

Aspect Riverina School Annual Report

For the year 2016



autism
spectrum
AUSTRALIA

Inside the report

Message from the Principal	5
Message from the P&F	6
Student performance in standardised national and state-wide tests and examinations.....	7
Literacy and Numeracy Assessments.....	7
Professional learning and teaching standards.....	7
Teaching standards.....	7
Professional learning.....	7
Composition of teaching staff.....	7
Student attendance.....	7
Managing students' non-attendance.....	7
Student retention rates.....	8
Enrolment.....	8
Enrolment Policy: Service Entry: Schools.....	8
Policy: Service Exit: Schools.....	9
Service Exit: Schools.....	9
Policies.....	10
A. Student Welfare.....	11
B. Discipline.....	12
C. Policies for Complaints and Grievances Resolution.....	12
School-determined improvement targets.....	13
Respect and responsibility.....	14
Parent, student and teacher satisfaction.....	14
Financial Information	15
Recurrent/capital income 2016.....	15
Recurrent/capital expenditure 2016.....	15

Autism Spectrum Australia (Aspect) is Australia's largest not-for-profit provider of services and supports working with people on the autism spectrum and their families. Knowledge about autism has come a long way since 1966 when six families founded Aspect as the Autistic Children's Association of NSW to provide schooling and support. Now, 50 years on, Aspect operates one of the world's largest networks of schools and satellite classes for students on the spectrum and is approved to provide a range of therapy, intervention and lifestyle options under the National Disability Insurance Scheme.

We offer evidence-informed services and supports across all life stages and share this evidence-informed Aspect practice and applied research internationally.

At Aspect, we believe that people on the autism spectrum are a different brilliant and this shines through in our work with more than 14,000 Australians on the spectrum and their families each year.

Our Vision

The best opportunities for people on the spectrum

Our Mission

We develop 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.

Message from the Principal

Aspect Riverina has continued to provide a person centred, autism specific educational experiences to 76 young people aged between 5 years to 17 years on 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). We continued our conversations with the Wagga Wagga Diocese around our facilities and capacity building to incorporate growing requests for enrolment.' At our Sacred Heart Primary School Satellite Class we undertook discussions and planning for a new building on the same site for completion in 2017.

In 2016 we continued supporting the needs of our young people as they transition to post school options. We have undertaken to grow our team's expertise with secondary subject qualifications and experience and this has continued with Vocational Education offerings. We continue to implement the Duke of Edinburgh Award as another tool to engage our young people as the move between school and post school options.

In the Primary sector we have built on our team's expertise in the area of literacy, engaging with staff to build their expertise in this area so that our students have every opportunity to successfully build on their learning. Through strong leadership we have undertaken to map student progress through a teaching cycle that is supported by assessment and reporting.

Ensuring that all our families and sites were included is evidenced in the highlights of the year which included

support from the Gold Cup Charity with the purchase of sensory equipment. The Rotary Club of Albury supported us with funds raised from the Nail Can Hill Run going towards GoPro cameras, Notebook computers and technology to support engagement with programs such as PokemonGo and Mathletics along with membership of the Duke of Edinburgh Scheme. A Trivia night raised funds towards the purchase of iPads.

Aspect Riverina continues to grow as a centre of expertise in the field of autism. In 2015 we appointed two staff in part time roles to deliver Education Outreach which provided schools and families in the Riverina with access to expertise in providing input and support for students on the spectrum to engage positively in their schools and experience success in their learning programs. We supported schools and families as far west as Griffith, north to Deniliquin and south from Tallangatta through Myrtleford and Tatura in Victoria.

Our Learning Support Team comprising our psychologist, occupational therapist and speech pathologist provided a range of innovative parent and community information opportunities in formats that included the traditional Information Session but also included 'Pop Up' clinics at drop off and pick up times at school sites.

The staff at Aspect Riverina School is committed to the 'different brilliant' that our young people present us with, in partnership with parents and our local communities.

Joanne Gillespie
Principal



Message from the P&F

The Aspect Riverina P&F Committee members over the past twelve months remains a consistent and diverse mix of parents, friends, relatives and interested members in the community who have similar ideals that include raising funds and creating and strengthening awareness in our local communities, and to assist with achieving the best facilities and resources required to make our children at Aspect Riverina School achieve their individual potentials and goals.

Fundraising efforts for 2016 encompassed celebrating 10 years of the Aspect Riverina School, and saw a wide variety of activities. These included the very successful movie nights, held in both Wagga and Albury for "My Big Fat Greek Wedding 2". The Nail Can Hill Run from which our school was fortunate to be a major benefactor with approximately \$7,500.00 being donated to the school.

