

2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 04 April 2025 at 09:46 AM by Amanda White (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 09 April 2025 at 08:38 AM by Amanda White (Principal)

HOW TO READ THE ANNUAL REPORT

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- 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).

Key terms used in the Performance Summary are defined below:

NDP and NDA

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.

'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 disabilities 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 currently 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 ten teachers passionate about providing an optimum learning environment for our students. Supported by small class sizes and an extensive education support team of twelve 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 seven 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 division 1 school nurses, mental health practitioner and NDIS Navigator. 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 individualised 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 domains 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. An extensive transition program is individually tailored to support new students enrolling into Belmore School. Enrolment enquiries 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

Belmore School is proud of its achievements in student learning. Students are fully supported to learn in a nurturing yet rigorous school environment. All students have an Individual Education Plan (IEP) based around their specific educational needs. Goals in all curriculum areas are informed through the use of data from the ABLES assessment tools, teacher judgment against the Victorian Curriculum and the Roadmap of Communication Competence (ROCC). Close consultation with parents, carers and therapists at Student Support Group (SSG) meetings ensure there is a multidisciplinary approach to the implementation of each student's individualised educational program. Throughout 2024 all documentation and teaching and learning processes and protocols were evaluated and prepared for the rollout of the Disability Inclusion Framework in 2025.

Our renewed focus and specific goals set this year has seen an improvement in our overall data collection practices. This has enabled us to accurately measure the impact of our activities set in the AIP. This has included the development of a comprehensive tracking system for our IEP goal setting and achievement data. We have established our numeracy team, evaluated our current practises, completed several peer observations to analyse our instructional approach to numeracy and trialled various assessment tools. Several journal articles of evidence-based approaches in numeracy were provided to the teaching team and allowed time for discussions during PLCs.

A survey was designed and implemented for the teaching team around current understanding of and confidence with delivering the Belmore School Literacy Instructional Model. Feedback was analysed by our Literacy Leaders, and appropriate professional learning was designed and delivered. Review of the documentation has begun to align with the most current research in the area of support students with complex needs, including updating the assessment tools outlined. Relevant journal articles have been provided to teaching staff and literacy leaders have attended a tour/discussion of other schools with similar cohort needs.

Preparation for the rollout of the Disability Inclusion Framework is also underway with members of the leadership team attending DET Professional Development. Members of the leadership team also attended Nepean School on two separate occasions to review the framework in action and a sharing of practises across the four Physical Disability (PD) Schools. Documentation is being refined and developed. Professional Learning for Teachers is scheduled in the next four weeks, including a review of the online modules, discussions and finalising of planning documentation requirements.

Wellbeing

At Belmore School, we are committed to supporting the wellbeing of all students. While Belmore School prides itself on meeting the educational goals for all students, the school is well recognised

and highly regarded for supporting the needs of the whole child through a high quality and comprehensive care approach. Based on the results from the 2024 Attitudes to School Survey, it highlighted that students' felt a sense of confidence and connectedness with the school community overall, feel safe, that their teacher's look after them and that they have established some friendships at Belmore School. These are all important factors that contribute to the development of a strong sense of self and wellbeing.

The opening of our new playground area has seen new opportunities to develop and foster peer relationships, turn-taking and sharing skills. Students can choose from a variety of different activities including both active and passive ideas from interacting with in built and accessible musical instruments, exploring the fort and boat area, playing cooperatively in the sandpit and water feature, enjoying the accessible swing and various activities on the basketball court. In Semester two we focussed on the implementation of the High Impact Wellbeing strategies and highlighting what this looks like in our context, particularly in supporting our students to foster peer relationships and develop independent play skills. Implementing high-impact wellbeing strategies in schools is crucial for fostering an environment where students, staff, and the broader school community thrive. High-impact wellbeing strategies are practices and interventions designed to support the mental, emotional, and social wellbeing of students, which, in turn, positively impacts their academic success, behaviour, and overall development.

