

2020 Annual Report to The School Community



School Name: **Belmore School (4675)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 31 March 2021 at 02:09 PM by Karen Overall (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 31 March 2021 at 02:42 PM by Brenton Carey (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum

Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Belmore School is a specialist school which caters 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 DET Program for Students with Disabilities (PSD). Belmore School is located in Balwyn and caters for students aged 5 to 18 years from a wide geographical area and a diverse socio-economic background from the northeast quadrant of metropolitan Melbourne. All students residing in the Belmore School designated transport zone are entitled to free transport between home and school.

Belmore School has a highly qualified and extremely experienced teaching team of eight teachers passionate about providing an optimum learning environment for our students. Supported by small class sizes and an extensive education support team of nine ES, 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 a highly skilled and committed team of six therapists covering the disciplines of physiotherapy, speech pathology, occupational therapy and music therapy led by our therapy services manager. Our staff are committed to delivering high quality learning programs through a multidisciplinary approach. Additional support programs are provided by our engagement and wellbeing leader, division 1 school nurse and psychologist. An attendant care team supports the personal care requirements of students in a sensitive manner in private, well-resourced facilities. Our business manager and receptionist lead the administration requirements of the school.

Belmore School provides a comprehensive curriculum to develop each student intellectually, physically, socially and emotionally, while maximising independence in functional activities of daily living. All students have challenging individual learning plans based upon the Victorian Curriculum designed to enable them to reach their full potential. Our curriculum emphasizes developing communication skills, extending physical ability and encouraging independence through the domains of English, Maths, Health and Physical Education and Personal and Interpersonal Learning. 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.

An extensive transition program is individually tailored to support new students enrolling into Belmore School. Enrolment enquires are considered throughout the year and we endeavour to ensure a placement can be offered when requested. A number of students are dual enrolled at their local mainstream school to maintain a connection with their local community with Belmore School being highly regarded for the support of these placements and the information shared through regular student support group meetings to sustain their success. Our senior secondary students and their parents are supported to make an informed decision regarding their choice of post school program to ensure that they continue to experience success following their graduation from Belmore School.

Belmore School values our partnerships with parents, carers, volunteers and our local community and strives to foster strong links with medical and allied health professionals and the NDIS to enrich our students learning opportunities. We proudly acknowledge our ability and passion to embed best practice in specialist education throughout our school and accept the responsibility for sharing our expertise through the provision of a range of professional learning opportunities for professionals, parents and students.

Our core values of opportunity, learning, teamwork, excellence and respect underpin all that we do.

Framework for Improving Student Outcomes (FISO)

Belmore School's priority area was Excellence in Teaching and Learning with focus on the dimensions of:

- Curriculum Planning and Assessment

- Building Practice Excellence

Strategic Plan Goals:

- GOAL 1
To maximise individual student achievement, learning and development
- GOAL 2
To improve student motivation and engagement in learning
- GOAL 3
To improve the personal and social capabilities of each student to enhance their opportunities within and beyond school

Key improvement strategies and outcomes included:

- Curriculum Planning and Assessment - Develop, document and implement a whole school curriculum implementation framework, commencing with English.
- Curriculum Planning and Assessment - Develop and embed a whole school approach to communication, collaboration and co-planning through use of the TAL framework
- Building Practice Excellence - Build staff capacity to utilise AAC (Alternative and Augmentative Communication) to increase student voice and agency in learning.
- Building Practice Excellence - Develop teacher skills in data collection and analysis to evaluate student learning over time utilising an effective Professional Learning Community (PLC) approach.
- Building Practice Excellence - Embed the Belmore School Instructional Model

Achievement

Despite the considerable impact of the COVID-19 pandemic, our focus throughout the year remained on supporting our students to achieve their very best.

Despite our awareness of the influence COVID-19 was starting to have on the world, Term 1 was most productive with all students fully supported to learn in a nurturing yet rigorous school environment. Teachers, supported by therapists had commenced planning each student’s Individual Education Plan (IEP) based around their specific educational needs and zone of proximal development utilising data from the ABLES assessment tools and teacher judgment against the Victorian Curriculum. Unfortunately development of IEPs was abruptly interrupted as the significant impact of the COVID-19 pandemic became apparent and the Victorian State Government announced the early ending of Term 1 as the first of two significant lockdowns was imposed. This required decisive action as the need to transition to remote and flexible learning was identified and Version 1 of the Belmore School Home Learning Program was swiftly developed by the Principal and two experienced teachers.

