



WOODBURY
AUTISM EDUCATION AND RESEARCH

2018 ANNUAL REPORT



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1. A Message from Key School Bodies

Clinical Director

During 2018 we continued to focus on refining and improving the services we provide to our students. Following the successful competition of our group skills curriculum in 2017 the students' progress was tracked throughout the year allowing us to analyse and amend selected group targets based on student progress. A case study of 4 students demonstrated that having followed the curriculum for a 12-month period the students were able to better attend and participate in a group learning setting as evident by decreased need for additional support and increased fluency in learning. This group curriculum will continue to be implemented at Woodbury as a means of providing our students the necessary skills to be included in a less restrictive setting. Woodbury is delighted to have been accepted to present on this research at the 2018 International Applied Behaviour Analysis Conference. This opportunity allows Woodbury to share the work we are doing and acknowledges us as a provider of effective and quality education.

This year saw a lot of groundwork put in place towards the expansion of services in 2019. Woodbury applied to the NDIS safeguards and quality commission to become an approved provider for specialised early childhood interventions, specialist behaviour supports and therapeutic supports. This approval will allow us to open two new services; an early intervention program focusing on preparation for school and a social skills program focusing on leisure skills and community participation allows Woodbury to provide supports over and above that which a typical school would provide. Children with Autism have complex needs and often require supports from multiple professionals to ensure all their requirements are adequately met. Often this diversity of needs results in the students attending therapy sessions from multiple different providers, sometimes with conflicting recommendations and approaches. Being able to access these supports here at Woodbury allows us to supplement our current educational curriculum and practises with other therapeutic services which are of benefit to the students. Receiving all of these supports in the one setting ensures a cohesive approach to our student's education. The approval from the NDIS will mean families can utilise their NDIS funds to access these services thus decreasing the burden on families.

The Clinical team has worked hard this year to build Woodbury's reputation as a reputable service provider in the field of ABA and Autism. Woodbury successfully obtained approval to be a NESAC accredited professional development provider and an ACE continuing education provider. This means Woodbury can provide education and training to teacher and professionals which will count towards their continued education requirements as a teacher and/or BCBA. Woodbury is working on creating a bank of webinars on a variety of topics to allow those seeking professional development to do so in a way which is easily accessible.

The beginning of 2019 will see some changes to the staffing structure within Woodbury. Following the resignation of our Director of Administration an employment campaign was launched resulting in the successful employment of a new Business Manager. The new Business Manager will work alongside the Clinical Director to ensure the smooth running of the school from financial and registration perspectives. The change in staffing will provide a beneficial new perspective and fresh eyes on the work we do with our students. We are excited to continue to expand Woodbury with the ongoing aim to provide quality effective education for children within the field of Autism.

Lauren Chapman M.Ed, BCBA

1. A Message from Key School Bodies (continued)

Parent Representative

'Woodbury' has a strong culture of parental involvement in fundraising endeavours that are designed with the purpose of raising money for the school. The money raised via these Fundraising initiatives goes directly to 'Woodbury' and is used to benefit the school in a variety of different ways, such as helping to purchase necessary classroom equipment, helping to maintain the overall condition of the school as well as contributing to many other operational costs the school has.

This year 'Woodbury' decided to explore a new Fundraising opportunity in the form of a 'Bunnings BBQ', which was held at 'Bunnings' Castle Hill on the 21st of July, 2018. The 'Bunnings BBQ' is fast becoming a much beloved weekend tradition for Aussie families as well as a great fundraising opportunity for many great causes and charities and 'Woodbury' proved no exception with over \$1,500 raised on the day.

Many parents and staff members alike volunteered to pitch in and help out both behind the counter and working the grill and overall the day proved to be a great success as not only did we manage to raise some much-needed money for the school but it also provided us with an opportunity to reach out and talk to local members of the community about 'Woodbury' at a grass roots level. It was a truly successful fundraising initiative on so many levels as not only did we get to meet other families who also had loved ones affected by Autism but we were able to spread the word about 'Woodbury' and all the fabulous work that it does, all while providing a delicious and cheap feed.

In fact the Bunnings BBQ in July proved to be such a great Fundraising initiative that we decided to hold another BBQ on the 17th of November. This follow up BBQ proved even more successful than the last, thanks in large part to the warmer weather. In the end we were able to raise almost \$1,000 more than the initial BBQ and made a total profit of \$2,478.40 after expenses. Not bad at all for such a fun days work!

In between our two successful Bunning's BBQ's we held our very popular 'Woodbury Annual Trivia Night' on Saturday the 3rd of November. As with last year's event, this years 'Trivia Night' was held at the lovely Phoenix Room at the 'Castle Hill RSL', (which the 'Castle Hill RSL' very generously provided free of charge).

The night was a monumental success with many friends, family members, teachers and staff of 'Woodbury' turning up on the night to help support the school. The battle for general knowledge supremacy was hotly contested over four fun filled rounds but alas victory and the bragging rights that go along with it could only go to one table and this year the teachers managed to cement their mental superiority (and gain some redemption for their inability to take the spoils in previous years) by coming 1st!!!

Overall it was a wonderful fun filled evening that not only allowed parents and caretakers the opportunity to have a night off from their responsibilities and share a laugh but also raised over \$3,539 for the school via silent auction items, raffle ticket sales and of course the cost of admission.

1. A Message from Key School Bodies (continued)

Parent Representative (continued)



In addition to the 'Bunning's BBQ' and the 'Annual Trivia Night' Fundraiser, there were of course other fundraising events that took place throughout the course of the school year which helped to not only bring the members of the 'Woodbury' community together but also served to raise money for the school. These events included the much beloved 'Chocolate drive' and the annual 'Blackmores run', the latter which saw money raised by parents and staff members by being sponsored for taking part in a marathon 10km run that is definitely not for the faint-hearted.

Overall 2018 was a tremendous year that was packed with various fundraising endeavours along with many other fun filled school events, such as the annual 'Sports Carnival' which took place in September and the highly anticipated and arguably single most popular event on the 'Woodbury' calendar, the 'Christmas Family Fun Day', which was held on the 14th of December.

One thing's for certain after a fun filled and very successful 2018, 2019 has a lot to live up to!

Melinda Cklamovska Woodbury Parent Representative

2. Contextual Information about the School

Woodbury is an independent primary school for children with autism spectrum disorder. The school follows the principles of Applied Behaviour Analysis (ABA) to teach children with autism. ABA is the only method of teaching children that is scientifically proven to improve academic, communicative, adaptive and social skills and behaviour in children with autism.

No other therapeutic method has such authoritative and comprehensive research to demonstrate its effectiveness. Woodbury delivers a comprehensive and individualised program to match each student's unique profile, while also identifying the KLA outcomes that our students are working towards.

In addition to academics, Woodbury targets all the skills a young person requires to function independently - communication, social, play, independent living and motor skills. We have a maximum of 6 students per class and our staff to student ratio ranges from one-to-one to one-to-three, depending on the students' learning and behavioural needs. Problem behaviours limit the student's learning and community participation, and are targeted for reduction by functional analysis, teaching replacement behaviours and reductive techniques. Applied behaviour analysis (ABA) is the use of these techniques and principles to bring about meaningful and positive change in behaviour.

Woodbury's goal is to provide to the educational community in Australia, a model of evidence-based teaching practices for students with autism. Woodbury feels strongly that all students with autism deserve the opportunity to receive an education based on methods proven to maximise their likelihood of reaching functional adulthood.

Our Vision

To provide a safe, caring, enjoyable and effective educational environment where students with autism can thrive and grow towards independence. To achieve this vision we utilise an educationally sound, research validated teaching and learning methodology.

We offer a unique learning environment specifically tailored to meet the needs of our students. Our highly trained teaching and learning team provide expertise in the areas of behaviour support, speech and language pathology, occupational therapy and special education.

Our Aims

To continue to provide high quality educational and behavioural services, following the principles of ABA, for students with moderate to severe autism. Woodbury aims to provide students with the necessary learning skills to lead a happy and independent life.

Our goal is for all our students to participate in less restrictive settings in the form of:

- transitioning to a support class or unit within a mainstream school
- community participation and increased independence

To achieve this we provide a variety of different class structures focusing on the teaching of individual skills and systematic fading of staffing ratios.

To strive to reduce the cost of these services to caregivers. To provide caregivers of our students training and coaching to assist them in their interactions with their child in the home and community.

To provide the opportunity for research into effective educational methods for students with ASD by inviting collaboration from universities. To provide learning opportunities for professionals external of Woodbury.

