

School Strategic Plan 2019-2023

Belmore School (4675)



BELMORE
SCHOOL

Submitted for review by Karen Overall (School Principal) on 19 October, 2020 at 09:52 AM

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School Strategic Plan - 2019-2023

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<p>School vision</p>	<p>Belmore School provides safe and supported learning for students with disabilities in a boutique school environment. We strive to be an outstanding leader in special education, working in partnership with families to maximise student outcomes.</p>
<p>School values</p>	<p>Belmore School's vision is underpinned by our core values of:</p> <ul style="list-style-type: none"> - OPPORTUNITY We seek to provide a challenging, fulfilling and enriching school experience. - LEARNING We apply our personal best to optimise our achievement of knowledge and skills. - TEAMWORK We work cohesively together incorporating in an atmosphere of mutual support and trust, valuing the strengths and skills of all. - EXCELLENCE We strive for continuous improvement, instilling a desire to achieve our goals. - RESPECT We value each other and accept our differences, treating everyone with consideration and understanding.
<p>Context challenges</p>	<p>Established in 1962, Belmore School is a specialist school catering for students who have a physical disability and/or significant health impairment requiring paramedical support. Students have a wide range of intellectual abilities and some have multiple disabilities and complex needs. All students are funded under the Program for Students with Disabilities. Located in Balwyn, Belmore School caters for students aged 5 to 18 years from a wide geographical area and a diverse socio-economic background from the north east quadrant of metropolitan Melbourne.</p> <p>Belmore School has a highly qualified and extremely experienced teaching team passionate about providing an optimum learning environment for our students. Supported by small class sizes and an extensive education support team, teachers are able to provide innovation and best practice in teaching and learning to enable each student to achieve their full potential. This comprehensive educational team is supplemented by highly skilled therapy staff including physiotherapists, speech pathologists, occupational therapists and music therapist. Our staff are committed to delivering high quality learning programs through a multidisciplinary approach. Additional support programs are provided by our school nurse and engagement and wellbeing practitioner. An attendant care team supports the personal care requirements of students in a sensitive manner in private, well-resourced facilities.</p> <p>Belmore School provides a comprehensive curriculum to develop each student intellectually, physically, socially and emotionally,</p>

	<p>while maximising independence in functional activities of daily living. All students have challenging individual education plans based upon the Victorian Curriculum designed to enable them to reach their full potential. Our curriculum emphasises developing communication skills, extending physical ability and encouraging independence through the learning areas of English, Maths, Health and Physical Education and Personal and Social Capabilities. In addition extensive specialist and integrated studies programs ensure all students are provided with optimal learning opportunities across all curriculum domains. All educational programs are adapted to meet each student's readiness for learning and their individual goals established in conjunction with their parents through a formalised student support group process.</p> <p>Through rigorous participation in the school's self-evaluation and subsequent school review three challenges were consistently identified:</p> <ol style="list-style-type: none"> 1. To what extent is there a consistent approach to the delivery of the curriculum - while there are elements of consistency in the delivery of curriculum across the school in terms of the lesson structure, the topics covered in the integrated units, the delivery of the specialist programs and the content covered, a whole school documented approach would assist with consistency. 2. To what extent is data understood, analysed and used to inform the development and achievement of student goals in their IEP - while data is increasingly being used by staff to inform the development and achievement of student goals, further professional learning and development of staff skills would enhance the effective use of data. 3. To what extent is there a whole school approach to behaviour management - there is not a consistent whole school approach to behaviour management, and that to improve consistency in this area would support the well-being of the school community.
<p>Intent, rationale and focus</p>	<p>INTENT Belmore School's mission is to provide a very special education for our very special students. We strive for education excellence through implementation of our unique model that:</p> <ul style="list-style-type: none"> - Creates a learning context that marries technological progress with individual student needs. - Provides a professional, multi-disciplinary team who are in constant collaboration to help students meet their individual learning goals. - Evolves a nurturing, supportive environment for the health and well-being of all students, staff and visitors. - Fosters strong relationships between our school, our families and the wider community. <p>RATIONALE Ensuring consistent delivery of evidence based instructional practice and school-wide positive behavior support within classrooms and across the school will supplement the school's vision, leading to an improvement in student engagement and well-being and ultimately an increase in their learning growth.</p> <p>FOCUS Through the school review process it was recognised that the following elements should be prioritised:</p>

