A MESSAGE FROM MUSEC MANAGEMENT COMMITTEE

Macquarie University Special Education Centre is a community outreach activity of Macquarie School of Education, that receives advice from the MUSEC School Management Committee. This annual report fulfils statutory reporting requirements specified in Schedule 2 of the Australian Government’s Schools Assistance (Learning Together-Achievement Through Choice and Opportunity) regulation 2005 and the educational and financial reporting requirements for the 2019 reporting year, as laid out in Section 3.10 of the Registered and Accredited Individual Non-government Schools (NSW) Manual available from the NSW Education Standards Authority.

The MUSEC School Principal was responsible for co-ordinating the final preparation and distribution of the Annual Report. For all reporting areas the Principal was responsible for the collection, analysis and storage of the data and has provided the relevant information for inclusion in the report. Financial information in the report has been provided by the School Business Manager. The report has been prepared in electronic format to send to the NSW Education Standards Authority and is available for download on the MUSEC School website.

From the beginning of 2020 MUSEC School operated as part of the Macquarie School of Education within the Faculty of Arts, following the disestablishment of the Faculty of Human Sciences. The MUSEC School Management Committee meets four times per year, with one meeting held each term. The MUSEC School Charter, which outlines the role of the Management Committee, is available on the MUSEC School website.

The University suffered significant disruption and moved quickly to a remote learning model with the onset of the Covid-19 pandemic. MUSEC School remained open throughout the year, being categorised as an essential service. The University provided
considerable support to ensure the school was able to comply with all Covid-19 related health protocols and ensure its continued operation. University IT services assisted the school to move to an online teaching model and provided remote access for staff for periods when this was necessary.

Approximately three-quarters of students moved to remote learning in the last three weeks of Term 1, with teachers providing live online classes, on-site classes for those students still attending, and resources for students who were learning from home. By week 2 of Term 2 all students had returned to on-site classes. Some school activities were constrained by necessity, with no excursions or incursions for the majority of the year, all sports programs being conducted onsite, and no parent or community events. Despite these restrictions, the school community quickly adapted and the year proceeded with minimal disruption.

**CONTEXTUAL INFORMATION ABOUT THE SCHOOL**

Through its programs MUSEC School:

- Optimised students’ development across developmental domains
- Accelerated progress in Literacy and Numeracy
- Provided successful learning experiences for students
- Worked collaboratively with parents in the education of their children
- Supported parents through information sessions
- Developed assessments and programs for students K-6 with disabilities
- Worked collaboratively with therapists and other professionals for the benefit of students.

From the beginning of 2013 the school has operated with four classes of 10-12 students per class. Typically, two classes cater for years K-3 and two classes cater for years 3-6. Staffing for each class comprises a Master Special Education Teacher, Special Education Teacher and one or two Teacher or Classroom Assistants. Additional support across classes is provided by two Speech Pathologists and a Special Education Teacher, who provides relief from face-to-face teaching and teaches creative arts. IT support is provided by Faculty IT staff. The school is registered with the NSW Education Standards Authority (NESA) as both a K-6 School and a School for Students of a Kind.

At MUSEC School we adopt a non-categorical approach to teaching. This means that all instructional decisions are made on the basis of a student’s demonstrated skill level rather than according to their diagnosed disability.

Curriculum based assessments are employed in the areas of Literacy and Numeracy for the purposes of formative evaluation to guide instructional decision-making.

To ensure effective classroom behaviour management and to facilitate high levels of student academic engagement the principles and procedures of Positive Teaching are practised.

At MUSEC School the major focus is on literacy and numeracy learning. The seven key learning areas of English, Mathematics, Science and Technology, History, Geography, Personal Development, Health and Physical Education and Creative Arts provide a context in which the students’ learning experiences are provided. The generalisation of literacy and numeracy skills is embedded across the curriculum. Individual student needs are identified and addressed through the Individual Education Plan process and the development of students’ communication skills, social skills and independent work habits is a priority.

Features of the school program include:

- Intensive, individualised small group instruction in literacy and numeracy by specialist teachers;
- Research-based practice;
- Close monitoring of student progress involving curriculum-based assessment;
- Program adjustment based on progress ensuring a truly individualised program;
- Parent education in helping the student at home;
- A comprehensive Individual Education Plan process;
- Transition to the student’s next educational setting.

The educational programs within the MUSEC School have three major functions. Firstly, they operate as models demonstrating the most effective forms of special education practice. These facilities allow for the demonstration of exemplary Special Education programs whereby students of the University and persons from outside may observe those working with students with special education needs. Secondly, university students completing Special Education teacher education courses directly benefit from involvement in the programs and have first-hand experience of working with these students.
children as part of their course requirements. Thirdly, research and development of effective instructional procedures are on-going features of the school.

**PERFORMANCE IN STATEWIDE OR EQUIVALENT TESTS AND EXAMINATIONS**

Due to Covid-19 disruptions, NAPLAN was not conducted in schools in 2020.

**PROFESSIONAL LEARNING AND TEACHER STANDARDS**

**PROFESSIONAL LEARNING**

Teachers at MUSEC School have access to a wide range of resources and professional expertise, at no cost. During 2020 all professional learning was conducted online at no cost, with the exception of a seminar attended by one speech pathologist in February (cost $272) and the CPR Refresher course attended by all staff in October (cost $1155).

**Undergraduate and Post-graduate studies**

In 2020 one teacher’s assistant was enrolled in the Bachelor of Special Education Primary Teaching and Disability Studies and two classroom assistants were enrolled in the Master of Primary Teaching. One teacher and one of the school’s speech pathologists completed PhD studies, supervised by special education academics.

**Conferences, Seminars and Lectures**

The Principal registered to attend the Australian Association of Special Education (AASE) conference in Adelaide, South Australia, which was later rescheduled to 2021 due to Covid-19 travel restrictions.

The Principal and one teacher attended the webinar “2020 Trendsetter Panel and Alumni Reception: (Re)visioning Education for the Future” hosted by the Macquarie University School of Education.

One teacher attended a one-day video conference “Inspire Greatness” conducted by SMART Technologies.

**Curriculum Development**

All teaching staff completed modules and received instruction in delivering online learning with Google Classroom.

One of the speech pathologists attended the workshop “NSW Narrative Assessment and Intervention” conducted by Speech Pathology Australia.

Individual teachers completed the following online courses:

- “Strategies for Students and ADHD”
- “A Targeted Approach to Spelling”
- “SeeSaw – Creating Student Digital Portfolios”
- “MULTILIT Book Levels: Towards a new system for levelling texts”
- “MULTILIT Reinforced Reading”
- “Reading Doctor” webinar
- “Prowise Presenter in the Classroom”
- “Navigating the Online Classroom”
- “Live Life Well @ School: Taking the Next Step”
- “Introduction to Autism Spectrum Disorder and Whole School Support”

The school is a member of the Ryde Environmental Educators Network (REEN), with one teacher attending each of the four meetings held during the year.

Staff received ongoing training in the MinSpeak software application.

**Disability Professional Learning**

The School Principal completed the following online learning:

- “NCCD case study e-learning for primary schools”
- “Disability Standards for Education for Education Leaders Parts 1 and 2”

MUSEC SCHOOL 2020 Annual Report
First Aid Training
All school staff attended a half-day CPR Refresher course.

One teacher completed the online course “First Aid for Teacher Wellbeing”.

Child Protection
All school staff completed in-house Child Protection training.

Macquarie University Training
The Principal completed the online course “Privacy in Practice”.

School Governance
The members of the School Management Committee registered to attend the “Governance Symposium” conducted by AIS NSW, which was subsequently cancelled due to the Covid-19 lockdown. AIS was unable to provide in-person school governance training for the remainder of 2020.

TEACHER STANDARDS

The staff of MUSEC School in 2020 included a principal, four master special education teachers, seven special education teachers, classroom and teachers’ assistants and two speech and language pathologists, backed by technical and administrative support staff. All master special education teachers and special education teachers have both teacher qualifications and special education qualifications. In 2020 there were four classes: Primary 1, Primary 2, Primary 3 and Primary 4.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff 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 or</td>
<td>14</td>
</tr>
<tr>
<td>Staff who have qualifications as graduates from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications or</td>
<td>5</td>
</tr>
<tr>
<td>Staff who do not have qualifications as described in (a) (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.</td>
<td>4</td>
</tr>
</tbody>
</table>

Sixteen of the staff in the first two categories have a Masters in Special Education. One staff member has an undergraduate degree in Disability Studies and one staff member has a Graduate Certificate in Special Education.
STAFF OF MUSEC SCHOOL

Teaching
Sally Howell Principal
Sarah Kirkwood Master Special Education Teacher
Marie James Master Special Education Teacher
Sara Mills Master Special Education Teacher
Anna Schneider Master Special Education Teacher
Catherine Favot Speech Pathologist (p/t)
Alice Berry Speech Pathologist
Candice Mariz Special Education Teacher
Rebecca Dark Special Education Teacher (p/t)
Danielle Read Special Education Teacher (Terms 1 and 2)
Elizabeth Hill Special Education Teacher
Ping Jackson Special Education Teacher
Nicola Berrick Special Education Teacher (p/t)
Ying Sng Special Education Teacher (p/t)
Celeste Pena Teachers’ Assistant (p/t)
Sarah Welch Teachers’ Assistant (p/t)
Marcelle Bezuidenhout Classroom Assistant
Tanika Kehlet Classroom Assistant
Anjali Srirengan Classroom Assistant (Terms 1 and 2)
Belinda Teunissen Classroom Assistant (Terms 3 and 4)
Khushma Chikani Classroom Assistant (p/t)
Betsy Isaac Classroom Assistant
Kate Falzon Classroom Assistant (casual)

Finance and Administration
Anne Murdoch Business Manager
Natalie Watson Administrative Assistant
Debbie Elderton Clerical and Teaching Assistant

TEACHER ATTENDANCE AND RETENTION RATES

In 2020 the average daily staff attendance rate was 98%. The percentage of staff retained from 2019 was 92%.

STUDENT ATTENDANCE

Ninety-eight percent of students attended school on average each school day in 2020. The average attendance in 2019 was 95%.
CRITERIA FOR ELIGIBILITY
Students of primary school age (Kindergarten to Year 6) satisfying, at least one of the disability criteria below, are considered for admission to MUSEC School. Parents seeking enrolment for their child, submit a completed application form (including all necessary documentation). If the child is considered a suitable candidate, an interview between parents, child and MUSEC personnel will follow. Placement on the Eligibility List is based on the application and interview. Consideration of the existing class structure is an additional factor determining whether or not an application can be accommodated. Continuing enrolment is subject to the student’s adherence to the school rules and the payment of all school fees.

Please note that all students are required to provide a psychologist’s report stating Full IQ score regardless of disability.

Disabilities – Documentation Required
Disability categories are listed below. Disability documentation must be provided at the time of application and should be recent, an assessment having been conducted within the last 12 months.

Intellectual Disability: A report from a registered psychologist/educational psychologist stating that the student has a full-scale IQ score of approximately two standard deviations or more below the mean on an approved individual test of intelligence (e.g., a score of 70 or below on the WISC). There must be information on the assessment of adaptive skills and school performance (where applicable) consistent with this range of scores.

Language Disability: A report from a speech pathologist that indicates the student has an assessed receptive or expressive language disorder. The report must include the results of at least one relevant standardised language test that allows for the reporting of both receptive and expressive language skills. At least one of the scales (receptive or expressive) must indicate a standard score of 70 (2nd percentile) or less. The report must indicate that the disorder significantly affects communication and diminishes the capacity to achieve academically. There must be documented evidence of the development and delivery of an intensive learning program assisted by a support teacher, or relevant specialist in the prior-to-school setting in the case of a student entering kindergarten. Difficulties in communication and academic achievement must be the direct result of the disorder.

Autism: A current report from a specialist medical practitioner or registered psychologist with appropriate clinical experience. The report must detail the nature of the student’s disorder. Documented evidence must indicate a developmental disability affecting verbal and non-verbal communication and social interaction, that significantly affects the child’s ability to learn. There must be information of a functional assessment consistent with the student’s disorder.

In Receipt of Special Education Services / Integration Funding: Students who are currently enrolled in special education services in a special school or unit provided by the NSW Government (i.e., IM/IO, Autism, Multi-categorical classes), or who receive integration funding, may be considered eligible. In such cases, a letter from the school where the child is enrolled indicating this to be the case is sufficient for the purposes of documentation.

PROFILES: STUDENT POPULATION
In 2020, there were forty-five (44) students from Kindergarten to Year 6, enrolled at MUSEC School. All students had a documented disability. The students came from a wide geographical area.

<table>
<thead>
<tr>
<th>Class</th>
<th>No. Students</th>
<th>Adults per classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Primary</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Primary</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Primary</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>16</td>
</tr>
</tbody>
</table>
### STUDENT POLICIES

**STUDENT WELFARE POLICIES; DISCIPLINE POLICIES; ANTI-BULLYING POLICY; REPORTING COMPLAINTS, RESOLVING GRIEVANCES POLICIES.**

<table>
<thead>
<tr>
<th>SUMMARY STATEMENT ON POLICIES</th>
<th>CHANGES TO POLICY</th>
<th>ACCESS TO POLICY</th>
<th>STAFF RESPONSIBLE</th>
<th>DATE DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>All MUSEC POLICIES, PROCEDURES and GUIDELINES are written in the context of the student’s special educational needs.</td>
<td>All School Policies, Procedures and Guidelines were approved by the NSW Education Standards Authority (NESA) as part of the school registration process.</td>
<td>MUSEC SCHOOL POLICIES, PROCEDURES and GUIDELINES MANUAL (2019)</td>
<td>All staff.</td>
<td>Revised policies were signed off by the Executive Dean of the Faculty of Human Sciences as the delegated authority of Macquarie University.</td>
</tr>
</tbody>
</table>

### STUDENT WELFARE POLICIES

Student welfare in MUSEC School:
- encompasses everything the school community does to meet the personal, social and learning needs of students
- creates a safe, caring school environment in which students are nurtured as they learn
- is achieved through the total school curriculum and the way it is delivered
- incorporates effective discipline
- incorporates preventive health and social skills programs
- stresses the value of collaborative appropriate intervention when problems are identified
- provides ongoing educational services to support students
- recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony
- recognises the role that the school plays as a resource to link families with community support services
- provides opportunities for students to:
  - enjoy success and recognition
  - make a useful contribution to the life of the school
  - derive enjoyment from their learning.

MUSEC School will provide effective learning and teaching within a secure, well-managed environment, in partnership with parents and the wider school community. The objectives and outcomes pertaining to the student welfare policies therefore relate to:
- Effective learning and teaching
- Positive climate and good discipline
- Community participation.
### DISCIPLINE POLICIES

MUSEC School recognises that in many instances inappropriate behaviour has a communicative function.

As such ‘discipline’ means responding to inappropriate behaviour through a process of interpretation and positive intervention. Under no circumstances is corporal punishment to be used.

At MUSEC School, students are taught about: what is good to do, what is not good, what is safe, what pleases other people, what angers or hurts other people. The classroom program encourages students to cooperate and enhances their self-esteem and ability to interact with others, thereby providing a positive classroom environment that fosters appropriate behaviour.

Self-discipline can only be achieved if the students are aware of the limits of acceptable behaviour. Rules are established and vary across the school depending on the age of the students. They are expressed positively, displayed in a visual format, few in number and are consistently reinforced by each staff member.

### ANTI-BULLYING POLICY

The MUSEC School Anti-Bullying Policy complements the school’s Student Welfare and Discipline policies, aiming to deal effectively with and prevent incidences of bullying.

The school implements programs for students which promote positive relationships and incorporate strategies to deal with bullying. Staff are required to model appropriate behaviour at all times.

Staff monitor student behaviour and encourage students to report any incidents of bullying to an adult. Parents are expected to support the school’s Anti-Bullying Policy, watch for signs of bullying, and inform the school if bullying is suspected.

When a bullying incident is reported or observed, the school will:
- Have discussions with the students involved
- Take appropriate action e.g. time-out from a play activity, while reinforcing expected behaviour
- Report major or continuing bullying incidents to parents
- Develop a behaviour support plan in collaboration with the parents
- Suspend the student if necessary.
### REPORTING COMPLAINTS, RESOLVING GRIEVANCES POLICIES

A professional response to suggestions, complaints and allegations promotes fairness, leads to improvements and creates confidence in the outcome. Complaints, as well as compliments and other constructive feedback, create opportunities for an organisation to improve its services and prevent future problems.

In relation to parents: In the first instance all parent concerns should be directed to the child’s teacher. If a parent is not satisfied with the outcome following a complaint, an appointment should be made with the Principal to discuss the grievance.

