

**WOODBURY AUTISM EDUCATION  
AND  
RESEARCH LIMITED**



**W O O D B U R Y**

AUTISM EDUCATION AND RESEARCH

**2008 ANNUAL SCHOOL REPORT**

## **TABLE OF CONTENTS**

- Our School
- Report from the Clinical Director
- Report on achievement of curriculum outcomes by students
- Teacher attendance and retention rates
- Student attendance and retention rates
- Teachers qualifications
- Professional learning activities summary
- General Composition of Student population
- Enrolment policies
- Summary of school policies
- School determined improvement targets
- Priority areas for improvement
- Initiatives promoting respect and responsibility
- Student, teacher and parent Survey
- Financial summary

## **Our School**

Woodbury was formed with the goal of setting up the first wholly ABA school in Australia for children with autism and related disorders.

The vision was embraced by a group of dedicated parents who themselves had tutored their children with autism in home based ABA therapy programs

### **The current Woodbury Board members are:**

**Ms Elizabeth Watson** L.A.C.S.T., M.S.P.A Dip RSA - Speech - Language Pathologist

**Dr Annabel Stuckey** MB BS Medical Practitioner

**Dr Jonathan Harris** LLB Lawyer

### **Woodbury's Honorary Professional Advisory Board comprises :**

#### **Dr Bridget Taylor**

*Director Alpine Learning Group New Jersey, USA*

*Featured in "Let Me Hear Your Voice" by Catherine Maurice*

#### **Dr Joanne Gerenser CCC-SLP**

*Executive Director, Eden 11 School for Autism New York, USA*

#### **Cathee McAllum**

*Head of Transition Unit*

*Presbyterian Ladies College, Sydney*

#### **Cynthia Blackledge Ph.D., BCBA**

*Board Certified Behaviour Analyst*

*Board member*

Woodbury Autism Education and Research

Building 11,

92 Seven Hills Road.,

**BAULKHAM HILLS. NSW. 2153**

**Phone:** 96396152

**Fax:** 96398065

**Email:** [office@woodbury.org.au](mailto:office@woodbury.org.au)

**Web:** [www.woodbury.org.au](http://www.woodbury.org.au)

## **Report from the Clinical Director**

In this our third year since opening, Woodbury consolidated and expanded by increasing the student enrolment to 32 through the acquisition of a second building on the Balcombe Heights Estate. We have now reached our maximum size on the Baulkham Hills campus and future expansion can only take place by the establishment of a new campus. The newly renovated building housed the staff room, Teacher and Senior Behaviour Therapists work areas and the senior school classrooms.

The expansion of the school led to three senior positions being created- a full time 'Executive Administrator', Karyn McNeill, a Head Teacher – Susan Prado, and a Clinical Supervisor-Katie Stokes.

The increase in student numbers also necessitated an increase in staff to 9 teachers and 48 ABA staff.

Two innovations to support the staff were introduced – the staff award scheme, in which any or all staff are awarded for attendance, discretionary effort, improved ABA skills, or sustained excellent service to the school. Secondly a whole school staff weekly meeting was introduced to improve communication between the staff members and to give the opportunity to any staff member to participate in improving the functioning of the school.

The school program in 2008 placed a greater emphasis on group and social skill development and staff were required to develop skills in teaching or shadowing students in groups as well as in 1:1 teaching. As a result we were privileged to witness some very skilled teaching taking place.

The generalisation of programs into the homes of our students has become an increasingly important focus as we attempt to assist parents in the day-to-day management of their children. Parents increasingly had the opportunity to view the school in action and two outstanding occasions were the inaugural Athletics Carnival at which we were thrilled to be assisted and supported by 4<sup>th</sup> grade students and their teachers from SCEGGS Darlinghurst and in December the inaugural Christmas Music Concert. The concert showcased the progress made in music lessons during the year and we say a special thank you to the enthusiasm and skills of Irma Thompson who runs the music program.

Woodbury would not exist without the help of many special people.

We once again acknowledge the ongoing support of Baulkham Hills Shire Council and its staff, and Councillor Raymond Harty.

Woodbury continues to develop relationships with the local community – including assisting other schools with autistic students. We welcomed the opportunity too learn more about the history of the buildings that comprise Woodbury through the donation of a book about the history of the estate, and by meeting former residents of the *Masonic Schools* at the Remembrance day ceremonies on 11.11.08. They were delighted to have the opportunity to tour the new building and see how well it had been restored.

Thank you to the staff at the Association of Independent Schools

Thank you to our volunteers, especially students from other schools, carrying out community service.

Thank you to the parents for your enormous efforts for the school.

Thank you to the staff of the school, without whom there would be no Woodbury.