3. Student Outcomes

Woodbury uses principles of Applied Behaviour Analysis (ABA) as the teaching methodology to deliver the curriculum to students.

All students have an Individual Education Plan (IEP) and at the beginning of each year, a consultation meeting is held with the Teacher, Clinical team and parents.

The focus of this meeting is to set individualised goals and determine the teaching program for the upcoming year for each student. The student's program not only addresses the key learning areas, but also focuses on skills the student will need to function independently as an adult. The program's focus depends very much on each individual student's needs and current learning style and is adapted and updated as the student progresses.

To develop this program a variety of research based curriculums are utilised and drawn upon.

The Verbal Behaviour Milestones Assessment and Placement Program (VB-MAPP) is a criterion-referenced assessment tool, curriculum guide, and skill tracking system that is designed for children with autism, and other individuals who demonstrate language delays. There are five components of the VB-MAPP, and collectively they provide a baseline level of performance, a direction for intervention, a system for tracking skill acquisition, a tool for outcome measures and other language research projects, and a framework for curriculum planning.

Each of the skills in the VB-MAPP is not only measurable and developmentally balanced, but they are balanced across the verbal operants and other related skills.

Skills are assessed in the areas of requesting, labelling, responding as a listener, motor imitation, visual perceptual skills, social skills and independent play capabilities.

The PEAK Relational Training System is an evaluation and curriculum guide for teaching basic and advanced language skills from a contemporary behaviour analytic approach. PEAK is a novel approach to Verbal Behaviour Therapy, which embraces traditional verbal behaviour accounts of basic language and incorporates contemporary behaviour analytic strategies for promoting relational responding (a broad repertoire of learning meaning through relations between stimuli) which are responsible for our ability to understand and use abstract language.

PEAK provides a logical next step for students who have met all or most of the skills set out within the VBMAPP and allows the teaching team to select appropriate skills to bridge the gap between intensive discrete trial training and more traditional teaching methods

Skills Streaming is a social curriculum which employs a four-part training approach—modelling, role-playing, performance feedback, and generalisation—to teach essential prosocial skills to children and adolescents. The Skill streaming curriculum supplements the VBMAPP, EFL and PEAK allowing the teaching team to specifically focus on the area of social interaction which can some learners can find more difficult.

Evaluation of each student's skills is undertaken on a regular basis.

This is essential in the ongoing development of the individual programs and is used as the basis to report on student outcomes. Each student learns at a different rate and continuous analysis of data collected on a daily basis ensures review of programming is a consistent and ongoing process. That is, programs can be modified as soon as is necessary, whether it is to add a new target skill, or modify the content or structure of the existing target skill.

Student Outcomes (continued)

A full review of each student's program is undertaken each term by the Clinical Team and the Teacher. A full report that provides detailed information regarding outcomes of all aspects of the IEP is provided to parents at the completion of Terms 2 and 4.



All students who attend Woodbury have a primary diagnosis of autism. Autism is a spectrum disorder and as such, children with autism have varying degrees of cognitive functioning.

The cognitive functionality of students at Woodbury fall within the moderate to severe category and students are unable to participate in any formalised national testing. Parents of our students elect for their child not to partake in any such testing due to their cognitive functioning level. Student details are required to be entered in the National Assessment Program – Literacy and Numeracy Participation and Registration Website (NAPLAN PAR).



4. Professional Learning

The School is committed to providing staff with professional development courses. Each year Woodbury holds a number of All Staff Professional Development days. We also conduct training in areas of compliance including Reportable Conduct and Allegations against Employees, First Aid in an Education and Care Setting, and ASCIA Anaphylaxis.

Professional Learning	NESA Registered and Accredited Descriptor
Augmentative and Alternative Communication in ABA	3.5.2
Advanced ABA	3.5.2
Analysis of Errors in Learning	3.6.2
Building your Confidence with Excel	5.4.2, 6.2.2
Child Protection Legislation: Reportable Conduct and Allegations Against Employees - AIS	4.4.2, 6.2.2
COMMBOX Interactive Whiteboards in the Classroom	3.4.2
Communication in Group	3.5.2
Decreasing Problem Behaviour during discrete Trial Training	4.1.2, 4.3.2
Enhancing your Child Protection Investigation Skills	7.1.3, 7.2.3, 7.3.3
Evacuation and Lock Down Drills	4.4.2
Functional Analysis in the School	4.3.3
Introduction to ABA	3.3.1
NCCD Moderation Networking Meetings	1.5.3, 1.6.3, 6.3.3, 7.2.3
NSW Class of Kind Investigators Accreditation Course	7.1.3, 7.2.3, 7.3.3
Periodic Service Review	5.3.1
Positive Practices in Behaviour Support	5.3.4

5. Workforce Composition

Woodbury's team have the experience and dedication to 'help special students shine' and to assist our students reach their full potential.

Whilst all teaching staff at Woodbury meet the professional requirements for teaching in NSW, all staff undergo specialist training in ABA, and are drawn from a variety of backgrounds including education, speech pathology, childcare and psychology. Currently Woodbury employs two staff who are Board Certified Behaviour Analysts and three Registered Behaviour Technicians.

Staff Composition

Position	FTE	Male	Female
Clinical Director	1.0	-	1
Business Manager	1.0	-	1
Clerical Assistant	0.9	-	2
Clinical Supervisor	1.0	-	1
Teachers	3.6	-	4
ABA Therapists	6.9	-	9
Speech and Language Pathologist	0.4	-	1

Note: During 2018 there were no indigenous staff employed by the School.

Staff Qualifications

Advanced Early Start Denver Model Certification	Diploma Children's Services
Bachelor of Advanced Science (Hons) Neuroscience	Diploma Special Education
Bachelor of Arts pathways to Primary Education	Graduate Diploma Learning Support Teaching
Bachelor of Arts History and Film	Masters Applied Behaviour Analysis
Bachelor of Arts Psychology	Masters Arts Clinical Psychology
Bachelor of Arts Psychology with Diploma Education	Masters Arts Media Education
Bachelor of Arts Sociology with Social Psychology	Masters Arts Speech, Language, Hearing
Bachelor of Arts Speech, Language and Hearing	Masters Education
Bachelor of Commerce (Accounting)	Masters Primary Education
Bachelor of Education	Masters Science (Research)
Bachelor of Education (Primary)	Masters Special Education
Bachelor of Honours Sociology with Social Psychology	Masters Teach. High Incidence Learn. Disabilities
BSc Hons Psychology	Post Grad. Cert. Cognitive Behavioural Therapy
BSc (Hons) Psychology (French 2:1)	Post Graduate Diploma Education
Board Certified Behaviour Analyst	Post Graduate Diploma Mental Health Practice
Cert. Clinical Competence Speech Language Pathology	Verbal Behaviour Assessment Certificate
Certified Practising Accountant	

Workforce Composition (continued)

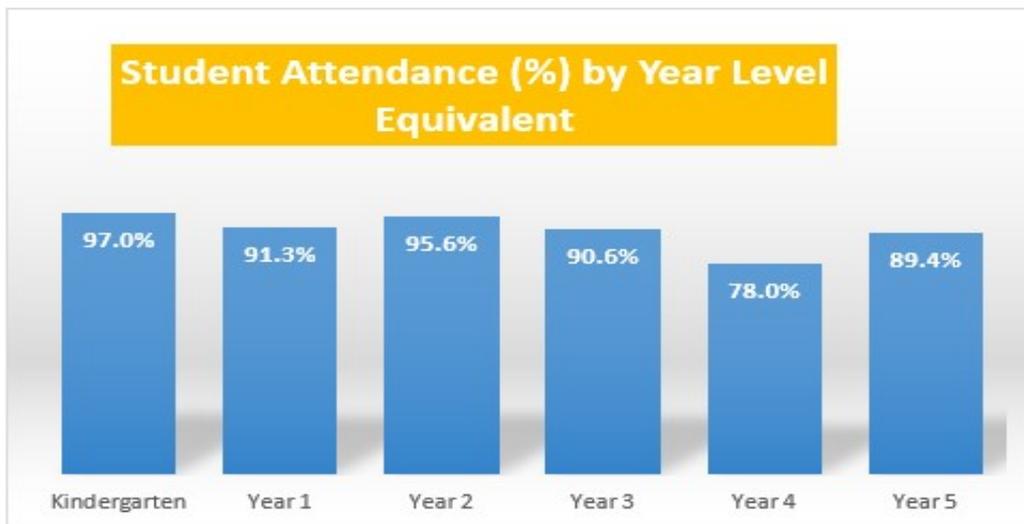
Teacher Qualifications

Teacher Category and Accreditation Status	Number of Teachers
(i) Having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI0NOOSR) guidelines.	4
Accreditation Status	3
Proficient	1
Conditional	

6. Student Attendance

The whole School student attendance rate for the 2018 School year was 91.48% (2017 93.89%).

