

EDUCATIONAL CONTEXT

Curriculum | Authorised by Board of Directors | NESAs Registration Document

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PART A — PURPOSE AND OVERVIEW

A1. Purpose

This document provides an overview of Woodbury Autism Education and Research Limited, an independent specialist primary school for autistic children. It sets out the school's educational context, including its founding philosophy, student population, vision, aims, curriculum and teaching methodology, and approach to the Record of School Achievement. This document forms part of Woodbury's NESAs registration evidence.

NESAs
B6.1 / B8.1 / C3

Schools must have educational facilities adequate for the curriculum, provide for student welfare and a safe environment, and deliver a quality educational program. This educational context document provides NESAs with the evidence base for Woodbury's curriculum approach and educational setting.

A2. About Woodbury

Woodbury Autism Education and Research Limited is an independent specialist primary school for autistic children, located at Baulkham Hills, New South Wales (Buildings 11, 14, and 17). Established in 2006, Woodbury is the first school in Australia to follow the principles of Applied Behaviour Analysis (ABA) as its foundational teaching pedagogy.

ABA is a scientifically proven teaching methodology with a robust evidence base demonstrating skill gains in the areas of academics, behaviour, communication, adaptive skills, and social skills for a variety of individuals, including those with Autism Spectrum Disorder. Woodbury applies ABA principles within a structured, individualised, and compassionate school environment.

Woodbury is:

- An ACNC-registered charity
- A company limited by guarantee
- A member of the Association of Independent Schools of NSW (AISNSW)
- Registered as a K–6 non-government school with NESAs

PART B — VISION AND AIMS

B1. Our Vision



Woodbury's 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.

B2. Our Aims

- To continue to provide high-quality educational and behavioural services, following the principles of ABA, for students with moderate to severe autism
- To strive to reduce the cost of these services to the student's support network
- To provide our students' support networks 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

PART C — STUDENT POPULATION

C1. Student Profile

Woodbury students are currently aged between 5 and 12 years, with a primary diagnosis of Autism Spectrum Disorder (ASD). Students may have mild, moderate, or severe presentations of ASD, and many have associated communication, behavioural, and learning support needs.

For all students who apply to attend Woodbury, an in-depth intake assessment process is conducted to determine whether the student is able to benefit from the teaching and behaviour intervention services Woodbury provides. This assessment informs the development of the student's initial Individual Education Plan (IEP).

C2. Individualised Program

Woodbury offers an individualised, comprehensive program tailored to meet each student's unique learning, communication, and behaviour profile. Key features of the program include:

- Smaller class sizes and a higher staff-to-student ratio to ensure adequate support regardless of each student's learning and behaviour needs
- Developmentally based assessments and curricula used to monitor student progress and guide planning
- All individual goals directly linked to the NSW curriculum, demonstrating how Woodbury's unique teaching approaches are working towards and in line with recognised Key Learning Areas (KLAs)
- A group skills curriculum designed to systematically develop the skills necessary to participate in a broad range of social and academic group settings
- Targeting of all skills a young person requires to function independently, including communication, toleration, social, play, independent living, and motor skills

C3. Goal: Towards Independence

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. Students are taught the necessary skills to successfully engage in less restrictive settings, thereby promoting inclusion and acceptance.

Woodbury's goal is for students to transition from Woodbury and benefit from learning in a less restrictive teaching environment. This transition goal is embedded in each student's IEP and is a central aim of the school's ABA programming.

PART D — CURRICULUM AND TEACHING

D1. Teaching Methodology

Woodbury uses its specialised teaching background and professional expertise to apply research-based and empirically tested teaching methodologies within the school. Applied Behaviour Analysis (ABA) is the foundational methodology, applied with fidelity and adapted to the individual profile of each student.

ABA at Woodbury encompasses a range of evidence-based instructional techniques, including:

- Discrete Trial Teaching (DTT) — structured, individualised instruction for acquiring new skills
- Natural Environment Teaching (NET) — embedding learning opportunities in naturally occurring contexts
- Functional Communication Training (FCT) — equipping students with effective means of communication
- Verbal Behaviour (VB) approaches — developing language across functional operants
- Positive Behaviour Support (PBS) — proactive, function-based approaches to behaviour that are embedded in each student's Behaviour Intervention Plan (BIP)

D2. Curriculum Framework

Woodbury delivers a comprehensive and individualised program that matches each student's unique profile, while identifying the Key Learning Area (KLA) outcomes that students are working towards. Individual goals are directly linked to the NSW Education Standards Authority (NESA) curriculum, and all programming is aligned with the recognised KLAs appropriate to each student's year level and developmental stage.

Developmentally based assessments and curricula are used to:

- Monitor student progress across all skill domains
- Guide curriculum planning and goal-setting at each IEP review
- Demonstrate alignment with NSW curriculum outcomes
- Inform reporting to families through the Bi-Annual Progress Report cycle

Note: Woodbury students' IEPs are reviewed at each semester. Progress toward IEP goals is reported to families at least once per term (progress toward behaviour goals) and formally in the Bi-Annual Progress Report. All programming is overseen by the Clinical Director and the clinical team.

D3. Staff Qualifications and Expertise

All teaching staff at Woodbury are NESA-accredited teachers. Clinical and support staff hold relevant qualifications in behaviour analysis, education, speech pathology, occupational therapy, or related disciplines, as appropriate to their role. All staff undergo:

- Woodbury's structured ABA competency training before working independently with students
- Annual CPI (crisis prevention intervention) certification
- Annual child protection training
- Ongoing clinical supervision from the Woodbury clinical team

PART E — RECORD OF SCHOOL ACHIEVEMENT

E1. Woodbury's Position on the RoSA

Effective from the commencement of the 2015 school year, Woodbury ceased to provide secondary school education. Woodbury is a K–6 school only.

As a result of this change, notification to students' support networks regarding eligibility for the Record of School Achievement (RoSA), and the consequences of the school not being accredited for secondary education, 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 for secondary education, and that the student was therefore not eligible for the Record of School Achievement. This process is no longer applicable given Woodbury’s current K–6 registration.

Note: All students enrolled at Woodbury are in Kindergarten through Year 6. No student at Woodbury is eligible for, or requires notification regarding, the RoSA. This section is retained in this document for historical completeness and NESAs registration records.

Version Control

Version	Date	Approved By	Summary of Changes
V1–V3	Prior to 2024	Clinical Director	Earlier versions
V4	December 2024	Clinical Director	Reviewed and updated — December 2024
V5	2025	Board of Directors	content preserved from V4; added ABA methodology detail (D1); added staff qualifications section (D3); RoSA section retained for historical completeness; version table updated. Content authorisation elevated to Board of Directors.

This document is approved by the Board of Directors of Woodbury Autism Education and Research Limited