



Macquarie University Special Education Centre (MUSEC School)

2024 Annual Report

ABN 90 952 801 237

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MUSEC School Management Committee

Professor Chris Dixon (Chair)	Executive Dean, Faculty of Arts
Professor Deborah Youdell	Dean of Education
Dr Neil Durrant	Executive Director, Faculty of Arts
Ms Kerrie Nelson	School Principal
Ms Felicity Hopkinson	Acting Executive Director, Faculty of Arts (Oct – Dec)
Mrs Jacqueline Conde	School Operations Officer (May – Dec)
Mrs Anne Murdoch	Business Manager (Jan – March)
Ms Rosie Green	Parent Observer



Prof. Dixon



Prof. Youdell



Dr Durrant

Executive Dean Report, Faculty of Arts

MUSEC School operates as part of the Macquarie School of Education within the Faculty of Arts. The MUSEC School Management Committee consists of Professor Chris Dixon, Executive Dean, Faculty of Arts, Professor Deborah Youdell, Dean of Education, Dr Neil Durrant, Executive Director of Arts (January to September), Ms Felicity Hopkinson, Acting Executive Director of Arts (October to December), Ms Kerrie Nelson, Principal, Mrs Jacqueline Conde, Operations Officer (May to December), Mrs Anne Murdoch Business Manager, (January to March), Mrs Rosie Green, MUSEC School Parent Observer.

I would like to extend my thanks to the Committee members who have worked to support the operation and direction of the school, working with the Executive of the School to continually improve the quality of the program and the expertise of the staff.

Principal's Report



2024 was a year of positive change for the Macquarie University Special Education Centre (MUSEC).

The school is affectionately known as MUSEC and it has a long history as an exceptional school for students with disabilities, with a focus on English and Math programs and research-based pedagogy.

The highlights of 2024 included the number of transitions, as students moved to the next beneficial setting. Students also graduated and transitioned to a range of high schools, and it is pleasing to note that they are all doing well as they move into the adolescent phase of their life.

I have been impressed by the quality and dedication of the staff at MUSEC. Many teachers and therapists are long-standing, holding the history of the school and are committed to its growth and development particularly as we strive to continually improve our teaching and learning program.

This year improvements to infrastructure have been a focus. Increasing the amenities for students with the addition of two (2) classrooms, new amenities, art and dance space and a Library space have seen the growth in opportunities for students to learn in these dedicated spaces.

There is always work to do and we must never stop in our quest to ensure and realise opportunities are available for student with additional needs. We must work in partnership with schools and community, share knowledge and expertise and play our part so that all students have access to an education that is beneficial to the individual student at a time when they require additional support.

Kindergarten to Year 6

2024 there were five (5) classes, two (2) in lower primary Kindergarten to Year 2 and three (3) in Upper primary Year 3 to Year 6.

All classes consist of a range of ages and students working over one (1) or two (2) stages. Programs are differentiated to suit the individual and delivered in small groups, individually or as a whole class.

Kindergarten to Year 2

Gula Class

Students

Gula had ten (10) students in Semester 1 and 11 in Semester 2, Term 4.

Key Learning Areas (KLAs) (excluding English and Maths)

Minibeasts

Minibeasts brought us our first Science unit where we learned about: insects, spiders, snails, slugs, centipedes and millipedes. We learned that minibeasts have “no bones inside” their bodies, but that some had hard shells (exoskeletons).

Emotions and Feelings

In Emotions and Feelings we learned about ‘good’ feelings’, ‘not good’ feelings, and feelings that were neutral, i.e., not ‘good’ but not ‘not good’. We focused on recognising, naming and acting out different emotions. We also tried to connect these feelings with events and experiences as well as relating them to our art unit.

CAPA: Art, Music, Drama, and Dance

In Minibeast Art we learned about and copied the styles of different artists. We created Mondrian-inspired butterflies, Britto-inspired ladybirds, and Kandinsky-inspired millipedes. We used different tools such as rulers, shapes and paintbrushes and different media such as pencils, coloured pencils, textas, crayons, and watercolour paints. We then created our own artworks based on the different styles we had learned about. We also learned to appreciate our own and other’s artworks.

In the first half of Term 3 we explored Sound, a Science and Music unit that focused on not only how sound was made but how we could make it to create music.

In the second half of the term, we explored Drama and Dance for Creative Arts. We enjoyed learning about what Drama and Acting are as well as acting out stories and plays. We also started to learn

different dance moves to create our end of year dance. These two (2) units continued in Term 4.

