



**MACQUARIE**  
University

**MACQUARIE UNIVERSITY SPECIAL  
EDUCATION CENTRE**

**MUSEC SCHOOL**

**ANNUAL REPORT 2022**

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## **MUSEC SCHOOL FOR CHILDREN WITH SPECIAL LEARNING NEEDS**

ABN 90 952 801 237

Macquarie University Special Education Centre  
14 First Walk  
MACQUARIE UNIVERSITY NSW 2109

A registered non-government primary school: Kindergarten to Year Six for children with disabilities.

### **MUSEC SCHOOL MANAGEMENT COMMITTEE**

Professor Martina Möllering (Chair)	Executive Dean, Faculty of Arts (January – May)
Professor Chris Dixon (Chair)	Executive Dean, Faculty of Arts (May – December)
Professor Sheila Degotardi	Interim Dean, Macquarie School of Education (January – October)
Professor Matt Bower	Interim Dean, Macquarie School of Education (November – December)
Dr Neil Durrant	Executive Director, Faculty of Arts
Dr Sally Howell	School Principal
Ms Anne Murdoch	Business Manager
Ms Rosie Green	Parent Observer

### **A MESSAGE FROM MUSEC SCHOOL MANAGEMENT COMMITTEE**

Macquarie University Special Education Centre (MUSEC) School is a community outreach activity of Macquarie School of Education, that receives advice from the MUSEC School Management Committee. This annual report fulfils the educational and financial reporting requirements for the 2022 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.

MUSEC School operates as part of the Macquarie School of Education within the Faculty of Arts. 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.

MUSEC School was able to return to full on-site attendance for all students and staff in 2022, following the disruptions caused by Covid-19 restrictions during the previous two years. Some Covid-19 protocols remained in place for the protection of staff and students and to ensure the uninterrupted operation of the school throughout the year. Excursions and parent events were able to be resumed by the later part of the year.

## 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.

The school operates 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 University 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 have the option to benefit from involvement in the programs and obtain first-hand experience of working with these 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

As we are a special school, students may be withdrawn or exempted from statewide tests and examinations at their parents' request in consultation with the school principal.

At the time of the NAPLAN 2022 there were six (6) students enrolled in Year 3 and six (6) students enrolled in Year 5. One (1) Year 3 student participated in the NAPLAN.

The Year 3 student achieved results of Bands 2-5 in the Literacy assessments and Band 5 in the Numeracy assessment.

Comparison with benchmark data is not appropriate for students in this school.

## PROFESSIONAL LEARNING AND TEACHER STANDARDS

### PROFESSIONAL LEARNING

In 2022 the school spent a total of \$3,272 on staff professional learning, conference and seminar attendance. Teachers at MUSEC School also have access to a wide range of resources and professional expertise, at no cost.

During 2022 staff participated in the following professional learning:

All staff participated in CPR refresher training conducted by Royal Life Saving NSW (cost \$765)

All staff participated in Emergency Evacuation and Warden training conducted by Macquarie University.

#### Undergraduate and Post-graduate studies

In 2022 one teacher was enrolled in the Master of Primary Teaching and one teacher was enrolled in the Master of Inclusive and Special Education.

#### Conferences, Seminars and Lectures

One teacher attended the 2022 Trendsetter webinar "*The teacher shortage, where to from here? Challenges, tensions and opportunities in addressing teacher workforce renewal*" hosted by the Macquarie University School of Education.

The Principal and one teacher attended the two-day annual AASE Conference. (cost \$1527) The Principal served as the President of AASE NSW and the teacher as Secretary of AASE NSW in 2022.

The Principal attended the seminar "*Including Students with Complex Learning Profiles in Mainstream Classrooms*" conducted by the Learning Difficulties Coalition. (cost \$35)

The Business Manager attended the annual AIS Governance Symposium. (cost \$325)

#### Curriculum Development

Individual teachers completed the following online courses or webinars:

