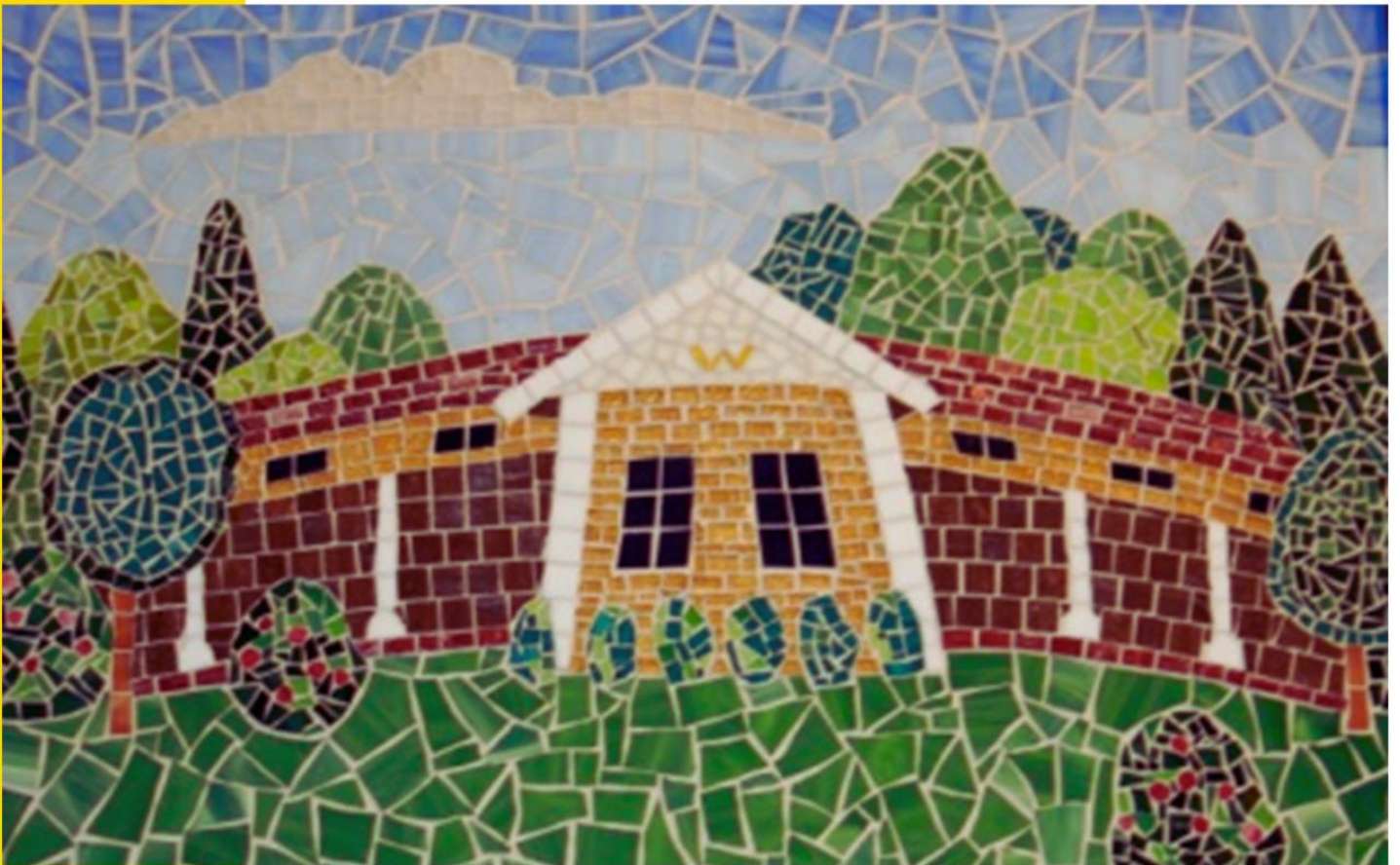


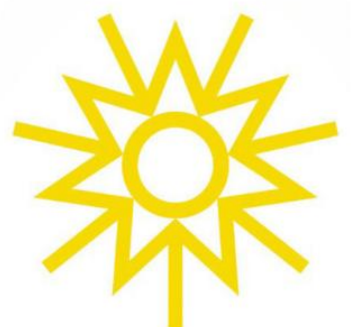
WOODBURY AUTISM EDUCATION AND RESEARCH

2025

NESA ANNUAL REPORT



PREPARED AND PRESENTED BY
JENNA ELLIS & NADIA PANETTA



CLINICAL DIRECTOR

Building a Culture of Wellbeing for our School Community

At Woodbury, community is central to everything we do. We believe educational outcomes are strengthened when staff, students and their families feel supported, safe and find joy in their day to day activities. This philosophy fosters a holistic support system for our families, ensuring their needs are met with empathy and understanding.

A big focus in 2025 was developing a wellbeing framework for students, staff and families at Woodbury. We participated in the AISNSW Whole School Wellbeing Initiative to guide us through evidence-based practices and current research on student wellbeing. We then applied this information to develop our student and staff wellbeing framework. We formed a Wellbeing Team, who attended AISNSW Wellbeing Masterclasses each term, followed by on-site consultation sessions with an AISNSW consultant, twice per term. It was a busy year, but we are proud of the Multi-Tiered System of Support (MTSS) we have developed for student and staff wellbeing. There is still more work to be done in 2026, however, we are off to a great start. Our wellbeing supports are grounded by the 5 Ways to Wellbeing framework (www.5waystowellbeing.org.au) which we have begun to thread through all processes at Woodbury, from student IEP goals, staff training activities and parent communication.

This year, we continued to strengthen our ties with other specialist schools in our area. These networking opportunities are vital, allowing us to better understand the range of settings available to our students as they transition from Woodbury. This knowledge helps our staff plan and prepare students for future environments with different staffing and support structures. We continued to strengthen ties with external support providers in our community, allowing us to refer parents to in-home and community therapy support specialists if required.

In Term 4, 2025, we appointed a Teacher Support and Wellbeing Coordinator to provide additional leadership and guidance to our teaching team. Although Woodbury is a small school, our teaching environment is fast-paced and high-pressure. Supporting staff wellbeing is a top priority, and the Teacher Coordinator role adds an essential layer of support for both teachers and classroom staff. Recruitment of specialist teachers who align with our values and can thrive in our unique setting remains a challenge.

