

School Strategic Plan 2024-2028

Belmore School (4675)



Submitted for review by Amanda White (School Principal) on 06 May, 2024 at 11:38 AM

Endorsed by Erika Bienert (Senior Education Improvement Leader) on 06 May, 2024 at 11:38 AM

Endorsed by Bron Brown (School Council President) on 10 May, 2024 at 01:48 PM

School Strategic Plan - 2024-2028

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| School vision | 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. |
| School values | <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. |
| Context challenges | <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</p> |

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| | <p>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, 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>Key challenges identified through the school self-evaluation and review include:</p> <ul style="list-style-type: none"> • 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. • There was evidence of a consistent approach to the planning and delivery of the literacy model, however there exists an opportunity to develop a consistent whole school mathematics approach. The school would benefit from a continued focus on monitoring implementation and professional development in these areas to maximise student learning growth. • There are some strong practices currently in place in the implementation of SWPBS. A next step will be to develop a comprehensive, responsive and flexible whole school approach to wellbeing. |
| Intent, rationale and focus | <p>INTENT</p> <p>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</p> <p>Ensuring consistent delivery of evidence based instructional practice and school-wide approach to wellbeing within</p> |

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| | <p>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> |
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Through the school review process it was recognised that the following elements should be prioritised:

- develop a whole school numeracy instructional model
- investigate and develop a whole school approach to assessment practices
- further enhance the whole school Literacy Instructional Model
- develop and implement a Belmore School approach to wellbeing
- enhance and co-create student voice and agency practices
- strengthen school, family and wider community partnerships

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| Goal 1 | Maximise learning achievement for all students. |
| Target 1.1 | <p>By 2028, improve the percentage of student's achieving their IEP goal in:</p> <ul style="list-style-type: none">• Number and Algebra from 69% in 2023 to 75%• Measurement and Geometry from 65% in 2023 to 75%• Reading and Viewing from 73% in 2023 to 80%• Speaking and Listening from 60% in 2023 to 70%• Writing from 70% in 2023 to 75%. |
| Target 1.2 | <p>Parent Opinion Survey</p> <p>By 2028, improve the positive endorsement on the Parent Opinion Survey for the following factors</p> <ul style="list-style-type: none">• Effective Teaching from 75% in 2023 to 85%• Stimulating Learning Environment from 83% in 2023 to 90%. |
| Target 1.3 | <p>School Staff Survey</p> <p>By 2028, improve the positive endorsement on the School Staff Survey for the following:</p> <p>School Climate Module</p> <ul style="list-style-type: none">• Guaranteed and Viable Curriculum from 57% in 2023 to 75%• Teacher Collaboration from 56% in 2023 to 75% |

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| | <p>Teaching and Learning – Implementation Module</p> <ul style="list-style-type: none"> • Understand Formative Assessment from 50% in 2023 to 75% <p>Teaching and Learning – Planning Module</p> <ul style="list-style-type: none"> • Use Data for Curriculum Planning from 50% in 2023 to 75% <p>Teaching and Learning – Evaluation Module</p> <ul style="list-style-type: none"> • Understand How to Analyse Data from 63% in 2023 to 75% |
| Target 1.4 | <p>School based Student Survey</p> <p>School to develop a survey to capture student voice. Baseline data to be developed by the end of 2024.</p> |
| <p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | Develop a whole school numeracy instructional model. |
| <p>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p> | Investigate and develop a whole school approach to assessment practices and collaboration. |
| <p>Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high</p> | |

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| expectations; and a positive, safe and orderly learning environment | |
| Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Further enhance the whole school Literacy Instructional Model. |
| Goal 2 | Maximise wellbeing and engagement for all students. |
| Target 2.1 | Student IEP goals By 2028, improve the percentage of student's achieving their IEP goal in: <ul style="list-style-type: none"> • Self-Awareness and Management from 73% in 2023 to 80% • Social Awareness and Management from 86% in 2023 to 90% • Movement and Physical Activity from 79% in 2023 to 85%. |
| Target 2.2 | Parent Opinion Survey By 2028, improve the positive endorsement for the following Parent Opinion Survey factors: <ul style="list-style-type: none"> • Parent Participation and Involvement from 67% 2023 to 75% • Teacher Communication from 75% in 2023 to 85%. |
| Target 2.3 | By 2028, improve the positive endorsement for the following School Staff Survey factors in the School Climate module: School Climate Module |

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| | <ul style="list-style-type: none"> • Parent and Community Involvement from 75% in 2023 to 85% • Shielding and Buffering from 35% in 2023 to 60% |
| Target 2.4 | School based Student Survey School to develop a survey to capture student voice. Baseline data to be developed by the end of 2024. |
| Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Develop and implement a Belmore School approach to wellbeing. |
| Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | |
| Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | |
| Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to | Enhance and co-create student voice and agency practices. |

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| strengthen students' participation and engagement in school | |
| Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Strengthen school, family and wider community partnerships. |
| Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | |