MACQUARIE UNIVERSITY SPECIAL EDUCATION CENTRE

MUSEC SCHOOL

ANNUAL REPORT 2017
A MESSAGE FROM THE MUSEC SCHOOL BOARD

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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 BOARD

Dr Mark Carter (Chair)  Associate Professor, Department of Educational Studies
Dr Kathleen Tait    Senior Lecturer, Department of Educational Studies
Dr Sally Howell    School Principal
Ms Anne Murdoch    Business Manager
Ms Ellen Fanning   External member - past parent
Mr David Southon   External member - past parent

A MESSAGE FROM MUSEC SCHOOL BOARD

Macquarie University Special Education Centre (MUSEC) School is a community outreach activity of Macquarie University’s Department of Educational Studies, that receives advice from the MUSEC School Board and special education academics from within the Department of Educational Studies. 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 2017 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 2017 two new members joined the MUSEC School Board, Ms Ellen Fanning and Mr David Southon, both being parents of former students. This increased the board to six members, with the existing four Macquarie University staff continuing as members. The Board has approached the Dean of the Faculty of Human Sciences to nominate a faculty representative to the Board, and to review the school’s governance structure prior to the next registration inspection by NESA in 2019. This is expected to be finalised during 2018.
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 Classroom Assistant. Additional support across classes is provided by two part-time Speech Pathologists, the MUSEC Senior Technology Officer and a Teachers’ Assistant. 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 2017 there were nine (9) students enrolled in Year 3 and ten (10) students enrolled in Year 5. No Year 3 students and two (2) Year 5 student participated in the NAPLAN.

The Year 5 students achieved results in the range of below Band 3 to Band 6 in the Literacy assessments, and both achieved 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 $109 per teacher was spent on professional development.

Post-graduate studies
One teacher completed the Masters in Special Education during 2017. One classroom assistant was enrolled in the Masters in Special Education during 2017. One teacher, one of the school’s speech pathologists and the school’s research officer were enrolled in PhD studies during 2017, all supervised by special education academics.

Conferences
The Principal was on the organising committee for the 2017 CHERI Conference. One teacher attended the AIS Student Services Conference: Every Student, Every Lesson, Every Day. The school principal and one teacher attended the AIS 2017 Research Symposium.

Curriculum Development
Teachers attended a variety of Macquarie University Seminars and Macquarie University Public Lectures. These included “Changing our Minds: How modern environments are impacting our brain activity”, “Bright and Early: Maximising potential through high-quality early childhood education”, and “Blending Adaptive Learning, Learner Support and Evidence-Centred Assessment Design in Simulation-based Learning Environment”.

One teacher completed an online course on the K-6 geography syllabus and attended a workshop on Teaching Primary History Through Objects at The Mint.

One teacher and one of the speech pathologists attended a training workshop on Language Acquisition through Motor Planning.

One speech pathologist attended a seminar entitled NSW Speech Pathology in Literacy Domain: From Prevention to Intervention. The other speech pathologist completed training in administering the Clinical Evaluation of Language Fundamentals assessment.

Research
Two teachers and the school principal attended a professional learning seminar entitled “Bridging the research to policy gap” presented by Dr Jennifer Buckingham on behalf of the Australian Association of Special Education.

The Principal and one teacher attended four professional development related meetings at AIS NSW in relation to the research project funded by AIS.

First Aid Training
All school staff attended a half-day CPR Refresher course.
All school staff also attended a session on managing students with cystic fibrosis presented by staff from Westmead Children’s Hospital.

School Governance
The School Principal and the Business Manager attended a one-day symposium on school governance conducted by the Association of Independent Schools of NSW. Other board members completed online governance modules offered by AIS NSW.

The Principal also attended a lecture by David Woods presented by the Australian Council for Educational Leaders.

