



2019 NESA ANNUAL REPORT



Clinical Director

During 2019 we continued to focus on refining and improving the services we provide to our students. Following a detailed feasibility assessment, completed by a third party, we identified early intervention and school preparation as support area which is currently under supported. As a specialist school we see how challenging it is for students to transition into a new school placement, often taking 6-8 months to fully settle into the routine and become comfortable with the expectations. This settling in period, while important, impacts upon learning opportunities available during the first year of schooling. The time spent settling in and feeling confident within the classroom learning expectation is time which could have been otherwise devoted to furthering skill sets and promoting learning.

To overcome this challenge and support students in their transition to schooling we opened "Ruben's Place" specialised group intervention service. The service runs similar to a pre-school service however is specifically tailored to meet the needs of individual students with a diagnosis of Autism Spectrum Disorder. Children attend the program for 12-18 months prior to starting schooling to practise skills such as independence in daily routines, participation in a group setting and following classroom routines. In 2018 we had a cohort of 11 students 9 of whom successfully transitioned to a school placement with the remaining 2 continuing for a second year in Ruben's place to gain extra support.

In addition to the new early intervention program we have also spent time refining the teaching and education support we provide within the primary school. In 2019, following extensive market research, we moved to an online data collection system allowing teachers and therapists to track student responding, in the moment and analyse progress towards individual goals. Streamlining of data collection in this way affords the opportunity to maintain accurate measurement of student progress while also decreasing paperwork and administrative requirements for teachers. This additional time, no longer allocated to paperwork, can be used to plan additional lessons and research new teaching strategies.

During 2018 and finishing in 2019 we completed a research project on the skill sets required to successfully participate, learn and progress in a group setting. After extensive research, spanning over 4 years, into group learning and participation we created and adapted our own curriculum. The group skills checklist systematically breaks down the skills needed for group based learning and is applied individually to each student to support success. Over the course of 18 months a sample of students were monitored to measure correlation between progress through the checklist goals and rate of acquisition in a group lesson. Upon completion of the research project we had the opportunity to present the results both nationally and internationally at recognised special education conferences in both Brisbane, Chicago and Melbourne. This was a wonderful opportunity to not only further the progress and development of our students but to share our experiences with other professionals.

The final addition to the primary school educational services was the introduction of a social skills program which is run during the school holidays. This program is only available to current enrolments and provides children with structured access to social and leisure activities during the non-term time.

Finally we have seen some restructuring at a senior management level this year. Following the resignation of our executive administrator an extensive recruitment campaign was launched. We hired a new part time finance manager and added to our clinical team with an additional Behaviour Analyst and speech and language pathologist. The expansion of the clinical team allowed for myself, the clinical director, to take on additional responsibilities in relation to executive administration and management of the school therefore ensuring all staff are adequately supported and high quality systems can continue.

Lauren Chapman M.Ed, BCBA
Clinical Director



Parent Representative

In 2019 'Woodbury' decided to once again hold what had proven to be a very successful fundraiser when it was first held in July 2018 and that is the much-beloved Bunnings BBQ Fundraiser. Bunnings BBQ's are fast becoming the quintessential weekend activity for many Aussie families and as such they are proving to be a terrific fundraising activity. Not only do the Bunnings BBQ's help to raise some much needed funds for the school but they also present the staff, teachers and family members of students at the school (who volunteer on the day) with the perfect opportunity to meet local families and community members face to face and tell them all about the school and the terrific work that it does. Bunnings's BBQ's have proven to be a great way to get the word out about 'Woodbury' while raising money and the fact that the sausages are so darn tasty, well... that is just an added bonus!! With two successful BBQ's in 2019 we raised just over \$4,000 for the school which was a great effort.

Both these BBQ Fundraisers had proven incredibly successful and had raised some much needed money for the school however I am pleased to say that they were not the only success stories of 2019.

In June 2019 'Woodbury' was able to secure some much needed classroom equipment for the school when one of the family members of a student decided to approach one of Australia's largest retailers directly and ask for support. The retailer was 'Harvey Norman' and thankfully the 'Sponsorship Department' of the well-known brand was all too happy to oblige and very generously donated two brand new Apple iPad's with Wi-Fi capability and 128GB of storage space, to the school. In addition to the iPads they also included a \$200 iTunes voucher that would help to go towards purchasing educational apps that could be installed on the iPads for the students to use.

