

Woodbury Autism Education and Research



“Our vision is to provide a safe, caring, enjoyable and effective educational environment where students with autism can thrive and grow towards independence through an educationally sound, research validated teaching and learning methodology.”

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Table of Contents

Board Members	4
Context	5
Messages from Key School Bodies	6
Students	Error! Bookmark not defined.
Student Outcomes	11
Literacy and Numeracy Assessments	12
Student Attendance	13
Characteristics of the Student Body	15
Post School Destinations and Retention	16
Workforce Composition	17
Professional Learning Activities Summary.....	18
Policies	20
Enrolment	20
Student Welfare	22
Discipline	23
Grievances and Complaints	25
Priority Areas for Improvement	26
Achievement of 2009 Targets	26
Priority areas identified in 2010 for Improvement	29
Parent, Teacher, Student Satisfaction	32
Parent Survey Results.....	32
Staff Survey Results.....	34
Student Satisfaction	36
Financial Information	37
Income.....	37
Expenditure.....	38



Board Members

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

Mr 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 R Blackledge Ph.D., BCBA
Board Certified Behaviour Analyst



Context

Woodbury is an independent K-10 school for students with autism. Woodbury is the only school for children with autism in NSW that offers a fully research validated and systematic educational program based on the principles of Applied Behaviour Analysis (ABA).

The field of ABA contains a large body of research supporting its use in individuals with autism – more than for any other treatment or educational method. ABA uses scientific principles to modify behaviour, behaviour being used here to mean any ‘observable response’. ABA is used to teach and increase appropriate functional behaviours while reducing or eliminating inappropriate behaviours within a culture of positive behaviour support. The program at Woodbury focuses on establishing all the skills a young person needs to be able to function successfully, with special emphasis on the core deficit areas of individuals with autism - communication, social skills, and play and leisure skills. Problem behaviours limit the student’s learning and community participation and are targeted for reduction by functional analysis, teaching replacement behaviours and reductive techniques.



Messages from Key School Bodies

Clinical Director

This year marked the 5th year of operation for Woodbury and is cause for pride and celebration. It has not been an easy task for the Board, staff and administrators as well as the parents to establish and consolidate a new independent special school like Woodbury, which is unlike any other in this country.

Having achieved this milestone we wish to thank and honour those who founded the school and contributed significantly to its success, especially the School Board, the establishing parents committee, and significant past staff members. Some of those individuals have been working on the creation of a school such as Woodbury for 15 years and must be congratulated on maintaining their passion, and on their persistence -both qualities that were required to make Woodbury a reality.

It is fitting that in this special year we see the first year 12 student graduate from Woodbury.

Woodbury is achieving many of its initial stated aims, but perhaps in the excitement of getting started we were a little ambitious in our time lines for some services such as those relating to replication of Woodbury in other parts of Sydney, and in the provision of rural and remote services.

As well as our increased understanding of the difficulty in extending our services, we are aware of changing needs in the autism community. As a result of these two factors the Woodbury board began redefining our aims and expects to publish the new aims during 2011.



Messages from Key School Bodies *(cont)*

Reflecting on the past five years but particularly on 2009-2010, improvements to the fabric of school are the most obvious, followed by a significant increase in teaching and clinical resources.

Less visible but more importantly, we have achieved a significantly more stable staff of teachers as well as a marked improvement in flexibility, respect, maturity and consideration for other staff members, and much greater team work at all levels of the school.

We have always prided ourselves on our policy of starting our students' programs with the end goal in sight, and of making every moment the student spends at school worthwhile. We have spent considerable time and resources during this year on preparing our older students and their parents, as well as staff, for life after school.

During 2010 we have increased the quality of our ABA programs and their delivery by taking every opportunity to bring ABA consultants from NSW and the USA to advise us and to train staff. Our aim has been to keep abreast of the research in ABA which is a dynamic scientific field.

Woodbury has also striven to link our ABA programming aims for the students with the NSW Board of Studies requirements and terminology, to make the work we are doing more understandable to those in the educational field.

Because communication is vital for our students we have focused some of our Professional Development in that area by training teachers in the use of PECS, acquiring electronic devices for alternative communication and employing a part time Speech Pathologist. This was warmly welcomed by the parent body who were very keen to have their children develop communication skills.



Messages from Key School Bodies *(cont)*

As the age differential increased between our youngest and oldest students, increasing separation needed to be achieved, and this required separate recess and lunch breaks for our senior and junior students and a higher number of staffing in the play ground before school.