Elizabeth Watson  
June 2009

## **Report on Achievement of Curriculum Outcomes by Students**

The parents of our students are an integral part of developing each student's individual education programme (IEP).

After carefully evaluating the performance levels of students across all key learning areas (KLA's), an IEP meeting is held between the parents of the student, the Teacher and the Senior Behaviour Therapist to determine appropriate targets for each student. As a result of this meeting a very detailed IEP document is formulated. This document is provided to parents as confirmation of their targets for the student, and as a working template for each student's programme.

Evaluation of students skills are essential in the development of students programmes.

Each of our students learn at a different pace, and through careful analysis of continuously collected data on a daily basis, student programs are reviewed and moved forward as soon as a skill is mastered.

A full review of all aspects of each student's program is completed each term by the Clinical Director, Teacher and Senior Behaviour Therapist. A full report which reflects the IEP is provided to parents at the completion of semesters 1 and 2.

Woodbury, as a school of a kind, does not participate in any form of external testing, as it is not appropriate for our students, due to their disabilities and the individualised nature of their program. However the table on the following page of this report, represents the number of students at each stage of all the key learning areas of the curriculum

**Syllabus stage levels for students at Woodbury**

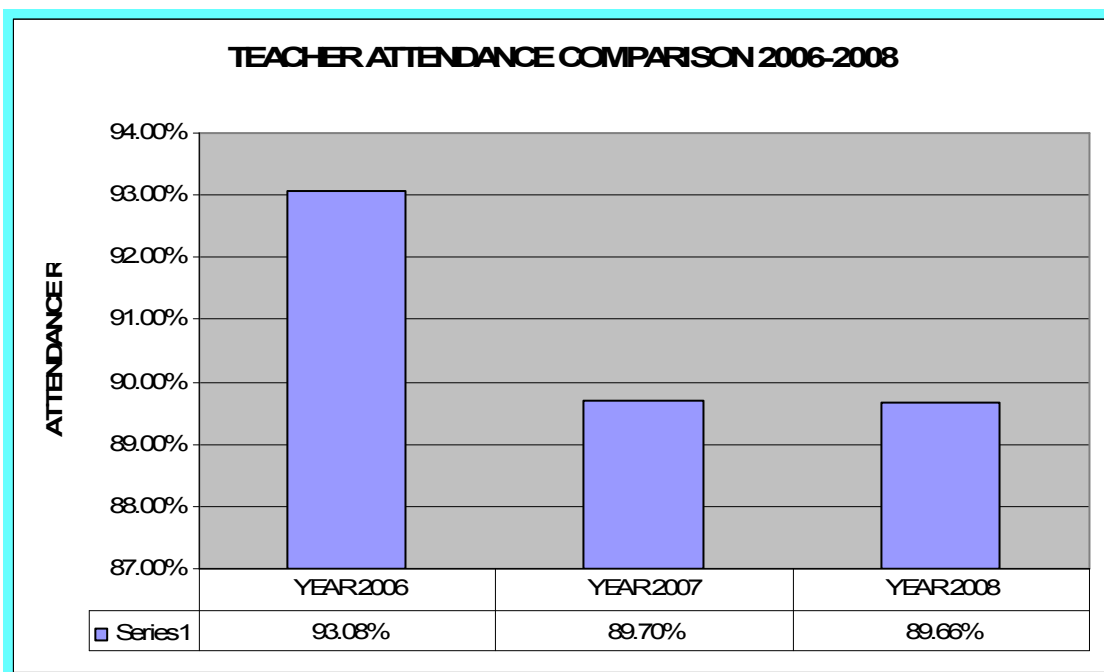
Strands and sub strands	Foundation	Early Stage 1	Stage 1	Stage 2	Stage 3	Life Skills	Totals
<b>English</b>							
Talking and listening	14	9				8	31
Reading	12	10	1			8	31
Writing	20	2	1			8	31
<b>Mathematics</b>							
Number	10	10	3			8	31
Patterns and algebra	12	8	3			8	31
Data	17	5	1			8	31
Measurement	12	11				8	31
Space and Geometry	9	14				8	31
Working mathematically	17	6				8	31
<b>HSIE</b>							
Change and continuity	15	8				8	31
Cultures	16	7				8	31
Environments	16	7				8	31
Social systems and structures	16	7				8	31
Geography/ History							
<b>Science and Technology</b>							
Content	17	6				8	31
Process	16	7				8	31
<b>PDHPE</b>							
Skills	6	15	2			8	31
Content	6	15	2			8	31
<b>Creative Arts</b>							
Visual Arts	9	12	2			8	31
Music	7	15	1			8	31
Drama	22	1				8	31
Dance	14	9				8	31

## Teacher attendance and retention rates

Woodbury has a dedicated team of Teachers which is reflected in the following table. The teacher attendance for 2008 was 89.66% . This figure is comparable to the previous year in which the attendance was 89.70%.