A review of the engagement and wellbeing documentation has begun including ensuring that all processes are documented within our Engagement and Wellbeing guide. This will continue into 2025 as our processes are implemented and monitored to ensure these meet the needs of our complex student cohort. Implementation of the SW-PBS program as part of the school's approach to supporting the engagement and wellbeing of students at Belmore School, which is an evidenced based approach designed to promote positive behaviour in students through a systematic, school-wide framework. By focusing on prevention, teaching appropriate behaviour, and acknowledging positive actions the approach aims to create a safe, respectful and productive learning environment for all students.

Belmore School remains committed to continuously improving our approach to student wellbeing. As we move forward, we will continue to monitor the effectiveness of the initiatives outlined above and seek ongoing feedback from students, staff, and parents. Together, we can ensure a supportive, nurturing environment for all our students.

Engagement

The Team Around the Learner (TAL) approach is a collaborative and comprehensive strategy designed to provide tailored support for students by involving a team of multi-disciplinary professionals, school staff, families, and the students themselves. The primary focus of the TAL approach is the student. It places the student at the centre of the process, ensuring that their needs, strengths, and preferences guide the decisions made by the team. The goal is to provide the student with the necessary support to help them thrive academically, socially, and emotionally. All members of the Belmore TAL collaborate as equal partners, focusing on a strengths-based approach that emphasises communication through AAC, peer and social interactions, teaching, role modelling, and creating opportunities for reciprocal exchange. This is reinforced through positive reinforcement, empowerment, and promoting a sense of agency.

In 2024, the Student Representative Council (SRC) saw some exciting changes, with a big focus on expanding its reach and impact. The SRC has continued to play a key role in giving students a

voice, boosting leadership opportunities, and making a real difference in school life. The expansion of the SRC also led to increased student engagement and leadership opportunities across the school. They met weekly to discuss challenges, potential ideas and learnt about what leadership looks like. The SRC introduced the school-wide recycling scheme, which highlighted why we need to look after our school and broader environment and provided a fundraising opportunity for our student council. The SRC opted to host several social events for the entire student cohort at the end of the year. Students have attested that they have enjoyed the opportunity to contribute to school operations. It was wonderful to have our Local MP present our students with their leadership badges and highlight the importance of leadership within the wider community. In 2024 opportunities to participate in the wider community award ceremonies were well received by our family and school community. Students were nominated and represented in the Allison Harcourt and Boroondara Youth Awards in the area of school and community service and were very excited to be acknowledged.

Our consistent efforts to engage parents, families and the wider community has allowed us to further strengthen our partnerships to support our student cohort. We have held several successful special events including our popular Mother's Day and Father's Day. We also hosted our first full school production 'Belmore Rocks' which had the largest turn out we have seen at the school, which included over 50 guests for our cohort of 40 students. Following on from our wonderful school production we hosted a soft launch to our new playground and outdoor spaces and celebrated the finalising of our major capital works build which commenced in May of 2022. We saw a big increase in engagement of our parent community in the parent opinion survey this year, which has helped us to gain greater insights into potential areas for improvement. It was wonderful to extend our school community and welcome our Grandparents into Belmore School to participate in some classroom activities, a school tour and refreshing afternoon tea. It was a lovely day for all involved and we look forward to continuing this event into 2025 and beyond. Both the Secondary and Primary Graduation events were held in term four is always a wonderful event celebrating the achievements and highlights of our Graduates' time at Belmore School.

Other highlights from the school year

In addition to the highlights already explored in the report, 2024 has been a year full of exciting developments, memorable events, and positive changes across the school. From new initiatives that fostered school spirit and student wellbeing to increased opportunities for student leadership and involvement, this year has been marked by a strong sense of community and growth. Below are some more of the key highlights that made this school year stand out:

The success of *Belmore Rocks*, our 2024 school production was a testament to the hard work and dedication of all involved, from the performers to the support staff and behind-the-scenes crew. The production not only showcased our students' artistic abilities but also fostered a sense of belonging, confidence, and pride. It was a truly special event that highlighted the spirit of our school community, leaving a lasting impact on all who attended.

The Whole School Sports Carnival, inspired by the Paralympics, was a truly inclusive and exciting event held this year. The carnival aimed to provide all students, with the opportunity to participate in a variety of fun and adaptive sports, fostering a sense of teamwork, respect, and inclusivity across the school. Students and staff worked together in house groups, cheering each other on and participated in a number of events all day. Activities included bowling, basketball, running, walking bike riding, craft making. The event celebrated the spirit of the Paralympics by focusing on

the abilities of each individual rather than any limitations, promoting understanding and empathy among all participants.

