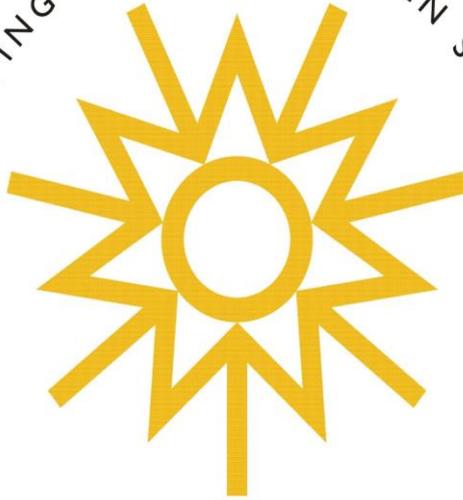


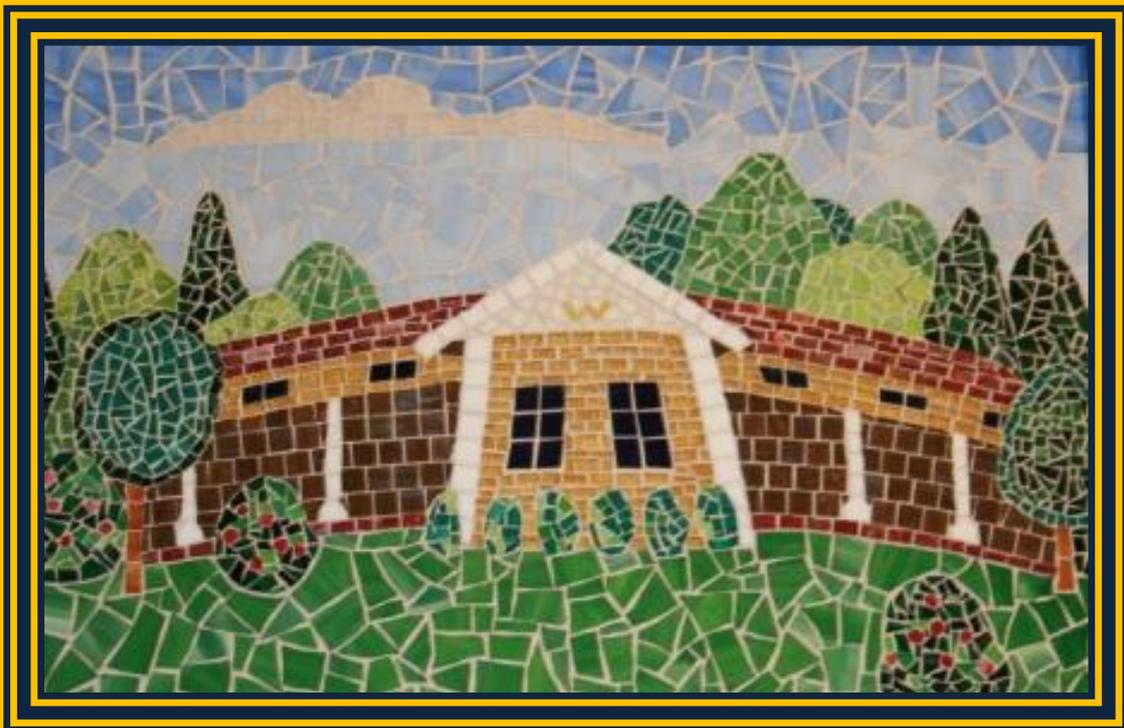
HELPING SPECIAL CHILDREN SHINE



**WOODBURY**

AUTISM EDUCATION AND RESEARCH

**2021 NESAS ANNUAL REPORT**



## Clinical Director

2021 has continued to present the education industry with new and unforeseen challenges with the global COVID-19 pandemics ongoing impact on our teaching and learning practises.

However, I am pleased to advise that Woodbury was able to adjust to the changing circumstances providing considered and effective teaching environments for our students. For many of our students learning from home presents many challenges; with flexible learning opportunities in place and adjusted staffing rosters we were able to accommodate for both on site and at home learning while affording our staff work from home opportunities. We are proud of our ability to navigate the needs of both teachers and students while maintaining a safe and effective learning environment.

In May 2021 we moved our early intervention centre into its new premises. This move allowed us to expand enrolments on both sites introducing a fifth class to our primary school campus and expanding our early intervention groups.