A distinct difference between 2006 attendance and following years has been noted.

Teacher retention for 2008 was 62.5%.

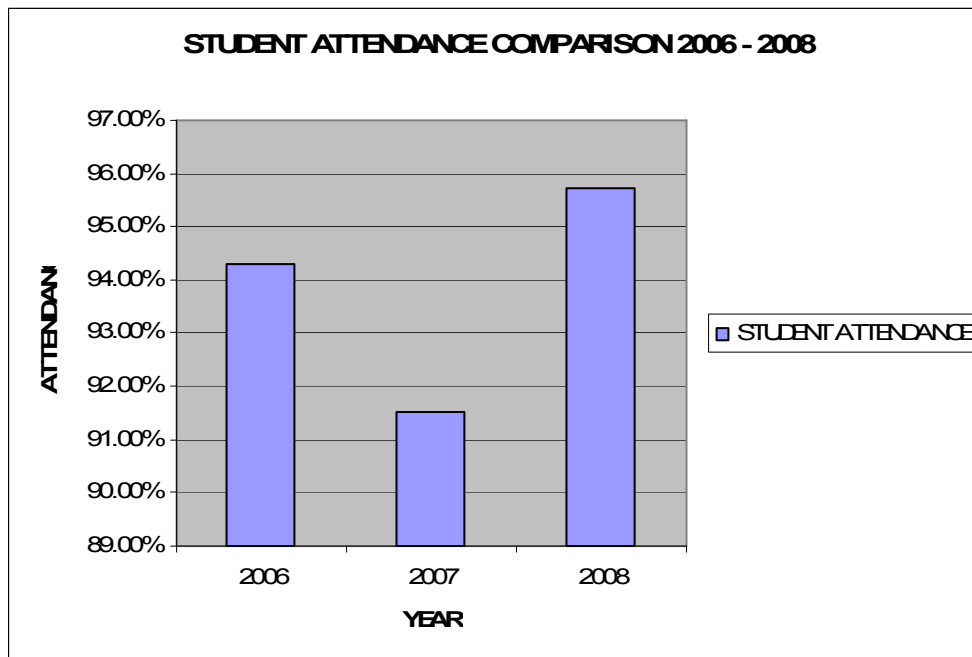
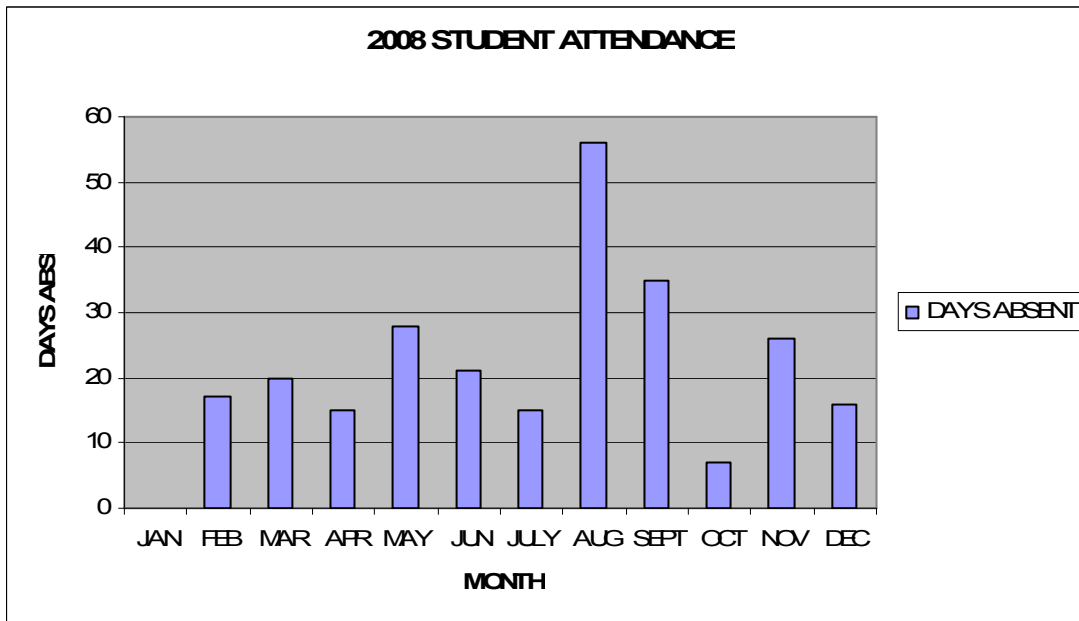


## Student attendance



The student attendance for 2008 was 95.74%. This is higher than in previous years and a pleasing result. It was interesting to note that again, August proved to be the month with the highest level of absenteeism. Given that August falls during the winter period, a higher than average level of absenteeism would be expected. Again this year, we had a student with higher than average absenteeism during this period.