The following chart demonstrates the attendance rate per year level equivalent.



Management of Non-Attendance

Parents are required to contact the school by 7.30am to advise of a student's pending absence, the reason for and the duration of such absence.

In order to comply with school registration requirements, parents/caregivers are required to complete an absentee form within 2 days of the student returning to school. Regular non-attendance is addressed with the parents/caregivers by the Clinical Director.

Where the parents of a student of compulsory school age seeks an exemption from attendance at school or an exemption from enrolment, the school will process the parent's application in accordance with the guidelines from NSW Department of Education and Communities.

7. Characteristics of Student Body

Student Population

The total number of student enrolments at the end of 2018 was 15 of which 73% (11) of the students were male and 27% (4) were female.

At the completion of 2018 Woodbury students were aged between 5 and 11 years of age, with all students having a diagnosis of autism.

Age Group	Boys	Girls	Total
4 - 7	2	2	4
7 - 12	9	2	11
Total	11	4	15

Students who attend Woodbury present with challenges which make participation in group settings difficult. They often need support in behaviour management, social interaction and development of communication systems.

Woodbury's enrolment process includes an initial intake assessment to determine the child's current skill level across a variety of academic, behavioural and social factors. This assessment allows us to determine if we, as a school, can meet the student's needs. As a small school our ability to offer a placement is, to some extent, dependent on a vacancy in an appropriate classroom, with an appropriate peer group, being available.

The school offers an individualised, comprehensive program that is tailored to meet each student's unique learning, communication and behaviour profile. The structure of each student's day depends somewhat on their individual learning style and current learning needs.

We place a large emphasis on teaching students to participate in a group setting; it is our aim, for all of our students, that they leave Woodbury with the relevant skills to participate in a variety of academic and social groups such as those which they would encounter in the community and other school settings. Some of our students continue to require 1:1 teaching to learn new academic, language, and communication skills; for these students a small portion of their day is devoted to individual teaching to supplement their group instruction.



8. Enrolment Policies

The following pages include full copies or relevant sections of policies which relate to student welfare, anti-bullying, discipline and complaints and grievances. Copies of these policies are available on the School's Website www.woodbury.org.au

Admissions Committee and Process

1. The Admissions Committee meets whenever a student place becomes available.
2. All applicants will receive a letter of acknowledgement upon receipt of enrolment application.
3. The Admissions Committee will consist of the Clinical Director, Business Manager and Clinical Supervisor.
4. The admissions process will consist of the following stages:

Stage 1:	Examination of Application to meet general criteria.
Stage 2:	Examination of parent responses to application questionnaire and viewing of video.
Stage 3:	Assessment of student's skills and behaviours
Stage 4:	Meeting with parents or caregivers to determine admissions suitability. Observation of applicant in structured and unstructured activities at home/school/preschool/therapy
Stage 5:	Review of assessment and recommendation
5. The final meeting (Stage 4) is an important aspect of the admission's process. The committee in consultation with both parents decide if placement at Woodbury is appropriate.
6. Only after all the stages have been completed will a determination be made and parents contacted to inform them of the Committee's decision.
7. The determination of the Committee is final. A parent can resubmit an application at a later date and in these cases a new admissions process will be followed.

Eligibility Requirements

Enrolment must meet certain criteria including the following:

- A diagnosis supported by a formal assessment report from a Psychiatrist/Clinical Psychologist using the DSM-V and evidence of persistent impairment. It must not be more than two years old at time of enrolment.
- Children with multiple diagnoses or associated disorders will also be considered provided their primary diagnosis is that of Autism Spectrum Disorder.

The application process is designed to give a thorough overview of each potential student's current needs to ensure we can provide an effective and meaningful education. As a small School, enrolment is dependent on an appropriate vacancy within a classroom being available. This ensures that students are placed with appropriate peers, and in a setting which best meets their learning and behavioural needs.

9. School Policies

Student Safety and Welfare

Pick-up and Drop-off Policies

The school will be staffed one hour before the designated commencement of each school day. Each pupil will be met at the gate by a staff member on arrival and escorted into the playground (dry weather) or the building (wet weather), where they will follow an arrival procedure designed to teach management of bags, lunches etc.

The pupils will then receive the level of supervision required to follow the arrival procedure. The degree of supervision required will differ depending on individual student abilities but will provide structure at the beginning of the school day. This daily 'before school' routine is designed to help the children deal with transition to school, as transitioning is extremely difficult for ASD children. The arrival procedure will be observed until school bell rings to indicate the start of the school day.

Parking and drop-off procedures are provided at the beginning of each school year to parents and transport drivers. Guidelines for the safe and effective management of the children between the parking area and the school gate are also detailed in the same document. Amendments to the procedures are written into the policy, and the updated policy is distributed to parents, transport, and staff members. A minimum of one member of staff will remain for one hour after school finishing hours in case of children not being collected at the designated time. Contact and emergency contact details for all parents of students are available on a bulletin board in the school main office.

Student Supervision On-Site

Policies to promote the safety of our students are various and relate to different sections of this document. In addition to those policies all buildings and the playground will be arranged to minimise the risk to students.

Students will be supervised at all times at Woodbury. There will, at all times, be one staff member to each child in the school. Staff members include all therapy, teaching, and administrative staff. Additionally, the high staff to student ratio is at times be supplemented by volunteers. The level of supervision in the classroom varies between 1:1 and 2:5 staff to student ratio, depending on the level of support required by individual students and classroom as a unit. This is determined based on the initial and ongoing assessment of each student

The staff to student ratio during morning tea and recess is adjusted based on the level of supervision required for these activities. During these times, students are assigned to the small or large playground, based on the individual level of supervision required. The level of supervision for the small playground is a minimum of 1:3, for students requiring increased supervision as determined in their individual behaviour intervention plans. The level of supervision on the large playground is a minimum of 1:7.

Each building is also equipped with a minimum of one mobile phone. The main reception office and the administrative office are also equipped with a mobile phone. The complete list of phone numbers for each class is posted in each classroom, the main reception office, and the administrative office and is revised as necessary. Staff members are required to have these phones powered on at all times throughout the day. Mobile phones must be carried at all times when staff members are off-site with students.

9. School Policies

Student Supervision Off-Site

When students are to move off the school site, areas to be visited will be assessed prior to the excursion. A teacher or clinical supervisor will be assigned to conduct a full assessment of the location to be visited. The role of that staff member will be to identify potential risks and ascertain accessibility of the site, including parking, safe entrance, access to toilets, etc. The off-site assessment checklist, found in the Woodbury Risk Management Policy, Appendix A, is used to conduct these assessments.

Areas likely to be accessed or that have been accessed in the past are: library, shopping centres, public transportation stations, work experience venues, and excursion venues (e.g. the zoo). A minimum staff to student ratio of 1:1 will be observed at all times during off-site excursions. During off-site excursions, the accompanying staff member/s carries any emergency and first aid equipment as well as any regular medication which may need to be administered to student/s.

Buildings

The Clinical Director bears the responsibility of opening and closing the school at the beginning and end of each school day. In the event the Clinical Director is absent, an alternative person designated by the Clinical Director will carry out opening and closing procedures. As part of the closing procedure, the Clinical Director or assignee checks the Student Attendance Roll to ensure all students have left school.

Evacuation Procedures

Fire drills are carried out each semester. These procedures are posted in each classroom and on school bulletin boards in each building. Site maps and instructions are prominently displayed in every room of each building. All staff members are aware of the location of these items. Routine fire drills help desensitise our students to the panic and fear that such noisy and sudden, unscheduled events create for ASD children.

Lockdown drills are carried out each semester as practice in the event a school lockdown is necessary. Lockdown procedures are also posted in each classroom on school bulletin boards in each building.

In the event of actual or practiced fire and lockdown drills, the clerical assistant is responsible for gathering the attendance rolls and recording presence of all students and staff once in the designated safe areas. In the event the clerical assistant is not available, the Business Manager will be responsible for this duty. The school ensures that all staff attend one lockdown and on fire drill per year as a minimum.

General student safety during evacuation procedures is enhanced by the very high staff to student ratio in times of crisis that would require evacuation procedures to be used.