In 2024, there was a notable increase in community engagement programs, with a special emphasis on accessible sporting events and leisure activities. This surge in engagement was driven by partnerships with local organisations such as the Boroondara Council, Waverley Gymnastics the NGV and MSO, who played pivotal roles in hosting several All-Abilities Sporting, Music and Art Events. These initiatives provided opportunities for students to participate in and enjoy a variety of sporting activities, fostering inclusivity and promoting community spirit.

In 2024, our school organised and participated in several engaging whole-school events that celebrated diversity, learning, and community spirit. These events helped foster a positive and inclusive environment, with a particular focus on promoting literacy, cultural awareness, and scientific exploration. The Premier's Reading Challenge saw enthusiastic participation from students across all year levels. This initiative encouraged students to read a set number of books and was designed to foster a love of reading and improve literacy skills. Book Week was a highlight of the school year, with exciting activities centered around the theme of storytelling and creativity. Students participated in book-themed dress-up days, storytelling sessions, and library activities. The event celebrated the joy of reading, with a focus on both classic and contemporary children's literature. Harmony Day was a vibrant celebration of the cultural diversity within our school community. Students participated in a variety of activities that highlighted the importance of inclusivity, mutual respect, and understanding. NAIDOC Week (National Aboriginal and Islanders Day Observance Committee) was a significant event aimed at celebrating and acknowledging the history, culture, and achievements of Aboriginal and Torres Strait Islander peoples. Science Week was filled with interactive and hands-on activities designed to spark curiosity and promote a love of science. Students participated in a variety of experiments, demonstrations, and workshops on topics such as renewable energy, space exploration, and environmental science. Students and staff enjoy working together across the school on these common themes, which helps foster an opportunity for our students to connect and share their feelings and opinions on these important topics.

Financial performance

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 again ending the 2024 year in a financial surplus, with the goal to utilise residual funds to enhance the school's educational direction by investing in infrastructure and equipment to support the specialised needs of our students, staff and the broader community. With the Capital Works Building Project costs outweighing the allowed funds some of our tender options had to be removed. We are targeting the use of some of our surplus funds to enable us to reinstate the specialized equipment to support our students.

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

- \$30,000.00 Cassandra Gantner Foundation – towards a wheelchair lift purchase
- \$18,325.00 HCCC balance for wheelchair lift purchase

- \$68,679.10 Bendigo Bank - Various - library, adult c/tables, commode, touch screens, chair, carrot adult car seat
- \$9353.00 PAHL – donation of 3 tricycles for our students
- \$4,000.00 Sporting Schools – towards running of physical activities and resources during term 3
- \$1881.00 Disability Donations Trust - Herbert Allen – costs for end of year whole school excursion
- \$4,769.00 State Schools Relief for iPads and a laptop for students to use and home and school
- \$449 raised through a school based fundraising initiative Easter Raffle for the purchase of indoor games and equipment.
- \$119.10 raised through a school based fundraising initiative via can collection which our Student Representative Council/Student Leaders initiated student end of year celebrations.
- \$583.00 raised through a school based fundraising initiative Christmas Raffle to purchase garden equipment and library resources.
- \$3,000 donation from an anonymous volunteer to which will go towards safety equipment in the swimming pool and sensory activities for the playground.
- \$400.00 donation from the Han family.
- \$600 donation thanks to the generosity of one of our valued volunteers.
- \$625.00 from the Australian Online Giving Foundation thanks to a philanthropic arrangement between NAB and a member of our Belmore School community.

**For more detailed information regarding our school please visit our website at
<https://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 2.0 (FISO 2.0).

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 44 students were enrolled at this school in 2024, 22 female and 22 male.

29 percent of students had English as an additional language and 0 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).