The average number of days absent per student for 2008 was 7.52



### **Post school destinations and retention levels**

In 2008, Woodbury had one student who was past the age for compulsory years of schooling. This student remains at our school and we envisage the student continue to be enrolled until the end of 2010.



# M U S I C



The Music and Movement program at our school continued during 2008 and was welcomed with great success. We formed 5 groups, according to the students' age and abilities, always keeping in mind the important components of specialised programs that our students required: structure, development of communication skills, and sensory integration among others.

We addressed the basic musical concepts like: Rhythmic patterns, moving to music, visual identification of some instruments, beat, sound production, dynamics and ensemble development.

Other goals achieved as part of the Music therapy sessions are: Social interaction, Communication, Sensory Motor Development, Auditory Development, Cognitive concept development and Relaxation. The program included many styles of music, from Classical, Rock&roll, Jazz, Latin-American music, Indian music, Aboriginal music, New Age etc. Some students recreated Peter & the Wolf, some created a collage with The Bumble Bee, and others made a didgeridoo and other crafts.

We had the privilege to learn from local musicians who shared their talent and time at Woodbury. Each presentation was incredible for our students, who listened, played and painted in some cases with the musicians. We enjoyed an Aboriginal performance, two sessions with a young and energetic drummer, and our first Christmas Concert as activities in 2008.

## Teacher Qualifications 2008

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	9
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised with the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0
Teachers who do not have qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

## **Professional Learning Activities Summary**

Woodbury is a school of a kind that uses the principles of Applied Behaviour Analysis, as its method for teaching the Board of Studies syllabus to students with autism.

Ongoing evaluation and revision of our service delivery to our students and families is a key area of focus at Woodbury

During 2008 we held a number of Professional Development training sessions covering a broad range of topics. The topics covered for 2008 were

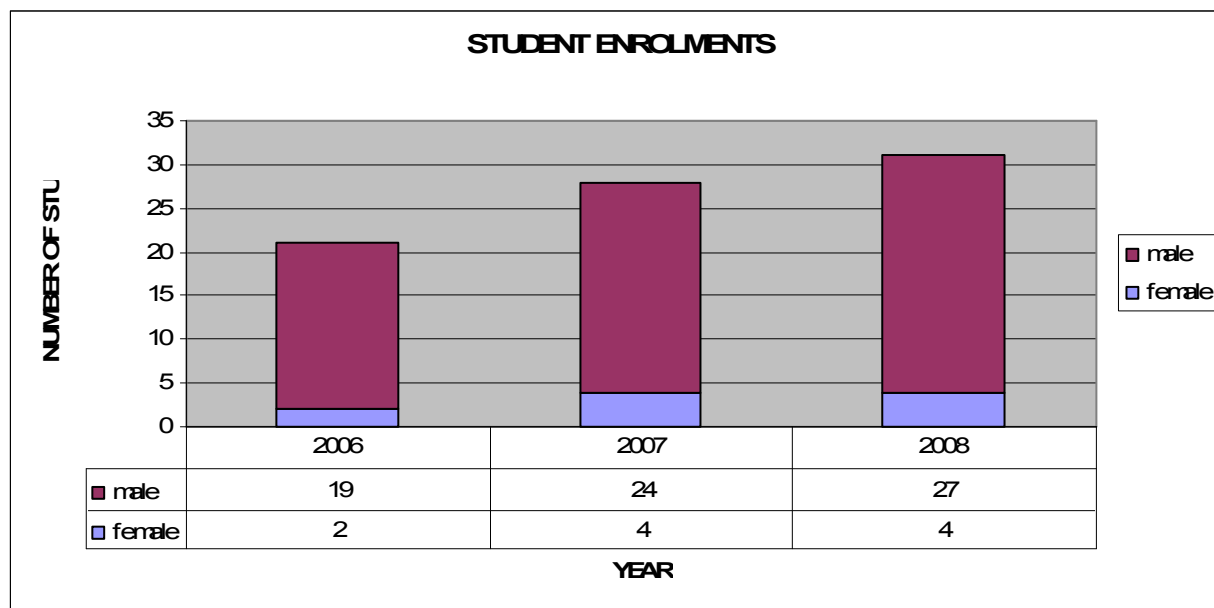
- Enhancing your ABA Skills
- Anaphylaxis
- Child Protection
- Developing IT curriculum
- Technological support for children with disabilities
- Playtime and program
- Video modeling
- Generalisation and Activity based learning
- Programming for social skills development
- Maura Faye Workshop - Conflict resolution
- Problem precision teaching
- Planning for groups

All teachers attended the training sessions.