Science

In Science students enjoyed exploring the different materials of properties and changing them to suit different purposes and meet different needs.

Digital safety

Students learnt strategies to keep themselves and others safe, and what to look out for, when online. Students explored how to use devices safely and who the people are they trust and can go to for help.

Exploring Special Places

Students learnt about what makes a place special. They investigated places in Australia that were important to them, and important to other people for different reasons, including Indigenous Australians. They looked at both man-made and natural places, how they change over time and generations, and used geographical skills to map.

Conflict Resolution

Students were able to engage and learn about different strategies to work cooperatively in the classroom and the playground and build friendships and develop skills to solve minor issues with peers independently.

Sport

Students enjoyed different sport topics this year. They worked on gross motor skills moving their bodies around in gymnastics moving around an obstacle course, they continued to practice working as a team and learning how team operates in group sports. They enjoyed exploring the university campus during bushwalking and in term four had the opportunity to put all those things together and utilise those skills.

Highlights of the year:

Gula Class enjoyed Book Week, Mother's Day, Father's Day, and Grandparents/Special Friend's Day, as well as the end-of-year concert. The students enjoy seeing their parents, family and friends at these events. The students enjoyed going to the Horse-riding sessions and taking part in new activities such as Canteen and Pyjama Day.

Girrawi Class

In 2024, the Girrawi class consisted of 10 students from Kindergarten to Year 2. Our daily program included explicit literacy and numeracy instruction in small groups during the morning and middle sessions, while other key learning areas were taught through integrated units across the year. As part of our Personal Development and Health program, students participated in a weekly Crunch and Sip routine, encouraging them to share and try a variety of fruits and vegetables to promote healthy eating habits.

Creative Arts was a key focus in Girrawi this year, with students exploring music, dance, drama, and visual arts from around the world. The class learned and practised dances from different cultural celebrations and created artworks to complement these performances. In drama, students explored the theme of transport, acting out journeys on buses, trains, planes, and boats. This work culminated in the creation of a joint video for our end-of-year concert. Inspired by the book *Windy Town*, the video featured students acting out different weather scenes and showcased their creativity and teamwork. This project tied into our learning about weather in Science, where students explored how different weather conditions affect people and the environment.

In Physical Education, students participated in a variety of gross motor activities throughout the year.

A highlight was the Mini Olympics excursion, where they practised running, jumping, and teamwork alongside peers from other classes. Weekly sport sessions also helped students build skills in balancing, climbing, and throwing, with a focus on improving coordination and confidence.



Year 3 to Year 6

Buru Class

Buru class began the year with eight students with a program designed to meet students specific educational, social, and emotional needs.

Students in Buru class share a similar profile in that all students have a diagnosis of both Autism and intellectual delay. All students also present with pronounced difficulties in receptive and expressive language and communication.

Students in Buru were supported with extensive adjustment in all Key Learning Areas (KLAs) to facilitate their learning. This means that delivery of academic content is 1:1 or in small groups. On the playground, students required support to engage in play activities, at an individual level. Students actively seek sensory stimulating sensations, movement and activities and the trampoline as well as the therapy ball and mindful movement programs have helped to meet these needs. Further to this, built in movement breaks, alternate seating options, the use of weighted blankets and access to fidget toys helps support student regulation and engagement.

The focus in Buru class this year has been establishing a class wide visual supports system that is used across the day, across settings, by all staff and with all students. With the guidance and support of the class speech pathologist a series of visual supports, including a whole class schedule, individual schedule, choice boards, first/then charts, weekly timetable, visual staff lanyards and turn taking charts were created and implemented with all students. Further to this, two students had access to AAC digital devices, and one student had access to a low-tech AAC.

The academic focus in Buru class was on both spontaneous and intentional communication, with the adaptation of the colourful semantics language program to support students' comprehension of spoken and written texts, as well as pictures. The English program focused on supporting students' functional language and comprehension skills. In Math, the focus has been on building students' functional numeracy. Application of computation skills to the use of money to 'purchase' items and the understanding of key time concepts have been addressed. Students have continued to build their conceptual understanding of skills such as addition and subtraction.