We have celebrated three staff members who have been employed by Woodbury for 15 years or more in 2025. This is an incredible achievement and we are appreciative of the hard work and dedication from these team members across their time at Woodbury.

Each year presents new opportunities for learning and growth. At Woodbury, we remain committed to ongoing reflection and refinement of our policies and practices to ensure we continue meeting the evolving needs of our students, staff, and families.

Jenna Ellis M.Ed (ABA), BCBA, CBA

Clinical Director



PARENT REPRESENTATIVE

2025 was a truly incredible year — one filled with challenges, growth, and many mixed emotions. It marked an important transition for our son, as he moved from Rubens Place to Woodbury in Term 2. The journey that followed was nothing short of remarkable.

From the very beginning, the Woodbury team welcomed him with open arms, creating a nurturing and supportive environment where he felt safe, understood, and confident to learn. The care, patience, and dedication of the Nebulas Class team made a profound difference in his development. We saw him achieve milestones we never thought possible in such a short time.

Woodbury's individualised approach, combined with its strong sense of community and commitment to every child's success, truly set it apart. It was a place where each student was celebrated for who they were, and where learning happened with joy and compassion.

We wholeheartedly commend Woodbury for its dedication, excellence, and the incredible difference it has made in the lives of children and families.

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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 build skill capacity and reduce barriers to learning for students within a multi-disciplinary team of special education teachers, behaviour specialists, speech and language pathologists and in-class therapists.

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 skills a young person requires to function independently - communication, toleration, transitioning, social, play, independent living and motor skills. We have a small class sizes and our staff to student ratio of one to two; one adult support staff for every two students.

Woodbury is a transition setting where our goal is to provide intensive educational supports in the early years of schooling to build skill capacity 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.

CHARACTERISTICS OF STUDENT BODY

The total number of student enrolments at the end of 2025 was 21 of which 81% (17) of the students were male, and 19% (4) were female.



STUDENT POPULATION

At the completion of 2025, Woodbury students were aged between 5 and 11 years of age, with all students having a diagnosis of autism spectrum disorder (ASD).

Students who attend Woodbury present with a variety of support needs for participation in the classroom setting. They often need support in communication, toleration skills, relinquishing preferred items to engage in learning activities, and transitions between activities and classroom space.

Woodbury's enrolment process includes an initial intake assessment to determine the child's current skill level across a variety of categories. This assessment allows us to determine if we, as a school, can meet the student's needs with our current resources. 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.

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.



OUR VISION

Our Vision is to provide a safe, caring, enjoyable and effective educational environment where autistic students 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 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, and co-occurring diagnoses.
- To strive to reduce the cost of these services to caregivers.
- We aim to build a collaborative and holistic support network by connecting families with external providers who can offer additional resources and services tailored to their needs
- To provide learning opportunities for the wider community and foster effective relations between Woodbury and other specialised providers.



All students who attend Woodbury have a primary diagnosis of autism spectrum disorder (ASD). A significant number of students also have a co-occurring diagnoses such as ADHD. Autistic children have varying degrees of cognitive functioning and pre-requisite skills required to sit and attend under traditional testing conditions.

The students at Woodbury fall within the moderate to severe category of Autism Spectrum Disorder making it difficult for them to understand and participate in formalised national testing. Parents of our students elect, for their child not to partake in any such testing as it does not provide an accurate presentation of their cognitive functioning level.

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 and behavioural support program for the upcoming year. The student's program not only addresses the key learning areas but also focuses on skills the student needs to reduce barriers to learning in a classroom environment. Woodbury uses principles of Applied Behaviour Analysis (ABA) as the teaching methodology to deliver the curriculum and IEP goals to students.

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 daily, 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 Teaching team. 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, in addition to KLA outcomes.

TABLE 1: STAFF COMPOSITION

POSITION	FTE	MALE	FEMALE
Principal	.4	0	1
Teachers	4.6	1	5
Administration and Clerical	14.0	2	17