The average expenditure per teacher on professional learning for 2008 was \$365.00

Woodbury is fortunate to have on staff Senior Behaviour Therapists with expertise in many areas. During 2008 this high level of expertise in ABA was utilised to provide professional development training for staff. We were privileged to have Chris Weymouth of Maura Faye provide training for staff in conflict resolution, at no cost to our school.

## GENERAL COMPOSITION OF STUDENT POPULATION



In comparison to 2007 the gender composition of students at the beginning of 2008 was slightly higher for female students . During the later part of the year, a female student moved to an alternative educational setting resulting in the female population of the school remaining at the same level as 2007.

The higher ratio of male students is expected given the fact that autism is more prevalent in males than females

## **Enrolment Policies**

Referrals for enrolment or placement on the eligibility list are accepted from a child who:

**has a primary diagnosis of Autism Spectrum Disorder;**

may have an associated development delay;

may have other disorders that are not the primary diagnosis;

may be of any sex, race or socio-economic status;

Will be aged between 4.5 and 16 years at the time of their proposed commencement at Woodbury.

## **Admissions Committee**

1. The Admissions Committee consists of three representatives of Woodbury, presently comprising a member of the teaching staff, a Board member and the Clinical Director.
2. The Admissions Committee will meet to consider applications at the beginning of Term 4 for placements for the following year or more frequently if a student placement becomes available.
3. All applicants will receive a letter of acknowledgment upon receipt of their enrolment application.

## **Admissions Process**

1. The admissions process will consist of the following stages:

Stage 1: Examination of Application to meet general criteria.

Stage 2: Parent interview and play based or curriculum-based assessment of child conducted in person or via video.

Stage 3: Admissions Committee's review of assessment and recommendation

For the full text of our Enrolment Policy please go to [www.woodbury.org.au](http://www.woodbury.org.au) .

**NUMBER OF STUDENTS BY CLASS  
As at year end 2008**

CLASS	MALE STUDENTS	FEMALE STUDENTS	TOTAL
1	4	0	4
2	3	1	4
3	4	0	4
4	5	0	5
5	3	0	3
6	3	1	4
7	2	2	4
8	3	0	3
<b>TOTAL</b>	<b>27</b>	<b>4</b>	<b>31</b>

**AGE OF STUDENT AS AT YEAR END 2008**

AGE	MALE	FEMALE	AGE	MALE	FEMALE
5	2	0	11	1	0
6	4	1	12	3	0
7	4	0	13	1	2
8	4	0	14	4	0
9	0	0	15	0	0
10	4	0	16	0	1

## **Summary of school policies**

### **Policy for Student Welfare**

Woodbury has student welfare policies in place to ensure that all students are safe and supervised at all times, with a ratio of 1 staff member to 1 student, from the moment of their arrival at school, until they are safely placed in their after school transport each day. Risk assessments with regard to outings and activities, as well as practicing evacuation procedures also contribute to the students' safety at school.

An individual Education Plan is developed in consultation with the Clinical Director and the child's parents, teacher and Senior Behaviour Therapist. This plan also addresses behaviour management issues and strategies are developed and implemented with parental consent. To assist in our pastoral care, a qualified counsellor, external to the school, has been retained on a needs basis, to provide counselling and support to students, staff and families of the school.

Specialised staff training, highly individual programming, data collection and analysis and review of programs, as well as ongoing contact with families, ensures that the special needs of each student are addressed and monitored constantly.

Each child has a health care plan that is which includes diet and medication information, with special, clearly stated and displayed procedures are in place for those students who have episodic and potentially life threatening problems.

All Woodbury staff and external tutors/providers are given a copy of our code of conduct and child protection policy which is observed at all times. For more information on Woodbury's Student Welfare Policy, please see [www.woodbury.org.au](http://www.woodbury.org.au)

## **Policy for Discipline**

This summary also refers to our "Positive Management of Challenging Behaviour Policy". Due to the nature of our student population, behaviour management is different to that devised for typical children and words such as "penalties" do not apply. Any management of unacceptable behaviour is designed to reduce its occurrence in the future, usually by increasing desirable behaviour.

If severe challenging behaviour continues despite our best efforts, a meeting will be convened with the parents and all relevant staff to decide on new strategies, or to consult the Honorary Professional Advisory Board members for advice.

If the behaviours are harmful to other students, the child will continue to work with a teacher's aide, within view of the supervising teacher, but at a safe distance from the other students.

The parents may be asked to keep the child away from school for a short period, because of extreme behavioural challenges which are due to special circumstances (for example medication changes), or while new behavioural strategies are being put in place. This would only occur with the permission of parents and with certainty that they were able to cope with this change.