Term 2 welcomed the official introduction of the Belmore School Home Learning Program with all students assisted to learn from home with support of their parents and carers. Students of essential workers and those deemed vulnerable continued to attend onsite and were assisted to access their Home Learning Program with support from a roster of school staff. Students in specialist schools were able to return to onsite learning in late May, however this proved problematic as many parents considered the high community transmission of COVID-19 too great a risk and continued to keep their child in the safety of their home. School staff were then providing a range of learning options, both onsite and remote, for all the students in their class.

Following a survey of parents and carers, Version 2 of the Belmore School Home Learning Program was implemented during Lockdown 2.0. This revised program was developed to be user friendly and more hands on to ensure easier access and engagement to learning programs. A themed specialist program was introduced on a Thursday which was well received by all.

In week 2 of Term 4 all students and staff returned onsite to our updated COVIDSafe school environment with a strengthened focus placed on health and wellbeing requirements, ensuring our students were fully supported to re-engage with their refreshed educational programs.

Formal assessments were not undertaken in 2020, instead teacher judgements against the Victorian Curriculum were utilised to inform student achievement. A modified digital student report was developed to celebrate our students many achievements and engagement in their learning with emphasis on photos and videos to demonstrate progress.

Despite the many challenges encountered throughout 2020 our students' achievements were extraordinary, with all members of our school community will extremely proud of their ongoing contribution to ensure, despite what was happening in the world around them, they continued to be happy and healthy learners.

The parent opinion survey reported that 100% of parents surveyed were satisfied with the school's approach to remote and flexible learning and that 89% thought the amount of school work provided for their child was about right, with 11% of parents indicating it was too much.

In 2020 the School Staff Survey indicated an endorsement by 89% of the staff for collective efficacy and 91% of the staff for the collective focus on student learning. Parent Opinion Survey school climate variables demonstrated further growth with 100% of parents endorsing positive student cognitive engagement and 93% endorsing positive student development. Student feedback through the Attitudes to School Survey indicates students love coming to school and feel supported to achieve their best through delivery of a differentiated curriculum by effective teaching practice focused on cognitive engagement.

Engagement

The ongoing challenges of the COVID-19 pandemic had a considerable impact on the engagement of our students with their learning throughout the year. While onsite at school all students experienced significant success in engaging with their range of educational programs, their teachers and peers, despite the many disruptions in attendance they experienced throughout the year. While learning from home our students received significant support from their parents and carers to assist in engaging with their Home Learning Program. The connection between our staff and parents strengthened considerably as we collaborated closely throughout the year to ensure the success of this unique experience.

The use of the Seesaw application provided the platform for delivery of our Home Learning Program which consisted of a variety of online learning opportunities including personalised videos made by our teachers, therapists and education support staff. Our teachers shared a daily morning message with their students to ensure connection with the weekly topic and associated story book and to establish the learning tasks for the day. A specialist program based around a theme with activities provided by our specialist teachers and therapists supplemented each students' engagement with their learning. WebEx was used for students who were able to engage directly with their school staff and for teachers and therapists to connect online with the students and their parents and carers. A variety of extra-curricular activities moved online including animal themed and musical incursions, our monthly whole school assembly shared via the Belmore School Facebook page and special events including Anzac Day, Mother's Day and Father's Day.

During periods of remote and flexible learning daily connection between our school community was established through a BSC (Belmore School Community) email from the Principal which became a platform for sharing of information - both formal department and local school news, student and staff recognition, celebration of achievement, and wellbeing support.

Upon return to onsite learning in Term 4, our students and staff were all delighted to reconnect with each other and settle back into a sense of normality, despite the considerable changes in place to ensure we were all operating within a COVIDSafe school environment.

Data collected from the 2020 Parent Opinion Survey identified that student engagement variables were strong with 100% endorsing a positive school connectedness and 100% endorsing positive transitions. The Attitudes to School Survey indicated that 100% of students experienced a strong sense of belonging and inclusion at Belmore School. The 2020 School Staff Survey indicated that 94% of staff believe student engagement is key to learning and 100% of staff support learning growth of the whole student. These scores are well above the average results for all Victorian

Specialist Schools and improved from 2019.