In KLAs, students have enjoyed practical lessons such as gardening, cooking, art and science. Students have planted, watered, measured and harvested vegetables. In cooking, students have practiced a variety of food prep skills including toasting, spreading and cutting. These lessons also provide opportunities for social interactions, commenting, questioning and choice. Students have also participated in sport activities including learning gross motor skills such as kicking, catching, throwing and batting. Gymnastics in the University Gymnasium saw students tumbling, rolling and balancing on specialist equipment. In Art, students have enjoyed practicing fine motor skills such as cutting, gluing, drawing and painting and have created pieces of art throughout the year. Students have also been

exposed to a variety of music genres through movement and dance lessons, as well as learning to use instruments such as drums, triangles, clapping sticks, and other percussion instruments.

Students have enjoyed participating in a variety of engaging and practical lessons across different Key Learning Areas (KLAs). In gardening, they have been involved in activities such as planting, watering, measuring, and harvesting vegetables, giving them a hands-on experience with nature and an understanding of growth processes. Cooking lessons provided opportunities for students to practice essential food preparation skills, including toasting, spreading, and cutting, while also fostering independence and confidence. These activities have not only been educational but also allowed students to interact socially, make comments and choices and ask questions. In sports, students have developed gross motor skills through activities such as kicking, catching, throwing, and batting. Gymnastics lessons at the University Gymnasium were another highlight, where students practiced tumbling, rolling, and balancing on specialised equipment, further enhancing their physical coordination and strength. Art lessons focused on developing fine motor skills through activities such as cutting, gluing, drawing, and painting. Music and movement lessons exposed students to a range of musical genres. They explored rhythm and expression through dancing and learned to use various percussion instruments, including drums and triangles.

Wumbat Class

In 2024, Wumbat class consisted of four students. All students in Wumbat class shared common characteristics, including a diagnosis of autism and intellectual delay, along with significant challenges in both receptive and expressive language and communication. This year, two students successfully transitioned from Year 6 to High School.

The students in Wumbat class required individualised and intensive support across all Key Learning Areas (KLAs) to meet their educational needs. Instruction was provided in one-on-one or small group settings (1:2) where students worked alongside a peer. During play times, students needed assistance to engage in various play activities, whether independently, in parallel or cooperatively. The students had a strong preference for sensory and movement activities, which were supported by equipment such as trampolines and therapy balls as well as regular opportunities for hands-on learning activities, such as cooking and Art. Students were also provided regular movement breaks to support their emotional regulation. The school's Occupational Therapist also played a key role in assisting students with regulation and engagement throughout the year.

In 2024, the primary focus areas were English and Mathematics. In English, the Colourful Semantics program was implemented to help students improve their text comprehension using a range of texts such as pictures, storybooks and decodable readers. Shared reading activities emphasised understanding the meaning of 'wh' questions (who, what doing, what, when, where). To develop reading skills, the MiniLit Program and SPELD NSW resources were used to teach phonics and decoding strategies. In writing, students used a structured proforma with Colourful Semantics icons to write daily recounts and answer questions about texts. Additionally, students practised applying their reading and writing skills in real-life scenarios, such as reading recipes and writing shopping lists, to foster greater independence.

Mathematics lessons focused on enhancing functional numeracy skills. Students applied computation skills using calculators, practiced money handling and explored key time concepts. The year also involved building conceptual understanding of mathematical operations such as addition, subtraction, multiplication and division.

Integrated Unit lessons were held throughout the year, combining History, Science and Technology and Geography. These lessons incorporated hands-on activities, allowing students to develop essential life skills. Topics explored included states of matter and how the states of different cooking ingredients change when heated or cooled. Students also studied the history of the Olympics, and the countries involved, with opportunities to engage in Olympic-themed physical activities such as swimming, horse riding, gymnastics and athletics during Physical Education (PE) lessons. In Personal Development and Health (PDH), students explored topics related to maintaining a healthy lifestyle and understanding the changes associated with puberty. These lessons were designed to help students

develop a greater awareness of how both their physical bodies and emotional experiences can evolve during this stage of development. In Art, students worked on fine motor skills through cutting, gluing, drawing and painting. They also engaged in Dance and Music lessons, exploring various genres of music, learning to stay in rhythm and playing instruments like drums. Drama lessons focused on developing acting skills, culminating in a creative performance for the End-of-Year concert. In this performance, students contributed to the creation of backdrops, rehearsed their acting and created their own dance moves to one of their favourite songs.

Wirriga Class

Highlights of the year.

Wirriga enjoyed Book Week, Mother's Day, Father's Day, and Grandparents/Special Friend's Day, as well as the end-of-year concert. The students enjoy seeing their parents, family and friends at these events. The students enjoyed taking part in new activities such as Canteen and Pyjama Day.