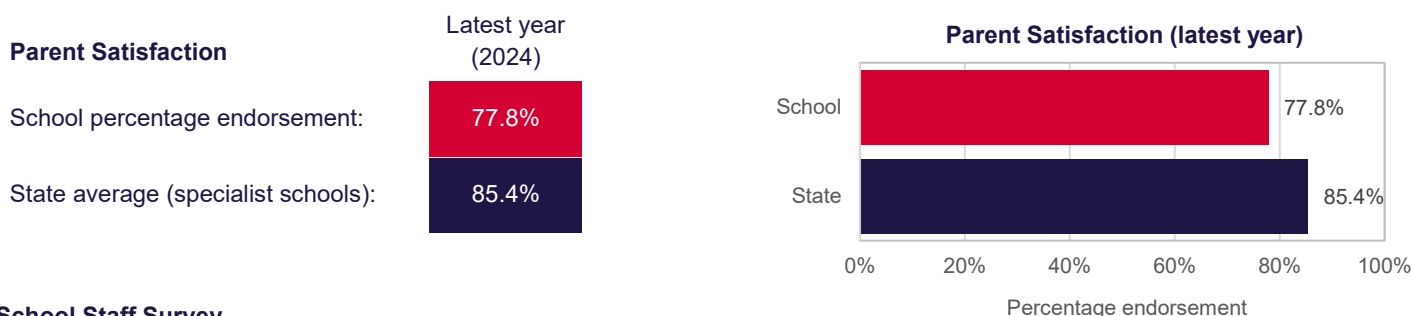
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **Low**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

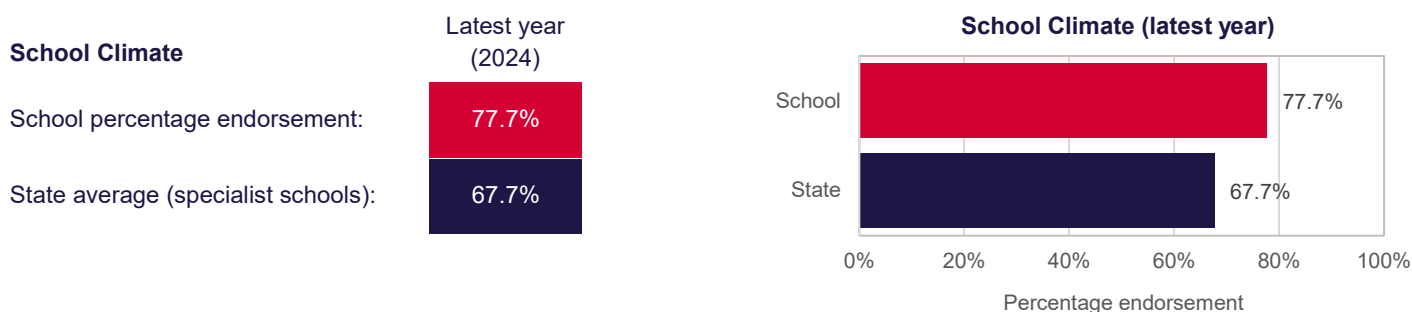


School Staff Survey

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

Percentage 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.