- *MiniLit Sage Bridging Course (MultiLit – cost \$260)*
- *Practical Behaviour Management – Masterclass with Glen Pearsall (Teacher Training Australia)*
- *Planning and Programming for the New English K-2 Syllabus (AIS -cost \$170)*
- *Planning and Programming for the New K-2 Mathematics Syllabus (AIS – cost \$170)*
- *Introducing the new NSW Primary Curriculum (NESA)*
- *English K-2 (NESA)*
- *Autism Spectrum: Universal Supports (AIS)*
- *Autism Spectrum: Targeted Supports (AIS)*
- *Autism Spectrum: Intensive Supports (AIS)*
- *The Science of Reading (MultiLit)*

- *K-10 English Forum (NESA)*
- *Reading Doctor webinar (Reading Doctor)*
- *Consolidating and Extending Teaching During Covid-19 (AIS)*
- *The Collaborative Planning Process: Developing Individual Plans (AIS)*
- *Disability Legislation (AIS)*
- *Navigating the World of Aided Communication (AASE – cost \$20)*

One teacher and her students participated in the “*Making Connections*” program, a pilot study with Sydney Living Museums to develop more accessible programs for students with disability.

## **TEACHER STANDARDS**

The staff of MUSEC School in 2022 included a principal, five 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 have both teacher qualifications and special education qualifications. In 2022 there were four classes: Primary 1, Primary 2, Primary 3 and Primary 4.

<b>Category</b>	<b>Number</b>
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	12
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	4
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.	3

Eleven of the staff in the first two categories, including all Master Teachers, have a Masters in Special Education. All staff in the first category are accredited at NESA Proficient level.

## **STAFF OF MUSEC SCHOOL**

### **Teaching**

Sally Howell	Principal
Sarah Kirkwood	Master Special Education Teacher
Candice Mariz	Master Special Education Teacher
Anna Schneider	Master Special Education Teacher
Nicola Berrick	Master Special Education Teacher (p/t)
Rebecca Dark	Master Special Education Teacher (p/t)
Alice Berry	Speech Pathologist
Stephen Williams	Speech Pathologist
Tanika Kehlet	Special Education Teacher
Ping Jackson	Special Education Teacher
Priscilla Valle	Special Education Teacher (Terms 1, 2 and 3)
Elizabeth Hill	Special Education Teacher (Term 4)
Anthea Nicholls	Special Education Teacher (Term 1)
Ian Meggitt	Special Education Teacher (Terms 2, 3 and 4)
Kerry Attard	Special Education Teacher (casual)
Marcelle Bezuidenhout	Classroom Assistant
Betsy Isaac	Classroom Assistant
Khushma Chikani	Classroom Assistant
Eva Farhat	Classroom Assistant (Terms 1 and 2)

### **Finance and Administration**

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

## TEACHER ATTENDANCE AND RETENTION RATES

In 2022 the average daily staff attendance rate was 94%. The percentage of staff retained from 2021 was 70%.

## STUDENT ATTENDANCE

Parents and caregivers are required to ensure their child complies with the school's attendance policy and procedures and government attendance requirements. Student absences are recorded daily by class teachers in class rolls. All part or full day absences are required to be notified to the school in writing, stating the reason for the absence and with supporting documentation e.g. medical certificates, provided for absences in excess of five days. Extended leave requests must be submitted to and approved by the Principal in writing.

Ninety-two percent of students attended school on average each school day in 2022. The average attendance in 2021 was 94%.

## MUSEC SCHOOL ENROLMENT POLICIES AND PROFILES

### 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 2022, there were thirty-four (34) students from Kindergarten to Year 6, enrolled at MUSEC School. All students had a documented disability. The students came from a wide geographical area.

<b>Class</b>	<b>No. Students</b>	<b>Adults per classroom</b>
Primary 1	8	3.6
Primary 2	10	3.6
Primary 3	6	3.6
Primary 4	10	4.2
<b>Total</b>	<b>34</b>	<b>15</b>

