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## EDUCATIONAL CONTEXT

### PURPOSE

The document provides an overview of Woodbury, an independent primary school for autistic children, highlighting its commitment to Applied Behaviour Analysis (ABA) principles. It covers aspects such as student demographics, the school's vision, aims, co-curricular plans, teaching methodologies, and the handling of the Record of School Achievement.

### EDUCATIONAL CONTEXT OF THE SCHOOL

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

Woodbury delivers a comprehensive and individualised program to match each student's unique profile, while also identifying the KLA outcomes that our students are working towards. In addition to academics, Woodbury targets all the skills a young person requires to function independently - communication, social, play, independent living, and motor skills. We have smaller class sizes and a higher staff-to-student ratio to ensure adequate support regardless of each students' learning and behaviour needs.

Woodbury feels strongly that all autistic students deserve the opportunity to receive an education based on methods proven to maximise their likelihood of reaching functional adulthood.

### STUDENT POPULATION

Currently, Woodbury students are aged between 5 and 12 years of age with a primary diagnosis of autism spectrum disorder. For all students that apply to attend Woodbury, we utilise an in-depth intake assessment process in order to determine if they are able to benefit from the teaching and behaviour intervention services we provide.



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

Our goal is for our students to transition from Woodbury and benefit from learning in a less restrictive teaching environment.

## **OUR VISION**

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

## **OUR AIMS**

- To continue to provide high quality educational and behavioral services, following the principles of ABA, for students with moderate to severe autism.
- To strive to reduce the cost of these services to the student's support network.
- To provide our student's support network with training and coaching to assist in their interactions with their child in the home and community.
- To provide the opportunity for research into effective educational methods for students by inviting collaboration from universities.

## **CURRICULUM AND TEACHING**

Woodbury uses its specialised teaching background and professional discretion to apply research based and empirically tested teaching methodologies within the school. Developmentally based assessments and curriculums are utilised to monitor student progress and guide curriculum and planning.

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

## **RECORD OF SCHOOL ACHIEVEMENTS**

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

As a result of this change, notification to student's support networks that they are not eligible for Record of School Achievement and the consequences of the school not being accredited is no longer required. Prior to 2015, support networks of all students who were entering secondary schooling years at Woodbury were



advised by letter that the school was not accredited, and that the student was not eligible for the Record of School Achievement.