improvement	Implementation of the reviewed ACAE Evaluate the Self Review Checklist
Student achievement	Continue to transition students with ASD to more inclusive settings.
Extend services to reach more students with autism spectrum disorder	Increase the number of school places. Extend the Education Outreach services.

Aspect Riverina School

Annual Report 2015

Respect and responsibility

Aspect Riverina School wants all students to recognise that they are valued and integral parts of the school community, with parents and staff providing care and support that engender self-esteem, mutual respect and responsibility. There is much scope to develop talents through each student's Individual Education Plan and to learn through experiences.

The structure of the school's satellite program provides opportunities for students to participate in classes and cultural activities with host school students, which allow them to get to know each other. The satellite program has assisted in promoting respect for the individual and the rights of

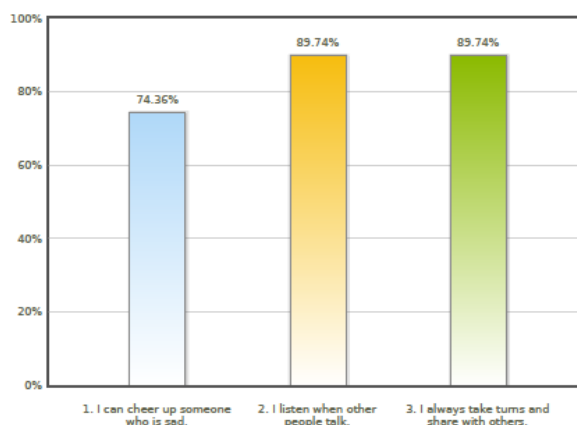
others.

Aspect Values have been reviewed with Aspect Board of Directors and Management Team in collaboration with our Stakeholders. Aspect value of "We are passionate about people, about being positive and about what's possible" mirror the nine recommended values (National Framework for Values in Education). Aspect has a commitment to ensuring all team members know and embrace our core values to ensure they are reflected in interactions and relationships with stakeholders. Aspect recognises that in order to achieve this it is important to share information with staff and the community so that Aspect is known not only for the work that we do but also for the values we uphold.

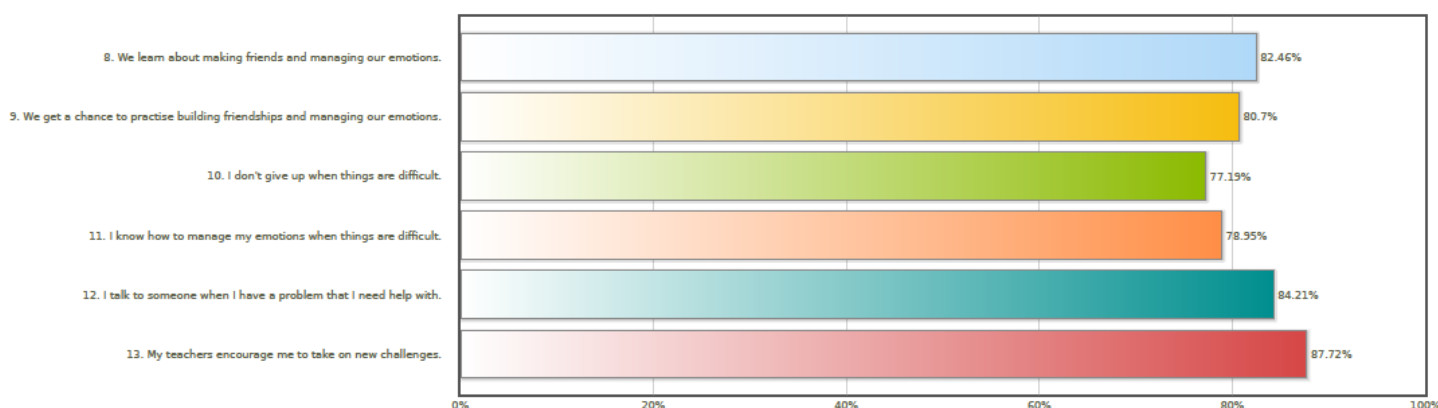
Parent, student and teacher satisfaction

Aspect Riverina have actively implemented the KidsMatter and MindMatters initiatives across all their sites. Core to this