As we go forward, we look back on the past five years with great sense of accomplishment at the achievements of our students, staff and the Woodbury community.

Elizabeth Watson
Clinical Director



Messages from Key School Bodies *(cont)*

Parent Body

Woodbury is a very special school providing a unique education solution in Australia to children with autism. The educational offering is based on Applied Behaviour Analysis (ABA), and is offered to children with Autism and related conditions.

ABA as a schooling option requires a high teacher to student ratio, often 1:1 and is individualised to focus on the child's specific strengths and weaknesses allowing the educator to overcome obstacles (such as disruptive, non-compliant or aggressive behaviours), work around the students limitations and exploit opportunities in creating a specific learning environment tailored for each child (important when dealing with sensory issues).

Educating students using this methodology comes at a great financial cost to parents and requires parents to follow through consistently at home to help generalise learning's at school. This generalisation requirement has a twofold effect on the school and its staff, firstly it is time intensive in its approach, and secondly it requires a higher than normal level of parental involvement and communication about the child's education, as such, we have a highly involved, active and demanding parent body.

As autism affects a child's ability to communicate among other things, this makes communication between the school and parent group a key area. Parents are in close communication with the teaching staff and Woodbury ensures there is an open line of communication between staff and parents. Communication with parents is achieved through parent meetings, IEP meetings, newsletters and communication books- that are sent home with the child daily. This year staff also trialled digital video communications, which has proved to be invaluable.



Messages from Key School Bodies *(cont)*

Parents are also required to put in a minimum of 40 volunteer hours a year. This is due to the small size of the school and to help keep the cost of running the school down. Volunteer hours translate into many aspects of school life, from fundraising, website design, creating visuals for communication, working bees to help maintain the school environment and helping with school lunches, just to name a few areas of parental involvement.

A significant aspect of parent involvement in the school for Woodbury families is fundraising. Money is raised by parents by organising a number of events including an annual charity dinner, gaining sponsorship through running events, holding a trivia night among other activities. Many of these events become social for those involved and helps to build a feeling of community between the school and its parent body.

My position as 'Parent Representative' to the board of Woodbury, was created in 2009 to increase transparency to the parent body and to provide a parent viewpoint for input into issues discussed at board level, this role has proved to be a valuable asset in helping to widening parent view points on issues and increasing the feedback loop at a higher level of operations.

Joanne Blair
Parent Representative to the Board



Student Outcomes

Woodbury uses ABA principles to deliver the curriculum to students. All students have an Individual Education Plan (IEP), and at the beginning of each semester (terms 1 and 3), a consultation meeting is held with the Teacher, Program Supervisor and Parents. The focus of this meeting is to set goals for each student, and determine the teaching program for the upcoming semester for each student. 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 a basis to report on student outcomes. Each student learns at a different rate and continuous analysis of data collected on a daily basis means that programs can be reviewed and adjusted as soon as a skill is mastered, or modified if the student is not progressing at the expected rate.

A full review of each student's program is undertaken each term by the Clinical Director/Clinical Supervisor and the Teacher. A full report that measures the outcomes of all aspects of the IEP is provided to parents at the completion of Terms 2 and 4.

Students *(cont)*

Literacy and Numeracy Assessments

In 2010, 6 students were eligible to participate in NAPLAN testing.

CORHORT	MALE	FEMALE
3	1	0
5	3	0
7	1	0
9	0	1
	<hr/>	<hr/>
	5	1

Parents of these students elected not to have their child participate in any form of external testing, as it is deemed that the tests were not appropriate for the students, due to their severe disability, and the individualised nature of programming.

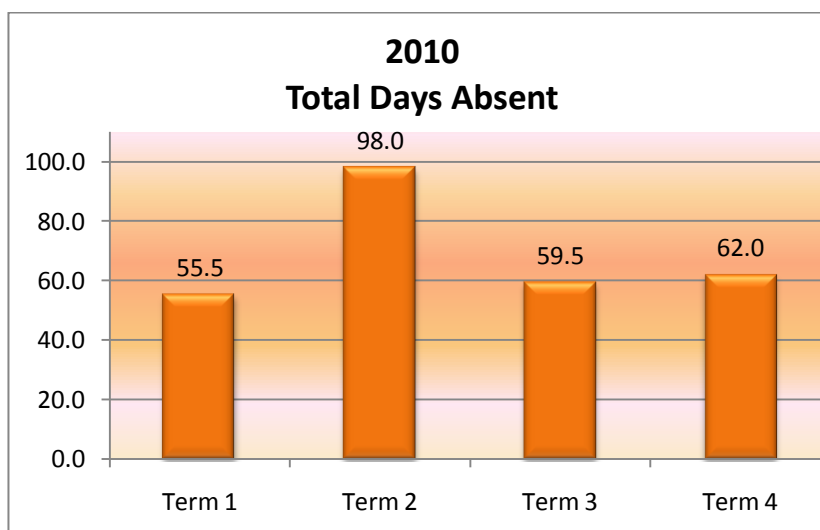
By the continual collection and analysis of data that is recorded on every aspect of each students' program, Woodbury measures progression and achievements for reporting against identified goals from each students Individual Education Plan.