In the unlikely event that a student is unable to be retained in the school because of safety issues relating to staff and students, the parents will be assisted to find a suitable alternative. At no time will aversive techniques or corporal punishment be used at Woodbury.

In all of the above processes, the Clinical Director will invite parents to be involved and their concerns will be taken into consideration.

The crucial strategies of the positive approach are detailed in student's Behaviour Support Plan and are contained in each student's Individual Education Plan (IEP). The IEP also encompasses the student's Crisis Intervention Plan, which details short term strategies for managing any new challenging behaviour. During this time the Behaviour Support Plan is adjusted to address the longer term strategies required to manage new challenging behaviours.

For all these and other matters relating to the student's IEP, the collaboration and support of the student's parent/s or caregivers are mandatory.

## **Positive Approach to Challenging Behaviour**

This policy reflects the commitment of Woodbury to ensure the right of children with Autism Spectrum Disorder to live in an environment that is free from abuse.

This is also a key Occupational Health and Safety consideration, as the positive approach seeks to reduce the likelihood of challenging behaviour by the following:

- A total approach that reflects positive principles
- The range of options are aimed at respecting the rights of children with Autism Spectrum Disorders
- Continual monitoring and adjustment of these options to suit the needs of individual students
- Equally respecting both the students and those who work with them.

The crucial strategies of the positive approach are detailed in student's Behaviour Support Plan and are contained in each student's Individual Education Plan (IEP). The IEP also encompasses the student's Crisis Intervention Plan, which details short term strategies for managing any new challenging behaviour. During this time the Behaviour Support Plan is adjusted to address the longer term strategies required to manage new challenging behaviours.

For all these and other matters relating to the student's IEP, the collaboration and support of the student's parent/s or caregivers are mandatory.

## **Grievances and Complaints**

Woodbury has a grievance policy that relates to students and families, and one that relates to staff.

Woodbury school's grievance procedures for students and families, operates in the following ways. Where the student or their family are able to express a concern it is always taken seriously and responded to in a co-operative way. Because of communication difficulties, Woodbury staff needs to be particularly sensitive to any attempts by a student to express their needs or concerns, and follow it up on their behalf.

In most cases, the staff member aims to resolve the issue directly with the student and/or family concerned. In the case that it cannot be resolved, it is referred to a more senior member of staff or to the principal, or even to the Board.

Staff grievances are dealt with according to the requirements detailed in applicable awards and agreements, which ensures that staff feel comfortable and supported to take a grievance to any level within our organisation without fear of reprisal, whether real, subtle or implied.

Whenever possible, staff are encouraged to resolve grievances at the point of conflict, but when a grievance is lodged with the Principal (Clinical Director), the results of the investigation and the outcome are recorded and kept on file.

The full text of these and all other Woodbury Policies is available on our website

[www.woodbury.org.au](http://www.woodbury.org.au)

## SCHOOL DETERMINED IMPROVEMENT TARGETS



### Achievement of priorities identified in the 2007 Annual Report

Area	Priorities	Achievements
Staff Development	Develop orientation program for all teaching and support staff entering employment at Woodbury	In 2008 the Woodbury Orientation manual was launched. This manual provides staff with information regarding all aspects of the operations of the school.
Management Practices	Provide an in - home support system for families who are experiencing problematic behaviours with students at home	Woodbury were pleased to introduce additional support to families in the home. This allowed staff to go into the family home to assist students generalise the skills they have learned at school and to assist parents with implementing programs.
Student welfare	Provide on - going training in "child protection" and "duty of care" for all staff	The protection of children remains a priority at Woodbury and training in Child Protection and Duty of Care was provided to staff
Student welfare	Increase in group learning experience for students transitioning into a less intensive education setting	Students who have demonstrated the ability to do so, were provided with an increased amount of time to learn in small groups e.g dyads. This is imperative for those students who will be moving into a less intensive education setting
Staff Development	Provide additional staff training in managing students who have challenging behaviours	Providing staff with the training to effectively manage students with challenging behaviours is ongoing at Woodbury. We are fortunate to have on staff an accredited trainer in Professional Assault Response Training (PART) , who provides training to staff on a needs basis

**Achievement of priorities identified in the 2007 Annual Report (continued)**



<b>Area</b>	<b>Priorities</b>	<b>Achievements</b>
Student Welfare	Implementation of Environmental program	<p>During 2008 we introduced a recycling program at Woodbury. All classrooms are provided with recycling bins for scrap paper and cardboard.</p> <p>To increase student awareness of our environment, students are encouraged to actively become involved in the recycling program</p>
Management practices	Implementation of upgrade to computer system	<p>The acquisition of an additional building on campus, identified the need for an improved computer system. Woodbury utilised the services of an external IT consultant to assist with the implementation process.</p>