## STUDENT POLICIES

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

SUMMARY STATEMENT ON POLICIES	CHANGES TO POLICY	ACCESS TO POLICY	STAFF RESPONSIBLE	DATE DUE
<p>All MUSEC POLICIES, PROCEDURES and GUIDELINES are written in the context of the student's special educational needs.</p> <p><b>STUDENT WELFARE POLICIES</b>  Student welfare in MUSEC School:</p> <ul style="list-style-type: none"> <li>• encompasses everything the school community does to meet the personal, social and learning needs of students</li> <li>• creates a safe, caring school environment in which students are nurtured as they learn</li> <li>• is achieved through the total school curriculum and the way it is delivered</li> <li>• incorporates effective discipline</li> <li>• incorporates preventive health and social skills programs</li> <li>• stresses the value of collaborative appropriate intervention when problems are identified</li> <li>• provides ongoing educational services to support students</li> <li>• recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony</li> <li>• recognises the role that the school plays as a resource to link families with community support services</li> <li>• provides opportunities for students to: <ul style="list-style-type: none"> <li>- enjoy success and recognition</li> <li>- make a useful contribution to the life of the school</li> <li>- derive enjoyment from their learning.</li> </ul> </li> </ul> <p>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:</p> <p>Effective learning and teaching  Positive climate and good discipline  Community participation.</p>	<p>All School Policies, Procedures and Guidelines were approved by the NSW Education Standards Authority (NESA) as part of the school registration process.</p> <p>Copies of earlier Policies, Procedures and Guidelines remain on file.</p> <p>MUSEC Child Protection Policy and Guidelines updated to reflect new reporting requirements to NSW Office of the Children's Guardian.</p>	<p><b>MUSEC SCHOOL POLICIES, PROCEDURES and GUIDELINES MANUAL (2019)</b>  All Master Special Education Teachers and staff are provided with a folder containing all school policies. A School Policy folder is available at the MUSEC reception desk.  Copies of all school policies are available from the School Business Manager. All folders have been updated with revised versions approved by NESA.</p> <p>All MUSEC Manuals have been updated with the latest version of the MUSEC Child Protection Policy and Guidelines</p> <p>The Grievance/Complaints Procedure for Parents is available on the MUSEC School website</p>	<p>All staff.</p>	<p>Revised policies were signed off by the Executive Dean of the Faculty of Human Sciences as the delegated authority of Macquarie University.</p>



<p><b>DISCIPLINE POLICIES</b></p> <p>MUSEC School recognises that in many instances inappropriate behaviour has a communicative function.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>ANTI-BULLYING POLICY</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>When a bullying incident is reported or observed, the school will</p> <ul style="list-style-type: none"> <li>• Have discussions with the students involved</li> <li>• Take appropriate action e.g. time-out from a play activity, while reinforcing expected behaviour</li> <li>• Report major or continuing bullying incidents to parents</li> <li>• Develop a behaviour support plan in collaboration with the parents</li> <li>• Suspend the student if necessary.</li> </ul>				
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<p><b>REPORTING COMPLAINTS, RESOLVING GRIEVANCES POLICIES</b></p> <p>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.</p> <p>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.</p> <p>A MUSEC School Grievance/Complaints Procedure for Parents was added to the MUSEC School website</p> <p>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.</p>				
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## **ACHIEVEMENT OF PRIORITIES IDENTIFIED IN THE SCHOOL'S 2021 ANNUAL REPORT**

<b>Area</b>	<b>Priorities</b>	<b>Achievement</b>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>Align MUSEC Literacy and Numeracy IEP goals and teaching strategies with the new K-2 English and Mathematics syllabuses.</li> <li>Specific focus on language/communication goals and strategies.</li> <li>Focus on language development and consistent use 'Colourful Semantics' across all classes as appropriate.</li> <li>Hold regular class meetings with the school speech pathologists.</li> <li>Consistent behaviour management across teachers and the school day.</li> <li>Mentor and support new staff through regular observation and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>All Literacy and Numeracy goals have been aligned with Outcomes from the new K-2 English and Mathematics syllabuses.</li> <li>Revised communication goals and strategies have been added to the MUSEC IEP database.</li> </ul>
<b>Staff Development</b>	<ul style="list-style-type: none"> <li>Familiarisation with K-2 English and Mathematics Syllabus.</li> <li>Collaborative project to align IEP goals and strategies with the new syllabuses.</li> <li>Team meetings to review behaviour support plans for specific students.</li> </ul>	<ul style="list-style-type: none"> <li>Mapping of K-2 syllabus content to MUSEC IEP goals.</li> <li>Regular and point in time meetings held to manage student behaviour issues.</li> </ul>
<b>Facilities &amp; Resources</b>	<ul style="list-style-type: none"> <li>School repairs to rain damaged areas</li> <li>Upgrade of school computers</li> </ul>	<ul style="list-style-type: none"> <li>Roof repairs carried out in 2022 and continuing into 2023. Repairs to rain damaged offices delayed until 2023 due to shortage of trades.</li> <li>Trial of transfer from Mac to PC computers conducted in late 2022 with selected staff. Computer upgrade moved to 2023.</li> <li>One classroom recarpeted.</li> </ul>