9. School Policies

Codes of Conduct

Rights and Responsibilities

See Woodbury Responsibilities, Principles, and Ethos; Woodbury Code of Conduct; Confidential Information

Management of Student Behaviour

The science of Applied Behaviour Analysis (ABA) contains a variety of techniques for reducing undesirable behaviour. These techniques are applied only after a thorough examination of the data collected in relation to the behaviour. Often a functional analysis is carried to determine the function of the behaviour. This enables the Behaviour Analyst to create an individualised plan teach the child to use a more acceptable behaviour to achieve the same ends.

There are a wide range of techniques in the Behaviour Analyst's repertoire. The selection of the specific techniques applied to a given situation is always data driven. The approach to all undesirable behaviour is twofold: (1) teaching of a functionally equivalent alternative and appropriate behaviour; and (2) reduction or elimination of the contingency formerly maintaining the behaviour. The latter often requires the use of reductive management techniques because this undesirable behaviour has been effective for the child in the past. It can take time and repeated exposure to teach the child the new behaviour and teach the child the undesirable behaviour no longer achieves the same end. Techniques commonly used are differential reinforcement of a lower rate of behaviour, differential reinforcement of an alternative behaviour, differential reinforcement of an incompatible behaviour, and extinction.

The use of corporal punishment will not be used at any time at Woodbury and not advocated at home. Please refer to Woodbury Discipline Policy for further information. For challenging behaviours, refer to attached policy 'Positive Approach to Challenging Behaviour'.

Health and Medication

See *also* Illness Policy; Woodbury Medication Policy; Administering Medication Procedure

As a larger number of students with ASD are likely to be on medication or special diets than typical students, clear policies related to these matters are vital. It is a condition of offer of a place at Woodbury that full disclosure about health matters is made by families about the student at initial enrolment and during the time the child is attending the school. Parents are obliged to continue to provide upgraded information about the health, medication and dietary status of their child on a weekly basis.

Medication

An individualised medication plan is used with each relevant family in relation to health issues such as diet and medication. All medications will be given as per the guidelines of the Administering Medication Procedure. A Woodbury Medication Consent Form signed by parents or guardians will be kept on file for each medication at all times. It will specify what and how much medication are to be administered, by whom and when.

All administered medications will be documented on the Woodbury Administered Medication Form. Parents of children for whom this is relevant can elect for a copy of the Woodbury Administered Medication Form to be sent home daily, weekly or to be retained by the school.

9. School Policies

Medication (continued)

For children with episodic but potentially life threatening problems, action plans for the relevant students is developed (i.e., anaphylaxis, epilepsy, asthma). Each action plan identifies the child by name and photograph, clearly states emergency procedures to be followed, and names the person/s to contact. The action plans are displayed in the relevant students' classrooms and on the school bulletin board in the students' assigned building.

Special Diets

Due to the large number of ASD students on non-medically prescribed diets it is the policy of Woodbury that children will only be offered food brought from their home whilst at school and children will not be allowed to share food. If there are children with severe allergies (e.g. peanuts), the relevant foods are immediately banned from the school at all times for the duration of the enrolment of the relevant student/s.

Identification and Support of Students with Special Needs

All of the children at Woodbury have special needs. However, the high level of staff training, highly individualized programming, ongoing behaviour management and data collection and analysis, regular program reviews for each child, and consistent and routine contact with families ensures rapid identification of needs above those already identified. Once identified, parents are offered whatever support is required and feasible from the school to address the changed needs of the child. The presence of the collective expertise of the school staff, including teachers, behaviour analysts, and clinicians (speech pathologists/occupational therapists), is conducive to early identification and treatment of 'special needs'.

Student Leadership

There is no student leadership at Woodbury. The students' awareness of others is not at a level to allow them to conceptualise 'leadership'.

Homework

Children attending Woodbury will be 'on task' for longer periods during the school day than their peers in other settings, therefore there will be a policy of no homework for most students. The exception is that students who are being prepared for integration to a mainstream setting will be given homework as part of the integration process.

Pastoral Care

A registered Psychologist external to the school has been retained on a needs basis to provide counselling and support to students, staff and families of the school.

Policies and Procedures to Ensure Safety and Welfare of Students with Approved External Tutors /Providers

At any external venue where an outside provider may have contact with Woodbury students, Woodbury staff will be present at all times to ensure the child's safety and wellbeing. Any providers who work in and/or are contracted by the school are subject to Woodbury policies on child protection.

The only other setting Woodbury students are likely to attend is a receiving school during transition/integration. In such an event, it will be the Clinical Director's role to check that all child safety procedures at the receiving school are adequate for the protection of Woodbury students. During the transition/integration process, a Woodbury staff member will be with the student at all times.

9. School Policies

DISCRIMINATION, HARASSMENT & BULLYING STATEMENT FOR EMPLOYEES, CONTRACTORS AND VOLUNTEERS

1. Introduction

Everyone at Woodbury has the legal obligation not to discriminate against, or harass for any unlawful reason, or bully for any reason any employee, agent, contractor, supplier, volunteer, parent, student or visitor.

Woodbury expects all staff members, contractors and volunteers to treat each other and other people with whom they come into contact as representatives of Woodbury with respect and courtesy.

The purpose of Woodbury's Discrimination, Harassment and Bullying Statement is to make you aware of:

- what 'unlawful workplace discrimination', 'harassment' and 'bullying' mean;
- the procedures Woodbury has in place to deal with workplace complaints relating to discrimination, harassment and bullying; and
- who you can talk to at Woodbury if you wish to make a complaint.

2. Who does this statement apply to?

This Statement applies to all employees, contractors and volunteers engaged by Woodbury and applies to behaviour:

- in the workplace, including while working outside normal working hours;
- while undertaking work activities including interaction with parents or other third parties and while working away from Woodbury (e.g. School trips or sport activities);
- at work-related events e.g. conferences and social functions; and
- that while it occurs outside the workplace or work related activity, involves work colleagues or associates and relates directly or indirectly to the workplace.

3. What is unlawful discrimination?

3.1 Defining unlawful discrimination

Discrimination is treating one person or group less favourably than another or causing them disadvantage. *Unlawful discrimination* is discrimination which law has defined as unacceptable.

There are a number of Federal and State laws which presently make discrimination unlawful on a variety of grounds (unlawful reasons) including:

- a) sex, marital or relationship status, pregnancy, breastfeeding or family responsibilities;
- b) sexuality or sexual preference;
- c) race, colour, descent, nationality, national origin, ethnicity or ethno-religious origin;
- d) religious belief or activity;
- e) political belief or activity;
- f) trade union activity;
- g) disability or impairment;
- h) transgender status or gender identity;
- i) age;
- j) responsibilities as a carer; or
- k) service in the voluntary defence forces.

Whether it is unlawful to discriminate against a person for one of these reasons will depend on the particular circumstances and the State or Territory in which you are employed.

9. School Policies

What is unlawful discrimination? (continued)

3.2 How can unlawful discrimination occur?

Discrimination can occur in the recruitment process, during the course of employment or upon termination of employment. Discrimination can also occur in the provision of goods or services. Staff members should not discriminate against co-workers, contractors, volunteers, parents and students.

Discrimination can be direct or indirect.

Direct discrimination occurs where someone is treated less favourably because of their sex, age, racial group etc. An example of direct discrimination is when an employee misses out on an internal promotion because they are considered too old for the job.

Indirect discrimination occurs where everyone is treated on the same terms according to a rule, policy or directive but which has the effect of being less favourable to people of a particular sex, age group, race, religion etc and which is not reasonable in all the circumstances. An example of indirect discrimination would be a policy stating that the Woodbury will not engage part time teachers – this would impact on teachers who may wish to work part time due to carers' responsibilities and would most likely exclude a large proportion of women – and this restriction is not reasonable.

There are exceptions from anti-discrimination law which may apply in some situations – for example, because of the requirements of a particular job. It may be reasonable to employ only women to supervise in a girls' boarding school.

What is unlawful harassment?

4.1 Defining unlawful harassment

Unlawful harassment is a type of unlawful discrimination. In general, unlawful harassment is any form of conduct or behaviour which affects a person that:

- a) is unwelcome (not wanted) or uninvited (not asked for); and
- b) is based on one of the unlawful reasons; and
- c) a reasonable person would have anticipated what might humiliate, offend or intimidate the person exposed to the conduct.

4.2 What are the types of unlawful harassment?

Types of unlawful harassment include, but are not limited to:

- a) sexual harassment;
- b) verbal abuse or comments that degrade or stereotype people because of their race, sex, sexuality, pregnancy, disability;
- c) jokes based on race, sex, sexuality, pregnancy, disability;
- d) mimicking someone's accent, or the habits of someone with a disability;
- e) offensive gestures based on race, sex, sexuality, pregnancy, disability;
- f) bullying a person because of their race, sex, sexuality, pregnancy, disability;
- g) ignoring or isolating a person or group because of their race, sex, sexuality, pregnancy, disability, etc; or
- h) display or circulation of racist, pornographic or other offensive material (including in electronic format).