A MUSEC School Grievance/Complaints Procedure for Parents was added to the MUSEC School website.

In relation to staff: The Macquarie University Human Resources Website provides details of the Code of Conduct Policy and Procedures and the staff Grievances Policy and Procedures.
## SCHOOL DETERMINED IMPROVEMENT TARGETS

### ACHIEVEMENT OF PRIORITIES IDENTIFIED IN THE SCHOOL’S 2019 ANNUAL REPORT

<table>
<thead>
<tr>
<th>Area</th>
<th>Priorities</th>
<th>Achievement</th>
</tr>
</thead>
</table>
| **Teaching and Learning** | • Develop online learning resources  
  • Maths Problem Solving  
    o Ongoing training/support to be provided to all teachers  
    o Schema based instruction extended to new problem types (‘compare’ problems and ‘change’ problems)  
  • Review and update Goals and Strategies within IEP database as needed  
  • Develop KLA report database (Creative Arts, Geography, History, Science and Technology and PDHPE)  
  • Develop teaching resources to support scope and sequences of vocabulary and concepts within new KLA units  
  • Further development in use of MinSpeak communication device in classrooms | • During the 2020 Covid-19 school lockdown period all teachers developed and delivered online learning programs to students learning from home.  
  • Schema-based maths problem solving continued as a focus across all classrooms.  
  • Each year some IEP goals and strategies are updated. In 2020 language goals were somewhat a focus. The planned systematic review of literacy and numeracy goals has been put on hold pending the release of new K-2 English and Mathematics syllabuses (release anticipated second half of 2021, implementation mandatory in 2023).  
  • New KLA units and resources were developed in the areas of history, geography, creative arts and science. |
| **Staff Development** | • Familiarisation/professional learning with Google Classrooms and Zoom for delivery of remote learning  
  • Attend Professional Learning activities relevant to all KLA goals  
  • Attend Professional Learning activities consistent with teacher accreditation requirements  
  • Develop further History, Geography and Science units  
  • Training in the use and implementation of MinSpeak in the classroom  
  • Conduct staff training in Child protection, CPR, Epilepsy, Asthma and Anaphylaxis management  
  • School visits to future education options  
  • Principal and Business Manager to undertake relevant professional learning (e.g., School Governance, Child Protection) | • All classes successfully used the Google classroom platform to deliver online learning.  
  • Professional learning during 2020 was limited to online learning events due to Covid restrictions. This had some impact on the scope of professional learning during 2020.  
  • An external speech pathologist with experience in the use of MinSpeak was paid to provide support to teachers.  
  • Teachers maintained currency with mandatory welfare/health training.  
  • School visits were not possible during 2020.  
  • All in-person professional learning courses provided by the NSW Association of Independent Schools were cancelled in 2020. Completion of relevant professional development deferred to 2021. |
## Facilities & Resources
- Purchase of Apps to support literacy and numeracy IEP goals
- Subscriptions to online platforms to support remote learning (e.g., Reading Doctor, Maths On-line)
- Computer upgrades
- Purchase materials to support KLA scope and sequences
- Purchase new sport equipment as required
- Upgrade classroom furniture as required
- Complete upgrade of Senior playground, central courtyard and bathroom renovations approved at the end of 2019.
- Appropriate Apps purchased.
- School subscriptions to Reading Doctor and Maths Online supported online learning.
- MUSEC computer upgrades proceeded according to the planned schedule. Projectors were replaced in two classrooms.
- Sporting equipment purchased.
- Upgrade of senior playground and MUSEC courtyard and staff amenities completed.