More help and financial support for the school would be forthcoming when later that year we applied for a Club Grant initiative that was run by the 'Castle Hill RSL'. The 'Club Grant' was designed to help local Community Groups and Service Providers secure financial aid that could assist them in a variety of ways, such as aiding them to undertake and complete various projects or purchase necessary equipment for their Clubs or Groups etc. I am delighted to say that in late October 2019 the grant was approved and the school was awarded over \$2,000! The money secured from the Grant eventually went towards the purchase of a much-needed piece of classroom equipment called a Comm box which supports interactive learning and engagement in the classroom.

Overall 2019 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' and the 'Christmas Family Fun Day'.

One thing's for certain after a fun filled and very successful 2019, 2020 has a lot to live up to!

Mel
Woodbury Aunty & Head of P&F Committee

Contextual Information

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 has over 40 years of research supporting it as an evidence based practice and is scientifically proven to improve academic, behaviour, communicative, adaptive and social skills in children with autism.

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 small class sizes and our staff to student ratio ranges from one-to-one to one-to-three, depending on the students' learning and behavioural needs.

Woodbury's goal is to provide to intensive educational supports in the early years of schooling thereby facilitating inclusion in educational and community based settings later in life. Our systematic application of ABA to schooling and individualised classing structures allows us to amend the level of support provided to each students based on progress and success. While many students start their schooling journey with a higher staffing ratio to facilitate inclusion and participation this support level is gradually decreased, as the student meets with success and learns the necessary independent skills, to facilitate inclusion in a less restrictive school placement.

Our Vision

Our Vision is 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.

This dedicated team of professionals are on-site and in the classrooms daily providing students the individualised supports they need for success.

Our Aims

To bridge the gap between early intervention and school participation by providing intensive group instruction and support in early years of school.

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 learning opportunities for the wider community and foster effective relations between Woodbury and other specialised providers.

Student outcomes

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.

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. 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.

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.

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.



Professional learning

Professional learning 2018	Standard
Decreasing problem behaviour during discrete trial training	4.1.2, 4.3.2
Child protection legislation- reportable conduct and allegations against employees	4.4.2, 6.2.2
Proactive strategies in the Classroom	4.1.2, 4.3.2
NSW class or kind investigators accreditation course	7.1.3, 7.2.3, 7.3.3
Analysis of errors in learning	3.6.2
Introduction to ABA	3.3.1
AIS governance symposium	3.9.3.4
Introduction to school governance	3.9.3.4
NCCD moderation network	1.5.3, 1.6.3, 6.3.3, 7.2.3
Supporting students in group learning	3.3.1
Positive practices in behaviour support	5.3.4
Periodic Service review- assessment of service quality	5.3.1
Reframing your thoughts- staff burnout and stress	6.2.2
Governance for school council members	3.3.9.4
Promoting communication strategies	3.5.2
First aid	
Australian speech and language conference	3.5.2
Australian Association of Behaviour Analysis- annual convention	4.1.2, 4.3.2
Functional analysis in the school setting	4.3.3
Advanced ABA	3.3.2
Review of motivation and its application to teaching	3.2.1
Woodbury group curriculum case study	3.6.2
COMMBOX- interactive whiteboard use in the classroom	3.4.2
PROWISE- interactive technology in the classroom	3.4.2
Promoting communication between team members	3.4.2

Workforce composition

Table 1 Staff Composition

Position	FTE	Male	Female
Clinical Director	1	-	1
Finance Manager	0.4	1	1
Clerical Assistant	0.6	-	1
Marketing and Fundraising officer	0.4	-	1
Clinical Supervisor	1	1	-
Teacher	2.6	-	3
ABA Therapists (Level 1,2,3)	11.2	-	13
Speech and Language Pathologist	.4	-	1

Note: During 2019 there were no indigenous staff employed by the school.