## **2009 Priority Areas for Improvement**

- To establish a Satellite class in a mainstream school
- To develop our provision of services to older students by investigating post school options
- To reduce the costing of schooling to parents while retaining the quality of service
- To introduce a *Graduated ABA* model to increase student ability to learn in a group setting
- To improve the distribution of ABA expertise more evenly across the school to benefit all teachers and students.
- To continue to develop our home -school liaison
- To increase our links to the ABA community world wide through staff training overseas and developing a relationship with leaders in that community,

## **Initiatives promoting respect and responsibility**

Every student at Woodbury is a valued member of the school community. We continually work towards students independence and believe that all students, not matter what their level of ability, can contribute to society. We are continually working towards developing students independence and assisting students to live independent lives as adults and take their rightful place in the community.

Promoting independence and responsibility for ones self, continues to be a priority at Woodbury for all students. During 2008 we introduced our travel to school program to increase students independence in transitioning from the vehicle to the playground on their arrival at school and when departing of an afternoon. This program has been very successful with most students transitioning from the vehicle to the playground with minimal support from staff.

We are pleased to report that Woodbury continues to build strong relationships with local feeder schools and schools from the wider community.

During 2008 we welcomed students from mainstream schools to volunteer and complete their work experience placements at Woodbury. Over the course of the year we were visited by students from three High Schools. For students visiting Woodbury, it not only provided those students with a valuable insight to children with special needs, but provided our students with effective role models.

Again in 2008 The Norwest Aboriginal Association visited Woodbury. During the visit, students learned about the Aboriginal culture and participated in Aboriginal recreational activities. These included listening to and playing the Didgeridoo, and painting of boomerangs.

Participating in such events has assisted students in understanding other cultures and promotes respect for all nationalities.

Our students have become increasingly independent over lunchtimes with students, some still requiring a degree of assistance, packing away their own lunch boxes and placing rubbish in the bins provided. Our senior students continue to develop their life skills and are responsible for the preparation of setting table places and preparing their own lunches.

## **PARENT SATISFACTION SURVEY**



A survey of the parents of students at Woodbury was conducted to determine the level of satisfaction with the school. The survey was presented to 32 families of which 9 responses were received. The survey addressed a number of areas, including:

- The extent to which overall expectations have been met
- The level of satisfaction with the students progress
- Perceived value for money
- Quality and level of communication between school and home
- Strengths of Woodbury, any issues or concerns, changes or improvements parents would like to see in the future.

### **The extent to which overall expectations have been met**

Parents were asked to identify 5 expectations they had for their child at school during 2008 . The responses are categorised in order of priority.

- Increase in ability to communicate effectively
- Increased Social skills
- Improved behaviour
- Less self stimulatory behaviour
- Increase in independence for daily living skills
- Increase in independent play skills
- Independent toileting skills

The majority of parents expectations have been met in part.

### **The level of satisfaction with the students progress**

Parents were generally satisfied with the level of their child's progress. Woodbury was commended on the way in which the programs for the students were implemented and the level of expertise in behaviour management.

### **Perceived value for money**

Providing an education with a high staff: student ratio is very expensive for families. Although educating students at Woodbury is a great expense, the majority of parents (44.44%) , believe the education being provided for their child at Woodbury, is value for money.

## **PARENT SATISFACTION SURVEY (continued)**

### **Quality and level of communication between school and home**

The majority of parents believe that communication between school and home was good, with 33% of parents rating the level of communication as excellent. Communication with parents is essential as so many of our students have limited expressive language. Each student has a communication book that is completed daily by the class teacher and parent. In addition to the communication book, parents receive a newsletter on a monthly basis. During 2008 parents were invited to visit their child's classroom and observe their child working. Parents found this to be most beneficial in building relationships with staff and understanding their child's program

### **Strengths, Concerns and Improvements**

Woodbury's main strength as noted in the survey was that of our dedicated, and supportive staff, and the high level of education their child is receiving. Our staff are drawn from many areas including Education, psychology and child care. We were commended on the level of communication and how students programs allow for them to work at their own level, and that programs are modified as required.

During 2008 Woodbury acquired an additional building on the campus which has provided us with improved facilities. During 2008 students who had demonstrated an ability to be able to work in a group setting were provided with the opportunity to do so. This increase in group time was reported by parents to be a positive step.

Due to the high staff : student ratio, providing an education at Woodbury is very expensive for families and the high cost for parents continues to be of great concern. However, parents acknowledge that Woodbury is the most appropriate educational setting for their child

Moving forward in 2009, parents identified the following areas for improvement

- Regular workshops for parents
- Ongoing training for all staff
- Reduction in fees
- Broader representation on the school board
- More group work

## STUDENT SATISFACTION

Autism impacts on many areas of a child's development including communication and behaviour. To determine an individual's perceived level of satisfaction can only be determined by observing the student and by conversing with the parents of the student. It is important for our students to share the same life experiences as students in other school settings.

