Belmore School is located 10 km east of Melbourne and caters for 500 students aged 5-18 years who have a physical disability and/or significant health impairment requiring paramedical support. Students have a wide range of intellectual abilities. Some students have complex needs and multiple disabilities. Some students have mild disabilities. All are on the Program for Students with a Disability.

The school community comprises families from across the socio-economic spectrum. The school has 10 teachers, 26 Education Support staff, a Principal and an Assistant Principal. Trans disciplinary teams, comprising teachers, physiotherapists, occupational therapists, speech pathologists and educational support staff work together to plan, implement and evaluate individual educational programs.

Additional support staff includes a music therapist, art teacher, school nurse, attendant care team, an information technology manager, a social worker and psychologist.

Belmore offers a comprehensive curriculum to develop each student intellectually, socially, physically and emotionally, as well as maximising independence in functional activities of daily living. We hope that every student will exceed our expectations.

Our new strategic plan values our partnership with parents to enrich students’ learning experiences. We achieve this through teamwork, respect, innovation and commitment.

<table>
<thead>
<tr>
<th>Student Learning</th>
<th>Student Engagement and Wellbeing</th>
<th>Student Pathways and Transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 2012, student goals in all curriculum areas were decided in conjunction with parents and informed by using the data from Towards Level 1 VELS. All students have documented, realistic and challenging goals. Each Student’s Individual Learning Plan includes specific learning outcomes, implemented and evaluated by their team. Students at Belmore continue to make pleasing progress, particularly in the priority areas of communication and Health &amp; PE. Survey data indicates that Belmore maintains the highest standards in communication, using each child’s communication method. All Victorian Government school teachers meet the registration requirements of the Victorian Institute of Teaching. Our teachers are superbly qualified. Teachers work in Professional Learning Teams in order to improve</td>
<td>Our small community is characterised by high levels of engagement and well-being. Student absences are usually the result of prolonged periods of hospitalisation following surgery or illness. Surgery is followed up with extra physiotherapy. Every effort is made to return students to school as quickly as possible after hospitalisation. The multi-disciplinary team is an integral part of the team approach to educational provision, and classroom and specialist teachers work closely with therapists. Finely tuned programs ensure that all students are engaged in meaningful programs at their own level. Students find programs motivating and achieve success. Their self-esteem is at a high level. They make friends with their peers. Programs, such as camps and excursions, special celebrations</td>
<td>Belmore School has a well-developed process ensuring successful transition for students at various stages of their school life. Transition for new students involves orientation visits, parent information sessions and brochures, school and therapy staff visits to early intervention settings, intake meetings involving parents and the multi-disciplinary team, and dissemination of medical reports. Students who are making the transition within the school to the senior department are involved in orientation to that part of the school. A transition information kit for families is distributed. In 2012 we continued with the ‘MAPS’ process to develop a longer term action plan for students in conjunction with families. A handover protocol has been developed to assist staff in all transitions so that information</td>
</tr>
</tbody>
</table>
student learning. The focus is on student performance data, sharing and reflecting on classroom practice and applying best practice through team work and collaborative skills. During the year the new Victorian Abilities Based Learning and Education Support (ABLES) tools were used to integrate assessment, goal setting, reporting, teaching strategies and links to the statewide curriculum for all students.

related to each term’s unit of integrated studies, the performing arts program and student lunchtime programs ensure engagement and well-being are exceptionally high. All student groups had the opportunity to be involved in the dance program. Students enjoyed participating in senior and junior concerts.

In the parent survey, Belmore School was in the fourth quartile in terms of safety and classroom behaviour. Parents also ranked teacher morale and behaviour management in the fourth quartile.

sharing with the new team is formalised and thorough. Young adults graduating from Belmore and their families were supported through the Futures Program by Belmore staff. Families were assisted with visits to a range of options and trial placements. This ensured a seamless transition to adult support services. This intensive planning was seen very positively by families involved in the process.

For more detailed information regarding our school please visit our website at www.belmoresc.vic.edu.au or view our 2012 Annual Report online at http://www.vrqa.vic.gov.au/SReg