SCHOOL BASED RESEARCH PROJECT

In 2016 the school received funding of $70,000 from the Association of Independent Schools of NSW to conduct a two-year research project in the school investigating the effectiveness of schema-based mathematics instruction in improving the problem solving performance of primary aged children with intellectual disabilities and autism. The Principal, Dr Sally Howell is the lead investigator, and is assisted by Dr Sara Mills, Master Special Education Teacher (second investigator) and Ms Betty Ho, the school’s research officer.

During 2017 two research studies were implemented in the Primary 2 classroom. Dr Howell implemented a single subject research study in schema based instruction and Dr Mills implemented a small group research study in schema based instruction. A preliminary report on the results of these two studies was submitted to AIS. Dr Howell and Dr Mills presented a research poster at the AIS Research Symposium. They also presented the research as part of an Australian Association of Special Education (AASE, NSW) workshop held at Wollongong University.

In September the academic mentor for the project, Dr Alicia Saunders from the University of North Carolina, Charlotte, visited the school, providing demonstration lessons in all classrooms and professional development workshops for the staff. Dr Howell and Dr Mills will be visiting Charlotte in 2018 to observe the implementation of the method in schools in the Charlotte area.

TEACHER STANDARDS

The staff of MUSEC School in 2017 included a principal, four master special education teachers, six special education teachers, classroom and teachers’ assistants and two speech and language pathologists, backed by technical, administrative and research support staff. All master special education teachers and special education teachers have both teacher qualifications and special education qualifications. In 2017 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>16</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>6</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>1</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 Postgraduate Certificate in Special Education.
STAFF OF MUSEC SCHOOL

Teaching
Sally Howell   Principal
Sally Huck   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 (p/t)
Robert Davies   Senior Technology Officer
Candice Mariz   Special Education Teacher
Rebecca Dark   Special Education Teacher
Sarah Kirkwood   Special Education Teacher
Ping Shu   Special Education Teacher
Nicola Berrick   Special Education Teacher (p/t)
Ying Sng   Special Education Teacher (p/t)
Betty Ho   Research/Classroom Officer (p/t)
Ann George   Teachers’ Assistant
Gina Sinclair   Classroom Assistant
Priya Gray   Classroom Assistant
Aviea Renouf   Classroom Assistant
Celeste Pena   Classroom Assistant
Paige Kenny   Classroom Assistant
Tanika Kehlet   Classroom Assistant (p/t)
Betsy Isaac   Classroom Assistant (p/t)

Finance and Administration
Anne Murdoch   Business Manager
Sharyn Gilkes   Administration and Academic Programs Manager
Robert Davies   Senior Technical Officer
Jo Aboud   Administrative Assistant
Natalie Watson   Administrative Assistant

TEACHER ATTENDANCE AND RETENTION RATES

In 2017 the average daily staff attendance rate was 98.6%. The percentage of staff retained from 2016 was 95%.

STUDENT ATTENDANCE

Ninety-five percent of students attended school on average each school day in 2017. The average attendance in 2016 was 94%.
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 2017, there were forty-four (44) students from Kindergarten to Year 6, enrolled at MUSEC School. All students had a documented disability. The students came from a wide geographical area.

