School Strategic Plan for Belmore School
Eastern Metropolitan Region
2012-2015

[Insert here the logo and/or name of the school review contractor responsible for this review]

| Endorsement by | Signed………………………………………
|----------------|----------------------------------------
| School Principal | Name JOAN ANSON
|                 | Date………………………………………

| Endorsement by | Signed………………………………………
| School Council | Name LISA EVANS
|                 | Date………………………………………
|                 | School Council President signs indicating that the School Strategic Plan has been endorsed by School Council

| Endorsement by | Signed………………………………………
| Regional Network Leader | Name JEREMY BEARD
|                 | Date………………………………………

EWC/School Strategic Plan 2012-2015
## School Profile

### Purpose
Belmore School is a special school for students with physical impairments and/or health impairments. We provide an engaging & safe learning environment that maximizes self-esteem, independence, well-being for all students. We recognize that all students can learn.

### Values
We value the partnership with parents and the wider community in order to enrich the students’ learning experiences.

We do this through:

- **Commitment** - by supporting every student to maximise their learning outcomes towards independence.
- **Teamwork** - by honouring the diversity and expertise of all staff. We take pride and ownership of our work & collaborate to achieve the best possible outcomes for our students.
- **Respect** - for students, parents and colleagues - by listening and being accountable whilst maintaining the highest professional standards.
- **Innovation** - by researching and implementing the best possible ideas and strategies to meet the diverse needs of the Belmore community.

### Environmental Context
Belmore School is a special school for students with physical disabilities and/or health impairments.

We have 60 students with a range of disability from mild through to multiple disabilities, who may also have moderate to profound intellectual disabilities. The trend over the last four years is for students to have increasing levels of multiple disabilities with resulting high support needs; this includes epilepsy, vision and hearing impairments, the ratio of non-verbal students is increasing, as well as the incidence of Autism Spectrum Disorder (ASD) and behavioural issues. We have several students who require intensive medical intervention and 35% of students have a gastrostomy.

Students come from the widest range of socio-economic backgrounds and a wide geographic area. This results in more limited access to the school for families who live further away. 23.7% of families are eligible to receive the Education Maintenance Allowance. Students’ disability brings emotional, financial and physical stress to all families.
The school has developed partnerships with the Royal Children’s Hospital and Monash Medical Centre as well as case management organisations, respite houses and alternative transport companies to help support families. A Royal Children’s Hospital paediatrician runs up to 6 clinics a year at Belmore School. The school also has strong partnerships with Yooralla, Rotary, “Friends of Belmore “, the Bendigo Bank and a large, loyal volunteer group.

Belmore School has a complex staffing profile. The staff team comprises teachers, physiotherapists, occupational therapists, speech pathologists, music therapist, dance specialist, nurse, as well as classroom and therapy assistants. Other support staff includes attendant carers, an equipment maintenance officer, an ICT network manager and administration staff. The school has a long standing relationship with Yooralla to provide therapy support. The ratio of teachers to other staff is unusual in that we have 13 teachers in a staff complement of 56. We have a large component of 35 part time staff.

This mix of staff combines their very different skills to devise and implement the programs that meet the differentiated needs of students. Complex meeting arrangements are in place to facilitate the collaborative work of school staff. Teacher and therapy teams together devise, implement, assess and report on the students’ goals. In 2011 Professional Learning Team structures were further enhanced.

All staff are well supported in attending ongoing professional development and networks to deliver best practice.

The curriculum is based on the Victorian Essential Learning Standards (VELS), Working Towards Level 1 of the Victorian Essential Learning Standards, and Victorian Certificate of Applied Learning (VCAL) at foundation level. Staff have been working to implement the new Working Towards Level 1 of the Victorian Essential Learning Standards since its introduction in 2009.

