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 Simon Handley (Chair)  Executive Dean, Faculty of Human Sciences
Professor Mary Ryan  Head, Department of Educational Studies
Ms Linda Schofield  General Manager, Faculty of Human Sciences
Dr Sally Howell  School Principal
Ms Anne Murdoch  Business Manager
Ms Jessica Kim  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 (previously Macquarie University’s Department of Educational Studies), 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.

In early 2019 the revised MUSEC School Charter and Rules were approved by the University. Under the revised Charter the membership of the School Management Committee was expanded to include a parent observer.

At the end of 2019 the University decided to disestablish the Faculty of Human Sciences, with the departments within the Faculty moving to either the Faculty of Arts or the Faculty of Medicine, Health and Human Sciences, effective from March, 2020. The Department of Educational Studies, of which MUSEC School is a part, moved to the Faculty of Arts, becoming Macquarie
School of Education. The Faculty of Human Sciences representatives on the MUSEC School Management Committee, being the Executive Dean and the Faculty General Manager, stepped down from their positions at the end of 2019 and were replaced by their equivalent representatives from the Faculty of Arts from the first meeting in 2020.

The school submitted its application for renewal of its registration with the NSW Education Standards Authority (NESA), which conducted an inspection in August, 2019. The school’s registration was renewed for a further five years, 2020-2024, as a K-6 School, a School for Students of a Kind, and a Special School.

**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, the MUSEC Senior Technology Officer (until mid-2019) and a Special Education Teacher, who provides relief from face-to-face teaching and teaches creative arts. 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 Learning 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 children as part of their course requirements. Thirdly, research and development of effective instructional procedures are on-going features of the school.
STUDENT 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 2019 there were four (4) students enrolled in Year 3 and twelve (12) students enrolled in Year 5. One (1) Year 3 student and six (6) Year 5 students participated in the NAPLAN.

The Year 3 student achieved results in the range of Band 2 to Band 5 in the Literacy assessments, and Band 5 in the Numeracy assessment. The six Year 5 students achieved results of below Band 3 to Band 4 in the Literacy assessments, and Band 3 to Band 4 in the Numeracy assessment.

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

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. In addition to the high level of in-house professional development conducted, an average amount of $270 per staff member was spent on professional development.

Undergraduate and Post-graduate studies
In 2019 one teacher completed the Masters in Special Education, one teacher completed the Graduate Certificate of Learning Difficulties Support Teaching, and one teacher’s assistant was enrolled in the Bachelor of Special Education Primary Teaching and Disability Studies. One teacher and one of the school’s speech pathologists were enrolled in PhD studies during 2019, supervised by special education academics.

Conferences, Seminars and Lectures
The Principal attended the Australian Association of Special Education (AASE) conference in Hobart, Tasmania.

Teachers attended a variety of Macquarie University Seminars, Public Lectures and panel discussions. These included the presentation “Nothing about us, without us. Building a participatory framework for autism research and practice” and the “2019 Trendsetter Panel and Alumni Reception: Thinking is the Future”. Both were hosted by the Department of Educational Studies.

The Principal and one teacher attended the full-day workshop “6 successful Strategies to teach the Australian curriculum to students with intellectual disability or autism” presented by the Institute of Special Educators (InSPED).

One teacher attended a workshop conducted by Sue Larkey on teaching children with Autism, and one teacher completed an online module “Introduction to Autism Spectrum Disorders” presented by Positive Partnerships.

Curriculum Development
All teaching staff attended a presentation on the new K-10 PDHPE syllabus conducted by AIS NSW.

Eight teachers attended the workshop “Working Memory and Reading Difficulties” conducted by the Macquarie University Reading Clinic.

One teacher attended the workshop “Sensory Art Lab” at the NSW Art Gallery.

Two teachers completed the Maths ‘N’ Movement course conducted by the Northern Sydney Local Health District.

One of the speech pathologists attended the workshop “NSW Language and Literacy Interventions in Young Children” conducted by Speech Pathology Australia.