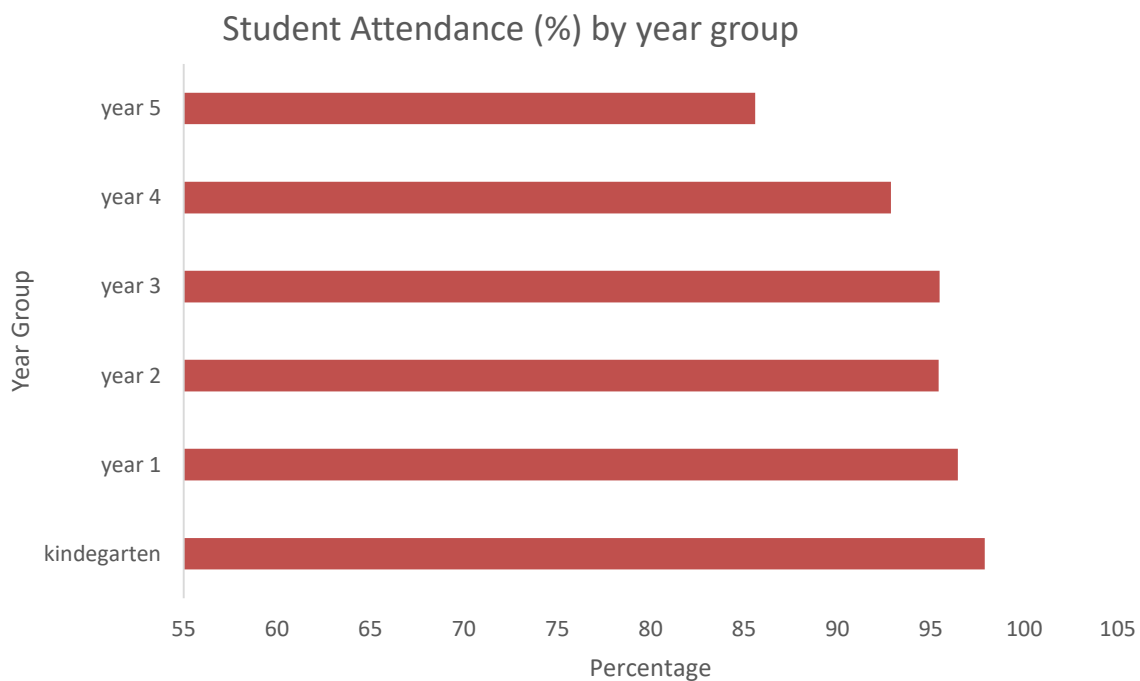
Table 1 Teacher qualifications

Teacher Category and Accreditation Status and	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 (AEIONOOSR) guidelines.	3
Accreditation Status	
Proficient	2
Conditional	1

Student Attendance



The whole school student attendance rate for the 2019 school year was 94.68%. The following chart demonstrates the attendance rate per year level equivalent, note there were no students enrolled within the year 6 age group therefore attendance for this year group was not graphed



Management of non attendance

Parents are required to contact the school by 7.30am to advise of a students 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.



Characteristics of Student Body

The total number of student enrolments at the end of 2019 was 15 of which 93% (14) of the students were male, and 7% (1) were female.

In addition to school enrolments there were 8 students enrolled in the early intervention Program of which 62% (5) were male and, 38% (3) were female. Note these enrolments are not included below as these students are not within the school population.

Student population

At the completion of 2019, Woodbury students were aged between 5 and 10 years of age, with all students having a diagnosis of autism.

Students who attend Woodbury present with challenges which make participation in the classroom setting 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.

Enrolment Policy

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 schools website www.woodbury.org.au and are provided to parents in an enrolment handbook upon commencement of schooling

Admissions Committee and Process

1. Open days are held once each term to allow prospective parents to gather information on our school and its services.
2. Enrolments can be accepted at any point throughout the year, assuming a vacancy is available.

If enrolments reach capacity details of further enrolment enquiries are documented on an enquiry register. Whenever a student place becomes logged enquiries are informed of the vacancy and invited to apply

3. All applications will be reviewed based on the following steps:

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- in person intake assessment
Stage 4:	Meeting with parents or caregivers to determine admissions suitability.
Stage 4:	Review of assessment and recommendation

4. The final meeting (Stage 4) is an important aspect of the admission's process. The Clinical director (on behalf of the school) with both parents will decide if placement at Woodbury is appropriate.
5. 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.