Harassment might not be unlawful, if it is not based on one of the unlawful reasons. However, Woodbury expects its staff to treat each other and other people with whom they come into contact as representatives of Woodbury with respect and courtesy. In some cases a single action or incident can create unlawful harassment. In other cases there may need to be a persistent pattern of behaviour before unlawful harassment has occurred.

9. School Policies

What is unlawful harassment? (continued)

4.3 What is unlawful sexual harassment?

Unlawful sexual harassment is one form of harassment which the law does not allow.

A person sexually harasses another person if:

- a) the person makes an unwelcome sexual advance, or an unwelcome request for sexual favours, to the person; or
- b) engages in other unwelcome conduct of a sexual nature in relation to the person;

in circumstances in which a reasonable person, having regard to all the circumstances, would have anticipated the possibility that the person exposed to the conduct would be offended, humiliated or intimidated.

Unlawful sexual harassment includes, but is not limited to:

- a) pressure or demands for dates or sexual favours;
- b) unnecessary familiarity - for example, deliberately brushing against a person or constantly staring at a person;
- c) unwanted physical contact - for example, touching or fondling;
- d) sexual jokes or innuendo;
- e) offensive telephone calls;
- f) offensive sexual gestures;
- g) unwelcome comments or questions about a person's sex life;
- h) display, circulation of sexual material, including magazines, posters or pictures (including in electronic format);
- i) sending email or text messages which contain sexual content or tone; or
- j) sexual assault.

It is important to understand that some of these forms of sexual harassment are also criminal behaviour and may be treated as a criminal offence.

Mutual attraction between people is not sexual harassment. Conduct which is welcome or consensual is not unlawful, and friendships (sexual or otherwise) which develop between people who meet at work are a private concern provided they do not impact on the workplace or Woodbury.

However, you should take great care before engaging in conduct you believe to be welcome. Always remember that some people may not feel comfortable telling you that your behaviour is offending them and is not welcome. This may be because of their personality or may be because they are too worried about the possible impact on their employment if they complain.

It is your responsibility to ensure that you do not engage in conduct which is not welcome. Similarly it is your responsibility to tell someone if you do not feel comfortable with their behaviour, or at least to raise the issue with your manager or supervisor or some other appropriate person.

You should also remember that even conduct which is welcome may not be appropriate in the workplace. If you are unsure whether conduct is appropriate, you should speak to the Clinical Director/Business Manager.

Further, any personal friendships that develop should not adversely impact on Woodbury, your responsibilities to do your work or on the performance or productivity of your co-workers.

9. School Policies

Bullying

5.1 What is bullying?

Workplace bullying is repeated, unreasonable behaviour directed toward a staff member, other individual, or group that may cause harm, including risks to health and safety.

Unreasonable behaviour means behaviour that a reasonable person having regard to all the circumstances would expect to humiliate, intimidate or threaten another person.

Such behaviour can include an individual's or group's actions or practices which humiliate, intimidate or threaten another person. Bullying may also amount to unlawful discrimination or harassment.

5.2 What are examples of bullying?

The following types of behaviour, particularly if directed towards an individual repeatedly, may amount to bullying:

- a) demeaning language;
- b) threats;
- c) verbal abuse;
- d) outbursts of anger or aggression;
- e) physical or verbal intimidation;
- f) excluding or isolating; and
- g) ganging up.

Other types of behaviour may also constitute bullying.

Performance management and directions in relation to the performance of work or conduct required by Woodbury are not bullying or harassment.

6. What Are Your Obligations?

Everyone at Woodbury has the legal obligation not to discriminate against, or harass for any unlawful reason, or bully for any reason any employee, agent, contract worker, contractor, supplier, parent, student or visitor.

You must always consider how your behaviour will be viewed by the person or people you are dealing with. You might unlawfully harass someone, bully someone or unlawfully discriminate against someone even if you do not mean to do or say anything offensive.

It is not a legally acceptable defence to say that you did not mean or intend to humiliate, offend or intimidate somebody else.

It is sometimes difficult to know whether someone will find your behaviour acceptable. What is offensive to one person may not be offensive to another. You should be careful not to risk being misunderstood and, as a result, becoming the subject of a complaint.

7. Victimisation

You must not victimise a person because they have made or propose to make a complaint of unlawful discrimination, harassment or bullying or because they have provided information in relation to a complaint. Victimisation means subjecting a person to some detriment, for example, ostracising an employee or excluding them from an opportunity or activity.

9. School Policies

8. What can you do if you feel you are being unlawfully harassed or discriminated against or bullied?

If you feel that you are being unlawfully harassed, discriminated against or bullied, there is action which you can take that may resolve the problem, such as:

- a) do not ignore circumstances where you feel you are being unlawfully discriminated against, harassed or bullied, thinking it will go away. Ignoring the behaviour could be taken as tacit approval by the person causing the harassment, discrimination or bullying;
- b) where you feel comfortable ask the person to stop or make it clear that you find the behaviour offensive or unwelcome. Maybe the alleged discriminator/harasser/bully is not aware that his/her behaviour is intimidating or unwelcome and will stop once they are told. It may be useful to speak with the Clinical Director / Business Manager in the first instance to seek guidance on how to do this; and/or raise the issue as a grievance with either Clinical Director / Business Manager under this statement, as soon as possible after the incident(s) have occurred.

If you feel that you are being victimised because you have made or propose to make a complaint of unlawful discrimination, harassment or bullying or because you have provided information in relation to a complaint you should raise the issue as soon as possible with either the Clinical Director / Business Manager.

If your issue is about the Clinical Director you should raise it as a grievance with the Chairman of the Board under this statement.

9. Discussing complaints or allegations

Confidentiality

Although you may feel the need to tell a trusted friend or work colleague about the matter, you should be careful. Accusations of unlawful discrimination/harassment can harm the reputation of those involved and could lead to legal action for defamation. Matters of this kind must be dealt with confidentially on a need to know basis. Do not discuss this matter generally with colleagues or members of Woodbury community. It is in everyone's best interests if rumours are not allowed to spread.

What will Woodbury do if you have a complaint

All complaints will be treated seriously and generally in accordance with this statement. Woodbury will determine the most appropriate method of dealing with the grievance. (refer also to Woodbury's Grievance Procedure) This could include (among other things):

- a) requesting further information from you;
- b) requesting information from other co-workers or third parties;
- c) meeting with you or others involved in the grievance;
- d) reviewing and responding to the grievance or arranging for an appropriate person to review and respond to the grievance or
- e) facilitating a meeting between you and the person(s) that the grievance is about.

On receipt of a grievance Woodbury will generally take the following steps:

- a) determine the best method of handling the grievance;
- b) advise you of the likely steps that will be undertaken by Woodbury in relation to the grievance;
- c) advise the person(s) that the grievance is about of the nature of the grievance and seek their response;
- d) collect any additional information Woodbury considers necessary to properly review the grievance; and
- e) advise both you and the person(s) that the grievance is about of Woodbury's response to the grievance and if appropriate, any proposed action to be taken.

9. School Policies

Discussing complaints or allegations (continued)

What will Woodbury do if you have a complaint (continued)

However, there may be circumstances in which some of the steps outlined above are not appropriate and Woodbury will determine, in its absolute discretion, and with consultation with you if appropriate, on a case by case basis the most appropriate method of handling the grievance.

Woodbury will take whatever action it considers appropriate if there has been unlawful discrimination or harassment or bullying, including disciplining or dismissing offenders. You should also be aware that if you lie about or exaggerate a complaint, Woodbury will view this as a very serious matter, and you may be disciplined or dismissed.

10. General

This Statement summarises some of the rights and obligations which are created by the legislation. The Statement is not intended to go beyond the legislation. This Statement is not a term of any contract, including any contract of employment. This Statement may be varied from time to time.

Discipline

These documents state that because of our particular student population, management is different to that devised for typical children and words such as 'penalties' do not apply. Any management of unacceptable behaviour is designed to reduce the occurrence of that behaviour in the future and management is by various means usually related to increasing skills.

Continuing Severe Challenging Behaviour

In the event of continued episodes of severe challenging behaviour which is not responding to our best attempts at reducing it, a meeting will be convened with the parents and all relevant staff to decide our next steps.

Reports reviewing our management to date especially from the Behaviour Analyst will be made available to the parents prior to the meeting, tabled and discussed.