<table>
<thead>
<tr>
<th>Class</th>
<th>No. Students</th>
<th>Adults per classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary 1</td>
<td>10</td>
<td>3.5</td>
</tr>
<tr>
<td>Primary 2</td>
<td>13</td>
<td>3.5</td>
</tr>
<tr>
<td>Primary 3</td>
<td>9</td>
<td>3.5</td>
</tr>
<tr>
<td>Primary 4</td>
<td>12</td>
<td>3.5</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>14</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>During 2013 all School Policies, Procedures and Guidelines were reviewed in preparation for, Board of Studies (BOSTES) Registration requirements. In 2014 adjustments were made to policies as requested by BOSTES</td>
<td>MUSEC SCHOOL POLICIES, PROCEDURES and GUIDELINES MANUAL (2014)</td>
<td>All staff.</td>
<td>Revised policies were signed off by the Vice-Chancellor in Term 1, 2014</td>
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<tr>
<td><strong>STUDENT WELFARE POLICIES</strong></td>
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<tr>
<td>Student welfare in MUSEC School:</td>
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<tr>
<td>• encompasses everything the school community does to meet the personal, social and learning needs of students</td>
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<td>• creates a safe, caring school environment in which students are nurtured as they learn</td>
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<td>• is achieved through the total school curriculum and the way it is delivered</td>
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<tr>
<td>• incorporates effective discipline</td>
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<td>• incorporates preventive health and social skills programs</td>
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<td>• stresses the value of collaborative appropriate intervention when problems are identified</td>
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<tr>
<td>• provides ongoing educational services to support students</td>
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<tr>
<td>• recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony</td>
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<tr>
<td>• recognises the role that the school plays as a resource to link families with community support services</td>
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<tr>
<td>• provides opportunities for students to:</td>
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<td></td>
<td></td>
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<tr>
<td>- enjoy success and recognition</td>
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<tr>
<td>- make a useful contribution to the life of the school</td>
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<tr>
<td>- derive enjoyment from their learning</td>
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<tr>
<td>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.</td>
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</tbody>
</table>
**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.

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 2016 ANNUAL REPORT

<table>
<thead>
<tr>
<th>Area</th>
<th>Priorities</th>
<th>Achievement</th>
</tr>
</thead>
</table>
| **Teaching and Learning** | • AIS Research Project: Maths Problem Solving  
  • Review and update Communication Goals and Strategies within IEP database  
  • Develop IEP goals for maths domains (measurement, geometry, time, data)  
  • Develop teaching resources, assessment and monitoring procedures to inform teaching ‘new’ maths domains  
  • Develop teaching resources to support scope and sequences of vocabulary and concepts within new KLA units  
  • Implement a trial of augmentative and alternative communication devices in the classroom  
  • Introduce the Sporting Schools Program | • Stage 1 of AIS project completed  
  • All communication goals reviewed and database goals and strategies updated  
  • Measurement, time and some geometry goals and strategies developed  
  • New maths resources developed  
  • Resources for KLA units of work developed  
  • MinSpeak trialled in one classroom  
  • Sporting Schools Program implemented |
| **Staff Development** | • Attend Professional Learning activities relevant to History, Geography and Science  
  • Develop further History, Geography and Science units  
  • Teaching maths problem solving  
  • Teaching expressive writing  
  • Training in the use and implementation of augmentative and alternative communication devices in the classroom  
  • CPR training  
  • School visits to future education options | • Individual teachers attended a range of PL courses  
  • New History, Geography and Science Units developed  
  • Maths problem solving taught as part of AIS project  
  • Expressive writing taught in Primary 2 and Primary 4 classrooms  
  • Short trial of MinSpeak in Primary 1 classroom  
  • CPR training undertaken  
  • School visits to a number of High School options |
| **Facilities & Resources** | • Purchase of Apps to support literacy and numeracy IEP goals  
  • Computer upgrades  
  • Purchase materials to support KLA scope and sequences (new maths domains, new History, Geography and Science units)  
  • Purchase new sport equipment  
  • Upgrade classroom furniture as required  
  • Renovate school playgrounds | • A limited number of Apps purchased  
  • Computer upgrades as per IT plan  
  • Resources purchased to support units of work  
  • Sports equipment purchased through Sporting Schools Grant  
  • New chairs and desks purchased as required  
  • Planning for Junior playground upgrade completed and tenders obtained, prior to project being completed in the 2017-18 Christmas holidays. |
### SUMMARY: 2018 PRIORITIES FOR IMPROVEMENT