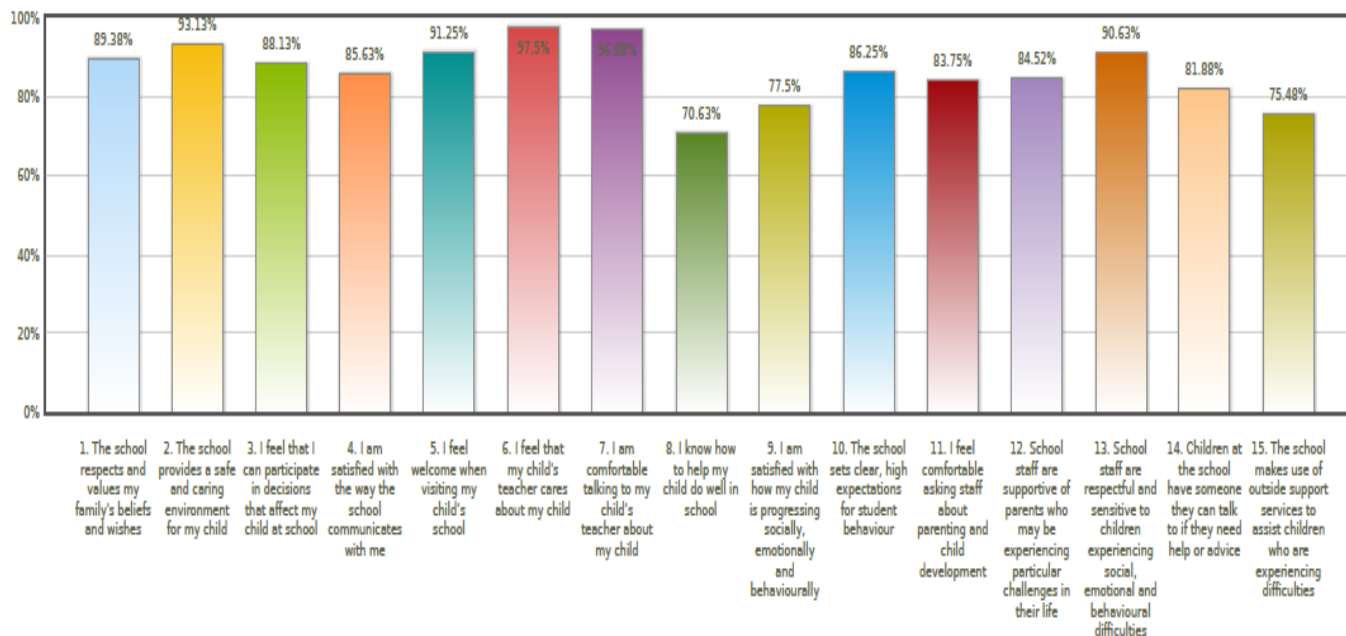
is a survey of parents, students and teachers satisfaction with the school across a wide range of domains.