The weather unit was a highlight, and the students conducted some experiments to explore the concept of water vapor and how condensation works.

The Olympics were a favourite time for the students as they spent time writing information reports about their favourite Olympic sports. In Maths we interpreted tables showing the medal tallies of the countries. During the Paralympics the students learnt about sports such as sitting volleyball, goalball, wheelchair, rugby and boccia. The students played their own version of boccia in the classroom as part of our 'Get Moving' PD/PE unit.

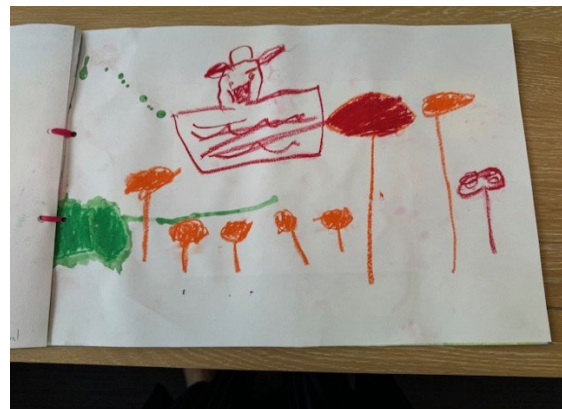
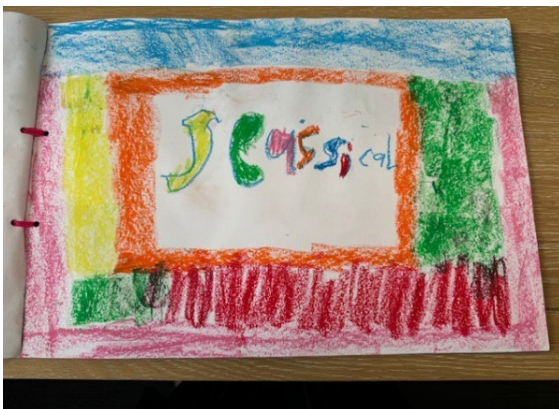
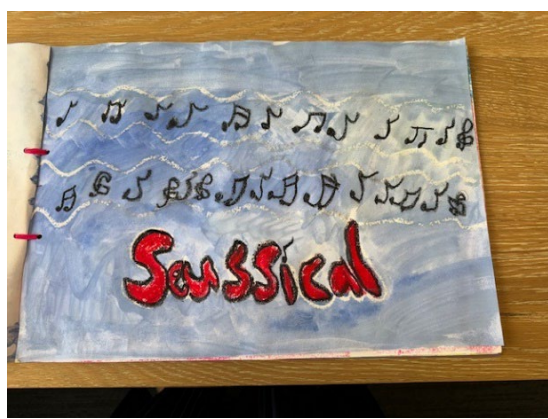
Science/Geography topic was Bush Tucker. Two plants we focused on, the Bunya Pine and Cheeky Yam. The Bunya gathering was an important event held on country that First nations Peoples would walk hundreds of kilometers to attend.

A whole School Sports Day was enjoyed by all the students in Wirriga. It was so wonderful that all the parents were able to attend. It was a very special experience having our students participating in sport with their parents and grandparents cheering them on.





The students were very privileged to be invited to watch the dress rehearsal of a fabulous musical at a neighbouring College. The performance of 'Seussical the Musical' was enjoyed by all the students. We were welcomed by the staff at the College, had a picnic under a Bunya tree and visited by the college dog, Archie. The cast meet the Wirriga students in their costumes before the performance. Over the next week the Wirriga students created art works inspired by the performance and in writing lessons each student wrote their own thank you letter. It was interesting to see the different aspects of the day that each student remembered the most.



Behaviour Specialist Report

At MUSEC, we understand and recognise the inseparable connection between wellbeing, learning and student engagement. We know that wellbeing sits at the heart of effective learning and is an integral part of high-quality education, which is why it is of paramount importance at our school.

Over the course of the year we engaged in discussions with students and their parents to see what additional teaching and learning activities they would like added to the school program to enhance the engagement of students and promote their well-being. The suggestions were evaluated and those that could be implemented quickly were. This included canteen, camps, excursions, increase in physical activity and education and student leadership opportunities, assembly and student voice.

A review of the positive behaviour support framework was undertaken to ensure that students were well supported and staff training undertaken, a suite of documents to support students and staff were introduced.