Students *(cont)*

Student Attendance

Student attendance across the school for 2010 was 95.6%

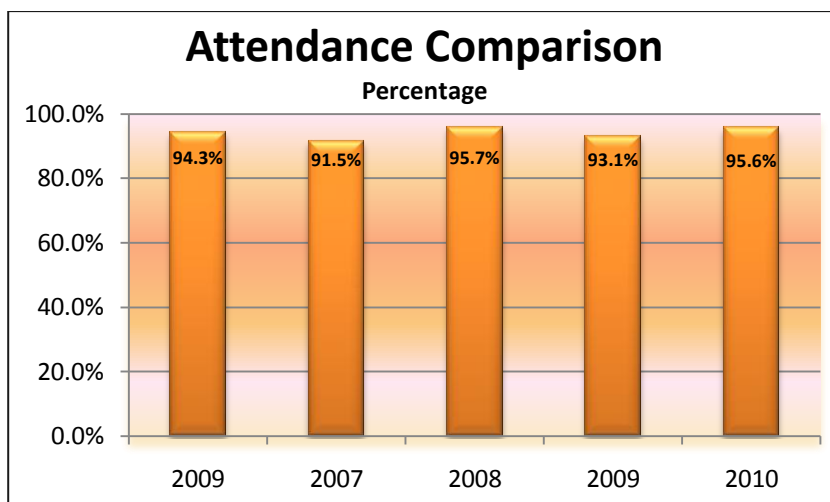
- 95.6% attendance is up 2 ½ percentage points on last year
- The average number of days absent by students was 8.6 days (down from 10.3 days in 2009)
- As in previous years higher student absences were recorded in term 2. This was not unexpected and coincided with the beginning of the cold weather.



Students *(cont)*

Managing student non - attendance

- Parents are required to contact the school prior to 7:30am to advise of a student's pending absence, the reason, and expected duration.
- In order to comply with school registration requirements, parents/guardians are required to complete an absentee form within 2 days of the student returning to school.
- Regular non attendance is addressed with parents/guardians by the school administrator.



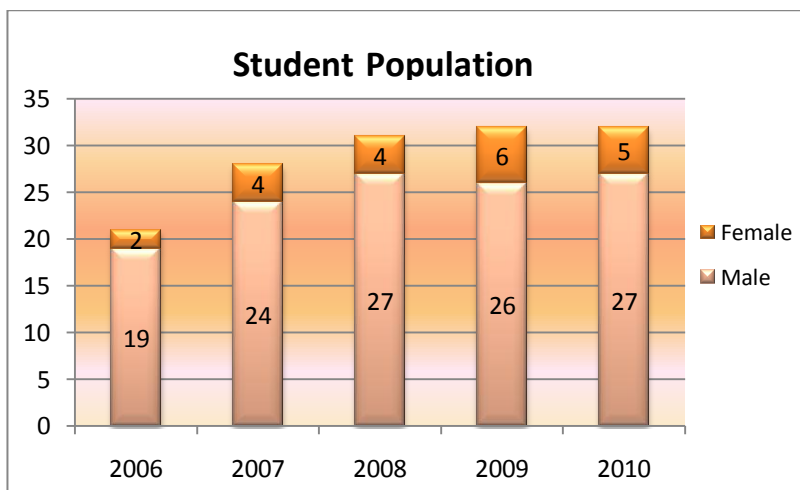
Students *(cont)*

Characteristics of the Student Body

Woodbury's student body is aged between 4.5 and 17 years of age with a diagnosis of autism and an intellectual disability. About 20% have an additional disability such as Cerebral Palsy, hearing loss, epilepsy or severe dyspraxia and 35% have severely challenging behaviours such as self-injury, aggression or absconding as part of their autism.