We have continued to be graced with increasing numbers of enquiries for our services. With our new premises we have been able to accommodate an increase in enrolments and are thankful for the opportunity to continue to provide appropriate services and supports to our families. However, we are still at capacity and continue to explore additional premises to allow continued growth

With increased student numbers we have also increased our teaching and learning team. We have been extremely fortunate to be able to add multiple new teaching and clinical staff to our team. The increased diversity within the team affords us all the opportunity for continued professional development and collaboration.

As the world starts to open up for 2022 we are looking forward to being able to return to face to face professional development and dissemination of knowledge.

**Lauren Chapman M.Ed, BCBA**

**Clinical Director**



## Parent Representative

2021 was yet another challenging year for Students in general due to the stay home health orders and online learning specially the 2nd half of the year. Online learning is specially hard for the kids at Woodbury as their learning method is different. Woodbury Clinical Director supervisors and staff rose to the occasion and delivered a teaching opportunity for the kids. Online for those that were at home and in school for those in school. This was not an easy task given the restrictions, keeping students and staff safe and ensuring their learning continues. Kudos to the team, they did an exceptional job in the most challenging environment.

Last year even during the most challenging times Woodbury managed to engage the kids with so many fun activities like cooking, crafts and music. The staff continued to keep the engagement with the parents all through out the year with updates on changes to the restrictions, safety procedures to keep the staff safe and any changes that were happening in the day to day activities.

They even accommodated parents to meet the teaching staff on zoom to discuss any concerns even with the staff shortages they were facing during COVID. This ensured the parents were supported to navigate home schooling or any challenging behaviours that the kids were having due to all the changes to routines etc. The Clinical staff did an outstanding job working with all the families.

Overall 2021 was one of the most challenging years for most people, but Woodbury under the leadership of Lauren truly did rise up to the occasion and did what they do best. Support our kids to thrive and achieve their full potential while supporting the parent community in the process.

Here's to a 2022 with no impacts of COVID.

Jayani  
(Parent)

## 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 students at Woodbury fall within the moderate to severe category of Autism Spectrum Disorder making it challenging for them to understand and participate in formalised national testing. Parents of our students elect, for their child not to partake in any such as it generally does not provide an accurate presentation of 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 2021	Standard
Reframing to combat stress	6.2.1
Supporting teachers vocal health	6.2.1
Periodic Service Review and Decision making protocol	3.6.1
Creating Safer Independent schools	7.2.1
Anaphlysis in school	6.2.1
Key word sign	3.5.1
Conflict resolution- building effective teams	6.3.1
LAMP words for life- promoting communication across modalities	3.5.1
Functions for communication and behaviour	3.5.1
Independent decision making	5.3.1
Cochlear implants	3.5.1
Early Start Denver Model- Encouraging learning through play	2.3.1
Differential reinforcement- improving participation with positive interventions	4.1.1
Preference assessments and token economy	4.1.1
Pro's and Con's of reactive intervention- minimizing restrictive practices	4.3.1
Supporting students in a group setting	3.2.1
Introduction to comprehensive literacy instruction	2.5.1
Developmental writing scale	2.5.1

## Workforce composition

**Table 1 Staff Composition**

Position	FTE	Male	Female
Clinical Director	0.6	-	1
Finance Manager	0.6	1	-
Clerical Assistant	1	-	2
Marketing and Fundraising officer	0.4	-	1
Clinical Supervisor	2	-	2
Teacher	5.2	2	3
ABA Therapists (Level 1,2,3)	13.2	3	11
Speech and Language Pathologist	1	-	1