Note: During 2025 there were no indigenous staff employed by the school

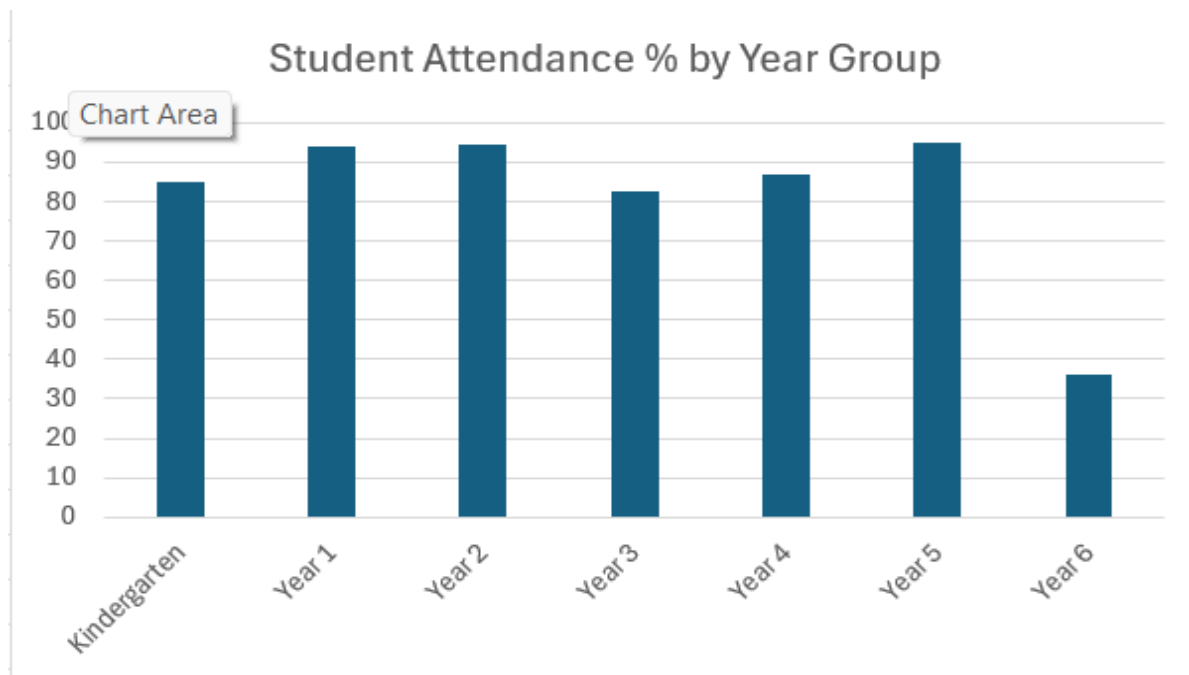
TABLE 1: TEACHER QUALIFICATION

TEACHER CATEGORY AND ACCREDITATION STATUS	NUMBER OF TEACHERS
Having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI0NOOSR) guidelines.	6
Level of accreditation	
Proficient Teacher	4
Provisional	1
Conditional	1

PROFESSIONAL LEARNING 2025	STANDARD
Behavioural Observations of Students in Schools (BOSS) Data Collection	5
CPI Training	4, 6, 7
How to Promote Happy, Relaxed and Engaged (HRE) at school	4
Self-care Strategies for Educators	6
Whole School Wellbeing Initiative - Term based team tasks and presentations	4, 6
Child Protection Training with AISNSW	7
Educator Vocal Health Matters	6
Linking Wellbeing Categories across Classroom Schedules	4
Social and Emotional Learning (SEL) - AISNSW presentation	4
Team Mental Health - Black Dog Institute	6
Finding Calm in the Chaos: Using Flexible Strategies to Support Regulation and Learning	1, 2, 3
Developing at Multi-Tiered System of Support (MTSS) for student and staff wellbeing.	4, 6
Interpreting Data through Graphs	5

STUDENT ATTENDANCE

The whole school student attendance rate for the 2025 school year was 81.92%. The following chart demonstrates the attendance rate per year level equivalent



MANAGEMENT OF NON - ATTENDANCE

Daily absences

Parents/caregivers are required to contact the school by 7.30am on the day their child will be absent from school. The parent is required to provide the reason for and the expected duration of such absence.

Contact can be made via a parents/caregivers sending an email or making a phone call directly to the office. Phone calls are documented along with any email correspondence received.

Parents will be contacted by the school if students have not arrived on a day the students are expected to be at school. Parents are contacted by 10:00am on the day of the nonattendance. The school will phone the parent or the emergency contact if the parent is not available.

Regular pattern of absences

Regular non-attendance is addressed with the parents/caregivers by the Clinical Director.

Extended leave, or exemption from enrolment

Requests for extended leave during school terms is to be made in writing by the parents. The Clinical Director will decide if leave is approved.

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 the NSW Department of Education.

POLICIES AND PROCEDURES

The following Policies are publicly available on the school Website

- Anti-bullying Policy [WAERL-Anti-Bullying-Policy-Dec-24.pdf](#)
- Discipline Policy [Woodbury](#)
- Child Protection Policy [WAERL-Child-Protection-Policy.pdf](#)
- Complaints Policy [P35.-Complaints-Handling-Policy-and-Procedure-Woodbury-March-26.pdf](#)
- Enrolment Policy - [WAERL-Enrolment-Policy-Dec-24.pdf](#)

Parents access the school website address at [Autism School in Sydney - Woodbury](#) Parents also receive a policy pack as part of the enrolment documentation.

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 always closely supervised at Woodbury. There will, always, be an adequate number of staff to support each classes needs. Students with significant behaviours of concern will have a behaviour intervention plan (BIP) accompanied by an individual risk assessment which determines the level of support required to maintain student and staff safety. For students who do not require intensive behaviour support the minimum staffing ratio is one staff to two students. Staff members for this calculation include all on-class therapy and teaching staff. The level of supervision in the classroom varies between 1:1 and 1:3 staff to student ratio depending on individual student needs across daily activities and routines.

The staff to student ratio during morning tea and lunch is adjusted based on the level of supervision required for these activities. Students requiring additional support to facilitate interaction, minimise behaviours of concern 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 behaviour support staff on call as required.