Woodbury accepts any child with a primary diagnosis of autism regardless of functional level and previous treatment. The school offers an individualised, comprehensive program that is tailored to meet each student's unique learning profile. Many students do not learn in a typical group-learning environment so they benefit from staff ratios of 1:1. Our aim is to teach our students how to learn, and this includes learning in a group as soon as they are able.

In 2010 84% of Woodbury's students were males. This represents a decrease in the number of female students by 1. The substantially higher ratio of male students is in line with the greater prevalence of autism amongst males compared to females.



Students *(cont)*

Post School Destinations and Retention

During the 2010 school year, one student was assessed for eligibility to enter a Post School Options program. It was determined that the most appropriate program for the student was Community Participation. To assist the student with a smooth transition from Woodbury to their post school destination, a transition program was implemented in term 4.

At the conclusion of 2010, all remaining students were aged below the compulsory school leaving age of 17 years.



Staff

Workforce Composition

Woodbury's workforce can be broken into three groups – administration staff, Clinical and Teaching.

- All teaching staff met the professional requirements for teaching in NSW.
- ABA therapists have varied backgrounds including education, speech pathology, childcare and psychology.
- Many of our staff are currently at university completing bachelor studies.

Woodbury's team approach allows each team member to bring their own set of specialised skills forward to assist in providing the most appropriate education for autistic children.

Table 2: Staff Composition

Position	No. Staff (FTE)	Male	Female
Executive Administrator	1		1
Assistant Administrator	1		2
Clinical Supervisor	1		1
Senior Behaviour Therapist	3.4	1	2.4
Teachers	8.53	2	9
ABA Therapist –Level 1	3.4	2	5
ABA Therapist –Level 2	17.4	3	21
ABA Therapist –Level 3	1		1
Casual Staff			

NOTE: There were no indigenous staff employed at Woodbury in 2010

Table 3: Teacher Qualifications

Category	No. Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	10
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.	1
Teachers who do not have the qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	

Professional Learning Activities Summary

Woodbury is the first, and only school in Australia established to follow the principles of Applied Behaviour Analysis (ABA). In using ABA methods to teach the curriculum, it is essential that our staff undertake ongoing professional development covering a wide range of topics.

During 2010 Woodbury continued to have a strong focus on providing ***all*** staff with professional development opportunities that allowed them to develop their skills in a ways meaningful to their position within our schools unique environment. Due to our team approach, it is imperative that all staff attend professional development days of which there are a minimum of 4 held during non term time each year. This not only allows all staff the opportunity to attend, but minimises the impact the student's valuable teaching time.

Professional Learning 2010

- Anaphylaxis
- Post School Options – where to from here?
- Self Management
- Smartboard – a new technology
- Child Protection – change to legislation
- Natural Reinforcement
- Speech and oral motor
- Shadowing
- PECS overview
- Manual handling and behaviour management techniques
- Promoting independence
- When to reinforce
- Behaviour trivia
- PECS workshops

A number of Woodbury staff also attended external workshops and training sessions.

- Picture Exchange Communication System
- ABAI Conference – San Antonio Texas United States
- Senior First aid – all teachers and school management participated



Policies

Woodbury's policy documents are available from our website.

A summary of our policies appears below.

During 2010 the Board of Woodbury elected to change the age at time of enrolment from between 4.5 years and 13 years, to between 4.5 and 8 years.

Enrolment

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

- **has a primary diagnosis of Autism;**
- may have other associated disorders;
- may be of any sex, race or socio-economic status;
- will be aged between 4.5 and 8 years at the 1st February of the year of entry at Woodbury.

Admissions Committee and Process

1. The Admissions Committee meets whenever a student place becomes available.
2. All applicants will receive a letter of acknowledgment upon receipt of an enrolment application.
3. The Admissions Committee will consist of the Clinical Director and the Executive Administrator or their delegates.
4. The admissions process will consist of the following stages:
 - Stage 1: Examination of Application to meet general criteria.
 - Stage 2: Examination of parent responses to application questionnaire.
 - Stage 3: Observation of applicant in structured & unstructured activities at home/school/preschool/therapy.
 - Stage 4: Review of assessment and recommendation.
5. These assessments or parts thereof may be made via video recording made available by the student's parents.
6. Only after all stages have been completed will a determination be made and parents contacted to inform them of the Committee's decision.
7. 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.