**Note: During 2021 there were no indigenous staff employed by the school.**

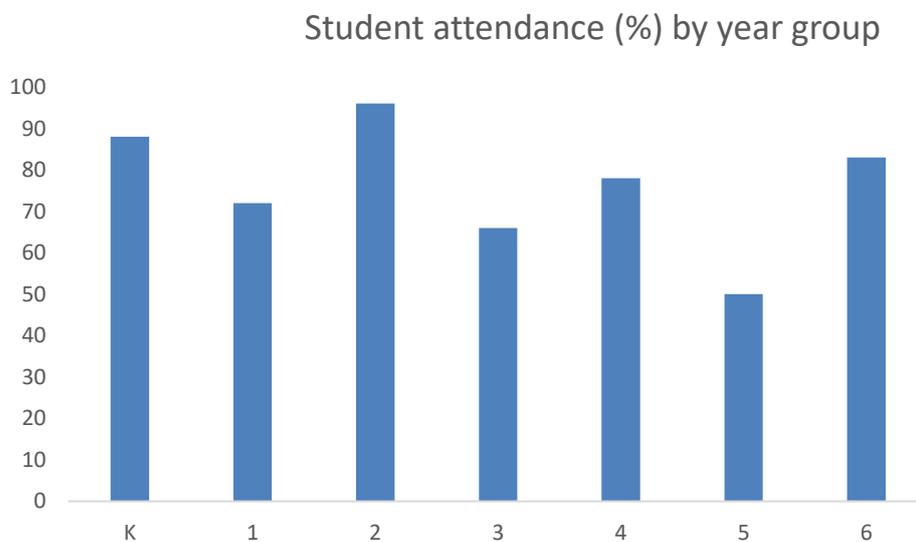
**Table 1 Teacher qualifications**

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.	5
Accreditation Status	
Proficient	3
Conditional	2

## Student Attendance



The whole school student attendance rate for the 2021 school year was 76.45%. The following chart demonstrates the attendance rate per year level equivalent



It should be noted that attendance for the 2021 school year was significantly impacted by the COVID-19 global pandemic. During term 3 remote learning was recommended for all students. During this time many of our students chose to remain at home, however their capacity to learn via online platforms significantly limited their participation and attendance during this period.

### 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 2021 was 26 of which 80% (21) of the students were male, and 20% (5) were female.

### Student population

At the completion of 2021, Woodbury students were aged between 5 and 12 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](http://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 2021 identified targets

Area	Priority	Status
<b>Access to Appropriate Education and continued improvement to service delivery</b>	<ul style="list-style-type: none"><li>• We have inhabited our current school site since 2006 and while this site has been a wonderful location in which to grow and develop it has presented with some challenges as our student population grows. Our aim for the 2021 school year is to continue the search for more appropriate school premises which will allow us to increase student numbers.</li><li>• To work with our current and future parent community to ensure the services we provide continue to meet the needs of our students and their families.</li></ul>	<p>This goal was partially achieved. We were successful in securing and opening a new early intervention centre in May 2021. The opening of this centre afforded us the opportunity to expand class sizes across both sites. We did locate 2 potential new school sites however further analysis of these sites revealed issues with council approval and planning making them unviable.</p> <p>Parent involvement has been significantly impacted by the COVID-19 global pandemic with visitor restrictions and limited access to onsite visits. As the 2022 year commences we are hopeful for easing of restrictions which will afford us the opportunity to work upon this goal</p>
<b>Community Awareness</b>	<ul style="list-style-type: none"><li>• To re-instate our previously successful fundraising efforts as a way to increase awareness and knowledge of our school and its provisions. To "re-open" the school to local businesses, parents and schools as a means to foster connections and support the local community</li></ul>	<p>Unfortunately this goal was not achieved; with lockdowns and restrictions from the pandemic it has not been possible to get out into the community for this purpose.</p> <p>We have been successful in securing multiple grants through online applications and are hopeful that 2022 will afford us more opportunity for such goals</p>



## Achievement of 2021 identified targets

Area	Priority	Status
<b>Dissemination of Knowledge and continued professional development</b>	<ul style="list-style-type: none"> <li>To afford our staff the opportunity to attend national conferences and in-person training opportunities.</li> <li>To disseminate our most recent research to a broad audience of parents and professionals through at least 2 presentations at nationally held conferences</li> <li>To reinstate our student placement program providing students currently studying towards qualifications in the areas of disability and education a supportive work place environment</li> </ul>	<p>Due to the COVID-19 global pandemic most face-to-face learning opportunities were cancelled.</p> <p>However, our staff were able to attend an online national conference during which they were able to extend their skills and professional learning.</p> <p>We were successful in presenting one presentation through an online platform; this was met with great interest from the Autism community.</p> <p>We were able to host a small number of student placements in between lock down restrictions, mostly providing short practical placements for individuals studying in the education field</p>
<b>Governance &amp; Strategic Planning</b>	<ul style="list-style-type: none"> <li>To continue to expand the skill set and knowledge of our board to ensure broad discussions and continued growth of the school</li> </ul>	<p>Without wanting to repeat myself the COVID-19 global pandemic limited progress in this goal. All governance meetings occurred remotely via zoom and professional development for board members was limited</p>