During 2008, students participated in a number of incursions including a visit from the local fire station and a visit from Taronga Zoo. Students learned about our community helpers and to appreciate the native animals of Australia.



## **TEACHER SATISFACTION SURVEY**

The satisfaction level amongst teachers varied ranging from very satisfied to somewhat dissatisfied. Woodbury is the only ABA school in Australia and the method in which the curriculum is delivered to students is vastly different to other educational facilities. Some teachers have found it difficult transitioning to this method of teaching students and feel more training in linking ABA to the curriculum is warranted.

Teaching at Woodbury is very much a team approach. Teachers work very closely with the Senior Behaviour Therapists in programming for students.

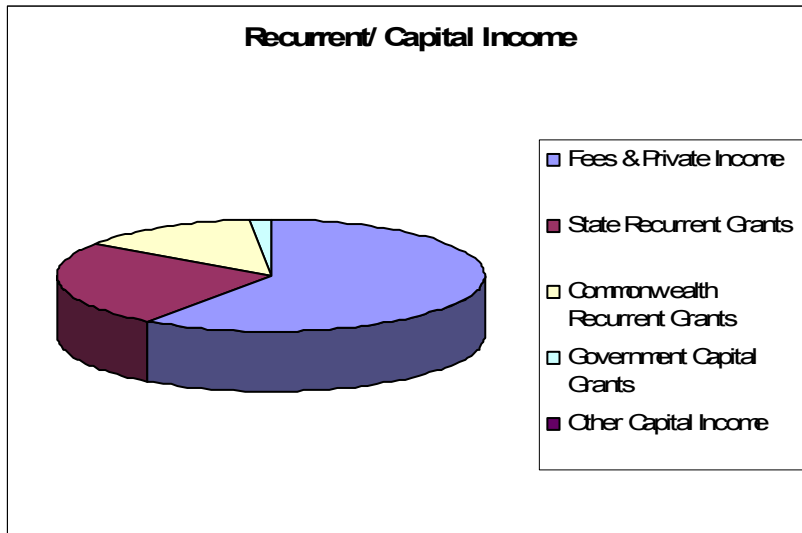
Teachers have welcomed the introduction of more group work for those students who have proven to be capable of working in a lesser staff: student ratio. The gains made by students are very rewarding for teachers.

The need to be able to use skills more effectively and to have additional time to discuss programs with Senior Behaviour Therapists, again was identified as an area that needed more focus.

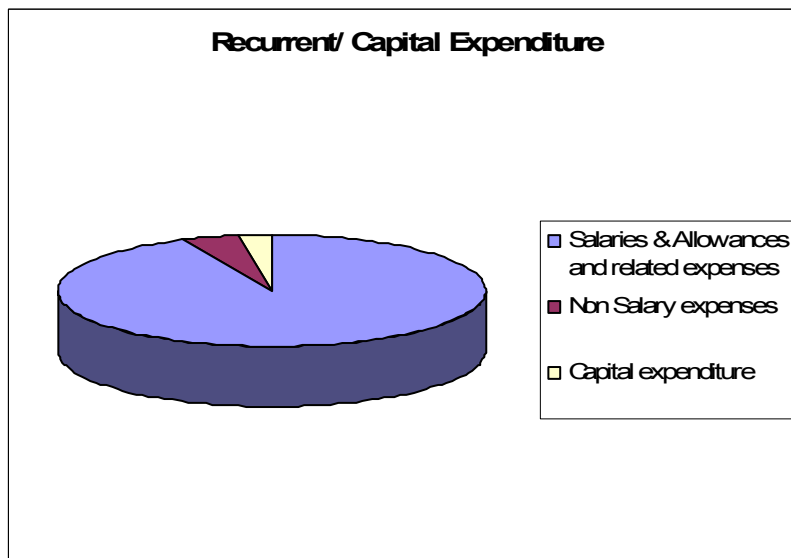
Areas that were highlighted for further professional development training included :-

- Technology support—assistive technology
- Recreational activities for seniors
- Teacher Accreditation
- Managing challenging behaviours and intervention plans
- Communication / Picture Exchange Communication
- Risk assessment and risk management

## Summary financial information 2008



Fees & Private Income	60%
State Recurrent Grants	25%
Commonwealth Recurrent Grants	14%
Government Capital Grants	2%
Other Capital Income	0%



Salaries & Allowances and related expenses	93%
Non Salary expenses	5%
Capital expenditure	2%