For the full text of our enrolment policy go to www.woodbury.org.au

Policies *(cont)*

Student Welfare

Woodbury's student welfare policies have been developed to ensure the safety of students at all times. Woodbury's ratio of one staff member to one student complements the different elements of our welfare policy.

- **Pastoral care**, by way of a qualified counsellor, is offered to all students, staff and families of the school as required.
- The **special needs** of students at Woodbury are monitored constantly by highly specialised staff. Woodbury's individual education program (IEP), program reviews and ongoing contact with families ensures early identification and treatment of 'special needs'.
- Due to the uniqueness of each student's needs, an individualised **health and medication** plan is developed in conjunction with each family. These plans relate to diet, administration of medication with clearly stated procedures for students who have episodic and potentially life threatening health issues.
- All staff and external tutors/providers are given a copy of the Woodbury **code of conduct** and **child protection** policies which must be observed at all times.
- Staff undertake comprehensive risk assessments prior to any off site excursion to identify and manage potential risks of the outing and/or activity.
- A **pick up and drop off program** is in place to ensure a staggered arrival and departure of pupils. Each pupil escorted to and from the school buildings by a staff member.
- **Evacuation procedures** are reviewed and practiced practised at regular intervals.

Please see www.woodbury.org.au for the complete Student Welfare policy.

Discipline

The nature of the student population at Woodbury means that behaviour management differs to that devised for typical children. At the Woodbury any management of unacceptable behaviour is designed to reduce its occurrence in the future by encouraging desirable behaviour. Therefore, the summary below refers to our Positive Management of Challenging Behaviour policy.

Woodbury's individual education program (IEP) means that behaviour issues are assessed individually. This ensures that strategies can be developed and implemented to address behaviour management issues particular to each student.

Woodbury's positive approach to behaviour management is based on the premise that it is possible to reduce the likelihood of challenging behaviour when:

- a total approach to service provision reflects positive principles ;
- services provide a range of options aimed at respecting the rights of children with Autism Spectrum Disorders (ASD);
- mechanisms exists to continually monitor and adjust these options according to the needs of the individual; and
- respect is afforded equally to children with ASD and those who work with them.

Policies *(cont)*

If severe challenging behaviour continues despite our best efforts:

- A meeting will be convened between all relevant staff and parents to develop alternative strategies,
- The Honorary Professional Advisory Boards members may be consulted for advice,

If behaviours are harmful to other students;

- A meeting will be convened between all relevant staff and parents to develop alternative strategies,
- The Honorary Professional Advisory Boards members may be consulted for advice,
- If behaviours are harmful to other students;
- The child will continue to work with a aide, within view of the supervising teacher, but a safe distance from other students
- Parents may be asked to keep the child away from school for a short period while new behavioural strategies are put in place or medication is adjusted.
- In the unlikely event that a student is unable to remain at school because of safety issues, parents will be assisted to find a suitable alternative.

At no time are aversive techniques or corporal punishments used at Woodbury.

Each student at Woodbury has a behaviour support plan that is contained in their IEP. The IEP also contains a Crisis Intervention Plan which details short term strategies for management of any new challenging behaviours. Parent participation in behaviour management at Woodbury is encouraged.

For the full text relating to this and other Woodbury policies please refer to www.woodbury.org.au

Grievances and Complaints

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

Students and Families

Woodbury's grievance procedures for students and families have been developed with the understanding that communication can pose some difficulties. This means that staff at Woodbury are particularly sensitive to any attempts by students to express their needs or concerns, and to follow them up on their behalf.

When a student or their family member expresses a concern it is taken seriously and responded to in a co-operative way. It is the aim of this policy that, where possible, grievances are addressed and resolved at the point of conflict by the persons concerned. In the case where this is not possible this issue is referred to a senior member of staff, or the Principal (Clinical Director), or the Board.

Staff

Staff grievances are dealt with according to the requirements detailed in the applicable awards and agreements. Where possible, staff are encouraged to resolve grievances at the point of conflict.

In handling grievances Woodbury will ensure that staff are able to express grievances without fear of retribution and have these matters addressed in a manner, which is not threatening. Any staff with a grievance shall not be subject to any reprisal as a result of their registration of a complaint. This includes subtle or implied reprisal.



Priority Areas for Improvement

Achievement of 2009 Targets

During 2009 Woodbury worked towards achieving number of priority improvements. The status of these are outline below.