Belmore School is purpose built for students with physical disabilities and is very well equipped. All classrooms have computers, food preparation facilities, basins, and all but one have overhead hoists. A hydrotherapy pool, sensory room, sensory playground, gym, music therapy space, adapted toileting facilities and a multipurpose hall allow for the delivery of appropriate programs. A school owned bus allows community access for students. Every classroom has heating and cooling. We have equipment to meet all students’ individual physical, mobility and independence needs. This is constantly updated by reassessing their ever-changing needs. Therapists run clinics to provide hand splints and organise clinics by outside providers, such as wheelchair and orthotics companies.
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<th><strong>Strategic Intent</strong></th>
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### School Strategic Planner 2012-2015: Indicative Planner

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<th>Key Improvement Strategies</th>
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<td><strong>Student Learning 1</strong></td>
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| Further develop Students’ Educational Plans to strengthen a whole school approach to teaching and learning | Year 1 ▪ Investigate a range of formats from similar settings  
▪ Establish a process to ensure all team members understand students’ goals and learning needs.  
▪ Consolidate the writing of SMART, clear goals.  
▪ Trial the process for the schools approach to AAC implementation,  
▪ Baseline student skills in communication  
▪ Establish a whole school approach for use of checklists to record and assess students’ achievements. | ▪ Revised Student Education Plan proforma.  
▪ The school’s leaders will continue to monitor and give feedback to staff about the quality and rigour of goals  
▪ Evaluation of AAC implementation process  
▪ Track baselines of all students in communication domain  
▪ 95% of students will achieve the short term goals outlined in their Student Education Plan |
|                            |                                                                         |                                                                                       |
|                            | Year 2 ▪ Strengthen the processes around collaborative goal setting with teachers and therapists  
▪ Set up strategies to share digital portfolios with parents  
▪ Review AAC implementation trial  
▪ Maintain records of students’ progress in communication skills | ▪ Digital portfolios presentation to parents at graduation ceremonies junior to senior and exit (18+)  
▪ Refine AAC implementation process  
▪ Track students’ communication progress across the school. |
|                            |                                                                         |                                                                                       |
|                            | Year 3 ▪ PD on student choice making | ▪ 98% of students will achieve the short term goals outlined in their Student Education Plan  
▪ The Student Decision Making mean on the Staff Opinion Survey will increase from 61.5 to 70. |
|                            |                                                                         |                                                                                       |
|                            | Year 4 ▪ Review goal writing processes  
▪ Review student choice making skills | ▪ 100% of students will achieve their short term goals  
▪ The Student Decision Making mean on the Staff Opinion Survey will increase from 61.5 to 70. |
### School Strategic Planner 2012-2015: Indicative Planner

<table>
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<tr>
<th>Student Learning 2</th>
<th>Actions</th>
<th>Achievement Milestones (Changes in practice and behaviours)</th>
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<tbody>
<tr>
<td></td>
<td><strong>Year 1</strong></td>
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<td></td>
<td>• Provide professional learning for all staff on effective PLT’s</td>
<td>• Include all staff in professional learning on evidence based decision making</td>
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<td>• Modify the format of classroom team meetings in line with PLT practices</td>
<td>• PLT logs from classroom meetings</td>
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<td></td>
<td>• Include all staff in Professional Learning on evidence based decision making</td>
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<td><strong>Year 2</strong></td>
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<td>• Increase forums for teachers, ESS and therapists for feedback, including peer observations</td>
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<td>• Establish a process for moderation of student progress in PLT’s to ensure goal clarity</td>
<td>• All meetings maintain a strong focus on student learning</td>
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<td>• Documented process (PLT logs)</td>
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<td><strong>Year 3</strong></td>
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<td></td>
<td>• Review the PLT model for teachers and implement improvements</td>
<td>• Review document</td>
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<td><strong>Year 4</strong></td>
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<td></td>
<td>• Review the PLT model for classroom teams and implement improvements</td>
<td>• Review document</td>
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<tr>
<td><strong>Student Learning 3</strong></td>
<td><strong>Actions</strong></td>
<td><strong>Achievement Milestones</strong></td>
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| Improve collaboration between teachers, ESS and Yooralla staff to improve student outcomes | **Year 1**  
- Establish a shared understanding among all staff of Belmore’s trans-disciplinary model  
- Redefine the roles of all staff within Belmore’s trans-disciplinary model  
- Pilot and review a consultative model of therapy involvement in school programs to improve student learning  
- Document and share information included in teacher and therapist handovers  
- Establish opportunities for all staff to engage in regular debriefing sessions | **Review the schedule of school meetings (repeat each year 1 – 4)**  
**New role descriptions in staff manual**  
**Modified model of therapy provision**  
**Collate handover documents** |
|                     | **Year 2**  
- Handover documents and processes (meeting free week)  
- Develop a process for the Management Team to improve participation in the annual Staff Opinion Survey. | **Checklist on student handover documentation in student files** |
|                     | **Year 3**  
- Review the roles and responsibilities of members of the school’s meeting forums.  
- Provide training for staff chairing/leading meetings, review on line material | **Documented Meeting protocols/roles and responsibilities**  
**PD record** |
|                     | **Year 4**  
- Establish clear guidelines for all staff to use the school’s IT network for sharing information related to student learning | **80% of staff confident in using IT networks**  
**The Role Clarity mean on the Staff Opinion Survey will increase to 80.** |
## Student Engagement and Wellbeing