Occupational Therapist Report

During Term 4 of 2024, the allied health team expanded with the reintroduction of occupational therapy. Occupational therapy in schools focuses on helping students develop the skills they need to participate fully in their learning and school activities. This includes supporting areas such as self-care, fine motor skills, gross motor skills, emotional regulation, sensory processing, and social interaction to promote independence and success in the classroom and beyond.

The focus during this time has been on building connections with staff and students to better understand how occupational therapy can enhance engagement and independence. A collaborative problem-solving approach has been used to begin to identify tools and supports tailored to student's unique sensory and learning needs. This process has also involved reviewing existing processes and exploring opportunities where occupational therapy may further support student development. Information and strategies have been shared with families through the Dojo platform to foster partnerships with parents and build the connection between school and home.

Speech Therapy Team

The speech therapy team at MUSEC School plays a central role in supporting student learning, communication development, social engagement and wellbeing. With 1.6 FTE provision, speech pathologists work collaboratively within classrooms and across the wider school community to embed inclusive, evidence-based practices that enhance access to learning and participation.

Speech pathologists provide ongoing in-class support that promotes student engagement, expressive and receptive language development, social interaction skills and overall participation in curriculum-aligned learning tasks.

The team leads the introduction and individualised implementation of Augmentative and Alternative Communication (AAC) systems to support students with complex communication needs, ensuring access to a range of expressive modalities.

A consistent school-wide visual communication strategy has been developed and maintained, including daily schedules, activity sequences and visual lanyards for staff. Visual supports are also embedded across learning environments and extended to extracurricular activities such as excursions, school camps and interactions with external visitors.

Speech pathologists work closely with teachers, classroom assistants, occupational therapists and leadership to co-plan and implement strategies that meet individual learning and wellbeing needs. This multidisciplinary approach enhances student outcomes and supports cohesive educational planning.

The speech therapy team contributes actively to the development, review and implementation of Individual Learning Plans (ILPs). They apply both standardised and observational assessment tools to guide intervention planning and monitor student progress over time.

The team maintains strong partnerships with families to support continuity of learning across school, external therapy providers and home environments. Regular communication ensures shared understanding of student goals, strategies and progress.

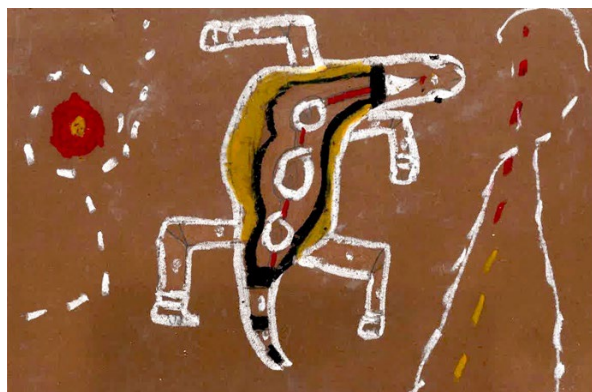
MUSEC's speech pathologists supervise and mentor Master of Speech Language Pathology students, PACE students and medical students. They also engage in active collaboration with external experts, including Dr. Emma Goodall, The Cool Kids Clinic and senior lecturing staff from Macquarie University, enriching school practice with current research and clinical expertise.

Team members demonstrate a strong commitment to continuous professional learning. One speech pathologist completed a four-day (4) Senior Leadership Program through the Association of Independent Schools (AIS), and both speech pathologist participated in Collaborative Leadership training with AIS, alongside MUSEC School staff, supporting whole-school capacity building.

Through collaborative, data-informed and student-centred practice, the speech therapy team contributes significantly to MUSEC School's commitment to supporting student growth, engagement and successful learning outcomes across the curriculum.

Visual Arts Report

At the beginning of the year, each student in the the class Wirriga (year 5/6) made a drawing of goanna. Wirriga is the name for goanna in Darug language. Inspired by Aboriginal dot painting, we used earthy colours to create contrasting patterns. (VAS 2.1)



For Mothers' Day, we experimented with painting water colour on rice paper. Then we cut and paste them into a flower on the Mother's Day card. (VAS 3.2)



For the integrated unit “Paris Olympics 2024”, the students created an image of Eiffel Tower by drawing geometric shapes and patterns. (VAS 2.2)

For the second semester, we had an integrated Art unit with dance and music. We looked at how contemporary artists created artworks that express the energy in dance movements. Each student then created a painting with different hand gestures and movement. (VAS2.4)



We also designed and decorated the t-shirt for our performance “Good to be Alive” by painting and printing lines and shapes to express the meaning of the song. (VAS2.1)





Sport Report

2024 was a very exciting year for all of MUSEC's Sports and Recreational Activities.

Along with the scheduled School Sports - mixture of Ball Sports and Outdoor Gymnastics Courses, most classes made the return back to the Acutal Macquarie Gymnasium.

Utilising the Full Gym Equipment was a highlight for Term 3 and 4.

Swimming was introduced for the very first time in Wumbats and the kids took to it by literally jumping straight in.

There was also 2 Terms of Horse Riding with Riding for all abilities in Marsfield, across the road. Getting these opportunities gave the children another avenue to help enjoy life more through sport.

2024 was also the first time an off site Sports Carnival "Olympics" Day was held at Pioneer Park, Marsfield, not far from the campus. With the help of Sports group Sports Pro a top day of activity stations was had by all.

The year Also Included a Recreational Day Camp of many outdoor activities including Canoes and ropes to Milsons Island in November for Stage 3.

Literacy Report

MUSEC held its annual book week parade in August 2024 and it was a great success. Both students and staff really enjoyed the parade dressing up in their favourite book character. We held a book stall where parent and carers had the opportunity to purchase a book for our new library. The students really enjoyed spending the afternoon with their parents and carers showcasing their classroom work and activities. The team is looking forward to the 2025 parade.

Contextual Information about the School

Website

[Macquarie University Special Education Centre | MUSEC School \(mq.edu.au\)](https://mq.edu.au/musec)

NAPLAN

In 2024, two students took part in the NAPLAN. One student in Year 5 and one in Year 3, both from Wirriga class. The Year 5 student completed 2 out of 4 tests (Reading and Numeracy). The Year 3 student completed all 4 out of 4 tests.

Curriculum

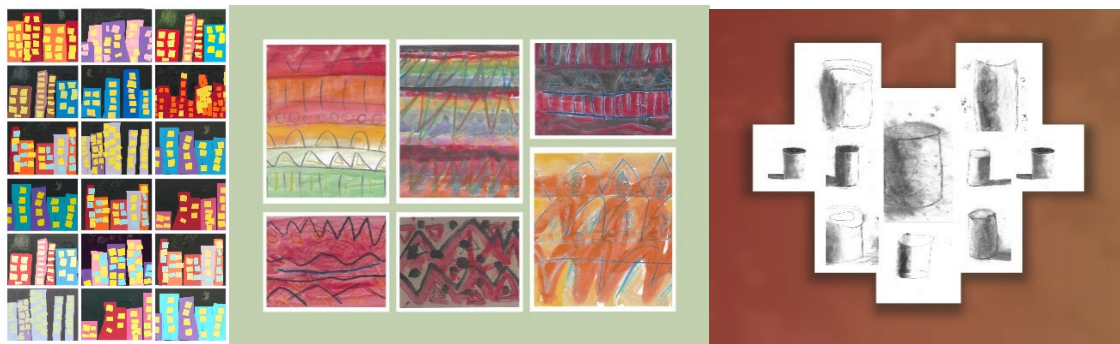
Throughout 2024 teachers and the therapy teams worked on planning and programming to meet the individual needs of students within classes. Teachers and therapists plan work that will engage, motivate, and lead to greater levels of independence and participation both the classroom and across community. Curriculum based

assessments are undertaken in the areas of literacy and numeracy for the purposes of formative evaluation to guide decision making. The principals of positive teaching are practised.

In MUSEC School our major focus is on literacy and numeracy learning for students in Kindergarten to Year 6. The school day is focused on these two (2) Key Learning Areas and use time in other Key Learning Areas eg. Science, Creative Arts and Human Society and Its Environment, to broaden the student's learning experiences and to provide opportunity for generalisation of literacy and numeracy skills. Significant emphasis is also placed on developing independent work habits and appropriate social skills to facilitate effective inclusion in the students next most beneficial setting, for instance, a mainstream education setting when such inclusion is the goal for a student. Students are taught in small groups, large groups, and/or one to one, receiving intensive, individualised literacy and numeracy programs. In this way students participate in classroom arrangements more similar to what would be experiences in a regular mainstream setting.

With the addition of a School bus students have been able to access the community, putting into practice those skills learnt in the classroom. Bushwalking, trampolining, mini-Olympics are all possible as well as community-based excursions.

The staff at MUSEC are encouraged to find new ways to teach and to support student learning.