## Priority Areas for Improvement

### Determined targets for 2022

Area	Priority
<b>Access to Appropriate Education and continued improvement to service delivery</b>	<ul style="list-style-type: none"><li>• We have inhabited our current school site since 2006 and while this site has been a wonderful location in which to grow and develop it has presented with some challenges as our student population grows. Our aim for the 2022 school year is to continue the search for more appropriate school premises which will allow us to increase student numbers.</li><li>• To work with our current and future parent community to ensure the services we provide continue to meet the needs of our students and their families.</li></ul>
<b>Community Awareness</b>	<ul style="list-style-type: none"><li>• To re-instate our previously successful fundraising efforts as a way to increase awareness and knowledge of our school and its provisions. To “re-open” the school to local businesses, parents and schools as a means to foster connections and support the local community</li></ul>
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<b>Governance &amp; Strategic Planning</b>	<ul style="list-style-type: none"><li>• To continue to expand the skill set and knowledge of our board to ensure broad discussions and continued growth of the school</li></ul>

## 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.



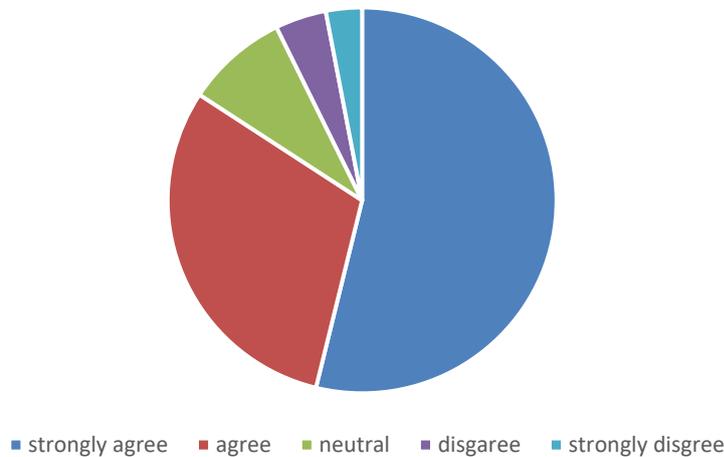


## Parent Satisfaction

All parents were given the opportunity to participate in our satisfaction survey completing a series of questions, online through survey monkey. The total respondents to this survey represents 80% of the parent population for 2021 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 84% rated the above categories as agree or strongly agree.

Parent Satisfaction 2021



The final questions asked "What is Woodbury doing well?".

Below are a selection of comments from these answers:

- Teachers, the director are amazing. My son is safe, cared and loved for the person he is. As a parent I always feel heard.
- Maximum meaningful engagement throughout the day
- I'm grateful for the school and staff, they really go above and beyond.

The general satisfaction survey noted the area of communication between school and parents as requiring improvement. To facilitate this process an additional survey was sent out specifically relating to this area looking closer at the current communication supports we use, what was working and what was not. This was sent the full parent cohort and 26% took the opportunity to provide further feedback in the area.

From this feedback we learnt that some of our modes of communication were difficult to navigate for the parents and that some of the parents were unaware of the full range of communication opportunities available.

