



EDUCATIONAL CONTEXT POLICY
FOR
WOODBURY AUTISM EDUCATION AND
RESEARCH LIMITED



EDUCATIONAL CONTEXT OF THE SCHOOL

Woodbury is an independent primary school for children with autism spectrum disorders. Established in 2006, it is the first school in Australia to follow the principles of Applied Behaviour Analysis (ABA). ABA is a scientifically proven teaching pedagogy demonstrated to show skill gains in the areas of academics, behaviour, communication, adaptive and social skills for a variety of individuals.

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 smaller class sizes and a higher staff-to-student ratio to ensure adequate support regardless of each students' learning and behaviour needs.

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.

Student Population

Currently, Woodbury students are aged between 3.5 and 12 years of age with a primary diagnosis of autism spectrum disorder.

For all students that apply to attend Woodbury, we utilise an in-depth intake assessment process in order to determine if he or she is able to benefit from the teaching and behaviour intervention services we provide.

The school offers an individualised, comprehensive program that is tailored to meet each student's unique learning, communication and behaviour profile. Our group skills curriculum is designed to systematically focus on the skills necessary to participate in a broad range of social and academic group settings. Students are taught the necessary skills to successfully engage in a less restrictive setting therefore promoting inclusion and acceptance. Our goal is for our students to move on from Woodbury and benefit from learning in a less restrictive teaching environment.

Our Vision

To provide a safe, caring, enjoyable and effective educational environment where students with autism can thrive and grow towards independence through an educationally sound, research validated teaching and behaviour intervention methodology.

Our Aims

- To continue to provide high quality educational and behavioural services, following the principles of ABA, for students with moderate to severe autism.
- 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 educational and behavioural outreach and training services to the rural and remote community of NSW.
- To provide the opportunity for research into effective educational methods for students with ASD by inviting collaboration from universities.

CO – CURRICULAR ACTIVITIES

Are not currently planned but may be initiated at a later stage in consultation with the parents.

CURRICULUM AND TEACHING

As a school of a kind Woodbury uses its specialised teaching background and professional discretion to apply research based and empirically tested teaching methodologies within the school

Developmentally based assessments and curriculums are utilised to monitor student progress and guide curriculum and planning

All individual goals are directly linked to the NSW curriculum outlining how our unique teaching styles are working towards and in line with the recognised Key Learning Areas.

HOMEWORK POLICY

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.

Parents whom request homework for their child it will be discussed with the teaching team on a case by case basis.

Woodbury does not have the capacity to implement a home program and while many of our students would benefit from the opportunity to generalise and maintain skills at home this is not within our current scope of service.

Parents who wish to have additional support at home should seek external service providers to work with their child in the home. Woodbury will collaborate with these providers to ensure a cohesive and consistent approach to education and learning. These service providers are better equipped to guide parents in the provision of homework after school hours.

Record of School Achievement

Effective the commencement of the 2015 school year, Woodbury ceased to provide students with secondary school education.

As a result of this change, notification to parents that students are not eligible for Record of School Achievement and the consequences of the school not being accredited is no longer required.

Prior to 2015, the parents of all students who were entering secondary schooling years at Woodbury were advised by letter that the school was not accredited and that the student was not eligible for the Record of School Achievement.