OFF-SITE

In 2024, the Board of Directors in collaboration with the Executive Team, agreed that off-site excursions for our student cohort presented as high risk. The risk of absconding in a community space for our students outweighed the benefits. Student safety is always our highest priority.

We do offer school incursions and this year the students enjoyed music play provided by a professional musician and we also had a fun with sports incursion.

OFF-SITE Practice Drills

The school does understand that there are instances where students will be off site. This would be for occasions such as practice fire drills. When students are to move off the school site for fire evacuation drills, the evacuation site is assessed prior to the practice drill. Drills are postponed if unsafe, for example, due to bad weather. 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 evacuation space. When running a fire evacuation drill a minimum staff to student ratio of 1:2 will be always observed. During off-site fire evacuation drills, the accompanying staff member/s carries the "Go Pack" (any emergency and first aid equipment, emergency numbers etc).

STUDENT WELL BEING

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 Executive Administrator will be responsible for this duty. The school ensures that staff attend one lockdown and on fire drill per year as a minimum. Evacuation procedures are also communicated to new staff as part of their induction

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

Students who 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.

STUDENT WELL BEING

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 (emergency services numbers are displayed throughout the school)
- 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 always ensure that 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, and staff undergo training at least once every 12 months to ensure practices and knowledge remain up to date.

CODE 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.

CODE OF CONDUCT

INDIVIDUALISED 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 makes them feel safe, happy, relaxed and engaged. Children with Autism Spectrum Disorders may exhibit behaviours of concern but are entitled to the same rights and safeguards as others in the community. We do not follow the traditional exemption and suspension rules that a mainstream setting would follow.

Our student population presents unique challenges and as such support provided for those barriers to learning and behaviours of concern is different to that devised for neurotypical children. Words such as 'penalties' or 'discipline' do not apply. Any support for socially unacceptable and inappropriate behaviour is designed to reduce the occurrence of that behaviour in the future by teaching functionally appropriate replacement behaviours. Woodbury recognises that behaviours of concern are a form of communication which occurs when the person has limited functional communication skills.

The science of Applied Behaviour Analysis (ABA) contains a variety of techniques for reducing behaviours of concern. The principles and methodology of ABA allow the behaviour specialist, in collaboration with teachers, parents, and external support networks to complete assessments to determine why the behaviour of concern is occurring. Once a function has been determined, individualised supports can be selected and implemented to focus on decreasing instances of behaviours of concern and increasing skill capacity for appropriate alternatives. The classroom environment is also assessed to ensure that the space is enriched with items and activities of interest to set the student up for success in their learning environment.

In the event that a student's behaviours of concern have unexpectedly escalated and are a high risk to staff, other students and/or themselves, Woodbury may request the student to remain at home for up to two school days. During this time the team re-assesses current supports in place and makes adjustments in preparation for the student's return to set them up for success in the school environment given their change in behaviour support needs.

As per the current legislation and guidelines, use of restrictive crisis intervention strategies will only be used as a reactive, last resort when the safety of student and/or staff is at risk. Following the use of an unplanned restrictive strategy, a full review of the student's behaviour intervention plan, risk management plan, staffing supports, environmental supports and parent collaboration is prioritised.

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 2024 IDENTIFIED TARGETS

AREA	PRIORITY	STATUS
Access to Appropriate Education and continued improvement to service delivery	<ul style="list-style-type: none">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 2025 school year is to continue the search for more appropriate school premises which will allow us to increase student numbers.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.	<ul style="list-style-type: none">We were unable to locate any appropriate or affordable sites in 2025. We will continue to search for appropriate school premises in 2026.We continue to offer parent sessions in 2025 to connect families, provide educational content on curriculum updates, parent and carer community supports, and invite open conversations about areas of support parents would like in the future from Woodbury.
Community Awareness	<ul style="list-style-type: none">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	<p>In 2025 we continued to spend considerable time and effort into networking with specialists' schools and external allied health professionals.</p>