Details of all Teaching Staff

Accreditation level NESA	Conditionally accredited	Provisionally accredited	Proficient
	1	2	9

Staff Retention Rates / Workforce Competition

Teachers	92%
Therapists	100%
Teacher Assistants	100%
Administration	50% (small team of 2 staff)

Average retention across MUSEC School – (98%)

Professional Learning

In 2024, MUSEC staff were involved in the following Professional Learning.

All staff participated in extensive training across the year in a variety of focus areas including.

- Child Protection – Reportable Conduct and Mandatory Reporting obligations.
- CPR training – One (1) day training.
- Collaboration and Teams – Association of Independent Schools – 4 days sessions across 2024.
- Colourful Semantics.

Total Staff Numbers

	No. of Staff	FTE
Principal	1	1
Teachers	9.6	7
Teacher Assistants	4	3.8
Therapists	3	2.6
Administration	3	2
Total Staff	20.6	16.4

Retention of Students in Special School Setting

It is anticipated that students will transition to and from MUSEC school so the retention rate is not applicable, Student will transition to mainstream school/special schools and will transition to MUSEC from support classes/mainstream schools and Specialist schools. Transitions occur throughout the year.

In 2024 the following transitions occurred:

- Six (6) students to mainstream schools
- Four (4) students to other specialist schools – 1 - K-6, 3 - High School.

Managing Non-Attendance

The school manages non-attendance through a range of strategies, and these are detailed in the Attendance Policy. These range from discussions with parents, through to follow-up correspondence and reporting through to DoE. Non-Attendance at MUSEC has not been problematic with the majority of absent days due to illness such as Covid, RSV and Influenza. Some students have complex medical issues that will mean, from time to time they are absent from school. The school supports students with additional homework if required.

Post School Destinations – Student Transition

Post school for students in Year 6 is a transition to High School and the destinations range from Specialist schools, mainstream classes, and support units in mainstream classes.

Enrolment Policies and Characteristic of the Student Body

In 2024 MUSEC school enrolled 40 students aged 05 to 12 years of age. The student population consists of very diverse backgrounds. All students have a disability (see Enrolment Policy) and MUSEC is a registered school with New South Wales Education Standards Authority as – A School of a Prescribed KindThe school population breakdown is as follows:

Student Population	
K-6	40
Total Females	8
Total Males	32
Student Total	40

Ratio of female to male – 1:3.

Average Attendance rate for students 93.5%.

Across 2024 there were a number of Covid outbreaks as well as RSV, Influenza and a range of childhood illness. The majority of absenteeism occurred due to illness. Several students have complex medical conditions that impacted their attendance.

School Enrolment Procedure

History

MUSEC School has been providing educational programs for over 25 years.

When it comes to education, we believe that ascribing labels to children's problems or attaching a 'disability' category to the child's characteristics, serves very little purpose in determining his or her instructional needs. At Macquarie University Special Education Centre (MUSEC), we are not interested in labels or categories, just in children as individuals. We believe that **all** children can learn when they are taught effectively. We adopt a truly child centred approach to learning, designing and implementing individualised educational programs for each child.

Features of the school program include:

- Intensive, individualised small group and 1:1 instruction in literacy and numeracy
- Instructional principles based on research.
- Close monitoring of student progress.
- Program adjustment based on progress ensuring an individualised program.
- Parent education in helping the student at home.
- Transition to the student's next educational setting.
- Curriculum adjustments to support learning
- Community based lessons to motivate and enable students to engage
- Therapists to support student learning

Process

In order to be eligible to attend MUSEC School, student must have a diagnosis of one or more of the following;

- A language disability.
- A mild to moderate intellectual disability.
- Autism.

Parents seeing enrolment for their child must:

- Check the eligibility criteria.
- The school will arrange a meeting with the Principal and school tour conducted.
- An application form is completed and submitted to the School Principal. All applications for a place at MUSEC School are considered as vacancies arise, and during Term 3 for vacancies the following school year.
- Afterward, if appropriate, there will be a formal offer of a place made.
- To accept an offer, the relevant disability documentations are submitted and one term's fees as a deposit.

School Policies

[Macquarie University Special Education Centre | MUSEC School \(mq.edu.au\)](https://mq.edu.au)

- MUSEC School is part of Macquarie University – see Policy Central for all policies website
- MUSEC School Procedures in relation - website
- Anti-bullying.
- Child Protection.
- Complaints handling.
- Student Positive Behaviour Support and Discipline Policy.