Wellbeing

In consideration of the COVID-19 pandemic, the health and well-being of all school members: students; staff; parents and carers; volunteers; community members and visitors, was given priority. A COVIDSafe committee was formed led by our Principal and school nurses and a refreshed health model was developed to operate alongside our education model. The Belmore School Minimum Health and Hygiene Standards were developed and this evolving document led our practice in managing the ongoing impact of COVID-19. During periods of onsite school attendance, particularly when community transmission of COVID-19 was at its height, the health model became our governing practice as we were all in agreement that the fragile health needs of our students could not be compromised.

Maintaining the wellbeing of our students and their families, our staff and volunteers was prioritised during periods of lockdown through regular WebEx meetings, phone calls, BSC message emails, Belmore nurses newsletter and sharing of wellbeing support information. Preserving the connection between all members of our school community was a focus to ensure while we were physically distanced, we remained connected.

The 2020 Attitudes to School Survey highlighted that 100% of students surveyed are happy to attend, feel safe, believe their teacher looks after them and have friends at Belmore School - all important factors contributing to a strong sense of self-worth and wellbeing. The 2020 Parent Opinion Survey reported that 100% of parents recognised the promotion of positive behaviour and 100% indicated their overall general satisfaction. These survey results highlight the significant focus the school placed on ensuring the wellbeing of all members of our school community through the incredible impact of the COVID-19 pandemic.

Financial performance and position

Belmore School has continued to operate with strong financial management based on careful human resource co-ordination and detailed program budget development and monitoring. These processes have underpinned the school ending the 2020 year in a financial surplus, with the goal to utilise residual funds to rejuvenate our outdoor play space.

In addition to the school's SRP allocation, additional funds were received through a variety of means:

- \$11,000 to cover the costs of accommodating eleven Visiting Teachers based at Belmore School
- \$8,025 through the Advance Program used to support students 15 years and over to participate in programs designed to enhance their independence, organisational skills, planning and community access.
- \$7,776 from the Cassandra Gantner Foundation to upgrade the hoist system in Room 2 and fund a new medical suction unit for students with life threatening impairments.
- \$4,800 through the Sporting Schools program which was used to purchase specialised sporting equipment designed to enhance our students inclusive access in our physical programs
- \$1,500 from the Canterbury Rotary Club to sponsor school staff enrolment in professional learning
- \$7,804 in donations from generous members of our school community

Following the Victorian State Government Budget in November, the Minister for Education, the Hon James Merlino provided official advice that Belmore School had been allocated \$9.677 million to upgrade and modernise the school, including development of a new library. This funding was part of the State Government's Building Works Package designed to stimulate the economy while ensuring that schools can teach in modern, permanent learning environments, support those most in need and accommodate growing enrolments. This substantial funding will now enable the upgrade of the buildings along with the grounds to ensure Belmore School is developed into a 21st century learning environment for our very special students, both now and into the future.

For more detailed information regarding our school please visit our website at
<https://www.belmore.vic.edu.au>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 32 students were enrolled at this school in 2020, 17 female and 15 male.

20 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

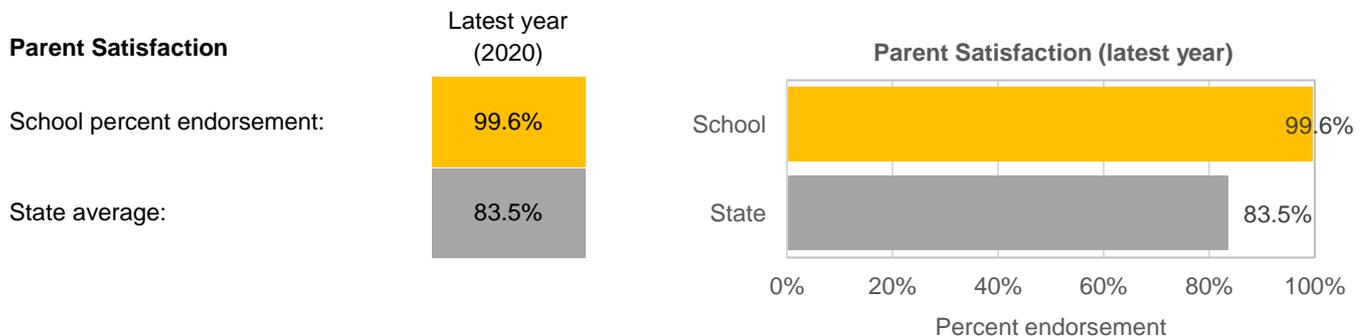
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