One teacher completed a number of curriculum-related online modules conducted by the Relief Teacher Association. These modules covered literacy, numeracy, PDHPE, use of technology (interactive whiteboards and tablets), behaviour management and teaching strategies.
One teacher completed a number of online modules on mental health, conducted by Beyond Blue.

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 in one classroom received training in the MinSpeak software application.

**First Aid Training**
All school staff attended a half-day CPR Refresher course.

**Child Protection**
All school staff completed the half-day course “*Obligations in Identifying and Responding to Children and Young People at Risk*” conducted by AIS NSW.

**Macquarie University Training**
Selected staff attended training or completed online modules for Building and Floor Warden Emergency Procedures, EEO, WHS and manual handling, bullying and harassment, and indigenous cultural safety training.

**School Governance**
The members of the School Management Committee attended the “*Governance Symposium*” conducted by AIS NSW.

**TEACHER STANDARDS**

The staff of MUSEC School in 2019 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 2019 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>15</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>3</td>
</tr>
</tbody>
</table>

Fifteen of the staff in the first two categories have a Masters in Special Education. One staff member has a Postgraduate Diploma in Special Education 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
Robert Davies Senior Technology Officer (Terms 1 and 2)
Candice Mariz Special Education Teacher
Rebecca Dark Special Education Teacher (Term 1)
Danielle Read Special Education Teacher
Elizabeth Hill Special Education Teacher
Ping Jackson Special Education Teacher
Nicola Berrick Special Education Teacher (p/t)
Ying Sng Special Education Teacher (p/t)
Ann George Teachers’ Assistant
Celeste Pena Teachers’ Assistant (p/t)
Sarah Welch Teachers’ Assistant (p/t)
Marcelle Bezuidenhout Classroom Assistant
Tanika Kehlet Classroom Assistant
Khushma Chikani Classroom Assistant
Betsy Isaac Classroom Assistant
Kate Falzon Classroom Assistant (casual)

Finance and Administration
Anne Murdoch Business Manager
Robert Davies Senior Technical Officer (Terms 1 and 2)
Natalie Watson Administrative Assistant
Debbie Elderton Clerical and Teaching Assistant

TEACHER ATTENDANCE AND RETENTION RATES

In 2019 the average daily staff attendance rate was 97.5%. The percentage of staff retained from 2018 was 90%.

STUDENT ATTENDANCE

Ninety-five percent of students attended school on average each school day in 2019. The average attendance in 2018 was 96%.
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 2019, there were forty-five (45) 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 1</td>
<td>10</td>
<td>4.25</td>
</tr>
<tr>
<td>Primary 2</td>
<td>11</td>
<td>3.5</td>
</tr>
<tr>
<td>Primary 3</td>
<td>11</td>
<td>4.75</td>
</tr>
<tr>
<td>Primary 4</td>
<td>13</td>
<td>3.5</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>16</td>
</tr>
</tbody>
</table>
# STUDENT POLICIES

**STUDENT WELFARE POLICIES; DISCIPLINE POLICIES; 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.

---

MUSEC SCHOOL 2019 Annual Report
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.

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, the staff Grievances Policy and Procedures.
SCHOOL DETERMINED IMPROVEMENT TARGETS