School Improvement Plan

In 2024 the school reviewed the current accommodation with the support of the Macquarie University Property Team to plan for the refurbishment and up-grade of school facilities.

The outcome of this process was the development of a Master Plan for the school.

Other smaller projects included.

- Re-roofing the entire school
- Purchase of two (2) Spring Free trampolines.
- Employ a full-time Occupational Therapist.
- Employ an FTE.6 Speech Therapist.
- Refurbish a space for the additional classroom and move the current staffroom creating the fifth classroom.
- Establish a staff work room with large laminator machine to aid in resource production.
- Move IT services to cloud based solution and decommission servers.
- Purchase a 12-seater bus to support community-based learning.
- Replace the roof across the building.
- Commence the work on an additional classroom ready for 2026 and an additional toilet area.
- Incorporate out-dated observation room into Kindergarten classroom.
- Replace three (3) interactive white boards.
- Purchase a Student Management System after due diligence working alongside MQ IT Department.
- Establish an additional class in 2025, work to commence December 2024.
- Apply for BGA grant to support major works in 2025/2026.
- Parent training in communication strategies.
- Refurbish courtyard next to Kindergarten classroom.
- Employ a Teacher /Behavioural Specialist.
- Focus on team collaboration for professional Learning.
- Support two (2) staff HAT accreditation.
- Apply for Disability Access Grant for additional accessible bathroom in the school.
- Establish an alternate Library Space.



Priorities for 2025

- Refurbish all classroom spaces as part of the Block Grant Authority (BGA) Scheme.
- Establish Art, Music and Sports programs.
- Establish a Dance studio and Art room.
- Install a lift to the 1st floor of the building for disability access.
- Submit a BGA proposal for the library space for 2026/2027 funding round.
- Begin the process of refurbishment of five (5) classroom spaces and outdoor covered areas.
- Increase enrolment to 52 students which is supported by additional space in classrooms.
- Review and revise Individual Planning process and documentation.
- Establish relationships with other schools eg. students attended a school musical at a neighbouring independent school.

Initiatives Prompting Respect and Responsibility

For students at MUSEC respect and responsibility is promoted and actively taught as students learn to function within the context of a group. In all teaching programs respect and responsibility is actively taught so that our students can participate in classroom and community activities. Social skills and classroom skills are embedded in students' IEPs. Specific classroom and playground activities social interaction activities form part of daily programs.

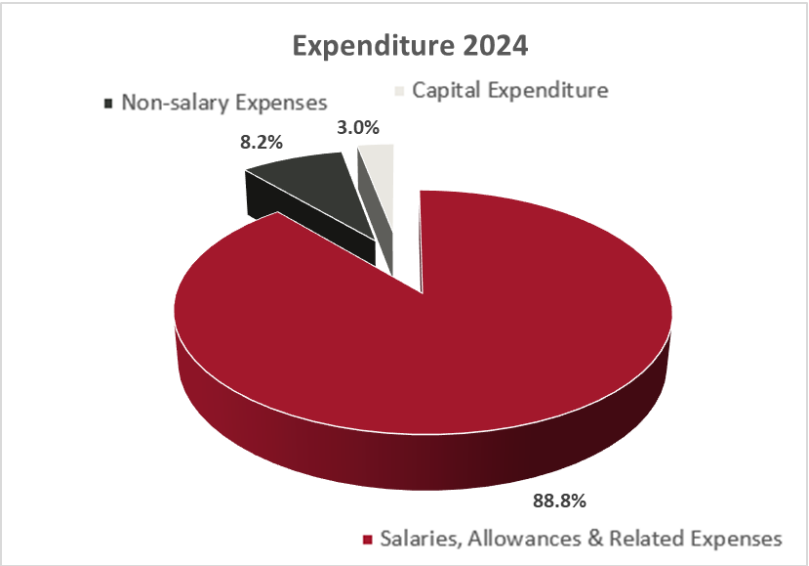
School Satisfaction

The parent satisfaction survey was distributed in September 2024 to all parents. The return rate was over 50% with an overall satisfaction rate from parents was high.

2024 Summary Financial Information

Expenditure breakdown

Salaries, Allowances & Related Expenses	88.8%
Non-salary Expenses	8.2%
Capital Expenditure	3.0%



2024 Recurrent/Capital Income

Income breakdown

Commonwealth Recurrent Grants	57.7%
Fees & Private Income	26.6%
State Recurrent Grants	15.8%