Area	Priority	Status
Management Practices	To improvement the overall functioning of the school by increasing the Clinical Director's position to fulltime	The Clinical Director interviewed for this position in the USA after it was advertised worldwide and the new Executive Director was appointed to commence in 2011
	To establish a satellite class in a mainstream school	The School Board focused on strategic planning during the second half of 2010 and this is ongoing. The satellite class is one of several options being considered in the light of the needs of our current and future student populations. Preliminary data is being gathered from these communities to drive these decisions. Approaches to individuals likely to be able to assist in the establishment of such a class are ongoing but preliminary. Funding is now available to follow through on our short to medium term strategies once the Board makes a final decision on priorities.

Priority Areas for Improvement *(cont)*

Area	Priority	Status
Management Practices	To further develop home/school liaison through increased generalisation of skills to home and better communication with parents	This target is ongoing with input requested from caregivers as to the preferred communication methods and implementation of these where possible. There has been increased use of IT in communication between school and home. Generalisation of skills to the home has been ongoing and the focus has been in the areas of alternative/augmentative communication training for parents and in coping with the stresses of school holiday periods while maintaining good behaviour management strategies in the home.
	To reduce the cost of schooling to parents whilst maintaining the quality of service	The Woodbury Board was able to maintain fees at the same level as 2009 due to good fiscal management, fund raising and a number of grants from government and non government sources. This equates to a reduction in fees in real terms.

Priority Areas for Improvement *(cont)*

Area	Priority	Status
Management Practices	To develop services to older students studying existing services offered worldwide with the view to implement the most suitable of these services at Woodbury	The Clinical Director attended a workshop in the USA in May 2010 on this topic and as a result funds were used to employ an outside consultant to arrange a full day seminar for parents, which was highly successful and will become an annual event. The school board is also considering aspects of services to our older students now and in the future as part of the strategic planning mentioned previously.
Staff Development	To improve small group teaching skills whilst following the principles of ABA	No formal training was carried out for teachers in 2010 although attitudes towards small group teaching were highlighted and explored during staff meetings .This remains an ongoing priority
	To raise standards at Woodbury by employing a Board Certified Behaviour Analyst to the staff	The pending Executive Director in a BCBA –D. A second Board Certified Assistant Behaviour Analyst was appointed to commence in January 2011. This target was met in full.

Priority Areas for Improvement *(cont)*

Priority areas for improvement as identified in the 2010 school year

Ongoing

- to establish a satellite class in a mainstream school
- to further develop home-school liaison targeted at generalisation of skills to home, and improved communication with parents via creation and establishment of Home-School Liaison Team
- To reduce the cost of schooling to parents while preserving the quality of service

New

- To build school-community partnerships with local businesses and organisations to facilitate community access for the students, and raise awareness of our school, and autism within the community.
- To establish relationships with local universities for the purposes of professional training and research.
- Continued development of services for older students by studying existing services around the world and commencing to implement suitable services at Woodbury
- To create and implement an appropriate life skills/independent living curriculum for senior students that specifically targets skills that are necessary for independent living and gainful employment as adults in the community
- To increase learning and practice opportunities for students for community access skills
- Undertake creation of an appropriate "Stranger Danger" curriculum for students.

Priority Areas for Improvement *(cont)*

- Increased integration of the Verbal Behaviour approach to ABA programming, specifically as relates to academic planning that focuses on the functionality of skills
- To raise standards of ABA at Woodbury via a major revision of training procedures and material for new staff
- To raise standards of ABA at Woodbury by implement ongoing competency-based trainings and assessments for existing staff
- To increase the expertise at Woodbury by appointing a new BACB certified clinical supervisor
- To increase the number of Board Certified Behaviour Analysts/Board Certified assistance Behaviour Analysts (BCBAs/BCaBAs) or BCBA/BCaBAs in training on staff
- To provide increased, consistent, and sustained opportunities for training for staff
- To increase teamwork and morale amongst staff members through increased consistency of administrative policy and procedure, increased opportunities for training, increased administrative support, and opportunities for advancement



Respect and Responsibility

Woodbury continually works towards developing the skills and knowledge our students need to function as independent adults. Respect, responsibility and independence are promoted to all our students through a number of programs and activities. These include;

- The development of Individual Education Programs (IEP) to address the specific social and behavioural needs of each student.
- Group work participation where students are encouraged to take turns, listen to others and respect each other's differences.
- Participation in a walking program where students are taught responsibility for themselves and others by staying in a group, waiting for their peers and crossing the road safely.
- Social competence is promoted through our lunch time routine where students sit at tables with their peers, are taught to behave appropriately and are required to pack away their own lunch box. Many of our senior students are further developing their skills by washing their own plates and wiping down the tables at the completion of the lunch break.
- Community participation is encouraged through outings (where appropriate) and engagement with external work experience students for local mainstream schools. In 2010 Woodbury supported placements from 2 schools where Woodbury students benefitted from interactions with a number of different young people and the work experience students gained a valuable insight into autism and how it impacts on the lives of children.
- The continued development of long term relationships with local schools and schools from the wider community.