PRIORITY AREAS FOR IMPROVEMENT

ACHIEVEMENT OF 2024 IDENTIFIED TARGETS

AREA	PRIORITY	STATUS
Dissemination of Knowledge and continued professional development	<ul style="list-style-type: none">• To afford our staff the opportunity to attend national conferences and in-person training opportunities.• To disseminate our most recent research to a broad audience of parents and professionals through at least 2 presentations at nationally held conferences• To reinstate our student placement program providing students currently studying towards qualifications in the areas of disability and education a supportive workplace environment	<p>The clinical team attended the national ABA conference in Adelaide in July. This was a fantastic networking opportunity and enabled our team to also increase their skills in supporting students with autism.</p> <p>We were able to host a small number of student placements for practical placements for individuals studying in the education field this year.</p>
Governance & Strategic Planning	<ul style="list-style-type: none">• To continue to expand the skill set and knowledge of our board to ensure broad discussions and continued growth of the school	<p>This is an ongoing goal that we will continue to work towards with our board of directors.</p>

PRIORITY AREAS FOR IMPROVEMENT

DETERMINED TARGETS FOR 2025

Area	Priority
Access to Appropriate Education and continued improvement to service delivery	<ul style="list-style-type: none"> • 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 2026 school year is to continue the search for more appropriate school premises which will allow us to increase student numbers. • 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. • Continue the Whole school Wellbeing initiative in collaboration with AISNSW
Community Awareness	<ul style="list-style-type: none"> • To collaborate with specialist schools in our community for networking opportunities • To continue to collaborate with allied health providers/support networks providers that will support our families at home and in the community and collaborate with Woodbury to deliver tailored supports to our students in a holistic manner. • Continue to develop our website and social media platforms to regularly showcase the supports we provide and excel in, at Woodbury.
Dissemination of Knowledge and continued professional development	<ul style="list-style-type: none"> • To afford our staff the opportunity to attend national conferences and in-person training opportunities. • To provide internal career progression opportunities to our therapists who want to move into teaching careers. Our Teacher Coordinator Level 1 to support early career teachers • To collaborate with other schools for specific purposes for teacher collaborations for curriculum development • Visit and collaborate with other schools for specific purpose to understand what skills they value for independence in students when they transition to their settings. This will help us to refine our processes and support needs for our students to set the up for success for transitions.
Governance & Strategic Planning	<ul style="list-style-type: none"> • To continue to expand the skill set and knowledge of our board to ensure broad discussions and continued growth of the school. • Building training opportunities into board meetings to meet governance requirements. • Continue to expand our board with new members with diverse experience and knowledge.

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 and transition on to a less restrictive setting.

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
- Functional communication to have wants and needs met
- Transitions between environments and activities
- Relinquishing preferred items and activities to engage in learning activities
- Toleration skills: learning to accept when a preferred item or activity cannot be given immediately
- Co-regulation and Self-regulation skills

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 appropriate communication strategies for each individual student, promoting the use of multi-modal communication
- 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 high risk behavioural escalations, 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 multi-disciplinary 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 individualised plan (IEP) goals
- Annual 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.



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:

- Bi-annual 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 NESQA 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 SeeSaw communication app, Semester IEP program summary reports, ongoing email and telephone communication.
- Networking with other schools, early educators and specialist service providers ensures 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:

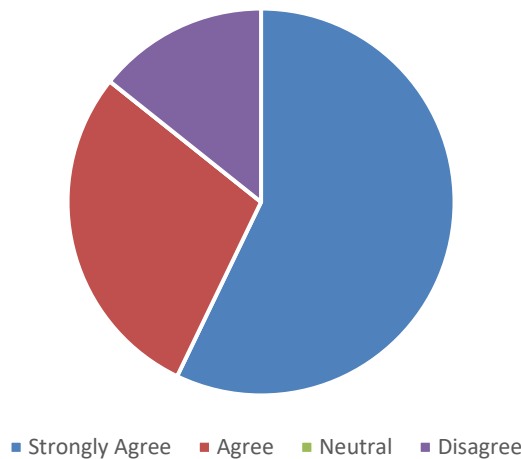
- Dissemination of knowledge and the practise of ABA to provide a wider community with a basic understanding of the benefits of ABA and its efficacy
- Our schools general ethos and belief that to be the best that we can requires us to work and collaborate together and with others to ensure our service is the best quality possible.