<table>
<thead>
<tr>
<th>Area</th>
<th>Priorities</th>
</tr>
</thead>
</table>
| **Teaching and Learning** | • AIS Research Project: Maths Problem Solving  
  o Training to be provided to all teachers  
  o Schema based instruction introduced in all classrooms  
  o Final report to be submitted to AIS  
  o Visit by Dr Howell and Dr Mills to Charlotte, North Carolina for school visits and liaison with project mentor, Dr Alicia Saunders  
• Implement AIS – NSW Health funded project – Live Life Well @ School  
• Develop Unit on Sustainability in collaboration with the Ryde Environmental Educators’ Network  
• Review and update Goals and Strategies within IEP database as needed  
• Develop KLA report database (Creative Arts, Geography, History, Science and Technology and PDHPE)  
• Develop teaching resources to support scope and sequences of vocabulary and concepts within new KLA units  
• Implement Minspeak communication device in classrooms as required  
• Continue Sporting Schools Program  |
| **Staff Development**  | • Attend Professional Learning activities relevant to all KLA goals  
• Attend Professional Learning activities consistent with teacher accreditation requirements  
• Dr Howell and Dr Mills to present research findings at ASEPA and ASPECT conferences  
• Develop further History, Geography and Science units  
• Implement Stage 2 of the AIS Schema based Instruction project  
  o All staff to be trained  
  o Support materials to be developed and trialled  
• Training in the use and implementation of MinSpeak in the classroom  
• Conduct staff training in Child protection, CPR, Epilepsy, Asthma and Anaphylaxis management.  
• School visits to future education options  |
| **Facilities & Resources** | • Purchase of Apps to support literacy and numeracy IEP goals  
• Computer upgrades  
• Purchase materials to support KLA scope and sequences (e.g. healthy eating and sustainability)  
• Purchase new sport equipment  
• Upgrade classroom furniture as required  
• Plan for upgrade of Senior playground  |
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. 17 survey forms were returned to the school from 17 families. Overall the results were positive, with all 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. All parents agreed or strongly agreed that they were given sufficient opportunity to contribute to their child’s Individual Education Plan, that it addressed their child’s leaning needs, and reports gave feedback on IEP goals. All but one parent agreed or strongly agreed that they appreciated the opportunity to observe their child at the scheduled observation sessions. All parents agreed or strongly agreed that their child’s teachers and the Principal were approachable and that their child was happy to go to school each day.

16 out of 17 parents felt that the school provided adequate support in relation to future education options, with one parent indicating it was not applicable at this stage. This is an improvement in responses compared to the previous year, where some concern had been expressed about this area of assistance to parents.

One parent stated that the homework system was not easy to implement, two stated that the amount of homework was not sufficient, and requested more, while one parent felt there was too much homework. The remaining parents found the homework system easy to implement and considered the amount of homework adequate. All except one parent agreed that the behaviour management practices are effective and consistent.

Some comments written by parents as part of the survey were a pleasure to read. For example, “Not only have teachers and other educators shown attention on a daily basis when meeting, greeting and communicating, but also the Principal is present often and available to talk about progress, and has shown a very professional and at the same time personal approach to parents. Thank you for a wonderful year. We could not be happier to have our daughter attend MUSEC.”, “The school class program has provided a structure for our son to have the best possible opportunity to learn. The star system has rewarded his effort with learning. Also, excellent behavior management.”, “The teachers are not only great with academics for the students but behavioural and emotional supports. They always make time to discuss any issues.”

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 2017

Income -
Fees & Private Income 41
State Recurrent Grants 23
Commonwealth Recurrent Grants 36

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

INCOME & EXPENDITURE 2017

INCOME & EXPENDITURE 2017

<table>
<thead>
<tr>
<th>Income 2017</th>
<th>Expenditure 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees 41%</td>
<td>Non-Salary Expenses 10%</td>
</tr>
<tr>
<td>State Recurrent Grants 23%</td>
<td>Capital Expenditure 1%</td>
</tr>
<tr>
<td>Commonwealth Recurrent Grants 36%</td>
<td>Salaries 89%</td>
</tr>
</tbody>
</table>