Parent, Teacher, Student Satisfaction

Parent Survey Results

All Woodbury families were asked to participate in a survey designed to provide feedback on all aspects of the school. This year's survey was available online and had a response rate of 41%, up from 28% last year.

Questions were asked covering the following topic areas:

- Overall satisfaction
- Communication
- Educational Progress
- Staff / Teachers
- Continuous Improvement

Overall results are pleasing, however value for money and educational expectations are an issue for some respondents.





Parent, Teacher, Student Satisfaction *(cont)*

Key results are below:

- The top 3 educational expectations identified are, improved behaviour, communication skills, social & independence skills
- 70% of respondents either strongly agree or agree that their child is supported to achieve to the best of his/her ability.
- 60% either strongly agree or agree that their child's individualised program is satisfactory.
- 54% of respondents are satisfied with their child's progress
- 77% either strongly agree or agree that the school is well organised and runs smoothly.
- 75% of respondents say that their child's teacher is approachable and willing to talk about their child's progress.
- 67% either strongly agree or agree that they received quality information (daily communication & reports)
- 60% of respondents either strongly agree or agree that all staff at Woodbury are professional, committed and enthusiastic.

What does Woodbury do well?

- Attention to detail
- Caring staff
- Dedication and commitment to children
- Expertise in field
- Individualised program
- 1 on 1 teaching ratios
- An increase in parent seminars/training

Areas of concern

- Cost of a Woodbury Education
- Improvements in fundraising requirements
- Information about where funds raised are being spent
- Reduction in ABA speak

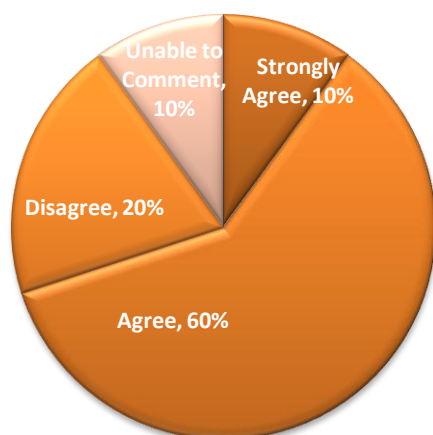
Parent, Teacher, Student Satisfaction *(cont)*

Staff Survey Results

All Woodbury teaching staff participated in a survey designed to provide feedback on all aspects of the school. This year's survey was available online with 100% response rate.

The majority of staff at Woodbury are happy with their positions, with 70% either agreeing or strongly agreeing when asked about overall satisfaction levels.

Overall Satisfaction



Overwhelmingly staff commented that the children were their priority and that the unique working environment, as well as seeing students master their programs, enhanced their fulfilment.

During 2010 Senior Behaviour Therapists increased the time they spend in the classrooms leading to a more satisfactory teaching environment.

Parent, Teacher, Student Satisfaction *(cont)*

While overall satisfaction was good, there were a number of areas where changes were suggested. These include;

- Increased access to speech pathology
- Better organisation of resources
- Time to observe groups and drills in other classes
- More on class training for all staff
- Improved kitchen facilities to allow more focus on independent skills
- Training to help improve links between the curriculum and IEP, drills, reports

Areas highlighted for future professional development were:

- Social and daily living skills
- Leisure and play skills
- Oral and language skills
- Gross motor and physical activity

Parent, Teacher, Student Satisfaction *(cont)*

Student Satisfaction

Autism impacts on many areas of a child's development. This includes communication and behaviour which means that determining an individual's satisfaction levels can only be achieved by observing the student and by conversing with the parents of the student.