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 an adequate number of staff to support each classes needs. Students with significant behaviour challenges will have a behaviour support plan accompanied by an individual risk assessment which determines the level of support required to maintain student safety and facilitate interaction. For students whom do not require intensive behaviour support the minimum staffing ratio is one staff to four students with an average daily ratio of one staff to two students. Staff members for this calculation include all therapy and teaching staff. The level of supervision in the classroom varies between 1:1 and 1:3 staff to student ratio.

The staff to student ratio during morning tea and recess is adjusted based on the level of supervision required for these activities. Students requiring additional support to facilitate interaction, minimise challenging behaviours and promote independent routines are allocated a specific staff member, during morning tea and lunch as required. The general staffing ratio for morning tea and lunch is one staff member to four students with additional staff on call as required.

Each classroom is also equipped with a mobile phone. The main reception office and the administrative office are equipped with a landline. 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.

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: the local park, streets and paths around the estate and sporting facilities within the grounds. A minimum staff to student ratio of 1:2 will be observed at all times during off-site excursions, a maximum staffing ratio of 2:1 will be provided as needed, students requiring a higher ratio of staffing will not participate in offsite activities. 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.

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.

School Policies- Student Wellbeing

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 administrative staff are 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 Clinical Director 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.

Health and Medication

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

Students whom attend the school may be on medication or special diets, 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 updated information about the health, medication and dietary status of their child on a weekly basis.

Medication

Medications is only provided following receipt of guidelines from 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.

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.

School Policies- Student Wellbeing

Critical Incidents

In general terms, a critical incident is defined as a traumatic event which does or is likely to cause extreme physical and/or emotional distress to staff, clients, families, the broader community and volunteers and may be regarded as outside the normal range of experience of the people affected. A critical incident may take place either at or away from the Woodbury site. A critical incident should be regarded as any incident which may put the Woodbury community or any part of it under major stress.

At the time of the incident:

- Woodbury staff assess the situation
- Ensure the safety of all concerned
- Contact appropriate emergency services if required (see list below)
- Contact appropriate support people if required e.g., co-worker, Head of School
- Collect phone numbers/contact details of all people involved (including witnessing) the incident

All incidents are documents and logged on the incident and report register allowing analysis of procedures and amendments where required.

Child Protection

Woodbury provides an educational environment which nurtures and develops all students in their care and attempts to ensure that at all times each student is safe and free from harm and any form of abuse. To facilitate this, all staff will receive a copy of the school's policy on Child Protection on commencement of their employment, and whenever there is a change to such policy. The school's policy will be reviewed at the commencement of each school year or earlier, if necessary. All staff are required to sign and acknowledge that they have read and understood the school's policy on Child Protection and that they understand their legal obligations. As part of the employee's orientation program when commencing employment, and on an annual basis thereafter, Woodbury staff will receive training in appropriate child protection procedures and understandings, and to notify the Head of School, should they suspect *reportable conduct*, or that a child is at risk of harm. Allegations of *reportable conduct* made to the Head of School will be dealt with procedural fairness and without fear of retribution to staff.

Woodbury recognises that the wellbeing and protection of children is a collective and shared responsibility and supports the principles of *Keep Them Safe – A shared approach to child wellbeing*. Woodbury is committed to the safety, welfare and wellbeing of all children.

At Woodbury, students will only be released to authorised persons. A register of authorised persons will be kept in the main office of the school, accessible to all employees.

Current legislation is followed, as noted below, and staff undergo training at least once every 12 months to ensure practices and knowledge remain up to date.

- the *Children and Young Persons (Care and Protection) Act 1998* (NSW) (the **Care and Protection Act**);
- the *Child Protection (Working With Children) Act 2012* (NSW) (the **WWC Act**); and
- the *Ombudsman Act 1974* (NSW) (the **Ombudsman Act**).

School Policies- Code of Conduct

Codes of Conduct

The aim of the code of conduct is to outline standards of behaviour expected of all employees and contractors of the school. The code places an obligation on all employees to take responsibility for their own conduct and to work with colleagues co-operatively to achieve a consultative supportive workplace where people are happy and proud to work

Privacy and Confidentiality

This Privacy Policy sets out how the School manages personal information provided to or collected by it. The School is bound by the Australian Privacy Principles (APP) contained in the Commonwealth Privacy Act.