If possible new strategies will be devised and implemented as a result of this meeting. However as similar meetings will have been held on a regular basis about the behaviours in question it is likely that more extreme measures will need to be taken following such a meeting. One possibility resulting from this meeting is that the school will call on its Honorary Professional Advisory Board for assistance.

Time away from other students

If the behaviour described above is harmful to other students or is being maintained by the attention from other students, it will be suggested that the child be moved to an area apart from other students, but within view of the supervising teacher, whilst the child's program is being delivered by the therapist, another teacher or the behaviour analyst. This is not a time out procedure but a safety measure.

9. School Policies

General (continued)

Time away from Woodbury (Suspension)

If it is deemed in the best interest of the child to remain away from the school for a short period of time (a maximum of 1 week) this decision will be made only in the circumstances where it is agreed by the caregivers that the child's behaviour is temporarily worse than usual for a known reason e.g. alterations to medication.

There may also arise times where a very demanding child is asked to remain out of the school until new arrangements can be set in place for behaviour management or at times to reduce stress to staff and other students. This would again only occur with agreement of parents/caregivers and with certainty that they are able to cope with this change to schooling arrangements. If necessary, respite services may be advised as an alternative to parent care during the stressful period and if this is acceptable to the family, they will be assisted to find suitable respite services.

Permanent Time away from Woodbury (Expulsion)

In the unlikely event of a child being unable to be retained in the school because of safety issues relating to staff and students, the parents will be assisted to find a suitable alternative to Woodbury and the relevant educational authorities will be advised.

Responsibilities & 'Hearing rule'

It is the role of the Clinical Director to make all above mentioned contacts, arrangements and reporting as well as supporting and advising the parents/caregivers. At all steps in the above processes the parents/caregivers will be advised in writing of all meetings, agenda of meetings and will receive summary minutes of the meetings.

Parents will be encouraged to attend with support persons if they so desire and to table concerns and responses to allegations in writing and will be required to sign the minutes as true records.

Interpreter services will be provided at the school's expense for parents requiring them.

The right to an unbiased decision

It is the intention that Woodbury will resolve any differences between the school and parents/ caregivers in a positive manner by reaching consensus. However if this is not possible Woodbury will call in an independent arbitrator with knowledge of the child's disability e.g. senior staff from Aspect, Australia. This person would have to be acceptable to all parties involved –the parents and the Head of School.

Corporal Punishment

As mentioned in the policies Student Safety and Welfare – Management of student behaviour and Positive Approach to Challenging behaviour, corporal punishment will not be used at Woodbury and not advocated at home.

Evidence of use of corporal punishment outside the school would be treated very seriously as evidence of need for: education of the family in behaviour management techniques, more support to the family, training/coaching the of family in the home setting.

If these are not successful it may require the use of child protection /abuse legislation, but our aim would be to prevent its occurrence by the methods mentioned above.

10. Priority Areas for Improvement

Achievement of 2018 Identified Targets

AREA	PRIORITY	STATUS
<p>Access to Appropriate Education</p>	<p>To provide students with Autism an effective education that teaches the relevant skills for future success.</p>	<p>This goal is ongoing. Woodbury continually strives to provide students with an effective education focusing on the necessary skills to participate in a wider variety of social and educational settings. We remain up to date on appropriate research-based interventions and place a large emphasis on staff development and family participation to ensure students receive the best possible education. In 2018 we had 15 students enrolled in our Primary School. Woodbury has 13 students enrolled for 2019 in our primary school and an additional 8 students enrolled in our specialised early intervention program. Both settings provide individualised supports focusing on increasing functionally skills and decreasing learning challenges.</p>
<p>Governance & Strategic Planning</p>	<p>To seek out and obtain new board members to help continue to develop and modify a Strategic Plan for Woodbury that includes other possible avenues and expansion possibilities that we might make as we seek other sources of funding and decrease fees for parents.</p>	<p>This goal is ongoing. At present no new board members have been identified however efforts to seek such members will continue. Several possibilities for expansion are currently being considered by the board members with the support of a third-party organisation offering impartial advice. This will continue into 2019 with the leadership team.</p>
<p>Dissemination of Knowledge</p>	<p>To continue to expand awareness of ABA within Australia. Specifically to establish Woodbury as a source of knowledge and guidance within the field.</p>	<p>This goal is ongoing. Woodbury's Clinical Director was involved in the development of Australia's first ABA course sequence; supported by designing course content and providing distance learning opportunities and instruction. The Clinical Director and Speech Pathologist presented on topics related to ABA in school and augmentative communication at the Australian ABA Conference 2018 in Brisbane.</p>

Priority Areas for Improvement (continued)

Achievement of 2018 Identified Targets (continued)

AREA	PRIORITY	STATUS
<p>Collaborative Service Delivery</p>	<p>To continue to increase Woodbury's presence within the local community.</p> <p>To establish Woodbury's reputation as one which is associated with effective, quality intervention, inclusive practises and a supportive environment</p>	<p>This goal is ongoing. The clinical director has made a concerted effort to connect with other service providers and professionals within the area. Contact has been made via email and phone to make connections with others in the field including pre-schools, early intervention providers, allied health professionals and schools. Woodbury has always adopted an open-door policy and has enjoyed showing professionals around the school explaining who we are and what we do. This collaborative approach has resulted in professionals recommending Woodbury to their clients and service users as well as allowing Woodbury to be able to make referrals and recommendations for students who need support which is outside of our scope of practise.</p> <p>In 2018 Woodbury started a collaboration with a local occupational therapist; this allied health professional attends the school once per week to work 1:1 with some of our students. She then makes recommendations to the teaching team allowing skills to be targeted across the week. Access to this type of support within a school not only decreases student absence (to attend external therapies) but increases the impact of these therapies by allowing us to implement suggestions throughout the week.</p>
<p>Professional Development</p>	<p>To continue to provide consistent and sustained opportunities of quality training of staff through:</p> <ul style="list-style-type: none"> • sending staff to attend relevant local and national conferences and training • inhouse training regarding ABA principles and strategies • bringing in outside organisations to provide training in targeted areas. 	<p>This goal is ongoing. During 2018 a variety of professional development was provided 7 staff attended the AUABA conference in Melbourne.</p> <p>A variety of in-house and external training was provided in the area's of governance, child protection, ABA, self-help and stress, excel and Microsoft office and team work.</p>

Priority Areas for Improvement (continued)

Achievement of 2018 Identified Targets (continued)

AREA	PRIORITY	STATUS
<p>Accredited Training Services</p>	<p>To become a NESAs endorsed training provider allowing Woodbury to provide relevant training on behaviour management strategies for use within the classroom setting.</p> <p>To become an ACE training provider allowing Woodbury to provide training to other early intervention service providers on the varied applications of ABA.</p>	<p>These goals are complete. Woodbury is now an approved provider of NESAs accredited training and ACE accredited training for qualified teachers and behaviour analysts seeking continued professional development.</p> <p>Woodbury has also created a small library of online webinars aimed at professionals and parents focusing on simple topics which can have a meaningful difference for individual with Autism and their families. Promoting these webinars will be a focus over the coming months alongside adding to the repertoire therefore increasing our reach through a broader range of topics.</p>
<p>Community Awareness</p>	<p>To continue to build school-community partnerships with local businesses and organisations, to raise awareness of our school and autism within the community, and to facilitate fundraising opportunities.</p>	<p>This goal is ongoing. Commencing 2018 Woodbury appointed a part time marketing and fundraising officer to support our achievement of this goal. The initial focus of this position has been to increase our social media presence and improve our website visibility and functionality. Unfortunately, this working agreement was not effective and the marketing officer was let go at the end of the year. A new fundraising officer has been appointed and it is hoped that their skill set will better meet Woodbury's needs.</p>
<p>Program Delivery</p>	<p>To continue to improve our group instruction services, to focus upon teaching the relevant skills required to participate within a group setting allowing students to transition to a less intensive teaching environment.</p>	<p>This goal is complete. A case study completed this year demonstrated the student's increased ability to learn in a group setting and participate without support as a result of following the group skills curriculum for a 12-month period. At the end of 2017 three of our students successfully transitioned to a less intensive teaching environment. Reports from parents and new teachers suggest these students have done well in the new school placement and that the skills they learnt here at Woodbury supported them in this transition.</p>

Priority Areas for Improvement (continued)

Determined Targets for 2019

AREA	PRIORITY
Access to Appropriate Education	To provide students with Autism an effective education that teaches the relevant skills for future success.
Collaborative Service Delivery	To continue to increase Woodbury's presence within the local community. To establish Woodbury's reputation as one which is associated with effective, quality intervention, inclusive practises and a supportive environment.
Community Awareness	To continue to build school-community partnerships with local businesses and organisations, to raise awareness of our school and autism within the community, and to facilitate fundraising opportunities.
Dissemination of Knowledge	To continue to expand awareness of ABA within Australia. Specifically to establish Woodbury as a source of knowledge and guidance within the field across a broad range of parents and professionals.
Governance & Strategic Planning	To review the possibilities for expansion and diversification of Woodbury's services. To create a strategic plan and implement the necessary steps required to see this come to fruition within the next school year.
Professional Development	To continue to provide consistent and sustained opportunities of quality training of staff through: <ul style="list-style-type: none"> • sending staff to attend relevant local and national conferences and training opportunities • in-house training regarding ABA Principles and Strategies • bringing in outside organisations to provide training in other targeted areas.
Service Delivery	To continue to improve our service delivery across all programs and supports through the application of a periodic service review.