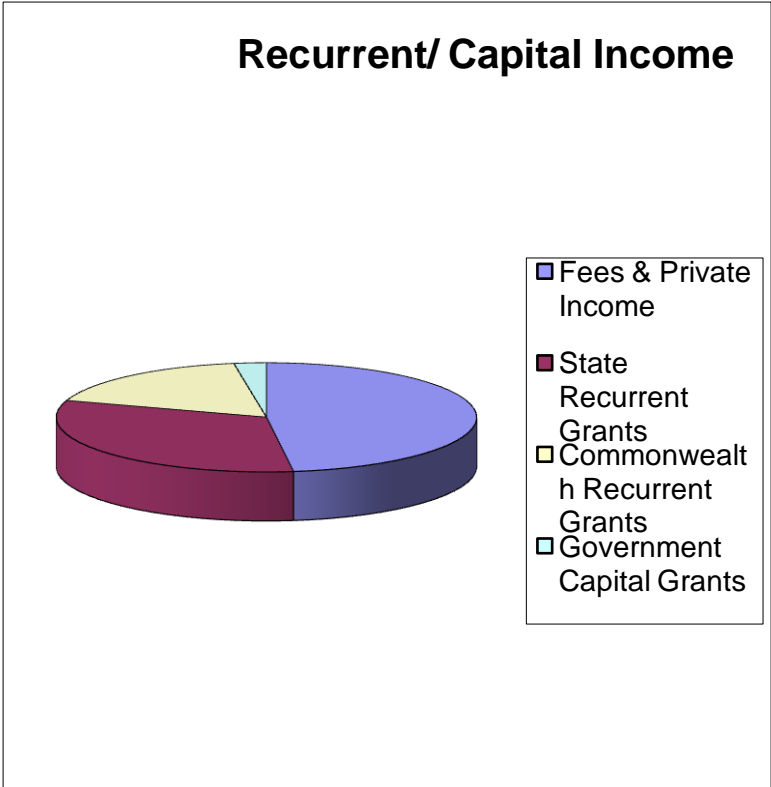
Results from our parent survey indicate that parents believe that Woodbury's staff are caring, dedicated and committed to their children. They also believe that their child is supported to achieve to the best of his/her ability. These are all excellent indicators of high student satisfaction.

In 2010 students enjoyed a number incursions and activities including a visit from the local fire brigade and our annual sports carnival.



Financial Information

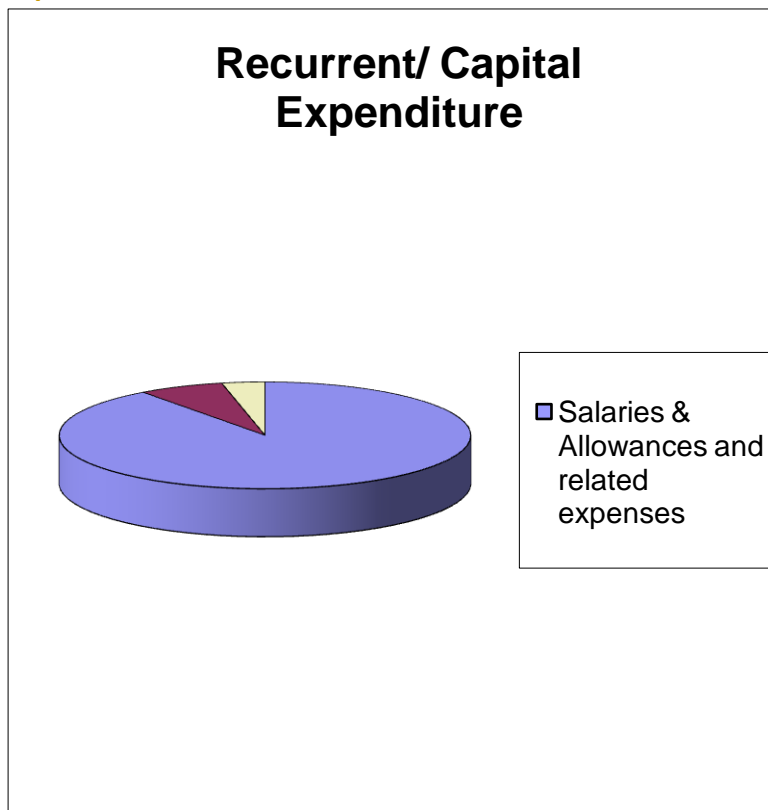
Income



Fees & Private Income	48%
State Recurrent Grants	32%
Commonwealth Recurrent Grants	18%
Government Capital Grants	2%
Other Capital Income	0%

Financial Information *(cont)*

Expenditure



Salaries & Allowances and related expenses	90%
Non Salary expenses	7%
Capital expenditure	3%