In relation to health records, the School is also bound by New South Wales Health Privacy Principles which are contained in the *Health Records and Information Privacy Act 2002* (Health Records Act). The School may, from time to time, review and update this Privacy Policy to take account of new laws and technology, changes to the School's operations and practices and to make sure it remains appropriate to the changing school environment.

Discrimination, harassment and bullying:

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

Complaints and Grievances:

Woodbury recognises that staff, and parents, may, from time to time need to resolve a conflict between themselves and another employee of Woodbury Autism Education and Research Limited (the school). The goal is that we, at Woodbury, work as a team to serve the children with autism that attend Woodbury. In order to do this we must have a foundation of trust and respect for each other through appropriate communication and a worth ethos that holds each individual accountable for their actions and words.

Woodbury welcomes all feedback and constructive criticism as a means to improve our educational provisions.



School Policies- Code of Conduct



Positive Behaviour Supports

Woodbury is committed to ensuring the rights of children with Autism Spectrum Disorders to live and receive an education in an environment that is free from abuse. Children with Autism Spectrum Disorders may exhibit challenging behaviour but are entitled to the same rights and safeguards as others in the community.

Our student population presents unique challenges and as such management of challenging behaviours is different to that devised for typical children. Words such as 'penalties' or 'discipline' do not apply. Any management of unacceptable and inappropriate behaviour is designed to reduce the occurrence of that behaviour in the future, while teaching and increasing the appropriate replacement behaviours.

Woodbury recognises that challenging behaviour is a form of communication which occurs when the person has limited expressive and receptive communication skills. The term "challenging" refers to the challenge faced by the person's teachers, carers and the community to respond to and to provide support in an ethical, appropriate and effective manner.

The science of Applied Behaviour Analysis (ABA) contains a variety of techniques for reducing challenging behaviour. The principles and methodology of ABA allow the behaviour practitioner, in conjunction with teacher and parents, to complete assessments to determine why the challenging behaviour is occurring. Once a function has been determined individualised supports can be selected and implemented to focus on decreasing instances of challenging behaviour and increasing appropriate alternatives.

As per the current legislation and guideless restrictive practises will only be used as a last resort, once all other options have been exhausted, and will only be applied within the framework of a behaviour intervention plan. These practises will never be implemented without prior consent from parents or guardians and will only be accompanied by a clear and concise plan to fade the restrictive measure as quickly as possible,

As per guidelines all uses of restrictive practises will be reported to the NDIS commission and formal review procedures will be implemented. Any implementation of restrictive practises will be done so with a clear and specific process outlining how these practises will be faded and decreased as the student meets with success.

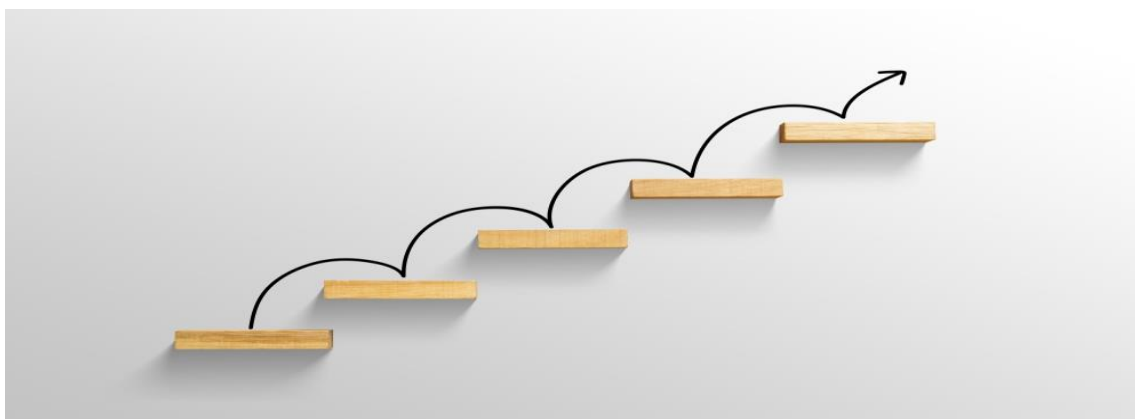
Restrictive practises should never be implemented alone and should always be accompanied by relevant and appropriate proactive supports ensuring a focusing on teaching appropriate replacement skills.