11. Respect and Responsibility

Woodbury places a large emphasis on fostering respect, responsibility and independence across our students, staff, parents and the wider community. Woodbury's aim is to provide students with the skills they need to successfully and independently integrate into their local community.

To be an independent member of the community and to participate to the best of their ability, we place a large focus on our student's ability to maintain appropriate behaviours within a variety of situations. The reduction of challenging behaviours and the teaching of appropriate, replacement behaviours provides our students with the skills necessary to integrate into the wider community.

Through the delivery of intensive, specialised behaviour intervention plans and individualised education targets our students are taught to respect each other, to be kind to one another through sharing of resources and basic social interactions, to independently participate within their daily activities and to recognise and take responsibility for how their actions impact themselves and others.

Students are taught independence in the areas of:

- Completing daily routines such as unpacking bags and following schedules
- Feeding, independence around mealtimes, toileting and self-help skills
- Making choices about their day, engagement in appropriate leisure, work activities

Students are respected, are taught to respect and be respectful in the areas of:

- Selecting developmentally and chronologically appropriate educational and behaviour targets for each individual student
- providing an appropriate communication strategy for each individual student
- teaching communication systems to allow students to express their wants and needs
- Behaviour management and the reduction of challenging behaviours accompanied with their replacement with appropriate alternative
- Sharing, turn taking, waiting, social interaction, group participation and engagement

Students are taught to take responsibility for:

- Their own state of mind and happiness through the teaching of self-management and coping strategies designed to alleviate challenging behaviours, promote calmness and reduce stress
- Their own actions through the understanding that all behaviour has a consequence

Woodbury aims to provide a high quality schooling environment through fostering respect, responsibility and independence with our staff. To provide the best educational opportunities for our students, staff members need to work together as a cohesive team, to take responsibility for their own capability and to respect each other and themselves. Staff are expected to demonstrate independence within the classroom and are supported in this through:

- The provision of a high quality induction and training package and the continued provision of professional development
- Regular coaching and support within the classroom to ensure staff are confident in their ability to apply theory to practise

Staff are expected to demonstrate respect for themselves and each other through:

- Regular collaboration between all team members to ensure expertise and a variety of perspectives are taken into account within the decision making process
- Regular meetings to ensure all team members are up to date on decisions and changes. Also team building exercises and activities.
- Clearly defined conflict resolution policies which promote open and honest communication and the resolution of conflict in person

Respect and Responsibility (continued)

Staff demonstrate responsibility for the quality of our educational services through:

- Daily collection of data for students and tracking of progress in academic and behavioural goals
- Regular tracking of coaching and competency goals to ensure staff are consistently learning and applying new skills within the classroom
- Regular service reviews to provide an overall review of the school's quality of service allowing us to provide praise and constructive feedback, review areas of weakness and set goals for improvement.

Mutual respect is fostered between families and the school team to ensure a collaborative effort in the education of each child and a joint responsibility for the student's future success. As a small school we recognise that the success of our students and their future cannot be achieved by our efforts alone.

Regular communication and consultation with parents ensures a consistent approach between home and school therefore maximising the opportunity for success.

In addition to this continued effort to promote Woodbury within the wider community and to make connections with other service providers within the community represents our respect for the experience and values of others as well as our devotion to the responsibility of providing an effective education for students within our care.

Woodbury adopts a level of responsibility to ensure the practises of Applied Behaviour Analysis are disseminated to the wider community ensuring a larger population can benefit from access to effective meaningful supports.

Independence among families and the wider community is fostered through:

- Parent training and the provision of valuable hints and tips which can be applied within the home allowing parents to independently support their child's learning and progress
- Professional development and the provision of NESA and ACE approved course sequences with the aim of providing educators and other professionals with the basic knowledge needed to improve the educational opportunities to a wider audience.

Respect for families and the wider community is fostered through:

- A collaborative approach between home and school ensures parents are involved in the Individual Education Plan (IEP) process. Parents attend an annual home-school meeting where all stakeholders in the student's life are able to share their perspectives and set goals and priorities for the upcoming year.
- Regular home school communication ensures parents are kept up to date on their child's education and that they have a means to respond to changes.
- Regular communication is provided in the form of home-school communication book, fortnightly newsletters, monthly program summaries and videos, termly classroom observations, bi-annual reports and ongoing email and telephone communication.
- Networking with other schools, early educators and specialist service providers to ensure the educational support provided to our students is of the highest quality. We respect the unique and individual expertise other professions can bring to the table and seek to create a collaborative network in which a variety of professions can share ideas and suggestions.

It is the responsibility of families in their student's education and it is our responsibility to support families and the wider community too is fostered through:

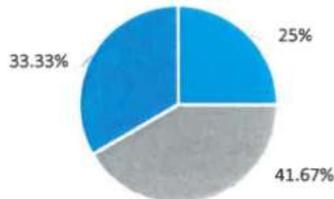
- Dissemination of knowledge and the practise of ABA to provide a wider community with a basic understanding of the benefits of ABA and its efficacy
- Our school's general ethos and belief that to be the best that we can requires us to work and collaborate together and with others to ensure our service is the best quality possible.

12. Community Satisfaction

Parent Satisfaction

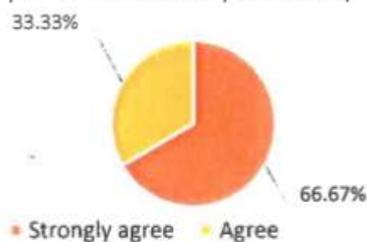
All parents were given the opportunity to participate in our satisfaction survey by either completing a paper questionnaire and returning to the school in a sealed envelope, or by completing the survey on-line. All of those parents who elected to partake were 12 out of a possible 15 being the total number of student enrolments for 2018.

My child has been a student at Woodbury for:



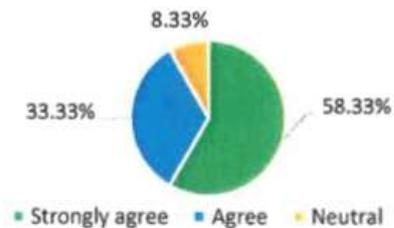
■ Less than 1 year ■ 1 to 2 years ■ 3 years or longer

Woodbury prides itself on not only being a school, but a community. I feel part of the Woodbury community



■ Strongly agree ■ Agree

My child's teaching team are approachable and willing to talk about my child's progress



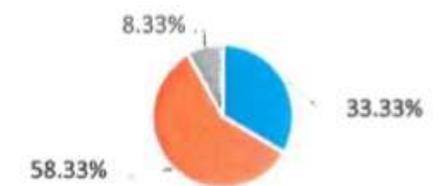
■ Strongly agree ■ Agree ■ Neutral

I receive quality communication relating to my (e.g. the daily communication book, IEP meetings, other general communication)



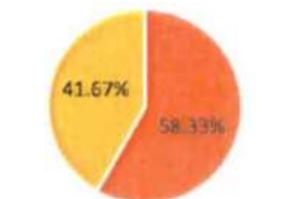
■ Strongly agree ■ Agree ■ Neutral

The school reports I receive about my child are informative and easy to understand