PARENT SATISFACTION

This year parents were given the opportunity to participate in an online satisfaction survey via the Survey Monkey platform. The online survey, included a series of questions. The total respondents to this survey represents 31% of the parent population for 2025 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 who responded 85.7% rated the above categories as agree or strongly agree.

Parent Satisfaction Survey 2025



The final question asked, "What is Woodbury doing well?".

See below responses:

- Education, communication and perseverance.
- Individualise approach in support needs as well educational needs is one of the best things Woodbury is doing. It's not one size fits all approach.
- Supporting the child with a positive environment.
- Holistic approach in terms of dealing with Autistic young kids.
- Catering for the academic and educational needs and levels of each child. Being encouraging and recognising each Childs' strengths.

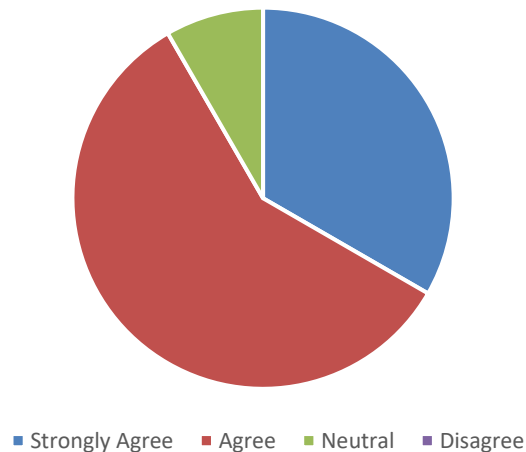
STAFF SATISFACTION

All staff were given the opportunity to participate in a satisfaction survey in 2025. The survey was completed online via the survey monkey platform. The total respondents to the surveys represents 33% of the staff population for 2025.

Staff were asked to rate their satisfaction from strongly agree to strongly disagree in relation to their overall satisfaction with their job role, support and feedback, training and supervision, support from the head of school, administrative staff and clinical team, the promotion of teamwork and respect and the quality of professional development opportunities. Of the staff who responded 91% rated the above categories as agree or strongly agree.

The staff were asked if they would recommend Woodbury to other parents and 91% stated they would, 83% stated they would recommend Woodbury to other potential employees

Staff Satisfaction Survey 2025



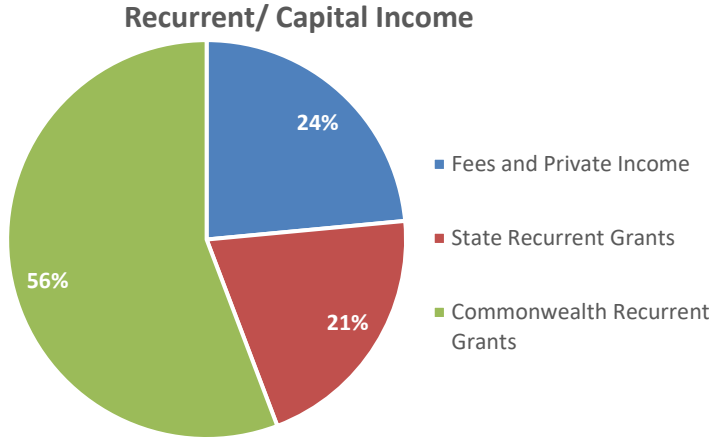
The final questions asked, "What do you like about working at Woodbury?"

Below are a selection of comments from these answers:

- The team are so dedicated
- Teamwork and our work environment is amazing
- The people. Not only the students and families but the team too.
- This school has freedom; it understand our problems and always there to support.
- Teamwork, Upskilling
- Refreshing everyday with something new
- Friendly environment

RECURRENT / CAPITAL INCOME

Fees and Private Income	24%
State Recurrent Grants	21%
Commonwealth Recurrent Grants	56%



RECURRENT / CAPITAL EXPENDITURE

Salaries, Allowances AND Related Expenses	80%
Non - salary Expenses	20%
Capital Expenditure	0%

Salaries remain the highest expenditure for the 2025 school year

Recurrent /Capital Expenditure