Increase the capacity of teachers, ESS and therapists to develop, implement and assess physical progress (based on TL1 VELS)

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| Year 1 | • Provide opportunities for staff to observe physical programs in other settings  
• Redefine the school’s commitment to Active Learning  
• Extend staff knowledge of the physical domain of Towards Level 1 VELS       | • All staff have opportunities for observational visits  
• Action Plan for IT and PE curriculum development (physical domain)  |
| Year 2 | • Provide professional learning for all staff on the impact of physical disabilities on movement and mobility  
• Develop school based survey re implementing programs to promote physical development  
• Refine the Health and PE domain of curriculum  
• Provide opportunities for staff to observe physical programs in other settings       | • PD sessions on Health and PE embedded in meeting schedule  
• Administer survey to trial group – Re confidence of teachers/therapists in developing, implementing and assessing programs to promote students’ physical development.  
• Health and PE curriculum documents  |
| Year 3 | • Baseline student outcomes in Health and PE domain  
• Establish a Resource Folder identifying appropriate Community Centres and programs for students’ leisure activities       | • Track Baseline of all students in Health and PE domain  
• Resource folder available to all staff and parents  |
| Year 4 | • Administer School Based Survey for all staff       | • 80% of all staff feel more confident in implementing programs to promote physical development  
• 100% of students achieve short term goals in physical development  |
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<td><strong>Student Pathways and Transitions</strong></td>
<td>Strengthen programs and approaches to improve students’ life skills</td>
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| **Year 1** | ▪ Extend MAPS planning across the school  
▪ Document agreed protocols for transition planning which acknowledge students’ active involvement in preparing for change | ▪ MAPS plans for all student moving from junior to senior school  
▪ Documented protocols for transition planning (with built in review process)  
▪ The transition Mean on the Parent Opinion Survey will increase to 5.8  
▪ 80% of students achieve 3 or above in achievement of goals in personal and social learning |
| **Year 2** | ▪ Ensure clear profiles related to eating, dressing and personal hygiene are developed collaboratively and available for parents to reinforce students’ learning  
▪ Conduct MAPS process for new prep students | ▪ Profiles for eating, dressing, personal hygiene development and distributed to parents and incorporated in to students MIPS plan  
▪ MAPS plans for all new students and transitioning students  
▪ Transition Mean on Parent Opinion Survey will increase to 6.0 |
| **Year 3** | ▪ Baseline students’ personal learning skills  
▪ Audit and strengthen the range of school programs to improve life skills  
▪ Identify and implement effective approaches which maximise students’ independence across the curriculum | ▪ Track baseline of all students in personal learning domain  
▪ MAPS plans for all new students and transitioning students  
▪ Transition Mean on Parent Opinion Survey will increase to 6.3 |
| **Year 4** | ▪ Review and Consolidate Personal Learning Domain of curriculum | ▪ Complete curriculum document in Personal Learning Domain  
▪ 100% of students will achieve short term goals in personal and social learning  
▪ Transition Mean on Parent Opinion Survey will increase to 6.5 |