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.

Priority Areas for Improvement

Achievement of 2019 identified targets

Area	Priority	Status
Access to Appropriate Education	To provide students with Autism an effective education that teaches the relevant skills for future success.	<p>This goal is ongoing.</p> <p>Our updated group skills curriculum provides a research based intervention to teaching group participation and learning.</p> <p>With careful budgeting this year we have been able to successfully reduce our enrolment fees meaning our services are now accessible to a wider audience as evident by our increase in enrolments for the 2019 school year.</p>
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.	<p>This goal is ongoing.</p> <p>Commencing 2019 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. These improvements were actioned in the second quarter of 2019 and have resulted in increased in interaction between Woodbury and the Autism Community. This increased interaction is evident by higher levels of interaction both on the website and social media platforms, larger numbers at the recent open day and increased enrolment enquiries. With this increased awareness the next step is to use these connections to facilitate fundraising through partnerships with local businesses and organisations.</p>



Achievement of 2019 identified targets

Area	Priority	Status
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.	<p>This goal is ongoing.</p> <p>This year Woodbury has presented at two professional ABA conferences. Woodbury was honoured to provide a 30-minute presentation on our curriculum and teaching practises at the International Applied Behaviour Analysis conference held in Chicago during May. Woodbury also presented on the application of ABA within the classroom at the upcoming ABAToday conference held in Melbourne during June.</p>
Collaborative service delivery	To continue to increase Woodbury's presence within the local community. To establish Woodburys reputation as one which is associated with effective, quality intervention, inclusive practises and a supportive environment	<p>This goal is complete.</p> <p>Throughout the course of the year this goal has amalgamated with other identified areas of dissemination of knowledge and community awareness. Future areas of development in this area will be focused on within these categories.</p> <p>In the later part of 2019 Woodbury initiated consultation with a local occupational therapist whom provides 1:1 services, within the school, to students whose parents consent. This collaboration has allowed us to broaden our service delivery and incorporate recommendations from other professionals within our practice.</p> <p>Woodbury has also hosted multiple student placements for individuals studying speech, behaviour analysis and education. This placement allows us to support aspiring professionals in their development and supports collaboration and dissemination of knowledge.</p>
Governance & Strategic Planning	To review the possibilities for expansion and diversification of Woodburys services. To create a strategic plan and implement the necessary steps required to see this come to fruition within the next school year.	<p>This goal is ongoing.</p> <p>We introduced the new early intervention program supporting school readiness as well as the social skills holiday program to provide a broader range of supports and services to our students.</p> <p>These services have been well received and enrolment numbers and interest has remained high throughout the year.</p>

Priority Areas for Improvement

Determined targets for 2020

Area	Priority
Access to Appropriate Education and continued improvement to service delivery	<p>To provide students with Autism an effective education that teaches the relevant skills for future success.</p> <p>To increase enrolment numbers so a larger student population can benefit from our specialised services.</p> <p>To maintain enrolment fees at an affordable level so a larger student population can benefit from our specialised services</p> <p>To continue to improve our service delivery through the application of a periodic service review</p>
Community Awareness	<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>
Dissemination of Knowledge and continued professional development	<p>With the upcoming changes to the international accreditation of behaviour analysis and the introduction of applied behaviour analysis course sequences within Australia the Australian Chapter of applied behaviour analysis Australia is seeking national certification for behaviour analysts. Woodbury will be part of the national regulation project seeking to ensure behaviour analysts within Australia are suitably qualified. This is an important venture for Australia as it will allow accreditation to be specifically designed and suited to Australia's unique culture and needs. The project will utilise the current international standards and adapt them to ensure effective dissemination of ABA within Australia.</p> <p>To maintain connections created with local and national universities to provide meaningful placements for students undergoing relevant study</p> <p>To continue to provide consistent and sustained opportunities of quality training of staff through 1) sending staff to attend relevant local and national conferences and training opportunities, 2) in-house training regarding ABA principles and strategies and 3) bringing in outside organisations to provide training in other targeted areas.</p>
Governance & Strategic Planning	<p>To explore the possibility of new premises to facilitate access to appropriate education for a larger student population.</p> <p>To continue to seek new board members to support and facilitate the growth of the school.</p>

Respect and Responsibility

Woodbury aims to provide a high quality schooling environment through fostering respect, responsibility and independence across our students, staff, parents and the wider community. 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.