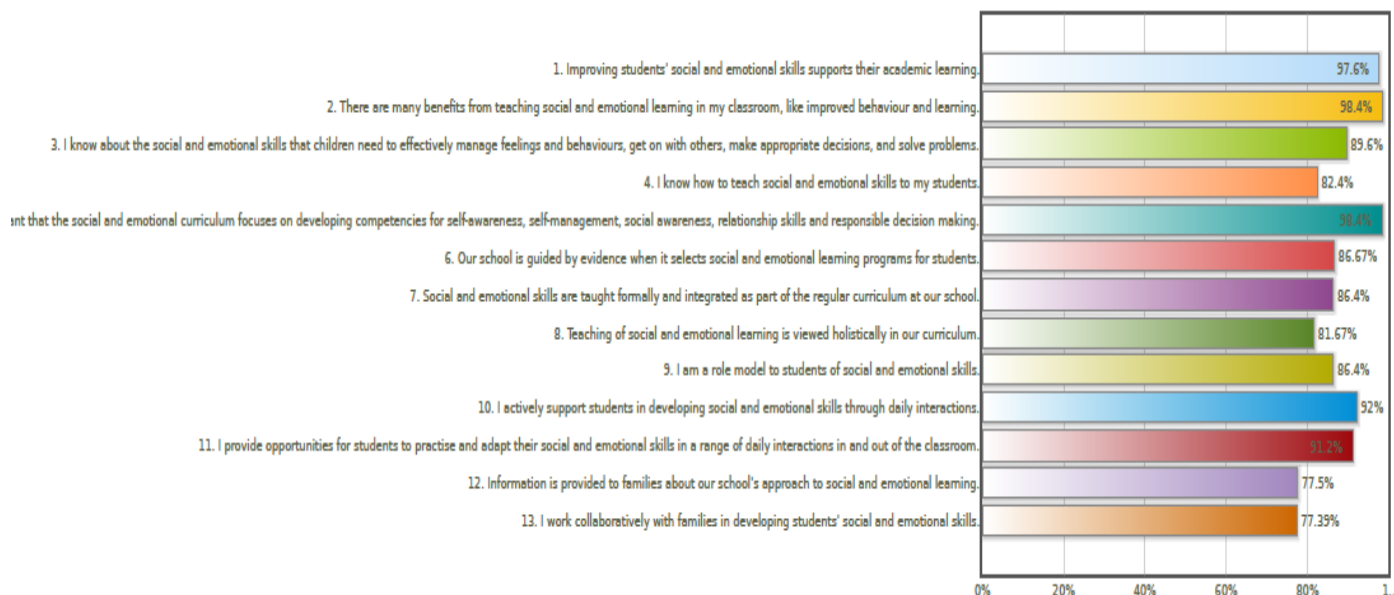
K- Yr 3 survey results



Yr 4- 7 survey results



Parent survey results

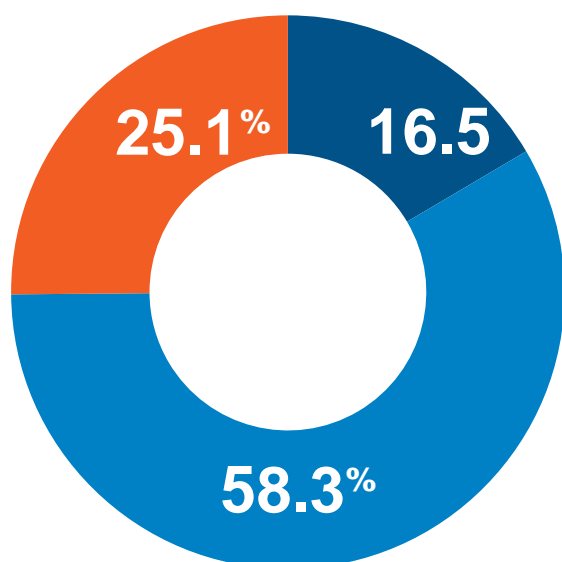


Staff survey results

Financial Information

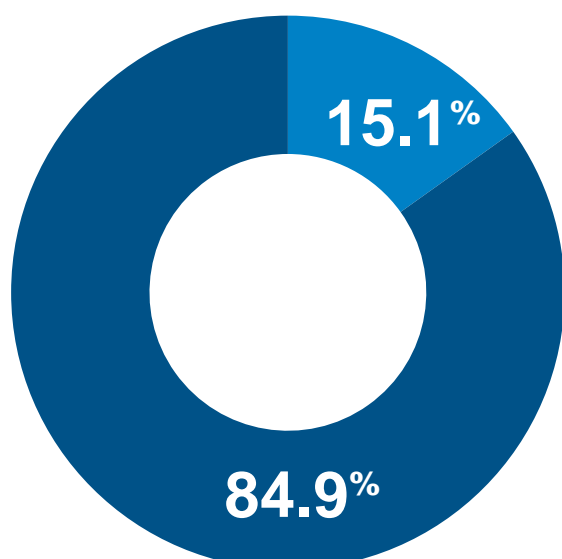
Aspect Riverina School

Recurrent/capital income 2015



- Fees and private income – 16.5%
- State Government recurrent grants – 58.3%
- Federal Government recurrent grants – 25.1%
- Government capital grant - 0%
(No government capital grant was received in 2015)

Recurrent/capital expenditure 2015



- Salaries, allowances and related expenses - 84.9%
- Non-Salary Expenses – 15.1%
- Capital expenditure – 0%



Aspect Riverina School

437 Olive Street (PO Box 3176)
Albury NSW 2640

T 02 6057 3777
F 02 6023 5042

Autism Spectrum Australia (Aspect)

ABN 12 000 637 267

Building 1, Level 2, 14 Aquatic Drive, Frenchs Forest NSW 2086 PO Box 361, Forestville NSW 2087

T (02) 8977 8300 F (02) 8977 8399

E contact@autismspectrum.org.au W autismspectrum.org.au