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| | <ul style="list-style-type: none">- develop, document and implement a whole school curriculum implementation framework- develop teacher skills in data collection and analysis to evaluate student learning over time- embed implementation of the Belmore School instructional model- embed consistency within the Team around the Learner model- implement a whole school approach to well-being and discipline- develop partnerships between the school, families and community services- develop leadership capacity to support implementation of the school's strategic goals |
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Goal 1	To maximise individual student achievement, learning and development
Target 1.1	By 2023, for 85 per cent of students to meet their annual goals on their IEP (2019 80 per cent).
Target 1.2	By 2023, increase the percentage of students demonstrating growth in communication from 50 per cent (2019) to 85 per cent (2023) as measured by an agreed published assessment tool.
Target 1.3	<p>Increase the following factors on the SSS</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum to 85% (2019 75%) (Principal/teacher) • Teacher collaboration to be at or above 75% (2019 67.3%) (whole staff) • Teaching and learning - use pedagogical model to be at or above 85% (2019 75%) (whole staff) • Instructional leadership to be at or above 75% (2019 66.9%) (whole staff)
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop, document and implement a whole school curriculum implementation framework
Key Improvement Strategy 1.b Evaluating impact on learning	Develop teacher skills in data collection and analysis to evaluate student learning over time utilising an effective Professional Learning Community (PLC) approach
Key Improvement Strategy 1.c	Embed the instructional model

Building practice excellence	
Goal 2	To improve student motivation and engagement in learning
Target 2.1	<p>By 2023, there will be an increase in the POS data in:</p> <ul style="list-style-type: none"> • Student motivation and support to be above 90% (2019 86%) • Student agency and voice to be above 90% (2019 85%) • School connectedness to be at or above 97% (2019 97%)
Target 2.2	<p>By 2023 there will be an increase in the student Attitudes to School Survey (AToSS) data in:</p> <ul style="list-style-type: none"> • Motivation and interest to be at or above 95% (2019 92%) • Stimulated learning to be at or above 95% (2019 92%) • School connectedness to be at or above 95% (2019 95%) • Student voice and agency to be at or above 95% (2019 92%)
Target 2.3	<p>By 2023 there will be an increase in the SSS data in:</p> <ul style="list-style-type: none"> • Believe student engagement is key to learning to be at or above 96% (2019 95%) • Support learning and growth of whole student to be at or above 96% (2019 95%)
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Develop and embed a whole school approach to communication, collaboration and co-planning through use of the TAL framework

Key Improvement Strategy 2.b Empowering students and building school pride	Utilise augmentative and alternative communication (AAC) to increase student voice and agency in learning
Key Improvement Strategy 2.c Building leadership teams	Develop leadership capabilities throughout the school
Goal 3	To improve the personal and social capabilities of each student to enhance their opportunities within and beyond school
Target 3.1	By 2023 the percentage of students achieving their personal and social capability goal in their IEP to be at or above 85% (2019 70%)
Target 3.2	Decrease the number of Tier 2 and 3 incidents reported and tracked by the school by 30% compared with 2019 (15%)
Target 3.3	By 2023 there will be an increase in the ATSS data in: <ul style="list-style-type: none"> • Managing bullying to be at or above 97% (2019 96%) • Resilience to be at or above 90% (2019 85%).
Target 3.4	By 2023 there will be an increase in the SSS data in: <ul style="list-style-type: none"> • Staff safety and wellbeing to be at or above 65% (2019 similar schools 55%) • Trust in students and parents to be at or above 75% (2019 66%).

Target 3.5	<p>By 2023 there will be an increase in the POS data in:</p> <ul style="list-style-type: none"> • Promoting positive behaviour to be at or above 95% (2019 91%) • Managing bullying to be at or above 78% (2019 73%) • Parent partnership and involvement to be at or above 88% (2019 88%) • General satisfaction to be at or above 85% (2019 82%) • Positive transitions to be at or above 85% (2019 82%)
Key Improvement Strategy 3.a Health and wellbeing	Develop and implement the SWPB framework
Key Improvement Strategy 3.b Parents and carers as partners	Develop partnerships between school, families and other community services to support and promote a consistent approach to engagement and wellbeing and build understanding of the school in the community