## SUMMARY: 2021 PRIORITIES FOR IMPROVEMENT

<table>
<thead>
<tr>
<th>Area</th>
<th>Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning</td>
<td>• Focus on language development introducing/using ‘Colourful Semantics’ as appropriate.</td>
</tr>
<tr>
<td></td>
<td>• Hold regular class meetings with the school speech pathologist.</td>
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<tr>
<td></td>
<td>• Consistent implementation of language/communication strategies across the school day</td>
</tr>
<tr>
<td></td>
<td>• Consistent behaviour management across teachers and the school day</td>
</tr>
<tr>
<td>Staff Development</td>
<td>• Management of Actual and Potential Aggression Training (MAPA)</td>
</tr>
<tr>
<td></td>
<td>• Focus on consistency of behaviour support strategies.</td>
</tr>
<tr>
<td></td>
<td>• Focus on language/communication strategies.</td>
</tr>
<tr>
<td></td>
<td>• Contribute to the development of NESA familiarisation activities related to the new K-2 English and Mathematics syllabuses</td>
</tr>
<tr>
<td></td>
<td>• Align MUSEC Literacy and Numeracy IEP goals and teaching strategies with the new K-2 English and Mathematics syllabuses</td>
</tr>
<tr>
<td></td>
<td>• Training in management of the MUSEC School website for administration staff.</td>
</tr>
<tr>
<td>Facilities &amp; Resources</td>
<td>• Purchase additional decodable texts to support the school’s phonics program.</td>
</tr>
<tr>
<td></td>
<td>• Purchase additional non-fiction texts to support KLA units of work.</td>
</tr>
<tr>
<td></td>
<td>• Purchase sport/play equipment to support the school’s PE program and play skills program.</td>
</tr>
<tr>
<td></td>
<td>• Purchase indoor games and resources to support language/communication lessons.</td>
</tr>
<tr>
<td></td>
<td>• Replace carpet in three classrooms and blinds/curtains in observation rooms.</td>
</tr>
<tr>
<td></td>
<td>• Review and upgrade MUSEC School website.</td>
</tr>
</tbody>
</table>
INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Respect and responsibility are explicitly taught through the school’s ‘positive behaviour’ approach to classroom management. Social skills and classroom skills are embedded in students’ IEPs. Specific classroom and playground social interaction activities form part of daily programs.

PARENT, STUDENT AND TEACHER SATISFACTION

A survey of parent satisfaction with MUSEC School was conducted at the end of the year. This was in relation to the following:

- The attention to the particular learning needs of students
- The quality of the teaching and learning experiences
- The support provided to students during the Covid-19 lockdown
- The individual educational plan and reporting processes
- The communication between staff and parents
- The relationship between staff and parents
- Student behaviour and discipline
- The support provided for future education options

Parents were asked to rate school performance by indicating whether they strongly agree, agree, neither agree nor disagree, disagree or strongly disagree with a range of statements in relation to the above areas. 24 survey forms were returned to the school from 24 families. Overall, the results were very positive, with all parents who responded agreeing or strongly agreeing that:

- the teachers and classrooms provide an excellent learning environment for the students,
- the school provides a safe, supportive and caring environment for their child,
- the school communicates well with parents and that it responds to their queries in a timely manner,
- they were given sufficient opportunity to contribute to their child’s Individual Education Plan, and that the IEP addressed their child’s learning needs,
- their child’s teachers and the School Principal were approachable,
- they would recommend MUSEC School to other families.

All parents except one agreed or strongly agreed that:

- behaviour management practices are effective and consistent,
- School Reports give feedback to parents about IEP progress,
- students were well-supported with both in-class and remote learning during Covid-19 lockdown periods.

14 out of 16 parents felt that the school provided adequate support in relation to future education options, with a further 8 parents indicating it was not applicable at this stage. A small number of parents expressed a desire for further communication in relation to their child’s progress throughout the year, topics covered in class to provide discussion points at home, or the operation of the behaviour management program. However, the majority of parents were very complimentary in their comments and had no suggestions for further improvement.

Many of the parents who provided additional comments emphasized the expertise of the teaching staff, the development of their child’s academic skills and the individualised programming for their child as key strengths of the school. Some comments written by parents as part of the survey were a pleasure to read, for example:

“The teaching team is amazing.”

“It has been a challenging year, but I felt supported by MUSEC the entire time, so thank you.”

“Very, very good overall experience.”

“MUSEC is an amazing school which cares for children as if they were their own. I would highly recommend them.”
SUMMARY FINANCIAL INFORMATION

Income & Expenditure 2020

Income -
- Fees & Private Income: 33%
- State Recurrent Grants: 22%
- Commonwealth Recurrent Grants: 45%

Expenditure -
- Salaries, Allowances & Related Expenses: 82%
- Non-Salary Expenses: 8%
- Capital Expenditure: 10%

INCOME & EXPENDITURE 2020