## **SUMMARY: 2023 PRIORITIES FOR IMPROVEMENT**

<b>Area</b>	<b>Priorities</b>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"><li>• External consultant to be engaged to provide enhancements to Filemaker IEP database and external server hosting.</li><li>• Implementation of LAMP program for selected students.</li><li>• Recruitment of an Occupational Therapist to provide additional therapy support across all classes.</li><li>• Mentoring and support of new staff through regular observation and feedback.</li><li>• Incorporation of Aboriginal and Torres Strait Islander perspectives and Indigenous Languages into the curriculum.</li></ul>
<b>Staff Development</b>	<ul style="list-style-type: none"><li>• CPI Safety Intervention course (previously MAPA) to be completed by all teaching staff.</li><li>• Child Protection training to be completed by all staff.</li><li>• First Aid, Epilepsy, Asthma and Anaphylaxis training to be completed by all staff.</li><li>• LAMP training for teachers.</li><li>• External consultants to provide support for teachers progressing to Proficient, Highly Accomplished/Lead Teacher or Experienced Teacher accreditation.</li><li>• Further training of Teachers and Speech Pathologists in the assessment and documentation of student adjustments for NCCD reporting.</li><li>• Training of teachers in the incorporation of Aboriginal and Torres Strait Islander perspectives and Indigenous Languages into the curriculum.</li></ul>
<b>Facilities &amp; Resources</b>	<ul style="list-style-type: none"><li>• Ongoing repairs to roof and completion of repairs to rain damaged offices.</li><li>• Upgrade of school computers (postponed from 2022).</li><li>• Replacement of carpet in foyers and hallways of administration area.</li><li>• Application under the Commonwealth Schools Upgrade Fund for additional outdoor furniture and replacement shade umbrella in the Junior playground and new iPads for two classes.</li><li>• Application for funding under the Sporting Schools grant program for replacement sporting equipment.</li></ul>

## 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 quality of the education provided
- The quality of the teaching and learning experiences
- The student's progress
- The school's communication during Covid-19
- The effectiveness of class email as a form of communication
- The level of contribution offered for the individual educational plan process
- The responsiveness of the School Principal to parent concerns or questions
- The responsiveness of teachers to parent concerns or questions

Parents were asked to rate school performance by indicating whether they were very satisfied, satisfied, neutral, not satisfied or very dissatisfied with a range of statements in relation to the above areas. 10 survey forms from a total of 34 issued were returned to the school. Overall, the results were very positive, with all parents who responded being very satisfied or satisfied with:

- the opportunity to contribute to their child's individual educational plan,
- the responsiveness of the School Principal to any concerns or questions, and
- the effectiveness of class email as a form of communication

Nine out of ten parents were very satisfied or satisfied with:

- the quality of education,
- the quality of teaching,
- their child's progress,
- the School's communication throughout Covid-19, and
- the responsiveness of teachers to concerns or questions

Nine out of ten parents added further comments that they were likely or highly likely to recommend MUSEC School to a friend or colleague. A small number of parents expressed a desire for further opportunities to discuss their child's progress with class teachers or to offer recommendations relating to their child's specific needs. However, the majority of parents had no suggestions for further improvement.

Some comments written by parents as part of the survey were a pleasure to read, for example:

*"We are very pleased with our son's progress in his first year at MUSEC."*

*"We would very much recommend MUSEC."*

## SUMMARY FINANCIAL INFORMATION

### Income & Expenditure 2022

<b>Income -</b>	<b>%</b>
<b>Fees &amp; Private Income</b>	29
<b>State Recurrent Grants</b>	24
<b>Commonwealth Recurrent Grants</b>	47

<b>Expenditure -</b>	
<b>Salaries, Allowances &amp; Related Expenses</b>	92
<b>Non - Salary Expenses</b>	7.5
<b>Capital Expenditure</b>	0.5

### INCOME & EXPENDITURE 2022