Continuing throughout 2016 has been the bulk purchase of Movie Star Passes. The Autism Spectrum Australia Logo is printed on these tickets which has created a greater awareness in our community of our school. These tickets are still much cheaper than purchasing them at the

cinema, and have been particularly popular near the school holiday periods. This year a walkathon was organised and coordinated by Alison Palmer with helpers turning up on the day to help set up, walk, run, skip, jump and to participate and support the students in the walk around St Patrick's lower oval. As the expenses were minimal for this event, and there were no additional prizes issued, the fundraising platform was completed online, to minimise handling cash and a profit of over \$2,000.00 was made. A wonderful achievement with a minimal amount of work and helpers required. A highly successful and energetic bus load of shoppers for a mid-year shop until you drop event was held raising over \$1,800.00.

Throughout 2016 the P&F have approved and funded a musical program for the full year, run by the Murray Conservatorium provided to the K-6 students, Hothouse theatre drama workshop for secondary students, calming and sensory supports including bean bags, weighted blankets, wall murals, soft play and landing mat, graduation cake and gifts for the Year 6 students, annual subscription of parenting ideas by Michael Grose for inclusion in newsletters.



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

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>Workplace Bullying</i>	<i>All</i>
<i>Leadership - managing the interpersonal relationships</i>	<i>7</i>
<i>Individual Planning Review</i>	<i>All</i>
<i>KidsMatter Component Two</i>	<i>All</i>
<i>MindMatters Component Two</i>	<i>All</i>
<i>KidsMatter Component Three</i>	<i>All</i>
<i>Well Being and Resilience training</i>	<i>All</i>
<i>Positive Behaviour Support Tier One</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>Autism in Education Conference</i>	<i>8</i>

<i>IEU Union Representative Training</i>	<i>2</i>
<i>New Staff Induction Day</i>	<i>15</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>IEU - Teacher Accreditation and Maintenance of Registration</i>	<i>11</i>
<i>First Aid</i>	<i>6</i>
<i>Vocational Education Conference</i>	<i>2</i>
<i>Governance Training</i>	<i>1</i>
<i>Community of Practice - Albury</i>	<i>9</i>
<i>Induction Training On Line Modules</i>	<i>5</i>
<i>AIS Briefing - Registration and Accreditation</i>	<i>1</i>
<i>AIS Briefing - TAA update</i>	<i>2</i>
<i>Wagga Autism Support Group conference</i>	<i>5</i>
<i>Zones of Regulation</i>	<i>All</i>
<i>RiskMan Training</i>	<i>All</i>
<i>Sensory Diet</i>	<i>All</i>
<i>WHS</i>	<i>All</i>
<i>Restricted Practices</i>	<i>4</i>
<i>Safe Food Handling</i>	<i>2</i>
<i>Performance Planning</i>	<i>All</i>
<i>Speech Language Pathology National Conference</i>	<i>1</i>
<i>Literacy Skill Training</i>	<i>All</i>
<i>Assessment Tools and their use</i>	<i>All</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 officer with home school liaison responsibilities with the student's name, age and last known address.

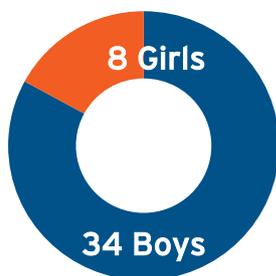
Student retention rates

As with all of Aspect's schools, Aspect Riverina School has a policy of transitioning students 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 Individualised Plan (IP). 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 2016, 9 students transitioned from our school. 4 students transitioned to mainstream schools, 4 to support classes and 1 to special school settings.

Enrolment

In 2016 Aspect Riverina School had an average enrolment of 42 students, 8 girls and 34 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 pediatrician, 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.

This meeting outlines the school program and application process

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.

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.

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 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.

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.

School Policies

Policies

Policies tabled below cover

- A. Student welfare
- B. Discipline
- C. Reporting complaints and resolving grievances

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.

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

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

Aspect has introduced a new system of its Policy Framework and is currently in a transition phase while policies and procedures are converted to the new system.

Aspect will now have fewer policies which are seen as the overarching statements that set a minimum standard required of Aspect services and staff by both legislative and external standards as well as Aspect's own internal brand.

Procedures and Guidelines will be used internally to provide details of how Aspect processes are completed by the Aspect schools. The procedures or guidelines link the rationale for why the processes are required back to the Aspect policy and legislative requirements.