ACHIEVEMENT OF PRIORITIES IDENTIFIED IN THE SCHOOL’S 2018 ANNUAL REPORT

<table>
<thead>
<tr>
<th>Area</th>
<th>Priorities</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning</td>
<td>• Maths Problem Solving</td>
<td>• All teachers received training in schema-based instruction, ongoing mentoring available</td>
</tr>
<tr>
<td></td>
<td>o Ongoing training/support to be provided to all teachers</td>
<td>• Schema-based instruction implemented in each classroom</td>
</tr>
<tr>
<td></td>
<td>o Schema based instruction extended to new problem types (‘compare’ problems and ‘change’ problems)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Review and update Goals and Strategies within IEP database as needed</td>
<td>• Goals and strategies added and adjusted as required</td>
</tr>
<tr>
<td></td>
<td>• Develop KLA report database (Creative Arts, Geography, History, Science and Technology and PDHPE)</td>
<td>• Initial steps for KLA database undertaken</td>
</tr>
<tr>
<td></td>
<td>• Develop teaching resources to support scope and sequences of vocabulary and concepts within new KLA units</td>
<td>• New KLA resources developed and purchased</td>
</tr>
<tr>
<td></td>
<td>• Further development in use of MinSpeak communication device in classrooms</td>
<td>• Minspeak used in two classrooms</td>
</tr>
<tr>
<td></td>
<td>• Continue Sporting Schools Program</td>
<td>• Sporting Schools Program every Wednesday afternoon</td>
</tr>
<tr>
<td></td>
<td>• Submit all necessary documentation for School registration</td>
<td>• All registration documentation approved by NESA</td>
</tr>
<tr>
<td></td>
<td>• Training in the use and implementation of MinSpeak in the classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Conduct staff training in Child protection, CPR, Epilepsy, Asthma and Anaphylaxis management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• School visits to future education options (St Gabriel’s School)</td>
<td></td>
</tr>
<tr>
<td>Staff Development</td>
<td>• Familiarisation with new PDHPE syllabus (AIS consultant)</td>
<td>• AIS PDHPE course delivered to all staff</td>
</tr>
<tr>
<td></td>
<td>• Attend Professional Learning activities relevant to all KLA goals and accreditation requirements</td>
<td>• Professional Learning undertaken and recorded by staff on NESA website</td>
</tr>
<tr>
<td></td>
<td>• Develop further History, Geography and Science units</td>
<td>• New History, Geography and Science units developed</td>
</tr>
<tr>
<td></td>
<td>• Training in the use and implementation of MinSpeak in the classroom</td>
<td>• MinSpeak implemented in 2 classrooms</td>
</tr>
<tr>
<td></td>
<td>• Conduct staff training in Child protection, CPR, Epilepsy, Asthma and Anaphylaxis management</td>
<td>• Staff training in Child Protection, CPR, Epilepsy, Asthma and Anaphylaxis management undertaken.</td>
</tr>
<tr>
<td></td>
<td>• School visits to future education options (St Gabriel’s School)</td>
<td>• Visits to new school options (St Gabriel’s School)</td>
</tr>
</tbody>
</table>
Facilities & Resources

- Purchase of Apps and software to support literacy and numeracy IEP goals
- Computer upgrades
- Purchase materials to support KLA scope and sequences
- Purchase new sport equipment
- Upgrade classroom furniture as required
- Plans for upgrade of Senior playground, central courtyard and three bathrooms prepared and submitted for approval
- Apps purchased by classroom teachers
- Computer upgrades undertaken consistent with University upgrade cycle
- Materials purchased as required
- New sport equipment as required
- Plans completed in conjunction with University Property and approved. Project completed in January, 2020.