Woodbury's aim is to provide students with the skills they need to successfully and independently integrate into their local community.

Students are taught independence in the areas of:

- Completing daily routines
- Toileting and self-help skills
- Feeding and independence around meal times
- Making choices about their day and engagement in appropriate leisure and work activities

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

- Individualised programming to meet each student's individual needs
- Staffing ratio's to promote appropriate participation in classroom activities
- Providing an appropriate communication strategy for each individual student
- Teaching social competence in making requests and responding to others
- Sharing, turn taking, waiting and social interaction
- Group participation and engagement
- Being kind to one another and sharing resources

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
- Their own possessions through independent tasks such as packing their bag
- Their own health through daily living tasks such as toothbrushing and facewashing

Staff are expected to demonstrate in the classroom 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 taking into account within the decision making process
- Regular meetings to ensure all team members are up to date on decisions and changes
- Clearly defined conflict resolution policies which promotes open and honest communication and the resolution of conflict in person
- Regular team building exercise and activities

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 service reviews to provide an overall review of the schools quality of service allowing us to provide praise and constructive feedback, review areas of weakness and set goals for improvement.

Respect and Responsibility

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.

Independence among families and the wider community is fostered through:

- Parent training and regular progress summaries to foster generalisation of skills and allow 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 actively 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 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 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.

Responsibility of families in their student's education and our responsibility to support families and the wider community 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 schools 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.



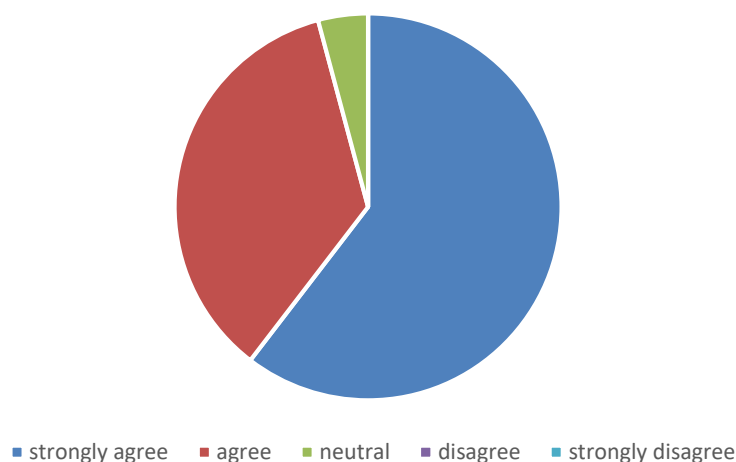
Parent Satisfaction



All parents were given the opportunity to participate in our satisfaction survey completing a series of questions, online through survey monkey. In previous years both online and paper versions of the survey had been distributed, however based on previous feedback demonstrating a preference for online completion the form was sent solely online with the option to request a paper version if preferred. The total respondents to this survey represents 46.15% of the parent population for 2019 enrolments.

Parents were asked to rate their satisfaction from strongly agree to strongly disagree in relation to the quality of communication between home and school, the information documented within the reports specifically in relation to their child's progress, the level of care provided in relation to child safety and welfare, the quality of education and general satisfaction. Of the parents whom responded 95% rated the above categories as agree or strongly agree.

Parent Satisfaction 2019



The final questions asked

"Why is Woodbury your choice of school?"

and

"What is Woodbury doing well?".