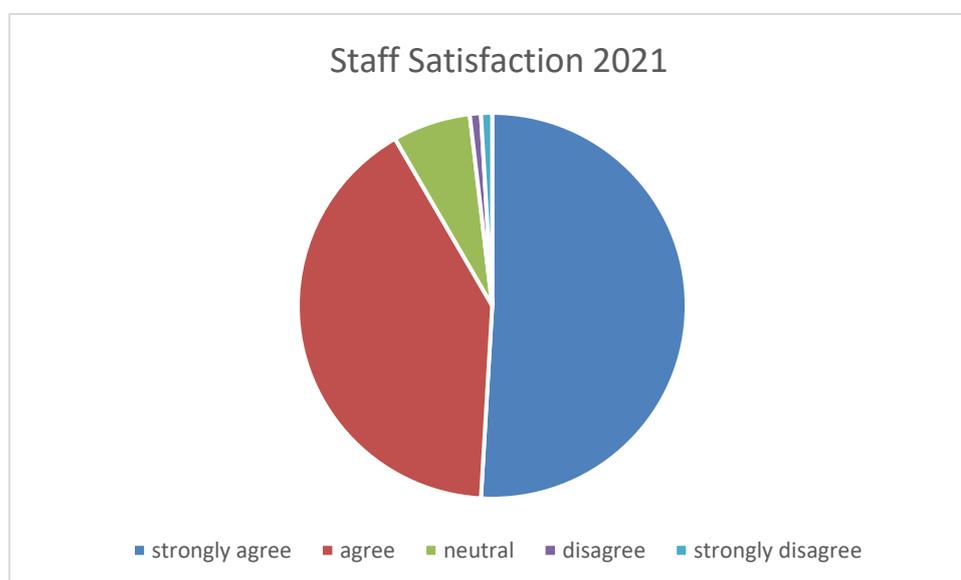
We set about to research different communication platforms and plan to move to an online application SeeSaw at the beginning of the 2022 school year.

## Staff Satisfaction

All staff were given the opportunity to participate in our satisfaction survey completing a series of questions, online through survey monkey. The total respondents to this survey represents 45% of the staff population for 2021.

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 92% rated the above categories as agree or strongly agree.

The staff were asked if they would recommend Woodbury to other parents and 100% stated they would, 83% stated they would recommend Woodbury to other potential employees



The final questions asked "What do you like about working at Woodbury"?

Below are a selection of comments from these answers:

The clinical team are well placed for Woodbury and Rubens, they each have their own strengths that contribute to the big picture of working with our students.

The SLPS are the best I've ever worked with and between them have a wealth of knowledge to support any of our students. The team are passionate, nurturing and excited to work with the children.

Woodbury listens to the parents and develops goals while keeping in mind what the parents wanted. The goals are well thought out and help the children gain the skills they need.

I believe Woodbury goes above and beyond to make sure the children learn skills to become independent and autonomous. The children are adored.

The team truly care about the students and advocated for their needs.

The support and training for the staff is ongoing and Woodbury is passionate about staff education and development

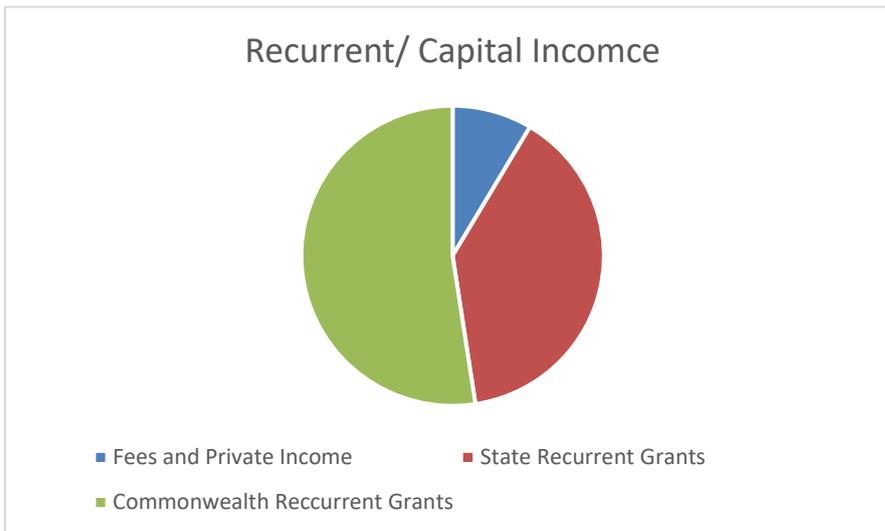
## Financial Information

### Recurrent / Capital Income

Fees and Private Income	8.55%
State Recurrent Grants	39.04%
Commonwealth Recurrent Grants	52.14%

We were able to maintain the overall cost of our school fees at a similar level to that reported in 2020. Continued increase in grants and government, specifically in relation to Commonwealth recurrent grants, means we have been able to decrease the private income requirement for parents.

**Graph 1**



### Recurrent / Capital Expenditure

Salaries, Allowances AND Related Expenses	81.21%
Non – salary Expenses	18.79%
Capital Expenditure	0%

Salaries remain the highest expenditure for the 2021 school year

**Graph 2**