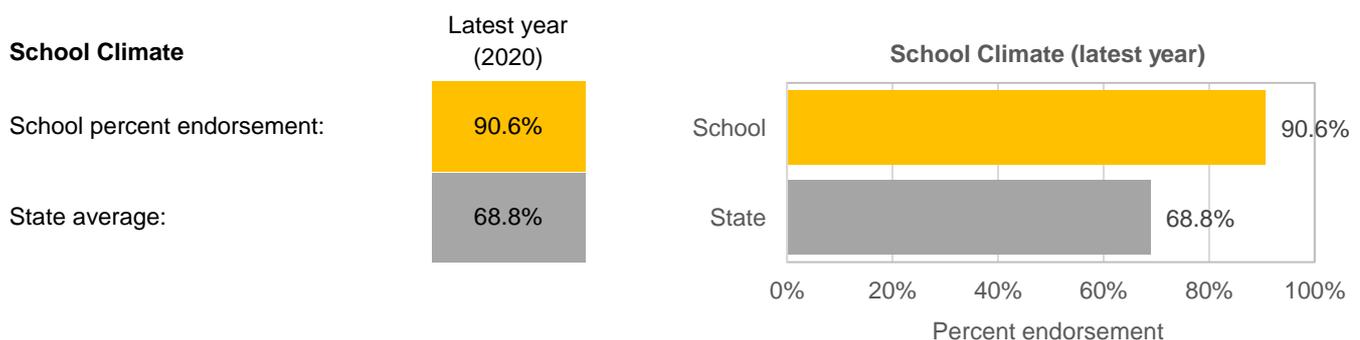


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



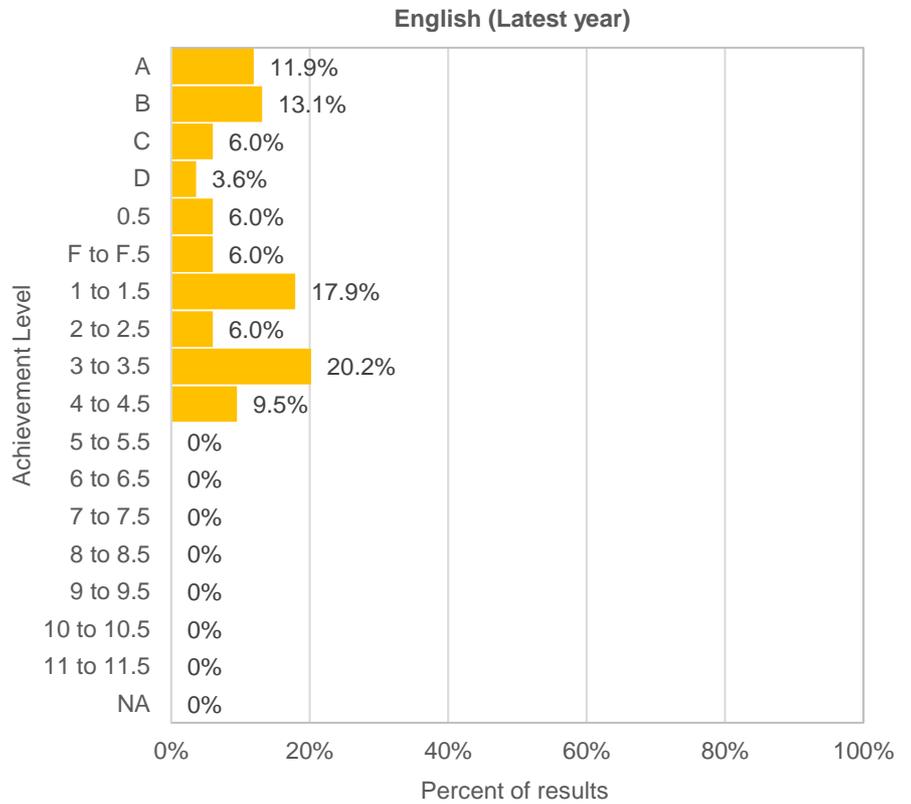
ACHIEVEMENT

Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

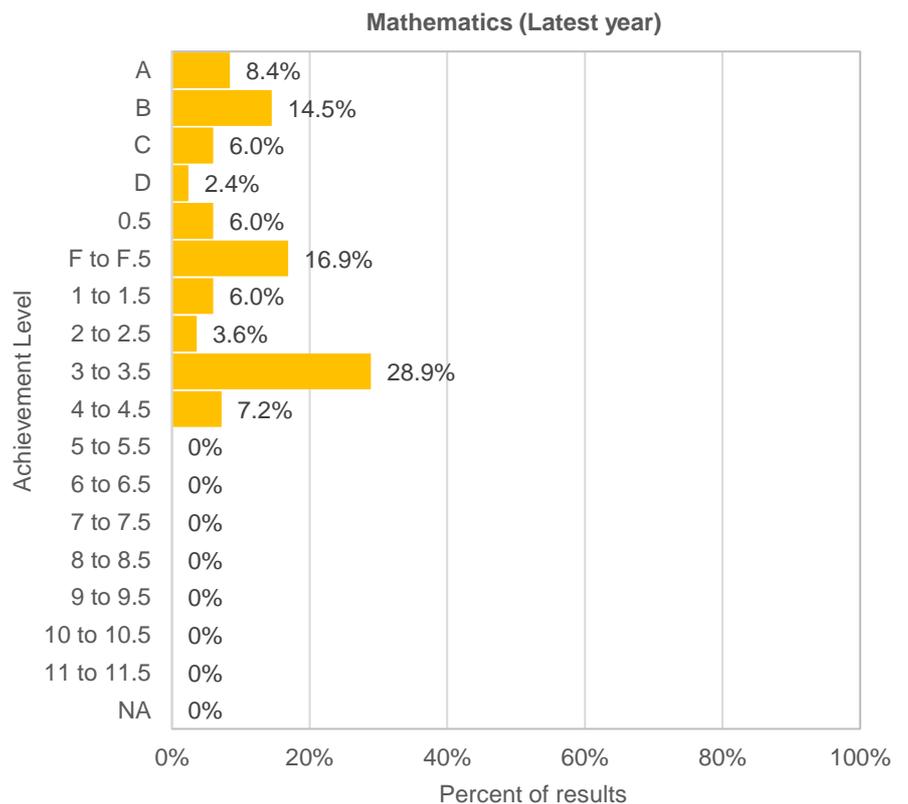
English

Achievement Level	Latest year (2020)
A	11.9%
B	13.1%
C	6.0%
D	3.6%
0.5	6.0%
F to F.5	6.0%
1 to 1.5	17.9%
2 to 2.5	6.0%
3 to 3.5	20.2%
4 to 4.5	9.5%
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



Mathematics

Achievement Level	Latest year (2020)
A	8.4%
B	14.5%
C	6.0%
D	2.4%
0.5	6.0%
F to F.5	16.9%
1 to 1.5	6.0%
2 to 2.5	3.6%
3 to 3.5	28.9%
4 to 4.5	7.2%
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence	2017	2018	2019	2020	4-year average
School average number of absence days:	42.4	42.9	41.3	52.1	44.6

Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Student Exits	2017	2018	2019	2020	4-year average
School percent of students with positive destinations:	100.0%	100.0%	NDP	NDA	100.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,723,475
Government Provided DET Grants	\$315,457
Government Grants Commonwealth	\$24,800
Government Grants State	\$8,025
Revenue Other	\$30,100
Locally Raised Funds	\$36,283
Capital Grants	NDA
Total Operating Revenue	\$3,138,139

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,192
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$6,192

Expenditure	Actual
Student Resource Package ²	\$2,557,952
Adjustments	NDA
Books & Publications	\$188
Camps/Excursions/Activities	\$2,549
Communication Costs	\$4,544
Consumables	\$13,142
Miscellaneous Expense ³	\$11,009
Professional Development	\$4,307
Equipment/Maintenance/Hire	\$137,748
Property Services	\$60,587
Salaries & Allowances ⁴	\$34,259
Support Services	\$17,783
Trading & Fundraising	\$4,885
Motor Vehicle Expenses	\$3,459
Travel & Subsistence	\$14
Utilities	\$34,136
Total Operating Expenditure	\$2,886,562
Net Operating Surplus/-Deficit	\$251,577
Asset Acquisitions	\$29,618

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$358,073
Official Account	\$25,542
Other Accounts	NDA
Total Funds Available	\$383,616

Financial Commitments	Actual
Operating Reserve	\$49,077
Other Recurrent Expenditure	\$1,553
Provision Accounts	NDA
Funds Received in Advance	\$3,930
School Based Programs	\$72,398
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$4,000
Capital - Buildings/Grounds < 12 months	\$176,100
Maintenance - Buildings/Grounds < 12 months	\$75,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$382,058

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.