Below are a selection of comments from these answers:

"Woodbury is one of a kind for children on the spectrum, it offers a great support platform for the parents, staff are open and honest to approach"

"Woodbury tailors the learning to suit my child's needs"

"my son gets the best support at Woodbury, his teachers know him and his needs really well"

"Staff are amazing and the programs they have in place help my son gain the skills he needs to participate in school"

"I love the way teachers show love and respect for each child, the school adapts the strict principles of ABA to make them simpler and more applicable giving my child a choice in his learning and education"

"communication between parents, teachers and staff is always great. Everyone is honest and helpful and I love that I'm able to read about my child's day in the communication book"

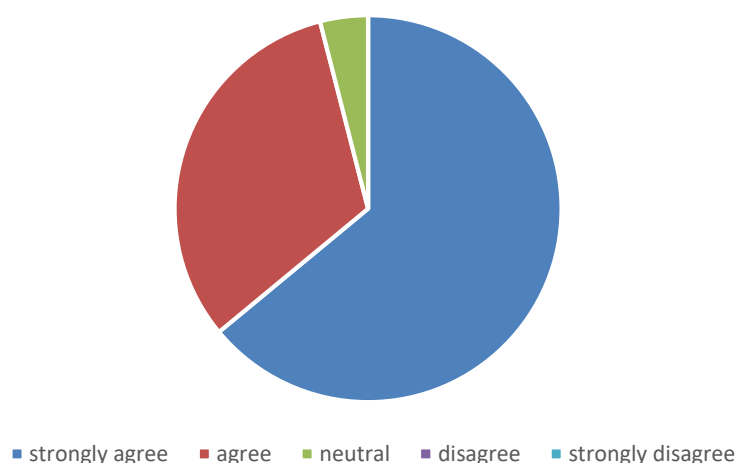
"please keep doing the remarkable job you guys are doing, everyone in Woodbury makes a wonderful team"

Staff Satisfaction

All staff were given the opportunity to participate in our satisfaction survey completing a series of questions, online through survey monkey. In previous years both online and paper versions of the survey had been distributed, however based on previous feedback demonstrating a preference for online completion the form was sent solely online with the option to request a paper version if preferred. The total respondents to this survey represents 76.19% of the staff population for 2019.

Staff were asked to rate their satisfaction from strongly agree to strongly disagree in relation to the their overall satisfaction with their job role, the quality of coaching, support and feedback, support from the head of school, administrative staff and clinical team, the promotion of team work and respect and the quality of professional development opportunities. Of the staff whom responded 95% rated the above categories as agree or strongly agree.

Staff Satisfaction 2019



The final questions asked

"What do you like about working at Woodbury"?

and

"Do you have any further comments, questions or concerns?"

Below are a selection of comments from these answers:

"I like the fact that we are all supported, I like the friendly atmosphere which makes even the hardest day a little bit easier"

"I love working with kids, Woodbury has given me such a great opportunity. I like the fact that we have ongoing coaching and support giving us ideas how to support a variety of children in the best possible way"

"I love seeing the children receive the education the rightfully deserve"

"I get a great sense of satisfaction in the different I have made in the lives of the children"

"we prioritise what is best for the students, and we help each other out when in need"

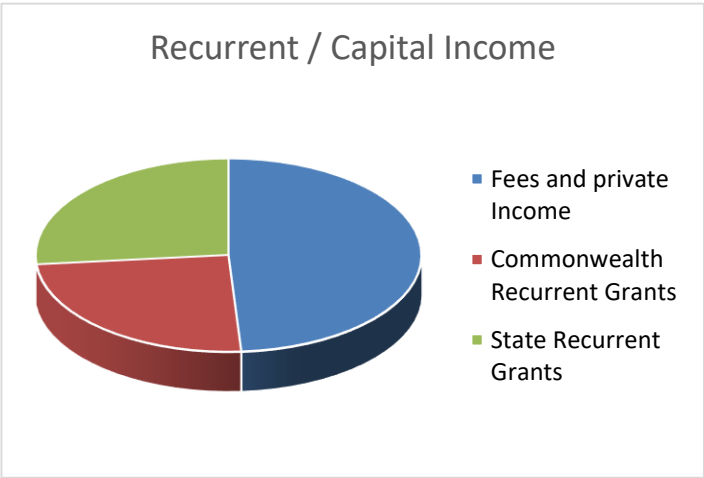
"I love the community of people, everyone is so committed and dedicated, it's a really wonderful place to work"

Financial Information

Recurrent / Capital Income

Fees and Private Income	49%
State Recurrent Grants	27%
Commonwealth Recurrent Grants	25%

Graph 1



Recurrent / Capital Expenditure

Salaries, Allowances AND Related Expenses	81%
Non – salary Expenses	19%
Capital Expenditure	0%

Graph 2