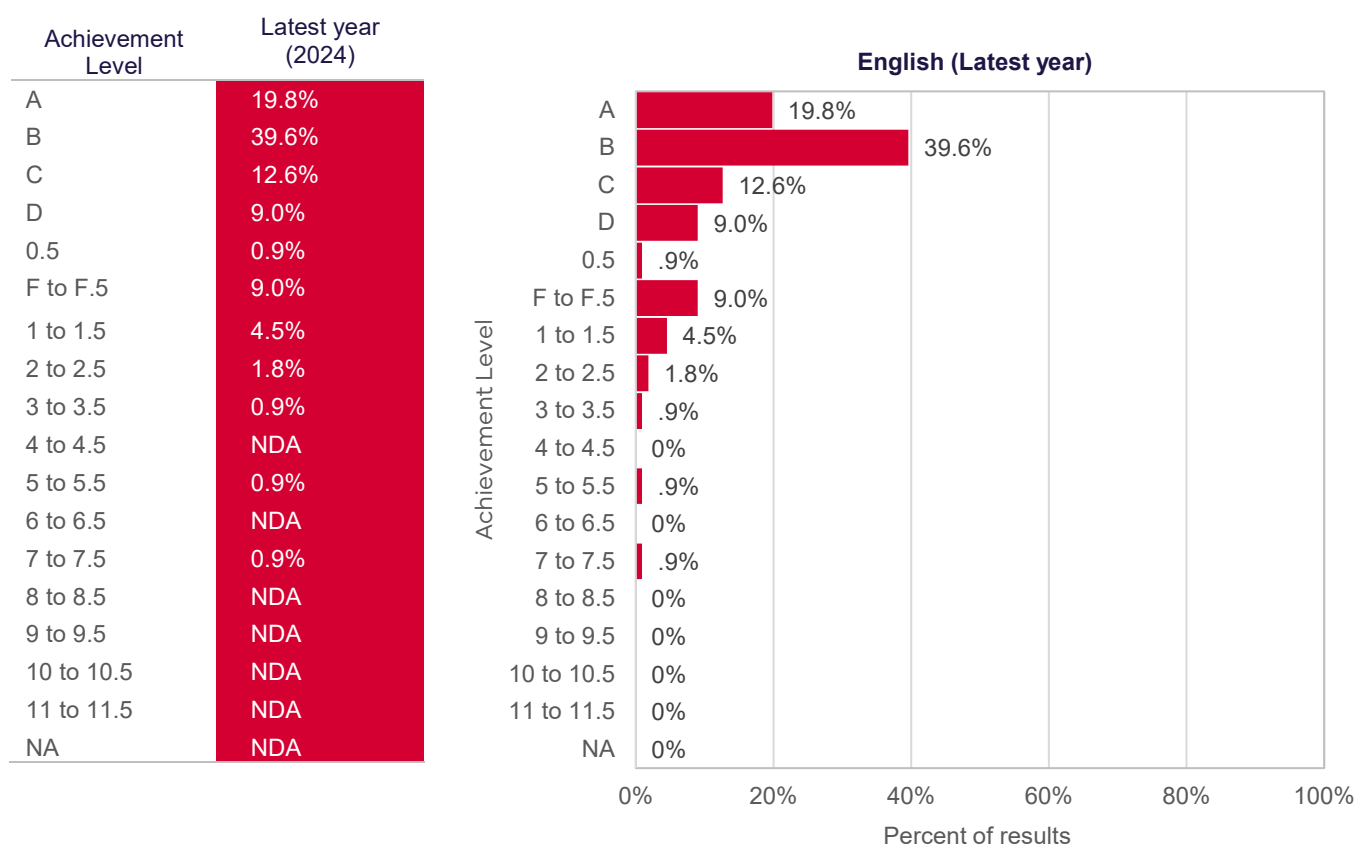


LEARNING

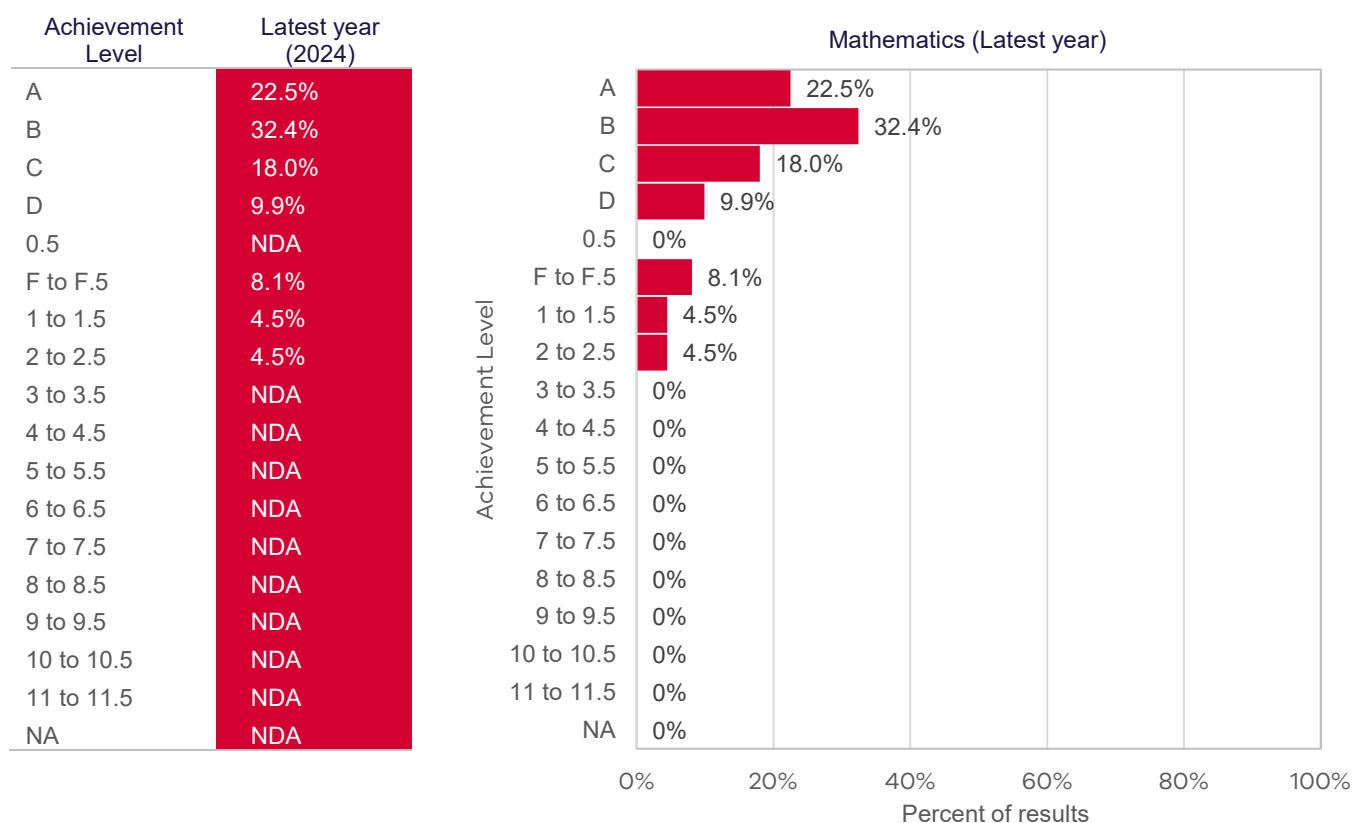
Teacher Judgement of student achievement

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

English



Mathematics



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.

Student Absence	2021	2022	2023	2024	4-year average
School average number of absence days:	20.8	17.9	27.3	29.1	23.8

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	2021	2022	2023	2024	4-year average
School percent of students with positive destinations:	NDP	NDP	NDP	NDP	100.0%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2024

Revenue	Actual
Student Resource Package	\$3,171,069
Government Provided DET Grants	\$332,448
Government Grants Commonwealth	\$6,338
Government Grants State	\$0
Revenue Other	\$34,505
Locally Raised Funds	\$195,340
Capital Grants	\$0
Total Operating Revenue	\$3,739,699

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,701
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,701

Expenditure	Actual
Student Resource Package ²	\$3,134,135
Adjustments	\$2,619
Books & Publications	\$134
Camps/Excursions/Activities	\$4,181
Communication Costs	\$8,828
Consumables	\$21,833
Miscellaneous Expense ³	\$18,613
Professional Development	\$18,734
Equipment/Maintenance/Hire	\$129,591
Property Services	\$42,364
Salaries & Allowances ⁴	\$100,843
Support Services	\$17,294
Trading & Fundraising	\$15,732
Motor Vehicle Expenses	\$2,583
Travel & Subsistence	\$27
Utilities	\$50,137
Total Operating Expenditure	\$3,567,647
Net Operating Surplus/-Deficit	\$172,052
Asset Acquisitions	\$36,953

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$625,401
Official Account	\$24,949
Other Accounts	\$0
Total Funds Available	\$650,350

Financial Commitments	Actual
Operating Reserve	\$71,816
Other Recurrent Expenditure	\$7,700
Provision Accounts	\$0
Funds Received in Advance	\$16,632
School Based Programs	\$280,270
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$12,000
Capital - Buildings/Grounds < 12 months	\$95,499
Maintenance - Buildings/Grounds < 12 months	\$142,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$625,917

All funds received from the Department of Education, 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.