Work Instructions provide site specific internal instructions for each school based on the Aspect procedure and guidelines.

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 during 2016.

POLICY	CHANGES IN 2016
Child Care and Protection encompassing <ul style="list-style-type: none"> • Legislation requirements • Definitions • Guidelines • Procedures • Responding to allegations against employees • Investigation processes • Documentation 	Nil
Community Access encompassing <ul style="list-style-type: none"> • Guidelines • Procedures Staff requirements • Risk Assessment • Documentation • Supervision 	Nil
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 	Nil
Aspect's Comprehensive Educational Approach encompassing <ul style="list-style-type: none"> • What is the Aspect Comprehensive Approach for Education (ACAE) • The five principles of the ACAE • The Autism Spectrum Disorder Evaluative Education (ASDEE) model • The ACAE continuous improvement self-review framework 	Revised 2016 Retained as a procedure in the new policy framework
Duty of Care & Dignity of Risk <ul style="list-style-type: none"> • Principles • Definitions 	Revised 2016 Retained as a procedure in the new policy framework
Emergency Procedures encompassing <ul style="list-style-type: none"> • Guidelines • Procedures and Contingency Planning • Legislation 	Nil
Individual Planning and Review encompassing <ul style="list-style-type: none"> • Guidelines • Process • Structure 	Nil
Incidents encompassing <ul style="list-style-type: none"> • Definition • Procedures • Guidelines • Documentation • Investigation Guidelines 	Revised 2016 No substantive changes made
Illness and Infectious or Communicable Diseases encompassing <ul style="list-style-type: none"> • Definition • Guidelines • Procedures 	Nil
Missing Persons encompassing <ul style="list-style-type: none"> • Background • Protocol • Prevention • Documentation 	Nil
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 	Nil
Safe and Supportive Environment: Schools encompassing <ul style="list-style-type: none"> • Child Protection • Support • Conduct • Security • Support • Complaints • Pastoral Care • Communication 	Nil

POLICY		CHANGES IN 2016
Sun Smart encompassing		Nil
• Guidelines	• Procedures	
Student Attendance encompassing		Nil
• Guidelines	• Procedures	
Swimming encompassing		Nil
• Guidelines	• Procedures	
Visual Support encompassing		Nil
• Principles	• Guidelines	
WHS Work Health and Safety encompassing		Nil
• Legislation WH&S Act 2011(NSW, ACT, QLD, NT, SA TAS), OH&S Act 2004 (WA, VIC)		
• Consultation	• Incident & Accident reporting	
• Induction & Training	• Risk Management	
• Emergency Procedures		
Working with Families encompassing		Nil
• Guidelines	• Process	

B. Discipline

POLICY		CHANGES IN 2016
Positive Behaviour Support encompassing		Revised 2016
• Definition	• Assessment	Retained as a policy in the new policy framework.
• Legislation	• Prohibited/ restricted practices	
• Individual planning and support	• Crisis intervention	
Prohibited and Restricted Practices encompassing		Nil
• Guidelines	• Procedures	
Discipline: Schools		Nil
• Guidelines	• Procedures	

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 2016.

School-determined improvement targets

AREA	PRIORITIES	ACHIEVEMENTS
Teaching and Learning	To develop a Scope and Sequence that meets BOSTES requirements for registration and accreditation across all campuses	BOSTES registration and accreditation requirements met successfully
	To develop an appropriate assessment schedule to ensure students abilities across the key learning areas are being addressed across all sites	Programs developed and aligned with assessment tools and identified in programs.
Family Support	To increase support to families through the increased opportunity to engage in the school environment on an informal and formal basis.	Through the Learning Support Team improved engagement with families through increased, response to survey of needs, attendance at information sessions, and informal engagement at 'Pop Up' clinics. School Information Sessions - classroom Open Days, 'Getting to Know You' days'.
		Greater support of school wide events - assemblies, celebrations such as Book Week/Father's Day breakfast, Christmas Concert (moved to a larger venue to cater for growth in parent/friend/family attendance)
Staff Development	Improved knowledge and qualifications for delivering the secondary curriculum.	Staff development - subject specific including vocational education through AIS.
	Improved knowledge and delivery of literacy programs.	Specific coaching in the teaching of literacy with provision of scaffolding to support ongoing implementation and collegial sharing.
WHS Compliance	Maintain and update knowledge of staff on WHS.	A staff member represents Aspect Riverina on the central WHS committee. WHS is a standard item on all team and staff meeting agendas.
		Any issues or concerns are immediately raised with coordinators and the principal, and addressed through either our changes to practices, our general assistant or outside professionals as required (example: plumbers electricians). Training in the use of RiskMan undertaken with key stakeholders. Implementation across the school undertaken.

AREA	PRIORITIES	ACHIEVEMENTS
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 ACAE Self-review and Team Review process 	<p>Review of Education Outreach undertaken systemically for implementation in 2017.</p> <p>Self-review undertaken and allocation of mentor school for final process allocated. Visits between sites arranged for the commencement of the 2017 school year with South West Sydney.</p>
Student achievement	<p>Transition students with ASD to more inclusive settings.</p>	<p>We have transitioned nine students to more inclusive settings in 2016.</p> <p>Regular follow-ups with the schools have shown students are successfully participating and succeeding in their new settings.</p>
Extend services to reach more students with autism spectrum disorder	<p>Increase the number of school places.</p> <p>Extend the Education Outreach services.</p>	<p>School enrolment increased marginally in 2015/2016. This was significantly increased moving from 2016/2017 with three classes of students predicted in term 4 2016 for commencement in 2017. Transition undertaken across semester 2, 2016 for students commencing in 2017.</p> <p>Wagga Wagga Diocese exploring our interest in establishing a satellite class at the St Therese school site which closed at the end of the 2016 school year. Follow up to be undertaken with the community in 2017.</p> <p>Targets exceeded from 2015 to 2016.</p>

Respect and responsibility

Aspect Riverina School wants all students to recognise that they are valued and an integral part 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.

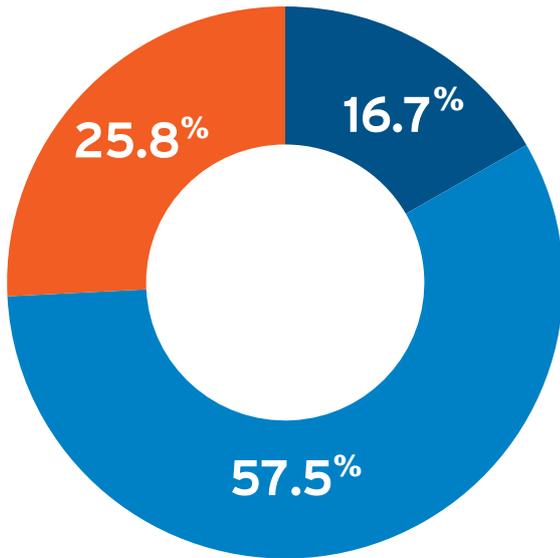
Parent, student and teacher satisfaction

Aspect Riverina School continues to actively implement the KidsMatter and MindMatters initiatives across all their sites. Core to this is the continued feedback from all stakeholders which includes survey of parents, students and teachers satisfaction with the school across a wide range of domains. A review of our progress with this will be undertaken once again in 2017 as part of this process. Feedback on these results will be available in the 2017 report.

Financial Information

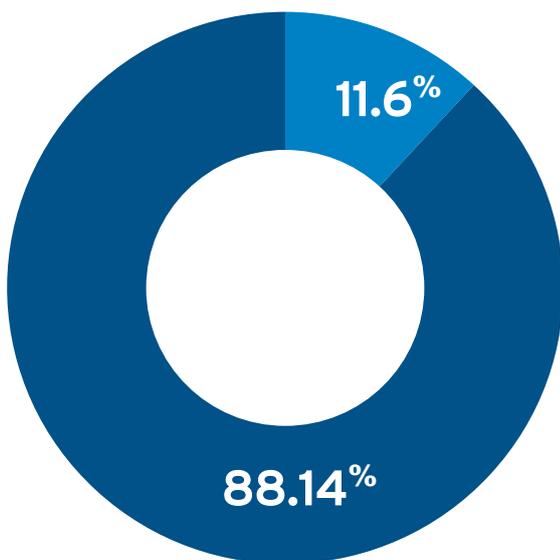
Aspect Riverina School

Recurrent/capital income 2016



- Fees and private income – 16.7%
- State Government recurrent grants – 57.5%
- Federal Government recurrent grants – 25.8%
- Government capital grant - 0%
(No government capital grant was received in 2016)

Recurrent/capital expenditure 2016



- Salaries, allowances and related expenses - 88.14%
- Non-Salary Expenses – 11.86%
- 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 customerservice@autismspectrum.org.au W autismspectrum.org.au