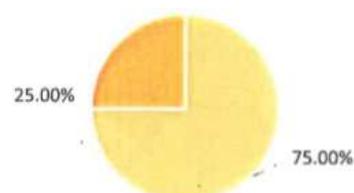
■ Strongly agree ■ Agree ■ Disagree

When concerns are raised, the staff at Woodbury respond in a timely manner



■ Strongly agree ■ Agree

I feel my child is safe and secure at Woodbury

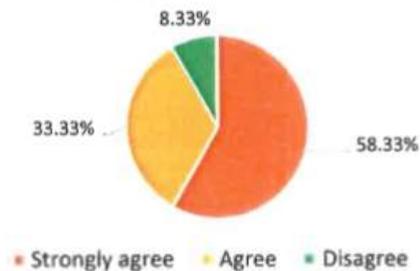


■ Strongly agree ■ Agree

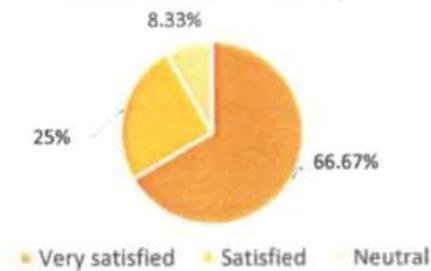
Community Satisfaction (continued)

Parent Satisfaction (continued)

I feel the level of education my child receives is of a high quality



Overall, how do you rate your satisfaction with Woodbury



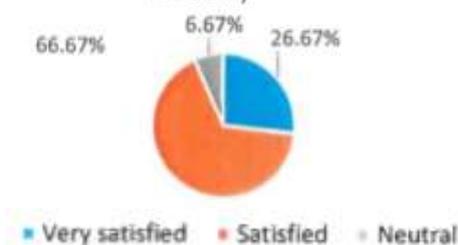
Why is Woodbury your choice of school?

- Because it is the only ABA Therapy School in the whole of NSW and because we find ABA is the most effective therapy for our child. Also the staff to student ratio is very high and the staff and teachers are all very dedicated, passionate and great at what they do.
- Woodbury is my choice of school for my child because they use the principles of ABA in teaching. ABA is also crucial to learning as he presents with lots of behavioural issues which interrupts his ability to learn. Woodbury focus on behaviour intervention helps Marcus reach his academic goals and also gives our family the tools and knowledge to deal with behaviours due to his autism at home and in the community
- Its application of ABA therapy especially as we attended Lizard children's centre prior to starting school

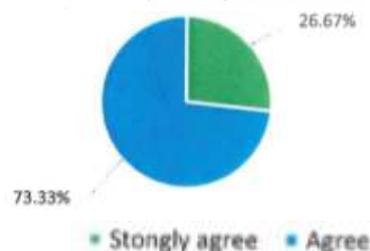
Staff Satisfaction

All staff (19) were provided with the opportunity to participate in the Staff Satisfaction Survey to which 15 staff responded.

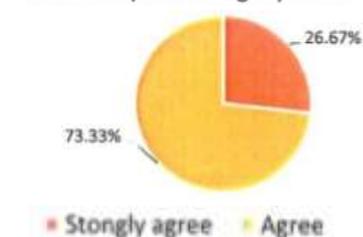
Overall, how do you rate your level of satisfaction with your position at Woodbury



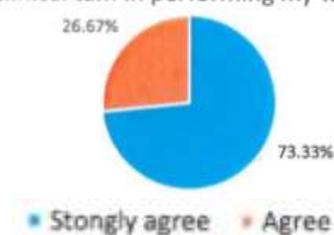
I am satisfied with quality of feedback on my work performance



I have the support of the head of School in performing my work



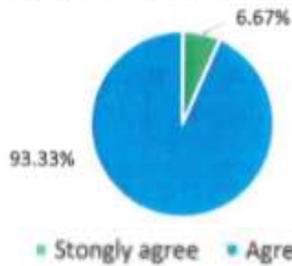
I have the support of the schools clinical team in performing my work



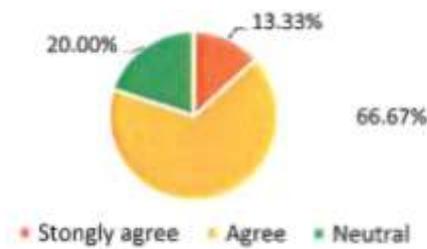
Community Satisfaction (continued)

Staff Satisfaction

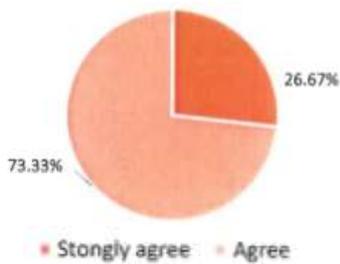
I have the support of the schools Teachers in performing my work



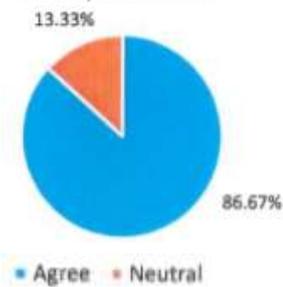
I have the support of the schools Administration team in performing my work



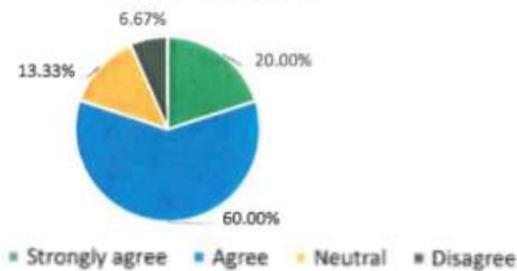
I feel part of a team at Woodbury



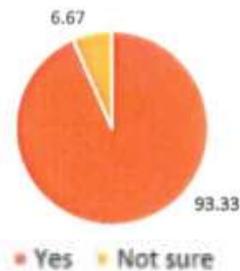
Employees at Woodbury take initiative to help each other



I am provided with opportunities for professional growth



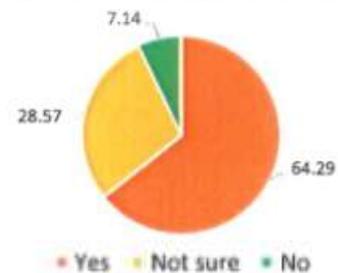
Would you recommend Woodbury to potential families as a school of choice



I would like more professional development in the areas of –

- NSW Curriculum and special needs students
- Literacy and mathematics in the classroom
- All aspects of ABA
- Data collection and open communication

Would you recommend Woodbury to others for potential employment



What do you like about working at Woodbury?

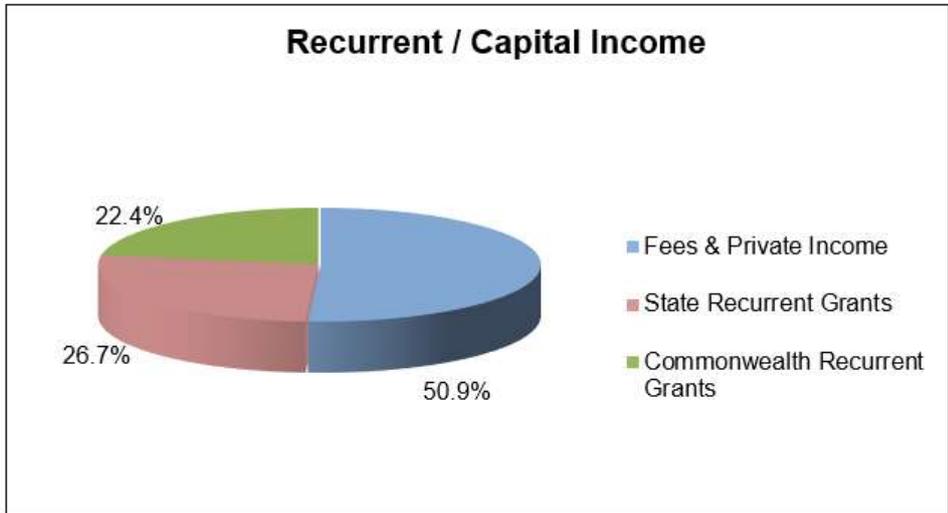
- Sense of community
- The people and the students
- The students!
- Making a difference in these childrens lives and they making a difference in mine

13. Financial Information

Revenues from tuition fees and Government Funding are used to meet recurrent expenditure such as staff salaries and teaching resources. Government Funding has changed from 2019 with a new needs based model. It is estimated that Funding for students with disabilities will grow on average by 4.8% per year. Also the Supervisor Subsidy Scheme will be replaced with a Special Fund indexed at 2.5% pa. Woodbury is a not-for-profit School. Autism Education and Research allows for Tax-Deductible Donations to be made. The School's Accounts are audited annually and complies with relevant Accounting Standards and Legislation.

Recurrent / Capital Income

Fees and Private Income	51%
State Recurrent Grants	27%
Commonwealth Recurrent Grants	22%



Recurrent / Capital Expenditure

Salaries, Allowances and Related Expenses	86%
Non – Salary Expenses	13%
Capital Expenditure	1%