SUMMARY: 2020 PRIORITIES FOR IMPROVEMENT

<table>
<thead>
<tr>
<th>Area</th>
<th>Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning</td>
<td>• Develop online learning resources</td>
</tr>
<tr>
<td></td>
<td>• Maths Problem Solving</td>
</tr>
<tr>
<td></td>
<td>o Ongoing training/support to be provided to all teachers</td>
</tr>
<tr>
<td></td>
<td>o Schema based instruction extended to new problem types (‘compare’ problems and ‘change’ problems)</td>
</tr>
<tr>
<td></td>
<td>• Review and update Goals and Strategies within IEP database as needed</td>
</tr>
<tr>
<td></td>
<td>• Develop KLA report database (Creative Arts, Geography, History, Science and Technology and PDHPE)</td>
</tr>
<tr>
<td></td>
<td>• Develop teaching resources to support scope and sequences of vocabulary and concepts within new KLA units</td>
</tr>
<tr>
<td></td>
<td>• Further development in use of MinSpeak communication device in classrooms</td>
</tr>
<tr>
<td>Staff Development</td>
<td>• Familiarisation/professional learning with Google Classrooms and Zoom for delivery of remote learning</td>
</tr>
<tr>
<td></td>
<td>• Attend Professional Learning activities relevant to all KLA goals</td>
</tr>
<tr>
<td></td>
<td>• Attend Professional Learning activities consistent with teacher accreditation requirements</td>
</tr>
<tr>
<td></td>
<td>• Develop further History, Geography and Science units</td>
</tr>
<tr>
<td></td>
<td>• Training in the use and implementation of MinSpeak in the classroom</td>
</tr>
<tr>
<td></td>
<td>• Conduct staff training in Child protection, CPR, Epilepsy, Asthma and Anaphylaxis management</td>
</tr>
<tr>
<td></td>
<td>• School visits to future education options</td>
</tr>
<tr>
<td></td>
<td>• Principal and Business Manager to undertake relevant professional learning (eg. School Governance, Child Protection)</td>
</tr>
<tr>
<td>Facilities &amp; Resources</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• Purchase of Apps to support literacy and numeracy IEP goals</td>
<td></td>
</tr>
<tr>
<td>• Subscriptions to online platforms to support remote learning (e.g. Reading Doctor, Maths Online)</td>
<td></td>
</tr>
<tr>
<td>• Computer upgrades</td>
<td></td>
</tr>
<tr>
<td>• Purchase materials to support KLA scope and sequences</td>
<td></td>
</tr>
<tr>
<td>• Purchase new sport equipment as required</td>
<td></td>
</tr>
<tr>
<td>• Upgrade classroom furniture as required</td>
<td></td>
</tr>
<tr>
<td>• Complete upgrade of Senior playground, central courtyard and bathroom renovations approved at the end of 2019.</td>
<td></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. 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 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. 22 survey forms were returned to the school from 22 families. Overall the results were very positive, with 22 parents who responded agreeing or strongly agreeing that the teachers and classrooms provide an excellent learning environment for the students, that the school communicates well with parents and that it responds to their queries in a timely manner. 22 parents agreed or strongly agreed that they were given sufficient opportunity to contribute to their child’s Individual Education Plan, that the IEP addressed their child’s learning needs, and that reports gave feedback on IEP goals. All parents agreed or strongly agreed that their child’s teachers and the School Principal were approachable. 22 parents reported that their child was happy to go to school each day.

12 out of 15 parents felt that the school provided adequate support in relation to future education options, with a further 7 parents indicating it was not applicable at this stage. This is an area of some concern each year and a challenge given that there are limited options for parents to choose from. Five parents reported that they would like additional communication opportunities to meet and discuss progress.

One parent disagreed that the homework was appropriate and easy to implement, with another parent giving a neutral response. All except four parents agreed or strongly agreed that the behaviour management practices are effective and consistent. 2 parents disagreed with this and 2 parents gave a neutral response. All parents said they would recommend MUSEC to other parents.

Some comments written by parents as part of the survey were a pleasure to read. For example, “My son has loved his time at MUSEC. We are very happy with his progress! Teachers are wonderful.” “You all do a wonderful job. Extremely happy to know the support that my son has.” “The staff are wonderful. He has learnt so much.” The MUSEC Team are fantastic. Thank you for all the support.”

MUSEC School provides a unique working environment for Special Educators. The staff attendance and retention rates are indicative of high staff satisfaction.
SUMMARY FINANCIAL INFORMATION

Income & Expenditure 2019

Income -
- Fees & Private Income: 37%
- State Recurrent Grants: 23%
- Commonwealth Recurrent Grants: 40%

Expenditure -
- Salaries, Allowances & Related Expenses: 89%
- Non-Salary Expenses: 10%
- Capital Expenditure: 1%

INCOME & EXPENDITURE 2019